



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

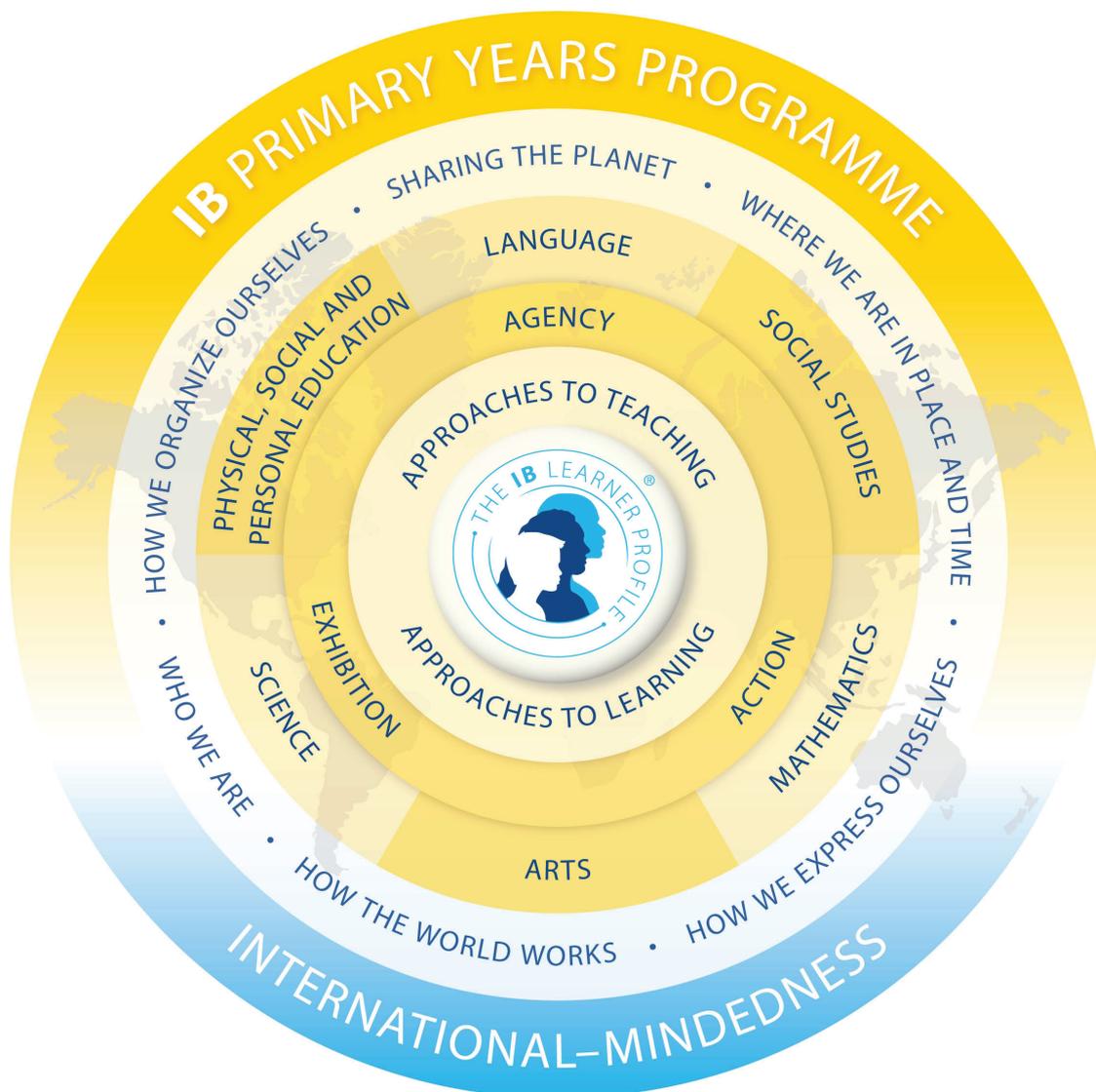
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging 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 4 units of inquiry (UOI):

