

**FIRBANK
GRAMMAR**
Aspire • Achieve

Firbank Grammar Junior School Brighton Campus Curriculum Statement Year 1 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.

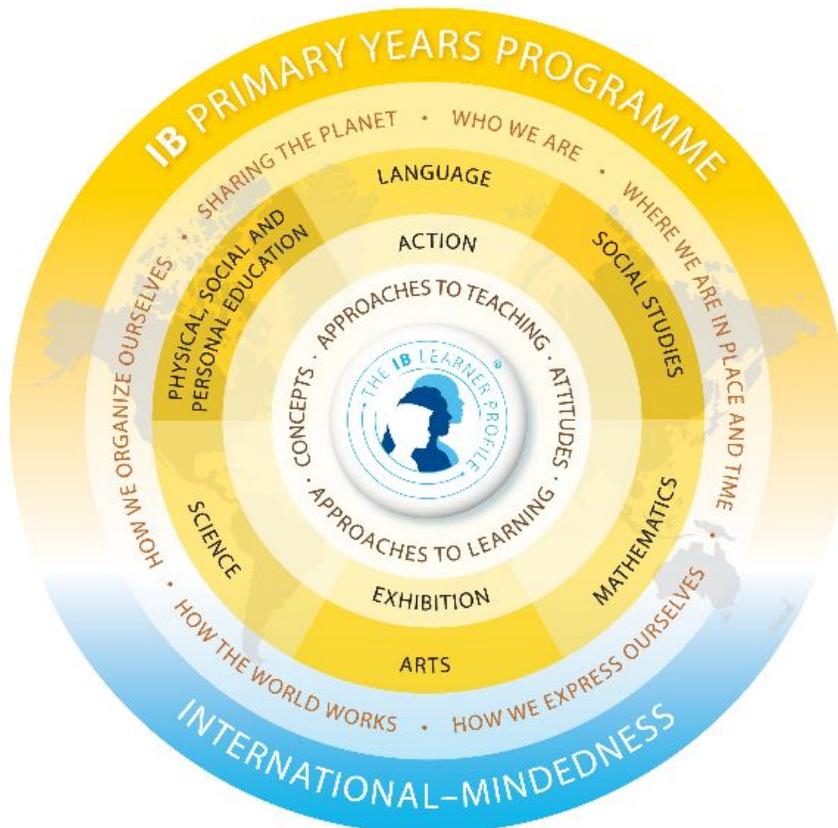


IB Learner Profile

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 Understanding difference helps people interact with each other.</p> <p>An inquiry into: Difference, behaviour and opinion</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Uniqueness• Similarities and differences between ourselves and others• Interacting positively with others <p>Concepts: Perspective, Responsibility, Reflection</p> <p>Australian Curriculum Links: Humanities & Social Sciences; Health & Physical Education</p>	<p>UNIT 2 Transdisciplinary Theme How we organise ourselves</p> <p>Central Idea People create systems to meet the needs and wants of a community.</p> <p>An inquiry into: Systems</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Systems within a community• Elements of systems• Interdependence within and between systems <p>Concepts: Connection, Function</p> <p>Australian Curriculum Links: Humanities & Social Sciences; Technologies; English</p>
<p>UNIT 3 Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: Examining other generations helps us understand ourselves.</p> <p>An inquiry into: Relationships and sequence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The sequence of time• Similarities and differences in family life due to time and place• Significant people and places from other generations <p>Concepts: Change, Connection</p> <p>Australian Curriculum Links: Humanities and Social Sciences</p>	<p>UNIT 4 Transdisciplinary Theme: How the world works</p> <p>Central Idea: Understanding the properties of light, sound and air enables innovation.</p> <p>An inquiry into: Features, behaviour and impact</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The individual properties of light, sound and air• The relationship between light, sound and air• The current and potential use of light, sound and air <p>Concepts: Form, Function, Causation</p> <p>Australian Curriculum Links: Science; Technologies</p>
<p>UNIT 5 Transdisciplinary Theme: Sharing the planet</p> <p>Central Idea: An ecosystem is a changing community where things interact with one another.</p> <p>An inquiry into: Adaptation, impact and duty</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Features of ecosystems• Interdependence within ecosystems• Actions that benefit or harm ecosystems <p>Concepts: Responsibility, Causation, Change</p> <p>Australian Curriculum Links: Science</p>	<p>UNIT 6 Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: Traditions are an expression of beliefs and values.</p> <p>An inquiry into: Tradition and culture</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• How traditions begin and are maintained• How artefacts symbolise beliefs and values• Cultural beliefs and values <p>Concepts: Reflection, Perspective, Connection</p> <p>Australian Curriculum Links: Humanities and Social Sciences</p>

