Curriculum Guide ISHR

Grades 1 and 2

2019- 20

Mission Statement

The International School Hannover Region is committed to providing a **high- quality, international education** within a **creative** and **caring** environment to enable its students to become life-long learners and open-minded, compassionate citizens.

Tell me and I forget. Teach me and I remember. Involve me and I learn.

Benjamin Franklin

Overview of the Primary Years Programme (PYP) At ISHR

The International School Hannover Region is an authorized International Baccalaureate (IB) School, offering the Primary Years Programme (PYP) of the IB. This is an international curriculum framework designed for children between the ages of 3 and 12 years. The program focuses on the total growth of the developing child, addressing social, physical, emotional and cultural needs in addition to academic welfare. The PYP combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational program. The program offers a comprehensive, inquiry-based approach to teaching and learning. It provides an internationally designed model for concurrency in learning and incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. The curriculum framework is an expression and extension of three inter-related questions:

- What do we want to learn?
- How best will we learn?
- How will we know what we have learned?"

The aims of the PYP are expressed as a series of desired attributes and dispositions that characterize successful students. This is the kind of student who we hope will graduate from PYP schools, the kind of person we would an internationally minded citizen. Central to this definition are the attributes exemplified in the learner profile.

The Primary Years Programme strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. The PYP encourages students to become independent learners and encourages them to make connections between life in school, life at home and life in the world.
 The School encourages students to:

- Develop a strong set of problem solving strategies
- To think critically
- Develop knowledge and skills to apply to new situations or tasks
- Continue to question throughout their lives
- Develop a sense of international mindedness
- Take action as a result of the learning process.

Students will:
- Learn through inquiry
- Build on prior knowledge
- Work individually, with a partner and in groups
- Be listened to

- Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually
- Be supported in their journey to become independent, autonomous learners
- Learn through differentiated experiences which accommodate for the range of abilities and learning styles

The IB PYP Learner Profile

The aim of all IB programmes is to develop internationally minded people by **encouraging students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.** (From the IB Mission Statement) learners, including members of staff 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 and 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 in 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, (spiritual) 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.

Curriculum Framework

The aim of the PYP, to create a curriculum that is engaging, relevant, challenging and significant, is achieved through structured inquiry and the development of five essential elements: **knowledge, concepts, attitudes, skills** and **action**.

Knowledge: What do we want students to know?

While the PYP acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content which transcends the boundaries of the traditional subjects and is relevant to students. The PYP has six transdisciplinary themes that provide the framework for learning. These themes are globally significant and support the acquisition of knowledge, concepts and skills of the traditional subjects. They are revisited throughout the students' time in the PYP. At the heart of the Primary Years Programmer's philosophy is a commitment to structured inquiry as an ideal vehicle for learning. Teachers and students are guided by a series of transdisciplinary themes that are significant to children and have a local and global meaning.

Our Mixed-Kindergarten students complete four Units of Inquiry each year, two of which always fall under the "Who we are" and "How we Express ourselves" transdisciplinary theme.

The PYP Transdisciplinary Themes are:

Who wer arge	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 of 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 relationship within and between them; access to equal opportunities;

From Senior Kindergarten to Grade 5, students complete six Units of Inquiry each year, one unit from each of the six themes.

Concepts: What do we want students to understand?

The following key concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the curriculum to another.

Form	**What is it like?** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	**How does it work?** The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	**Why is it like it is?** The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.
Change	**How is it changing?** The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	**How is it connected to other things?** The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	**What are the points of view?** The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Responsibility	**What is our responsibility?** The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Reflection	**How do we know?** The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning and the quality and the reliability of the evidence we have considered.

Attitudes

These are characteristics that are expressions of fundamental values, beliefs, and feelings about learning, the environment, and people.

Appreciation: Appreciating the wonder and beauty of the world and its people.

Commitment: Being committed to their own learning, persevering and showing self-discipline and responsibility

Confidence: Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.

Cooperation: Cooperating, collaborating, and leading or following as the situation demands.

Creativity: Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Curiosity: Being curious about the nature of learning, about the world, its people and cultures.

Empathy: Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Enthusiasm: Enjoying learning and willingly putting the effort into the process.

Independence: Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.

Integrity: Being honest and demonstrating a considered sense of fairness.

Respect: Respecting themselves, others and the world around them.

Tolerance: Being sensitive about differences and diversity in the world and being responsive to the needs of others.

Action

These are demonstrations of positive action and service. Students are encouraged to reflect, choose wisely, and to act responsibly with their peers, school staff, and in the wider community. The action component involves service in the widest sense, to fellow students, friends, family, and the community. Through such service, students are able to grow socially and personally, developing skills such as cooperation, problem solving, conflict resolution and creative and critical thinking. Action can happen in a small way but arises from genuine concern and commitment. Action as a result of learning often happens beyond the classroom, and teachers at ISHR are always keen to know about action that the students take outside of school.

Approaches to learning (Formerly known as Transdisciplinary Skills)

Skills are those things the students need to be able to do to succeed in a changing, challenging world. The PYP identifies sets of "transdisciplinary" skills that are relevant and applicable to all disciplines. Outlined below, they are acquired through the process of structured inquiry within and across all disciplines.

Thinking Skills	The acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, and metacognition.
Research Skills:	Formulating questions, observing, planning, collecting and recording data, organizing and interpreting data, and presenting research findings.
Communication Skills:	Listening, speaking, reading, writing, and non-verbal communication.
Self-Management Skills:	Gross and fine motor skills, spatial awareness, organization, time management, safety, a healthy Lifestyle, codes of behavior and making informed choices.
Social Skills:	Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, and adopting a variety of group roles.

Lower Primary

The Lower Primary programme at ISHR builds competent learners capable of building their own meaning. It provides a framework that supports them as active learners and inquirers, providing a sound beginning to the continuum of learning that goes on throughout the school. Young children need extended periods of time and as much space as possible to explore, investigate, and play with a variety of materials, in order to learn about themselves, other people, and the world around them. The school environment has a range of clearly defined areas to encourage exploration, investigation and play, both in and out of doors. In all, the Lower Primary program creates an environment that does the following:

- Emphasizes developmentally appropriate and engaging activities;
- Facilitates learning as an interactive process;
- Enables the initiating of inquiry, wondering, and the asking of questions;
- Enables active exploration and interaction with adults, other children, and materials;

- Encourages children to work collaboratively with others; — emphasizes language, activity, and movement;
- Facilitates hands-on, play-oriented opportunities for learning;
- Provides a safe and nurturing environment;
- Promotes the physical, social, creative, emotional, and cognitive development of young children.
- Sustains children's interests and extends their knowledge and understanding;
- Provides opportunities for children to choose from a variety of activities, materials, and equipment in flexible and imaginative ways;
- Enables children to make choices and decisions;
- Provides a balance of rest and active movement, including outdoor experiences.

The PYP curriculum in the Early Childhood years is used in a developmentally appropriate way; it takes into account what young children should do and learn on the basis of what is best for their development in the long term, rather than simply on the basis of what works in the short term. This developmental approach takes into account the following:
- The characteristics, capabilities, and interests that are appropriate to the age group;
- The different rates at which children learn and the wide range of normal variation which can occur in an age group;
- That learning is a balance between the intellectual, the social, and the personal; each is important and each is interlinked with the others;
- That the maturity of each child depends on the sequence of developmental stages the child has already gone through and the effects of earlier experiences. The flexibility available in the program for the early years allows teachers to support children's interests, build their self-esteem and confidence, and respond to spontaneous events, as well as support the development of skills in all cognitive areas in ways that are significant and relevant.

