

**FIRBANK  
GRAMMAR**  
Aspire • Achieve

## Firbank Grammar Junior School Brighton Campus Curriculum Statement Year 6 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.

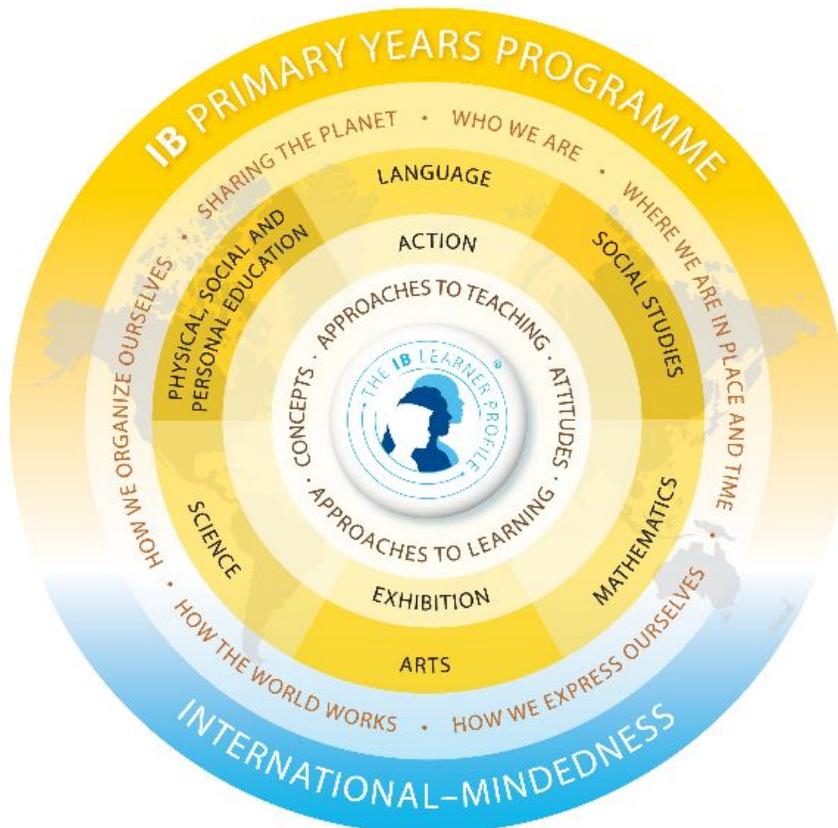


### IB Learner Profile

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> <b>Transdisciplinary Theme</b> Who we are</p> <p><b>Central Idea</b> The evolution of self requires change, role models, choice and action.</p> <p><b>An inquiry into:</b> Identity and growth</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• The changes during adolescence</li><li>• How knowledge, skills and attitudes empower people to make informed decisions</li><li>• The growth and transformation of self</li></ul> <p><b>Concepts:</b> Change, Causation</p> <p><b>Australian Curriculum Links:</b> Humanities &amp; Social Sciences; Health &amp; Physical Education</p>	<p><b>UNIT 2</b> <b>Transdisciplinary Theme</b> How we organise ourselves</p> <p><b>Central Idea</b> Systems can promote or deny opportunity.</p> <p><b>An inquiry into:</b> Systems, rights and social justice</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Systems of government around the world</li><li>• Human rights and social justice</li><li>• Case Study: Australian government systems</li></ul> <p><b>Concepts:</b> Function, Form, Reflection</p> <p><b>Australian Curriculum Links:</b> Humanities &amp; Social Sciences</p>
<p><b>UNIT 3</b></p> <p style="text-align: center;"><b>Exhibition</b></p> <p>The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile that have been developing throughout their engagement with the PYP.</p> <p>(International Baccalaureate Organisation, 2007)</p>	<p><b>UNIT 4</b> <b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea:</b> Many elements combine for a successful performance.</p> <p><b>An inquiry into:</b> Performance and planning</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• The roles and responsibilities involved in a performance</li><li>• Mediums of performance</li><li>• The process from planning to performance</li></ul> <p><b>Concepts:</b> Connection, Responsibility</p> <p><b>Australian Curriculum Links:</b> The Arts; English</p>
<p><b>UNIT 5</b> <b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea:</b> Scientists are finding new ways to transfer, transform and store energy.</p> <p><b>An inquiry into:</b> Transformation, energy and sustainability</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Forms and sources of energy</li><li>• Energy transfer, transformation and storage</li><li>• Energy use in society and its impact on the environment</li></ul> <p><b>Concepts:</b> Function, Form, Change</p> <p><b>Australian Curriculum Links:</b> Science</p>	<p><b>UNIT 6</b> <b>Transdisciplinary Theme:</b> Sharing the planet</p> <p><b>Central Idea:</b> Actions have an impact.</p> <p><b>An inquiry into:</b> Communication, conflict and consequences</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• The balance between personal needs and the needs of others</li><li>• Global interconnectedness through trade and communications</li><li>• The impact of globalisation on peace and human rights</li></ul> <p><b>Concepts:</b> Causation, Responsibility</p> <p><b>Australian Curriculum Links:</b> Humanities and Social Sciences</p>

