



Parents Guide to the NSW Primary Syllabuses

(incorporating the Australian curriculum)



Helping parents to
understand their child's
progress through
primary school





Introduction

As a parent of a primary school student, you will want to know what your child is learning so you can help them at home. You and your child's teachers will be the most important influences on your son's or daughter's education.

This guide is provided to help you follow your child's early learning and to help you talk with teachers about day-to-day classroom activities and your child's progress.

What will my child learn at school?

New South Wales joined with the Australian Government and all other states and territories to develop an Australian curriculum. The Board of Studies, Teaching and Educational Standards NSW (BOSTES) developed new K–10 syllabuses for English, Mathematics, Science (incorporating Science and Technology K–6) and History that incorporate agreed Australian curriculum content.

In K–6, the syllabuses are designed to be taught within the Board's recommended percentages of time for each key learning area in a typical school week.

The implementation schedule for the new syllabuses is:

Kindergarten – Year 6	
2013	■ Familiarisation and planning
2014	■ English – start teaching ■ Mathematics – optional to start teaching ■ Science and Technology – optional to start teaching
2015	■ Mathematics – start teaching ■ Science and Technology – start teaching ■ History – optional to start teaching
2016	■ History – start teaching

The BOSTES sets the learning requirements for each stage of primary school. The four stages are:



The BOSTES syllabuses state what must be taught in these six key learning areas:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE) (incorporating History K–6 from 2015)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE).

In this guide you will find some examples of the kinds of things your child can learn in each year of primary school. There are many ways for teachers to organise lessons effectively, and individual lessons may cover topics from more than one subject. Page 12 provides more information on integrated units.

If my child has special education needs, how will these be met?

The BOSTES syllabuses have been developed to be inclusive of the learning needs of all students.

Teachers may need to make adjustments to their teaching, learning and assessment activities in order for some students with special education needs to be able to participate fully in the curriculum. Decisions about adjustments are made through a collaborative planning process that involves the student, parent/carer, teacher and other professionals.

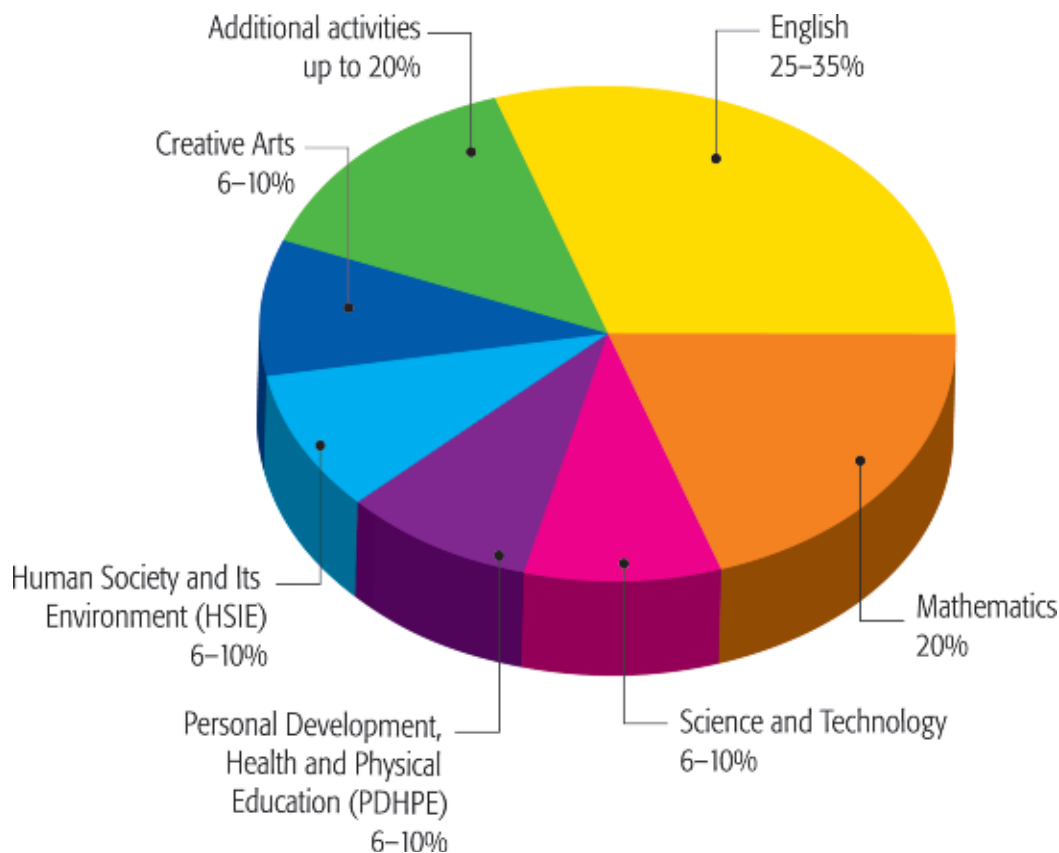
More information about the collaborative planning process and adjustments for students with special education needs can be found on the BOSTES website.