Curriculum Areas Overview

Language Arts

Language is fundamental to learning, thinking and communicating. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP although other teaching strategies and styles may also be used. Language is developed across the whole curriculum and as a result all teachers at ISHR are language teachers, who model and teach the use of language. Learning takes place in authentic contexts, and literature plays a special role in enabling this to happen. Students learn language when they are using it through speaking, listening, reading and writing in order to understand and express ideas. Teachers provide opportunities for this to happen in a safe and stimulating environment in order to encourage risk-taking and learning. Our aim is to develop students' ability to express themselves fluently, confidently and accurately in oral, written and visual communication systems.

Language Strands
• Oral communication: listening and speaking
• Written communication: reading and writing
• Visual communication: viewing and presenting

German

Students learn or improve language skills in the areas of understanding, speaking, reading and writing German according to the student's grade level and to their previous knowledge; students develop or refine and build on reading and writing skills in German. Vocabulary, language structures, and research into the PYP units of inquiry are integrated in the German program according to the student's level.

Students in Sn-kg- Grade 5 have four sessions of German per week.

Beginner German students learn the vocabulary needed to communicate with their teachers and peers in everyday situations. A number of interactive activities are employed which encourage the development of listening comprehension and oral expression in a natural, enjoyable way. They also begin reading and writing in German. For continuing German students, the program promotes the further development of these skills.

Mathematics

Mathematics in the PYP is primarily viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. Mathematics is taught in relevant, realistic contexts. In this way, students begin to use mathematics as a way of thinking, rather than seeing it as a series of facts and equations to be memorized. Our aim is to develop students who are fluent in the language of mathematics and can apply their knowledge and understanding to real world situations.

Mathematical Strands
- Data handling
- Measurement
- Shape and space
- Pattern and function
- Number

Science

In the PYP, science is viewed as the exploration of the behaviors of, and the interrelationships among, the natural, physical and material worlds. Science in the curriculum encourages curiosity, develops an understanding of the world and enables students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world. Students actively construct and challenge their understanding of the world around them by combining scientific knowledge with reasoning and thinking skills. The scientific process, by encouraging hands-on experience and inquiry, enables the student to make informed and responsible decisions. Our aim is to develop scientific concepts and knowledge through hypothesizing, making accurate observations and thinking critically about findings.
Science Strands
- Living things
- Earth and space
- Materials and matter
- Forces and energy

Social Studies

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. The social studies curriculum encourages curiosity and develops an understanding of a rapidly changing world. Students develop an understanding of their personal and cultural identities through social studies, as well as the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to

understand themselves in relation to their community. Our aim is to develop students' understanding of the world around them, historical and geographical influences and the role of individuals in communities.

Social Studies strands
- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

Personal and Social Education

PSE in the PYP is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to **all aspects** of a student's experience at school and beyond and as such all teachers are responsible for it. 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.

For example:
- Students will develop an awareness of their self-identity and their strengths and weaknesses.
- They will show self-confidence and self-worth.
- They will learn to recognize, communicate and manage their own feelings and emotions.
- They will reflect on their own abilities and behavior and will set achievable personal goals.
- Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle.
- They will develop a sense of safety and an ability to protect themselves.
- Students will develop social skills when interacting with others in different situations, and they will develop and maintain appropriate relationships.
- They will recognize and deal appropriately with conflict situations.

Arts

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. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to

articulate their thoughts in new ways and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

Music

Music is an integral part of the educational life at our school and we strive to inspire and nurture the love of music in each child. Students learn the necessary skills to fully express themselves in this important discipline of the Arts during weekly music lessons. Music is often incorporated into specific units of Inquiry, where it can be featured as a transdisciplinary or alternative means of communication.

Art

All primary students attend a specialized art class once per week. In classes, students will become more aware of their own interests and preferences in Art by responding to artists and art works as well as creating their own designs and art works. They will experiment with a variety of tools, materials and techniques. Students will show confidence in choosing tools and materials that are appropriate for their artwork. They will make initial sketches and become aware that artwork requires thought, planning, effort and revision. Students will be exposed to and will respond to artifacts and artworks of varied cultural origins. They will become familiar with reflection and how to appreciate their own and others' artworks.

PYP Exhibition

Toward the end of each school year the **Grade 5** students participate in the PYP Exhibition. The PYP Exhibition provides the culminating experience of the learner's engagement with the PYP. It unites the teachers, learners, and parents of a class in an activity that captures the essence of the PYP being a transdisciplinary inquiry conducted in a spirit of personal and shared responsibility. It marks a rite of passage, both symbolic and actual, from PYP to the Middle School. Most importantly it is a celebration; an event which synthesizes all that is best in the PYP and shares this with the whole community.

The exhibition should represent a significant event in the life of the school; encapsulating the essence of the PYP. Each group/individual works with a mentor, who is usually a teacher or faculty member within the school community. Over a series of weeks, students go through the inquiry process; investigating, analyzing, synthesizing and sharing their information in creative ways to prepare for an evening presentation to the wider community. This presentation includes both an

insight into the knowledge and understandings they have gained from their inquiry as well as an overview of the process they went through as they collaborated.

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. We believe that our library plays a vital role in lives of the children by:

- Promoting information literacy and encouraging a lifelong love for reading, viewing and listening;
- Ensuring that students and staff are effective, critical and ethical users of ideas and information.

Instructional units based on library skills, information literacy and literature are taught when possible in the context of lessons, projects and the units of inquiry. Lessons are planned to meet the needs and abilities of each grade level.

Physical Education

Through Physical Education in the PYP, students are learning the "language" of physical movement, exploring the skills associated with the different areas of PE. Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness. Our aim is to stimulate students' awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport.

We encourage our students to care about their physical fitness and to develop an understanding and appreciation of the importance of an active, healthy, and safety conscious lifestyle. Students will be exposed to fitness activities to promote an individual desire to be physically active throughout life; fostering enjoyment, developing self-confidence and social competencies.

Information Communication Technology (ICT)

In the PYP, the ever-increasing impact of Information and Communication Technologies (ICT) on teaching and learning is recognized. The use of technologies is integrated as much as possible into student inquiries. ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. At ISHR, technology is considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area.

Use of ICT:

- Documents the learning, making it available to all parties
- Provides opportunities for rapid feedback and reflection
- Provides opportunities to enhance authentic learning
- Provides access to a broad range of sources of information

- Provides students with a range of tools to store, organize and present their learning
- Encourages and allows for communication with a wide-ranging audience.

Our vision interprets technology as a natural and essential part of everyday school life for all members of our school community. Technology empowers and inspires students to develop critical thinking skills and supports continuous inquiry.

English as an Additional Language

Our English as an Additional Language program is designed to provide academic and social support for non-native speakers of English. The primary purpose of the program is to ensure that all students become proficient in English and achieve academic success. The EAL program helps students participate in mainstream classes to the best of their language proficiency. Therefore, language skills and strategies are integrated with content area and subject matter whenever possible. Based on the latest research regarding language and cognitive development, parents are encouraged to help their children maintain and develop their mother tongues. The diverse linguistic and rich cultural backgrounds brought to our school by the non-native English speakers enrich the learning opportunities for all students.

Students who are beginning learners of English need intensive support in order to:
- Learn basic survival English
- Become oriented into a new school culture
- Alleviate anxiety and frustration
- Progress from basic survival English to more complex forms of academic communication to allow for success in mainstream classes
- Develop confidence and independence
- Receive appropriate academic and social support

Students who are learning English are offered support in their individualized classes or through support in the mainstream classes to further develop their language.

Mother Tongue Language Maintenance

Research indicates that students benefit academically, socially and emotionally when they are encouraged to develop and maintain proficiency in their first language while they are learning English. Language skills and conceptual understanding are readily transferable from one language to another, provided there are no learning exceptionalities. 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. A strong foundation in the first language can also help students to:
- Readily reintegrate into their home country
- Developmental flexibility
- Develop problem-solving skills
- Make connection between previous learning and new learning
- Communicate fully with family members
- Experience a sense of cultural stability and continuity
- Understand cultural and family values
- Develop awareness of global issues

Learning Support

At ISHR we have a rich variety of students with intellectual, physical, social, emotional, linguistic and other special learning characteristics, mirroring the multi-faceted world in which we live. Learning Support may include in-class learning support, individual or small group instruction, monitoring of students in the mainstream, and support for teachers in terms of differentiated instruction, accommodations and modifications of curricular programs. The nature and scope of such differentiated instruction varies with the age, diagnosis and abilities of the student.

