

KINDERGARTEN TO YEAR 6



GUIDE TO THE NEW NSW SYLLABUSES



The Australian curriculum is being implemented in New South Wales through new syllabuses developed by BOSTES for English, Mathematics, Science and Technology, History and Geography.

The new K–10 syllabuses include agreed Australian curriculum content and content that clarifies learning in Kindergarten to Year 10. The stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabuses identify the knowledge, understanding, skills, values and attitudes that students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The syllabuses have been designed to be taught within the BOSTES recommended percentages for each key learning area in a typical school week.

Assessment for learning continues to be an essential component of the K–10 syllabuses.

WHAT IS SIMILAR?

Many of the features of the current syllabuses have been retained, including:

- objectives and outcomes
- content organised in stages from Early Stage 1 to Stage 3 in the primary years.

WHAT IS DIFFERENT?

- Foundation statements are replaced by stage statements that summarise the knowledge, understanding, skills, values and attitudes that students develop as they achieve the outcomes.
- A subject-specific glossary is included in each syllabus.
- Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of each syllabus and identified by icons. Teachers may identify additional opportunities for students to learn about these areas.

KINDERGARTEN TO YEAR 6

HOW DO THE SYLLABUSES CATER FOR ALL STUDENTS?

The K–10 syllabuses are inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabuses.

The NSW K–6 curriculum provides for students with special education needs through inclusive syllabus outcomes and content accessible to the full range of students. Some students may require adjustments to teaching, learning and assessment experiences. Further advice about curriculum options for students with special education needs in K–6 can be found in a range of support materials available on the BOSTES website.

WHAT IS THE PLAN FOR IMPLEMENTATION?

	2014	2015	2016	2017
English	K–6			
Mathematics	Optional	K–6		
Science and Technology	Optional	K–6		
History		Optional	K–6	
Geography			Optional	K–6

WHAT SUPPORT IS BOSTES PROVIDING?

Many existing resources will continue to be useful and relevant. Current units of work can be modified to meet the requirements of the new syllabuses, and some existing units will form the bases of effective programs.

Subject-specific guides for the K–6

- English
- Mathematics
- Science and Technology
- History
- Geography

syllabuses are available on the BOSTES website.

The syllabuses are available in an interactive online format. The interactive online format provides different ways to customise views of the syllabuses. The syllabuses can be viewed by stage, outcomes and content, and provide links to support materials and other online resources.

Accompanying the release of the syllabuses, support materials will be available to assist teachers in understanding and implementing each syllabus and its associated assessment requirements.

Support materials

Support materials released with the syllabuses include:

- this guide
- schools guides
- parents guide
- advice on assessment
- advice on programming
- sample scope and sequences
- sample units of work
- sample assessment activities
- Program builder.

The Department of Education and Communities, the Catholic Education Commission, the Association of Independent Schools, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabuses.

WHAT IS SIMILAR?

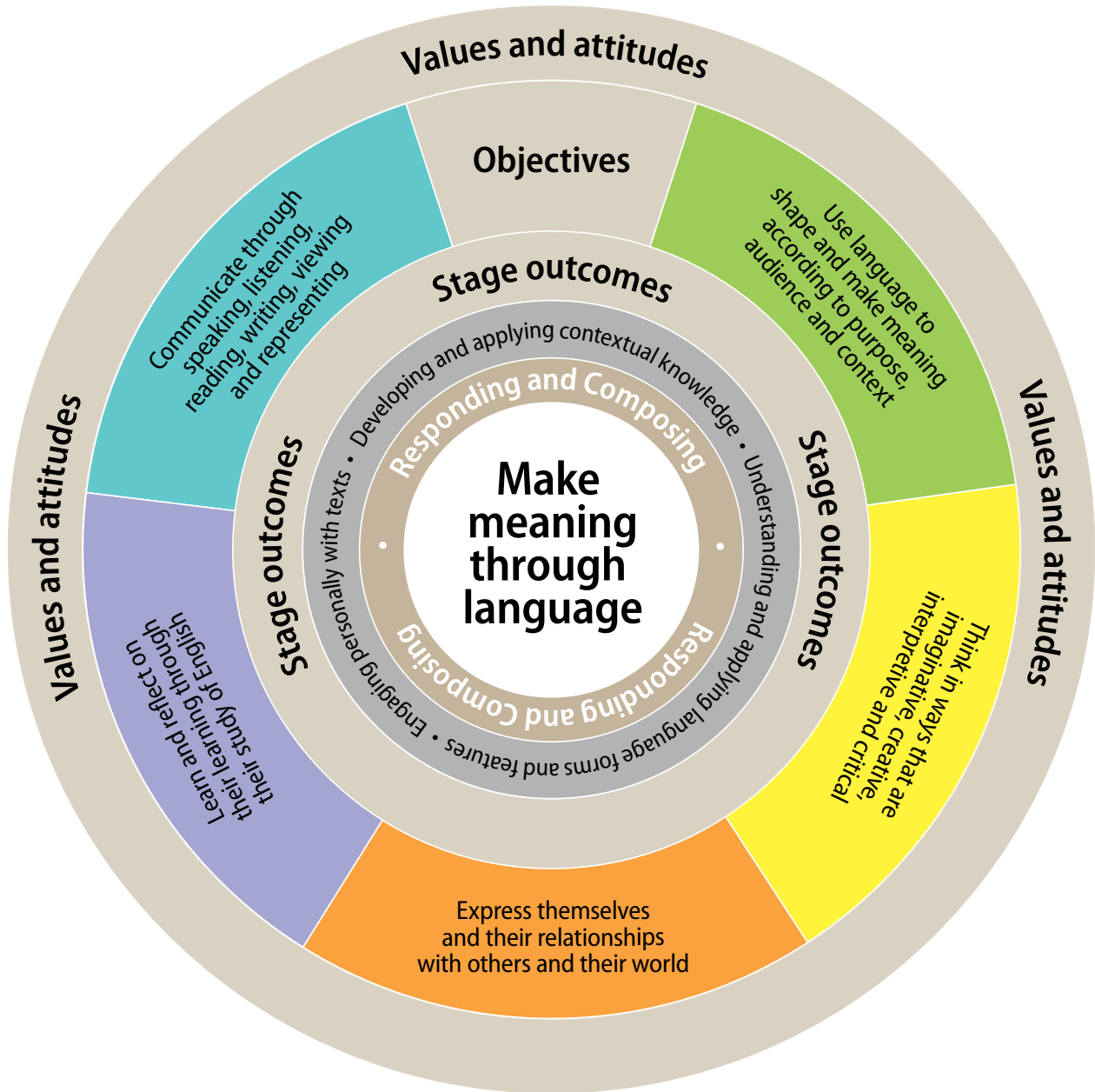
Students will continue to:

