



FIRBANK
1909 **110** 2019

VINCIT QUI SE VINCIT
- one conquers, who conquers oneself

4
THE YEAR OF INTEGRITY

CURRICULUM STATEMENT SANDRINGHAM CAMPUS YEAR 1 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 YEAR 1 UNITS OF INQUIRY (UOI):

| | TRANSDISCIPLINARY THEME | CENTRAL IDEA | LINES OF INQUIRY | CONCEPTS |
|-----------------------|---------------------------------------|---|---|---|
| TERM 1 | Who we are | Personal choices can influence our development and wellbeing | <ul style="list-style-type: none"> The choices we make Physical, social and emotional health Reflecting on personal identity, learning and development | <ul style="list-style-type: none"> Responsibility Causation |
| TERM 1 & 2 | Where we are in place and time | Learning about previous generations helps us to understand the relationships between past and present | <ul style="list-style-type: none"> The sequence of time Changing aspects of life over time Significant people and places | <ul style="list-style-type: none"> Change Connection |
| TERM 2 | How we organise ourselves | Sustainability depends on consumer choice | <ul style="list-style-type: none"> Environmental sustainability Natural and processed materials Consumer choices | <ul style="list-style-type: none"> Form Perspective Responsibility |
| TERM 3 | How the world works | Understanding the properties of light, sound and air helps maximise their use | <ul style="list-style-type: none"> The individual properties of light, sound and air The relationship between light, sound and air The current and potential use of light, sound and air | <ul style="list-style-type: none"> Form Function Causation |
| TERM 3 & 4 | Sharing the planet | An ecosystem is a changing community of living things interacting with one another | <ul style="list-style-type: none"> Features of ecosystems Interdependence within ecosystems Actions that benefit or harm ecosystems | <ul style="list-style-type: none"> Change Causation Responsibility |
| TERM 4 | How we express ourselves | Traditions are an expression of beliefs and values | <ul style="list-style-type: none"> How traditions begin and are maintained How artefacts symbolise beliefs and values Cultural beliefs and values | <ul style="list-style-type: none"> Perspective Connection |

LANGUAGE

Australian Curriculum – (English) Achievement Standards

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

MATHEMATICS

Based on Australian Curriculum – (Mathematics) Achievement Standards

Number and Algebra

Students develop their understanding of place value and model, read, write, estimate, compare and order numbers to 100. They describe number sequences resulting from skip counting by 2s, 5s and 10s and count to and from 100 and locate numbers on a number line. They partition numbers using place value. Students carry out simple additions and subtractions using counting strategies and begin to develop automatic recall of addition and subtraction of whole numbers. As they become familiar with fractions, students identify representations of one half. They develop their understandings of fractions as representations of whole-part relationships and model fractions and use fraction names in real life situations.

Students recognise Australian coins according to their value. Whilst working with numbers, students understand that whole numbers exhibit patterns and relationships that can be observed and described, and that patterns can be represented using number and other symbols. They will continue simple patterns involving numbers and objects. They will use their understanding of pattern to represent and make sense of real life situations.

Measurement and Geometry

Students use standard informal units to identify compare, order and sequence objects and events. They use tools to measure the attributes of objects and events. They estimate to allow them to measure with different levels of accuracy. Students explain time durations, convert between units of time and measure time to the nearest half hour. They describe two-dimensional and three-dimensional objects, focusing on features. They understand that examples of symmetry can be found in their environment.

Students interpret, create and use simple directions to describe paths, regions, positions and boundaries of their immediate environment, and give and follow directions to and from a place, involving turns, direction and distance. They will identify examples of transformations in their immediate environment.

Statistics and Probability

Students classify outcomes of simple familiar events. They describe data displays and collect data by asking questions and draw simple data display representations.

YEAR 1

Information and Communication Technologies (ICT)

Students continue to develop familiarity with a range of devices including iPads, computers and keyboards. They continue to develop skills in using a mouse and navigate the Windows and iPad environments. Students select appropriate icons, menus, hyperlinks to access information or applications. They explore what information is appropriate to share online and analyse behaviours to develop strategies to deal with cyberbullying. Students begin to save to appropriate folders and print documents. They use simple authoring tools to create their own content.

Students organise thoughts and express their ideas using a variety of Apps. Students are immersed in interactive learning objects through the Smart board. They are introduced to basic programming using Beebots.

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

Year 1 students learn that there are different ways of doing things and to identify what is familiar and what varies when comparing different cultures. 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 system. Students will develop skills of listening, speaking, reading, viewing, writing and the use of body language, visual cues and signs. They begin to use sets of words and sentences that are encountered frequently in the classroom, and to insert words into simple sentences. They begin to identify patterns and common elements in the language, and experiment with the language to express themselves.

Art

A PYP Visual Arts classroom will further develop a student's understanding of the central idea of many 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 Year One will use a variety of starting points for artwork including their immediate environment and their own experiences to express their thoughts, feelings and personal stories. They will be introduced to several art forms and they will begin to formulate understandings about the elements of art through the exploration of a variety of art materials and tools. They will begin to make short statements about what they notice about an artwork.

Music

Year 1 students attend a 60-minute Music class per week as well as one 30-minute session of choir per week. 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. Students will gradually build upon these skills through an extensive song repertoire consisting of age appropriate musical activities and games that incorporate movement, speech and body percussion. Year One students will have the opportunity to develop their performance skills on a variety of percussion and melodic instruments and discover ways to create and compose their own music.

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 building confidence for each student to challenge themselves and to aim for their personal best. Students learn about safety, healthy bodies, fair play, following rules, talking turns, sharing equipment safely, and wearing the correct sports uniform. Understanding the value of a healthy lifestyle and the ability to discuss how one's body feels before, during and after exercise is part of the programme. Students regularly engage in vigorous physical activity through fun and fitness games, relays and shuttle races, to develop personal fitness, agility and mobility. Students participate in a modified House Athletics Competition where they sprint, hurdle, throw and jump for distance. Specific skill development is focused on the development of fundamental motor skills. The swimming programme combines stroke development with water safety awareness.

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.