



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 5 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 5 UNITS OF INQUIRY (UOI):

	TRANSDISCIPLINARY THEME	CENTRAL IDEA	LINES OF INQUIRY	CONCEPTS
TERM 1	Who we are	Human behaviours are coordinated, controlled and regulated by the brain	<ul style="list-style-type: none"> Personal learning preferences The human brain Personal growth and development 	<ul style="list-style-type: none"> Function Change Responsibility
TERM 1 & 2	How we express ourselves	People use many different forms of expression to convey their uniqueness	<ul style="list-style-type: none"> Different forms of self-expression The reasons why people choose particular forms of expression The way people express their ideas and beliefs Case study: Visual expression 	<ul style="list-style-type: none"> Form Perspective Change
TERM 2	Where we are in place and time	A Nation's story has many perspectives	<ul style="list-style-type: none"> Geographical and cultural diversity The connection between people and place Cultural stereotypes 	<ul style="list-style-type: none"> Connection Perspective Causation
TERM 3	How we organise ourselves	Economic systems affect how communities access, use and manage resources	<ul style="list-style-type: none"> Economic systems Supply and demand Influences on consumer choice 	<ul style="list-style-type: none"> Causation Connection
TERM 3 & 4	How the world works	Global sustainability is impacted by human use of energy	<ul style="list-style-type: none"> Forms and sources of energy Energy transfer, transformation and storage Responsible use of energy 	<ul style="list-style-type: none"> Form Function Change
TERM 4	Sharing the planet	Conflict situations motivate people to take action	<ul style="list-style-type: none"> Causes of conflict Conflict resolution and management Actions taken in response to conflict 	<ul style="list-style-type: none"> Causation Perspective Responsibility

LANGUAGE

Australian Curriculum – (English) Achievement Standards

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

MATHEMATICS

Based on Australian Curriculum – (Mathematics) Achievement Standards

Number and Algebra

Students model, compare, read, write and order numbers to 1,000,000 and understand that the base 10 place value system extends infinitely in two directions. They solve simple problems involving the four operations, using a range of strategies, and check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples and find unknown quantities in number sentences. They order and continue patterns by adding and subtracting fractions and decimals and locate them on number lines. They add and subtract fractions with the same denominator and understand that fractions, decimals and percentages are ways of representing whole-part relationships. They explore concepts of modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. Students explain plans for simple budgets, using money. They continue to use their understandings to make sense of real life situations and to solve problems involving the four operations.

Measurement and Geometry

Students use appropriate units of measurement for length, area, volume, capacity and mass and calculate the perimeter of rectangles. They decide on the level of accuracy required for measuring and using decimal fraction notation when precise measurements are necessary. They convert between 12 and 24-hour time. Students connect three-dimensional objects with their two-dimensional representations and describe transformations of two-dimensional shapes. They identify line and rotational symmetry and use a grid reference system to locate landmarks. Students are able to measure and construct angles.

Statistics and Probability

Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. They compare and interpret different data sets and pose questions to gather data, and construct data displays appropriate for the data.

YEAR 5

Information and Communication Technologies (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students successfully upload their work to the school network and respect the need for password and network security. Students use digital media and environments to communicate and work collaboratively. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. They use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. The use of iPads as a 1:1 device enables the students to learn independently, collaborate with peers and communicate their understanding using varied media.

They continue to develop their touch typing skills to increase speed and accuracy using a browser based typing program. Students extend their programming knowledge using the Scratch application.

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.

They are introduced to the design process and use an AutoCAD program called Tinkercad to design 3D objects and then print them using Firbank's 3D printers. They will learn about the 24/7 social nature of digital media and learn how to act responsibly when carrying out relationships over digital media.

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 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 5 students learn about cultural differences associated with the Chinese culture. They understand that Australian life and culture are influenced by these different ways of life. They learn why there are similarities and differences between languages, and how these are related. They benefit from having access to 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 start to read and locate items of information in short texts and to write short paragraphs. Students organise and apply grammatical information and knowledge of words, conduct dictionary research, and work independently on defined projects using the language. They begin to function in open-ended situations, allowing variation and extension of language applications. They learn to speak and write effectively for a range of purposes and audiences.

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 Five will be encouraged to reflect, to sketch, to make discoveries, and to explore their ideas using a variety of tools and materials. They will develop their art skills in several art forms and will formulate understandings about the elements, principles and concepts 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. By visiting the National Gallery of Victoria, by taking part in school and community projects, Year Five students will start to understand the role and relevance of visual arts in society.

Music

Year 5 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 can then create their own one and two-part compositions and improvisations using known elements and are able to identify these in listening samples. Students in Year Five continue to consolidate their music literacy skills through the classroom program and through participation in the Junior Instrumental Program.

Physical Education

In Physical Education, students display the IB learner profile and PYP attitudes as they develop an understanding of the importance of our learning experiences in Physical Education and its contribution to our overall learning. 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 constructive peer feedback and build on sport specific skills in various sports. Students learn about match play and tactics and take on the role of captain, coach, umpire, scorer and manager. They compete in House carnivals and have the opportunity to represent Firbank at District competitions. The swimming program focuses on the refinement of stroke technique and water safety awareness developed through rescue activities. Personal fitness continues to be developed through fun fitness activities and students participate in fitness testing for assessment.

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 a range of religious ideologies and how they interrelate. Connections are made, where appropriate, to the IB learner profile and the programme of inquiry.