- be actively engaged in the development of skills through speaking, listening, reading, writing, viewing and representing
- engage with a variety of different types of texts for different purposes and different audiences
- acquire skills of English as an EAL student through explicit teaching and links to the *ESL scales*
- develop the range of skills required to be literate through explicit teaching, a clear continuum of learning and using a variety of strategies.

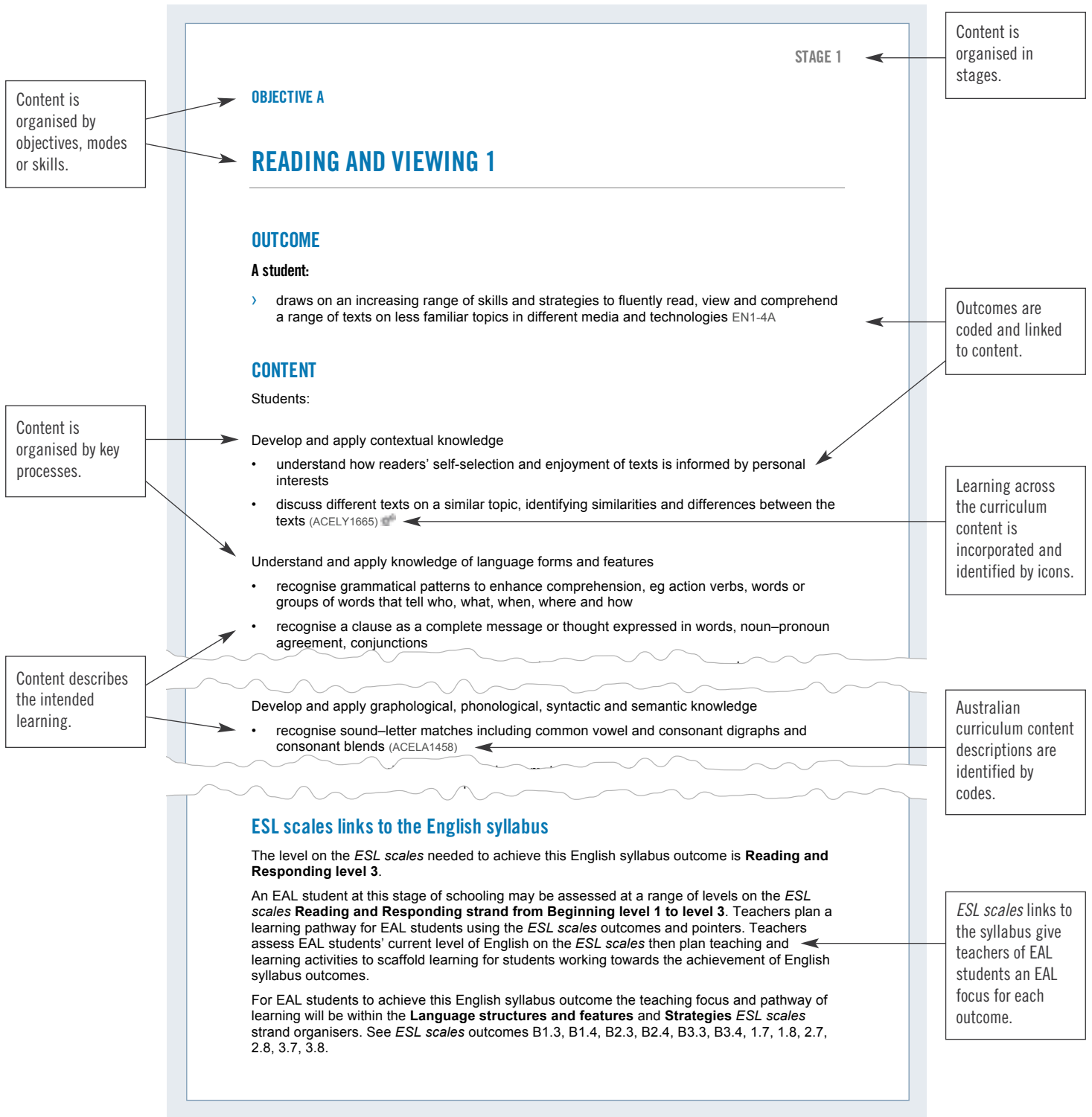
WHAT IS DIFFERENT?