Assessment

ISHR recognizes that teaching and learning, and the assessment of that learning, are fundamentally interdependent. Assessment is carried out in order to:

- Build up a clear picture of the student and his or her abilities and interests;
- Identify what and how the student is thinking and learning;
- Assess the effectiveness of the environment on the student's learning;
- Extend the student's learning.

Students:

- Have differing learning styles
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- See self-assessment and peer assessment as a natural part of the learning process
- Need to know their achievements and areas for improvement in the learning process
- Should receive feedback that is honest, fair, positive and constructive

At ISHR, we promote the use of 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. Parent-teacher conferences and student-led conferences and report cards are used throughout the year as a means of informing students and parents of learning and progress. Parents are expected to attend all of the conferences. Parents are always welcome to arrange conferences at school and, likewise, the school may initiate a conference with parents at any time during the year. Student-led conferences are held once a year and are an opportunity for students to share their learning with their parents/carers. Students will share their portfolios during this time and also show their parents/carers around their class/school. All parents/carers and students are encouraged to attend student-led conferences.

Report cards are published twice a year to inform you of your child's progress in all subjects. If you have any questions or concerns regarding your child's report card, please do not hesitate to speak to the teacher concerned.

Parent Workshops

The beliefs, values and approaches of the PYP can be different compared to the curriculum that many families are used to. For this reason, ISHR believes strongly in communicating both the theory and the practices of the PYP. Parent workshops are organised throughout the year for parents to attend and learn more about the programme. Overall curriculum expectations for each grade level

are sent to parents in monthly newsletters. In addition the school publishes a variety of newsletters throughout the year explaining various aspects of the PYP programme.

Portfolios

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate success, growth, thinking skills, creativity, assessment strategies and reflection. It is a celebration of each student's active mind at work and provides a picture of progress and development over a period of time. Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as to identify further goals for development in a variety of areas both academic and social emotional.

German Language Acquisition Scope and Sequence – (Please note: This scope and sequence pertains to all grade levels and children enter upon it at different phases according to their already existing ability)

Listening

Phase 1	Phase 2	Phase 3	Phase 4
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.

	Level 1	Level 2	Level 3	Level 4
Active Listening	Listens attentively to others and responds with actions or words Understands and follows oral directions Follows classroom instructions	Listens attentively to more than one literacy form (stories and poems) Listens attentively to others and provides feedback in small and large group interactions Follows three step directions	Listens attentively to and understands a variety of literacy forms (oral presentations, stories, poems, drama), identifies a specific purpose Demonstrates active listening by asking questions in a variety of situations	Demonstrates active listening by summarizing and identifying the speaker's purpose, offering reflections, and interpreting the message Demonstrates active listening by participating appropriately as listener and speaker in a variety of situations

Speaking

Phase 1	Phase 2	Phase 3	Phase 4
Conceptual Understandings • Spoken words connect us with others. • People listen and speak to share	**Conceptual Understandings** • The sounds of language are a symbolic way of representing ideas and objects.	**Conceptual Understandings** • Spoken language varies according to the purpose and audience. • People interpret messages	**Conceptual Understandings** • Taking time to reflect on what we hear and say helps us to make informed judgments and form new

thoughts and feelings. • People ask questions to learn from others.	• People communicate using different languages. • Everyone has the right to speak and be listened to.	according to their unique experiences and ways of understanding. • Spoken communication is different from written communication—it has its own set of rules.	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.

Speaking: Speaks for a variety of purposes

		Level 1	Level 2	Level 3	Level 4
Responding in groups by following conversational rules		Express themselves with words and short sentences Begins to answer questions about e.g. themselves, family and friends, numbers and colors Begins to ask questions about e.g. themselves, family and friends, numbers and colors Begins to participate in basic conversations e.g. meeting and greeting	Takes turns as a listener and a speaker in a group Speaks in simple conversations with peers and adults Talks about e.g. about hobbies, family and friends, etc. Talks about e.g. subjects in school, activities in school, etc.	Listens, develops and presents ideas and opinions on familiar topics individually and in groups Engages in conversations and discussions e.g. explaining, sharing information, etc.	Listens, contributes ideas and seeks the ideas and opinions of others in a variety of situations Answers spontaneous questions in an informed, competent manner, making sure that listeners understand what is being said
Creative Dramatics		Joins in with poems, rhymes and songs	Dramatizes stories	Dramatizes non-fiction and fiction	Dramatizes non-fiction and fiction in various ways
Paraphrasing		Talks about self-created pictures and models	Presents ideas and information in a logical sequence	Retells story or event in own words	Maintains clear focus on details and/or main ideas Draws conclusions and summarizes

Public Speaking	Speaks about something connected to self or an item	Gives basic oral presentation	Prepares and delivers basic oral presentation to a familiar audience using appropriate pace and volume	Delivers prepared presentations using complete sentences, selecting and pronouncing words at an appropriate pace and volume Uses some multi-media tools to enhance oral presentations

Viewing and Presenting

Phase 1	Phase 2	Phase 3
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 Understanding** • 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.

Visual Language: Interprets, uses and constructs visuals and multimedia in a variety of situations

	Level 1	Level 2	Level 3	Level 4
Awareness of visual media	Recognizes familiar signs, labels and logos Makes personal connections to visual texts	Matches pictures with context Starts to discuss own feelings in response to visual messages Becomes aware and responds to visual cues	Connects visual information with own experiences to construct meaning Discusses own feelings in response to visual messages Begins to show empathy for the way others might feel Uses appropriate terminology in describing visual effects	Discusses personal experiences that connect with visual images Discusses own feelings in response to visual messages Listens to other's responses, realizing that people react differently Realizes effects are added for certain impact

	Level 1	Level 2	Level 3	Level 4
Using and constructing visual media in a variety of situations	Communicates and conveys understanding through play, gestures, and facial expressions Uses color, size, and shapes in visual presentations	Uses play, gestures, facial expressions and discussion to communicate ideas and feelings Starts to talk about illustrations in picture books and simple reference texts Identifies different ways to present stories Uses colors, shapes, symbols, and size in visual presentations	Uses actions and body language to add meaning to speaking Explains that text and illustrations in reference materials work together to convey information Realizes the meaning of and uses appropriately colors, shapes, symbols, and images in visual presentations Develops visual presentation skills	Uses actions and body language to add meaning to oral presentations Demonstrates that text and illustrations in reference materials work together to convey information Realizes the meaning of and uses appropriately colors, shapes, symbols, and images in visual presentations Applies basic knowledge of presentation techniques

Reading

Phase 1	Phase 2	Phase 3
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 Understanding** • 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.