How much time will be spent on each subject?

The BOSTES syllabus requirements can be taught in 80% of a typical 9 am to 3 pm five-day school week. The remaining 20% of the school week is left free for additional activities at the school's discretion. For example, many schools use this time for languages, additional school sport, concert rehearsals, religious education and special projects.

English and Mathematics make up about 50% of the school week – this is equivalent to at least 12 hours each week. The other subjects are spread across the remaining time (see pie chart below). The 6–10% of time noted below represents between 1.5 and 2.5 hours per week.

The use of computers is included in every stage of every subject.



Having a range of percentages allows schools to program more time for English in the earlier years.

English

In English, students learn to read, write, speak, view and represent language. They learn about the English language and literature through working with a wide range of spoken, visual, multimedia and digital texts. Students learn how language varies according to context, and how to communicate to a range of audiences for different purposes. They learn to read for information and pleasure. Students gain a sound grasp of language structures, punctuation, spelling and grammar and learn to think in ways that are imaginative, creative and critical.



In Kindergarten

EARLY
STAGE 1

Students:

- communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance
- give short talks and express ideas, eg tell news, describe a favourite toy, describe a science experiment
- begin developing reading and comprehension skills, eg recognise simple sight words, recognise most sounds of the alphabet, use illustrations and picture clues to make predictions about stories when reading
- spell some common words accurately in their own writing
- write simple sentences/stories for known audiences such as for self, class or parents, eg 'Yesterday I played soccer.'
- understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
- develop basic skills of writing including correct pencil grip, good posture and handwriting movements to form some lower-case and upper-case letters, eg A, a, B, b.

Some Year 1 examples

STAGE 1

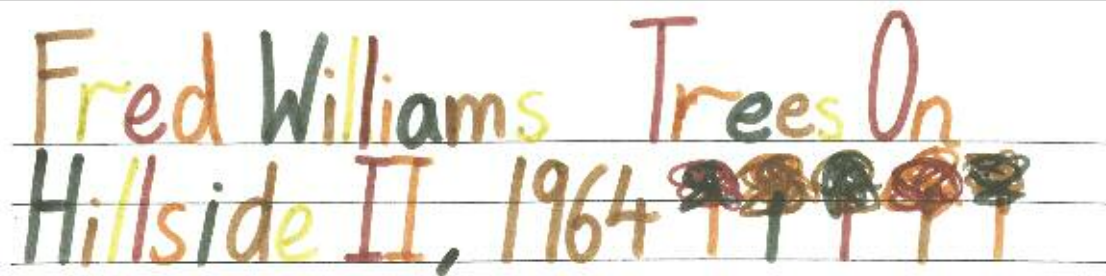
Students:

- engage in conversations and discussions using attentive listening behaviours, showing interest and contributing ideas, information and questions
- communicate simple information, eg give directions to the library, briefly retell a familiar story
- develop an increasing range of reading and comprehension skills on familiar topics, eg sound out unfamiliar words or break them down into syllables, respond to punctuation when reading aloud, express opinions about characters
- plan, write and review simple imaginative, informative and persuasive texts on a familiar topic
- spell common sight words, eg said, was, some, have.

Some Year 2 examples

Students:

- listen attentively and share ideas, or give information in groups, class discussions or presentations to other classes and in assemblies, eg talk about familiar topics such as birthdays, sport, family, friends
- begin to read texts on less familiar topics
- make inferences, begin to summarise events and make predictions when reading stories to develop comprehension
- begin to organise ideas into paragraphs when writing and use basic grammatical features and punctuation conventions
- construct texts featuring print, visual and audio elements using software, including word processing programs.