- There is an increased emphasis on the teaching of literature through clearly defined content and text requirements.
- Content is reorganised in a K–10 continuum which clearly defines processes and skill development. This includes the explicit teaching of contextual knowledge, comprehension, and thinking and reflecting skills and processes.
- The K–10 continuum has been developed to demonstrate a clear pathway of learning in English.
- General text requirements for K–6 have been included to ensure students experience a range of print, spoken, visual, digital and multimedia texts.
- The text requirements include experience of contexts such as intercultural experiences, Aboriginal histories and cultures, Asian perspectives and environmental sustainability.

How content is organised in English



Features of the English K–6 content pages



WHAT IS SIMILAR?

Students will continue to:

- engage in learning that reflects a sequential and logical approach to learning in Mathematics with a level of challenge appropriate to their stage of learning
- study topic areas in the current syllabus, such as fractions, money, two-dimensional shapes and three-dimensional objects
- develop knowledge, skills and understanding in Working Mathematically in an integrated way.

WHAT IS DIFFERENT?

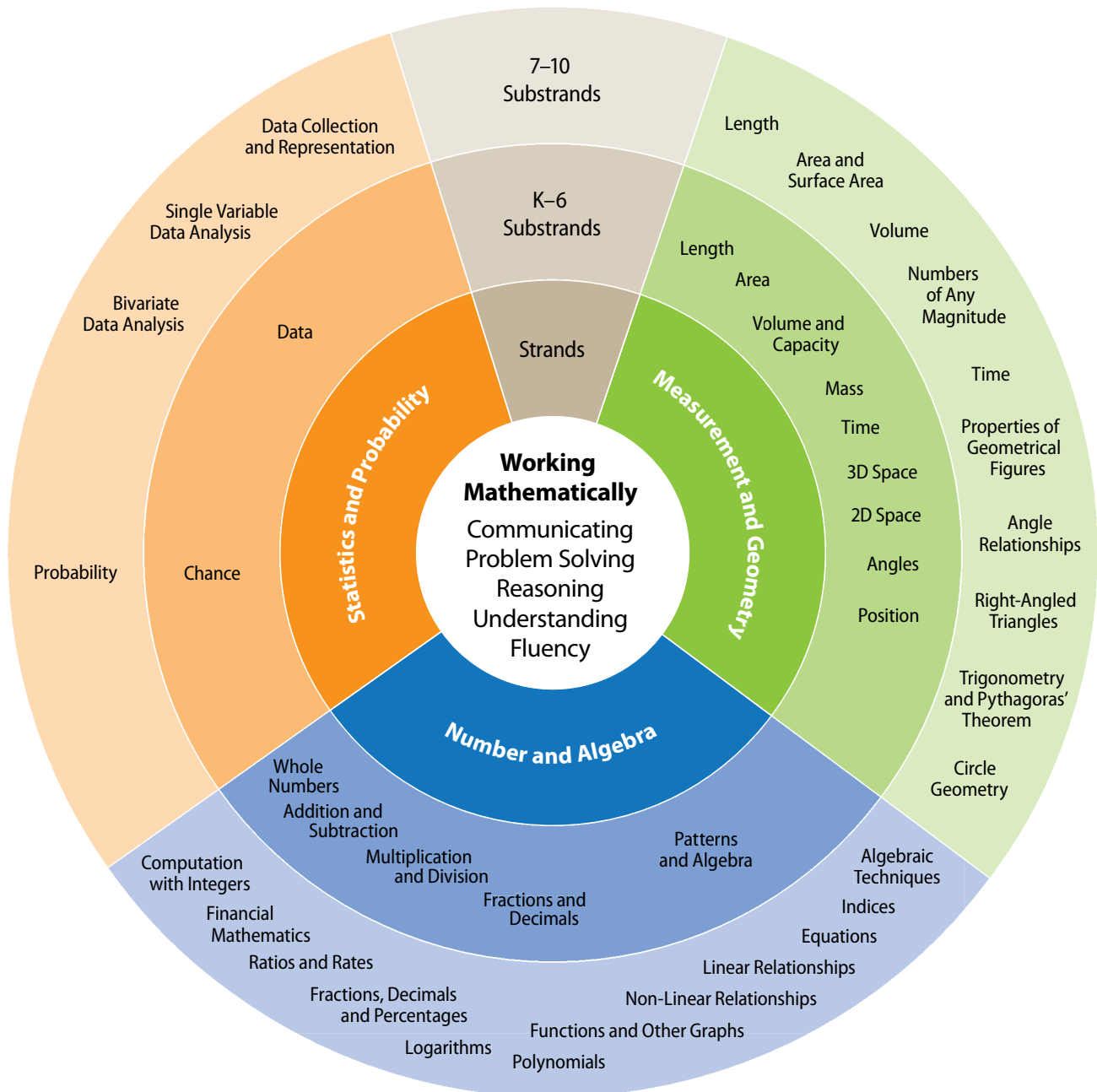
Content:

- is organised into three strands:
 - Number and Algebra
 - Measurement and Geometry
 - Statistics and Probability
- has one additional substrand, Angles, in Stage 2 and Stage 3
- contains some new material in Stage 3, such as:
 - the order of operations
 - the Cartesian plane in four quadrants
 - dot plots.