Word Recognition: Uses the general skills and strategies of the reading process			
Level 1	Level 2	Level 3	Level 4

Pre-Reading Strategies	Knows that pictures convey meaning Demonstrates understanding of print concepts Uses emerging reading skills to make meaning from print	Reads a wordless picture book by predicting story events using illustrations and prior knowledge Understands letters do not change Names letters from different fonts	Uses illustrations and prior knowledge to predict	
Phonemic awareness	Hears and discriminates the sounds of language Plays with words that rhyme	Recognizes rhymes in simple texts Separates beginning and ending sounds in familiar words Manipulates basic sounds with connected rhyming words	Identifies rhymes in simple texts Separates up to 3 phonemes	Matches the spoken sounds to written spelling patterns and homophones Matches the spoken sounds to single letters and syllables as well as to specific letter combinations
Phonics	Demonstrates knowledge of the alphabet	Identifies single consonant and short vowel sounds Uses phonemic awareness to read CVC words Begins to understand sound-symbol relationships Recognizes familiar sound/symbol/words of the language community	Understands sound-symbol relationships Applies reliable phonetic strategies when decoding print (rhymes, word families) Identifies long vowel sounds and a variety of consonant digraphs and consonant blends	Applies reliable phonetic strategies when decoding print

	Level 1	Level 2	Level 3	Level 4
Word Recognition	Recognizes own name and those of most members of the class Can differentiate between letters and words Reads the first 12 high frequency words and recognizes them in different contexts	Reads the 100 high frequency words independently Recognizes some Unit of Inquiry words	Reads 250 sight words including some Program of Inquiry words and technical language words	Recognizes words using contextual cues and sight vocabulary
Strategies for Decoding	Recognizes shapes in letter formation and letters Identifies initial letters/sounds in own name and other's names Uses sounds to decode CVC words	Uses a variety of strategies to decode unknown words (picture clues, rereading, reading on, chunking, prior knowledge, sight words, comprehension, syllables, phonological awareness, self-correction)	Uses a variety of strategies to decode unknown words, including knowledge of common letter patterns	Recognizes new words by using a variety of decoding skills,
Fluency	Participates in shared reading, (rhymes, refrains and repeated text) Recognizes own first name	Participates in guided reading situations (observing, following along with finger) Begins reading predictable texts with a pattern and pictures	Reads grade level texts aloud in phrases/sentences with pace and expression Reads independently with increasing fluency for longer periods of time with less familiar texts	Reads grade level texts aloud with accuracy, appropriate pausing, stress, intonation and phrasing Reads independently with increasing fluency for longer periods of time with less familiar texts

Literal Comprehension: Uses structural features of texts to facilitate comprehension

		Level 1	Level 2	Level 3	Level 4
Organizational Features of Non-Fiction Texts		Gains information from pictures and words	Recognizes the difference between fiction and non-fiction text	Recognizes the features of non-fiction texts (captions, headings, table of contents, glossary, index)	Identifies the features of non-fiction texts (titles, heading, table of contents, glossary, index

Organizational Features of Fiction Text		Uses pictures to gain information	Uses title and pictures when reading Knows that stories have a beginning, middle and an end Knows the characters and setting of a story	Identifies the beginning, middle and end of a story and knows the purpose of these parts Identifies the characters, setting, problem and solution of a story	Identifies and describes the characters, setting, problem and solution of a story
Genre		Identifies fiction and non-fiction	Identifies fiction and non-fiction	Demonstrates an awareness of different genres (information report, instructions, fairy tales, stories)	Demonstrates an awareness of different genres (information report, biographies, instructions, realistic fiction, poetry, mysteries, scary and funny stories) Compares different genres to one another
Retelling		Listens to and responds to some questions about a narrative text Listens to and responds to some questions about a non-fiction text	Identifies main characters, events, and ideas in narrative stories Identifies a fact from a non-fiction text	Comments on events, characters and ideas in narrative stories Retells some key information from a non-fiction text	Retells a narrative in the correct sequence including setting and characters Retells the key information from a non-fiction text

Inferential Comprehension: Uses reading strategies to retrieve and comment on ideas and information in a variety of texts including visual media

		Level 1	**Level 2**	**Level 3**	**Level 4**
Predicting and Interpreting	**Fiction**	Asks questions to clarify understanding	Asks questions about title, ideas, events and characters Relates texts to real life experiences	Expresses own view about texts and listens to the opinions of others	Discusses own interpretation of text and makes connections to the world around them
	Non-Fiction	Asks questions to clarify understanding	Asks questions about text or features e.g. tables, pictures etc. Relates texts to real life experiences	Expresses own view about texts and their features and listens to the opinions of others	Discusses texts, gives opinions and makes connections to the world around them

Engages with Text: Reads for a variety of purposes				
	Level 1	**Level 2**	**Level 3**	**Level 4**
Reads for a variety of purposes	Enjoys listening to stories	Selects books and enjoys reading stories with some independence	Selects books and enjoys reading with increased independence	Chooses texts appropriate to reading level Shows a preference for a specific genre or author Plans personal reading goals

Writing

Phase 1	Phase 2	Phase 3	Phase 4
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. •
Ideas: Expresses ideas clearly			
Level 1	**Level 2**	**Level 3**	**Level 4**

Non-Fiction	Expresses ideas through drawing and writes matching and simple words Starts to write basic sentences about themselves	Writes basic sentences about different but familiar topics	Writes about ideas that are topic related and include basic details Writes with a clear purpose, follows a specific structure, ideas are on topic, include detail and are related	Communicates main ideas clearly Organizes main ideas into paragraphs with topic sentence and supporting details Uses a basic logical sequence
Fiction	Expresses ideas through drawing and writes matching and simple words	Starts to experiment with story writing	Writes simple, sequenced stories with a beginning, middle and end, includes simple description of characters	Writes a story with a clear and developed beginning, middle and end, includes character and setting description

Organization: Organizes writing for audience and purpose

	Level 1	**Level 2**	**Level 3**	**Level 4**
Writing Process	Participates in shared writing activities	Participates in shared and guided writing activities Begins to use a graphic organizer to plan writing	Uses a graphic organizer to support the writing process	Plans, organizes and completes writing projects with support Reflects critically on own writing, edits to improve it with support
Genre	Listens to different text forms	Follows text structure features Begins to write labels, captions, and descriptions with support	Follows text structure features Begins to use labels, captions, recounts, descriptions, procedures, and narratives with support	Follows text structure features Writes recounts, descriptions, procedures, information reports, explanations, and narratives (orientation and complication focus) with support
Text Structure	Writes letters and words	Begins to transfer knowledge of text structures from shared writing into own writing Begins to write a simple caption for a picture	Connects simple sentences to the main idea Writes narratives, story and short sequenced factual text with support Begins to use paragraphs to organize ideas.	Writes letters, narratives, stories, poems and text summaries of increasing complexity Organizes ideas into paragraphs Uses a range of text forms with an awareness of their purpose

Word Choice and Voice: Writes with style and expression

		Level 1	Level 2	Level 3	Level 4
Word Choice	**Non-Fiction**	Begins to use high frequency words	Experiments with words to describe ideas Uses high frequency words Begins to selects vocabulary appropriate to text forms	Selects vocabulary appropriate to text forms	Selects vocabulary according to content, audience and purpose Uses vocabulary which is content and purpose specific
	Fiction	Begins to use high frequency words	Experiments with words to describe ideas Uses high frequency words	Works to include descriptive words and phrases Experiments with a thesaurus to find new and different descriptive words	Uses a thesaurus to find new and different descriptive words Uses a variety of descriptive vocabulary words Uses word choice to convey atmosphere and mood
Voice		Starts to experiment with conveying feelings in drawing and writes simple words	Expresses feelings and emotions through in drawing and writes simple sentences	Starts to write in an individualized style Experiments with writing from an alternative view	Writes in an individual, creative and expressive style Writes from an alternative view

Sentence Fluency and Conventions: Uses conventions of writing appropriately

		Level 1	Level 2	Level 3	Level 4
Sentence Fluency		Begins to show evidence of simple sentence structure	Begins to use simple and compound sentences with time connectives	Uses correct verb agreement Uses a variety of sentence beginnings	Uses correct grammar and varies sentence structure length Uses paragraphs appropriately (topic sentence, details support topic)

