

**FIRBANK
GRAMMAR**
Aspire • Achieve

Firbank Grammar Junior School Brighton Campus Curriculum Statement Year 4 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.

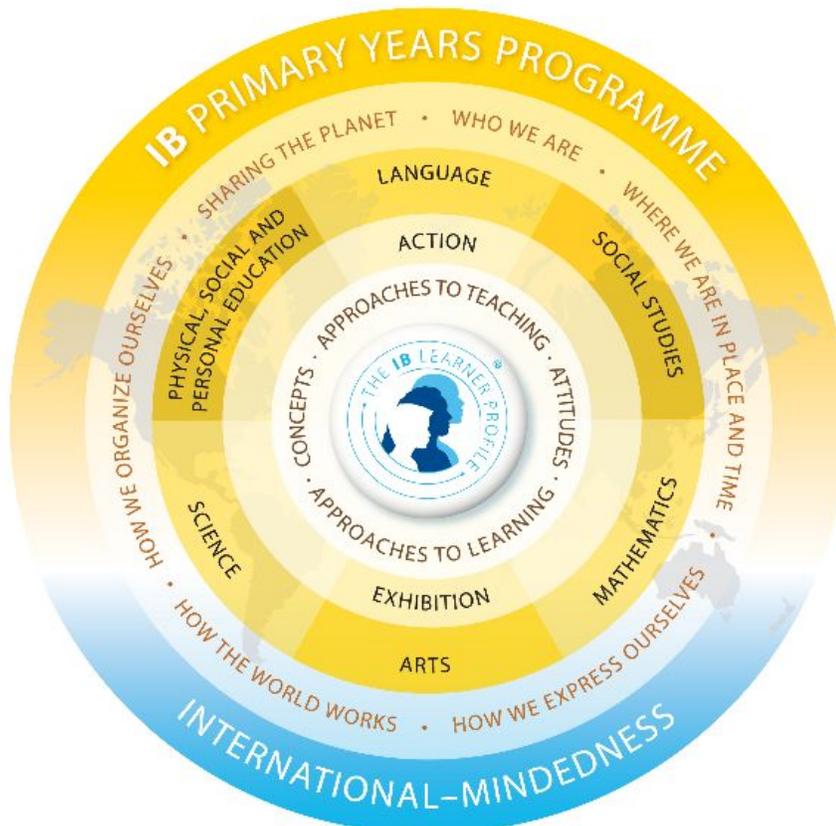


IB Learner Profile

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 How we organise ourselves</p> <p>Central Idea In an organisation people share responsibilities and a common purpose.</p> <p>An inquiry into: Leadership, role and teamwork</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Types and purposes of organisations• The importance of independence and interdependence in achieving a shared vision <p>Concepts: Perspective, Function, Responsibility</p> <p>Australian Curriculum Links: Humanities & Social Sciences</p>	<p>UNIT 2 Transdisciplinary Theme Who we are</p> <p>Central Idea People are healthy when their physical, emotional and spiritual needs are met.</p> <p>An inquiry into: Health, systems and resilience</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The key elements that determine health• How body systems interact• The relationship between physical, emotional and spiritual health <p>Concepts: Perspective, Function, Reflection</p> <p>Australian Curriculum Links: Health & Physical Education; Science</p>
<p>UNIT 3 Transdisciplinary Theme: Sharing the planet</p> <p>Central Idea: Living things depend on each other and the environment to survive.</p> <p>An inquiry into: Climate change, sustainability, adaptation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• How plants and animals respond to environmental factors• The interaction between living things• Life cycles of living things <p>Concepts: Causation, Change, Connection</p> <p>Australian Curriculum Links: Humanities and Social Sciences</p>	<p>UNIT 4 Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: Exploration can lead to discovery and innovation.</p> <p>An inquiry into: Exploration, discovery and innovation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Types of exploration• Famous explorers and innovators• The impact of exploration on people and the environment <p>Concepts: Connection, Form, Change</p> <p>Australian Curriculum Links: Science; Technologies; Humanities & Social Sciences</p>
<p>UNIT 5 Transdisciplinary Theme: How the world works</p> <p>Central Idea: Human survival is connected to understanding the changing nature of the Earth</p> <p>An inquiry into: Geography, climate and impact</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Structural aspects and features of Earth• Geological changes and extreme weather conditions• Human response to the Earth's changes <p>Concepts: Causation, Form, Change</p> <p>Australian Curriculum Links: Science</p>	<p>UNIT 6 Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: Persuasion can influence the choices we make.</p> <p>An inquiry into: Interpretation, bias and ethics</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Persuasive techniques• How popular culture influences our decisions• The responsibility of consumers and the media <p>Concepts: Perspective, Form, Responsibility</p> <p>Australian Curriculum Links: Humanities and Social Sciences; The Arts; English</p>

English

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Mathematics

Number and Algebra

Students identify unknown quantities in number sentences and continue number sequences involving multiples of single digit numbers. Students describe number patterns resulting from multiplication and choose appropriate strategies for calculations involving multiplication and division. They recall multiplication facts to 10×10 and corresponding division facts. They continue to extend their automatic recall of addition, subtraction, multiplication and division facts, exploring the properties of multiplication and division and using the properties of odd and even numbers. Whilst working with fractions and decimals, students recognise common equivalent fractions and make connections between fraction and decimals up to two decimal places. They locate familiar fractions on a number line and understand that fractions and decimals are ways of representing whole-part relationships. They read, write, compare and order fractions, and use them in real life situations. Students solve simple purchasing problems using money and correctly count out change from financial transactions. 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 scaled instruments to measure temperatures, lengths, shapes and objects. They solve problems involving time duration and convert between units of time. Students continue to develop their understanding of measuring perimeter, area and volume. They select and use appropriate tools and units of measurement, and describe measures that fall between two numbers on a scale. Whilst working with shape, students compare areas of shapes using formal and informal units and create symmetrical shapes and patterns. They interpret information contained in maps and classify angles in relation to a right angle.

Statistics and Probability

Students describe different methods for data collection and representation, construct data displays from collected data and evaluate their effectiveness. Students identify dependent and independent events and list the probabilities of everyday events.

Information and Communication Technologies (ICT)

Students use a range of devices in the classroom and the ICT Lab for a variety of purposes. Students in Year 4 continue to manage a personal network account and use e-mail responsibly to send and receive messages. The use of Web 2.0 tools is further utilized to support learning. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students continue their application of Robotics NXT and develop a range a problem solving strategies in order to program their robots to achieve more advanced challenges. They also use a software program, "Scratch", to further develop their basic programming skills. Students continue to develop research skills and learn to navigate and critically evaluate Internet resources with an emphasis on cyber-safety. iPads as a 1:1 device are used as an effective and engaging tool to develop 21st Century skills such as creativity, innovation, communication and collaboration. Digital Citizenship is taught using the Common Sense Media platform to help teach students to behave in a safe and responsible way while online.

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 4 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 further develop their skills in using information technology as an aid to enhance language learning.

Art

In Art, students learn skills, techniques and processes with both 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 is made to the work of artists, past and present, where relevant. Through the year, there is an emphasis on enjoyment and confidence. Although the students learn the same skills and techniques, diversity and individuality of expression is valued 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 listening samples. Students in Year 4 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 House Sport competitions in After School Sport and to represent Firbank at District competitions. Students develop sport-specific skills in gymnastics, dance, athletics, diving and bike education. 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.