



Curriculum Guide

ISHR

Early Years

2018-19

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 Programme'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 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 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 the 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 to 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.

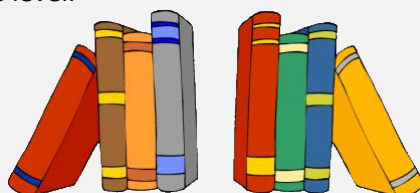
The exhibition should represent a significant event in the life of the school; encapsulating the essence of the PYP. Each group/individual works with a mentor, who is usually a teacher or faculty member within the school community. Over a series of weeks, students go through the inquiry process; investigating, 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 a variety of aspects of the PYP.

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.

Mixed Kg Programme of Studies

Who we are

Treating others in the right way can help us make and maintain friendships.

Key Concepts: Connection, Reflection, Responsibility

Related Concepts: Feelings, Friendships, Rights, Conflicts,

Lines of Inquiry

- Activities you can do with your friends. (Connection)
- How friends make us feel in different situations. (Reflection)
- How to treat peers and express our feelings appropriately. (Responsibility)

How we express ourselves

Central idea

Exploring different materials and techniques allows us to discover and express our creativity whilst developing useful skills.

Key Concepts: Form, Function, Connection, Reflection

Related Concepts: Technique, Properties, Exploration, Media, Creativity

Lines of Inquiry

- Different types of media and how we can use them (Form, Function)
- What we can create using different media (Reflection)
- Skills and techniques we need, develop and use when working with different media (Function)
- Other forms of artistic production (Connection)

How the world works

Central Idea:

The environment around us and the activities we take part in are usually affected by the earth's natural cycles.

Key Concepts: Change, Connection, Causation

Related Concepts: Chronology, Environment, Weather, Seasons, Plants, Adaptation

Lines of Inquiry

- Night and day (Connection/Change)

- Seasonal change (Change/Causation)
- How the change in the earth's cycles affects the environment around us. (Connection)
- How the change in the earth's cycles affect us. (e.g. clothes we wear, what we do, food we eat, activities we engage in) (Connection)

How we organise ourselves

Central idea

Everything we can touch has its own shape, space and place

Key Concepts: Form, Connection, Causation

Related Concepts: Properties of Shape, Pattern, Locality, Usage

Lines of Inquiry

- 2D shapes that we know (Form, Connection)
- 3D shapes that we know (Form, Connection)
- Where we find shapes and how we use them (Connection, Causation)
- The language we use to describe shape and position (Form)
- Places and Spaces we have in our school (Form, Connection)



Mathematics expectations (Pre-Kg)

Number and Place Value

- Demonstrate 1:1 correspondence of numbers and manipulatives to 5
- Explore the conservation of number through the use of manipulatives
- Connect number words and numerals (1-5) to the quantities they represent
- Identify numbers in their environment (e.g., on a house door) to 5
- Introduce concept of ordinal numbers to compare and describe the position of objects by using first and last etc.
- Introduce mathematical terms used to describe and compare quantities such as Bigger, Smaller, More, Less
- Solve practical problems involving counting and comparing in role play or real life contexts

Money

- Use coins/money in play situations

Units of Measure

- Use comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language

Time

- Begin to develop an awareness of significant times of the day/week/year (outside time, home time etc.)
- Begin to develop an awareness of daytime and night-time
- Be exposed to a calendar
- Begin to know the seasons
- Recognise a clock
- Sequence with support simple events

Properties of shape

- Begin to recognise, describe and name common 2D shapes such as rectangle, square, circle and triangle and 3D shapes such as ball, box etc.
- Use a variety of shapes and objects to make models, patterns and pictures and describe them
- Put objects in order of size
- Match one to one shape.
- Identify objects that are the same

- Identify shapes in the environment

Position and Direction

- Respond to verbal questions using position, direction and movement.
- Follow simple directions
- Participate in turning games and songs

Pattern

- Join in pattern activities using e.g. sounds, actions, objects etc.
- Create and extend patterns

Data

- Sort and label (with assistance) real-life objects into sets by attribute (e.g. all the red ones)
- Provide data about themselves and their surroundings
- Begin to make graphs of real objects and compare quantities
- Identifies largest/ smallest group in a data representation

Probability

- Discuss chance in daily events (likely, unlikely impossible, certain)



Mathematics Specific Expectations (Jn-Kg)

