



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 6 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 6 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 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

MATHEMATICS

Based on Australian Curriculum – (Mathematics) Achievement Standards

Number and Algebra

Students understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond. Students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts and solve problems involving all four operations with whole numbers. They connect fractions, decimals and percentages as different representations of the same number. They add, subtract and multiply decimals and divide decimals where the result is rational. They solve problems involving the addition and subtraction of related fractions and develop an understanding of ratios. They will make connections between the powers of ten and the multiplication and division of decimals involving whole numbers, fractions and decimals. Students calculate common percentage discounts on sale items. Students locate fractions and integers on a number line and calculate a simple fraction of a quantity. They write correct number sentences using brackets and order of operations. Students understand that patterns can be represented, analysed and generalised using algebraic expressions, equations or functions.

Measurement and Geometry

Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They solve problems involving length and area and understand that a range of procedures exists for measuring the different attributes of an object. They make connections between capacity and volume and interpret timetables. Students understand the properties of 2D and 3D shapes and construct simple prisms and pyramids. They develop their understanding of the use of scale to enlarge and reduce shapes. Students apply the language and notation of bearing to describe direction and position. They locate an ordered pair in any one of the four quadrants on the Cartesian plane. Students describe combinations of transformations. They measure and construct angles and solve problems using the properties of angles.

Statistics and Probability

Students list and communicate probabilities using simple fractions, decimals and percentages. They compare observed and expected frequencies. Students pose questions to gather data, and construct appropriate data displays. They compare and interpret a variety of data displays and evaluate secondary data displayed in the media.

YEAR 6

Information and Communication Technologies (ICT)

Students are encouraged to draw on their experiences and select appropriate technologies to achieve desired outcomes. Students show increased independence in using technology to enhance their learning, communicate their ideas, conduct research and pursue personal inquiry. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students use digital media and environments to communicate and work collaboratively, to support individual learning and contribute to the learning of others. Students are taught aspects of new technologies as they evolve, whilst being encouraged to work collaboratively with staff and peers. Cyber safety and maintaining a safe online presence is woven into all aspects of technology use. The use of Cloud Based Solutions is extended and used as a collaborative tool to communicate and present ideas. Students continue to use a Learning Management System to record, share and reflect on their learning. They continue to develop their touch-typing skills to increase speed and accuracy using a browser based typing program. They use software to automate calculations to help with interpreting data, for example using functions to make arithmetic calculations using multiple cells and summing cell ranges.

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 6 students learn about cultural differences associated with Chinese culture. They understand that Australian life and culture are influenced by different ways of life. They learn why there are similarities and differences between languages and cultures, and how these can be compared and contrasted. 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 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 Six will be encouraged to observe, to reflect, to sketch, and to explore their ideas, as a resource for future art expression. They will develop their art skills in several art forms and will further develop their understanding of the interrelationship between the elements, principles and concepts of art. 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 reflect on the factors that influence personal reactions to artworks. By visiting the National Gallery of Victoria, by taking part in school and community projects, Year Six students will start to understand the role and relevance of visual arts in society.

Music

Year 6 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 Six have the opportunity to create increasingly complex compositions and improvisations, consolidating all the music elements learnt throughout the program.

Physical Education

In Physical Education, students display the IB learner profile and 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 best. Throughout the year, students consolidate 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 PYP learner profile, attitudes and programme of inquiry.