International School of Lyon

International Baccalaureate Primary Years Programme Curriculum Guide

Contents

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, February 2016 and most recently in October 2021 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:

Inquirers	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.
Knowledgeable	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.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	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.
Principled	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.
Open-minded	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.
Caring	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.
Courageous	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.
Balanced	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.
Reflective	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 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 Grade 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 **t**o 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:

Social studies strands	
Human systems and economic activities	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.
Social organization and culture	The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.
Continuity and change through time	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.
Human and natural environments	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.
Resources and the environment	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 *responding* 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 *responding* 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 *creating* 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 *creating* 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.

Appendix 1: ISL 2022-2023 Programme of Inquiry

Our students inquire into, and learn about, globally significant issues in the context of **units of inquiry**, each of which addresses a **central idea** relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. These units collectively constitute the school's **programme of inquiry**, which is available on the following pages. The transdisciplinary themes provide a basis for much discussion and interpretation within a school, and allow for both local and global perspectives to be explored in the units. ISL teachers have explored the possibilities for links between the units taught at each year level, and also across the different age ranges, so that the programme of inquiry is articulated both vertically and horizontally.

PYP Transdisciplinary themes
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.**

Units of Inquiry
2022-2023

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Transdisciplinary Theme	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.	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.	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.	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.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	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.
Pre K, JK & SK	I experience and learn about the world around me through my five senses	People celebrate for different reasons.	Through the arts we communicate our experiences, feelings and ideas			People use the earth's resources to produce and provide food.
Grade 1 & 2	Real and fictional heroes affect the beliefs and values of a community.	Inventions create change and lead to new possibilities.	There are different forms of expression to communicate ideas, emotions and feelings.	Light comes from a variety of sources and has an impact on life.	Community planning reflects how people interact with each other in order to provide us with what we want and need.	Human activities impact ecosystems
Grade 3 & 4	Our beliefs and values are part of who we are and can influence how we live our lives.	Explorers can change the way people live	Words are used to express ideas, opinions, feelings and experiences	Human survival is connected to understanding the continual changing nature of the Earth	Societal decision-making impacts on people and communities	Living things need to adapt in order to survive
Grade 5	Changes people experience at different stages of their lives affect their evolving sense of self.	Exploration of space can lead to discoveries, challenges and new understandings.	The media broadcasts information that contains factual, fictitious and persuasive messages	The design of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials.	There are push and pull factors that cause human movement.	**Exhibition**: Sharing our perspectives on local and global issues can inspire others to change the way they think and take action

ISL PROGRAMME OF INQUIRY
EYU 2022/2023

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE, Science	Social Studies, PSPE	Language, arts			Science, Maths
Central Idea:	I experience and learn about the world around me through my 5 senses.	People celebrate for different reasons.	Through the arts we communicate our experiences, feelings and ideas.			People use the earth's resources to produce and provide food.
An inquiry into:	**The five senses** **PREK/JK/SK** I can identify the 5 senses I use my five senses every day. **How the senses function (function)** **PREK** I can use my body to touch, feel, smell, taste and hear. **JK/SK** I can use my senses to discover things. I know that my senses work together **How we use our senses to connect to the world around us** **PREK** I can understand the importance of the senses (including people with impaired senses) **JK/SK** I am aware that animals use senses in different ways	**How people celebrate** **PREK** Celebrations that are special to me. **JK/SK** I am aware people celebrate for different reasons. **The reasons why people celebrate (perspective)** **PREK/JK/SK** I understand how celebrations make people feel. **Different celebrations around the world** **PREK** I can share a celebration with my friends. I can come up with my own celebration. **JK/SK** I can see similarities and differences in celebrations from around the world.	**Artistic forms of expression** **PREK** I can inquire into different types of art. **JK/SK** I can compare different types of art. **The use of art to express ourselves** **PREK** I can recognise different types of art (visual, performance) **JK/SK** I can connect my feelings to different forms of art. **How to appreciate the aesthetic** **PREK** I can talk about my favourite piece of art/artist. **JK/SK** I can use my creativity to produce an original artwork.			**Where food comes from** **PREK** I can recognise where food comes from. **JK/SK** I know that food comes from plants and animals. **How food gets to our table** **PREK** I can talk about the journey of a piece of food. **JK/SK** I can connect the journey of a piece of food with the food groups. I know what resources are **A farm/garden as a natural system** **PREK** I can grow my own food. **JK/SK** I can explore simple food chains (compost).
Concepts	Form, function, connections	Causation, perspective, function	Form, perspective, change			Change, function, Responsibility, connection
Related Concepts	Similarities, differences, role, behaviour	Similarities, differences,beliefs, opinions	Structure, pattern, opinions			Initiative, interdependence, citizenship, similarities and differences

ISL PROGRAMME OF INQUIRY
G1&2 2022/2023

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE, Social Studies	Social Studies, History	Language, PSPE, The Arts	Science, Maths	Social Studies	Science, Maths
Central Idea:	Real and fictional heroes affect the beliefs and values of a community.	Inventions create change and lead to new possibilities.	There are different forms of expression to communicate ideas, emotions and feelings.	Light comes from a variety of sources and has an impact on life.	Community planning reflects how people interact with each other in order to provide us with what we want and need.	Human activities impact ecosystems
An inquiry into:	•Explore a variety of different heroes (fictional, nonfictional, animal…) •Fictional heroes have commendable characteristics which can influence others •Real and fictional heroes possess similar traits	•Creators of life changing inventions and their impacts •How circumstances lead to the creation of important inventions •Experimenting with personal inventions	•How people express themselves with and without a voice •How language & culture, story telling, drama, music and art are used to express an idea, emotion and a feeling. •Form opinions, preferences and appreciation for different forms expression	•Sources of light •The role of light in everyday life • The different ways living things use light.	•Different types of communities (family, school community, social or faith based community etc.) •Shop, services and infrastructures in the local environment (community helpers) •Organisation and planning of a community	•The food chain and relationships between living things in different ecosystems. •How ecosystems and human life impact on each other. •Our responsibility is to care for different ecosystems.
Concepts	Perspective, Connection Responsibility	Function, change, causation	Perspective, Form, Function	Function, Causation, Connection	Connection, Form, Function	Function, Responsibility
Related Concepts	PSPE, Social Studies	Social Studies, History	Performance, expression, communication	Science, Maths	Interdependence, Systems	Ecosystems, Habitat, Conservation

ISL PROGRAMME OF INQUIRY
G3&4 2022/2023

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE, Social Studies	Social Studies	Language	Science, Mathematics	Social Studies, Mathematics	Science, Social Studies
Central Idea:	Our beliefs and values are part of who we are and can influence how we live our lives.	Explorers can change the way people live	Words are used to express ideas, opinions, feelings and experiences	Human survival is connected to understanding the continual changing nature of the Earth.	Societal decision-making impacts on people and communities.	Living things need to adapt in order to survive
An inquiry into:	•Our personal values •Value-based communities •The similarities and differences between our own values and those of others	• Reasons for exploration • How explorers can change people and places • What can we learn about the past from studying explorers	• Creative writing • The power of words - How we choose and use our words • Etymology	• The geological structure of the Earth • How natural phenomena continue to change the Earth's • Mankind's response to the changing Earth	• Explores decision-making processes and systems • Recognises that decisions made have positive or negative consequences •Appreciates values and qualities of a leader	• Concept of adaptation • Circumstances that lead to adaptation • How living things respond to environmental conditions
Concepts	Connection, Perspective, Responsibility,	Perspective, Causation, Connection	Form, Function, Change,	Connection, Form, Change	Form, Function, Responsibility	Causation, Change, Responsibility
Related Concepts	Belief, value and community	Consequences, Discovery, Geography	Self-expression, creativity	Properties, Pattern, Impact,	Citizenship, Rights	Adaptation, Evolution,

ISL PROGRAMME OF INQUIRY
G5 2022/2023

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE, Science	Social studies, Science	Language, ICT	Mathematics, Social studies	Social studies, Science	The Arts, Language, Social studies
Central Idea:	Changes people experience at different stages of their lives affect their evolving sense of self.	Exploration of space can lead to discoveries, challenges and new understandings.	The media broadcasts information that contains factual, fictitious and persuasive messages	The design of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials.	There are push and pull factors that cause human movement.	**Exhibition**: Sharing our perspectives on local and global issues can inspire others to change the way they think and take action
An inquiry into:	•Life cycles and changes in our bodies and minds. •The decisions we make for ourselves and others. •The influence of technology and scientific advances on the decisions we make as our bodies live, grow and age.	•The impact past discoveries have on present-day life •Space exploration affects our understanding of the universe •Individual and societal goals	•Purpose and audience • Media and methods of delivery • The impact on society	• Considerations to take into account when building a structure •The impact of buildings and structures on the environment • Local architecture and its connection with the needs of the community and availability of materials	• Reasons people migrate • Migration throughout history • The effects of migration on communities, culture and individuals	• Global Issues • Taking action • Problem Solving
Concepts	Change Causation Responsibility	Form Function Change Perspective	Perspective Connection Form	Form Function Connection	Function Causation responsibility	All
Related Concepts	Growth, behaviour, Citizenship	Prejudice, Consequences, Adaptation	Truth, Properties, Network	Structure, Interdependence, Pattern	Role, Impact, Rights	Initiative, Communication, Interpretation, Systems, Impact