Number

- Demonstrate 1:1 correspondence of numbers and manipulatives to 10
- Say and use the number names to 10 in familiar contexts e.g. rhymes, songs.
- Identify and name numbers in their environment/world to 10
- Decode/ encode numbers to at least 10
- Begin to write numbers to 10
- Count forwards and backwards from a given number to 10
- Recognise small numbers without counting
- Count in twos
- Explore the conservation of number through the use of manipulatives.
- Count, compare and order numbers up to 10 and place them on a number line
- Introduce mathematical terms used to compare numbers e.g. more than, less than, same as, bigger than smaller than, between etc.
- Use the vocabulary associated with ordinal numbers e.g. first, second, third, last. Use ordinal numbers 1st to 3rd. (extension to 10th) in real life situations
- Begin to estimate quantities up to 10 and check by counting
- Hear and join in with estimation vocabulary e.g. about, roughly, nearly, around.
- Use simple fraction names in real life situations e.g. a whole or half a pizza/ cake
- Begin to use the vocabulary involved in adding /subtracting e.g. plus, minus
- Find one more or one less than a number from 1 to 10
- Relate addition to combining two groups of numbers counting all the objects
- Begin to relate subtraction to 'taking away'
- Use developing mathematical ideas and methods to solve problems to 10 with manipulatives. involving counting and comparing in role play or real life contexts
- Use coins/money in role play to pay and give change (not necessarily correct)

Measurement

- Use comparison vocabulary such as more, less, longer, shorter, heavier or lighter etc. to compare quantities
- Compare and measure length, mass, capacity using non-standard units say e.g.
 1. for capacity which has more, less
 2. for mass say which is heavier, lighter
 3. for length – say which is shorter, longer
- Begin to understand and use vocabulary related to time (e.g. days, morning, afternoon, before, after, yesterday, tomorrow seasons, months, and significant events e.g. snack time etc.)

- Begin to know the days of the week in order
- Begin to use a calendar to identify the days of the week, tomorrow, yesterday
- Begins to know and order the seasons
- Identify a clock and know its purpose
- **Begin** to read o'clock time
- Sequence simple/familiar events (minimum of 3)

Shape and Space

- Use **everyday language** to describe, the shape and size of 2D shapes such as square, triangle, rectangle, circle.
- Use **everyday language** to describe, the shape and size of 3D shapes including cube, cone, sphere
- Put sets of objects in order by size and describe them
- Use a variety of shapes and objects to make models, patterns and pictures and describe them
- Make objects/ pictures that show symmetry e.g. snowflakes, butterflies
- Match shapes according to attributes. E.g. all three sided ones
- Identify shapes in the environment
- Use appropriate language to describe position, direction and movement (E.g. front, back, inside, outside, behind, in front of, above, below, next to, forwards, backwards, sideways up, down, between, around, towards, away from)
- Give and follow simple directions
- Participate in turning games and songs
- Discuss things that turn e.g. wheels on the bus

Pattern and Function

- Find, describe and compare patterns found in everyday situations e.g. sounds, actions, objects, colours etc. (2 elements ABAB extension to 3 elements ABC)
- Extend and create patterns

Data Handling

- Gather data about themselves / surroundings in various ways
- Create pictographs and tally marks
- Create living graphs of real objects and people.
- Use comparison vocabulary to interpret data.
- Sort and label real objects into sets by attribute (e.g. all the red ones, all the green ones) noting differences and similarities
- Discuss chance in daily events (impossible, maybe, certain etc.)

Language Specific Expectations

Listening:

Consistently demonstrates active listening

- Listens attentively to others and responds with actions or words
- Understands and follows oral directions

Speaking:

Speaks for a variety of purposes

Responding in groups by following conversational rules

- Expresses self-using gestures, body language, words and expanded sentences
- Answers questions
- Asks questions
- Actively participates in conversations

Creative Dramatics

- Joins in with poems, rhymes and songs
- Participates in imaginary play

Paraphrasing

- Talks about self-created pictures and models

Public Speaking

- Speaks about something connected to self or an item

Viewing and Presenting:

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

Awareness of visual media

- Recognizes familiar signs, labels and logos
- Makes personal connections to visual texts

Using and constructing visual media in a variety of situations

- Communicates and conveys understanding through play, gestures, and facial expressions
- Selects and rereads familiar picture books
- Uses color, size, and shapes in visual presentations

Reading:

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

Pre-Reading Strategies

- Knows that pictures convey meaning
- Demonstrates understanding of print concepts
- Uses emerging reading skills to make meaning from print