Spelling	Shows an awareness of at least 8 letter sounds Begins to show an awareness of the sound-symbol relationship Realises differences between English and German spelling	Spells high frequency words correctly and uses common spelling patterns Is aware of sounds that are special to the German language, e.g. Umlaute (ä, ö, ü) and Zwielaute (e.g. eu, au, äu) Capitalises the first letter in a sentence Capitalizes nouns	Spells previously learned words correctly and applies taught spelling patterns to unknown words Uses Umlaute (ä, ö, ü) and Zwielaute (e.g. eu, au, äu) Capitalises words with the endings –heit, -keit, -schaft, -ung, -nis. Writes –lich, -lig, ent-, ver-, vor-, words correctly	Spells previously learned words correctly and applies taught spelling patterns to unknown words Distinguishes between long and short vowels and understand the spelling consequences Uses ss and ß correctly Uses the various options to write a long vowel
Handwriting	Writes legibly and in a consistent style Writes on standard handwriting paper Consistently uses spaces between words Consistently uses correct letter size	Writes legibly and in a consistent style (starting January) Writes on smaller standard handwriting paper	Uses a legible handwriting style consistently, including appropriate size, spacing and speed	Varies handwriting style according to audience and purpose

Punctuation and Grammar	Writes own first name with correct upper and lower case letters Recognizes last name Occasionally uses correct capitalization and punctuation	Identifies nouns and verbs Begins to use increasingly accurate grammatical constructs with subject-verb agreement Punctuation: capitalization for sentence beginnings and proper nouns, full stops	With support, uses quotation marks and commas in a list Identifies and uses common nouns, proper nouns, verbs, pronouns, prepositions and adjectives Uses correct articles definite/ indefinite Starts to use present, past, perfect and future tense Uses increasingly accurate grammatical constructs with subject-verb agreement Punctuation: capitalization, full stops, question marks, exclamation marks	Identifies and uses common nouns, verbs, pronouns, prepositions, adjectives, synonyms, antonyms Uses prefixes and suffixes correctly Consistently uses the correct tense for the writing genre with subject-verb agreement Uses present, past, perfect, and future tense correctly Punctuation: capitalization, full stops, exclamation marks, question marks, quotation marks, commas, direct speech
Editing/Revising	Knows that writing is a process	Starts to edit writing for full stops and capitals at the beginning of sentences, with support	Begins to reread own writing to maintain word sequence Begins to edit writing for subject-verb agreement, capitalization, full stops and high frequency words Uses feedback from teachers to improve writing Uses resources for editing (dictionary, computer, peer, word wall)	Edits writing for word choice, ideas, paragraphing, grammar, spelling, capitalization and punctuation Revises for meaning .

Grade 1 Programme of studies

Who we are

Central Idea

A rich community recognizes and supports individual identities in order to learn, grow and accomplish things together

Key Concepts: Form, Function, Connection, Responsibility

Related Concepts: Identity, Community, Teamwork, Cooperation, Roles, Rights, Responsibilities

Lines of Inquiry

- Factors that create personal identity (Function)
- Community as a system of working together (Connection)
- Roles, rights and responsibilities in communities (Responsibility)
- Relationships and how our behaviour affects others (Connection)

Where we are in place and time

Central Idea

Exploring features of the past and present helps us understand how children's lives have changed.

Key Concepts: Form, Change, Connection

Related Concepts: Similarities, Differences, Chronology, Artefacts

Lines of Inquiry

- Features of children's lives from today (Form/ Connection)
- Features of children's lives from before (Form/ Connection)
- Changes that have occurred over the years (Change/ Connection)

How we express ourselves

Central Idea:

We can express ourselves creatively using different materials and media

Key Concepts: Perspective, Causation

Related Concepts: Creativity, Inspiration, Emotions, Feelings, Expression

Lines of Inquiry

- How and why people express themselves creatively (Causation)
- Our thoughts and responses to different forms of artistic expression (Perspective)
- Expressing ourselves using different materials and media (Perspective)

How the world works

Central Idea

Simple machines make our lives easier

Key Concepts: Form, Function, Causation

Related Concepts: Efficiency, Forces, Friction, Gravity, Push and Pull, Mechanics, Cause and effect.

Lines of Inquiry

- The six simple machines and how they work (lever, pulley, wheel and axle, incline planes, screw, wedge) (Form, Function)
- The different types of forces and their effects on and use in machines (Function)
- Why simple machines make our lives easier (Causation)

How we organise ourselves

Central Idea

Our food goes through various processes before we eat it.

Key Concepts: Function, Change, Connection,

Related Concepts: Classification, Systems, Cause and Effect; Process;

Lines of Inquiry

- Initial forms of the food we eat (Form)
- The process food goes through to reach the consumer (Function)
- The changes we make to food before we eat it (Change)
- The people who make these changes happen (Connection)

How we share the planet

Central Idea:

Plants have needs and are a life-sustaining resource for all living things.

Key Concepts: Change, Responsibility, Function

Related Concepts: Purpose, Sustainability, Cycles, Reproduction, Choice, Cause and Effect, Needs, Systems

Lines of Inquiry

- How plant parts work together in a system (Function)
- How changing conditions can affect the growth and sustainability of plants (Change)
- Our responsibility towards plants (Responsibility)
- Plant cycles and plant reproduction (Function)
- The necessity of plants for life on Earth (Responsibility)

Mathematics specific expectations
Number

- Read and write whole numbers in figures and words to 100 using the base 10 place value system
- Know what each digit in a two-digit number represents (tens and ones) including zero as a place holder
- Consolidate understanding of the conservation of number
- Count forwards and backwards by ones to 100
- Count reliably up to 100 or beyond using grouping e.g. 2s, 5s and 10s...
- Describe and extend simple number sequences e.g. counting in 2's
- Count in hundreds from and back to 0
- Demonstrate understanding of the terms used for ordering and comparing numbers including more than, less than and equals, to compare numbers
- Compare and order whole numbers to at least 100 and position them on a number line and 100 hundred square.
- Give a number that lies between two other numbers up to 100
- Within the 0-100 range say which number is one more or less than any given number (extend to 2 or 3 more or less)
- Use ordinal numbers 1st to 31st or beyond in real life situations e.g. lining up/ dates
- Recognize/ Classify odd and even numbers to at least 30
- Use and begin to read the vocabulary of estimation and approximation
- Consolidate estimation of quantities to 100 or beyond
- Round numbers less than 100 to the nearest 10
- Use mathematical vocabulary and begin to use symbols of fractions e.g. whole, half, quarter
- Begin to recognise and find one half and one quarter of shapes and small numbers of objects (extend to thirds) in real life situations
- Begin to recognise that two halves or four quarters make one whole and that two quarters and one half are equivalent.
- Know number bonds 1-10
- Recall basic addition and subtraction facts from 0 – 10 (extend to 20)
- Know all pairs of numbers with a total of 20 e.g. 13 + 7
- Know all pairs of multiples of ten with a total of 100. E.g. 30 + 70

- Demonstrate understanding of the operations of addition and subtraction for numbers and use and begin to read the related vocabulary. E.g. add, take away, subtract
- Use the + and – and = sign to record calculations.
- Demonstrate that subtraction is the inverse of addition
- Recognize that addition can be done in any order and be able to add more than two numbers together
- Calculate addition and subtraction problems to 10
- Be introduced to the concept of multiplication as repeated addition or as describing an array
- Begin to know multiplication facts for the 2 and 10 times tables
- Know doubles of numbers to 20 and corresponding halves
- Know and use halving as the inverse of doubling
- Choose and use appropriate operations to solve problems or puzzles to 100 set in real life, money or measures using one or two steps.
- Explain how a problem was solved orally and where appropriate/possible in writing
- Recognize all Euro coins and begin to use notation for money
- Find totals and work out with which coins to pay.