<p>TERM 1</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Our values and beliefs contribute to the diversity of life.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Values and beliefs • Stories that represent culture • The impact of culture and experiences on self-development <p>Concepts: Perspective, Connection</p>	<p>TERM 1 & 2</p> <p>Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: People and events of the past have contributed to our lives today.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Innovations that have changed our lives • The connection between past and present • The influence of significant events and people in history <p>Concepts: Perspective, Connection, Change</p>
<p>TERM 2</p> <p>Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: Indigenous peoples express their ideas, feelings and cultures through stories.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The cultural diversity of indigenous people • The ways that indigenous people express their beliefs, feelings and culture • The connections between indigenous people of the past and those living in contemporary societies <p>Concepts: Perspective, Connection</p>	<p>TERM 3</p> <p>Transdisciplinary Theme: How the world works</p> <p>Central Idea: Earth is a unique planet within a complex solar system.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Earth's place in the solar system • The attributes of Earth that sustain life • The possibility of life on other planets • Earth's rotation on its axis <p>Concepts: Form, Function, Causation</p>
<p>TERM 3 & 4</p> <p>Transdisciplinary Theme: How we organise ourselves</p> <p>Central Idea: Economies are dependent on the exchange of goods and services.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of market places • The connection between goods and services and needs and wants • The role of supply and demand • The responsibility of producers and consumers <p>Concepts: Causation, Function, Responsibility</p>	<p>YEAR LONG</p> <p>Transdisciplinary Theme: Sharing the planet</p> <p>Central Idea: Resources can be used in a sustainable way to meet the needs of present and future generations.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Renewable and non-renewable resources • Choices that can help sustain the environment for the future • Human behaviour and its impact on the environment <p>Concepts: Form, Function, Causation, Responsibility</p>

YEAR FOUR

LANGUAGE

Based on Victorian Curriculum – (English) Achievement Standards

READING AND VIEWING

By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints.

WRITING

Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.

SPEAKING AND LISTENING

Students can collaborate, listen for key points in discussions and use the information to carry out tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

MATHEMATICS

Based on Victorian Curriculum – Achievement Standards

NUMBER AND ALGEBRA

Students recall multiplication facts to 10×10 and related division facts. They choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology, and estimate answers accurately enough for the context. Students solve simple purchasing problems with and without the use of digital technology. They locate familiar fractions on a number line, recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places. Students identify unknown quantities in number sentences. They use the properties of odd and even numbers and describe number patterns resulting from multiplication. Students continue number sequences involving multiples of single-digit numbers and unit fractions and locate them on a number line.

MEASUREMENT AND GEOMETRY

Students compare areas of regular and irregular shapes, using informal units. They solve problems involving time duration. Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects. They convert between units of time. Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology. They classify angles in relation to a right angle. Students interpret information contained in maps.

STATISTICS AND PROBABILITY

Students describe different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data, with and without the use of digital technology. Students list the probabilities of everyday events. They identify dependent and independent events.

YEAR FOUR (SCIENCE LITERACY)

Year Four 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 inquire into living things and non- living things and identify variations and adaptations in their features, habitats and ecosystems. 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. The Year 4 Garden to Kitchen program will provide opportunities to connect scientific understandings to the broader environment and will encompass each of the scientific strands. 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 the application of coding through the use of Spheros, Drones and Lego Mindstorms and apply a range of problem solving strategies in order to programme their device to achieve certain challenges. They are also introduced to the Hopscotch application to further develop their basic programming skills. iPads as a 1:1 device are introduced as an effective and engaging tool to develop 21st Century skills such as creativity, innovation, communication and collaboration.

They continue to develop their touch typing skills to increase speed and accuracy using a browser based typing program. Students create, edit and share documents using cloud based solutions. They will also access learning resources, submit work from any device and collaborate with teachers and peers.

CHINESE

Year 4 students begin to collect information in the language from 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 familiar language into 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 Four will begin to recognize the different stages of the creative process, from generating the initial idea to the completion of a piece of artwork. They will develop their art skills in several art forms. Students will begin to formulate understandings about the elements and principles of art through the exploration of a variety of art materials and tools. Students will learn and understand the proper and controlled use of art tools and materials and techniques. They will make connections between the ideas they are exploring in their artwork and those explored by other artists through another time, place and culture. Students will begin to use some specific art terminology when making reflection statements and discussing artworks. Students will use visual diaries to record and develop their work.

MUSIC

Year 4 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. Year Four 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. They develop their music literacy skills through the classroom programme and through participation in the Junior Instrumental 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. Students learn about match play and tactics and take on the role of captain, coach, umpire, scorer and encourager. 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.