Fred Williams has an interesting way of expressing texture. He made his painting rough and scratchy like the real Australian bush.

STAGE 2

Some Year 3 examples

Students:

- communicate for a range of purposes and audiences, eg conduct brief interviews to obtain information, give instructions for a craft project
- use a wider range of reading strategies to confirm predictions and locate information, eg skim read using headings and subheadings
- enrich writing through the use of adjectives, adverbs, phrases, conjunctions, pronouns, direct and indirect speech and action verbs using the correct tense for the story, eg present tense, past tense
- use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements
- understand how to use strategies for spelling words including spelling rules, knowledge of word families, spelling generalisations, and letter combinations including double letters.

Some Year 4 examples

Students:

- employ various speaking skills to give confident presentations, eg gesture, facial expression, pause, emphasis, volume, humour, rhetorical questions, clarity, visual aids
- read and engage with a wide variety of stories, poems and visual texts
- use comprehension strategies to build meaning to expand content knowledge, identify the writer's point of view, describe and compare different interpretations, and identify stereotypes
- produce more complex pieces of writing, eg an explanation of how a specialised machine works, or what causes a specific natural disaster
- use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts.

STAGE 3

Some Year 5 examples

Students:

- communicate effectively for an increasing range of purposes, eg to entertain, inform and influence audiences
- use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
- read, recognise and respond to themes and issues within texts and justify interpretations by referring to own knowledge and experience
- use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
- use known word meanings and base words when spelling unknown words, eg sign ... signature
- think critically about aspects of texts such as ideas and events
- respond to short films, documentaries and multimedia texts that express familiar and new aspects of the broader world
- read texts for specific purposes, applying appropriate text processing strategies, eg predicting and confirming, monitoring meaning, skimming and scanning.

Some Year 6 examples

Students:

- use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies, applying appropriate text strategies, eg predicting and confirming, monitoring meaning, skimming and scanning
- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes
- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to the purpose and the audience
- investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation
- think imaginatively when engaging with texts, using prediction, eg to imagine what happens to characters after the text.

Mathematics

Mathematics develops students' thinking, understanding, competence and confidence with numbers, shapes and measurement. Students learn to add, subtract, multiply and divide whole numbers, fractions and decimals. They learn to measure time and calculate with money. They learn geometry, algebra and how to work with data and graphs. Students use mathematical knowledge to communicate, problem-solve and reason.



In Kindergarten

EARLY STAGE 1

Students:

- count aloud to 30 and recognise numbers 0 to 20
- manipulate objects such as counters to help add and subtract numbers
- use the language of money in everyday situations, eg coins, notes, dollars
- count forwards by one to add and backwards by one to subtract
- name the days of the week
- tell the time to the hour, eg four o'clock
- identify and name simple shapes, eg circles, squares
- use position terms, eg between, behind, right, left
- recognise that halves are equal parts.

Some Year 1 examples

STAGE 1

Students:

- tell time to the half-hour
- state the place value of digits in two-digit numbers, eg 'in the number 32, the 3 represents 30 or 3 tens'
- begin to model multiplication using concrete objects, eg 3×2 is the same as 3 groups of 2
- describe halves found in everyday life, eg half a glass of water
- use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and 'the difference between'
- measure the lengths of a variety of everyday items
- recognise, describe and order Australian coins according to their value.

Some Year 2 examples

Students:

- tell time to the quarter-hour
- count, read and write numbers to 1000
- model division using concrete objects, eg $6 \div 3$ is the same as sharing 6 objects into 3 equal groups
- compare and order the area of two or more surfaces
- use a calendar to calculate the number of months, weeks or days until an upcoming event
- understand and draw graphs and diagrams of data, eg use simple picture graphs and tables
- count forwards and backwards by twos, threes and fives.

$$3\frac{1}{4} + 3\frac{1}{2} = 6\frac{3}{4}$$

and

$$3.25 + 3.5 = 6.75$$

Some Year 3 examples

Students:

- use mental strategies to multiply a one-digit number by a multiple of 10, eg 3×20 : $20 + 20 + 20 = 60$
- identify, represent and compare fractions involving halves, quarters and thirds
- record area in square centimetres using words and the abbreviation for square centimetres (cm^2), eg 55 square centimetres, 55 cm^2
- recall multiplication facts ('times tables') of 2, 3, 5 and 10, eg $10 \times 10 = 100$
- organise data to create and interpret tables and graphs
- count forwards and backwards by tens and hundreds, eg 1220, 1230, 1240, or 423, 323, 223
- add three or more single-digit numbers, eg $2 + 3 + 4 = 9$
- measure lengths and distances using metres and centimetres
- identify and name 3D objects, eg pyramids, cylinders, cones, spheres.