Working Mathematically:

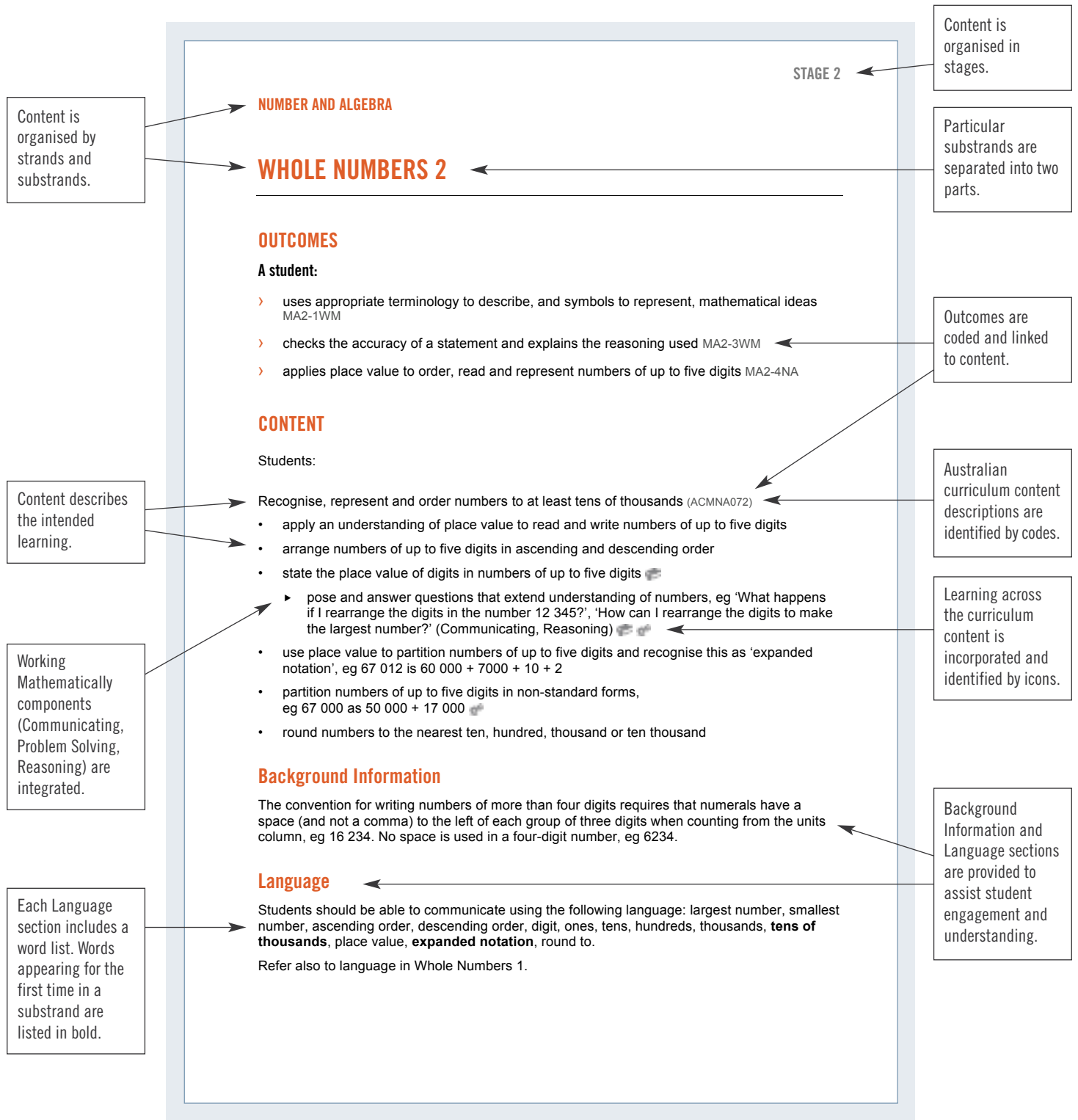
- comprises the five components:
 - Communicating
 - Problem Solving
 - Reasoning
 - Understanding
 - Fluency
- is embedded in each substrand
- has up to three specific outcomes, for Communicating, Problem Solving and Reasoning, which are incorporated in each substrand.

How content is organised in Mathematics



The diagram represents the relationships between the strands and substrands only. It is not intended to indicate the amount of time spent studying each strand or substrand.

Features of the Mathematics K–6 content pages



SCIENCE AND TECHNOLOGY K–6

WHAT IS SIMILAR?

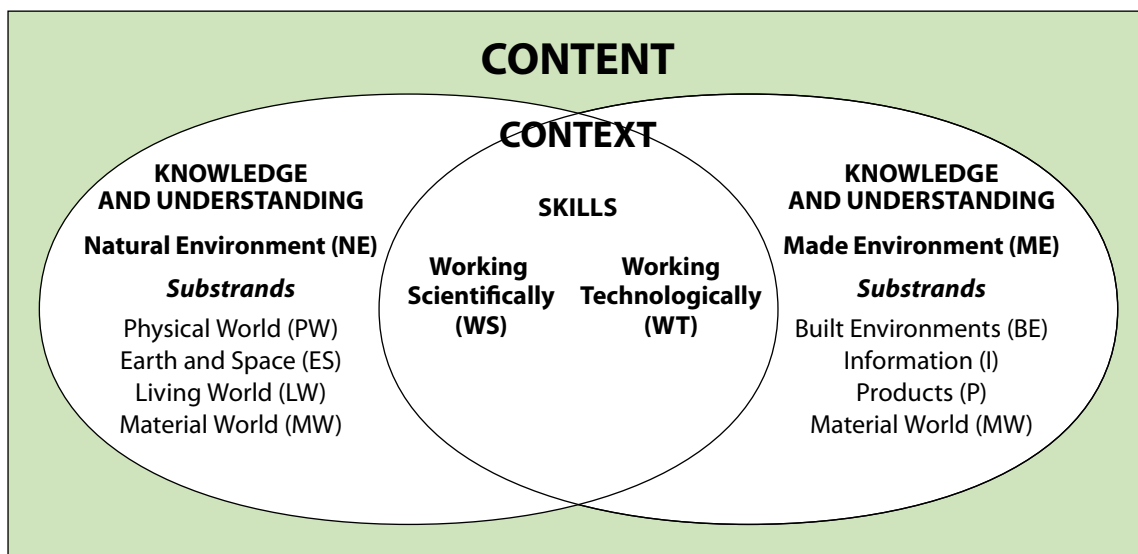
Students will continue to:

- develop a sense of wonder and expand their natural curiosity about the world around them through their understanding of, interest in and enthusiasm for science and technology
- develop competence and creativity in using the processes of Working Scientifically and Working Technologically in a range of hands-on scientific investigations and design projects
- use the skills and processes of Working Scientifically and Working Technologically to develop their knowledge and understanding about the Natural Environment and the Made Environment
- develop their science skills, knowledge and understanding through a range of contextualised learning experiences selected by teachers on the basis of relevance to students' learning needs, interests and experiences.

