

**FIRBANK  
GRAMMAR**  
Aspire • Achieve

## Firbank Grammar Junior School Brighton Campus Curriculum Statement Year 3 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.

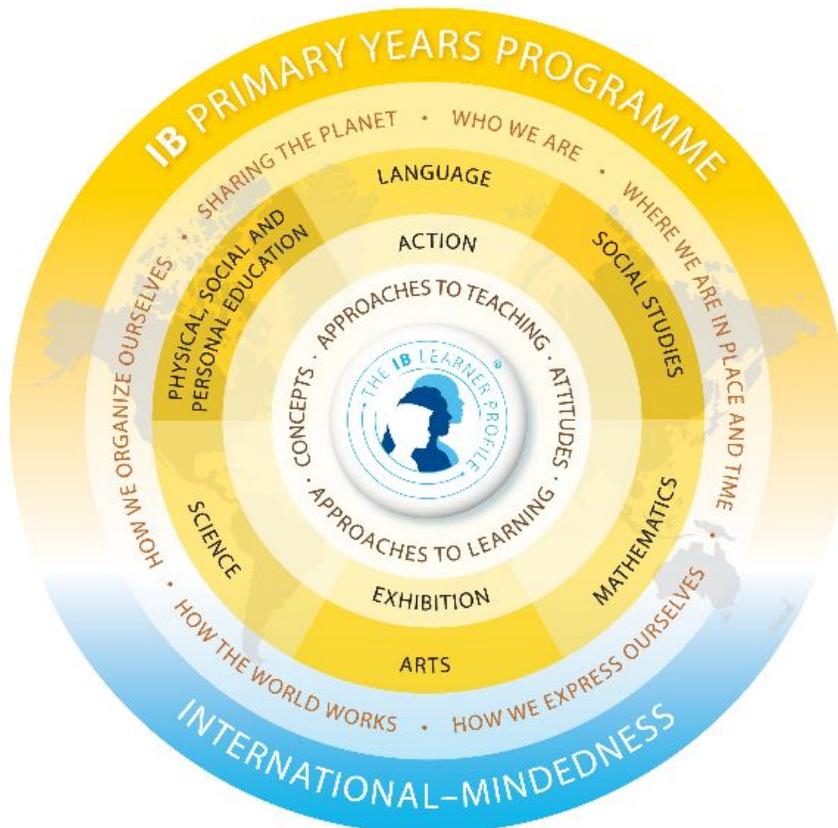


### IB Learner Profile

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><b>UNIT 1</b> Transdisciplinary Theme Who we are</p> <p><b>Central Idea</b> A community is shaped by the contribution of its members.</p> <p><b>An inquiry into:</b> Role models, behaviour and action</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Why people participate within communities</li><li>• How students can actively contribute to a community</li></ul> <p><b>Concepts:</b> Perspective, Responsibility, Change</p> <p><b>Australian Curriculum Links:</b> Humanities &amp; Social Sciences; Health &amp; Physical Education</p>	<p><b>UNIT 2</b> Transdisciplinary Theme How we express ourselves</p> <p><b>Central Idea</b> People express their ideas, feelings and cultures through stories.</p> <p><b>An inquiry into:</b> Stories</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Structures of stories</li><li>• Various forms of stories</li><li>• Reasons why people create and share stories</li></ul> <p><b>Concepts:</b> Connection, Reflection, Form</p> <p><b>Australian Curriculum Links:</b> Humanities &amp; Social Sciences; The Arts; English</p>
<p><b>UNIT 3</b> Transdisciplinary Theme: Where we are in place and time</p> <p><b>Central Idea:</b> People and events of the past have influenced our lives today.</p> <p><b>An inquiry into:</b> Settlement, chronology and heritage</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• The connection between past and present</li><li>• The influence of significant events and people in history</li><li>• The impact of settlement on indigenous populations</li></ul> <p><b>Concepts:</b> Perspective, Change, Connection</p> <p><b>Australian Curriculum Links:</b> Humanities &amp; Social Sciences; Technologies</p>	<p><b>UNIT 4</b> Transdisciplinary Theme: How the world works</p> <p><b>Central Idea:</b> Earth is a unique planet within a complex solar system.</p> <p><b>An inquiry into:</b> Space and evidence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Earth's place in the solar system</li><li>• The attributes of Earth that sustain life</li><li>• The possibility of life on other planets</li><li>• Earth's rotation on its axis</li></ul> <p><b>Concepts:</b> Causation, Form, Function</p> <p><b>Australian Curriculum Links:</b> Science</p>
<p><b>UNIT 5</b> Transdisciplinary Theme: Sharing the planet</p> <p><b>Central Idea:</b> Resources can be used in a sustainable way to meet the needs of present and future generations.</p> <p><b>An inquiry into:</b> Resources and sustainability</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Renewable and non-renewable resources</li><li>• The responsibility of citizens to create sustainable communities.</li><li>• Scientific knowledge helps people understand the effect of their activities</li></ul> <p><b>Concepts:</b> Responsibility, Form, Reflection</p> <p><b>Australian Curriculum Links:</b> Science; Humanities &amp; Social Sciences</p>	<p><b>UNIT 6</b> Transdisciplinary Theme: How we organise ourselves</p> <p><b>Central Idea:</b> Economies are dependent on the exchange of goods and services.</p> <p><b>An inquiry into:</b> Economy, dependence, influence and rights</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Types of marketplaces</li><li>• The connection between goods and services and needs and wants</li><li>• The role of supply and demand</li><li>• The responsibility of producers and consumers</li></ul> <p><b>Concepts:</b> Causation, Function, Responsibility</p> <p><b>Australian Curriculum Links:</b> Humanities and Social Sciences; Mathematics</p>

