



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

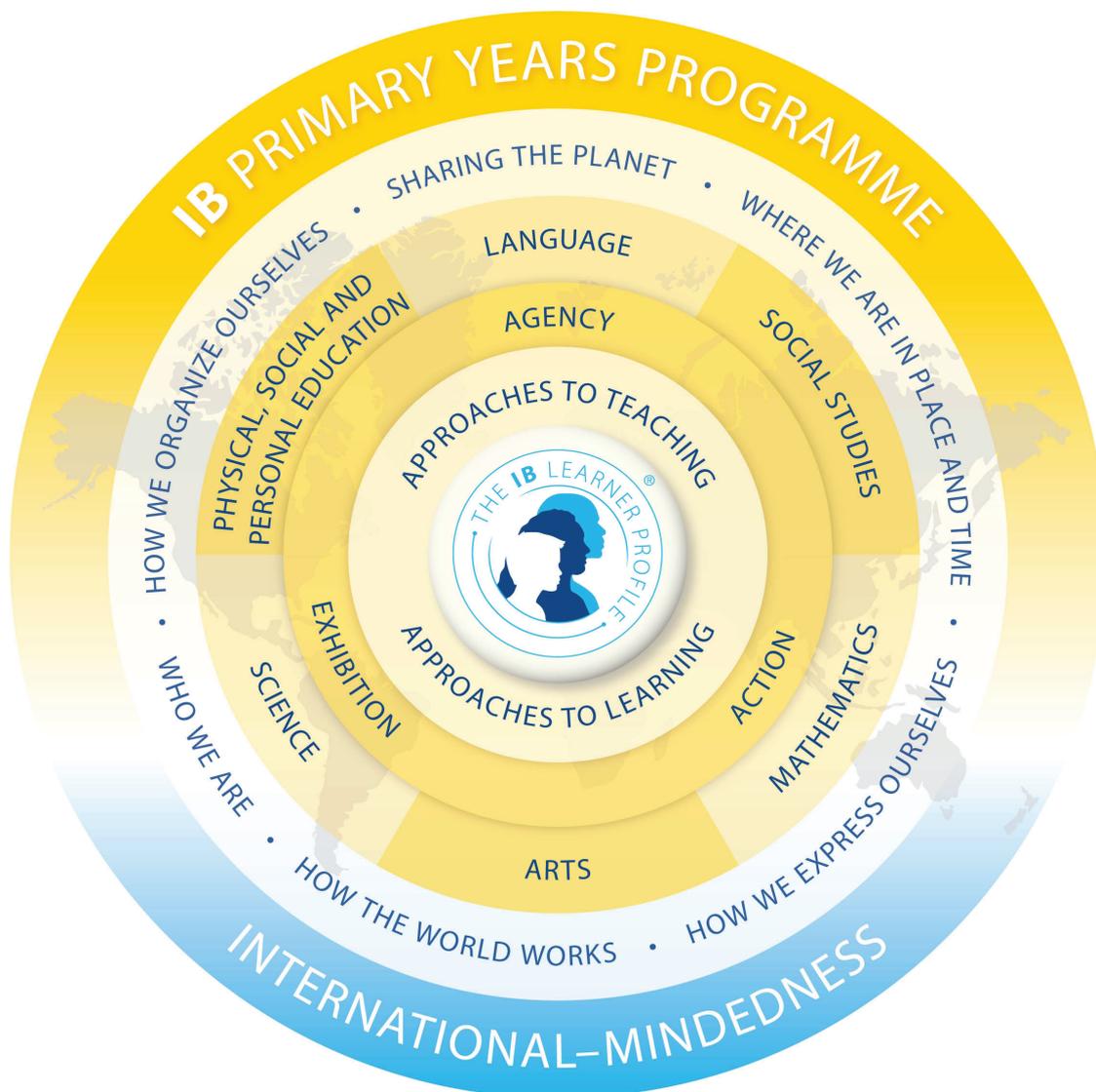
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging 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 5 units of inquiry (UOI):

