



CURRICULUM STATEMENT

JUNIOR SCHOOL: SANDRINGHAM

Firkbank 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

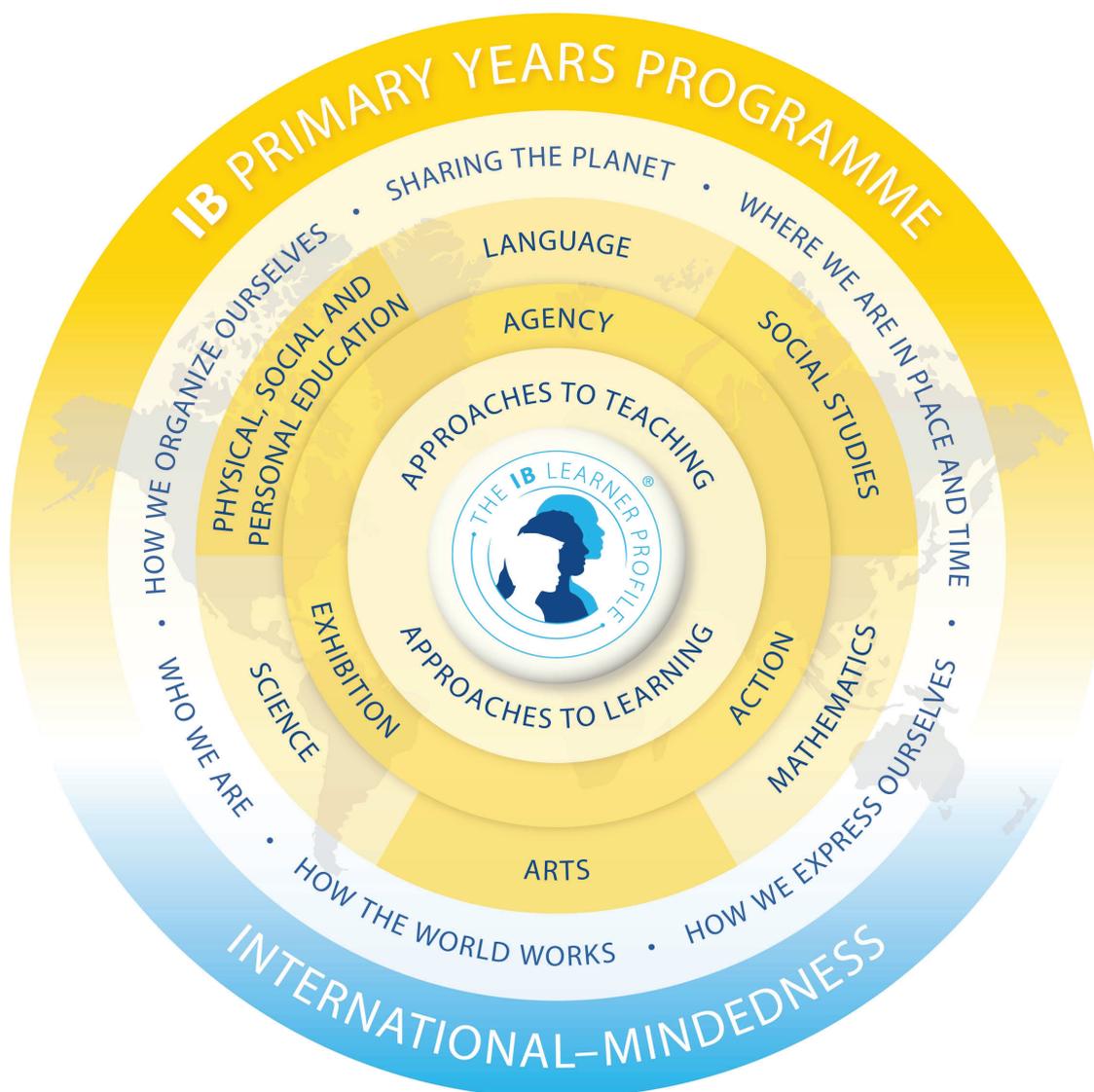
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging 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 and 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 Prep units of inquiry (UOI):

