



# 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

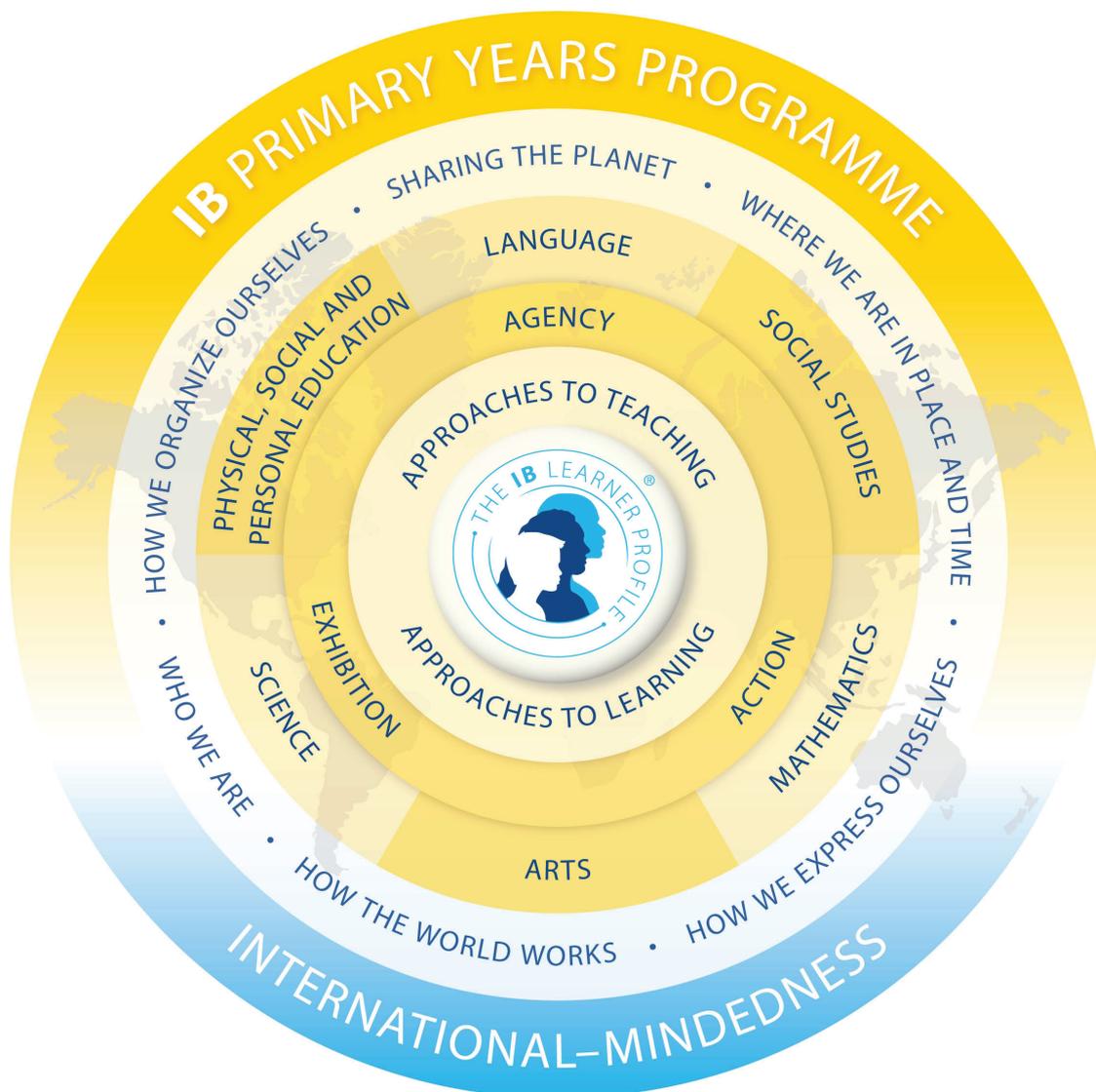
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging 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 2 units of inquiry (UOI):

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

## YEAR TWO

### LANGUAGE

Based on Victorian Curriculum – (English) Achievement Standards

### READING AND VIEWING

By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide

additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

## **WRITING**

Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

## **SPEAKING AND LISTENING**

Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.

## **MATHEMATICS**

*Based on Australian Curriculum – (Mathematics) Achievement Standards*

### **NUMBER AND ALGEBRA**

Students count to and from, and order numbers up to 1000. They perform simple addition and subtraction calculations, using a range of strategies. They find the total value of simple collections of Australian notes and coins. Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.

### **MEASUREMENT AND GEOMETRY**

Students order shapes and objects, using informal units for a range of measures. They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events. Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. They recognise the features of three-dimensional objects. They interpret simple maps of familiar locations.

### **STATISTICS AND PROBABILITY**

Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. They interpret data in context. Students use everyday language to describe outcomes of familiar events.

## **YEAR 2 SCIENCE LITERACY**

Year 2 students will explore how people use science in their daily lives. As they develop their science understandings connected to biological science. 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 are introduced to a range of technology and independent use is encouraged, including use of cameras, microphones, greenscreens, iPads and computers. Students are introduced to email and use the class email account to construct correctly formatted emails with discussion around interpretation of message.

Students experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes. Students continue to develop research skills using ICT and learn to confidently navigate web based, iOS and PC software interfaces. They use iPads and a range of apps to complement and reinforce learning. Students apply digital tools to gather, evaluate and use information and create, edit and share documents using cloud based solutions enabling collaboration and interactivity from any device and any location. Students further

develop their skills in basic programming using a robotic device called a Sphero.

## **CHINESE**

Year 2 students learn that there are different ways of doing things and to identify what is familiar and what is different in their own and other cultures. They benefit from having access to a different language and therefore, 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 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 Two will use a variety of starting points to express their art ideas. They will develop their art skills in 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 be exposed to art from other cultures. They will learn about places where artworks can be viewed. They will begin to make statements about similarities and differences between artworks. Students will use visual diaries to record and develop their work.

## **MUSIC**

Year 2 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 two students build on the range of known musical elements from the early years and develop their ability to perform, improvise, create and compose music with growing independence.

## **PHYSICAL EDUCATION**

Demonstrating the IB learner profile and PYP attitudes, and the values gained from these, is an integral part of the Physical Education Programme. The emphasis is on participation, enjoyment, building on self-confidence and 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 enhance personal fitness, agility and mobility. Students participate in a modified House Athletics Competition where they sprint, hurdle, throw and jump for distance. 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.