

**FIRBANK
GRAMMAR**
Aspire • Achieve

Firbank Grammar Junior School Brighton Campus Curriculum Statement Prep 2018

Firbank Grammar Junior School is an authorised International Baccalaureate World School. It offers the Primary Years Programme (PYP) from ELC 3 through to Year 6.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

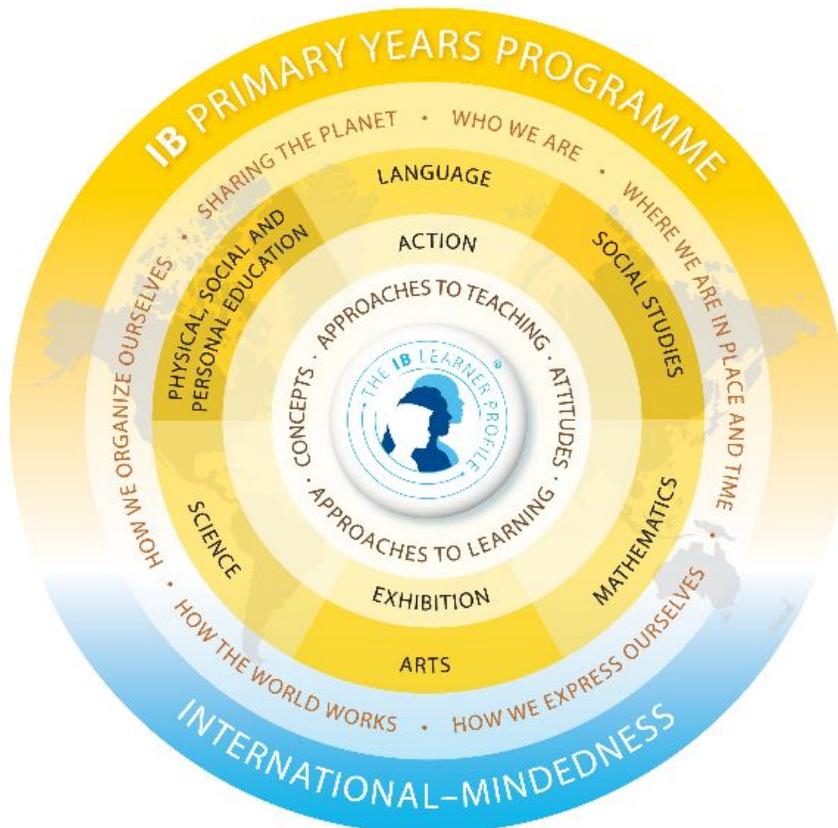


IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers; Knowledgeable; Thinkers; Communicators; Principled; Open-minded; Caring; Risk-takers; Balanced and Reflective.



Programme of Inquiry (POI)

Over the course of a year, each grade level completes six units of inquiry - one from each transdisciplinary theme.

<p>UNIT 1 Transdisciplinary Theme Who we are</p> <p>Central Idea Exploring human relationships promotes a greater understanding of others and ourselves.</p> <p>An inquiry into: Friendship and family</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Different types of relationships• Family structures• How friendships are formed <p>Concepts: Perspective, Responsibility, Connection</p> <p>Australian Curriculum Links: Humanities & Social Sciences; Health & Physical Education</p>	<p>UNIT 2 Transdisciplinary Theme How we express ourselves</p> <p>Central Idea Imagination and creativity identifies individuality and uniqueness.</p> <p>An inquiry into: Imagination, individuality and expression</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• How we can stimulate our imagination• Ways we can express our imagination• What it means to be creative <p>Concepts: Reflection, Perspective</p> <p>Australian Curriculum Links: Humanities & Social Sciences; The Arts; English</p>
<p>UNIT 3 Transdisciplinary Theme: How the world works</p> <p>Central Idea: Understanding materials affects design and construction.</p> <p>An inquiry into: Properties and structure</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The behaviour and uses of materials• How materials affect design and construction• The manipulation of materials for a specific purpose <p>Concepts: Form, Function, Causation</p> <p>Australian Curriculum Links: Science; Technologies</p>	<p>UNIT 4 Transdisciplinary Theme: How we organise ourselves</p> <p>Central Idea: Many products go through a process of change before they are consumed or used.</p> <p>An inquiry into: Production and networks</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• How food is produced• The process of change from farm to plate• The application of materials for a variety of purposes <p>Concepts: Form, Function, Change</p> <p>Australian Curriculum Links: Science; Technologies</p>
<p>UNIT 5 Transdisciplinary Theme: Sharing the planet</p> <p>Central Idea: Living things are found in habitats that suit their unique characteristics.</p> <p>An inquiry into: Classification and habitat</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The characteristics of living and non-living things• Basic needs of living things• How needs determine habitat <p>Concepts: Connection, Form, Causation</p> <p>Australian Curriculum Links: Mathematics; Science</p>	<p>UNIT 6 Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: Journeys create change and can help achieve goals.</p> <p>An inquiry into: Discovery, exploration and progress</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The types of journeys people make• Personal and global goals• Changes experienced because of a journey <p>Concepts: Reflection, Change, Responsibility</p> <p>Australian Curriculum Links: Humanities and Social Sciences; Technologies</p>

