

**FIRBANK
GRAMMAR**
Aspire • Achieve

Firbank Grammar Junior School Brighton Campus Curriculum Statement Year 2 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.

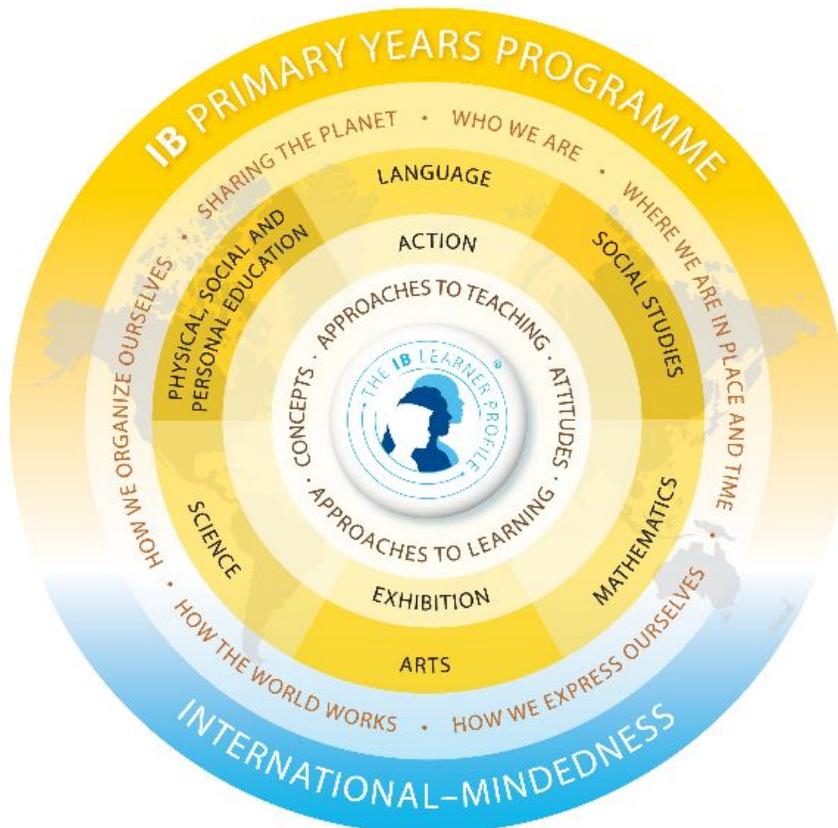


IB Learner Profile

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 The challenges and rewards of teamwork help us to learn about who we are.</p> <p>An inquiry into: Teamwork</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• How teams work• Characteristics of a successful team• Individual responsibilities within a team <p>Concepts: Perspective, Responsibility, Connection</p> <p>Australian Curriculum Links: Humanities & Social Sciences; Health & Physical Education</p>	<p>UNIT 2 Transdisciplinary Theme Sharing the planet</p> <p>Central Idea How we use natural resources depends on where we are and what we are able to access.</p> <p>An inquiry into: Geography and impact</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Earth's natural resources• The impact of geographical location on the availability of resources• Case study: water <p>Concepts: Function, Causation, Change</p> <p>Australian Curriculum Links: Humanities & Social Sciences</p>
<p>UNIT 3 Transdisciplinary Theme: How the world works</p> <p>Central Idea: Simple machines generate forces and movement that make our work easier.</p> <p>An inquiry into: Force, energy and innovation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The functions and properties of tools and simple machines• Different forces that make tools work• How a tool changes a job <p>Concepts: Form, Function, Causation</p> <p>Australian Curriculum Links: Science; Technologies; Mathematics</p>	<p>UNIT 4 Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: Community areas provide people with opportunities to connect.</p> <p>An inquiry into: Community and culture</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Local public areas• How the use of public places contribute to communities and culture• How public areas have changed over time <p>Concepts: Connection, Change, Function</p> <p>Australian Curriculum Links: Humanities & Social Sciences</p>
<p>UNIT 5 Transdisciplinary Theme: How we organise ourselves</p> <p>Central Idea: A variety of jobs exist to enable society to function.</p> <p>An inquiry into: Interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The purpose of different jobs• Responsibilities within jobs• Jobs that support different systems in societies <p>Concepts: Responsibility, Function, Connection</p> <p>Australian Curriculum Links: Humanities & Social Sciences</p>	<p>UNIT 6 Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: Our need to share our feelings and ideas drives us to develop effective ways to communicate.</p> <p>An inquiry into: Communication and relationships</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Communication systems –verbal, written, body language, graphic, electronic• Relationships between participants• How people communicate in difficult or different situations <p>Concepts: Form, Perspective, Reflection</p> <p>Australian Curriculum Links: Humanities & Social Sciences; Health & Physical Education; English</p>

