



## ***International School of Lyon***

# ***International Baccalaureate Primary Years Programme Curriculum Guide***



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## **ISL Vision**

*Building Our Best Selves*

## **ISL Mission**

To develop curious, responsible and independent lifelong learners who actively help to shape their diverse communities.

## **ISL Values and Guiding Principles:**

- Providing a safe, supportive and nurturing environment
- Emphasising the values of respect, integrity and compassion
- Encouraging high expectations through individual and collective goal setting
- Developing independent, creative and critical thinkers who communicate effectively in more than one language
- Implementing internationally recognised and transferable English medium curricula which prepare students for higher education world wide
- Using a wide range of proven teaching and learning strategies
- Fostering active involvement in local, host country and international communities
- Working collaboratively with parents, families and other partners
- Promoting global awareness and the need to protect our planet
- Encouraging a balanced and healthy lifestyle

## Introduction

The Primary section of the International School of Lyon is dedicated to differentiated teaching which creates opportunities for all children to progress and to make use of their diverse social and cultural backgrounds.

The acquisition of knowledge is part of a larger framework designed to develop skills and attitudes and which drives an inquiry based approach to learning. We build on the children's natural curiosity and enthusiasm to develop their ability to think analytically, see connections among ideas and be imaginatively and creatively engaged in their own learning process.

The curriculum follows the programmes and pedagogy of the International Baccalaureate Organisation's Primary Years Programme (PYP). ISL was awarded the full authorisation to implement this programme in February 2008. Since then it has undergone re-evaluation in February 2011 and again in February 2016 retaining its status as an IB World School.



## The Primary Years Programme (PYP)

The PYP of the International Baccalaureate Organisation is a transdisciplinary, inquiry-based and student centred education with responsible action at its core. The PYP curriculum framework is threaded through the three pillars of the curriculum: the learner, learning and teaching and the learning community.

**The learner:** describes the outcomes for individual students and the outcomes they seek for themselves (what is learning?)

**Learning and teaching:** articulates the distinctive features of learning and teaching (how best to support learners?)

**The learning community:** emphasizes the importance of the social outcomes of learning and the role that IB communities play in achieving these outcomes (who facilitates learning and teaching?)

## The PYP Curriculum

The PYP is based on a commitment to structured inquiry as a vehicle for learning. It is a student centred programme which promotes healthy relationships, ethical responsibility and personal challenge. With the Learner Profile at its core, it ensures effective approaches to teaching and learning which help students develop the attitudes and skills they need for both academic and personal success.

The curriculum model below provides on its outside six *Transdisciplinary Themes* through which students explore and engage with the content in the six different subject areas. Over the course of the year all learning activities are integrated, whenever possible, into one of the six units of inquiry.



## The Learner Profile

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them.

IB learners strive to be:

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness, justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.
<b>Courageous</b>	We approach uncertainty with forethought and determination; We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Transdisciplinary themes

The PYP has 6 transdisciplinary themes that form the structure of the programme of inquiry offering students a broad, balanced, conceptual and connected learning experience. The six transdisciplinary themes capture human commonalities that are significant and relevant regardless of where students are in the world and to which ethnic or cultural groups they belong. They are revisited throughout the students' time in the PYP.

The PYP transdisciplinary themes are:

**Who we are** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Where we are in place and time** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

**How we express ourselves** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**How the world works** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

**How we organize ourselves** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Sharing the planet** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which address a central idea relevant to a particular transdisciplinary theme. The 3-5 year old classes only cover 4 transdisciplinary themes which must include 'Who we are' and 'How we express ourselves'. Please refer to the appendices for ISL's programme of inquiry for more information.

## Concepts

The PYP identifies seven key concepts that are central to the PYP curriculum and these are presented in the form of questions. These questions shape the units of inquiry giving them direction and purpose.

The Seven **Concepts** are:

**Form:** What is it like?

**Function:** How does it work?

**Causation:** Why is it like it is?

**Change:** How is it changing?

**Connection:** How is it connected to other things?

**Perspective:** What are the points of view?

**Responsibility:** What is our responsibility?

## Approaches to Learning

Learning how to learn is fundamental to a student's education. Five categories of interrelated skills aim to support students to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process

The **skills** are:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

## Action

Action is integral to the Primary Years Programme (PYP) learning process. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose. PYP action is authentic, meaningful, mindful, responsible and responsive. Action could be:

- a change in attitude
- a consideration or plan for action in the future
- a demonstration of responsibility, or of respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in the community, local and global decision-making.

Action often happens beyond the classroom, and teachers at ISL are always keen to know about action that the students initiate outside of school.

A unit of inquiry covers several weeks. The units planned for the current academic year can be found in the appendices.