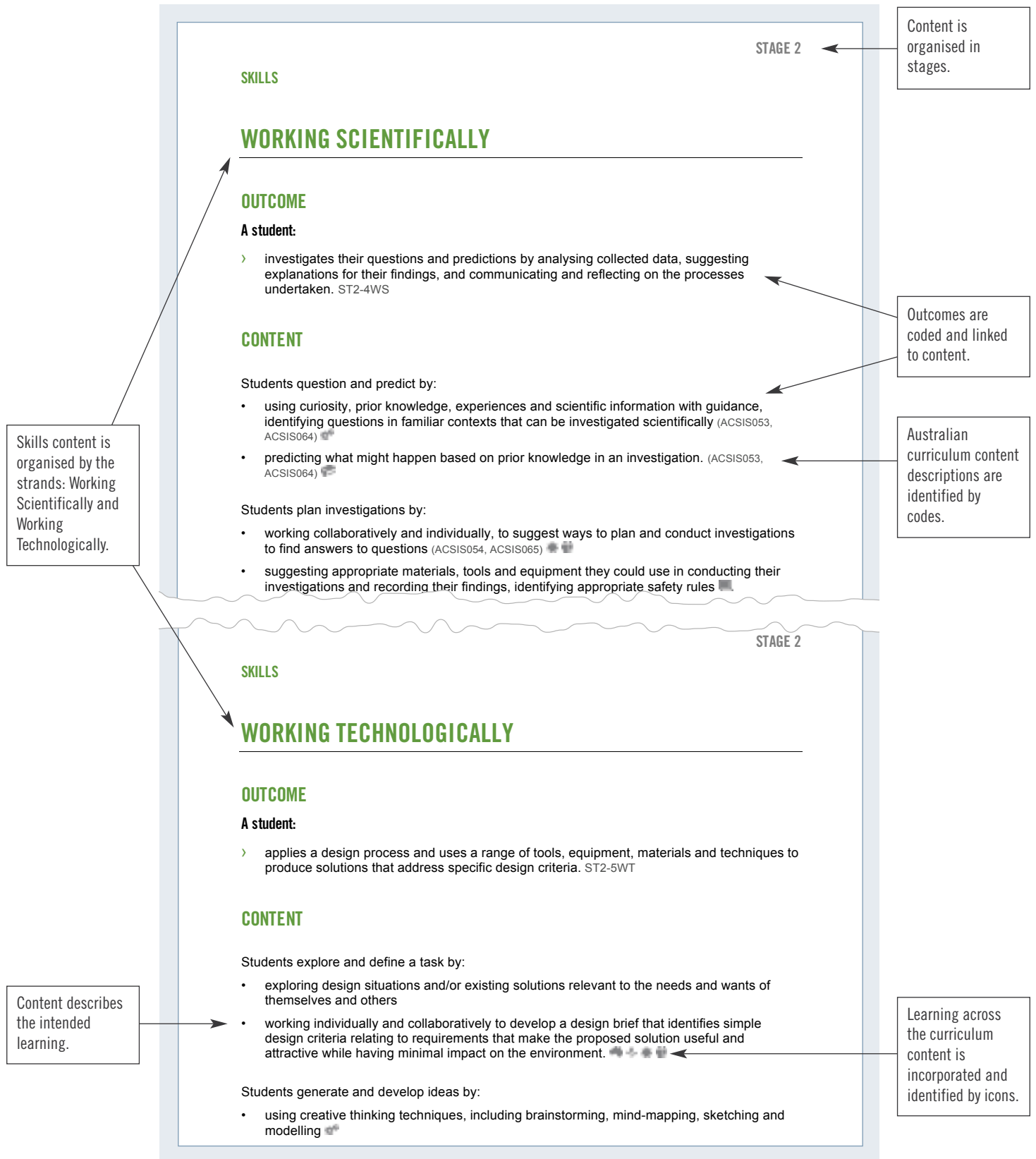
WHAT IS DIFFERENT?

- The continuum of skills, knowledge and understanding from Science and Technology K–6 to Science Years 7–10 and Technology (Mandatory) in Years 7 and 8 has been strengthened.
- The Material World substrand includes outcomes related to the Natural Environment and the Made Environment.
- The outcomes and content integrate understanding about the development, uses and influence of science and technology on students' lives now and into the future.
- The skills, knowledge and understanding content provides specific guidance about the scope of student learning and how the outcomes can be interpreted.

How content is organised in Science and Technology



Features of the Science and Technology K–6 skills content pages



Skills content is organised by the strands: Working Scientifically and Working Technologically.

Content is organised in stages.

Outcomes are coded and linked to content.