Some Year 4 examples

Students:

- round numbers to the nearest ten, hundred, thousand or ten thousand, eg 67 rounds to 70
- investigate equivalences using various methods, eg use a number line or a calculator to show that $\frac{1}{2}$ is the same as 0.5 and $\frac{5}{10}$
- use a tape measure or ruler to measure lengths and distances
- use mental strategies to divide two-digit numbers by one-digit numbers, eg $63 \div 9 = 7$ because I know that $7 \times 9 = 63$
- determine factors for a given number, eg factors of 12 are 1, 2, 3, 4, 6, 12
- record volume and capacity using the abbreviation for millilitres, eg 6 mL
- use a compass to find north, south, east and west
- recognise and describe angles, eg acute angles, obtuse angles
- recognise that there are 1000 grams in one kilogram
- convert between units of time, eg 60 seconds = 1 minute, 60 minutes = 1 hour
- identify and sketch 3D objects, including prisms, pyramids, cylinders and cones, and investigate their use in commercial packaging.

Some Year 5 examples

Students:

- read, write and order numbers to at least tens of millions
- measure angles of up to 360° using a protractor
- record lengths and distances using combinations of millimetres, centimetres, metres and kilometres, eg 1 km, 200 m
- calculate the areas of rectangles by multiplying the length by the width
- add three or more numbers with different numbers of digits, with and without digital technologies, eg $42\,000 + 5123 + 246$
- multiply three- and four-digit numbers by one-digit numbers, eg 673×4
- create, with materials or digital technologies, a variety of patterns using whole numbers, fractions or decimals, eg $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ or 2.2, 2.0, 1.8, 1.6
- use 24-hour time and am and pm notation.

Some Year 6 examples

Students:

- calculate common percentages (10%, 25% 50%) of quantities, eg 10% of $\$200 = \20
- represent common percentages as fractions and decimals, eg 25% means 25 out of 100 or $\frac{1}{4}$ or 0.25
- construct 3D models of prisms and pyramids and sketch front, side and top views
- identify and name parts of a circle including centre, radius, diameter, circumference, sector, semicircle and quadrant
- find a location on a map that is a given direction from a town or landmark, eg the town is north-east of Broken Hill
- add and subtract decimals with a different number of decimal places, with and without digital technologies, eg $2.0 + 0.75 + 0.05 = 2.8$
- solve addition and subtraction word problems with more than one operation, eg I have $\$40\,000$ to buy a car. The car is $\$36\,118$. I want to add tinted windows for $\$860$. How much money will I have left over?

Science and Technology

Science and Technology develops students' skills in thinking, investigating and problem-solving. It gives them knowledge and skills in scientific investigation and inquiry, design and applying technologies. Children pose questions, test ideas, and develop and evaluate arguments based on evidence.



In Kindergarten

EARLY STAGE 1

Students:

- sketch or model ideas for a product, place or space and recount how their ideas suit their purpose
- explore a range of existing products, places and spaces, and discuss their likes and dislikes
- observe the way a variety of familiar objects move, eg sliding, rolling, spinning and bouncing on the ground

- describe what plants and animals, including humans, need to stay alive and healthy, eg food, water and air
- describe how people respond to familiar changes in their environment, eg day and night and seasonal changes
- identify how plants and animals respond to changes in the environment, eg trees losing their leaves and the thickness of animals' fur.

Some Year 1 and Year 2 examples

STAGE 1

Students:

- explore and observe different sources of light and sound in students' daily lives and the senses that detect them
- describe some physical features of a landscape that has been changed by flood, drought or other weathering and erosion
- record the changes in growth of a plant or animal in different ways
- predict how materials will change when they are

- combined, eg sugar in water, different coloured paint and cooking ingredients
- study a range of familiar information sources and technologies and identify their purposes, eg television programs, websites, digital games, newspapers and magazines
- produce designs for user/audience needs using available tools, materials and equipment safely.