Measurement

- Use and begin to read the vocabulary related to length, mass and capacity
- Recognize some of the symbology of measurement e.g. that M and CM refers to length, KG and g refers to mass and L and ml refers to capacity
- Begin to suggest suitable units and equipment to / and estimate, measure, order and compare length, mass, time, capacity and temperature using standard (M, cm, g, kg, ml and litre) and non-standard units
- Solve problems set in real life situations involving length, mass, capacity and temperature
- Read a simple scale to the nearest labelled division.
- Use a ruler to draw and measure lines to the nearest cm
- Record estimates and measurements as e.g. 3 and a bit long
- Name and put in order the months of the year and days of the week.
- Use a calendar to determine the date and to identify days of the week and months

- Match months to seasons
- Use and begin to **read** the vocabulary related to time (years, seasons, days, months, weeks, hour, minutes)
- Tell time to the nearest hour, half-hour, quarter hour (extension to 5 minutes) using analogue and 12-hour digital clocks and understand the notation e.g. 7.30
- Use units of time and know the relationships between them (e.g. second, minute, hour, day, week)
- Begin to suggest/ identify units to estimate or measure time
- Sequence events – minimum of 4

Shape and Space

- Use the mathematical names for common 2D shapes including pentagon, hexagon, octagon
- Sort and describe 2D shapes by some of their properties such as number of sides, corners, right angles, angles and symmetry
- Differentiate between 2D and 3D shapes
- Use the mathematical names for common 3D shapes including cube, cuboid (rectangular prism), cone, cylinder, pyramid and sphere
- Sort and describe 3D shapes by some of their properties such as shape of faces, number of faces, edges and corners
- Create 2D and 3D shapes from a variety of materials
- Create 2D and 3D shapes by putting together / taking apart other shapes
- Recognize and explain simple symmetrical designs in the environment
- Identify and draw shapes that have line symmetry
- Create and describe symmetrical and tessellating patterns
- Recognize, explain and create a combination of shapes that fill the same space
- Identify and demonstrate turns (whole, half and quarter turns), to the left or right (clockwise or anti-clockwise)
- Identify right angles in 2D shapes and the environment.
- Use appropriate mathematical vocabulary to describe positions, directions and movement e.g. clockwise, counter (or anti clockwise), slide, roll and turn
- Give and follow several step movement instructions E.g. to pass through a simple maze

Pattern and Function

- Find, describe, and compare patterns found in everyday situations and environments e.g. sounds, actions, objects, using words, drawings, symbols, actions using 2/3/4 elements extension to 5
- Represent, extend and create patterns using e.g. words, drawings, symbols, materials, actions, words, numbers
- Describe, extend and create patterns in numbers e.g. odd and even, skip counting
- Use the properties and relationships of addition and subtraction to solve problems.

Data Handling

- Pose questions, gather, organize and interpret data about themselves and their surroundings in various ways including e.g.
    1. A list or simple table
    2. Tally Charts/ frequency tables
    3. Pictograms (scale 1 to 1)
    4. Venn diagrams
    5. 1 x 2 Carroll diagrams (one criteria)
- Sort and label objects into sets by more than one attribute (e.g. all the girls who came on the bus)
- Design a simple survey, process, and input and interpret the data.
- Discuss and explain what a given graph shows by comparing quantities e.g. fewer, more, less than greater than
- Express the chance of an event happening using words or phrases (impossible, less likely, maybe, certain etc.)
- Place events in order of likelihood

English/ German Language Specific Expectations

Please note: The German scope and sequence document for advanced learners is identical to the English scope and sequence except for a few minor modifications with respect to spelling and grammar. German beginners follow a modified version of this scope and sequence which is found in this document.

Listening:

Consistently demonstrates active listening

- Listens attentively to and understands a variety of literacy forms (oral presentations, reports, stories, poems, drama)
- Listens attentively to others and provides feedback in small and large group interactions
- Follows three step directions

Speaking:

Speaks for a variety of purposes

- Responding in groups by following conversational rules

- Takes turns as a listener and a speaker in a group, following implicit rules for conversations (including staying on topic)
- Creative Dramatics
- Dramatizes stories with the use of toys, props, puppets and plays
- Paraphrasing
- Retells story or event in own words
- Public Speaking
- Gives basic oral presentation

Viewing and Presenting:

Interprets, uses and constructs visuals and multimedia in a variety of situations

- Awareness of visual media
- Connects visual information with own experiences to construct meaning
- Discusses own feelings in response to visual messages
- Begins to show empathy for the way others might feel
- Uses appropriate terminology in describing visual effects
- Follows ICT iconography to access programs
- Using and constructing visual media in a variety of situations
- Uses actions and body language to add meaning to speaking
- Demonstrates that text and illustrations in reference materials work together to convey information
- Discusses the similarities and differences of the ways of presenting the same story.
- Realizes the meaning of and uses appropriately colors, shapes, symbols, and images in visual presentations

Reading:

Word Recognition: Uses the general skills and strategies of the reading process
Pre-Reading Strategies

- Uses illustrations and prior knowledge to predict

Phonemic Awareness

- Identifies rhymes in simple texts
- Separates up to 3 phonemes

Phonics

- Understands sound-symbol relationships

- Applies reliable phonetic strategies when decoding print (rhymes, word families)
- Identifies long vowel sounds and a variety of consonant digraphs and consonant blends

Word Recognition
- Reads the 100 high frequency words independently
- Recognizes some Unit of Inquiry words

Strategies for Decoding
- Uses a variety of strategies to decode unknown words (picture clues, rereading, reading on, chunking, prior knowledge, sight words, comprehension, syllables, phonological awareness, self-correction

Fluency
- Reads grade level texts aloud in phrases/sentences with pace and expression
- Reads independently with increasing fluency for longer periods of time with less familiar texts

Literal Comprehension:
- Uses structural features of texts to facilitate comprehension
- Organizational features of non-fiction texts
- Recognizes the features of non-fiction texts (captions, headings, table of contents, glossary, index)
- Organizational features of fiction texts
- Identifies the beginning, middle and end of a story and knows the purpose of these parts
- Identifies the characters, setting, problem and solution of a story
- Genre
- Demonstrates an awareness of different genres (information report, instructions, fairy tales, stories)
- Retelling
- Retells a narrative in the correct sequence including setting and characters
- Retells the key information from a non-fiction text

Inferential Comprehension:
- Uses reading strategies to retrieve and comment on ideas and information in a variety of texts including visual media
- Predicting and Interpreting

Fiction
- Makes predictions through understanding of title, ideas, events and characters
- Asks questions to clarify understanding
- Relates texts to real life experiences

Non-Fiction:
- Uses table of contents and glossary for different purposes
- Uses images and graphics to extend understanding beyond the written text
- Reads and interprets captions, and labels
- Engages with Text: Reads for a variety of purposes
- Selects books for a variety of purposes, interest and reading level

Writing
Ideas: Expresses ideas clearly
Non-Fiction
- Draws and writes about ideas that are topic related and include basic details

Fiction
- Writes simple, sequenced stories with a beginning, middle and end, includes simple description of characters

Organization: Organizes writing for audience and purpose
Writing Process
- Participates in shared and guided writing activities
- Begins to use a graphic organizer to plan writing
- Genre
- Follows text structure features
- Begins to use labels, captions, recounts, descriptions, procedures, and narratives

Text Structure
- Connects simple sentences to the main idea
- Writes narratives, story and short sequenced factual text.

Word Choice and Voice: Writes with style and expression
Non-fiction:
- Uses high frequency words
- Selects vocabulary appropriate to text forms

Fiction:
- Uses high frequency words

- Works to include descriptive words and phrases

Voice

- Expresses feelings and emotions through writing

Sentence Fluency and Conventions: Uses conventions of writing appropriately

Sentence Fluency

- Uses simple and compound sentences with time connectives

Spelling

- Spells high frequency words correctly and uses common spelling patterns

Handwriting

- Writes legibly and in a consistent style
- Writes on standard handwriting paper
- Consistently uses spaces between words
- Consistently uses correct letter size

Punctuation and Grammar

- Identifies nouns and verbs
- Uses increasingly accurate grammatical constructs with subject-verb agreement
- Punctuation: capitalization for sentence beginnings and proper nouns, full stops

Editing/Revising

- Begins to reread own writing to maintain word sequence
- Edits writing for capitalization, full stops and high frequency words, with support
- Uses feedback from teachers to improve writing

Grade 2 Programme of studies

Who we are

Central Idea

Our bodies are composed of complex systems which work together to keep us alive.

