

## The PYP

The Primary Years Programme (IB-PYP) is the established worldwide programme at the Primary School level (ages 3-11) and it is offered by many top international schools. ISZN is authorized to offer this programme, which is organized by the International Baccalaureate Organization (IBO).

The programme is designed to be transdisciplinary. It identifies a body of significant knowledge required by all students in all cultures, in six principal subject areas: *Language, Social Studies, Mathematics, Science and Technology, The Arts, and Personal, Social and Physical Education*. By integrating subject areas at all times, the aim is to give the students a well rounded, challenging, engaging and relevant experience.

Inquiry-based and reflective of shared best teaching practices from around the globe, the programme actively works to instil a lifelong love of learning to all participants.

The overview contained within reflects our conceptual approach to teaching and learning. Please note that some goals and comments may be overlapping as they are designed to be continually reinforced and reviewed.

## Assessment

At ISZN, we view assessment as the gathering and analysis of information about student performance. It provides us with evidence about what our students know, understand, can do and are feeling at different stages in the learning process. We know that successful assessment involves continual and prompt feedback, without which, the process is limited in its affect, importance and relevance.

We understand that our students come from a wide range of educational and culturally diverse backgrounds. It is therefore vital that our assessments are broad and include choice to recognize our students' varying strengths and learning styles. We do not view any one assessment as providing a completely comprehensive picture of learning.

Both students and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self-evaluation skills. For teachers it also provides evidence in order to evaluate the efficacy of our programme.

## Sample Timetable

|                  | 9.00-<br>9.40         | 9.40-<br>10.20 | 10.20-<br>10.45 | 10.45-<br>11.25     | 11.25-<br>12.05 | 12.05-<br>13.05 | 13.10-<br>13.50 | 13.50-<br>14.30 | 14.30-<br>15.15 |
|------------------|-----------------------|----------------|-----------------|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Monday</b>    | Language<br>(Writing) |                | <b>Break</b>    | German              |                 | <b>Lunch</b>    | UoI             |                 |                 |
| <b>Tuesday</b>   | Music                 | Lang.          |                 | Mathematics         |                 |                 | UoI             |                 | German          |
| <b>Wednesday</b> | iTime                 |                |                 | ICT                 |                 |                 | Art             |                 |                 |
| <b>Thursday</b>  | Mathematics           |                |                 | Assembly/<br>German |                 |                 | PE              |                 |                 |
| <b>Friday</b>    | Spelling              | ICT            |                 | Mathematics         |                 |                 | Library         | Story Time      |                 |

**UoI** (Unit of Inquiry) includes Science, History, Geography, Social Studies and Art

Please note that both the Overview and the timetable above are subject to change at any time to adapt to learning needs and curriculum updates. The overview does not reflect the order the units will be taught in, as this may differ and change during each school year.



# Curriculum Overview

## Grade 1

2016-2017

### *Ask, Act & Achieve*

#### At ISZN:



**Ask:** We encourage all members of our community to be lifelong learners with endless curiosity and passion for discovery.



**Act:** We strive to inspire open-minded individuals with local and global awareness, who show mutual respect and willingness to participate towards positive change.



**Achieve:** We are committed to challenging ourselves and celebrating our intellectual, creative and physical successes.