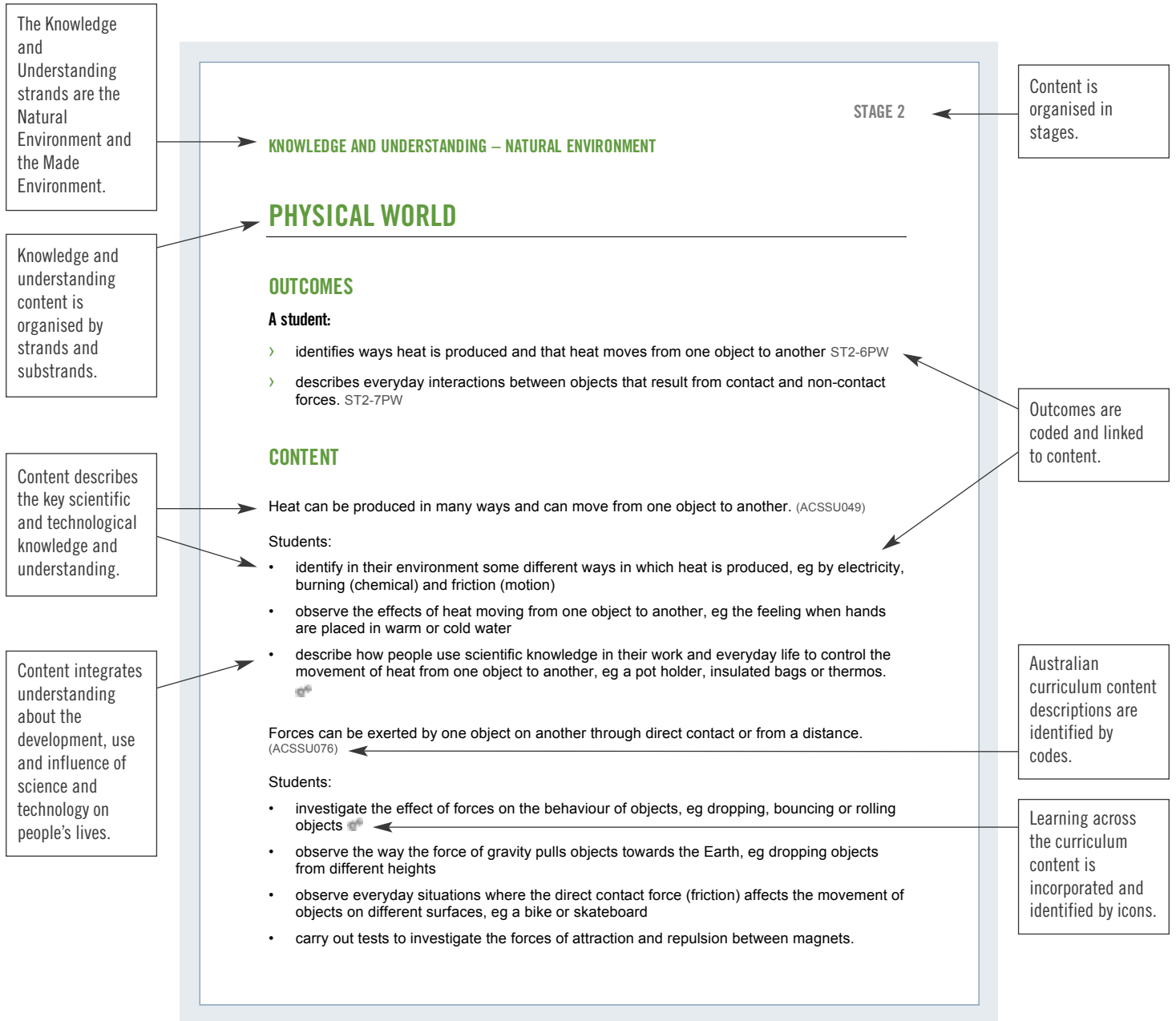
Australian curriculum content descriptions are identified by codes.

Content describes the intended learning.

Learning across the curriculum content is incorporated and identified by icons.

SCIENCE AND TECHNOLOGY K–6

Features of the Science and Technology K–6 knowledge and understanding content pages



WHAT IS SIMILAR?