Some Year 3 and Year 4 examples

STAGE 2

Students:

- identify some different ways in which heat is produced in the environment, eg by electricity, burning and friction
- carry out tests to investigate the forces of attraction and repulsion between magnets
- demonstrate that the rotation of the Earth on its axis is the cause of night and day, eg by using models of the Earth and sun
- investigate the role of living things in a habitat, eg plants as producers and microbes (microorganisms) as decomposers
- observe and record changes in the length and direction of shadows during the day to show how the movement of the

- Earth around the sun can be used to measure time, eg by using a shadow clock or sundial
- examine some built environments, eg a playground or shopping centre, and study the design considerations such as purpose, access, environmental considerations and movement within the space
- demonstrate appropriate safety and etiquette in relation to computer usage, eg general computer care, file security, maintaining confidentiality of passwords, printing and sharing resources.

Some Year 5 and Year 6 examples

STAGE 3

Students:

- construct simple circuits incorporating devices, eg switches and light globes
- use models to demonstrate that the Earth revolves around the sun, and the moon revolves around the Earth
- present ideas and explanations about how the structural features and behaviour of some plants and animals help them to survive in their environment, eg shiny surfaces of

- leaves on sand dune plants and nocturnal behaviour in some animals
- describe how Aboriginal and Torres Strait Islander peoples use observations of the night sky to inform decisions about some everyday activities, eg food gathering and ceremonies
- plan and use a design process to produce solutions to meet design requirements.

Human Society and Its Environment (HSIE)

Human Society and Its Environment (HSIE) provides opportunities for students to explore how people, events and forces from the past have shaped their world. They investigate their personal and community identity and gain an understanding of their nation and its place in the world. They learn to participate effectively in maintaining and improving the quality of their society and environment.



In Kindergarten

EARLY
STAGE 1

Students:

- tell stories of family, school and local events that are celebrated or observed at home
- talk about how families are similar or different, using stories and/or photographs
- discuss holidays and special events in Australia and other countries
- listen to stories from other cultural backgrounds, including Aboriginal and Torres Strait Islander peoples
- talk about different roles and responsibilities in the classroom, school and home
- show care for their home, classroom, school and/or the environment.

Some Year 1 and Year 2 examples

STAGE 1

Students:

- talk about families and identify various family traditions
- tell stories about events and important days using language such as 'then and now', 'a long time ago'
- learn about the local community and how it has changed over time
- talk about historical sites in the local community
- discuss and observe how technology has changed over time
- use maps and globes to locate places and countries
- show an understanding of the relationships between environments and people and what they can do to help protect their environment
- identify roles and responsibilities in families, school and their community.

Some Year 3 and Year 4 examples

STAGE 2

Students:

- learn about the stories of Aboriginal and Torres Strait Islander peoples and their relationship with their country
- investigate the cultural diversity or background of the local area
- learn about celebrations and commemorations in Australia and the world, eg Anzac Day
- investigate British colonisation of Australia and its impact
- investigate the various ways to care for their local environment and what they can do at home and school to help protect the environment
- describe similarities and differences between communities in Australia and other places in the world, including religions, languages and cultures
- investigate rights, responsibilities and decision-making processes in schools and their community.

Some Year 5 and Year 6 examples

STAGE 3

Students:

- learn about people, groups and events in the past, eg convict life and the gold rushes
- explain events that led to Australia's Federation
- describe experiences of Australian democracy and citizenship, including changing rights over time
- talk about stories of migration and learn what it means to be Australian
- examine different cultures and their contributions to Australian identities
- investigate an environmental issue of local, national and global significance
- investigate Australian and global connections and recognise global responsibilities.

There are many different ways for teachers to organise lessons effectively. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.

Creative Arts

Creative Arts gives students experiences in the visual arts, music, drama and dance. They have opportunities to explore their creativity in each of these areas.

Students learn to appreciate the meanings and values that each artform offers. They perform and express themselves through the visual arts, music, drama and dance.



In Kindergarten

Students:

- make their own artworks about real and imagined experiences using materials such as paints, watercolours, sponges, crayons, brushes and sticks
- make simple 3D constructions with boxes and use playdough or clay to make models

- perform dance and drama with movement and expression
- sing, play and move to music, and experiment with sound
- copy the beat of music using clapping, tapping or percussion instruments.

