



CURRICULUM STATEMENT

JUNIOR SCHOOL: SANDRINGHAM

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

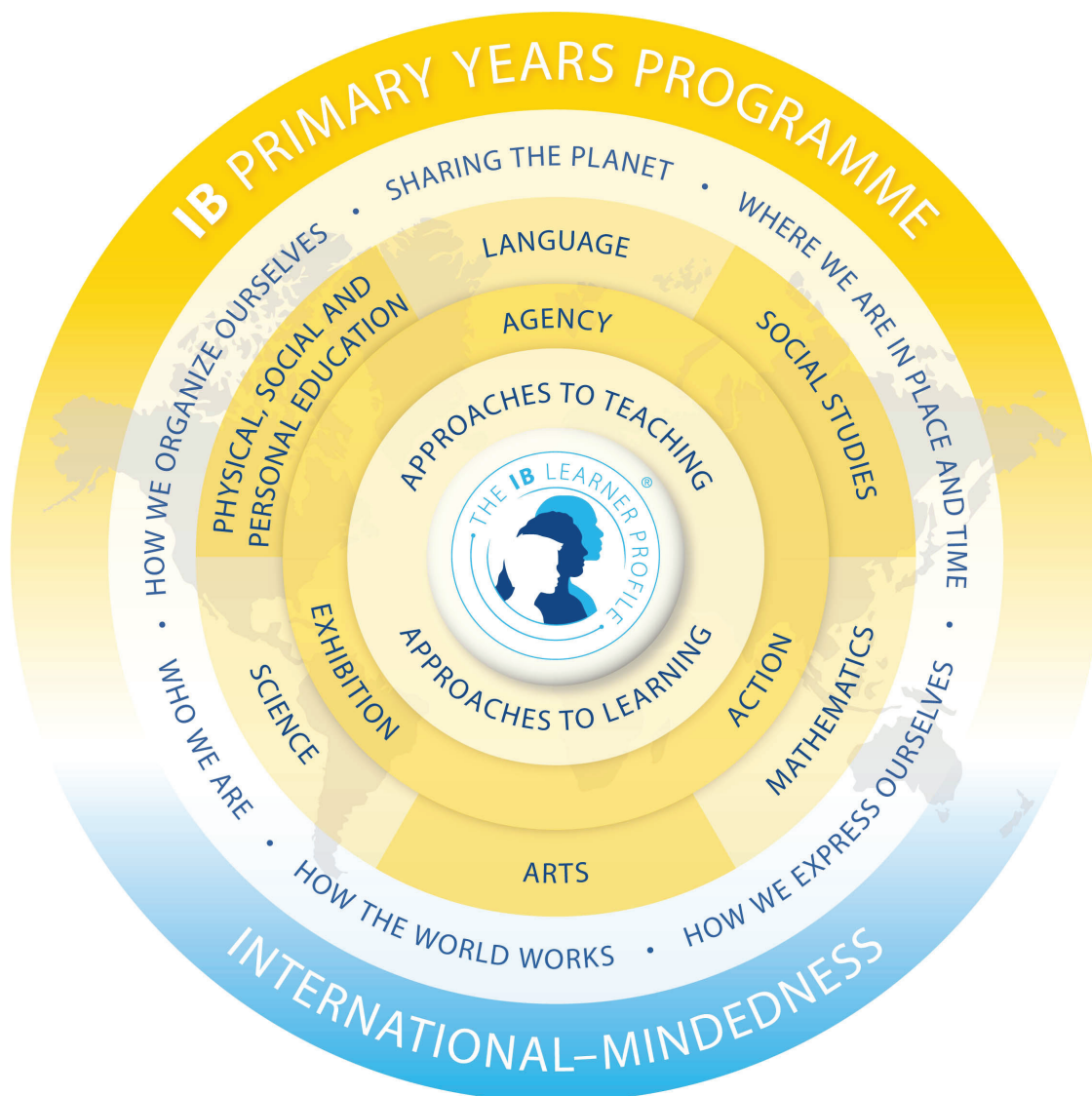
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging 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 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 Year 1 units of inquiry (UOI):