Appendix 2: Overall Expectations by Subject

Mathematics

Learning continuum for data handling

Phase 1	Phase2	Phase 3	Phase 4
Conceptual understandings We collect information to make sense of the world around us. Organizing objects and events helps us to solve problems. Events in daily life involve chance.	Conceptual understandings Information can be expressed as organized and structured data. Objects and events can be organized in different ways. Some events in daily life are more likely to happen than others.	Conceptual understandings Data can be collected, organized, displayed and analysed in different ways. Different graph forms highlight different aspects of data more efficiently. Probability can be based on experimental events in daily life. Probability can be expressed in numerical notations.	Conceptual understandings Data can be presented effectively for valid interpretation and communication. Range, mode, median and mean can be used to analyse statistical data. Probability can be represented on a scale between 0–1 or 0%–100%. The probability of an event can be predicted theoretically
Learning outcomes When constructing meaning learners: • understand that sets can be organized by different attributes • understand that information about themselves and their surroundings can be obtained in different ways • discuss chance in daily events (impossible, maybe, certain).	Learning outcomes When constructing meaning learners: • understand that sets can be organized by one or more attributes • understand that information about themselves and their surroundings can be collected and recorded in different ways • understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).	Learning outcomes When constructing meaning learners: • understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs • understand that scale can represent different quantities in graphs • understand that the mode can be used to summarize a set of data • understand that one of the purposes of a database is to answer questions and solve problems • understand that probability is based on experimental events.	Learning outcomes When constructing meaning learners: • understand that different types of graphs have special purposes • understand that the mode, median, mean and range can summarize a set of data • understand that probability can be expressed in scale (0–1) or per cent (0%–100%) • understand the difference between experimental and theoretical probability.
When transferring meaning into symbols learners: • represent information through pictographs and tally marks • sort and label real objects by attributes.	When transferring meaning into symbols learners: • collect and represent data in different types of graphs, for example, tally marks, bar graphs • represent the relationship between objects in sets using tree, Venn and Carroll diagrams • express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).	When transferring meaning into symbols learners: • collect, display and interpret data using simple graphs, for example, bar graphs, line graphs • identify, read and interpret range and scale on graphs •identify the mode of a set of data • use tree diagrams to express probability using simple fractions.	When transferring meaning into symbols learners: • collect, display and interpret data in circle graphs (pie charts) and line graphs • identify, describe and explain the range, mode, median and mean in a set of data. • set up a spreadsheet using simple formulas to manipulate data and to create graphs • express probabilities using scale (0–1) or per cent (0%–100%).
When applying with understanding learners: • create pictographs and tally marks • create living graphs using real objects and people • describe real objects and events by attributes.	When applying with understanding learners: • collect, display and interpret data for the purpose of answering questions • create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than) • use tree, Venn and Carroll diagrams to explore relationships between data • identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain).	When applying with understanding learners: • design a survey and systematically collect, organize and display data in pictographs and bar graphs • select appropriate graph form(s) to display data • interpret range and scale on graphs • use probability to determine mathematically fair and unfair games and to explain possible outcomes • express probability using simple fractions.	When applying with understanding learners: • design a survey and systematically collect, record, organize and display the data in a bar graph, circle graph, line graph • identify, describe and explain the range, mode, median and mean in a set of data • create and manipulate an electronic database for their own purposes • determine the theoretical probability of an event and explain why it might differ from experimental probability.

Learning continuum for measurement

Phase 1	Phase2	Phase 3	Phase 4
Conceptual understandings Measurement involves comparing objects and events. Objects have attributes that can be measured using non-standard units. Events can be ordered and sequenced.	Conceptual understandings Standard units allow us to have a common language to identify, compare, order and sequence objects and events. We use tools to measure the attributes of objects and events. Estimation allows us to measure with different levels of accuracy.	Conceptual understandings Objects and events have attributes that can be measured using appropriate tools. Relationships exist between standard units that measure the same attributes.	Conceptual understandings Accuracy of measurements depends on the situation and the precision of the tool. Conversion of units and measurements allows us to make sense of the world we live in. A range of procedures exists to measure different attributes of objects and events.
Learning outcomes When constructing meaning learners: • understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder • understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, story time, today, tomorrow.	Learning outcomes When constructing meaning learners: • understand the use of standard units to measure, for example, length, mass, money, time, temperature • understand that tools can be used to measure • understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year • understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds.	Learning outcomes When constructing meaning learners: • understand the use of standard units to measure perimeter, area and volume • understand that measures can fall between numbers on a measurement scale, for example, 3½ kg, between 4 cm and 5 cm • understand relationships between units, for example, metres, centimetres and millimetres • understand an angle as a measure of rotation.	Learning outcomes When constructing meaning learners: • understand procedures for finding area, perimeter and volume • understand the relationships between area and perimeter, between area and volume, and between volume and capacity • understand unit conversions within measurement systems (metric or customary).
When transferring meaning into symbols learners: • identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder compare the length, mass and capacity of objects using nonstandard units • identify, describe and sequence events in their daily routine, for example, before, after, bedtime, story time, today, tomorrow.	When transferring meaning into symbols learners: • estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature • read and write the time to the hour, half hour and quarter hour • estimate and compare lengths of time: second, minute, hour, day, week and month.	When transferring meaning into symbols learners: • estimate and measure using standard units of measurement: perimeter, area and volume • describe measures that fall between numbers on a scale • read and write digital and analogue time on 12-hour and 24-hour clocks.	When transferring meaning into symbols learners: • develop and describe formulas for finding perimeter, area and volume • use decimal and fraction notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles • read and interpret scales on a range of measuring instruments • measure and construct angles in degrees using a protractor • carry out simple unit conversions within a system of measurement (metric or customary).
When applying with understanding learners: • describe observations about events and objects in real-life situations • use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity.	When applying with understanding learners: • use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature • use measures of time to assist with problem solving in real-life situations.	When applying with understanding learners: • use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume • select appropriate tools and units of measurement • use timelines in units of inquiry and other real-life situations.	When applying with understanding learners: • select and use appropriate units of measurement and tools to solve problems in real-life situations • determine and justify the level of accuracy required to solve real-life problems involving measurement • use decimal and fractional notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles • use timetables and schedules (12-hour and 24-hour clocks) in real-life situations • determine times worldwide.

Learning continuum for shape and space

Phase 1	Phase2	Phase 3	Phase 4
Conceptual understandings Shapes can be described and organized according to their properties. Objects in our immediate environment have a position in space that can be described according to a point of reference.	**Conceptual understandings** Shapes are classified and named according to their properties. Some shapes are made up of parts that repeat in some way. Specific vocabulary can be used to describe an object's position in space.	**Conceptual understandings** Changing the position of a shape does not alter its properties. Shapes can be transformed in different ways. Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.	**Conceptual understandings** Manipulation of shape and space takes place for a particular purpose. Consolidating what we know of geometric concepts allows us to make sense of and interact with our world. Geometric tools and methods can be used to solve problems relating to shape and space.
Learning outcomes When **constructing meaning** learners: •understand that 2D and 3D shapes have characteristics that can be described and compared • understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.	**Learning outcomes** When **constructing meaning** learners: • understand that there are relationships among and between 2D and 3D shapes • understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes • understand that examples of symmetry and transformations can be found in their immediate environment • understand that geometric shapes are useful for representing real-world situations • understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment.	**Learning outcomes** When **constructing meaning** learners: • understand the common language used to describe shapes • understand the properties of regular and irregular polygons • understand congruent or similar shapes • understand that lines and axes of reflective and rotational symmetry assist with the construction of shapes • understand an angle as a measure of rotation • understand that directions for location can be represented by coordinates on a grid • understand that visualization of shape and space is a strategy for solving problems.	**Learning outcomes** When **constructing meaning** learners: • understand the common language used to describe shapes • understand the properties of regular and irregular polyhedra • understand the properties of circles • understand how scale (ratios) is used to enlarge and reduce shapes • understand systems for describing position and direction • understand that 2D representations of 3D objects can be used to visualize and solve problems • understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life.
When **transferring meaning into symbols** learners: • sort, describe and compare 3D shapes • describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.	When **transferring meaning into symbols** learners: • sort, describe and label 2D and 3D shapes • analyse and describe the relationships between 2D and 3D shapes • create and describe symmetrical and tessellating patterns • identify lines of reflective symmetry • represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling • interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment.	When **transferring meaning into symbols** learners: • sort, describe and model regular and irregular polygons • describe and model congruency and similarity in 2D shapes • analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass • locate features on a grid using coordinates • describe and/or represent mental images of objects, patterns, and paths.	When **transferring meaning into symbols** learners: • analyse, describe, classify and visualize 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary • describe lines and angles using geometric vocabulary • identify and use scale (ratios) to enlarge and reduce shapes • identify and use the language and notation of bearing to describe direction and position • create and model how a 2D net converts into a 3D shape and vice versa • explore the use of geometric ideas and relationships to solve problems in other areas of mathematics.
When **applying with understanding** learners: • explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down).	When **applying with understanding** learners: • analyse and use what they know about 3D shapes to describe and work with 2D shapes • recognize and explain simple symmetrical designs in the environment	When **applying with understanding** learners: • analyse and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary	When **applying with understanding** learners: • use geometric vocabulary when describing shape and space in mathematical situations and beyond • use scale (ratios) to enlarge and reduce shapes

	• apply knowledge of symmetry to problem-solving situations • interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment.	• identify, describe and model congruency and similarity in 2D shapes • recognize and explain symmetrical patterns, including tessellation, in the environment • apply knowledge of transformations to problem-solving situations.	• apply the language and notation of bearing to describe direction and position • use 2D representations of 3D objects to visualize and solve problems, for example using drawings or models.

