



# 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

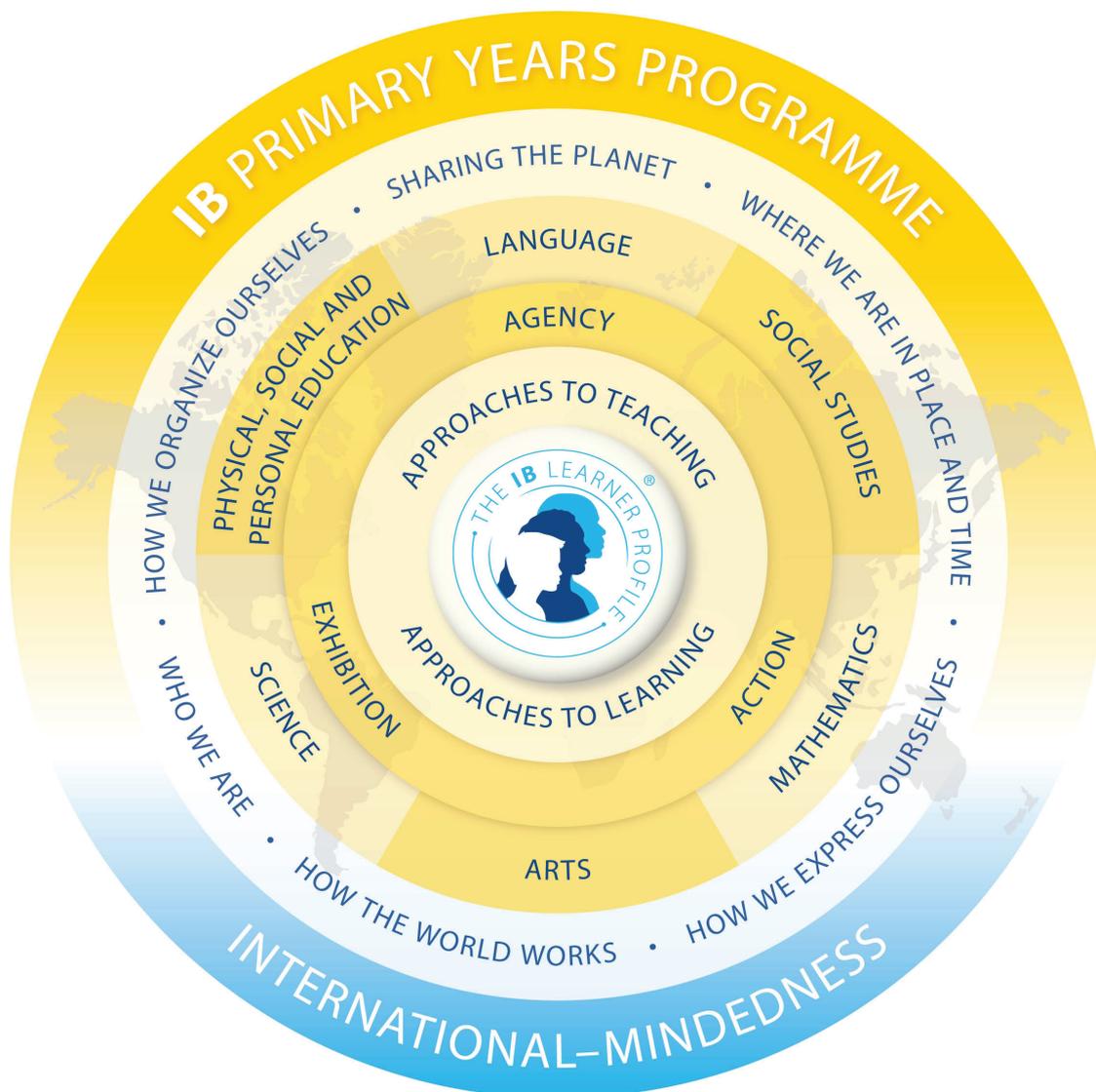
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging 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 Year 3 units of inquiry (UOI):