English

Receptive modes (listening, reading and viewing)

By the end of the Prep year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Mathematics

Number and Algebra

Students make connections between number names, numerals and quantities up to 20. They understand that numbers are used for many different purposes in the real world. They develop an understanding of one to one correspondence and conservation of number, and count and use number words and numerals to represent quantities. Using patterns and algebra, students group and sort shapes and objects based on common characteristics.

Measurement and Geometry

Students estimate, measure, label and compare using non-standard units of measurement, and understand why we use standard units of measurement to measure length, mass, time and temperature. They compare objects using mass, length and capacity. They read and write time to the hour, and identify and compare lengths of time (days, weeks and months). Students connect events and the days of the week and explain the order and duration of events.

Whilst exploring shape, students understand that shapes have characteristics that can be described and compared. They understand and use common language to describe paths, regions and boundaries of their immediate environment. They use appropriate language to describe location.

Statistics and Probability

Students answer simple questions to collect information. They develop an understanding of how the collection and organisation of information helps to make sense of the world. Students sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. They discuss chance in daily events.

Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students in Prep follow class guidelines about using digital information and when sharing personal information with known audiences. Students learn how to save their own work in folders and begin to manage files. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. They organise thoughts and express their ideas using a variety of Apps, as well as software such as "Kidspiration", "Kidpix3D" and "Broadlearn Early Learning". Students begin to create digital stories with "2 Create-a-story" software, Toontastic and Puppet Pal apps on the class set of iPads. Students are immersed in interactive learning objects through the interactive whiteboard. Students apply digital tools to gather, evaluate and use information. They use digital resources such as electronic books and engage with web-based multimedia content.

Chinese

All learners benefit from having access to different languages and as a consequence, access to different cultures and perspectives. Communication skills in a language other than English foster intercultural knowledge and awareness of language as a system. In their study of Chinese, students will develop skills of listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The intercultural knowledge and language awareness dimension develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. The understandings are universal and are gained by comparing languages, including English. This year, Prep students will begin to learn some simple dialogues in Chinese. Chinese culture will be introduced to them through various fun activities, including songs, stories and cartoon movies.

Art

Students in Prep are offered a range of media for exploration. The activities encourage practice and learning of some of the basic art skills, and allow for spontaneous expression. Art vocabulary is used and art games are played to invite close observation of their own and others' artwork. The children apply their understanding of the IB learner profile and PYP attitudes in an art situation. Concepts, which are a part of the classroom program of inquiry, are linked when relevant to Art. The program aims to make art an enjoyable, satisfying experience.

Music

All classroom Music lessons are voice-based. In singing before they begin to read, students internalise music and can begin to work with it meaningfully, very quickly. Students are led to recognise and name musical elements in a structured and sequential way, in accordance with known child developmental stages. Early lessons begin with the building of a repertoire of songs, usually accompanied by a game, meaning that students are willing to repeat them often. Once they are familiar with the repertoire, they are led to discover elements such as beat and rhythm, and high and low sounds, as well as the concepts of fast and slow, and loud and soft. The experience and growing understanding of these elements provides a solid basis for further learning.

Physical Education

Demonstrating the IB learner profile and PYP attitudes is an integral part of the Physical Education programme. The emphasis is on participation, enjoyment and for each student to challenge herself and aim for her personal best. Understanding the value of a healthy lifestyle and discussing how one's body feels before, during and after exercise is part of the programme. Students regularly engage in moderate to high intensity physical activity through fun and fitness activities to enhance personal fitness, strength and mobility. They also participate in modified athletics events where they sprint, hurdle and throw for distance. Specific skill development is focused on the fundamental motor skills of throw, catch, bounce, dribble and strike. These sport-specific skills and other personal skills such as teamwork, communication and fair play are developed through a minor games unit. The swimming program focuses on the development of stroke technique and water safety awareness, such as floating. Students participate in a gymnastic programme; aimed at improving spatial awareness, body rotation and balance. Linking with the unit of inquiry in 'How We Express Ourselves' encourages students to be creative with various apparatus and to explore different types of movements in dance.

Religious Education

Religious Education, in the early years, aims to provide students with an introduction to the traditions and stories from the bible. Students are guided through their learning by reading key bible stories and learn about God's character and purpose, through the experiences of many people who encountered God. Relating the positive personal qualities of Jesus to their own lives and His message of good news is elemental to R.E. lessons at this level, where it is all about their personal experience. Connections are made, where appropriate, to the IB learner profile, PYP attitudes and Programme of Inquiry.