English

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Mathematics

Number and Algebra

Students investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. They count to and from 1000. They recognise, model, represent and order numbers to at least 1000 and identify the missing element in a number sequence. Students solve simple addition and subtraction problems using a range of efficient mental and written strategies. They use their understanding of pattern to represent and make sense of real life situations and, where appropriate, solve problems involving addition and subtraction. Multiplication is recognised and represented as repeated addition, groups and arrays. Students identify and represent division as grouping into equal sets and solve simple problems using these representations. They describe and interpret common uses of halves, quarters and eighths of shapes and collections. They model and use fraction names in real life situations. Students count and order small collections of Australian coins according to their value.

Measurement and Geometry

Students become familiar with standard units and language to measure and describe objects and events. They are given opportunities to develop strategies for estimation. They use particular tools to measure and describe attributes of objects and events with more accuracy, and order shapes and objects using informal units. Students develop understandings in relation to measurement involving length, mass, capacity, money, temperature and time using appropriate formal and informal units. Students tell the time to the quarter hour, using the language of 'past' and 'to.' They name and order months and seasons and use a calendar to identify the date and determine the number of days in each month. Students understand that both 2D shapes and 3D solids are classified and named according to their properties and recognise examples of symmetry and transformations that can be found in their environment. They explain the effects of one-step transformations and draw two-dimensional shapes. They investigate the effect of slides and flips and identify and describe half and quarter turns. Students read and interpret simple maps of familiar locations. They interpret, create and use simple directions to describe paths, regions, positions and boundaries of their immediate environment.

Statistics and Probability

Students describe outcomes for everyday events and order events on terms of probability. They interpret information whilst collecting data from relevant questions to create lists, tables and picture graphs and make sense of collected information.

Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students in Year 2 follow class guidelines about securing digital information and sharing personal information. They apply basic social protocols when using ICT to communicate with known audiences. They experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes. Basic Web 2.0 tools are introduced. 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. Students identify how ICT is used at home and at school. Students are encouraged to identify the main components of common consumer ICT systems, their fundamental functions, and describe them using basic ICT terminology. Students continue to develop research skills using ICT and learn to confidently navigate web based, iOS and PC software interfaces. They use iPads and a range of apps to complement and reinforce learning. Students apply digital tools to gather, evaluate and use information. Skooville is introduced at this level to help develop appropriate online behaviours.

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, Year 2 students will continue to develop their oral communication skills in Chinese. They also will widen their vocabulary range and learn to read and write Chinese characters, through various learning activities.

Art

In Art, Year 2 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 programme 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, there is an emphasis on enjoyment and confidence. The students learn skills and techniques, which can be applied in diverse ways. In Art, individuality of expression is valued and celebrated in each child.

Music

Classroom Music lessons are predominantly 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. Students in Year 2 begin to consolidate their music reading and making skills through instrumental playing throughout the year.

Physical Education

Demonstrating the IB learner profile and PYP attitudes, and the values gained from these, 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, looking after equipment and wearing the correct sports uniform. 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.