## Agency

Throughout the PYP, a student is an agent for their own and others' learning through the concept of learner agency. PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. When learners have agency the relationship between a teacher and a student is viewed as a partnership.

Students demonstrate agency when they:

- influence and direct their own learning
- make choices
- voice opinions
- ask questions and express wonderings
- communicate understandings
- construct new meanings
- participate in and contribute to the learning community.



## Assessment and Reporting

At ISL assessment is a continuous process and an integral component of the planned curriculum.

Assessment is carried out in order to:

- Promote student learning
- Provide information about student learning
- Assist in the evaluation of the programme of study

Teachers plan and use a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, continuums and rubrics.

## Conferences and Report Cards

Parents, teachers and students are all viewed as partners in learning. Progress in learning is reported in a variety of ways: three-way conferences, student-led conferences, portfolios and twice yearly report cards.

Parents and students are expected to attend all formal conferences. Parents are always welcome to arrange meetings at school and, likewise, the School may initiate a meeting with parents at any time during the year.

Student-led conferences are held once a year and are an opportunity for students to actively share their learning with their parents/carers.

Students portfolios are a purposeful collection of student work that reflect their efforts, achievements and progress in learning. They are designed to demonstrate success, growth, higher order thinking, creativity and reflection. A portfolio could be thought of as an active mind at work. Portfolios enable students, in collaboration with their teacher and parents, to identify their strengths and then set goals for future development. An electronic platform is used by the students to share to collate and share their portfolio.

Written reports are published online two times a year .

## The Grade 5 Exhibition

Students in their final year of the PYP (Grade 5), participate in a culminating project, the Grade 5 PYP Exhibition. It is not only a celebration but it is also a final assessment where each student is required to demonstrate engagement with all the essential elements of the programme: knowledge, concepts, skills, attitudes and action.

Students engage in a transdisciplinary inquiry that involves them in identifying, investigating and offering solutions to real-life issues or problems. The ISL school community is invited to attend the Grade 5 Exhibition and we expect at least one guardian for each student to attend The Exhibition.

## Academic Integrity

For Primary age children "Academic Integrity" means that as principled learners and critical thinkers they engage in the inquiry process acknowledging and respecting the ideas of others. To assist them in doing this

and to support their personal study at the end of the Primary years during the G5 exhibition students will be taught the following skills:

- The importance of considering different sources to explore a range of perspectives
- The use of keywords to research efficiently
- How to highlight, take notes, paraphrase and summarize
- How to think critically about the validity of sources
- How to give credit to whom and where their ideas come from by citing sources, including inspirations
- How to write a bibliography using the agreed conventions (including the title of the source, the author, the publication date, the publisher and the website if relevant)
- How to reflect on the learning process and consider what was learned from different contexts

Students will become knowledgeable about

- Primary and secondary sources
- The difference between facts and opinions
- Plagiarism

We will model and foster the following attitudes for the students:

- Appreciation for their own work and the work of others
- Respect for different ideas
- Integrity through honesty
- Commitment to learning by showing self-discipline
- Independence in their work and thinking

Ultimately, we aim for the students to take action for themselves by applying their understanding, knowledge, skills and attitudes to take the initiative in being academically honest, and to take pride in their own accomplishments. Should a student be found not following these guidelines consciously, a teacher will follow steps set out in the school's Academic Integrity Policy.

## Homework

We believe that the home-school connection is a vital key to children's academic and social development. Homework begins when parents take the time to inquire about a child's day. It continues when parents help children to make the real life connections that make learning relevant. For example, if your child is learning about measurement in maths, give him/her the opportunity to see how you use measurement in practical activities.

Homework is an important part of a child's education at ISL.

Purposes of homework:

- To develop a home/school partnership
- To consolidate and reinforce skills, knowledge and concepts
- To extend learning that has taken place in school
- To develop important habits of self-discipline and organization

It is suggested that all children read or be read to at home daily. Children are encouraged to read in English and/or the language used at home. If appropriate they might also bring home books in the language of the host country (French) to share.

G1 - G5 will also be set tasks/ challenges in their '**Learning Logs**' relevant to ongoing class work. This activity could be a writing task, mathematics or related to the unit of inquiry. The children will have between 10- 14 days to work on the challenge and can respond creatively usually over 2 A4 pages.



From Grade 1 onwards the children may also have spellings to learn on a regular basis. They might also be set assignments by the Art, Music and French teachers. In addition Grades 4 and 5 are expected to be increasingly aware of current affairs..

As the children progress through the school, homework will average from approximately 20 minutes per night in Grades 1, to approximately 40 minutes by Grades 5. Please monitor your child's homework and report any concerns to your child's class teacher.

