



FIRBANK
1909 **110** 2019

VINCIT QUI SE VINCIT
- one conquers, who conquers oneself

4
THE YEAR OF INTEGRITY

CURRICULUM STATEMENT SANDRINGHAM CAMPUS YEAR 4 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 4 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	Resources can be used in a sustainable way to meet the needs of present and future generations	<ul style="list-style-type: none"> • Renewable and non-renewable resources • Choices that can help sustain the environment for the future • Human behaviour and its impact on the environment 	<ul style="list-style-type: none"> • Function • Causation • Responsibility
---------------	---------------------------	--	--	---

LANGUAGE

Australian Curriculum – (English) Achievement Standards

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

MATHEMATICS

Based on Australian Curriculum – (Mathematics) Achievement Standards

Number and Algebra

Students identify unknown quantities in number sentences and continue number sequences involving multiples of single digit numbers. Students describe number patterns resulting from multiplication and choose appropriate strategies for calculations involving multiplication and division. They recall multiplication facts to 10 x 10 and corresponding division facts. They continue to extend their automatic recall of addition, subtraction, multiplication and division facts, exploring the properties of multiplication and division and using the properties of odd and even numbers. Whilst working with

fractions and decimals, students recognise common equivalent fractions and make connections between fraction and decimals up to two decimal places. They locate familiar fractions on a number line and understand that fractions and decimals are ways of representing whole-part relationships. They read, write, compare and order fractions, and use them in real life situations.

Students solve simple purchasing problems using money and correctly count out change from financial transactions. 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 scaled instruments to measure temperatures, lengths, shapes and objects. They solve problems involving time duration and convert between units of time. Students continue to develop their understanding of measuring perimeter, area and volume. They select and use appropriate tools and units of measurement, and describe measures that fall between two numbers on a scale. Whilst working with shape, students compare areas of shapes using formal and informal units and create symmetrical shapes and patterns. They interpret information contained in maps and classify angles in relation to a right angle.

Statistics and Probability

Students describe different methods for data collection and representation, construct data displays from collected data and evaluate their effectiveness. Students identify dependent and independent events and list the probabilities of everyday events.

YEAR 4

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 the application of coding through the use of Spheros, Drones and Lego Mindstorms and apply a range of problem solving strategies in order to programme their device to achieve certain challenges. They are also introduced to the Hopscotch application to further develop their basic programming skills. iPads as a 1:1 device continue to be used as an effective and engaging tool to develop 21st Century skills such as creativity, innovation, communication and collaboration.

They continue to develop their touch typing skills to increase speed and accuracy using a browser based typing program. 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.

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 4 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 4 students begin to collect information in the language from 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 familiar language into 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 Four will begin to recognize the different stages of the creative process, from generating the initial idea to the completion of a piece of artwork. They will develop their art skills in several art forms. Students will develop understandings about the elements and principles of art through the exploration of a variety of art materials and tools. Students will learn and understand the proper and controlled use of art tools, materials and techniques. 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 begin to use some specific art terminology when making reflection statements and discussing artworks.

Music

Year 4 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. Year Four students can then create their own one and two-part compositions and improvisations using known elements and are able to identify these in listening samples. They develop their music literacy skills through the classroom programme and through participation in the Junior Instrumental 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. Students learn about match play and tactics and take on the role of captain, coach, umpire, scorer and encourager. 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

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.