## English

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

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

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

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

## Mathematics

### Number and Algebra

Students understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond. Students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts and solve problems involving all four operations with whole numbers. They connect fractions, decimals and percentages as different representations of the same number. They add, subtract and multiply decimals and divide decimals where the result is rational. They solve problems involving the addition and subtraction of related fractions and develop an understanding of ratios.

They will make connections between the powers of ten and the multiplication and division of decimals involving whole numbers, fractions and decimals. Students calculate common percentage discounts on sale items. Students locate fractions and integers on a number line and calculate a simple fraction of a quantity. They write correct number sentences using brackets and order of operations. Students understand that patterns can be represented, analysed and generalised using algebraic expressions, equations or functions.

### Measurement and Geometry

Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They solve problems involving length and area and understand that a range of procedures exists for measuring the different attributes of an object. They make connections between capacity and volume and interpret timetables. Students understand the properties of 2D and 3D shapes and construct simple prisms and pyramids. They develop their understanding of the use of scale to enlarge and reduce shapes.

Students apply the language and notation of bearing to describe direction and position. They locate an ordered pair in any one of the four quadrants on the Cartesian plane. Students describe combinations of transformations. They measure and construct angles and solve problems using the properties of angles.

### Statistics and Probability

Students list and communicate probabilities using simple fractions, decimals and percentages. They compare observed and expected frequencies. Students pose questions to gather data, and construct appropriate data displays. They compare and interpret a variety of data displays and evaluate secondary data displayed in the media.

## Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students in Year 6 continue to consolidate and refine their practical technology skills using a range of software and media, including iPads. Students are encouraged to draw on their experiences and select appropriate technologies to achieve desired outcomes. Students show increased independence in using technology to enhance their learning, communicate their ideas, conduct research and pursue personal inquiry. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 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 are taught aspects of new technologies as they evolve, whilst being encouraged to work collaboratively with staff and peers. Cyber safety and maintaining a safe online presence is woven into all aspects of technology use. The use of Google apps is extended and used as a collaborative tool to communicate and present ideas. They also create websites to record, share and reflect on their learning.

## Chinese

In Year 6 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

Students in Art in Year 6 will work with various two and three dimensional art media and materials. They will continue to learn and apply skills, techniques and processes, building sequentially on knowledge of previous years. The IB learner profile and PYP attitudes are referred to and applied in the Art situation. Concepts, which are part of a unit of inquiry, are referred to and linked, where appropriate, to Art. Students will continue working in a spirit of inquiry and curiosity. Imagination and creativity are highly valued, as are qualities of perseverance and persistence. Achievements are celebrated in an atmosphere of support and encouragement.

## 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 multiple-part compositions and improvisations using known elements and are able to identify these in listening samples.

## Physical Education

In Physical Education, students display the IB learner profile and 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, diving and Bike Education. 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, 'How The World Works', encourages students to develop an understanding of how food is used as an energy source and the process by which our body creates energy for physical activity.

## 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.