Some Year 1 and Year 2 examples

Students:

- sing songs, play and move to music using their voices and percussion instruments
- move to music in a variety of ways such as imagining they are a machine or a butterfly
- dramatise a story, eg *Possum Magic*

- make sculptures and 3D models using a variety of techniques such as carving, cutting, modelling clay, and simple print techniques such as screen printing
- talk about how music can represent different things, eg a circus, or sunshine as in 'Morning' from *Peer Gynt* by Grieg.

Some Year 3 and Year 4 examples

Students:

- focus more on the detail of artwork subject matter such as facial expressions, body angles
- sing and move to the beat of music, identify structure and changes in pitch, tempo and beat
- develop dance performances using known dance movements and improvised moves to create a sequence

- play music using percussion instruments such as drums, triangles or maracas, as well as clapping, tapping of hands and feet
- follow percussion charts to create a group musical performance
- role-play characters from plays, working in groups as well as individual roles.

Some Year 5 and Year 6 examples

Students:

- improvise with photographs and other artwork to make their own artwork
- move to music and perform in singing and dancing combinations
- take on roles and situations adapted from their imagination and from literature including poetry

- talk about different features of the music and differences in style, eg folk, rock
- take on roles to demonstrate feelings such as empathy, excitement, sadness and joy, as well as different statuses such as a king or a servant in a play.

EARLY
STAGE 1

STAGE 1

STAGE 2

STAGE 3

Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, skills and attitudes students need to lead healthy, active and fulfilling lives. Students learn about the importance of good food and regular exercise and develop positive attitudes towards a healthy lifestyle.

Students learn how bodies grow and change over time. They learn skills to play individual and team sports, and the values of sportsmanship and teamwork.



In Kindergarten

EARLY STAGE 1

Students:

- become aware of safe and unsafe places and situations, eg near roads or water
- identify people who can help, and describe actions such as 'no, go, tell' that might be taken in unsafe situations
- label different parts of the body and name their functions, eg ears are for hearing

- identify how people care for each other
- participate in regular physical activity through creative play and minor games
- learn and practise fundamental movement skills such as hopping and jumping.

Some Year 1 and Year 2 examples

STAGE 1

Students:

- identify medicines and describe how they are safely used and stored
- learn and practise fundamental movement skills including hopping, skipping, kicking, overarm throwing
- identify the qualities of positive relationships, eg cooperation and caring for others

- recognise choices that keep them healthy and safe, eg sun protection, eating habits, participation in physical activity, road use
- link movement skills together in simple sequences, eg jump-hop-run
- develop positive interaction skills, eg sharing, helping others.

Some Year 3 and Year 4 examples

STAGE 2

Students:

- become aware of the influences on healthy choices, eg television advertising and unhealthy eating
- practise fundamental movement skills in different physical activities, eg playing with a racquet or bat
- learn the rules and play a range of team sports in class and school teams

- realise the harm that can be caused by drugs, tobacco and alcohol
- identify the body changes that occur throughout life
- participate in a range of physical activities and learn how they contribute to a healthy and active lifestyle
- identify safe behaviours in a variety of contexts, eg in the water, on the road.

Some Year 5 and Year 6 examples

STAGE 3

Students:

- explain the benefits of personal lifestyle choices, eg eating healthy food, participating in physical activity
- value differences in others and develop an understanding of discrimination
- demonstrate teamwork, tactics and precision when performing in a range of physical activities

- explain the importance of communication in relationships and positive ways to deal with conflict
- recognise the effects their decisions can have on the health and safety of others
- consider their physical activity levels and participate in physical activities that enhance health.

There are many different ways for teachers to organise lessons effectively. Talk to your child's teacher about what they expect to cover in class and how you can help your child at home.



What is an 'integrated unit'?

Your child's teacher may refer to an 'integrated unit' as part of their class program.

'Integration' means that material from more than one syllabus is being taught in a single unit – for example, designing, making, writing and illustrating, researching, presenting research, reading, using music and dance. This could involve parts of the English syllabus, the Science and Technology syllabus, the Human Society and Its Environment syllabus and the Creative Arts syllabus.