# Mathematics

## Introduction

Mathematics is viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

Wherever possible, mathematics is taught through the relevant, realistic context of the units of inquiry. The direct teaching of mathematics in a unit of inquiry may not always be feasible and there are occasions when it is preferable for the teacher to focus on a series of strategies for learning mathematical skills in order to help the children progress.

## Curriculum Content

The study of maths is organised into five strands:

- ❖ Number
- ❖ Shape and space
- ❖ Pattern and function
- ❖ Data handling.
- ❖ Measurement.

Learning mathematics is a developmental process and the phases a learner passes through are not always linear or age related. For this reason the content is presented in continuum for each of the five **strands** of mathematics. The content of each continuum has been organized into four **phases** of development, with each phase building upon and complementing the previous phase.

Mathematics is taught through a hands-on approach.

Children **construct meaning** based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas. Planning reflects this process, providing opportunities for interaction with materials and to engage in conversations with others to **transfer this understanding into symbols**. Symbolic notation can take the form of pictures, diagrams, modelling with concrete objects and mathematical notation. Children are given the opportunity to describe their understanding using their own method of symbolic notation, and then learn to transfer them into conventional mathematical notation.

Practical hands-on problem-solving activities and realistic situations provide the opportunity for the children to demonstrate mathematical thinking through oral presentations or written formats. Through authentic activities, they can independently select and use appropriate symbolic notation to process and record their thinking

Students work in cooperative groups, individually and /or as a whole class. To address the different learning preferences of all learners, selective use is made of games, problem solving scenarios and computer based learning such as Education City. Calculators feature from Grade 2 upwards as a method of demonstrating number patterns, including multiplication tables, and to check answers.

# Language

## Introduction

In ISL, we believe that:

- Language is a vehicle for inquiry and is central to the development of the whole child.
- Effective communication provides a foundation for learning and intercultural understanding.
- All ISL teachers are language teachers, whatever their teaching subject. They work in a committed partnership with families to optimize meaningful and relevant language experiences.
- Mother tongue development is crucial for cognitive progression and in maintaining cultural individuality. ISL values each student's linguistic identity and responds accordingly to the specific needs of the school community.
- Acquisition of the host country language facilitates and enhances integration.
- Language learning in general leads to personal development and instills a lifelong love of learning. It encourages international mindedness and ultimately a more harmonious world.

## Curriculum Content

The expectations of the language programme are arranged into four strands and each is presented as a continuum:

- listening and speaking;
- viewing and presenting;
- reading;
- writing

Each strand is summarized through a list of **overall expectations** and then presented as five developmental **phases**, with each phase building upon and complementing the previous one.

Wherever possible, language is integrated into the units of inquiry providing activities with a relevant, authentic context.

## French

The school believes that integration into the local community and the host country as a whole is an important element of inter-cultural understanding so French is compulsory for all students. In the Early Years classes, students are taught as one group as part of an immersion programme, although teachers differentiate for some activities. Proportionally, a quarter of the school day is delivered in French

In Grades 1-5 French is taught at different levels (Ab initio, B and A) and students are assessed at the beginning of school to determine their level. They receive 5x40 minutes of lessons per week.

## **English as a Second or Other Language (ESOL)**

At the International School of Lyon, we welcome students from around the world. Our students come to us with diverse cultural identities and language profiles.

Children in Grades 2-5 (and Grade 1 in some circumstances) will receive additional support from the specialist ESOL teacher on areas identified by their classroom teacher. As per our Admissions Policy, this is subject to an additional tuition fee.

## **Home Language Maintenance**

Language skills and conceptual understanding are readily transferable from one language to another. The first language provides a foundation for developing proficiency in additional languages, serves as a basis for emotional development, and provides a vital link with the student's family and cultural background. Students are encouraged to take advantage of the materials in their mother tongue in the school library. Home language courses may be organised upon request, providing that there is sufficient demand and that a suitably qualified teacher can be found. The cost of these extra courses is borne by the families in question and they are usually timetabled outside regular school hours.

# Science and Technology

## Introduction

Science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. It encourages curiosity and ingenuity and enables the children to develop an understanding of the world. Reflection on scientific knowledge also helps children to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

## Curriculum Content

The knowledge component of science is arranged into four strands to ensure that a breadth and balance of content is covered. These are:

### Living things

The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment

### Earth and space

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet..

### Materials and matter

The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

### Forces and energy

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines..

