



FIRBANK
GRAMMAR
Aspire • Achieve

Firbank Grammar Junior School Brighton Campus Curriculum Statement Year 5 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.

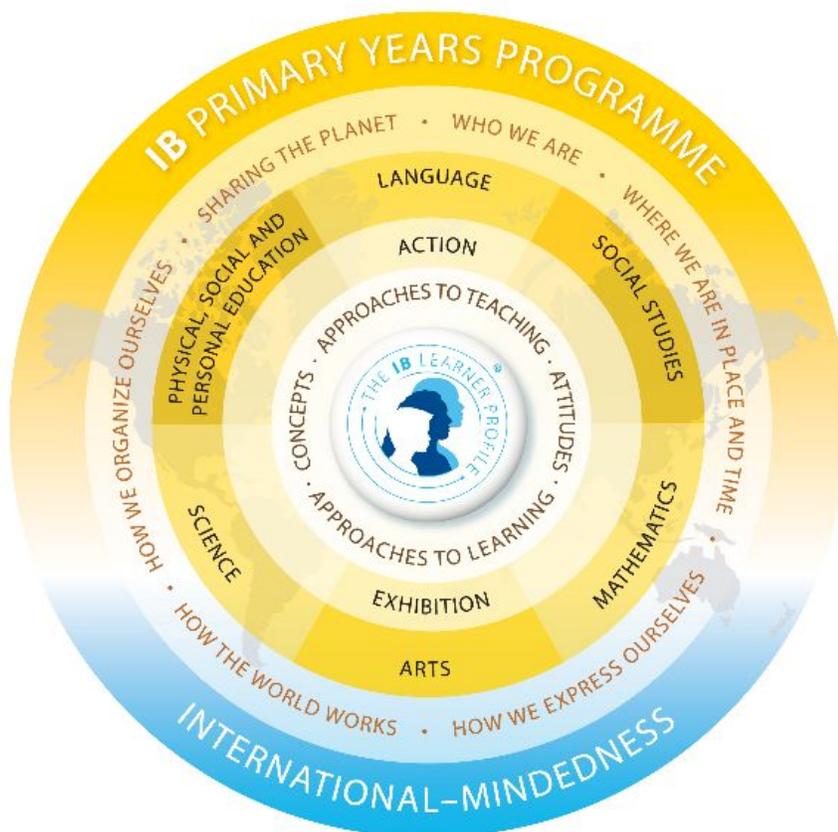


IB Learner Profile

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 Physical and emotional health can be influenced by environmental factors and a person's sense of self.</p> <p>An inquiry into: Growth, resilience, identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">● Personal growth and change● How health and well-being is influenced by choices● How having resilience can contribute to a person's ability to cope <p>Concepts: Connection, Reflection, Change</p> <p>Australian Curriculum Links: Health & Physical Education; Science</p>	<p>UNIT 2 Transdisciplinary Theme Sharing the planet</p> <p>Central Idea People worldwide encounter a range of challenges, risks and opportunities that can influence their Human Rights.</p> <p>An inquiry into: Freedom, prejudice and rights</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">● Human Rights● How opportunities enhance or hinder lives● Action that can be taken to ensure human rights are being met <p>Concepts: Causation, Perspective, Responsibility</p> <p>Australian Curriculum Links: Humanities and Social Sciences</p>
<p>UNIT 3 Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: The settlement of new colonies has an impact on indigenous cultures.</p> <p>An inquiry into: Ownership and impact</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">● Reasons for British colonisation around the world● Culture of indigenous people● The impact of colonial settlement on communities, cultures and individuals <p>Concepts: Causation, Perspective, Reflection</p> <p>Australian Curriculum Links: Humanities and Social Sciences</p>	<p>UNIT 4 Transdisciplinary Theme: How the world works</p> <p>Central Idea: The changeable physical and chemical properties of matter can be utilised to meet our needs.</p> <p>An inquiry into: Properties and manipulation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">● Properties and states of matter (liquids, solids, gases, plasmas)● Reversible and irreversible changes to materials● How matter can be manipulated to meet the needs of society <p>Concepts: Causation, Form, Change</p> <p>Australian Curriculum Links: Science</p>
<p>UNIT 5 Transdisciplinary Theme: How we organise ourselves</p> <p>Central Idea: Building scientific knowledge and understanding in society is dependent on collaboration.</p> <p>An inquiry into: Innovation and ethics</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">● The role of scientists in society● How scientific ideas and inventions have evolved over time● How scientific explorations are subject to a criteria determined by a society <p>Concepts: Connection, Function, Responsibility</p> <p>Australian Curriculum Links: Science</p>	<p>UNIT 6 Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: The way people express ideas can influence how they are interpreted.</p> <p>An inquiry into: Interpretation and communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">● The act of analysis and interpretation● The ways that ideas are communicated through art● How the interpretation of artworks is dependent on a person's experiences and point of view <p>Concepts: Perspective, Form, Reflection</p> <p>Australian Curriculum Links: The Arts; English</p>