Learning continuum for number

Phase 1	Phase2	Phase 3	Phase 4
Conceptual understandings Numbers are a naming system. Numbers can be used in many ways for different purposes in the real world. Numbers are connected to each other through a variety of relationships. Making connections between our experiences with number can help us to develop number sense.	**Conceptual understandings** The base 10 place value system is used to represent numbers and number relationships. Fractions are ways of representing whole part relationships. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Number operations can be modelled in a variety of ways. There are many mental methods that can be applied for exact and approximate computations.	**Conceptual understandings** The base 10 place value system can be extended to represent magnitude. Fractions and decimals are ways of representing whole-part relationships. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation.	**Conceptual understandings** The base 10 place value system extends infinitely in two directions. Fractions, decimal fractions and percentages are ways of representing whole-part relationships. For fractional and decimal computation, the ideas developed for whole-number computation can apply. Ratios are a comparison of two numbers or quantities.
Learning outcomes When **constructing meaning** learners: • understand one-to-one correspondence • understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set • understand that numbers can be constructed in multiple ways, for example, by combining and partitioning • understand conservation of number • understand the relative magnitude of whole numbers • recognize groups of zero to five objects without counting (subitizing) understand whole- part relationships • use the language of mathematics to compare quantities, for example, more, less, first, second.	**Learning outcomes** When **constructing meaning** learners: • model numbers to hundreds or beyond using the base 10 place value system • estimate quantities to 100 or beyond • model simple fraction relationships • use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference • model addition and subtraction of whole numbers • develop strategies for memorizing addition and subtraction number facts • estimate sums and differences • understand situations that involve multiplication and division • model addition and subtraction of fractions with the same denominator.	**Learning outcomes** When **constructing meaning** learners: • model numbers to thousands or beyond using the base 10 place value system • model equivalent fractions • use the language of fractions, for example, numerator, denominator • model decimal fractions to hundredths or beyond • model multiplication and division of whole numbers • use the language of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite number • model addition and subtraction of fractions with related denominators • model addition and subtraction of decimals.	**Learning outcomes** When **constructing meaning** learners: • model numbers to millions or beyond using the base 10 place value system • model ratios • model integers in appropriate contexts • model exponents and square roots • model improper fractions and mixed numbers • simplify fractions using manipulatives • model decimal fractions to thousandths or beyond • model percentages • understand the relationship between fractions, decimals and percentages •model addition, subtraction, multiplication and division of fractions • model addition, subtraction, multiplication and division of decimals.
When **transferring meaning into symbols** learners: • connect number names and numerals to the quantities they represent.	When **transferring meaning into symbols** learners: • read and write whole numbers up to hundreds or beyond • read, write, compare and order cardinal and ordinal numbers • describe mental and written strategies for adding and subtracting two-digit numbers.	When **transferring meaning into symbols** learners: • read, write, compare and order whole numbers up to thousands or beyond • develop strategies for memorizing addition, subtraction, multiplication and division number facts • read, write, compare and order fractions • read and write equivalent fractions • read, write, compare and order fractions to hundredths or beyond • describe mental and written strategies for multiplication and division.	When **transferring meaning into symbols** learners: • read, write, compare and order whole numbers up to millions or beyond • read and write ratios • read and write integers in appropriate contexts • read and write exponents and square roots • convert improper fractions to mixed numbers and vice versa • simplify fractions in mental and written form • read, write, compare and order decimal fractions to thousandths or beyond • read, write, compare and order percentages

			• convert between fractions, decimals and percentages.
When **applying with understanding** learners: • count to determine the number of objects in a set • use number words and numerals to represent quantities in real-life situations • use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second • subitize in real-life situations • use simple fraction names in real-life situations.	When **applying with understanding** learners: • use whole numbers up to hundreds or beyond in real-life situations • use cardinal and ordinal numbers in real-life situations •use fast recall of addition and subtraction number facts in real-life situations • use fractions in real-life situations • use mental and written strategies for addition and subtraction of two digit numbers or beyond in real-life situations • select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator • use strategies to evaluate the reasonableness of answers.	When **applying with understanding** learners: • use whole numbers up to thousands or beyond in real-life situations • use fast recall of multiplication and division number facts in real-life situations • use decimal fractions in real-life situations • use mental and written strategies for multiplication and division in real-life situations • select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator • use strategies to evaluate the reasonableness of answers • add and subtract fractions with related denominators in real-life situations • add and subtract decimals in real-life situations, including money • estimate sum, difference, product and quotient in real-life situations, including fractions and decimals.	When **applying with understanding** learners: • use whole numbers up to millions or beyond in real-life situations • use ratios in real-life situations • use integers in real-life situations •convert improper fractions to mixed numbers and vice versa in real-life situations • simplify fractions in computation answers • use fractions, decimals and percentages interchangeably in real life situations • select and use an appropriate sequence of operations to solve word problems • select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator • use strategies to evaluate the reasonableness of answers • use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations • estimate and make approximations in real-life situations involving fractions, decimals and percentages.

Learning continuum for pattern and function

Phase 1	Phase2	Phase 3	Phase 4
Conceptual understandings Patterns and sequences occur in everyday situations. Patterns repeat and grow.	**Conceptual understandings** Whole numbers exhibit patterns and relationships that can be observed and described. Patterns can be represented using numbers and other symbols.	**Conceptual understandings** Functions are relationships or rules that uniquely associate members of one set with members of another set. By analysing patterns and identifying rules for patterns it is possible to make predictions.	**Conceptual understandings** Patterns can often be generalized using algebraic expressions, equations or functions. Exponential notation is a powerful way to express repeated products of the same number.
Learning outcomes When **constructing meaning** learners: understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature.	**Learning outcomes** When **constructing meaning** learners: • understand that patterns can be found in numbers, for example, odd and even numbers, skip counting • understand the inverse relationship between addition and subtraction • understand the associative and commutative properties of addition.	**Learning outcomes** When **constructing meaning** learners: • understand that patterns can be analysed and rules identified • understand that multiplication is repeated addition and that division is repeated subtraction • understand the inverse relationship between multiplication and division • understand the associative and commutative properties of multiplication.	**Learning outcomes** When **constructing meaning** learners: • understand that patterns can be generalized by a rule • understand exponents as repeated multiplication • understand the inverse relationship between exponents and roots • understand that patterns can be represented, analysed and generalized using tables, graphs, words, and, when possible, symbolic rules.
When **transferring meaning into symbols** learners: • describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers.	When **transferring meaning into symbols** learners: • represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers • describe number patterns, for example, odd and even numbers, skip counting.	When **transferring meaning into symbols** learners: • describe the rule for a pattern in a variety of ways • represent rules for patterns using words, symbols and tables • identify a sequence of operations relating one set of numbers to another set.	When **transferring meaning into symbols** learners: • represent the rule of a pattern by using a function • analyse pattern and function using words, tables and graphs, and, when possible, symbolic rules.
When **applying with understanding** learners: • extend and create patterns.	When **applying with understanding** learners: • extend and create patterns in numbers, for example, odd and even numbers, skip counting • use number patterns to represent and understand real-life situations • use the properties and relationships of addition and subtraction to solve problems.	When **applying with understanding** learners: • select appropriate methods for representing patterns, for example using words, symbols and tables • use number patterns to make predictions and solve problems • use the properties and relationships of the four operations to solve problems.	When **applying with understanding** learners: • select appropriate methods to analyse patterns and identify rules • use functions to solve problems.

Language

Learning continuum for oral language—listening and speaking

Phase 1	Phase2	Phase 3	Phase 4	Phase 5
Conceptual understandings Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.	**Conceptual understandings** The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.	**Conceptual understandings** Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.	**Conceptual understandings** Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.	**Conceptual understandings** Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.
Learning outcomes Learners: • use gestures, actions, body language and/or words to communicate needs and to express ideas • listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words • name classmates, teachers and familiar classroom and playground objects • interact effectively with peers and adults in familiar social settings • tell their own stories using words, gestures, and objects/ artefacts • repeat/echo single words • use single words and two word phrases in context • join in with poems, rhymes, songs and repeated phrases in shared books • understand simple questions and respond with actions or words • follow classroom directions and routines, using context cues	**Learning outcomes** Learners: • listen and respond in small or large groups for increasing periods of time • listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form • memorize and join in with poems, rhymes and songs • follow classroom instructions, showing understanding • describe personal experiences • obtain simple information from accessible spoken texts • distinguish beginning, medial and end sounds of words with increasing accuracy • follow two-step directions • predict likely outcomes when listening to texts read aloud • use language to address their needs, express feelings and opinions • ask questions to gain information and respond to inquiries	**Learning outcomes** Learners: • listen attentively and speak appropriately in small and large group interactions • listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail • pick out main events and relevant points in oral texts • follow multistep directions • retell familiar stories in sequence • anticipate and predict when listening to text read aloud • use language for a variety of personal purposes, for example, invitations • express thoughts, ideas and opinions and discuss them, respecting contributions from others • participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems	**Learning outcomes** Learners: • listen appreciatively and responsively, presenting their own point of view and respecting the views of others • listen for a specific purpose in a variety of situations • identify and expand on main ideas in familiar oral texts • listen reflectively to stories read aloud in order to identify story structures and Ideas • understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations • argue persuasively and defend a point of view • explain and discuss their own writing with peers and adults • begin to paraphrase and summarize • organize thoughts and feelings before speaking • use a range of specific vocabulary in	**Learning outcomes** Learners: • participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations • generate, develop and modify ideas and opinions through discussion • listen and respond appropriately to instructions, questions and explanations • infer meanings, draw conclusions and make judgments about oral presentations • use an increasing vocabulary and more complex sentence structures with a high level of specificity • argue persuasively and justify a point of view • show open-minded attitudes when listening to other points of view • paraphrase and summarize when communicating orally • understand and use figurative language such as simile, personification and metaphor

• realize that people speak different languages • use the mother tongue (with translation, if necessary) to express needs and explain ideas • realize that word order can change from one language to another • use own grammar style as part of the process of developing grammatical awareness.	directed to themselves or to the class • use oral language to communicate during classroom activities, conversations and imaginative play • talk about the stories, writing, pictures and models they have created • begin to communicate in more than one language • use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).	• use language to explain, inquire and compare • recognize patterns in language(s) of instruction and use increasingly accurate grammar • begin to understand that language use is influenced by its purpose and the audience • understand and use specific vocabulary to suit different purposes • hear and appreciate differences between languages.	different situations, indicating an awareness that language is influenced by purpose, audience and context • realize that grammatical structures can be irregular and begin to use them appropriately and consistently • use oral language appropriately, confidently and with increasing accuracy • verbalize their thinking and explain their reasoning • recognize that different forms of grammar are used in different contexts • appreciate that language is not always used literally; understand and use the figurative language of their own culture.	• use oral language to formulate and communicate possibilities and theories • use standard grammatical structures competently in appropriate situations • use register, tone, voice level and intonation to enhance meaning • appreciate that people speak and respond according to personal and cultural perspectives • use speech responsibly to inform, entertain and influence others • reflect on communication to monitor and assess their own learning.