Teachers sometimes combine syllabus areas around a common issue, idea or theme – for example, 'How have changes in transport technology shaped our daily life?', 'Why and how did Australia become a nation?', 'What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?' Teachers have found that this approach can deepen students' understanding and enjoyment of what they are learning.

Integration is not undertaken in a classroom at all times during the day. Teachers also plan explicit skills-based lessons to ensure that students develop core skills in English and Mathematics.

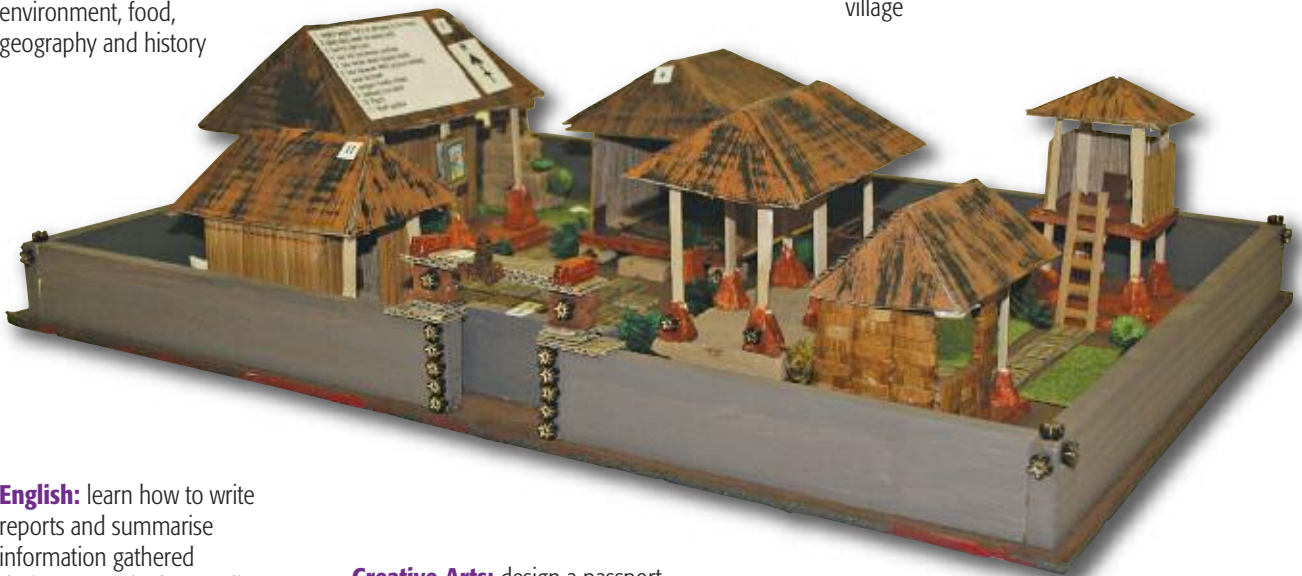
Example: 'How do cultures change through interactions with other cultures and their environment?'

This topic is often taught in Year 5 or Year 6. Bali is used in the example below.

HSIE: research Balinese culture including traditional dress and costumes, art, beliefs, environment, food, geography and history

Mathematics: select appropriate technology to gather data, measure and graph using scale and 2D and 3D shapes

Science and Technology: investigate environmental, cultural and safety factors to design and make a Balinese village



English: learn how to write reports and summarise information gathered during research about Bali; read widely about the culture and traditional tales of Indonesia

Creative Arts: design a passport for travel, design a mask or puppet, listen to traditional Balinese music and a Gamelan orchestra, learn about traditional dance

PDHPE: develop team skills, problem-solve in designing and making, learn traditional games of Balinese children and compare them to Australian games and activities, host a 'Balinese banquet'

Resources for parents

The BOSTES has produced a number of very popular and useful guides to help parents understand and be active participants in their child's schooling.

These are available from the Board of Studies Shop Online at:

<https://bosho.boardofstudies.nsw.edu.au/links/shoponline.html>



Helping your child learn to read: A guide for parents

Reading is one of the most important skills that we use every day. Parents can help their children learn to read by showing them how we use reading to make sense of the modern world.

This guide is designed to assist parents in teaching their children, from birth through the primary school years, about reading in the home. It includes a section on helping children who are having trouble learning to read, and offers a range of useful hints and tips to build your child's skills and confidence.