Key Concepts: Form, Function, Connection

Related Concepts: Biology, systems, Health, Balance

Lines of Inquiry

- The systems of the human body (Form)
- The functions of the different body systems (Function)

- The interdependence of the body systems (Connection)

Where we are in place and time

Central Idea

Learning about cultural diversity can help us develop a greater respect and appreciation for each other

Key Concepts: Form, Connection, Perspective

Related Concepts: Diversity, Community, Identity, Family, Traditions, Belonging, Heritage, Respect, Appreciation

Lines of Inquiry

- Our own cultural heritage (e.g., language, food, customs, social behaviour etc.) (Form)
- Similarities and differences between cultures. (Connection)
- How history and heritage influence culture (Connection, Form)
- Appreciating our own and other cultures. (Perspective)

How we express ourselves

Central Idea

Stories have been told around the world for many reasons

Key Concepts: Form, Connection, Causation

Related Concepts: Narrative Style, Purpose, Structure, Character, Setting, Purpose, Same and Different

Lines of Inquiry

- Different kinds of stories we tell and why (Form and Connection)
- Structural elements of a story (Form)
- How the version of a story can vary due to e.g. culture, location or historical period (Causation)

How the world works

Central Idea

Weather and Landforms are constantly changing due to many factors

Key Concepts: Form, Function, Change

Related Concepts: Weather, Seasons, Climate, Weathering, Erosion, Landforms

Lines of Inquiry

- Different kinds of weather. (Form)
- How weather affects our planet (Function, Change)
- Different landforms and how they change due to climate and weathering (Form, Change)

How we organize ourselves

Teamwork Unit Under construction

How we share the planet

Central Idea:

Living organisms are interdependent and need a balanced environment.

Key Concepts: Form, Causation, Responsibility

Related Concepts: Action, Choice, Sustainability, Interdependence, Cause and Effect, Balance, Environment, Diversity

Lines of Inquiry

- Types of local environments (Form)
- How plants and animals are interdependent (Causation)
- How human choices affect local environments (Responsibility)

Mathematics specific expectations

Number

- Read write and model whole numbers to 1,000 in figures and words, using the base 10 place value system
- Partition numbers into hundreds, tens and ones and know what each digit represents
- Say the number which is 1, 10 or 100 more or less than any given two or three-digit number

- Count larger collections by grouping them for example in 2's, 5's, 10's and 100's (without assistance) and 3's and 4's with assistance
- Describe and extend number sequences e.g. count on or back in 2's, 3's, 4's 5's, 10's and 100's
- Recognize two-digit and three-digit multiples of 2, 5, or 10 and three-digit multiples of 50 and 100
- Recognize odd and even numbers to at least 100
- Read and begin to write the vocabulary of comparing and ordering numbers to at least 1000 and ordinal numbers to at least 100 (bigger, smaller, first, second, third etc.)
- Compare and order whole numbers to at least 1000 say which is more or less and position them on a number line
- Give one or more numbers lying between two numbers to 1000
- Use the symbols <, >, and = when comparing numbers
- Begin to recognize negative numbers in context (e.g. on a temperature scale)
- Read and begin to write the vocabulary of estimation and approximation (e.g. roughly, nearly, almost, about, around)
- Reasonably estimate quantities up to 100 and begin to estimate the reasonableness of answers
- Round any two-digit number to the nearest 10 and any three-digit number to the nearest 100
- Use mathematical vocabulary and symbols of fractions e.g. halves, thirds, equals to etc.
- Write commonly used fractions and show them using manipulatives (whole, 1/2. 1/3 1/4 1/5/1/10)
- Begin to recognize simple fractions that are several parts of a whole, such as 3/4, 2/3, 3/10 etc.
- Model the concept of equivalence to 1 e.g. 2 halves equal 1, three thirds equal 1.
- Compare familiar fractions using manipulatives and fractional notation and know for example that one-half lies between one quarter and three quarters
- Begin to estimate a fraction
- Find simple fractions of shapes and numbers. E.g. ½ of 8
- Extend understanding of the operations of addition and subtraction, read and begin to write the related vocabulary
- Use the +, − and = signs in equations.

- Add/subtract 1 or 10 to or from any number up to 100
- Consolidate understanding that addition can be done in any order and that more than two numbers can be added
- Add three or four single digit numbers mentally and three or four two-digit numbers with the help of manipulatives or pencil and paper.
- Demonstrate and use the inverse relationship between addition and subtraction to solve / check problems e.g. if 4 + 3 = 7 then 7-3 = 4
- Use informal pencil and paper methods to record and explain addition (with regrouping) and subtraction (without regrouping) of HTU and TU and HTU and HTU
- Begin to use column addition and subtraction for addition (with regrouping) and subtraction (without regrouping) where the calculation cannot be done easily.
- Recall basic addition and subtraction facts for all numbers to 20
- Derive all pairs of multiples of 5 with a total of 100 (e.g. 45 and 55)
- Derive all pairs of multiples of 100 with a total of 1000 (e.g. 200 and 800)
- Know all pairs of multiples of 5 that total 100
- Use and begin to read mathematical vocabulary and symbols of multiplication and division E.g. multiply, times, divide, product, quotient
- Demonstrate an understanding of multiplication as repeated addition
- Demonstrate understanding that multiplication can be done in any order
- Demonstrate division as grouping (repeated subtraction) or sharing.
- Recognize that division is the inverse of multiplication and that halving is the inverse of doubling.
- Know multiplication facts for the 2, 5 and 10 times tables and related division fact
- Begin to know multiplication facts for the 3 and 4 times tables and related division facts
- Derive doubles of whole numbers to at least 30, of multiples of 5 to 100, of multiples of 50 to 500
- Derive halves of numbers to 100
- Choose and use appropriate operations to solve number and word problems set in real life
- Explain methods orally and where possible in writing.
- Recognize all coins and notes.

- Understand and use Euro and cents notation. (E.g. understand that E 3.06 is 3 Euros and 6 cents

Measurement

- Use, read and begin to write the vocabulary related to length, mass and capacity
- Suggest suitable units and measuring equipment to estimate, measure, order or compare length, mass, temperature or capacity using standard units (km, M, cm, kg, g, l, and ml)
- Demonstrate an awareness of the need for standard units of measurement
- Know the relationships between kilometers and meters, meters and centimeters, kilograms and grams, liters and milliliters
- Begin to use decimal notation for meters and centimeters
- Use a ruler to draw and measure lines to the nearest half centimeter
- Read scales to the nearest division
- Record estimates and measurements to the nearest whole or half unit understanding that some measures fall between units e.g. 3 ½ Kg
- Read and begin to write the vocabulary related to time e.g. (o' clock, half-past, quarter hour, seconds, hours, etc.)
- Read and write the time to the nearest 5 minutes using analogue and digital clocks and use the notation e.g. 9:40
- Use units of time and know the relationship between them (seconds, minutes, hours, days, weeks, months and years)
- Use a calendar Use a calendar and timelines
- Suggest suitable units to measure and estimate time
- Sequence multiple events

Shape and Space

- Classify, describe, and sort 2D shapes including e.g. pentagon, hexagon, quadrilateral, circle, semi-circle, according to their properties such as reflective symmetry, number of corners, number of sides, right angles or not right angles etc.
- Recognize the properties of quadrilaterals
- Classify regular and irregular polygons