Learning continuum for visual language—viewing and presenting

Phase 1	Phase2	Phase 3	Phase 4	Phase 5
Conceptual understandings Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.	**Conceptual understandings** People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.	**Conceptual understandings** Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.	**Conceptual understandings** Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.	**Conceptual understandings** The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.
Learning outcomes Learners: • attend to visual information showing understanding through play, gestures, facial expression • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • observe visual cues that indicate context; show understanding by matching pictures with context • recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences • make personal connections to visual texts, for example, a picture book about children making friends in a new	**Learning outcomes** Learners: • attend to visual information showing understanding through discussion, role play, illustrations • talk about their own feelings in response to visual messages; show empathy for the way others might feel • relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm." • locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products • show their understanding that visual messages influence our behaviour • connect visual information with their own experiences to construct their own meaning, for example, when taking a trip • use body language in mime and role play	**Learning outcomes** Learners: • view visual information and show understanding by asking relevant questions and discussing possible meaning • discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently • realize that visual information reflects and contributes to the understanding of context • recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography • observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • discuss personal experiences that connect with visual images • use actions and body language to reinforce and add meaning to oral presentations • select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles • realize that text and	**Learning outcomes** Learners: • view, respond to and describe visual information, communicating understanding in oral, written and visual form • describe personal reactions to visual messages; reflect on why others may perceive the images differently • understand and explain how visual effects can be used to reflect a particular context • recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards • interpret visual cues in order to analyse and make inferences about the intention of the message • explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response • identify aspects of body language in a dramatic	**Learning outcomes** Learners: • view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media • identify factors that influence personal reactions to visual texts; •design visual texts with the intention of influencing the way people think and feel • analyse and interpret the ways in which visual effects are used to establish context • identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects • realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols • realize that individuals interpret visual information according to their personal experiences and different perspectives

situation • use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions • select and incorporate colours, shapes, symbols and images into visual presentations • show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages • locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television • listen to terminology associated with visual texts and understand terms such as colour, shape, size.	to communicate ideas and feelings visually • realize that shapes, symbols and colours have meaning and include them in presentations • use a variety of implements to practise and develop handwriting and presentation skills • observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed • recognize ICT iconography and follow prompts to access programs or activate devices • through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame • view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story • become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story • observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.	illustrations in reference materials work together to convey information, and can explain how this enhances understanding • with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact • view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama • realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance • observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.	presentation and explain how they are used to convey the mood and personal traits of characters • design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved • discuss a newspaper report and tell how the words and pictures work together to convey a particular message • prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications • discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition • experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects • observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects • realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience.	• show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning • apply knowledge of presentation techniques in original and innovative ways; • explain their own ideas for achieving desired effects • examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit • navigate the internet in response to verbal and visual prompts with confidence and familiarity; •use ICT to prepare their own presentations • use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion • analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism • identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages • reflect on ways in which understanding the intention of a visual message can influence personal responses.

– Learning continuum for written language—reading

Phase 1	Phase2	Phase 3	Phase 4	Phase 5
Conceptual understandings Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books.	**Conceptual understandings** The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.	**Conceptual understandings** Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.	**Conceptual understandings** Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.	**Conceptual understandings** Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.
Learning outcomes Learners: • enjoy listening to stories • choose and "read" picture books for pleasure • locate and respond to aspects of interest in self selected texts (pointing, examining pictures closely, commenting) • show curiosity and ask questions about pictures or text • listen attentively and respond to stories read aloud • participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity • make connections to their own experience when listening to or "reading" texts • begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words • recognize their own first name • express opinions about the meaning of a story	**Learning outcomes** Learners: • select and reread favourite texts for enjoyment • understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts • participate in shared reading, posing and responding to questions and joining in the refrains • participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group • listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes • read and understand the meaning of self-selected and teacher-selected texts at an appropriate level • use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies	**Learning outcomes** Learners: • develop personal preferences, selecting books for pleasure and information • read texts at an appropriate level, independently, confidently and with good understanding • recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles • identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements • make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance • recognize and use the different parts of a book, for example, title page, contents, index • understand sound–symbol relationships and apply	**Learning outcomes** Learners: • read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals • distinguish between fiction and non-fiction and select books appropriate to specific purposes • understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters • recognize the author's purpose, for example, to inform, entertain, persuade, instruct • understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome • appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories • use reference books, dictionaries, and	**Learning outcomes** Learners: • read a wide range of texts confidently, independently and with understanding • work in cooperative groups to locate and select texts appropriate to purpose and audience • participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author • identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres • appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing • appreciate authors' use of language and interpret meaning beyond the literal • understand that authors use words and literary devices to evoke mental images

• show empathy for characters in a story • distinguish between pictures and written text, for example, can point to a picture when asked • indicate printed text where the teacher should start reading • handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end • realize that the organization of on-screen text is different from how text is organized in a book • join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.	used and strategies to be developed) • read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography • make connections between personal experience and storybook characters • understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community • instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols • have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation • participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.	reliable phonetic strategies when decoding print • use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another • discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways • discuss their own experiences and relate them to fiction and nonfiction texts • participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view • wonder about texts and ask questions to try to understand what the author is saying to the reader.	computer and web-based applications with increasing independence and responsibility • know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail • as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials • identify relevant, reliable and useful information and decide on appropriate ways to use it • access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis • know when and how to use the internet and multimedia resources for research • understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's computer use agreement.	• recognize and understand figurative language, for example, similes, metaphors, idioms • make inferences and be able to justify them • identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness • compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact • distinguish between fact and opinion, and reach their own conclusions about what represents valid information • use a range of strategies to solve comprehension problems and deepen their understanding of a text • consistently and confidently use a range of resources to find information and support their inquiries • participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding • use the internet responsibly and knowledgeably, appreciating its uses and limitations • locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community.

Learning continuum for written language—writing

Phase 1	Phase2	Phase 3	Phase 4	Phase 5
Conceptual understandings Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.	**Conceptual understandings** People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.	**Conceptual understandings** We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.	**Conceptual understandings** Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.	**Conceptual understandings** Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.
Learning outcomes Learners: • experiment with writing using different writing implements and media • choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party • differentiate between illustrations and written text • use their own experience as a stimulus when drawing and "writing" • show curiosity and ask questions about written language • participate in shared writing, observing the teacher's writing and making suggestions • listen and respond to shared books (enlarged texts), observing conventions	**Learning outcomes** Learners: • enjoy writing and value their own efforts • write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like …", "I can …" , "I went to …", "I am going to …" • read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged • participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions • write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story • create illustrations to match their own written text	**Learning outcomes** Learners: • engage confidently with the process of writing • write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading • use graphic organizers to plan writing, for example, Mind Maps®, storyboards • organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end • use appropriate writing conventions, for example, word order, as required by the language(s) of instruction • use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high frequency words, high interest words	**Learning outcomes** Learners: • write independently and with confidence, demonstrating a personal voice as a writer • write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing • show awareness of different audiences and adapt writing appropriately • select vocabulary and supporting details to achieve desired effects • organize ideas in a logical sequence • reread, edit and revise to improve their own writing, for example, content, language, organization • respond to the writing of others sensitively • use appropriate punctuation to support meaning • use knowledge of written code patterns to accurately spell high-frequency and familiar words	**Learning outcomes** Learners: • write independently and with confidence, showing the development of their own voice and style • write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive • adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader • use appropriate paragraphing to organize ideas • use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood • use planning, drafting, editing and reviewing processes independently and with increasing competence • critique the writing of peers sensitively; offer constructive suggestions • vary sentence structure and length • demonstrate an increasing understanding of how grammar works

of print, according to the language(s) of instruction • begin to discriminate between letters/ characters, numbers and symbols • show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded • write their own name independently.	• demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality • connect written codes with the sounds of spoken language and reflect this understanding when recording ideas • form letters/ characters conventionally and legibly, with an understanding as to why this is important within a language community • discriminate between types of code, for example, letters, numbers, symbols, words/ characters • write an increasing number of frequently used words or ideas independently • illustrate their own writing and contribute to a class book or collection of published writing.	• use increasingly accurate grammatical constructs • write legibly, and in a consistent style • proofread their own writing and make some corrections and improvements • use feedback from teachers and other students to improve their writing • use a dictionary, a thesaurus and word banks to extend their use of language • keep a log of ideas to write about • over time, create examples of different types of writing and store them in their own writing folder • participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement • with teacher guidance, publish written work, in handwritten form or in digital format.	• use a range of strategies to record words/ideas of increasing complexity • realize that writers ask questions of themselves and identify ways to improve their writing, for example, “Is this what I meant to say?”, “Is it interesting/relevant?” • check punctuation, variety of sentence starters, spelling, presentation • use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing • work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors • work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.	• use standard spelling for most words and use appropriate resources to check spelling • use a dictionary, thesaurus, spell checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing • choose to publish written work in handwritten form or in digital format independently • use written language as a means of reflecting on their own learning • recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration • identify and describe elements of a story—setting, plot, character, theme • locate, organize, synthesize and present written information obtained from a variety of valid sources • use a range of tools and techniques to produce written work that is attractively and effectively presented.

French

Early Years Unit French Immersion

Introduction

In the EYU, French is taught as an immersion course, with one quarter of the timetable a week (10 lessons) being taught by a specialist. Language is fundamental and permeates the entire PYP.

In the EYU, children learn to listen to, to imitate, to speak and to play in French. They learn to use their prior knowledge and their individual language learning styles to learn a new language or to consolidate a language they already speak.. Learning activities based on the knowledge and interests of the children support the acquisition of the new language. These activities relate readily to the child's day-to-day experiences and are not presented in isolation. Learning activities are presented in a positive, safe, stimulating and secure environment for children. The French vocabulary and sentence structures are presented, developed, and integrated through play, songs, rhymes, and reading.

By learning language about and through language, we nurture an appreciation of the richness of language and a love of literature. Languages are a key-factor in the development of international understanding. It is a major connection with the wider community; communication is helpful to appreciate the culture of the host country.

Objectives

- To promote language learning
- To develop basic numeracy
- To develop basic literacy skills
- To encourage integration with the local community
- To provide a very sound basis of communicative skills for the future years in Primary
- To develop and share curiosity, interest and enjoyment to a foreign language
- To promote intercultural understanding and multilingualism.

Components

- Target language for classroom communication
- PYP inquiry related vocabulary
- Songs and rhymes
- Children' stories
- Numbers, letters and sounds
- Role play in French

FRENCH
Grades One and Two

Introduction
The objectives of the course are to develop interactive skills in listening and responding to the French instructions. Our goal is to foster a positive attitude towards the foreign language and culture, to facilitate the integration of the students to everyday life in France. French is taught 5 lessons a week (5x40 min).
Students are split between *Ab initio, French B* and *French A* groups The grouping is decided according to the following criteria:

- Ab initio:
  - complete beginners with no prior knowledge of French
  - students with some prior knowledge but still in the process of building extended sentences
- French B:
  - students who have good or average listening and speaking skills but little or no understanding of the language written conventions
- French A
  - students will learn how to read and write in this target language
  - students will read appropriate level of books
  - students will learn some basic grammar concepts
  - although French A lessons contribute to the continued development of the mother tongue, time in school is limited, therefore it is important that there should also be continued support at home, especially for reading

Students may be moved from one group up or down depending on their progress and level of engagement. The decision will rest with the French teachers and primary principal and parents will be informed.