Helping your child learn to write: A guide for parents

From scribbling to drawing to experimenting with the shapes of letters, children progress at their own speed towards writing fully formed words.

This guide outlines how simple things that you can do at home – such as providing a range of craft materials to help develop the muscles in small hands, or reading to your child every day – can help your child learn to write. The guide also helps parents to understand the types of writing that are taught at primary school. It includes a comprehensive list of commonly used grammar terms.



Helping your child learn to do mathematics: A guide for parents

This guide shows how you can help your child learn mathematics simply by involving them in everyday activities. It clearly relates each aspect of the Mathematics Syllabus to common household tasks.

The guide is designed to assist parents in teaching their child, from birth through the primary school years, about mathematical ideas in the home. It also helps parents understand what their child is learning about mathematics at primary school.

Helping your child learn about grammar: A guide for parents

This guide (available in Term 4, 2014) outlines the technical terms of grammar and how they are used in the classroom and in everyday life. It shows how to apply correct grammar in writing and outlines simple ways to help your child use the correct grammar in their speaking and writing.

The Best of WriteOn 2013

This anthology features Gold, Silver and Bronze pieces of imaginative, informative and persuasive writing by NSW primary school students. *The Best of WriteOn 2013* is a wonderful resource for teachers, parents and students.

Families can use this anthology:

- to teach and enjoy quality writing
- to compare the standard of young people's writings
- as a best-practice guide to help young people improve their writing skills.



Free online resources for parents

Safetytown website – A road safety education program

This innovative website reinforces the road safety messages that children are learning at school. It provides practical strategies to help families learn how to be safer pedestrians and road users. The seven key road safety messages cover pedestrian safety, car passenger safety, bus passenger safety and safety on wheels (bicycles, foot scooters, skateboards and rollerblades).

<https://www.safetytown.com.au>

Transition to school – A guide for parents

This online resource has been developed for parents of preschool children who are preparing their child for Kindergarten. It answers the common questions parents ask and provides good links to useful resources.

k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school

Some words and phrases explained

Key learning areas (KLAs)

These are the mandatory subject areas taught in all NSW schools. There are six KLAs in primary school and eight KLAs in secondary school.

In secondary school, Science and Technology becomes a separate learning area. Languages is also introduced as a mandatory learning area.

You can find out more about KLAs on the BOSTES website.

Program Builder

Teachers are using a new tool called Program Builder to develop teaching and learning programs for their students. You may hear teachers talking about this tool. It is available to all NSW teachers.

Stage statements

The BOSTES stage statements help primary teachers summarise the teaching and learning required for each syllabus. You can read the statements for each primary learning area on the BOSTES website. The BOSTES stage statements for primary schools replace the BOSTES foundation statements as each of the new syllabuses is introduced (see page 2 for details of the implementation schedule).

Syllabus

A syllabus describes what should be covered in each learning area at each stage of schooling. 'Syllabus' and 'curriculum' are often used to describe the same thing, although 'curriculum' can also be a more general term to describe everything taught in schools.

Online syllabuses

The four new NSW syllabuses are available in an interactive format at:

<http://syllabus.bos.nsw.edu.au/>

The other NSW primary syllabuses are located at:

www.boardofstudies.nsw.edu.au/k-6/



Here are some useful websites

BOSTES home page

www.boardofstudies.nsw.edu.au

K–6 syllabuses

www.boardofstudies.nsw.edu.au/k-6/

New NSW syllabuses for English, Mathematics, Science and Technology, and History

<http://syllabus.bos.nsw.edu.au/>

Parents guide to the new syllabuses

<http://syllabus.bos.nsw.edu.au/support-materials/parents-guide/>

Board of Studies Shop Online

<https://bosho.boardofstudies.nsw.edu.au/links/shoponline.html>

Assessment Resource Centre (ARC)

<http://arc.boardofstudies.nsw.edu.au/>

Aboriginal Education

<http://ab-ed.boardofstudies.nsw.edu.au/>

NSW Department of Education and Communities

www.dec.nsw.gov.au/

Catholic Education Commission NSW

www.cecnsw.catholic.edu.au

Association of Independent Schools of NSW

www.aisnsw.edu.au

NSW Parents' Council

www.parentscouncil.nsw.edu.au