<p>TERM 1</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Family and personal history shapes identity.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Personal identity• The factors that influence identity• Similarities between people <p>Concepts: Causation, Connection</p> <p>Related Concepts: Identity</p>	<p>TERM 2</p> <p>Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: Personal expression allows people to share their beliefs and feelings.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The ways people express their emotions• Recognising and identifying emotions in ourselves and each other• Respectful and reflective responses <p>Concepts: Perspective, Responsibility</p> <p>Related Concepts: Communication, beliefs, emotions</p>
<p>TERM 3</p> <p>Transdisciplinary Theme: How we organise ourselves</p> <p>Central Idea: Products pass through a range of processes to meet the needs of people.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Products in our world• Change and distribution of products• How processes and systems work to make products available <p>Concepts: Causation, Change, Form</p> <p>Related Concepts: Processes, needs</p>	<p>TERM 4</p> <p>Transdisciplinary Theme: Sharing the planet</p> <p>Central Idea: All living things change, grow and reproduce.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The life-cycles of humans, plants and animals• The developmental stages of living things• The relationships between living things <p>Concepts: Function, Connection, Change</p> <p>Related Concepts: Cycles, growth</p>

PREP

LANGUAGE

Based on Victorian Curriculum – (English) Achievement Standards

READING AND VIEWING

By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sounds and letters. They identify all the letters of the English alphabet in both upper and lower case and know and can use the sounds represented by most letters.

WRITING

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper and lowercase letters.

SPEAKING AND LISTENING

Students listen to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.

MATHEMATICS

Based on Victorian Curriculum – Achievement Standards

NUMBER AND ALGEBRA

Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. They match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set. They represent, continue and create simple patterns.

MEASUREMENT AND GEOMETRY

Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects. They order events, explain their duration, and match days of the week to familiar events. Students identify simple shapes in their environment and sort shapes by their common and distinctive features. They use simple statements and gestures to describe location.

Statistics and Probability

Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data.

FOUNDATION (SCIENCE LITERACY)

In Foundation, students will explore how people use science in their daily lives. As they develop their science understandings connected to biological science, they will connect with their unit of inquiry, Sharing the planet and inquire into living things. Chemical science understandings will be developed through looking at different materials and their properties. Earth and Space Science will explore changes that occur in everyday life and Physical Science will connect to senses and how light can be produced, refracted and reflected.

Science literacy skills will be enhanced through posing and respond to questions, predicting outcomes, planning and conducting experiments and analysing and evaluating results and then communicating and reflecting on the process.

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Students develop familiarity with a range of devices including iPads, computers and keyboards. They develop skills in using a mouse and navigate the Windows and iPad environments. Students can explain rules to travel safely on the internet and use simple authoring tools to create their own content. Students use a range of robotic toys to develop special awareness and directional language.

CHINESE

Prep students develop an understanding of the speakers of Chinese and where the language is spoken. 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 systems. They will develop skills of listening, speaking, reading, viewing, writing and the use of body language, visual cues and signs. Students begin to use and respond to the language in the classroom related to self, home and family. Through greetings, introductions and other simple routines, students become familiar with the sounds of the language, words, phrases and basic sentences.

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. At times the Visual Arts program will build on its own lines of inquiry. Students in Prep will draw upon their imagination and experiences to express their feelings and stories through art expression. They will be introduced to several art forms and will begin to formulate simple understandings about the elements of art through the exploration of a variety of art materials and tools. They will work both

independently and in pairings to explore and trial these art materials and tools. They will begin to make short statements about their work.

MUSIC

Prep students attend a one-hour Music classes per week and a 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. Rhythmic time names, solfa and hand signs are used to help students express what they are hearing, reading and writing. Prep students will gradually build an extensive song repertoire consisting of age appropriate musical activities and games that incorporates movement, speech and body percussion. They will have the opportunity to develop their listening skills, create and compose their own music and experience performance on a variety of percussion instruments.

PHYSICAL EDUCATION

Demonstrating the IB learner profile and PYP attitudes is an integral part of the Physical Education program. The emphasis is on participation, enjoyment and developing self-confidence. Understanding the value of a healthy lifestyle and discussing how one's body feels before, during and after exercise is part of the programme. Students regularly engage in moderate to high intensity physical activity through fun and fitness activities to enhance personal fitness and mobility. They also participate in a modified House Athletics competition where they sprint, hurdle and throw for distance. Specific skill development is focused on the fundamental motor skills of throw, catch, bounce, dribble and strike. These sport-specific skills and other personal skills such as cooperation, communication and fair play are developed through a minor games unit. The swimming program focuses on the development of stroke technique and water safety awareness, such as floating. Students participate in a gymnastic program; aimed at improving spatial awareness, body rotation and balance. Linking with the unit of inquiry in 'How We Express Ourselves' encourages students to be creative with various apparatus and to explore different types of movements in dance.

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 relating the positive personal qualities of these stories to their own lives and the school values. Connections are made, where appropriate, to the IB learner profile, PYP attitudes and programme of inquiry. Spiritual well-being is a focus within these lessons.