- Classify and describe 3D shapes (including cube, sphere, hemisphere, prism and pyramid) according to their properties such as symmetry, number of faces, sides/edges and vertices
- Use 2D net to build a cube
- Combine and transform 2D shapes to make other shapes
- Identify and draw lines of symmetry in quadrilaterals and other shapes and recognize quadrilaterals that have no lines of symmetry
- Sketch the reflection of a simple shape in a mirror line along one edge
- Recognize, explain and create symmetrical patterns including tessellation of quadrilaterals
- Identify perpendicular lines
- Read and begin to write the vocabulary related to position, direction and movement e.g. find the position of a square on a grid with the rows and columns labelled
- Locate features and plot in coordinate boxes
- Recognize and begin to use the four compass directions N, S, E, W (extension to NE, SE, NW, SW)
- Make and measure clockwise and anticlockwise turns for example from S to N or from 4 o'clock to 10 o'clock on a clock face
- Demonstrate an understanding of angle as a measure of rotation by making, comparing and describing rotations whole turn, half turn, quarter turn including turns between the four compass points
- Identify right angles in 2D shapes and the environment
- Recognize that a straight line is the equivalent of two right angles
- Compare angles with a right angle. I.e. Bigger than, less than
- Use a right-angle measurer to identify right angles

Pattern and Function

- Recognize, describe, continue and create patterns including number patterns e.g. explore different patterns that can be made from 4 or 5 colored cubes
- Identify, analyse and describe rules for patterns E.g. ABB, ABC, ABBC, etc.
- Select appropriate methods for representing patterns, for example using words, symbols and tables
- Understand the inverse relationship between addition and subtraction

- Consolidate understanding of the associative and commutative properties of addition.
- Use the properties and relationships of addition and subtraction to solve problems.
- Understand that multiplication is repeated addition and that division is repeated subtraction
- Understand the inverse relationship between multiplication and division
- Use number patterns to make predictions and solve problems

Data Handling

- Discuss, compare, create, sort and classify sets of data according to attributes e.g. all the round yellow buttons
- Pose and answer questions by collecting, organizing, displaying and interpreting data using simple lists, tables and graphs including e.g.
  1. Tally charts/frequency tables
  2. Pictograms with scale of 2
  3. Tree diagrams (two branches minimum)
  4. Bar charts with scale of 2 and 5
  5. Venn diagrams
  6. 2 x 2 Carroll diagrams (two criteria)
- Identify the mode of a set of data
- Begin to experiment with scale
- Design a simple survey, process, and input and interpret the data.
- Discuss the suitability of one graph form over another
- Explain the difference between qualitative and quantitative change.
- Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, impossible etc.
- Place events in order of likelihood
- Use the language of probability to e.g. explain and determine mathematically fair and unfair games and situations and to explain outcomes

## English/ German Language Specific Expectations

Please note: The German scope and sequence document for advanced learners is identical to the English scope and sequence except for a few minor modifications

with respect to spelling and grammar. German beginners follow a modified version of this scope and sequence which is found above.

Listening:
Consistently demonstrates active listening
- Demonstrates active listening by asking questions, having culturally appropriate eye contact or using culturally appropriate body language in a variety of situations
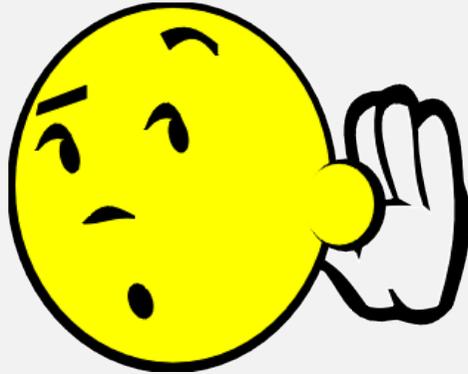
Speaking:
Speaks for a variety of purposes
Responding in groups by following conversational rules
- Listens and takes turns responding
- Follows rules for conversations and discussion purposes (including explaining, inquiring and sharing information, predictions and entertainment)

Creative Dramatics
- Dramatizes stories with the use of toys, props, puppets and plays

Paraphrasing
- Presents ideas and information in a logical sequence

Public Speaking
- Speaks to a familiar audience using appropriate pace and volume

Viewing and Presenting:
Interprets, uses and constructs visuals and multimedia in a variety of situations
Awareness of visual media
- Discusses personal experiences that connect with visual images
- Discusses own feelings in response to visual messages
- Listens to other's responses, realizing that people react differently
- Realizes effects are added for certain impact
- Follows ICT iconography to access programs

Using and constructing visual media in a variety of situations
- Uses actions and body language to add meaning to oral presentations
- Demonstrates that text and illustrations in reference materials work together to convey information
- Views a range of visual language formats and discusses their effectiveness
- Realizes the meaning of and uses appropriately colors, shapes, symbols, and images in visual presentations

Reading:

Word Recognition: Uses the general skills and strategies of the reading process

Phonemic Awareness
- Matches the spoken sounds to written spelling patterns and homophones

Phonics
- Applies reliable phonetic strategies when decoding print

Word Recognition
- Reads 250 sight words including some Program of Inquiry words and technical language words

Strategies for Decoding
- Uses a variety of strategies to decode unknown words, including knowledge of common letter patterns

Fluency
- Reads grade level texts aloud with appropriate pausing, stress, intonation and phrasing
- Reads independently with increasing fluency for longer periods of time with less familiar texts

Literal Comprehension:

Uses structural features of texts to facilitate comprehension

Organizational features of non-fiction texts
- Identifies the features of non-fiction texts (titles, heading, table of contents, glossary, index)

Organizational features of fiction texts
- Identifies and describes the characters, setting, problem and solution of a story

Genre
- Identifies and describes the characters, setting, problem and solution of a story

Retelling
- Describes events in a story in sequence including setting and characters
- Retells the key information from a non-fiction text

Inferential Comprehension:
Uses reading strategies to retrieve and comment on ideas and information in a variety of texts including visual media

Predicting and Interpreting
Fiction: Expresses own view about texts and listens to the opinions of others
Non-Fiction:
- Reads and interprets images, graphics, charts, tables, graphs, maps, diagrams and timelines
- Uses an index appropriately for different purposes

Engages with Text: Reads for a variety of purposes
- Chooses texts appropriate to reading level
- Shows a preference for a specific genre or author

Writing

Ideas: Expresses ideas clearly

Non-Fiction - Writes with a clear purpose, follows a specific structure, ideas are on topic, include detail and are related

Fiction - Writes a story with a clear and developed beginning, middle and end, includes character and setting description

Organization: Organizes writing for audience and purpose

Writing Process
- Uses a graphic organizer to support the writing process

Genre
- Follows text structure features
- Writes recounts, descriptions, procedures, information reports, explanations, and narratives (orientation and complication focus),

Text Structure
- Writes letters, narratives, stories, poems and text summaries of increasing complexity
- Begins to use paragraphs to organize ideas.

Word Choice and Voice: Writes with style and expression
Non-fiction:
- Selects vocabulary appropriate to text forms

Fiction:
- Experiments with a thesaurus to find new and different descriptive words

Voice:
- Writes in an individualized style

Sentence Fluency and Conventions: Uses conventions of writing appropriately
- Writes expanded sentences with transition words
- Begins to use similes

Spelling
- Spells previously learned words correctly and applies taught spelling patterns to unknown words

Handwriting
- Writes legibly and in a consistent style (starting January)
- Writes on smaller standard handwriting paper

Punctuation and Grammar
- With support, uses quotation marks and commas in a list
- Identifies and uses common nouns, proper nouns, verbs, pronouns, prepositions and adjectives
- Uses increasingly accurate grammatical constructs with subject-verb agreement
- Punctuation: capitalization, full stops, question marks, exclamation marks

Editing/Revising
- Begins to edit writing for subject-verb agreement, capitalization, full stops and high frequency words
- Uses resources for editing (dictionary, computer, peer, word wall)
- Revises for meaning
- Uses feedback to improve writing

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