Objectives

- To promote and encourage integration with the local community.
- To encourage positive attitudes towards speakers of other languages and an appreciation of other cultures.
- To provide a sound basis of communicative skills necessary for future study, work and leisure.
- To develop curiosity, interest and enjoyment in French.

French Ab Initio and B

Components

- Introducing oneself
- Parts of the body
- Actions, activities and hobbies
- Feelings and opinions
- Food and drinks
- Weather and seasons
- Classroom objects

- Physical descriptions
- Sounds / phonemes in French
- Children' stories
- Songs
- PYP units of inquiry related vocabulary

French A

Components

- Phonemes and graphemes
- Punctuation and capitalisation
- Nouns, adjectives and verbs
- Types of sentences
- Gender and agreements
- Singular and plural
- Independent reading
- PYP units of inquiry related vocabulary and concepts

FRENCH
Grades Three and Four

Introduction

The objectives of the course are to develop interactive skills in listening, reading and speaking. According to abilities, writing will also be part of the curriculum. Our goal is to foster a positive attitude towards the foreign language and culture, to facilitate the integration of the students to the everyday life in France. French is taught 5 lessons a week (5x40 min).

Students are split between *Ab initio, French B* and *French A* groups. The grouping is decided according the following criteria:

- Ab initio:
  - complete beginners with no prior knowledge of French
  - students with some prior knowledge but still in the process of building extended sentences
- French B:
  - students who have good or average listening and speaking skills but little or no understanding of the language written conventions
  - students who have self management skills to work independently
  - students who can interact fairly fluently and spontaneously in the class
- French A
  - students will learn basic grammar concepts, while improving reading skills through extending and targeted reading material
  - writing will also be developed and differentiated according to understanding abilities
  - although French A lessons contribute to the continued development of the mother tongue, time in school is limited, therefore it is important that there should also be continued support at home, especially for reading

Students may be moved from one group up or down depending on their progress and level of engagement. The decision will rest with the French teachers and primary principal and parents will be informed.

Objectives

- To offer insights into the life and civilisation of the community where the language is spoken, and into the local and standards aspects of language.
- To promote and encourage integration with the local community.
- To encourage positive attitudes towards speakers of other languages and an appreciation of other cultures.
- To provide a sound basis of communicative skills necessary for future study, work and leisure.
- To develop an understanding of the nature of language and the process of language learning.
- To develop curiosity, interest and enjoyment in the target language.

French Ab Initio and B

Components

- Introducing oneself (family, friends)
- Expressing greetings and opinions
- Numbers
- Age and nationality
- Alphabet
- Classroom objects
- Places of living
- Animals
- Seasons, weather and time
- Clothes and colours
- Family
- Food
- Tales and stories
- PYP units of inquiry related vocabulary

French A

Components

- Grammar work
- Dictations of words, sentences and conjugations
- Reading
- Memorising poems
- Creative writing
- Vocabulary work
- PYP units of inquiry related vocabulary

FRENCH

Grade Five

Introduction

The objectives of the course are to develop interactive skills in listening, reading and speaking. According to abilities, writing will also be part of the curriculum. Our goal is to foster a positive attitude towards the foreign language and culture, to facilitate the integration of the students to the everyday life in France. French is taught 5 lessons a week (5x40 min).

Students are split between *Ab initio, French B* and *French A* groups. The grouping is decided according the following criteria:

- Ab initio:
  - complete beginners with no prior knowledge of French
  - students with some prior knowledge but still in the process of building extended sentences
- French B:
  - students who have good or average listening and speaking skills but little or no understanding of the language written conventions
  - students who have self management skills to work independently
  - students who can interact fairly fluently and spontaneously in the class
- French A
  - students will continue to develop grammar and extending vocabulary understanding
  - students will apply grammar and extending vocabulary to writing pieces
  - students will be encourage to read extensively appropriate level reading material
  - students will begin to read critically literary and non literary texts
  - although French A lessons contribute to the continued development of the mother tongue, time in school is limited, therefore it is important that there should also be continued support at home, especially for reading

Objectives

- use the language effectively as a means of practical communication
- offer insights into the life and civilisation of the community where the language is spoken, and into the local and standards aspects of language
- promote and encourage integration with the local community
- encourage positive attitudes towards speakers of other languages and an appreciation of other cultures
- provide a sound basis of communicative skills necessary for future study, work and leisure
- develop an understanding of the nature of language and the process of language learning
- complement other areas of study by providing access to varied sources of information
- begin to develop a common understanding of the cultural patterns that affect the thinking, feeling and acting of the societies in which the language is spoken
- encourage students to ask questions, develop their critical thinking and link the study of French with other subjects and the current world
- develop curiosity, interest and enjoyment in the target language

Students may be moved from one group up or down depending on their progress and level of engagement. The decision will rest with the French teachers and primary principal and parents will be informed.

French Ab Initio and B

Components

- Introducing oneself, spelling names and words;
- Numbers : Telling dates and the time, understanding prices;
- Introducing my family and pets describing people using adjectives;
- My hobbies and leisure activities (cinema, TV, sports...);
- My daily routine, what I do in school;
- Food and drink (including traditional food);
- Clothes, materials and colours ;
- My town, my house, what I do to help at home;
- Talking about travelling, French speaking countries, the weather
- Talking about holidays
- Unit of Inquiry topics covered in Grade 5

Grammar:

- Key verbs (être, avoir, faire, aller)
- Adjectival agreements ;
- Work on phonemes and spelling
- Conjugating verbs in the present tense and the near future.

French A

Components

Oral Communication Skills

- Debates to express opinions, to be able to respond to counter opinions
- Short oral presentations adapted to a selected audience
- Reading selected texts out loud while being able to express emotions and contextual information

Written skills

- Write a creative extract telling a story or explaining facts while respecting instructions for spelling and structure

Independent reading

- Distinguish fiction from other types of texts
- Identify the genre of a text.
- Identify the type of discursive writing used as well as its role (narration, description, explanation, and argumentation)

Preparation to Literary Studies

- Poetry
- Creative writing
- Literature

Grammatical tools

- Studies of the basic structures (sujet, compléments du verbe et de la phrase, qualification et
- Détermination du nom)
- Conjugation of the verbs (all three groups), indicative mode
- Linking words and logical connectors

- Choice of grammatical tools ensuring the text is tailored to the purpose and audience

Vocabulary content
- Differentiate common terms, concrete and abstract terms
- Introduction to the recognition of roots, prefixes and suffixes

Spelling
- Rules and exceptions. Use of reference material and dictionaries

English as a Second or Other Language (ESOL)

Objectives:

Beginners:
- develop basic speaking and listening skills required for school life
- recognize letters (visually and aurally) and reproduce sounds
- recognize words by looking at pictures, repeating words
- develop a receptive and active vocabulary
- speak in short, simple phrases
- ask and respond to simple questions on simple everyday topics
- form letters conventionally and legibly
- complete simple reading and writing tasks (if appropriate)

Pre-intermediate:
- develop relevant vocabulary needed to communicate needs and ideas with simple phrases and sentences
- initiate short conversations and ask simple questions
- express feelings and opinions on familiar topics with some confidence and in an increased range of contexts
- begin to show understanding of English grammar and use of punctuation
- spell common and frequently used words correctly
- participate in a variety of communication tasks for example:
    - Match vocabulary words to definitions
    - Participate actively in reading activities
    - Understand and follow teacher instructions
    - Compose brief stories based on personal experience.

Intermediate:
- begin to use more complex sentences when speaking and writing
- spell an increasing bank of words with accuracy
- be willing to express opinions and share their thoughts
- communicate consistently using target language in class
- ask questions to clarify learning in class
- demonstrate more understanding of English grammar, sentence structure and use of punctuation
- synthesize what has been learned and make inferences from that learning
- understand more complex concepts (synonyms, antonyms, homophones...)

Science and Technology

Early Years Unit Objectives

In the EYU, the children will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognise basic cause and effect relationships. The children will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. The children will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

The students will be able to:

- Identify and describe our five senses
- Understand how our five senses function
- Understand how our five senses help us learn about the world around us
- Compare activities that occur during the seasons
- Observe the features of the local environment that are affected by daily and seasonal cycles
- Make connections between the weather and how to protect himself/herself
- Identify the parts of plants that are used by other living things
- Be aware of the role of plants in sustaining life
- Observe and describe the characteristics of plants
- Show responsibility when caring for plants
- Observe the needs of plants
- Take responsibility for plants in their environment

Grades One and Two Objectives

In Grades One and Two the children will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. The children will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. The children will communicate their ideas or provide explanations using their own scientific experience.

The students will be able to:

- identify sources of light
- investigate and identify the properties of light
- examine how people use light in their everyday lives
- reflect on the impact of light on living things
- apply his or her understanding about the properties of light.
- recognize that living things, including humans, need certain resources for energy and growth
- understand that energy moves through the food chain
- describe the natural features of local and other environments analyse ways in which humans use the natural environment
- investigate the responses of plants or animals to changes in their habitats
- identify how human activities impact water bodies (rivers, oceans, lakes, etc.)
- reflect on and self-assess his or her personal use of natural resources and responsibility to care for rivers and oceans.

Grades Three and Four Objectives

In Grades Three and Four the children will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. The children will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, and the environment. The children will communicate their ideas or provide explanations using their own scientific experience.

The students will be able to:

• recognize the ways in which plants and animals have adapted over time
• make links between different features of the environment and the specific needs of living things
• assess the impact that changes in environmental conditions can have on living things
•describe how water sustains life
•identify the long term and short term changes on Earth
•describe how natural phenomena shape the planet
•identify the evidence that the Earth has changed
•explore scientific and technological developments that help people understand and respond to the changing Earth
• reflect on the explanations from a range of sources as to why the Earth changes
• identify the long and short term changes on earth. For example; plate tectonics, floods
• describe how natural phenomena shape the planet
• critique the impact of a structure on the natural environment
• explain people's responsibility regarding the use of materials from the environment

Grade Five Objectives

In Grade Five students will develop their observational skills and use tools to record and analyze information in various ways. They will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy.

Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time and will recognize that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of scientific concepts, and how they are advertised and distributed based on psychology and demographics. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated.

Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

The students will be able to:

- explore health and safety issues facing students
- explain the need to act responsibly with regards to his or her health and the health of others
- explain the impact of diet in providing the body with sources of potential energy
- examine interactions between living and non-living things parts of the environment
- explain how human activities can have positive or adverse effects on the local environment
- recognize that humans go through predictable life cycles
- identify the reproductive organs in humans and understand how they are used for reproduction
- understand that materials can be organised by states (solid, liquid, gas)
- understand that materials can change their state some changes can be reversed while others cannot
- understand that materials have different properties which allow them to be used for different purposes
- assess the benefits and challenges of changing materials to suit people's needs and wants
- suggest areas for future technological advances
- identify and describe different forms of energy
- demonstrate how energy can be stored and transformed from one form to another
- recognize and report on the environmental impact of some manufacturing and agricultural processes
- examine the impact of particular technologies on sustainability
- observe carefully in order to gather data
- use a variety of instruments and tools to measure data accurately
- use scientific vocabulary to explain their observations and experiences
- identify or generate a question or problem to be explored
- plan and carry out systematic investigations, manipulating variables as necessary
- make and test predictions

- interpret and evaluate data gathered in order to draw conclusions
- consider scientific models and applications of these models (including their limitations)

Social Studies

Early Years Unit Objectives

In the EYU, children will explore their understanding of personal histories. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognise important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

The children will be able to:

- Formulate and ask questions about the past e.g. celebrations
- Use and analyse evidence about celebrations
- Describe and compare various communities that the children belong to
- Create or share his or her story about being a community member
- Use primary sources (such as parents and grandparents) to identify reasons for documenting personal history
- Explain why a particular celebration is important in his or her life
- Suggest reasons for various celebrations
- Identify and compare traditions and celebrations observed by others in the class
- Use a variety of sources to gain information about different celebrations

Grades One and Two Objectives

In Grades One and Two, children will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

The students will be able to:

- recognise the commendable characteristics of both fictional and real life heroes
- understand that the characteristics of fictional characters can influence us to be become real life heroes
- explore the similar traits between fictional heroes and real life heroes
- describe how heroes influence people in the community through their beliefs and values
- research heroes throughout history
- identify how inventions impact people's lives
- research creators of life changing inventions
- develop an understanding of how circumstances lead to the creation of important inventions
- compare and contrast past inventions to present
- formulate and ask questions
- identify and describe the functions of various public places in the community
- compare and contrast the functions of public and private places
- describe and compare the various communities to which he or she belongs
- explain how communities have natural and constructed features
- recognize the components of a local community
- realize the impact on a community when systems are interrupted
- identify the contributions of different members of a community

Grades Three and Four Objectives

In Grades Three and Four children will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their

environment. They will become increasingly aware of how advances in technology affect individuals and the environment.

The children will be able to:

• explain how people's perceptions and representations of place have changed over time.
• compare the design of structures in various locations in relation to the natural environment
• identify geographical and environmental factors that influence the design of structures in various locations
• work in a group to establish a shared vision and purpose for the class
• explore how families influence the individual
• describe how artifacts, heirlooms and rituals are evidence of cultural identity
• distinguish between personal beliefs and belief systems
• identify the source of beliefs
• reflect upon how beliefs affect the individual and society
• represent people, events and places chronologically
• demonstrate how non-verbal communication allows people to transcend language barriers
• identify the evidence that the Earth has changed
• use a variety of primary and secondary resources to investigate the ways that humans respond to the
• explore scientific and technological developments that help people understand and respond to the changing Earth
• recognise the elements of major political systems. For example; monarchy, democracy, dictatorship
• identify and describe means by which citizens can monitor and influence actions of their governments and vice versa
• explore a range of political systems(for example; local, regional, national, international) and the impact they have on individuals, groups and society.

Grade Five Objectives

In Grade Five, students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the factors that produce change in communities over time.

Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will recognize the interdependence of systems and their function within local and national communities. They will increase their awareness of how people influence and are influenced by their environments.

Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

The children will be able to:

- identify the reasons why people migrate
- analyse ways that people adapt when they move from one place to another
- identify the long-term and short-term effects and impacts of migration
- assess settlement patterns and population distribution in selected regions, areas or countries
- compare and contrast two or more different human migrations
- analyse how individuals' and communities needs and wants are met
- develop criteria for ethical practices regarding products and services.
- explain how supply and demand are affected by population and the availability of resources
- explore issues relating to children's rights, roles and responsibilities
- suggest ways in which an individual can overcome adversity
- identify and describe the components of culture
- examine how the rights of a person in a particular society directly affect their responsibilities
- explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society
- explain how human activities can have positive or adverse effects on local and other environments
- identify the reasons why people feel compelled to explore the unknown
- investigate the impact of exploration on people in the past, present and future
- analyse how available technology influences people's abilities to navigate
- identify and describe ways that family, groups and the community influence personal choice
- identify and describe examples in which technology has changed the lives of people
- examine the impact of particular technologies on sustainability
- describe the connection between human needs and wants and technological developments
- explain the relevance of various inventions in relation to the time period in which they were developed

Visual Art

The visual arts programme seeks to fulfill the needs of all primary children, to assist in the development of the whole child and to develop their senses and imagination. They will explore the use of a wide variety of media, tools and techniques and will draw on their increasing knowledge and skills to express their ideas, observations and feelings. The children are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, ceramics, collage, drawing, graphic design, illustration, installation, jewelry, land art, painting, photography, printmaking, sculpture and textiles. Planned opportunities may also include artists visiting the school, or visiting art galleries, museums, artists' and designers' studios, exhibitions, films sets and/or theaters.

Art is an integral part of the units of inquiry and provision within the Kindergarten, classes are planned and delivered by the class teachers. Grades 1- 5 have two periods per week with a teacher other than their class teacher in the specialist Art rooms.

Curriculum Content

Learning in the arts is a developmental process. The overall expectations provide an outline of the learning being developed in each phase.

Learning continuum for responding

Phase 1	Phase 2	Phase 3	Phase 4
Learning outcomes Learners: enjoy experiencing artworks • show curiosity and ask questions about artworks • describe what they notice about an artwork • identify the materials and processes used in the creation of an artwork • analyse the relationships within an artwork and construct meanings • communicate their initial responses to an artwork in visual, oral or physical modes • make personal connections to artworks • express opinions about an artwork • create artwork in response to a variety of stimuli.	**Learning outcomes** Learners: • investigate the purposes of artwork from different times, places and a range of cultures including their own • sharpen their powers of observation • identify the formal elements of an artwork • use appropriate terminology to discuss artwork • describe similarities and differences between artworks • identify the stages of their own and others' creative processes • become an engaged and responsive audience for a variety of art forms.	**Learning outcomes** Learners: • compare, contrast and categorize artworks from a range of cultures, places and times • identify and consider the contexts in which artworks were made • use their knowledge and experiences to make informed interpretations of artworks • reflect on their own and others' creative processes to inform their thinking • use relevant and insightful questions to extend their understanding • recognize that different audiences respond in different ways to artworks • provide constructive criticism when responding to artwork.	**Learning outcomes** Learners: • explain the cultural and historical perspectives of an artwork • understand the role and relevance of visual arts in society • reflect on the factors that influence personal reactions to artwork • reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities • critique and make informed judgments about artworks.

Learning continuum for creating

Phase 1	Phase 2	Phase 3	Phase 4
Learning outcomes Learners: • engage with, and enjoy a variety of visual arts experiences • select tools, materials and processes for specific purposes • combine different formal elements to create a specific effect • realize that their artwork has meaning • use their imagination and experiences to inform their art making • create artwork in response to a range of stimuli • take responsibility for the care of tools and materials • take responsibility for their own and others' safety in the working environment • participate in individual and collaborative creative experiences.	**Learning outcomes** Learners: • identify, plan and make specific choices of materials, tools and processes • sharpen their powers of observation • demonstrate control of tools, materials and processes • make predictions, experiment, and anticipate possible outcomes • combine a variety of formal elements to communicate ideas, feelings and/or experiences • identify the stages of their own and others' creative processes • consider their audience when creating artwork.	**Learning outcomes** Learners: • show awareness of the affective power of visual arts • make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures • create artwork for a specific audience • use a personal interest, belief or value as the starting point to create a piece of artwork • use a range of strategies to solve problems during the creative process.	**Learning outcomes** Learners: • become increasingly independent in the realization of the creative process • adjust and refine their creative process in response to constructive criticism • identify factors to be considered when displaying an artwork • utilize a broad range of ways to make meaning • select, research and develop an idea or theme for an artwork • develop an awareness of their personal preferences.

Music

Introduction

Music is seen as a universal language that holds importance and significance to all cultures and social groups: it enables children to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us. Music is a part of everyday life and allows children to communicate in a unique way. Listening to and performing music can be a social activity. The development of listening skills, an important aspect of all learning, is constantly reinforced. Music plays an important part in the language learning process. Through songs and rhymes, students can hear patterns and develop a sense of the rhythm that applies to languages. Musical experiences and learning begin with the voice and through movement. Music is both an active and reflective process when making and listening to it. It develops self-confidence, concentration and body coordination in children. In class, children have the opportunity to explore various musical forms and styles that, where possible, relate directly to the units of inquiry. Value is placed on pupils exploring and creating music in unique and creative ways that encourage interaction with themselves and each other. The importance of respecting diversity of music is also emphasised and includes learning songs, styles and instruments from various cultures and countries. Creative teaching styles, mediums and environments are vital to inspire and motivate children to interact with music along with integrating music influence and styles from both past and present. ICT also plays an important role in music education and enhances learning by allowing pupils to create, compose and record their work as well as listen to, observe and share music through the use of CDs, ipad applications, videos and sound files. Grades 1 – 5 are taught by a specialist teacher for 40 minutes twice a week within the specialised music classroom.