<p>TERM 1</p> <p>Transdisciplinary Theme: Who we are</p> <p>Central Idea: Human behaviours are coordinated, controlled and regulated by the brain.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Personal learning preferences• The human brain• Personal growth and development <p>Concepts: Function, Change, Causation, Responsibility</p>	<p>YEAR LONG</p> <p>Transdisciplinary Theme: How we express ourselves</p> <p>Central Idea: Self-expression conveys people's uniqueness.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Different forms of self-expression• The ways people express their ideas and beliefs• Case study: Written expression <p>Concepts: Form, Perspective, Change</p>
<p>TERM 2</p> <p>Transdisciplinary Theme: How the world works</p> <p>Central Idea: Global sustainability is impacted by human use of energy.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Forms and sources of energy• Energy transfer, transformation and storage• Sustainable use of energy <p>Concepts: Form, Function, Change</p>	<p>TERM 2/3</p> <p>Transdisciplinary Theme: Where we are in place and time</p> <p>Central Idea: A Nation's story has many perspectives.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The reasons why people migrate• The connection between people and place• Effects of migration on communities <p>Concepts: Connection, Perspective, Causation</p>
<p>TERM 3</p> <p>Transdisciplinary Theme: Sharing the planet</p> <p>Central Idea: Student generated</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• Student generated <p>Concepts: Student generated</p>	<p>TERM 4</p> <p>Transdisciplinary Theme: How we organise ourselves</p> <p>Central Idea: Knowledge has potential to empower.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none">• The influence of consumer choice• The different ways good and services are produced• The impact of ethics on production and consumption <p>Concepts: Causation, Connection, Responsibility</p>

YEAR FIVE

LANGUAGE

Based on Victorian Curriculum – (English) Achievement Standards

Reading and Viewing

By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.

WRITING

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

SPEAKING AND LISTENING

Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.

MATHEMATICS

Based on Victorian Curriculum – Achievement Standards

NUMBER AND ALGEBRA

Students solve simple problems involving the four operations using a range of strategies including digital technology. They estimate to check the reasonableness of answers and approximate answers by rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students order decimals and unit fractions and locate them on a number line. Students add and subtract fractions with the same denominator. They find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals.

MEASUREMENT AND GEOMETRY

Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms. They convert between 12 and 24-hour time. Students use a grid reference system to locate landmarks. They estimate angles, and use protractors and digital technology to construct and measure angles. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.

STATISTICS AND PROBABILITY

Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. They compare and interpret different data sets. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1.

SCIENCE LITERACY

Year 5 students will develop an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which we live. As they develop their science understandings connected to chemical science, students will connect to their unit of inquiry, How the World Works and inquire into the changeable physical and chemical properties of matter and how they can be utilised to meet our needs. Biological science understandings will be developed through investigating the structural features and adaptations of living things that help them survive in their environment. Physical science will explore the absorption, reflection and refraction of light. Through inquiring into Earth and Space sciences, students will explore how the Earth's surface can be affected through geological changes and extreme weather conditions. They will use formal and informal scientific language to communicate their observations, methods and findings.

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Students use a range of devices throughout the school for a variety of purposes. Students successfully upload their work to the school network and respect the need for password and network security. Students use digital media and environments to communicate and work collaboratively. The use of iPads as a 1:1 device enables the students to learn independently, collaborate with peers and communicate their understanding using varied media. They continue to develop their touch typing skills to increase speed and accuracy using a browser based typing program. Students extend their programming knowledge using the Scratch application. They are introduced to the design process and use an AutoCAD program called Tinkercad to design 3D objects and then print them using Firbank's 3D printers. They will learn about the 24/7 social nature of digital media and learn how to act responsibly when carrying out relationships over digital media.

CHINESE

Year 5 students learn about cultural differences associated with the Chinese culture. They understand that Australian life and culture are influenced by these different ways of life. They learn why there are similarities and differences between languages, and how these are related. They benefit from having access to 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 start to read and locate items of information in short texts and to write short paragraphs. Students organise and apply grammatical information and knowledge of words, conduct dictionary research, and work independently on defined projects using the language. They begin to function in open-ended situations, allowing variation and extension of language applications. They learn to speak and write effectively for a range of purposes and audiences.

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 Five will use their visual diaries to reflect, to sketch, to discover and to explore their art expressions and art materials. They will develop their art skills in several art forms and will begin to formulate understandings about the elements, principles and concepts 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. Year Five students will start to understand the role and relevance of visual arts in society.

MUSIC

Year 5 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 can then create their own one and two-part compositions and improvisations using known elements and are able to identify these in listening samples. Students in Year Five continue to consolidate their music literacy skills through the classroom program and through participation in the Junior Instrumental Program.

PHYSICAL EDUCATION

In Physical Education, students display the IB learner profile and PYP attitudes as they develop an understanding of the importance of our learning experiences in Physical Education and its contribution to our overall learning. 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 constructive peer feedback and build on sport specific skills in various sports. Students learn about match play and tactics and take on the role of captain, coach, umpire, scorer and manager. They compete in House carnivals and have the opportunity to represent Firbank at District competitions. The swimming program focuses on the refinement of stroke technique and water safety awareness developed through rescue activities. Personal fitness continues to be developed through fun fitness activities and students participate in fitness testing for assessment.

RELIGIOUS EDUCATION

In the middle to upper primary years, students build on their core knowledge of Bible stories. 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 a range of 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.