



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 YEAR 2 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 2 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"> <li>The choices we make</li> <li>Physical, social and emotional health</li> <li>Reflecting on personal identity, learning and development</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Causation</li> </ul>
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"> <li>The sequence of time</li> <li>Changing aspects of life over time</li> <li>Significant people and places</li> </ul>	<ul style="list-style-type: none"> <li>Change</li> <li>Connection</li> </ul>
TERM 2	How we organise ourselves	Sustainability depends on consumer choice	<ul style="list-style-type: none"> <li>Environmental sustainability</li> <li>Natural and processed materials</li> <li>Consumer choices</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Perspective</li> <li>Responsibility</li> </ul>
TERM 3	How the world works	Understanding the properties of light, sound and air helps maximise their use	<ul style="list-style-type: none"> <li>The individual properties of light, sound and air</li> <li>The relationship between light, sound and air</li> <li>The current and potential use of light, sound and air</li> </ul>	<ul style="list-style-type: none"> <li>Form</li> <li>Function</li> <li>Causation</li> </ul>
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"> <li>Features of ecosystems</li> <li>Interdependence within ecosystems</li> <li>Actions that benefit or harm ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>Change</li> <li>Causation</li> <li>Responsibility</li> </ul>
TERM 4	How we express ourselves	Traditions are an expression of beliefs and values	<ul style="list-style-type: none"> <li>How traditions begin and are maintained</li> <li>How artefacts symbolise beliefs and values</li> <li>Cultural beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> <li>Connection</li> </ul>

## LANGUAGE

*Australian Curriculum – (English) Achievement Standards*

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

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

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

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

## MATHEMATICS

*Based on Australian Curriculum – (Mathematics) Achievement Standards*

### **Number and Algebra**

Students investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. They count to and from 1000. They recognise, model, represent and order numbers to at least 1000 and identify the missing element in a number sequence. Students solve simple addition and subtraction problems using a range of efficient mental and written strategies. They use their understanding of pattern to represent and make sense of real life situations and, where appropriate, solve problems involving addition and subtraction.

Multiplication is recognised and represented as repeated addition, groups and arrays. Students identify and represent division as grouping into equal sets and solve simple problems using these representations. They describe and interpret common uses of halves, quarters and eighths of shapes and collections. They model and use fraction names in real life situations. Students count and order small collections of Australian coins according to their value

### **Measurement and Geometry**

Students become familiar with standard units and language to measure and describe objects and events. They are given opportunities to develop strategies for estimation. They use particular tools to measure and describe attributes of objects and events with more accuracy, and order shapes and objects using informal units. Students develop understandings in relation to measurement involving length, mass, capacity, money, temperature and time using appropriate formal and informal units. Students tell the time to the quarter hour, using the language of 'past' and 'to.' They name and order months and seasons and use a calendar to identify the date and determine the number of days in each month.

Students understand that both 2D shapes and 3D solids are classified and named according to their properties and recognise examples of symmetry and transformations that can be found in their environment. They explain the effects of one-step transformations and draw two-dimensional shapes. They investigate the effect of slides and flips and identify and describe half and quarter turns. Students read and interpret simple maps of familiar locations. They interpret, create and use simple directions to describe paths, regions, positions and boundaries of their immediate environment.

### **Statistics and Probability**

Students describe outcomes for everyday events and order events on terms of probability. They interpret information whilst collecting data from relevant questions to create lists, tables and picture graphs and make sense of collected information.

## YEAR 2

### Information and Communication Technologies (ICT)

Students are introduced to a range of technology and independent use is encouraged, including use of cameras, microphones, greenscreens, iPads and computers. Students are introduced to email and use the class email account to construct correctly formatted emails with discussion around interpretation of message.

Students experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes. Students continue to develop research skills using ICT and learn to confidently navigate web based, iOS and PC software interfaces. They use iPads and a range of apps to complement and reinforce learning. Students apply digital tools to gather, evaluate and use information and create, edit and share documents using cloud based solutions enabling collaboration and interactivity from any device and any location. Students further develop their skills in basic programming using a robotic device called a Sphero.

### 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 2 students learn that there are different ways of doing things and to identify what is familiar and what is different in their own and other 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. They 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 Two will use a variety of starting points to express their art ideas. They will develop their art skills in several art 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 be exposed to art from other cultures. They will learn about places where artworks

can be viewed. They will begin to make statements about similarities and differences between artworks.

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 2 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 two students build on the range of known musical elements from the early years and develop their ability to perform, improvise, create and compose music with growing independence.

### Physical Education

Demonstrating the IB learner profile and PYP attitudes, and the values gained from these, is an integral part of the Physical Education Programme. The emphasis is on participation, enjoyment, building on self-confidence and 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 enhance personal fitness, agility and mobility. Students participate in a modified House Athletics Competition where they sprint, hurdle, throw and jump for distance. 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.