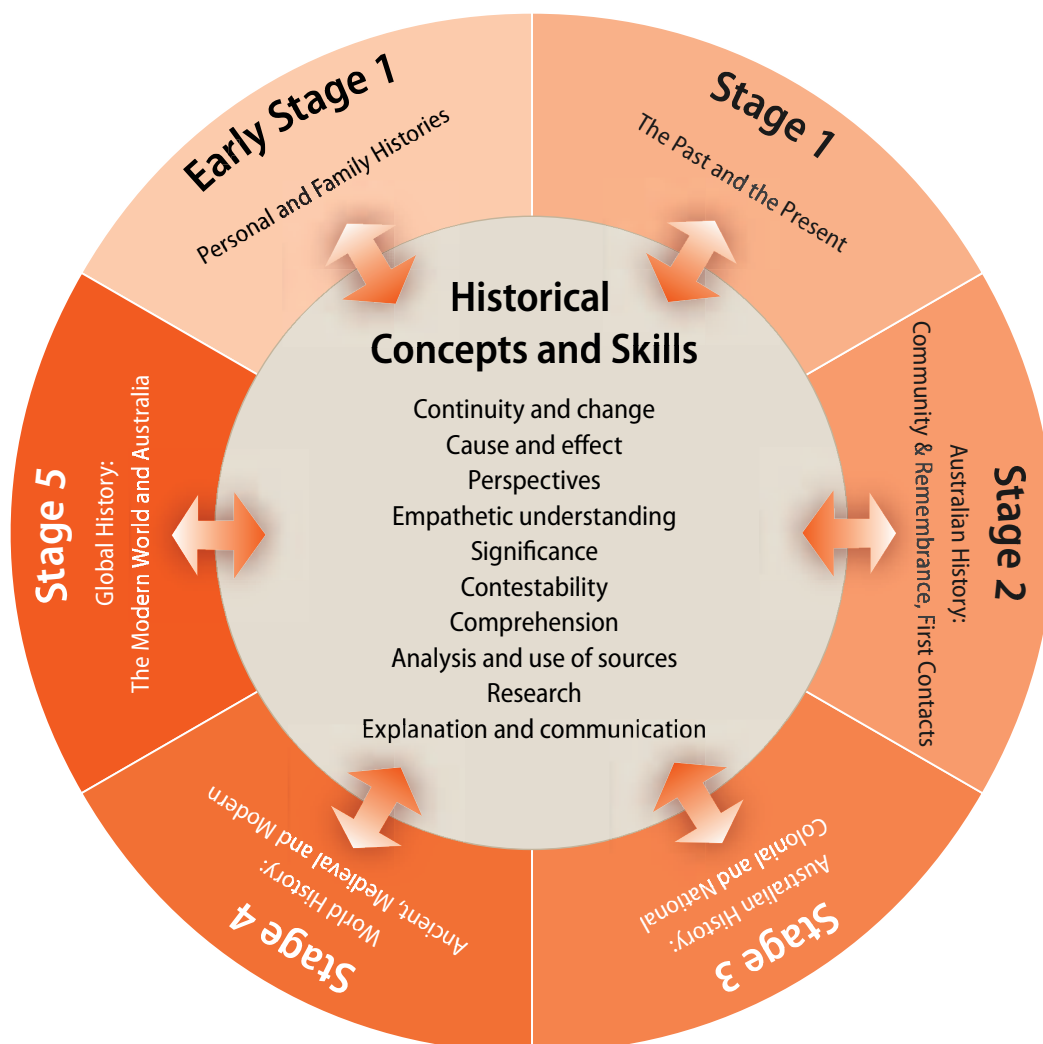
Students will continue to:

- study familiar topics, such as:
 - personal, family and community histories in Early Stage 1
 - local community history in Stage 1
 - British colonisation and Indigenous peoples in Stage 2
 - the development of Australian democracy in Stage 3.

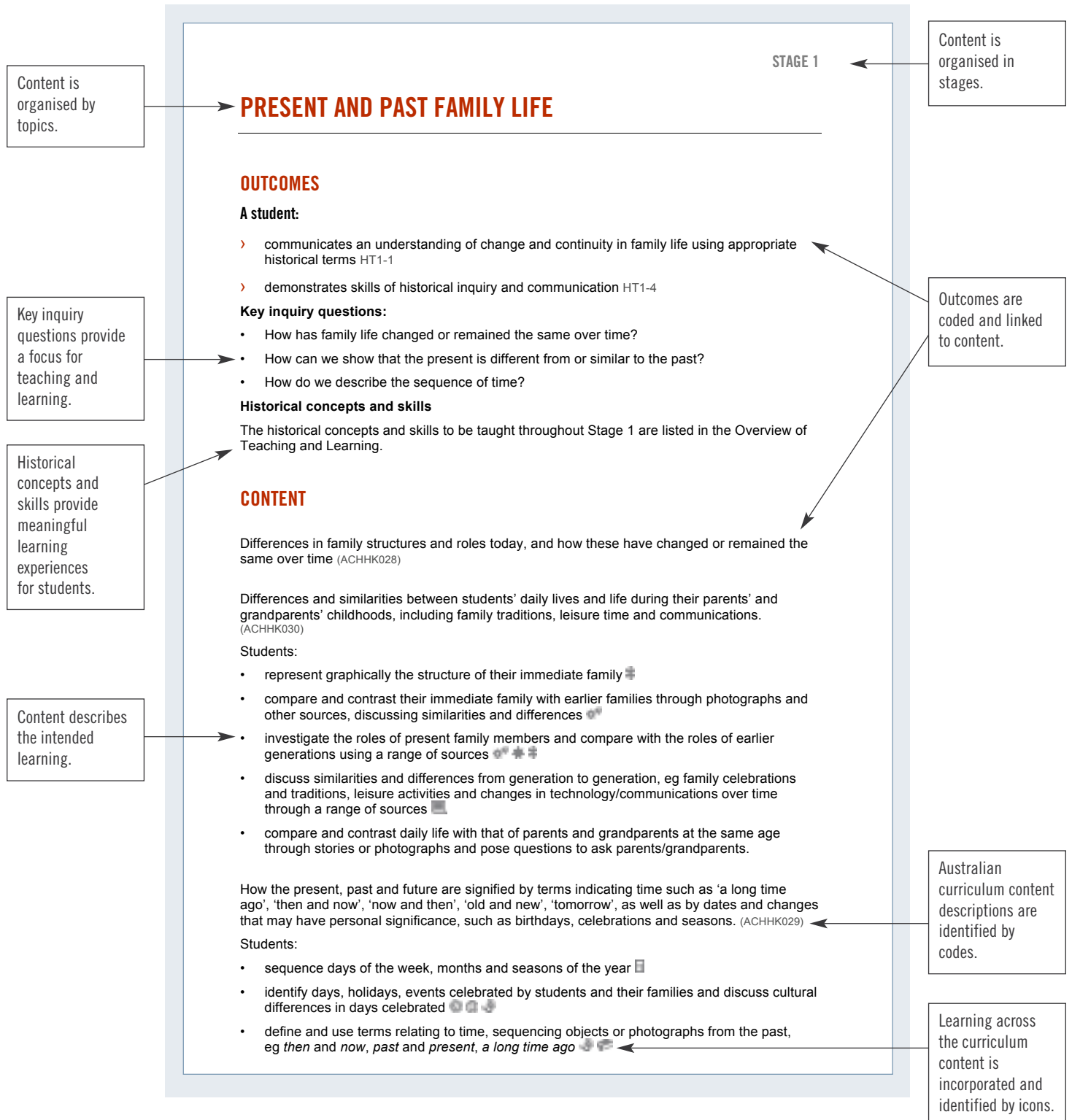
WHAT IS DIFFERENT?

