



FIRBANK
1909 110 2019

VINCIT QUI SE VINCIT
- one conquers, who conquers oneself

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THE YEAR OF INTEGRITY

CURRICULUM STATEMENT SANDRINGHAM CAMPUS PREP 2019



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
- Reflective



PROGRAMME OF INQUIRY (POI)

As far as possible all subject areas connect with the programme of inquiry.

Over the course of a year, each grade level completes six units of inquiry - one from each transdisciplinary theme.

THE PREP UNITS OF INQUIRY (UOI):

	TRANSDISCIPLINARY THEME	CENTRAL IDEA	LINES OF INQUIRY	CONCEPTS
TERM 1	Who we are	Family and personal history shapes identity	<ul style="list-style-type: none"> Personal identity The factors that influence identity Similarities between people 	<ul style="list-style-type: none"> Change Connection
TERM 2	How we express ourselves	Personal expression allows people to share their beliefs and feelings	<ul style="list-style-type: none"> The ways people express their emotions Recognising and identifying emotions in ourselves and each other Respectful and reflective responses 	<ul style="list-style-type: none"> Perspective Responsibility
TERM 3	How we organise ourselves	Products pass through a range of processes to meet the needs of people	<ul style="list-style-type: none"> Products in our world Change and distribution of products How processes and systems work to make products available 	<ul style="list-style-type: none"> Causation Change Form
TERM 4	Sharing the planet	All living things change, grow and reproduce	<ul style="list-style-type: none"> The life-cycles of humans, plants and animals The developmental stages of living things The relationships between living things 	<ul style="list-style-type: none"> Function Connection Change

LANGUAGE

Australian Curriculum – (English) Achievement Standards

Receptive modes (listening, reading and viewing)

By the end of the Foundation year (Prep), students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

MATHEMATICS

Based on Australian Curriculum – (Mathematics) Achievement Standards

Number and Algebra

Students make connections between number names, numerals and quantities up to 20. They understand that numbers are used for many different purposes in the real world. They develop an understanding of one to one correspondence and conservation of number, and count and use number words and numerals to represent quantities. Using patterns and algebra, students group and sort shapes and objects based on common characteristics.

Measurement and Geometry

Students estimate, measure, label and compare using non-standard units of measurement, and understand why we use standard units of measurement to measure length, mass, time and temperature. They compare objects using mass, length and capacity. They read and write time to the hour, and identify and compare lengths of time (days, weeks and months). Students connect events and the days of the week and explain the order and duration of events.

Whilst exploring shape, students understand that shapes have characteristics that can be described and compared. They understand and use common language to describe paths, regions and boundaries of their immediate environment. They use appropriate language to describe location.

Statistics and Probability

Students answer simple questions to collect information. They develop an understanding of how the collection and organisation of information helps to make sense of the world. Students sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. They discuss chance in daily events.

FOUNDATION

Information and Communication Technologies (ICT)

Students develop familiarity with a range of devices including iPads, computers and keyboards. They develop skills in using a mouse and navigate the Windows and iPad environments. Students can explain rules to travel safely on the internet and use simple authoring tools to create their own content. Students use a range of robotic toys to develop special awareness and directional language.

Information Literacy

Students learn the following research skills during Information Literacy sessions: formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data and presenting research findings.

Chinese

Prep students develop an understanding of the speakers of Chinese and where the language is spoken. They benefit from having access to a different language and as a consequence, access to different cultures and perspectives. Communication skills in Chinese foster intercultural knowledge and awareness of language as a systems. They will develop skills of listening, speaking, reading, viewing, writing and the use of body language, visual cues and signs. Students begin to use and respond to the language in the classroom related to self, home and family. Through greetings, introductions and other simple routines, students become familiar with the sounds of the language, words, phrases and basic sentences.

Art

A PYP Visual Arts classroom will further develop a student's understanding of the central idea of several units of inquiry by linking the creative disciplines of Visual Arts to other disciplines. Sometimes the Visual Arts program will build on its own lines of inquiry. Students in Prep will draw upon their imagination and experiences to express their feelings and stories through art expression. They will be introduced to several art forms and will begin to formulate simple understandings about the elements of art through the exploration of a variety of art materials and tools. They will work both independently and in small groups to explore and trial these art materials and tools. They will begin to make short statements about their work.

Music

Prep students attend a 60-minute Music class per week as well as a 30-minute Music classes. The classroom program is inspired by the Kodaly philosophy, a unique course of sequential music instruction. The approach is child-developmental and based on learning and understanding through the experience of singing. An emphasis is placed on the introduction of signs, names and symbols to provide students with music notation skills. Rhythmic time names, solfa and hand signs are used to help students express what they are hearing, reading and writing. Prep students will gradually build an extensive song repertoire consisting of age appropriate musical activities and games that incorporates movement, speech and body percussion. They will have the opportunity to develop their listening skills, create and compose their own music and experience performance on a variety of percussion instruments.

Physical Education

Demonstrating the IB learner profile and PYP attitudes is an integral part of the Physical Education programme. The emphasis is on participation, enjoyment and developing self-confidence. Understanding the value of a healthy lifestyle and discussing how one's body feels before, during and after exercise is part of the programme. Students regularly engage in moderate to high intensity physical activity through fun and fitness activities to enhance personal fitness and mobility. They also participate in a modified House Athletics competition where they sprint, hurdle and throw for distance. Specific skill development is focused on the fundamental motor skills of throw, catch, bounce, dribble and strike. These sport-specific skills and other personal skills such as cooperation, communication and fair play are developed through a minor games unit. The swimming program focuses on the development of stroke technique and water safety awareness, such as floating. Students participate in a gymnastic programme; aimed at improving spatial awareness, body rotation and balance. Linking with the unit of inquiry in 'How We Express Ourselves' encourages students to be creative with various apparatus and to explore different types of movements in dance.

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 and the programme of inquiry.