Phonemic Awareness

- Hears and discriminates the sounds of language
- Plays with words that rhyme

Phonics

- Demonstrates knowledge of the alphabet

Word Recognition

- Recognizes own name and those of most members of the class
- Can differentiate between letters and words

Strategies for Decoding

- Recognizes shapes in letter formation and letters
- Identifies initial letters/sounds in own name and other's names

Fluency

- Participates in shared reading, (rhymes, refrains and repeated text)
- Recognizes own first name

Literal Comprehension: Uses structural features of texts to facilitate comprehension

Organizational features of non-fiction texts

- Gains information from pictures and words

Organizational features of fiction texts

- Uses pictures to gain information

Retelling

- Comments on events, characters and ideas in narrative stories
- Identifies a fact 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

- Comprehends and interprets meaning from books and other texts

Engages with Text: Reads for a variety of purposes

- Enjoys stories



Writing

Ideas: Expresses ideas clearly ideas through drawing and age-appropriate writing

Writing Process

- Understands the purpose of writing
- Observes shared writing

Genre

- Listens to different text forms

Text Structure

- Writes letters and words

Word Choice and Voice: Writes with style and expression

Voice

- Expresses self through color, size, and shape

Sentence Fluency and Conventions: Uses conventions of writing appropriately

Spelling

- Shows an awareness of at least 8 letter sounds
- Begins to show an awareness of the sound-symbol relationship

Handwriting

- Frequently uses correct pencil grip
- Controls small muscles in hands
- Coordinates eye-hand movement
- Uses tools for writing and drawing

Punctuation and Grammar

- Writes first name

Sn- Kg programme of studies

Who we are

Central Idea:

People can be enriched by exploring and learning about their own culture and the cultures of others.

Key Concepts: Connection, Form, Perspective

Related Concepts: Identity, Culture, Diversity, Artifacts, Similarities and Differences, Uniqueness

Lines of Inquiry

- Different cultures that make up our class (Form)
- Aspects of culture in different places (Form, Perspective)
- What we can learn from other cultures (Connection, Perspective)
- Similarities and differences between cultures (Perspective)

Where we are in time and place

Markets (Unit currently under construction)

How we express ourselves

Central Idea:

People create stories and express them in different ways.

Key Concept: Form, Function, Perspective

Related Concepts: Communication, Expression, Structure

Lines of Inquiry

- Different ways that stories can be told (e.g. music, ballet, art, movies, books) (Form/Function)
- The elements of a story (e.g., setting, characters, sequence, illustrations, costumes, music, movement, sound) (Form)
- The feelings and emotions stories give us. (Perspective)

Please note: this unit may be replaced 2018-19 by a unit on Mindfulness



How the world works

Central Idea:

Invertebrates have similarities and differences and can be helpful or harmful.

Key Concepts: Form, Change, Connection

Related Concepts: Life Cycles, Interdependence, Consequences, Similarities and Differences, Classification, Behaviours

Lines of Inquiry

- The physical features of invertebrates (Form)
- The life cycles and behaviours of Invertebrates (Change)
- How invertebrates interact. (Connection)

How we organise ourselves

Central Idea:

Different places, roles and rules help our community to function effectively.

Key Concepts: Function, Perspective, Responsibility

Related Concepts: Roles, Features, Community, Rules

Lines of Inquiry

- Features we find in our community (Function)
- The roles and jobs of different people in our community (Responsibility)
- How communities work (Function/ Responsibility)
- Needs and wants of communities (Perspective)

How we share the planet

Central Idea:

Living things have needs in order to survive and thrive

Key Concepts:

Function, Causation, Connection

Related Concepts: Food Chains, Interdependence, Environment, Responsibility

Lines of Inquiry

- The needs of living things (Form)
- How different needs are met by different habitats (Causation)
- Effects of needs not being met (Connection)
- Our responsibilities to others whose needs are not met (Responsibility)