<p>TERM 1</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Personal choices can influence our development and wellbeing.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The choices we make• Physical, social and emotional health• Reflecting on personal identity, learning and development <p>Concepts: Responsibility, Causation</p>	<p>TERM 2</p> <p>Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: Learning about previous generations helps us to understand the relationships between past and present.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The sequence of time• Changing aspects of life over time• Significant people and places <p>Concepts: Change, Connection</p>
<p>TERM 2 AND 3</p> <p>Transdisciplinary Theme: How the world works</p> <p>Central Idea: Senses contribute to understanding physical science.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Properties of light and sound• Sources of light and sound• The impact of light and sound on our senses <p>Concepts: Form, Function, Causation</p>	<p>TERM 3</p> <p>Transdisciplinary Theme: Sharing the planet</p> <p>Central Idea: An ecosystem is a changing community of living things interacting with one another.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Features of ecosystems• Interdependence within ecosystems• Actions that benefit or harm ecosystems <p>Concepts: Change, Causation, Responsibility</p>
<p>TERM 4</p> <p>Transdisciplinary Theme: How we organise ourselves</p> <p>Central Idea: Sustainability depends on consumer choice.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Environmental sustainability• Natural and processed materials• Consumer choices <p>Concepts: Connection, Responsibility</p>	<p>YEAR LONG</p> <p>Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: Traditions are an expression of beliefs and values.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• How traditions begin and are maintained• How artefacts symbolise beliefs and values• Cultural beliefs and values <p>Concepts: Perspective, Connection, Causation</p>

YEAR ONE

LANGUAGE

Based on Victorian Curriculum – (English) Achievement Standards

READING AND VIEWING

By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

WRITING

When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.

SPEAKING AND LISTENING

Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.

MATHEMATICS

Victorian Curriculum – Achievement Standards

NUMBER AND ALGEBRA

Students count to and from 100 and locate these numbers on a number line. They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. Students recognise Australian coins according to their value. They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They continue simple patterns involving numbers and objects with and without the use of digital technology.

MEASUREMENT AND GEOMETRY

Students use informal units of measurement to order objects based on length, mass and capacity. They tell time to the half-hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects. They use the language of distance and direction to move from place to place.

STATISTICS AND PROBABILITY

Students describe data displays. They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events.

YEAR ONE SCIENCE LITERACY

Year 1 students will explore how people use science in their daily lives. As they develop their science understandings connected to biological. They will inquire into living things, their external features and basic needs. Chemical science understandings will be developed through looking at everyday materials and their purpose. Earth and Space Science will explore how Earth's resources are used. During Physical Science students will explore how everyday objects move and change shape.

Science literacy skills will be enhanced through posing and responding 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 continue to develop familiarity with a range of devices including iPads, computers and keyboards. They continue to develop skills in using a mouse and navigate the Windows and iPad environments. Students select appropriate icons, menus, hyperlinks to access information or applications. They explore what information is appropriate to share online and analyse behaviours to develop strategies to deal with cyberbullying. Students begin to save to appropriate folders and print documents. They use simple authoring tools to create their own content.

Students organise thoughts and express their ideas using a variety of Apps. Students are immersed in interactive learning objects through the interactive whiteboard. They are introduced to basic programming using Beebots.

CHINESE

Year 1 students learn that there are different ways of doing things and to identify what is familiar and what varies when comparing different cultures. 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 begin to use sets of words and sentences that are encountered frequently in the classroom, and to insert words into simple sentences. They begin to identify patterns and common elements in the language, and experiment with the language to express themselves.

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 One will use a variety of starting points for artwork including their immediate environment and their own experiences to express their thoughts, feelings and personal stories. They will be introduced to several art forms. And will begin to formulate understandings about the elements of art through the exploration of a variety of art materials and tools. They will begin to make short statements about what they notice about an artwork.

MUSIC

Year 1 students attend a one-hour Music classes 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 One students will have the opportunity to develop their performance skills on a variety of percussion and melodic instruments and discover ways to create and compose their own music.

PHYSICAL EDUCATION

Demonstrating the IB learner profile and PYP attitudes is an integral part of the Physical Education Programme. The emphasis is on participation, enjoyment and building confidence for each student to challenge themselves and to aim for their personal best. Students learn about safety, healthy bodies, fair play, following rules, talking turns, sharing equipment safely, and wearing the correct sports uniform. Understanding the value of a healthy lifestyle and the ability to discuss how one's body feels before, during and after exercise is part of the programme. Students regularly engage in vigorous physical activity through fun and fitness games, relays and shuttle races, to develop personal fitness, agility and mobility. Students participate in a modified House Athletics Competition where they sprint, hurdle, throw and jump for distance. Specific skill development is focused on the development of fundamental motor skills. The swimming programme combines stroke development with water safety awareness.

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. Connections are made, where appropriate, to the school values, to the IB learner profile, PYP attitudes and programme of inquiry. Spiritual well-being is a focus within these lessons.