## ISZN Grade 1 Curriculum Overview

| PYP Themes   | Who We Are   | Where We Are In Time And Place  | How We Express Ourselves   |
|--|--|---|--|
| <b>Description</b>   | An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures: rights and responsibilities; what it means to be human.   | An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.  | An inquiry into the ways in which we discover and express our ideas, feelings, nature, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.  |
| <b>Key Concepts</b><br>Related Concepts  | <b>Form Function</b><br>Structure Systems  | <b>Connection Change</b><br>Interconnectedness Personal Growth  | <b>Form Connection</b><br>Similarities Differences   |
| <b>Central Idea</b>  | <b>The body systems work independently and together to build a functioning human body</b>  | <b>Journeys can give us opportunities to learn</b>  | <b>We celebrate to mark special events in a variety of ways</b>  |
| <b>Enduring Understandings</b>   | A system might not work if its parts are missing. An assembly of parts (system) can perform functions that the single parts cannot. Organs depend on other organs to do their job.   | Journeys enable us to make new meaning of our environment, to make connections, to broaden our understanding of the world and to grow as a person.  | Celebrating involves different aspects of our culture and beliefs such as music, food, decorations, dance, gifts, ceremonies and history.  |
| <b>Lines of Inquiry</b>  | <ul style="list-style-type: none"> <li>How the bodily systems work together</li> <li>How we keep our bodies healthy</li> <li>The form and function of different systems</li> </ul>   | <ul style="list-style-type: none"> <li>Types of journeys</li> <li>How we plan a journey</li> <li>What can we learn from a journey</li> </ul>  | <ul style="list-style-type: none"> <li>What we celebrate</li> <li>What celebrations look, sound, smell, taste and feel like</li> <li>The similarities and differences between certain celebrations</li> </ul>  |
| <b>Learner Profile Attributes</b>  | Reflective Balanced  | <i>Student chosen</i>   | Communicator Risk-taker  |
| <b>PYP Attitudes</b>   | Curiosity Independence   | Commitment Enthusiasm   | Tolerance Creativity   |
| <b>Transdisciplinary Skills</b>  | Listening, Speaking and Presenting<br>Synthesis, Analysis<br>Gross Motor Skills<br>Spatial Awareness<br>Healthy Lifestyle<br>Formulating Questions   | Collecting, Recording, Organizing and Interpreting Data<br>Application<br>Organization  | Planning<br>Respecting Others<br>Cooperating<br>Group Decision Making  |
| Ongoing Skills focused upon throughout the year: Reading, Writing, Comprehension and Metacognition.                                      |  |   |  |
| <b>Mathematics</b><br><br>                              | <b>Addition and Subtraction Money (Continued)</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Whole numbers exhibiting patterns and relationships that can be observed and described.</li> <li>Patterns can be represented using numbers and other symbols.</li> <li>How the operations of addition and subtraction are related to each other and used to process information to solve problems.</li> <li>Modeling number operations in a variety of ways.</li> </ul> | <b>Measurement and Graphs</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Information can be expressed as organized and structured data.</li> <li>Events can be organized in different ways.</li> <li>Standard units allow us to have a common language to identify, compare, order and sequence objects and events.</li> <li>We use tools to measure the attributes of objects and events.</li> <li>Estimation allows us to measure with different levels of accuracy.</li> <li>Specific vocabulary can be used to describe an object's position in space.</li> </ul> | <b>Revision</b><br>Key Conceptual Understanding: <ul style="list-style-type: none"> <li>The operations of multiplication and division are related to each other and are used to process information to solve problems.</li> </ul>  |