Curriculum Content

Learning continuum for responding

Phase 1	Phase 2	Phase 3	Phase 4
Learning outcomes Learners: • use voice to imitate sounds and learn songs • bring music from home to share • describe the differences in music • move their bodies to express the mood, and elements of music • describe how music makes them feel • distinguish the sounds of different instruments in music • listen to music and create their own work in response • express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) • explore body and untuned percussion instrument sounds • recognize different sources of music in daily life	**Learning outcomes** Learners: • sing individually and in unison • recognize music from a basic range of cultures and styles • express their responses to music from different cultures and styles • create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) • explore individually or collectively a musical response to a narrated story • reflect on and communicate their reactions to music using musical vocabulary • record and share the stages of the process of creating a composition • share performances with each other and give constructive criticism.	**Learning outcomes** Learners: • sing with accuracy and control focusing awareness on the musical elements • sing partner songs • discuss music that relates to social issues and/or values • compare aspects of music from different times and places • create and perform a movement sequence accompanied by music that they have created • share and compare their experiences as audience members at various performances • describe the process used to create their own music and compare it with others, in order to improve their compositions • analyse different compositions describing how the musical elements enhance the message • reflect upon how their music expresses their personal voice and the impact it has on others.	**Learning outcomes** Learners: • sing individually and in harmony • explain the role and relevance of music in their own culture, its uses and associations through place and time • interpret and explain the cultural and/or historical perspectives of a musical composition • modify their practices and/or compositions based on the audiences' responses • explore different artistic presentations that are/ were innovative and their implications.

• recognize that sound can be notated in a variety of ways.			

Learning continuum for creating

Phase 1	Phase 2	Phase 3	Phase 4
Learning outcomes Learners: • use vocal sounds, rhythms and instruments to express feelings or ideas • create and accompany music using a variety of sounds and instruments • play untuned percussion instruments in time with a beat • use the voice and body to create musical patterns • explore sound as a means of expressing imaginative ideas • recreate sounds from familiar experiences • participate in performing and creating music both individually and collectively • record their personal, visual interpretation of elements of sound (for example, loud/ soft, high/low, fast/slow) • create their own basic musical instruments.	**Learning outcomes** Learners: • explore vocal sounds, rhythms, instruments, and movement to communicate ideas and feelings • express one or more moods/feelings in a musical composition • create music to represent different cultures and styles • create a soundscape based on personal experiences • collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) • read, write and perform simple musical patterns and phrases • create music for different purposes	**Learning outcomes** Learners: • create a musical composition expressing their own ideas and feelings on a social issue • deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends) • create and perform a movement sequence using known musical elements • improvise upon a basic pattern to reinforce the importance of the individual within the group • create and record a composition focusing on form, structure and style to give more meaning to their message • express themselves as individuals through musical composition • read and write music using non-traditional notation	**Learning outcomes** Learners: • create music that will be continually refined after being shared with others • present, in small groups, innovative musical performances on a selected issue • incorporate the other arts and available resources in order to broaden their creative expression • read and write music in traditional and/or nontraditional notation.

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.

Learning continuum for identity

Phase 1	Phase 2	Phase 3	Phase 4
Conceptual understandings Each person is an individual. As people grow and change they develop new skills, understandings and abilities. Emotions, attitudes and beliefs influence the way we act. Positive thoughts help us to develop a positive attitude. Knowing how we are similar to and different from others helps shape our understanding of self. Reflecting on our experiences helps us to understand ourselves better. Developing independence builds self-worth[1] and personal responsibility.	**Conceptual understandings** There are many factors that contribute to a person's individual identity. Understanding and respecting other people's perspectives helps us to develop empathy. Identifying and understanding our emotions helps us to regulate our behaviour. A positive attitude helps us to overcome challenges and approach problems. A person's self-concept[2] can change and grow with experience. Using self- knowledge[3] allows us to embrace new situations with confidence. Different challenges and situations require different strategies.	**Conceptual understandings** A person's identity evolves as a result of many cultural influences. A person's self-concept is influenced by how others regard and treat him or her. Embracing and developing optimism helps us to have confidence in ourselves and our future. Understanding ourselves helps us to understand and empathize with others. Self-efficacy influences the way people feel, think and motivate themselves, and behave. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.	**Conceptual understandings** Many different and conflicting cultures influence identity formation. The physical changes people experience at different stages in their lives affect their evolving identities. Stereotyping or prejudging can lead to misconceptions and conflict. The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth. Being emotionally aware helps us to manage relationships and support each other. A person's self-worth is reinforced and reflected in engagement with and/or service to others. A strong sense of self-efficacy enhances human accomplishments and personal well-being. Coping with situations of change, challenge and adversity develops our resilience.
Learning outcomes Learners:	**Learning outcomes** Learners: • describe similarities and	**Learning outcomes** Learners:	**Learning outcomes** Learners:

identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender) • describe how they have grown and changed • describe some physical and personal characteristics and personal preferences • talk about similarities and differences between themselves and others • identify their feelings and emotions and explain possible causes • recognize that others have emotions, feelings and perspectives that may be different from their own • identify and explore strategies that help them to cope with change • identify positive thoughts and attitudes in themselves and others • willingly approach and persevere with new situations • reflect on their experiences in order to build a deeper understanding of self	differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • describe how personal growth has resulted in new skills and abilities • explain how different experiences can result in different emotions • identify feelings and begin to understand how these are related to behaviour • express hopes, goals and aspirations • solve problems and overcome difficulties with a sense of optimism • examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help • recognize others' perspectives and accommodate these to shape a broader view of the world • identify and understand the consequences of actions	• explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time • examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group) • identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions • recognize personal qualities, strengths and limitations • analyse how they are connected to the wider community • reflect on how they cope with change in order to approach and manage situations of adversity • reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others • use understanding of their own emotions to interact positively with others	• examine the complexity of their own evolving identities • recognize how a person's identity affects self-worth • recognize how a person's identity affects how they are perceived by others and influences interactions • analyse how society can influence our concept of self-worth (for example, through the media and advertising) • identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued • analyse how assumptions can lead to misconceptions • recognize, analyse and apply different strategies to cope with adversity • accept and appreciate the diversity of cultures, experiences and perspectives of others • identify causal relationships and understand how they impact on the experience of individuals and groups

Learning continuum for active living

Phase 1	Phase 2	Phase 3	Phase 4
Conceptual understandings Our daily practices can have an impact on our well-being. We can observe changes in our bodies when we exercise. Our bodies change as we grow. We can explore our body's capacity for movement. Our bodies can move creatively in response to different stimuli. Safe participation requires sharing space and following rules.	**Conceptual understandings** Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Maintaining good hygiene can help to prevent illness. Growth can be measured through changes in capability as well as through physical changes. We can apply a range of fundamental movement skills to a variety of activities. Movements can be used to convey feelings, attitudes, ideas or emotions. The use of responsible practices in physical environments can contribute	**Conceptual understandings** Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. We can develop and maintain physical fitness by applying basic training principles. People go through different life stages, developing at different rates from one another. Attention to technique and regular practice can improve the effectiveness of our movements. A dynamic cycle of plan, perform and reflect can influence a creative movement composition.	**Conceptual understandings** Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. There is a connection between exercise, nutrition and physical well-being. Setting personal goals and developing plans to achieve these goals can enhance performance. There are physical, social and emotional changes associated with puberty. Appropriate application of skills is vital to effective performance.

	to our personal safety and the safety of others.	There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.	Complexity and style adds aesthetic value to a performance. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.
Learning outcomes Learners: engage in a variety of different physical activities • demonstrate an awareness of how being active contributes to good health • demonstrate an awareness of basic hygiene in their daily routines • identify some of the effects of different physical activity on the body • explore and reflect on the changing capabilities of the human body • develop a range of fine and gross motor skills • explore creative movements in response to different stimuli • recognize that acting upon instructions and being aware of others helps to ensure safety.	**Learning outcomes** Learners: • recognize the importance of regular exercise in the development of wellbeing • identify healthy food choices • communicate their understanding of the need for good hygiene practices • reflect on the interaction between body systems during exercise • explain how the body's capacity for movement develops as it grows • use and adapt basic movement skills (gross and fine motor) in a variety of activities • explore different movements that can be linked to create sequences • display creative movements in response to stimuli and express different feelings, emotions and ideas • reflect upon the aesthetic value of movement and movement sequences • understand the need to act responsibly to help ensure the safety of themselves and others.	**Learning outcomes** Learners: • identify ways to live a healthier lifestyle • understand how daily practices influence short- and long-term health • understand that there are substances that can cause harm to health • demonstrate an understanding of the principles of training in developing and maintaining fitness • identify different stages of life and how these can affect physical performance • develop plans to improve performance through technique refinement and practice • demonstrate greater body control when performing movements • self-assess performance and respond to feedback on performance from others • plan, perform and reflect on movement sequences in order to improve • identify potential personal and group outcomes for risk-taking behaviours.	**Learning outcomes** Learners: • reflect and act upon their preferences for physical activities in leisure time • understand the interdependence of factors that can affect health and well-being • identify realistic goals and strategies to improve personal fitness • identify and discuss the changes that occur during puberty and their impact on well-being • exhibit effective decision-making processes in the application of skills during physical activity • introduce greater complexity and refine movements to improve the quality of a movement sequence • recognize the importance of moderation in relation to safe personal behaviour.

