



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

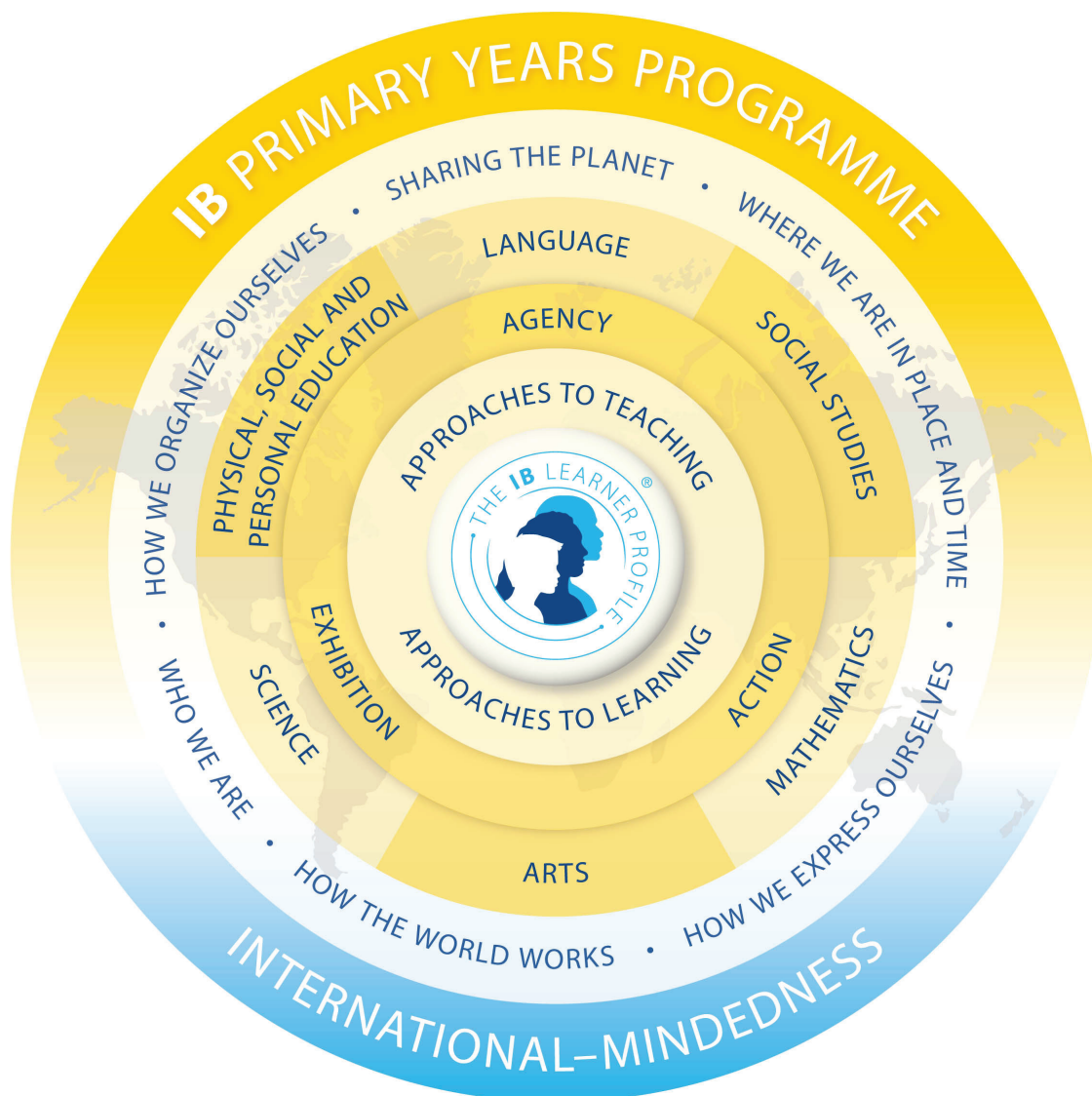
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IB works with schools, governments and international organizations to develop challenging 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 6 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 YEAR 6 EXHIBITION</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 SIX

LANGUAGE

Based on Victorian Curriculum – (English) Achievement Standards

Reading and Viewing

By the end of Level 6, students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Writing

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.

Speaking and Listening

Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

MATHEMATICS

Victorian Curriculum – Achievement Standards

Number and Algebra

Students recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers. They solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts. Students locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology. They make connections between the powers of 10 and the multiplication and division of decimals. Students add, subtract and multiply decimals and divide decimals where the result is rational. Students write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals. They use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane.

Measurement and Geometry

Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation. They solve problems involving time, length and area, and make connections between capacity and volume. Students interpret a variety of everyday timetables. They solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology. Students construct simple prisms and pyramids.

Statistics and Probability

Students interpret and compare a variety of data displays, including displays for two categorical variables. They analyse and evaluate data from secondary sources. Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages.

SCIENCE LITERACY

Year 6 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 understanding connected to chemical science students will connect to their Unit of inquiry, How the World Works. Students will inquire into the changeable physical and chemical properties of matter and how they can be utilised to meet our needs. This will support their scientific knowledge and skills in preparation for the Year 6 Exhibition where they will refer to data when reporting findings and use appropriate representations and simple reports to communicate their ideas, methods, findings and explanations. 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.

They will use formal and informal scientific language to communicate their observations, methods and findings. Students will describe how they use science investigations to identify patterns in relationships and to respond to questions.

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Students show increased independence in using technology to enhance their learning, communicate their ideas, conduct research and pursue personal inquiry. Students use digital media and environments to communicate and work collaboratively, to support individual learning and contribute to the learning of others. Cyber safety and maintaining a safe online presence is woven into all aspects of technology use. The use of Cloud Based Solutions is extended and used as a collaborative tool to communicate and present ideas. Students continue to use a Learning Management System to record, share and reflect on their learning. They continue to develop their touch-typing skills to increase speed and accuracy using a browser based typing program. They use software to automate calculations to help with interpreting data.

CHINESE

Year 6 students learn about cultural differences associated with Chinese culture. They understand that Australian life and culture are influenced by different ways of life. They learn why there are similarities and differences between languages and cultures, and how these can be compared and contrasted. 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 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 Six will use their visual diaries to reflect, to sketch, to discover, to explore and as a resource for future art expression. They will develop their art skills in the several art forms and will further develop their understanding of the interrelationship between the elements, principles and concepts of art. 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 reflect on the factors that influence personal reactions to artworks. Year Six students will start to understand the role and relevance of visual arts in society.

MUSIC

Year 6 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 Six have the opportunity to create increasingly complex compositions and improvisations, consolidating all the music elements learnt throughout the program.

PHYSICAL EDUCATION

In Physical Education, students display the IB learner profile and 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 best.

Throughout the year, students consolidate 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, PYP learner profile, attitudes and programme of inquiry. Spiritual well-being is a focus within these lessons.