|  | Ongoing Understanding that is reinforced: There are many mental methods that can be applied for exact and approximate computations.  |   |  |
| <b>Language</b><br><br>                               | <b>Diagrams – labelling and descriptions Writing Structure: Beginning, middle and end</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>People communicate using different languages.</li> <li>Everyone has the right to speak and be listened to.</li> <li>Consistent ways of recording words or ideas enable members of a language community to communicate.</li> <li>People write to communicate.</li> </ul>   | <b>Recounts: descriptions. Writing: new endings. Journal: paragraphing</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>What we already know enables us to understand what we read. (What could happen next? After the end)</li> <li>Wondering about texts and asking questions helps us to read and understand what we read.</li> <li>Applying a range of strategies helps us to express ourselves so others can enjoy our writing.</li> <li>When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</li> </ul>   | <b>Poems Recounts</b><br>Key Conceptual Understanding: <ul style="list-style-type: none"> <li>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.</li> </ul>  |
|  | Ongoing areas focused upon throughout the year: Basic Grammar and Punctuation, Reading Strategies and Sound Knowledge.   |   |  |
| <b>ICT</b><br><br>                                    | <b>Copy and Paste (layout &amp; format) Typing and use of fonts and colours</b><br>Key Skill: <ul style="list-style-type: none"> <li>Organizing is the ability to structure or arrange connected items.</li> </ul>   | <b>Research using the Internet (Camp planning)</b><br>Key Skills: <ul style="list-style-type: none"> <li>Becoming a responsible digital citizen involves using ICT to make informed and ethical choices while acting with integrity and honesty.</li> <li>In a globally connected digital world, learners are empowered to be responsible for their actions, to value others' rights and to practice safe behaviours.</li> </ul>  | <b>Reflections and Presentations</b><br>Key Skills: <ul style="list-style-type: none"> <li>Communication is the exchange of info with various audiences using a range of media and formats.</li> <li>Effective communicators contribute cross cultural understanding, make informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.</li> </ul> |
|  | Ongoing Skills focused upon throughout the year: Make new connections and synthesizing findings to apply knowledge to real-life contexts.  |   |  |
| <b>Personal, Social and Physical Education</b><br><br> | <b>Circuits of body systems Stretching muscles</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Regular exercise is part of a healthy lifestyle.</li> <li>The use of responsible practices in physical environments can contribute to our personal safety and safety of others.</li> <li>Participation in a group can require group members to take on different roles and responsibilities.</li> </ul>  | <b>Sports Day – Athletics Obstacle courses (journeys)</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>A person's self-concept can change and grow with experience.</li> <li>Using self-knowledge allows us to embrace new situations with confidence.</li> <li>The use of responsible practices in physical environments can contribute to our personal safety and safety of others.</li> <li>Accepting others into a group builds open-mindedness.</li> </ul>   | <b>Dance</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>There are many factors that contribute to a person's individual identity.</li> <li>There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</li> </ul>   |
|  | Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>Identifying and understanding our emotions helps us to regulate our behaviour.</li> <li>Positive attitudes help us to overcome challenges and approach problems.</li> <li>Relationships require nurturing.</li> <li>Our actions towards others influence their actions towards us.</li> </ul>  |   |  |