English

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Mathematics

Number and Algebra

Students model, compare, read, write and order numbers to 1 000 000 and understand that the base 10 place value system extends infinitely in two directions. They solve simple problems involving the four operations, using a range of strategies, and check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples and find unknown quantities in number sentences. They order and continue patterns by adding and subtracting fractions and decimals and locate them on number lines. They add and subtract fractions with the same denominator and understand that fractions, decimals and percentages are ways of representing whole-part relationships. They explore concepts of modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. Students explain plans for simple budgets, using money. They continue to use their understandings to make sense of real life situations and to solve problems involving the four operations.

Measurement and Geometry

Students use appropriate units of measurement for length, area, volume, capacity and mass and calculate the perimeter of rectangles. They decide on the level of accuracy required for measuring and using decimal fraction notation when precise measurements are necessary. They convert between 12 and 24-hour time. Students connect three-dimensional objects with their two-dimensional representations and describe transformations of two-dimensional shapes. They identify line and rotational symmetry and use a grid reference system to locate landmarks. Students are able to measure and construct angles.

Statistics and Probability

Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. They compare and interpret different data sets and pose questions to gather data, and construct data displays appropriate for the data.

Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students successfully upload their work to the school network and respect the need for password and network security. 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 through an expanded use of Web 2.0 tools. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Using recommended search engines, students learn to refine their search strategies to locate information quickly. They evaluate the integrity of the located information, based on its accuracy and the reliability of the web host. The use of iPads as a 1:1 device enables the students to learn independently, collaborate with peers and communicate their understanding using varied and exciting media. The suite of Google apps is used at this level as a collaborative tool to communicate and present ideas.

Chinese

In Year 5 students develop their reading and writing skills. They will learn to read short passages in Chinese characters and learn to use Chinese characters to write short passages, including personal letters, while continually developing their oral communication skills. 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.

Art

Year 5 students are encouraged to work in an inquiring and curious spirit, where imagination and creativity are highly valued. In the Art environment, the IB learner profile and PYP attitudes are referred to and interpreted. Art activities and concepts, which are a part of the classroom program of inquiry, are linked, where possible, to Art. This is the case with the class unit of inquiry in 'How We Express Ourselves', which includes a visit to the NGV International. Students learn and apply skills, techniques and processes, building on those learnt in previous years. They will use varied Art media, both two and three-dimensional. Students will enhance their skills and knowledge and will investigate ways in which other artists past and present, represented people.

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 5 continue to consolidate their music literacy skills through classroom instrumental studies and participation in the Junior Instrumental Program.

Physical Education

In Physical Education, students display the IB learner profile and PYP attitudes as they develop an understanding of the importance of our learning experiences in Physical Education and its contribution to our overall learning. 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 sport specific skills in sports including Netball, Football, Cricket and Soccer. They are introduced to major games in After School Sport including T-ball, Volleyball and Speedball. 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 continue to develop specific skills in gymnastics, dance, athletics and diving. The swimming program focuses on the refinement of stroke technique and water safety awareness developed through rescue activities. Personal fitness continues to be developed through fun fitness activities and students participate in fitness testing for assessment. The unit of inquiry, 'Who We Are', encourages students to explore and develop an understanding of the dimensions of health.

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.