Learning continuum for interactions

Phase 1	Phase 2	Phase 3	Phase 4
Conceptual understandings Interacting with others can be fun. Group experiences depend on cooperation of group members. Ideas and feelings can be communicated with others in a variety of modes. Our relationships with others contribute to our well-being (for	**Conceptual understandings** Participation in a group can require group members to take on different roles and responsibilities. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Accepting others into a group builds open-mindedness. Relationships require nurturing.	**Conceptual understandings** A plan of action is a necessary strategy for a group to achieve its goal. An effective group capitalizes on the strengths of its individual members. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. Behaviour can be modified by applying deliberate strategies.	**Conceptual understandings** An effective group can accomplish more than a set of individuals. An individual can experience both intrinsic satisfaction and personal growth from interactions. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.

example, parent:child; teacher:student; friend:friend). Our behaviour affects others. Caring for local environments fosters appreciation.	Our actions towards others influence their actions towards us. Responsible citizenship involves conservation and preservation of the local environment.	Communities and societies have their own norms, rules and regulations. Communities and their citizens have a collective responsibility to care for local and global environments.	People are interdependent with, and have a custodial responsibility towards, the environment in which they live. People have a responsibility to repair and restore relationships and environments where harm has taken place.
Learning outcomes Learners: enjoy interacting, playing and engaging with others • take turns • listen respectfully to others • share their own relevant ideas and feelings in an appropriate manner • ask questions • celebrate the accomplishments of others • reach out for help when it is needed for themselves or others • identify when their actions have impacted on others • talk about their interactions with the environment.	**Learning outcomes** Learners: • value interacting, playing and learning with others • discuss and set goals for group interactions • cooperate with others • ask questions and express wonderings •recognize the different group roles and responsibilities • assume responsibility for a role in a group • celebrate the accomplishment of the group • share ideas clearly and confidently • seek adult support in situations of conflict • reflect on the process of achievement and value the achievements of others • understand the impact of their actions on each other and the environment.	**Learning outcomes** Learners: • recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes • identify individual strengths that can contribute to shared goals • develop a shared plan of action for group work that incorporates each individual's experiences and strengths • adopt a variety of roles for the needs of the group, for example, leader, presenter • discuss ideas and ask questions to clarify meaning • reflect on the perspectives and ideas of others • apply different strategies when attempting to resolve conflict • reflect on shared and collaborative performance.	**Learning outcomes** Learners: • reflect critically on the effectiveness of the group during and at the end of the process • build on previous experiences to improve group performance • independently use different strategies to resolve conflict • work towards a consensus, understanding the need to negotiate and compromise • take action to support reparation in relationships and in the environment when harm has been done.

Physical Education

Introduction

Through Physical Education (PE), students are learning the "language" of physical movement, exploring the skills associated with different strands of PE. They learn to understand what they can and cannot do physically and become aware of their own strengths and weaknesses in this discipline. Physical activity is an essential aspect of a well-balanced, healthy lifestyle and learning through PE helps to build self-esteem, confidence, cooperation and fitness.

The Early Years Unit

The PE programme in the EYU initially centres on the individual student and individual activities. Activities are offered with an approach that encourages students to explore (increasing their range of movement), observe, express, imitate and create. As the child gets older and they progress, accent is then placed on cooperation with others in small groups or team play and basic manipulative skills are introduced as a prelude to small games. All students are taught in mixed ability groups. Kindergarten students have, at least, 3 x 40 minute lessons of PE per week this includes outdoor learning.

Kindergarten Objectives

- establish positive attitudes in the early years towards a healthy and active lifestyle.
- develop gross motor, fine motor and manipulative skills through practical activities and exploratory play.
- encourage important aspects of personal and social development by interacting with others in play.
- actively involve all students in an enjoyable, non-threatening and non-competitive environment.

Programme of Study:

- Body control and spatial awareness: focuses on exploring the human body's capacity for movement, and how to move around, and in between, objects and other individuals safely.
- Ball Skills: focuses on exploring and experimenting with the basic movements of carrying, rolling, throwing, kicking, catching, stopping, bouncing and patting with various shaped balls. The children will be introduced to simple ball games in small groups.
- Games: explores the sequential development of children's competence, confidence, success and enjoyment of basic skills and techniques involved in a variety of games-related activities. Children are exposed to opportunities to deal with the concepts of cooperation and teamwork.
- Athletics: at this age, athletics (jumping, throwing and running events) is introduced through the other PE content areas.
- Gymnastics: children will be introduced to a variety of basic gymnastics skills using small equipment and on the floor.
- Movement to music: concerned with learning to move the body in a variety of ways in response to music, sounds or situations. It also involves awareness of the position of the body in relation to oneself and to others. The body can be used to convey a feeling, mood, attitude, or to express an emotion. An introduction to ways of travelling, basic body balances, and safe landings while using small apparatus will also be taught.
- Health-related activities: introduces the importance of physical activity and maintaining a healthy lifestyle. Health-related activities are relevant for all other strands of PE.

Grades One and Grade Two

The PE programme in Grades 1-2 initially centres on the individual student and individual activities. Activities are offered with an approach that encourages students to explore (increasing their range of movement), observe, express, imitate and create. As the student gets older and they progress, accent is then placed on cooperation with others in small groups or team play and basic manipulative skills are introduced as a prelude to small games. All students are taught in mixed ability groups. Gr1- G2 students have, at least, 3 x 40 minute lessons of PE per week.

Objectives

- establish positive attitudes towards a healthy and active lifestyle.
- develop gross motor, fine motor and manipulative skills through practical activities and exploratory play.
- encourage important aspects of personal and social development by interacting with others in play.
- actively involve all students in an enjoyable, non-threatening and non-competitive environment.

Programme of Study:

- Body control and spatial awareness: focuses on exploring the human body's capacity for movement, and how to move around, and in between, objects and other individuals safely.
- Ball Skills: focuses on exploring and experimenting with the basic movements of carrying, rolling, throwing, kicking, catching, stopping, bouncing and patting with various shaped balls. The students will be introduced to simple ball games in small groups.
- Games: explores the sequential development of students' competence, confidence, success and enjoyment of basic skills and techniques involved in a variety of games-related activities. Students are exposed to opportunities to deal with the concepts of cooperation and teamwork.
- Athletics: at this age, athletics (jumping, throwing and running events) is introduced through the other PE content areas.
- Gymnastics: The students will be introduced to a variety of basic gymnastics skills using small equipment and on the floor.
- Movement to music: concerned with learning to move the body in a variety of ways in response to music, sounds or situations. It also involves awareness of the position of the body in relation to oneself and to others. The body can be used to convey a feeling, mood, attitude, or to express an emotion. An introduction to the different ways of travelling, basic body balances, and safe landings while using small apparatus will also be taught.
- Health-related activities: introduces the importance of physical activity and maintaining a healthy lifestyle. Health-related activities are relevant for all other strands of PE.

Grades Three to Five

Through our broad based curriculum and extracurricular sporting activities, it is hoped that each Grades 3 - 5 gain the understanding that physical activity is an important aspect in the development of their physical well-being.
Although competition is introduced and encouraged, the emphasis at this age is on mass participation in an enjoyable, safe and non-threatening environment. This attitude is encouraged within our day to day PE lessons and extra curricular sporting activities. The focus of enjoyment and team cooperation in play is stressed rather than winning.

Objectives:

- establish positive attitudes in the early years towards a healthy and active lifestyle, so that these may be adopted in later life.
- develop physical competence and help promote physical development.
- encourage personal and social development by interacting with others.
- promote the benefits of physical activity through enjoyment in participation.

Students in Grades 3-5 have 3 x 40 minutes of PE per week.

Programme of Study:

- Invasion Games (courts and field): the emphasis for Gr. 4-5 students is to develop and refine the basic skills of throwing, kicking, catching, stopping and bouncing, through formal exploration and more formal learning situations. Modified games are introduced to apply the skills taught. These games include basketball, tag rugby, handball, soccer, hockey and pop-lacrosse.
- Athletics: to develop and refine basic techniques in running (long and short distances and in relays), throwing (distance and accuracy) and jumping (height and distance). A variety of equipment is utilised. An introduction to measuring performance will allow students to compare and improve.
- Gymnastics: students will be introduced to a variety of basic gymnastics skills using small equipment and on the floor. Students improve and extend their gymnastic skills.
- Movement to music: consists of gymnastic and dance related activities. In gymnastics, basic skills associated with rolling, balancing and travelling are taught on a variety of apparatus. In dance, body awareness - the ability to use the body as an instrument of expression, either as a whole or by isolating its parts - is emphasized.
- Over-the-net games: games such as short tennis and volleyball introduce students to the basic skills and organization of net games.
- Striking Games: the principles of striking games are taught e.g. fielding, batting and scoring runs. A range of activities are used in each grade, such as kwik cricket and rounders/baseball/softball. Modified equipment is used at all stages.
- Outdoor and adventurous activities: these give students the chance to explore the outdoors, plan, work in teams, challenge themselves and others and test their creativity, as well as taking small, educated risks. Examples: orienteering, team challenges, cross-country running.
- Health-related activities: develops an awareness of the importance of physical activity and maintaining a healthy lifestyle. Health-related activities are relevant for all other strands of PE.

ICT

The role of ICT in the PYP is to help students develop a set of transferable skills so they can participate in a digitally connected world. Through interacting with various online and offline tools and information, students will become more discerning consumers and producers of content and tools.

Objectives

Students will interact with ICT content and tools to:

Investigate
- carry out individual and group inquiries
- conduct meaningful research to discover new information and cement understanding
- make connections and apply learning to real-life contexts

Create
- move beyond being passive consumers to becoming creators of digital content
- share their learning within and beyond local contexts

Communicate
- share information with a wide range of audiences using appropriate media and online tools
- exchange feedback with peers and members of a wider audience
- reflect on their learning

Collaborate
- actively participate in creation and sharing of ideas using various tools
- examine varying perspectives and reflect on their own thinking
- think critically about their ideas and the ideas of others

Organise
- structure and arrange ideas and make connections between related ideas
- support the investigation, creation, communication and collaboration to solve real-world problems

Become responsible digital citizens
- make informed and well-reasoned choices about their learning
- conduct themselves with honesty and integrity
- value the ideas and opinions of others and recognize the value of their own ideas
  exhibit the IB learner profile attributes in their online interactions with others

Library

Kindergarten to Grade Four Objectives

- choosing books appropriate to reading levels and interests
- handling books with care
- listening to and discussing stories
- learning how to differentiate between fiction and nonfiction books and knowing where to find them
- appreciating the genres of various authors and illustrators
- identifying and selecting library resources for use at school and at home
- learning about circulation procedure
- becoming a responsible user of the library
- becoming familiar with the parts of a book (spine, cover, title page)
- participate actively in annual Book Week activities.

Grade Five Objectives

Promote and support the Learner profile	**Develop lifelong readers**	**Foster transdisciplinary skills**
Form competent library users	**Promote reading by offering a wide range of sources and genres**	**Develop research and communication skills**
- Library areas - Shelf order - Alphabetic System - Dewey Classification - Oliver Library Catalogue - OPAC	- Dictionaries - Encyclopaedias - Books - Newspapers - Magazines - CDs and DVDs - Kids Websites - Book reviews - Creative presentations - Reading lists - Displays for Units of Inquiry and Learner profiles - Writing to authors	- Formulating questions - Observing - Planning - Collecting data - Organizing data - Interpreting data - Presenting research