



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 3 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 3 UNITS OF INQUIRY (UOI):

	TRANSDISCIPLINARY THEME	CENTRAL IDEA	LINES OF INQUIRY	CONCEPTS
TERM 1	Who we are	Our values and beliefs contribute to the diversity of life	<ul style="list-style-type: none"> • Values and beliefs • Stories that represent culture • The impact of culture and experiences on self-development 	<ul style="list-style-type: none"> • Form • Connection
TERM 1 & 2	How we express ourselves	Indigenous peoples express their ideas, feelings and cultures through stories	<ul style="list-style-type: none"> • The cultural diversity of indigenous people • The ways that indigenous people express their beliefs, feelings and culture • The connections between indigenous people of the past and those living in contemporary societies 	<ul style="list-style-type: none"> • Perspective • Connection
TERM 2	Where we are in place and time	People and events of the past have influenced our lives today	<ul style="list-style-type: none"> • The connection between past and present • Significant events and people in history • Famous inventors 	<ul style="list-style-type: none"> • Perspective • Connection • Change
TERM 3	How the world works	Earth is a unique planet within a complex solar system	<ul style="list-style-type: none"> • Earth's place in the solar system • The attributes of Earth that sustain life • The possibility of life on other planets • Earth's rotation on its axis 	<ul style="list-style-type: none"> • Form • Function • Causation
TERM 3 & 4	How we organise ourselves	Economies are dependent on the exchange of goods and services	<ul style="list-style-type: none"> • Types of market places • The connection between goods and services and needs and wants • The role of supply and demand • The responsibility of producers and consumers 	<ul style="list-style-type: none"> • Causation • Function • Responsibility

TERM 4	Sharing the planet	Adaptation influences survival	<ul style="list-style-type: none"> • How plants and animals respond to environmental conditions • Circumstances that drive the need for adaptation • Human impact on the survival of living things 	<ul style="list-style-type: none"> • Connection • Change • Causation
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LANGUAGE

Australian Curriculum – (English) Achievement Standards

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

MATHEMATICS

Based on Australian Curriculum – (Mathematics) Achievement Standards

Number and Algebra

Students count to and from 10 000. They classify numbers as odd or even and recall addition and multiplication facts for single digit numbers, as well as continuing number patterns involving addition and subtraction. They make connections

between the operations for addition, subtraction, multiplication and division and solve problems, using efficient strategies. Students model and represent fractions. They use concrete materials to explore how fractions and decimals represent whole-part relationships and demonstrate equivalent fractions with these materials. They read, write, compare and order fractions, and use them in real life situations. Whilst working with money, students represent money values in various ways and count out change from spending opportunities. Students analyse patterns and identify rules for patterns. They continue to use their understanding of pattern and functions to represent and make sense of real life situations and to solve problems involving the four operations.

Measurement and Geometry

Students use metric units for length, mass and capacity. They select and use appropriate tools and units of measurement and describe measures that fall between two numbers on a scale. They tell the time to the nearest minute. Students develop their understanding of measuring perimeter, area and volume. Students use and accurately read a wide range of measuring tools including rulers, trundle wheels, tape measures, bathroom scales, kitchen scales, timers, analogue clocks, digital clocks, stopwatches and calendars. They make models of three-dimensional objects and describe key features. Students match positions on maps with given information and create and interpret simple grid maps to show position and pathway. They identify symmetry in the environment. Students identify angles as measures of turn and compare angle size in everyday situations.

Statistics and Probability

Students conduct chance experiments, identifying and describing possible outcomes and recognise variation in results. They collect, organise, display, interpret, compare and analyse data. They carry out simple data investigations and develop an understanding of how different graphs highlight different aspects of data more efficiently. They understand that scale can represent different quantities in graphs and that mode can be used to summarise a set of data.

YEAR 3

Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students continue to build their coding knowledge through the use of Spheros and Lego Mindstorms and apply a range of problem solving strategies in order to programme their device to achieve certain challenges. iPads as a 1:1 device are introduced in Year 3 and are used as an effective and engaging tool to develop 21st Century skills such as creativity, innovation, communication and collaboration.

They are introduced to a touch-typing program to further develop their familiarity with the keyboard and start to use all fingers to type.

Students create, edit and share documents using cloud based solutions. Students document their learning journey and reflect on key learning experiences using the Learning Management System. They will also access learning resources, submit work from any device and collaborate with teachers and peers. Students examine their offline and online responsibilities and learn that to be good digital citizens they need to be responsible and respectful in the digital world.

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. Web 2.0 tools are utilized to support learning. Students continue to develop research skills and learn to navigate and critically evaluate Internet resources with an emphasis on cyber-safety. Students in Year 3 begin to manage personal network accounts and use e-mail to send and receive messages. Students gain awareness through Digital Passport modules about how to be responsible in the way they use their mobile devices and to keep themselves safe at school, home and outside.

Chinese

Year 3 students begin to collect information in Chinese through resources such as the Internet or from modified texts. They start to explore the beliefs and lifestyles of people from other countries that now live in Australia. 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 collect information about the settings, countries and regions where the language is spoken. Students consolidate previously learnt language and extend their personal vocabulary and knowledge of language structures. They read short texts, talk about daily life and adapt language that they know to new contexts.

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 Three will use a variety of starting points to express their art ideas. They will develop their art skills in several art forms. Students will continue to develop their understandings about the elements and principles of art through the exploration of a variety of art materials and tools. Students will make connections between the ideas they are exploring in their artwork and those explored by other artists through another time, place and culture. They will use their knowledge and experiences to make informed interpretations of artwork. Students will identify the strengths and areas for improvement in their own and other's artwork.

Music

Year 3 students attend one-hour Music class and 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 Three students build upon their knowledge of the elements of music within increasingly complex scenarios. They have the opportunity to develop their literacy skills and throughout the classroom program.

Physical Education

In Physical Education, students are expected to demonstrate the IB learner profile and PYP attitudes, through teamwork and fair play. The emphasis is on participation, enjoyment and for each student to challenge themselves and to aim for their personal best. Throughout the year, students consolidate and build on skills. They are introduced to major games which they play in a modified format. Students learn about match play and tactics and take on the role of captain, umpire, encourager and scorer. They have the opportunity to play in class and House competitions and to represent Firbank at District competitions. The swimming programme focuses on the refinement of stroke technique and water safety awareness developed through rescue activities. Personal fitness is continued with distance running and fun and fitness activities.

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.