

Blinkbonnie House Curriculum Outline 2026

Our Early Years program is inspired by the Reggio Emilia philosophy. Optimal learning in Early Years occurs in a positive and challenging environment in which girls are offered the opportunity to grow in all aspects of development and to express their thinking and learning using the hundred languages.

Image of the Child

Our Image of the Child underpins all that we do in Blinkbonnie House.

It informs our decisions about programs, materials, staffing, space and the allocation of time.

We believe that children are unique and rich in potential.

They are active participants who construct knowledge and create theories about their world.

We recognise that children have rights and are capable of being responsible for themselves.

They can make decisions about how they respond to situations.

Children move through the world with wonder and awe.

Kindergarten

STUDENTS UNDERTAKE:

- **Small group activities**
- **Fine and gross motor tasks**
- **Outdoor play**
- **Preliteracy and prenumeracy activities**
- **Inquiry:**
 - > Inquiry learning that is student centred and teacher framed
 - > Collaboration and group work
- **Health and Wellbeing:**
Development of personal and social capacity including:
 - > Qualities of the Lowther Hall Girl
 - > Self-awareness
 - > Self-management
 - > Social awareness
 - > Social management
- **Visual Arts**
Students develop their artistic skills through an integrated approach which makes connections to other key learning areas.
- **Chapel**
Chapel sessions are based on the respect for and connection with other faiths.
- **Blinkbonnie Assembly**
Regular assemblies give students the opportunity to present, perform and to celebrate their learning.
- **Bush Kinder**
Bush Kinder provides the students with the time and an ideal environment for them to learn in and play in the bush, using what nature has provided as learning materials. They learn to take on challenges which encourage early risk self-assessment and accept responsibility for themselves and others.
- **Literature**
Students foster a love of literature through sharing and borrowing of library books.
- **Music and Movement**
Students are introduced to the fundamental skills of beat, rhythm and singing. In addition they explore movement in response to music.
- **Physical Education**
Introduction of fundamental motor skills and perceptual motor skills (PMP).

Out of School Hours Care is also available.

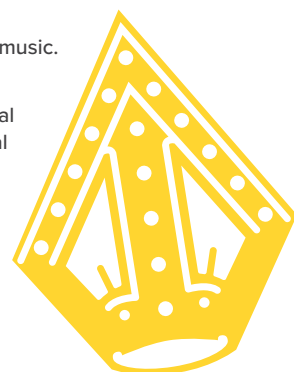
Preparatory and Year 1

- **English:**
 - > Explicit reading strategies
 - > Developmentally sequenced writing including handwriting
 - > InitiaLit - initial instruction in Literacy
 - > Supported practise of speaking and listening skills
- **Mathematics**
Students engage in hands-on, meaningful, relevant and challenging investigations to develop strong foundations in early mathematical concepts.
- **Inquiry:**
 - > Based on the curriculum areas of Humanities, Health and Science
 - > Inquiry learning that is student centred and teacher framed
 - > Collaboration and group work to develop research skills
- **Health and Wellbeing:**
Development of personal and social capacity including:
 - > Qualities of the Lowther Hall Girl
 - > Self-awareness
 - > Self-management
 - > Social awareness
 - > Social management
- **Visual Arts**
Students develop their artistic skills through an integrated approach which makes connections to other key learning areas.
- **Digital and Design Technologies**
Students engage with the Design Process and use digital technologies to create products.
- **Literature**
Students foster a love of literature through sharing and borrowing of library books.
- **Music and Movement**
Students develop the fundamental skills of performing, singing and music literacy. In addition, they explore movement in response to music.
- **Physical Education**
Introduction of fundamental motor skills and perceptual motor skills (PMP).

Out of School Hours
Care is also available.



KP1



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