English

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature. Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Mathematics

Number and Algebra

Students develop their understanding of place value and model, read, write, estimate, compare and order numbers to 100. They describe number sequences resulting from skip counting by 2s, 5s and 10s and count to and from 100 and locate numbers on a number line. They partition numbers using place value. Students carry out simple additions and subtractions using counting strategies and begin to develop automatic recall of addition and subtraction of whole numbers. As they become familiar with fractions, students identify representations of one half. They develop their understandings of fractions as representations of whole-part relationships and model fractions and use fraction names in real life situations. Students recognise Australian coins according to their value. Whilst working with numbers, students understand that whole numbers exhibit patterns and relationships that can be observed and described, and that patterns can be represented using number and other symbols. They will continue simple patterns involving numbers and objects. They will use their understanding of pattern to represent and make sense of real life situations.

Measurement and Geometry

Students use standard informal units to identify compare, order and sequence objects and events. They use tools to measure the attributes of objects and events. They estimate to allow them to measure with different levels of accuracy. Students explain time durations, convert between units of time and measure time to the nearest half hour. They describe two-dimensional and three-dimensional objects, focusing on features. They understand that examples of symmetry can be found in their environment. Students interpret, create and use simple directions to describe paths, regions, positions and boundaries of their immediate environment, and give and follow directions to and from a place, involving turns, direction and distance. They will identify examples of transformations in their immediate environment.

Statistics and Probability

Students classify outcomes of simple familiar events. They describe data displays and collect data by asking questions and draw simple data display representations.

Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students in Year 1 follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences. They continue to express themselves using digital stories and other creative tools to take action and share their learning experiences. Students discover that information exists in a variety of forms, including text, still and moving pictures, charts and sounds, and that different media are used for different purposes. Students develop research skills using ICT and learn to confidently navigate web based, iOS and PC software interfaces. They use digital resources such as electronic books and engage with web-based multimedia content. They use apps such as Book Creator, Toontastic and Puppet Pals to analyse and reinforce their work on the narrative story structure. They are introduced to basic robotics using Beebots. They learn how to create, test, modify and store instructions to control the movements of the Beebot.

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. In Year 1 students will continue to develop their oral communication skills in Chinese. They also will begin to learn to read and write Chinese characters, through various learning activities.

Art

In Art, Year 1 students learn skills, techniques and processes with two and three dimensional art media. The new skills are learnt and added, in a sequential way, to previous learning. Their understanding and use of the IB learner profile and PYP attitudes, and the values contained in them, is applied in the art situation. Concepts, which are a part of the classroom program of inquiry, are linked where possible to Art. Reference will be made to the work of artists, past and present where relevant. Through the year in Art classes, there is an emphasis on enjoyment and confidence. Although the students learn skills and techniques, diversity in art and individuality of expression are valued and celebrated in each child.

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 that occur in many of the songs, using "solfa" names (so, mi and la etc.), hand signs and rhythm syllables to name these, before learning to read and to write them. They are then ready to begin to use the elements create their own simple compositions and improvisations, and to recognise these in listening samples.

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 to aim for her personal best. Students learn about safety, healthy bodies, fair play, following rules, taking turns, sharing equipment and looking after equipment. Understanding the value of a healthy lifestyle and the ability to discuss how one's body feels before, during and after exercise is part of the programme. Students regularly engage in vigorous physical activity through fun and fitness exercises, relays and shuttle races, to enhance personal fitness, strength, agility and mobility. Students participate in modified athletics events where they sprint, hurdle, throw and jump for distance. Specific skill development includes ball handling, gymnastics and dance. The swimming programme combines stroke development with water safety awareness.

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.