The science component of the curriculum also provides opportunities for students to develop a range of science-specific skills and processes:

- **Observing carefully in order to gather data**
- **Using a variety of instruments and tools to measure data accurately**
- **Using scientific vocabulary to explain their observations and experiences**
- **Identifying or generate a question or problem to be explored**
- **Planning and carrying out systematic investigations, manipulating variables as necessary**
- **Making and testing predictions**
- **Interpreting and evaluating data gathered in order to draw conclusions**
- **Considering scientific models and applications of these models (including their limitations)**

The school's Units of Inquiry have been developed to ensure that the science content and skills are delivered and built upon sequentially within the transdisciplinary themes:

- ❖ Who we are,
- ❖ Where we are in place and time,
- ❖ How we express ourselves,
- ❖ How the world works,
- ❖ How we organize ourselves,
- ❖ Sharing the planet.

This is done using a two year teaching programme.

# Social Studies

## Introduction

Social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

Social Studies learning will take place within the context of the units of inquiry. There will be occasions that present themselves for child-initiated, spontaneous, social studies inquiries that are not directly related to any planned units of inquiry. These are valuable teaching and learning experiences in themselves.

## Curriculum Content

The knowledge component of social studies in the PYP is arranged into five strands:

<b>Social studies strands</b>	
<b>Human systems and economic activities</b>	The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.
<b>Social organization and culture</b>	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
<b>Continuity and change through time</b>	The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.
<b>Human and natural environments</b>	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
<b>Resources and the environment</b>	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Social studies also provides opportunities for children to develop a range of social studies skills and processes

- ❖ Formulate and ask questions about the past, the future, places and society
- ❖ Use and analyse evidence from a variety of historical, geographical and societal sources
- ❖ Orientate in relation to place and time
- ❖ Identify roles, rights and responsibilities in society
- ❖ Assess the accuracy, validity and possible bias of sources



# The Arts

## Introduction

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them.

The arts curriculum includes:

- ❖ visual arts.
- ❖ drama,
- ❖ music
- ❖ dance, (delivered as part of the P.E. curriculum or within a Unit of Inquiry)

The Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us. Work in the arts is a way of conveying meaning, sharing a culture, developing one’s sense of self, and expanding knowledge. It provides an opportunity to reflect on aesthetic experience, to engage the imagination and explore what is uncertain. Through engaging with and creating artworks, learners are encouraged to reconsider familiar concepts and think about issues of culture and identity. By responding to the work of other artists, they are invited to situate their own creativity within a broader context.

Arts engage students in creative processes through which they explore and experiment in a continual cycle of action and reflection

Two common strands apply across the different art forms

Responding	The process of <i>responding</i> provides students with opportunities to respond to their own and other artists’ works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists’ works in context and from different perspectives in order to construct meaning and inform their own future works and processes. The <i>responding</i> strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one’s own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.
Creating	The process of <i>creating</i> provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The <i>creating</i> strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Wherever possible, the arts are taught through the units of inquiry and support students’ inquiries. Specialist teachers support class teachers in delivering the arts curriculum through planning collaboratively.

# Personal and Social and Physical Education (PSPE)

## Introduction

Personal, social and physical education is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. It is embodied in the IB learner profile.

## Curriculum content

The development of overall well-being is defined through three common strands

- ❖ *identity*,
- ❖ *active living* and
- ❖ *interactions*

These strands are concept driven and have been designed to interact with each other, working together to support the overall development of the child.

Identity	An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.
Active living	An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.
Interactions	An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

Where possible personal, social and physical well-being is taught through the units of inquiry. However, all students also receive a Pastoral Lesson per week with the Primary Principal.

# ICT

## Introduction

In this constantly evolving digital age, Information and Communication Technology is progressively becoming an ever present part of a learner's life. The role of ICT to support inquiry is important as students engage in building understandings that contribute to their success as lifelong learners in a digital age.

Students will use ICT in the relevant, authentic context of the units of inquiry, as well as through teaching and learning experiences in other areas of the curriculum. To support the use of ICT as a tool for learning students will develop competencies in the following six skills:

- ❖ investigating
- ❖ creating
- ❖ communicating
- ❖ collaborating
- ❖ organizing
- ❖ becoming responsible digital citizens

The primary classrooms have access to Interactive Whiteboards, video, audio and photographic equipment, laptops, ipads and data projectors.

## Library

The library is viewed as the hub of a PYP school in which students develop essential information and literacy skills by accessing a range of media and texts.

### Introduction

The ISL Library Curriculum provides a developmentally appropriate progression of instruction to help students to become responsible and independent library users, able to locate, evaluate and use the different library resources. Curiosity, critical thinking skills and a love of literature and learning are promoted through the use of a variety of media.

In Kindergarten to Grade Four, 2 weekly library sessions include book talks, reading time, and book borrowing. In Grade 5 the children also receive an additional period focusing on specific skills identified by their class teacher.

The library is used to complement the curriculum and to stimulate and promote student enthusiasm about books and reading. Through the library, students will be exposed to valuable, age-appropriate reading material, and taught to respect and take care of books.