## English

### Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

### Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

## Mathematics

### Number and Algebra

Students count to and from 10 000. They classify numbers as odd or even and recall addition and multiplication facts for single digit numbers, as well as continuing number patterns involving addition and subtraction. They make connections between the operations for addition, subtraction, multiplication and division and solve problems, using efficient strategies. Students model and represent fractions. They use concrete materials to explore how fractions and decimals represent whole-part relationships and demonstrate equivalent fractions with these materials. They read, write, compare and order fractions, and use them in real life situations. Whilst working with money, students represent money values in various ways and count out change from spending opportunities. Students analyse patterns and identify rules for patterns. They continue to use their understanding of pattern and functions to represent and make sense of real life situations and to solve problems involving the four operations.

### Measurement and Geometry

Students use metric units for length, mass and capacity. They select and use appropriate tools and units of measurement and describe measures that fall between two numbers on a scale. They tell the time to the nearest minute. Students develop their understanding of measuring perimeter, area and volume. Students use and accurately read a wide range of measuring tools including rulers, trundle wheels, tape measures, bathroom scales, kitchen scales, timers, analogue clocks, digital clocks, stopwatches and calendars. They make models of three-dimensional objects and describe key features. Students match positions on maps with given information and create and interpret simple grid maps to show position and pathway. They identify symmetry in the environment. Students identify angles as measures of turn and compare angle size in everyday situations.

### Statistics and Probability

Students conduct chance experiments, identifying and describing possible outcomes and recognise variation in results. They collect, organise, display, interpret, compare and analyse data. They carry out simple data investigations and develop an understanding of how different graphs highlight different aspects of data more efficiently. They understand that scale can represent different quantities in graphs and that mode can be used to summarise a set of data.

## Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students in Year 3 begin to manage personal network accounts and use e-mail to send and receive messages. Web 2.0 tools are utilized to support learning. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students are introduced to Robotics NXT and apply a range a problem solving strategies in order to programme their robots to achieve certain challenges. Students continue to develop research skills and learn to navigate and critically evaluate Internet resources with an emphasis on cyber-safety. Safe online social media environments are introduced to ensure appropriate online behaviours are developed. Skooville is used as a social media platform to develop appropriate online behaviours. iPads as a 1:1 device are introduced at this level and are used as an effective and engaging tool to develop 21<sup>st</sup> Century skills such as creativity, innovation, communication and collaboration.

## 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 3 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. They will learn how to use information technology to enhance their language learning.

## Art

In Art, Year 3 students learn skills, techniques and processes with art media, both two and three-dimensional. The new skills and understandings 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 is made to artwork of artists, past and present where relevant. Throughout 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

In making music through a combination of singing, movement and instrumental playing, students internalise music and can begin to work with it meaningfully, very quickly. Students build on the range of known musical elements from the early years and continue to recognise, name, read and write these with growing independence. They use "solfa" names (do, re and mi etc.), hand signs and rhythm syllables to name the elements before learning to read and to write them. They can then create their own one and two-part compositions and improvisations using known elements and are able to identify these in fine music samples. Students in Year 3 continue to consolidate their music literacy skills through classroom instrumental studies and through participation in the Junior Instrumental Program.

## Physical Education

In Physical Education, students are expected to demonstrate the IB learner profile and PYP attitudes, through teamwork and fair play. The emphasis is on participation, enjoyment and for each student to challenge herself and to aim for her personal best. Throughout the year, students consolidate and build on skills. They are introduced to major games such as netball, basketball, cricket, soccer, football, tennis, and T-ball. Students learn about match play and tactics and take on the role of captain, coach, umpire, scorer and manager. They have the opportunity to play in class and House competitions and to represent Firbank at District competitions. Students develop sport-specific skills in gymnastics, dance, athletics and diving. The swimming programme focuses on the refinement of stroke technique and water safety awareness developed through rescue activities. Personal fitness is continued with distance running and fun and fitness activities.

## Religious Education

In the middle to upper primary years, students build on their core knowledge of bible stories and the story of Jesus' life. Connections are made between bible stories and students are expected to explore common themes, ideas and historical information to gain a deeper understanding of the Christian faith. Students are asked to reflect on the origins and essential messages within many religious ideologies and how they interrelate. Connections are made, where appropriate, to the IB learner profile, PYP attitudes and Programme of Inquiry.