<p><b>TERM 1</b></p> <p><b>Transdisciplinary Theme:</b> Who we are</p> <p><b>Central Idea:</b> Our values and beliefs contribute to the diversity of life.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Values and beliefs</li><li>• Stories that represent culture</li><li>• The impact of culture and experiences on self-development</li></ul> <p><b>Concepts:</b> Perspective, Connection</p>	<p><b>TERM 1 &amp; 2</b></p> <p><b>Transdisciplinary Theme:</b> Where we are in place and time</p> <p><b>Central Idea:</b> People and events of the past have contributed to our lives today.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Innovations that have changed our lives</li><li>• The connection between past and present</li><li>• The influence of significant events and people in history</li></ul> <p><b>Concepts:</b> Perspective, Connection, Change</p>
<p><b>TERM 2</b></p> <p><b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea:</b> Indigenous peoples express their ideas, feelings and cultures through stories.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• The cultural diversity of indigenous people</li><li>• The ways that indigenous people express their beliefs, feelings and culture</li><li>• The connections between indigenous people of the past and those living in contemporary societies</li></ul> <p><b>Concepts:</b> Perspective, Connection</p>	<p><b>TERM 3</b></p> <p><b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea:</b> Earth is a unique planet within a complex solar system.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Earth's place in the solar system</li><li>• The attributes of Earth that sustain life</li><li>• The possibility of life on other planets</li><li>• Earth's rotation on its axis</li></ul> <p><b>Concepts:</b> Form, Function, Causation</p>
<p><b>TERM 3 &amp; 4</b></p> <p><b>Transdisciplinary Theme:</b> How we organise ourselves</p> <p><b>Central Idea:</b> Economies are dependent on the exchange of goods and services.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• Types of market places</li><li>• The connection between goods and services and needs and wants</li><li>• The role of supply and demand</li><li>• The responsibility of producers and consumers</li></ul> <p><b>Concepts:</b> Causation, Function, Responsibility</p>	<p><b>TERM 4</b></p> <p><b>Transdisciplinary Theme:</b> Sharing the planet</p> <p><b>Central Idea:</b> Adaptation influences survival.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"><li>• How plants and animals respond to environmental conditions</li><li>• Circumstances that drive the need for adaptation</li><li>• Human impact on the survival of living things</li></ul> <p><b>Concepts:</b> Connection, Change, Causation</p>

# YEAR THREE

## LANGUAGE

*Based on Victorian Curriculum – (English) Achievement Standards*

### READING AND VIEWING

By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

### WRITING

Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter-sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

### SPEAKING AND LISTENING

Students listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

## MATHEMATICS

*Based on Victorian Curriculum – Achievement Standards*

### NUMBER AND ALGEBRA

Students count and order numbers to and from 10 000. They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. Students recall addition and multiplication facts for single-digit numbers. They represent money values in various ways and correctly count out change from financial transactions. Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples.

### MEASUREMENT AND GEOMETRY

Students use metric units for length, area, mass and capacity. They tell time to the nearest minute. Students identify symmetry in natural and constructed environments. They use angle size as a measure of turn in real situations and make models of three-dimensional objects. Students match positions on maps with given information and create simple maps.

### STATISTICS AND PROBABILITY

Students carry out simple data investigations for categorical variables. They interpret and compare data displays. Students conduct chance experiments, list possible outcomes and recognise variations in results.

## YEAR THREE (SCIENCE LITERACY)

Year 3 students will explore how science knowledge, helps people understand the effects of their actions 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. Students will inquire into living things and non- living things and identify variations and adaptations in their features. Chemical science understandings will be developed through looking at the change of state between solids and liquids. Earth and Space Science will explore changes in the Earth's surface over time. Students will explore how heat can be measured, conducted and transferred during Physical Science.

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 continue to build their coding knowledge through the use of Spheros and Lego Mindstorms and apply a range of problem-solving strategies in order to programme their device to achieve certain challenges.

They are introduced to a touch-typing program to further develop their familiarity with the keyboard and start to use all fingers to type. Students create, edit and share documents using cloud based solutions.

Students examine their offline and online responsibilities and learn that to be good digital citizens they need to be responsible and respectful in the digital world.

## **CHINESE**

Year 3 students begin to collect information in Chinese through resources such as the Internet or from modified texts.

They start to explore the beliefs and lifestyles of people from other countries that now live in Australia. 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. They will develop skills of listening, speaking, reading, viewing, writing and the use of body language, visual cues and signs.

They collect information about the settings, countries and regions where the language is spoken. Students consolidate previously learnt language and extend their personal vocabulary and knowledge of language structures. They read short texts, talk about daily life and adapt language that they know to new contexts.

## **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 Three will use a variety of starting points to express their art ideas. They will develop their art skills in several art forms. Students will further develop their understandings about the elements and principles 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. They will use their knowledge and experiences to make informed interpretations of artwork. Students will make reflection statements that identify the strengths and areas for improvement in their own and other's artwork. Students will use visual diaries to record and develop their work.

## **MUSIC**

Year 3 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 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 Three students build upon their knowledge of the elements of music within increasingly complex scenarios. They have the opportunity to develop their literacy skills and throughout the classroom program.

## **PHYSICAL EDUCATION**

In Physical Education, students are expected to demonstrate the IB learner profile and PYP attitudes, through teamwork and fair play. 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 and build on skills. They are introduced to major games which they play in a modified format. Students learn about match play and tactics and take on the role of captain, umpire, encourager and scorer. They have the opportunity to play in class and House competitions and to represent Firbank at District competitions. The swimming programme focuses on the refinement of stroke technique and water safety awareness developed through rescue activities. Personal fitness is continued with distance running and fun and fitness activities.

## **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 many religious ideologies and how they interrelate. 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.