## ISZN Grade 1 Curriculum Overview

| PYP Themes  | How The World Works  | How We Organize Ourselves  | Sharing The Planet   |
|---|--|--|--|
| <b>Description</b>  | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.   | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.   |
| <b>Key Concepts</b><br>Related Concepts   | <b>Causation    Reflection</b><br>Consequence    Evidence  | <b>Perspective    Change</b><br>Choice    Order    Process   | <b>Responsibility    Perspective</b><br>Initiative    Feelings   |
| <b>Central Idea</b>   | <b>Light affects our lives and the environment</b>   | <b>Our food goes through different processes and comes from all around the world</b>   | <b>The oceans are a global resource in danger</b>  |
| <b>Enduring Understandings</b>  | Light is an important part of our everyday lives and there are problems when we are without it.  | Food is supplied by a number of different people and goes on different journeys that offer us choices.   | We are all responsible for the oceans and need to think, share and make good informed choices to ensure the sustainability of them.  |
| <b>Lines of Inquiry</b>   | <ul style="list-style-type: none"> <li>▪ Natural light in our lives</li> <li>▪ Sources of human made light</li> <li>▪ How we should use light</li> <li>▪ Day and night</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Where food comes from</li> <li>▪ How food gets to us</li> <li>▪ How food changes before it gets to us</li> </ul>  | <ul style="list-style-type: none"> <li>▪ How we (treat) use the oceans</li> <li>▪ How ocean plants and sea life work together</li> <li>▪ Why the oceans are in danger</li> <li>▪ How we can take action – what could we/should we do to change it</li> </ul>   |
| <b>Learner Profile Attributes</b>   | Knowledgeable    Inquirer  | Thinker    Open-minded   | Caring    Principled   |
| <b>PYP Attitudes</b>  | Cooperation    Confidence  | Integrity    Respect   | Empathy    Appreciation  |
| <b>Transdisciplinary Skills</b>   | Acquisition of Knowledge<br>Observing<br>Time Management<br>Safety<br>Group Decision Making<br>Resolving Conflict  | Accepting Responsibility<br>Viewing and Presenting<br>Informed Choices<br>Collecting and Organizing Data   | Non-verbal Communication<br>Adopting a Variety of Roles<br>Presenting Research Findings<br>Codes of Behaviour<br>Informed Choices (Review)   |
| Ongoing Skills focused upon throughout the year: Reading, Writing, Comprehension and Metacognition.   |  |  |  |
| <b>Mathematics</b><br>  | <b>Time</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Some events in daily life are more likely to happen than others.</li> <li>▪ Fractions are ways of representing whole-part relationships.</li> </ul>   | <b>Number: Addition</b><br><b>Money</b><br>Key Conceptual Understanding: <ul style="list-style-type: none"> <li>▪ The base 10 place value system is used to represent numbers and number relationships.</li> </ul>   | <b>Shapes and Symmetry</b><br><b>Temperature</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Objects can be organized in different ways.</li> <li>▪ Shapes are classified and named according to their properties.</li> <li>▪ Some shapes are made up of parts that repeat in some way.</li> <li>▪ Specific vocabulary that can be used to describe an object's position in space.</li> </ul>   |
| Ongoing Understanding that is reinforced: There are many mental methods that can be applied for exact and approximate computations.   |  |  |  |
| <b>Language</b><br>  | <b>Note taking and Predictions</b><br><b>Diagrams: labelling</b><br><b>Experiments and Scientific Language</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Spoken language varies according to the purpose and audience.</li> <li>▪ Spoken communication is different from written – it has its own set of rules.</li> <li>▪ Viewing and talking about the images others have created helps us to understand and create our own presentations.</li> </ul> | <b>Flow charts and recounts</b><br><b>Recipes: instructions and lists</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Sounds are a symbolic way of representing ideas and objects.</li> <li>▪ Visual texts can immediately gain our attention.</li> <li>▪ The sounds of spoken language can be represented visually (letters, symbols, characters)</li> </ul> | <b>Character descriptions</b><br><b>Story making</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ People use static and moving images to communicate ideas and information.</li> <li>▪ The words we see and hear enable us to create pictures in our minds.</li> <li>▪ Different types of texts serve different purposes.</li> <li>▪ Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</li> </ul> |
| Ongoing areas focused upon throughout the year: Basic Grammar and Punctuation, Reading Strategies and Sound Knowledge.  |  |  |  |
| <b>ICT</b><br>   | <b>PowerPoint</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Innovate and construct meaning, apply critical thinking, share knowledge through self-expression, problem posing, problem solving, and reflection.</li> <li>▪ Collaborating is the process through which learners validate and negotiate ideas and reach a deeper understanding and a global perspective. Encouraged to share knowledge.</li> </ul>   | <b>Copy and Paste (book covers)</b><br><b>Flow charts / Google images</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Purposeful research to test existing understanding, discover new info and create new understanding.</li> <li>▪ Organizing is the ability to structure or arrange connected items.</li> </ul>  | <b>PowerPoint</b><br><b>Cubism – Word Document</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Innovate and test boundaries. (creating)</li> <li>▪ Learners understand that ICT systems can be used to inform, adapt, manage and problem-solve during their creative, communicative, collaborative and investigative processes.</li> <li>▪ Learners make connections, transfer existing knowledge and independently explore new technologies.</li> </ul>      |
| Ongoing Skills focused upon throughout the year: Make new connections and synthesizing findings to apply knowledge to real-life contexts.   |  |  |  |
| <b>Personal, Social and Physical Education</b><br>  | <b>Shadow Dancing</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Growth can be measured through changes in capability as well as through physical changes.</li> <li>▪ We can apply a range of fundamental movement skills to a variety of activities.</li> <li>▪ Participation in a group can require group members to take on different roles and responsibilities.</li> </ul>  | <b>Balancing: cooperation and miming</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Different challenges and situations require different problem solving strategies.</li> <li>▪ Exploring how food choices can affect our health.</li> <li>▪ Maintaining good hygiene can help to prevent illness.</li> </ul>   | <b>Role play: group work</b><br><b>Moving to music</b><br>Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Understanding and respecting other people's perspectives helps us to develop empathy.</li> <li>▪ Movements can be used to convey feelings, attitudes, ideas or emotions.</li> <li>▪ Responsible citizenship involves conservation and preservation of the local environment.</li> </ul>  |
| Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>▪ Identifying and understanding our emotions helps us to regulate our behaviour.</li> <li>▪ Positive attitudes help us to overcome challenges and approach problems.</li> <li>▪ Relationships require nurturing.</li> <li>▪ Our actions towards others influence their actions towards us.</li> </ul> |  |  |  |