Mathematics Specific Expectations

Number

- Demonstrate 1:1 correspondence of numbers and manipulatives to 30 or beyond
- Reinforce the conservation of number through the use of manipulatives
- Know the number names and recite them in order to at least 30 and back from 10 to zero
- Read numbers in their environment to at least 30
- Write numbers to 30
- Count on and back in tens from 0 to 100.
- Count on in steps of 2 or 5 from zero to 20
- Use vocabulary used to compare and order numbers e.g. More than, less than, equal to, between, bigger, last etc.
- Compare and order numbers to at least 20 and be able to position on a number line
- Give a number between two other numbers (to 30)
- Within the 0-30 range say which number is one more or less than any given number (extend to 2 or 3 more or less)
- Use the vocabulary associated with ordinal numbers
- Use ordinal numbers 1st to 10th in real life situations
- Recognise odd and even numbers to 10
- Use estimation vocabulary e.g. about, roughly, nearly, around
- Introduce estimation of quantities to 20 (extension to 30) and check by counting
- Use fraction names to describe part and whole relationships (whole and half) and use fractions in real life situations e.g. divide a cake into half for a friend to share
- Begin to demonstrate an understanding of the operations of addition and subtraction and use the related vocabulary e.g. take away, minus, more than, plus.
- Begin to use the + and – and = signs to record calculations
- Begin to recognise that addition can be done in any order.
- Recognise that more than two numbers can be added together.
- Relate subtraction to ‘taking away’
- Begin to calculate addition and subtraction problems to 10
- Work out all pairs of numbers (Number bonds) with a total of 10 (master 1-5 introduce 6-10)

- Know doubles of numbers to 10
- Use and explain appropriate methods for solving practical problems with and without manipulatives
- Explain methods and reasoning orally
- Use coins in ‘play’ beginning to recognise that some coins have different values

Measurement

- Understand and use the vocabulary related to length, mass and capacity
- Compare, order, and measure length, mass and capacity using non-standard units’ e.g.
 1. for capacity which is most, least full
 2. for mass say which is heaviest, lightest,
 3. for length – say which is shortest, longest
- Use and understand the vocabulary related to time e.g. Years, seasons, days, months, hour, minutes.
- Name and put in order the days of the week and use appropriate time sequence words e.g. yesterday, today, tomorrow
- Begin to use a calendar to determine the date and to begin to identify days of the week and months
- Know and order the seasons
- Read the time to hour on analogue and digital clocks (extend to the half hour)
- Associate daily events with time
- Begin to develop awareness of minutes
- Estimate and compare lengths of time e.g. how long 5min is.
- Sequence familiar/ simple events in time (minimum of three)

Shape and Space

- Use everyday language to compare, and describe features of familiar 2D shapes such as circle, square, triangle, rectangle, oval and rhombus (diamond) referring to properties such as number of sides, corners, size etc.
- Create 2D shapes using different materials
- Use various sizes of 2D shapes to begin to make patterns or other 2D shapes e.g. combine two squares to make a rectangle
- Find a combination of shapes that fill an area
- Describe features of triangles and squares in the environment
- Use everyday language to compare, and describe features of familiar 3D shapes such as cube, cuboid (rectangular prism), cone, cylinder, pyramid

sphere referring to properties such as size, form, corners, shape of face etc.

- Hear/use correct terminology to describe, name and compare 3D shapes e.g. face, edge
- Begin to relate solid shapes to real life objects in their environment and pictures of them.
- Begin to recognise line and reflective symmetry in shapes and their immediate environment
- Investigate, explain and create symmetrical and tessellating patterns involving shapes
- Use appropriate language to describe position, direction and movement (left, right, front, back, far, near, before, after, opposite, apart, middle, corner, across, edge
- Give and follow simple directions, using appropriate vocabulary (e.g. Go inside, go outside, walk forwards, go backwards etc.)
- Talk about things that turn
- Make whole and half turns

Pattern and Function

- Find, describe and compare patterns found in everyday situations and environments e.g. sounds, actions, nature colours or objects using 2 or 3 elements ABAB, ABC extension to four elements e.g. AABC
- Represent, extend and create patterns using e.g. words, drawings, symbols, materials, actions, numbers

Data Handling

- Pose questions and gather data about themselves and their surroundings in various ways
- Sort and label objects into sets by one or more attribute (e.g. all the red ones, all the tall red ones)
- Represent information (using real objects or pictures) using simple graphs e.g. Pictograph, tables, bar graph, Venn diagram etc.
- Discuss, compare and interpret data by comparing quantities using appropriate vocabulary e.g. Fewer, less, more than, less than etc.
- Discuss and explain what a given graph shows
- Discuss events that are impossible, certain, likely or unlikely to happen etc.

Language specific expectations

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

- 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/ Non-Fiction: : Expresses own view about texts and listens to others

- 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

Sentence Fluency

- 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
- 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 and uses feedback to improve writing