- Key inquiry questions provide a focus for each topic.
- A more specific focus on the sources of history and the question ‘How do we know?’
- A more specific integration of historical concepts such as ‘cause and effect’ and ‘change and continuity’.
- More emphasis on specific historical skills such as sequencing time, source analysis and historical perspectives.
- New topics such as migration will be studied in Stage 3.

How content is organised in History



Features of the History K–6 content pages



Content is organised by topics.

Key inquiry questions provide a focus for teaching and learning.

Historical concepts and skills provide meaningful learning experiences for students.

Content describes the intended learning.

Content is organised in stages.

Outcomes are coded and linked to content.

Australian curriculum content descriptions are identified by codes.

Learning across the curriculum content is incorporated and identified by icons.

WHAT IS SIMILAR?

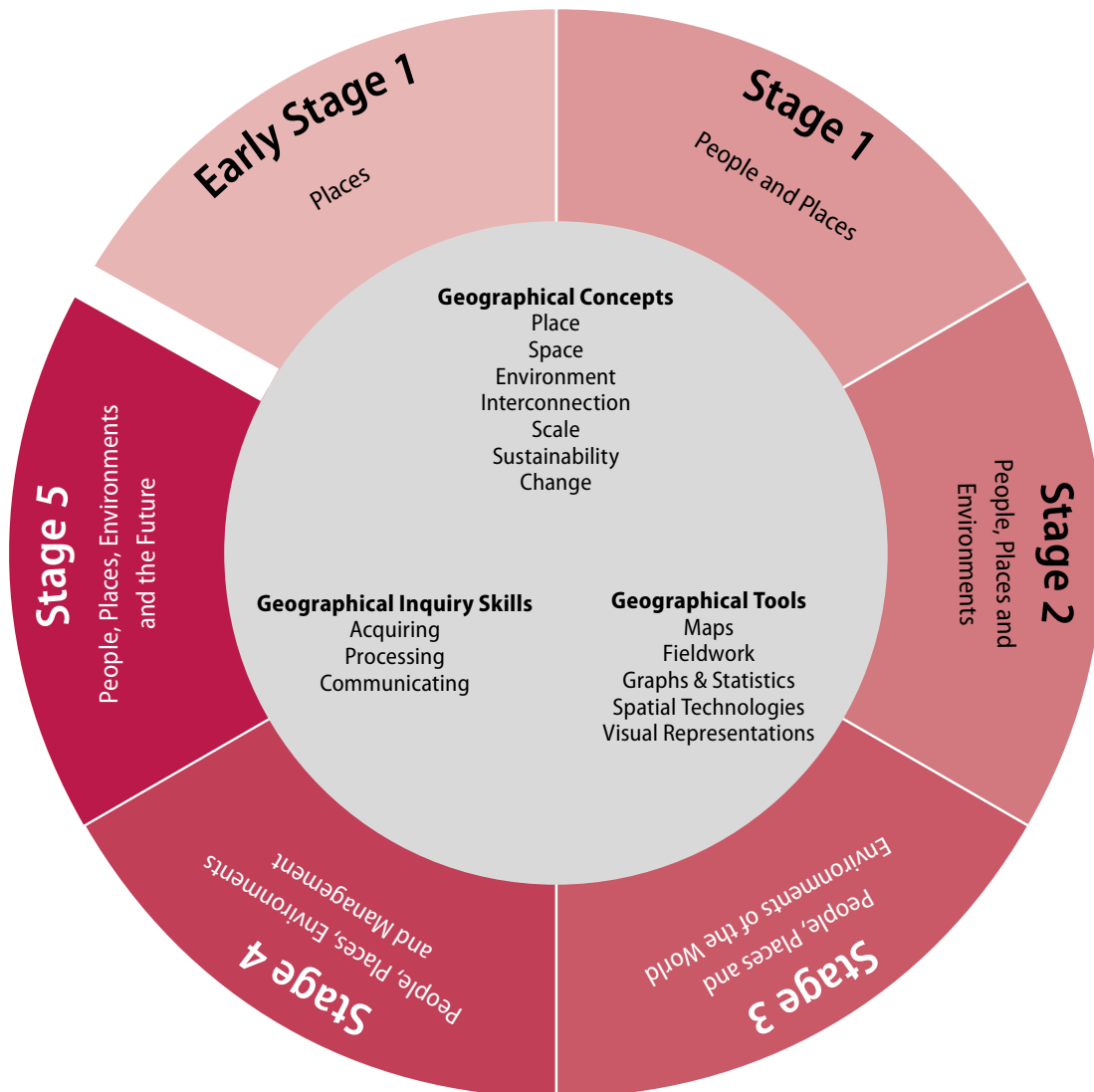
Students will continue to:

- investigate environments and communities across local to global scales
- develop an understanding of being informed, responsible and active citizens
- undertake inquiry-based learning to explore and understand the world.

WHAT IS DIFFERENT?

- Key inquiry questions provide a focus for learning.
- An emphasis on contemporary geographical concepts such as place and sustainability.
- A more specific focus on geographical skills and tools, for example maps and spatial technologies.
- More emphasis on the role of fieldwork in geographical inquiry.

How content is organised in Geography



Features of the Geography K–6 content pages

