

## 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 – 9.40	9.40 – 10.20		10.45 – 11.25	11.25 – 12.05		13.10 – 13.50	13.50 – 14.30	14.30 – 15.15
Monday	English	English	Break	Math	Math	Lunch	Uol	Uol	ICT
Tuesday	German	German	Break	Math	Music	Lunch	ICT	Library	English
Wednesday	English	PE	Break	PE	Math	Lunch	Uol	Uol	Uol
Thursday	English	English	Break	German	German	Lunch	Uol	ICT	ICT
Friday	Math	Assembly	Break	Uol	Uol	Lunch	German	Independent Learning Time	Independent Learning Time

**Uol** (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 2

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 2 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> Related Concepts	<b>Causation Responsibility</b> Consequences	<b>Connection Change</b> Similarities Differences Relationships Adaptation	<b>Perspective Connection</b> Opinion Expression
<b>Central idea</b>	<b>Being aware of our environment helps us to keep safe</b>	<b>Understanding family cultures help us to develop</b>	<b>Stories are shared for many reasons around the world</b>
<b>Enduring Understandings</b>	Safety is communicated in a variety of ways. It is our responsibility to know and respect that it is a human right to be safe and feel safe at all times.	By appreciating the similarities and differences in families we are able to ascertain the global patterns existing. Recognizing that some relationships are built on roles and responsibilities.	Stories are important because it is a way to express our cultural differences, to share history, to entertain and to learn, and a way to consider different perspectives.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>▪ Rules that help us to keep safe</li> <li>▪ People in the community we can turn to for help</li> <li>▪ How we can keep others safe</li> </ul>	<ul style="list-style-type: none"> <li>▪ What was childhood like for parents and grandparents (similarities and differences)</li> <li>▪ How knowing family history can help us to grow and change</li> <li>▪ How family culture can influence the way we live</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why and how people tell stories</li> <li>▪ Different types of stories (fables, fairy tales, legends)</li> <li>▪ The purpose of non-fiction books</li> <li>▪ How books inform us and engage our imaginations</li> </ul>
<b>Learner Profile Attributes</b>	Caring Reflective	Open-minded Communicator	Communicator Risk Taker
<b>PYP Attitudes</b>	Integrity Independence	Tolerance Empathy	Confidence Creativity
<b>Transdisciplinary Skills</b>	Viewing Safety Spatial Awareness Informed Choices	Acquisition of Knowledge Dialectical Thought Respecting Others Resolving Conflict Healthy Lifestyle Non-verbal Communication	Application Comprehension Writing Gross Motor Skills
<b>Ongoing Skills focused upon throughout the year: Reading, Speaking, Listening, Comprehension and Presenting</b>			
<b>Mathematics</b>  	<b>Patterns, Symmetry, Tessellation, Angles and Revision of Number work</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Functions and relationships or rules that uniquely associate members of one set with another.</li> <li>▪ By analyzing patterns and identifying rules for patterns it is possible to make predictions.</li> </ul>	<b>Direction/Coordinates, Fractions, Addition, Subtraction and Time</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Relationships exist between standards units that measure the same attributes.</li> <li>▪ Even complex operations can be modelled in a variety of ways.</li> </ul>	<b>Numeracy to 100 and beyond, Place Value and Partitioning, Number bonds to 10, 20, 100, Addition and Subtraction Strategies, 2D Shapes and Word Problems</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ The base 10 place value system can be extended to represent magnitude.</li> <li>▪ The operations of addition and subtraction are related to each other and are used to process information to solve problems.</li> <li>▪ Changing the position of a shape does not alter its properties.</li> </ul>
	<b>Ongoing Understandings focused upon throughout the year: Even complex operations can be modelled in a variety of ways.</b>		
<b>Language</b>  	<b>Signs, Captions, Posters and Poetry</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Visual texts can expand our database of sources of information.</li> <li>▪ Visual texts provide alternate means to develop new levels of understanding.</li> <li>▪ Different visual techniques produce different effects and are used to present different types of information.</li> </ul>	<b>Creative Writing (with prompts), Planning, Editing, Revising, Nouns, Adverbs, Speech, Visual Literacy and Poetry</b> Key Conceptual Understanding: <ul style="list-style-type: none"> <li>▪ Applying a range of strategies helps us to read and understand new texts.</li> </ul>	<b>Story writing strategies: planning, writing hooks, time connectives, morals, characters, publishing, Text and Illustrations, Poetry, Adjectives, Verbs, Drama, Fiction &amp; Non-Fiction</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Wondering about texts and asking questions helps us to understand the meaning.</li> <li>▪ Spoken communication is different from written communication – it has its own set of rules.</li> <li>▪ Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</li> <li>▪ People interpret messages according to their unique experiences and ways of understanding.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>▪ We write in different ways for different purposes</li> <li>▪ Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.</li> <li>▪ Checking, rereading and correcting our own reading as we go, enables us to read new and more complex texts.</li> </ul>		
<b>ICT</b>  	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> </ul>	Key Skills: <ul style="list-style-type: none"> <li>▪ Communicating the exchange of information with various audiences using a range of media and formats.</li> <li>▪ Effective communicators contribute cross cultural understanding.</li> </ul>	Key Skills: <ul style="list-style-type: none"> <li>▪ Through investigation, critically evaluating a variety of sources, making new connections and applying knowledge to real-life contexts.</li> <li>▪ Creative processes through which learners are provided with an opportunity to innovate and test boundaries.</li> </ul>
	<b>Ongoing Skill focused upon throughout the year: In a globally connected digital world, we are empowered to be responsible for our actions, to value others' rights and to practice safe behaviours.</b>		
<b>Personal, Social and Physical Education</b>  	<b>Athletics: track and field</b> Key Conceptual Understanding: <ul style="list-style-type: none"> <li>▪ There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</li> </ul>	<b>Gymnastics and balance</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ A person's identity evolves as a result of many cultural influences.</li> <li>▪ Understanding ourselves helps us to understand and empathize with others.</li> <li>▪ Communities and societies have their own norms, rules and regulations.</li> </ul>	<b>Games: listening skills, spatial awareness Floor Hockey: hockey skills, cooperation</b> Key Conceptual Understanding: <ul style="list-style-type: none"> <li>▪ A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>▪ Self-efficacy influences the way people feel, think and motivate themselves, and behave.</li> <li>▪ Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.</li> <li>▪ We can develop and maintain physical fitness by applying basic training principles.</li> <li>▪ People go through different life stages, developing at different rates from one another.</li> <li>▪ Attention to technique and regular practice can improve the effectiveness of our movements.</li> </ul>		

## ISZN Grade 2 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> Related Concepts	<b>Form</b> <b>Function</b> Properties    Classification	<b>Function</b> <b>Responsibility</b> Role    Initiative	<b>Reflection</b> <b>Causation</b> Responsibility    Impact
<b>Central idea</b>	<b>Different materials react in different ways</b>	<b>Workplaces have a shared responsibility</b>	<b>Plants are an important resource to keep the Earth alive and healthy</b>
<b>Enduring Understandings</b>	Materials are all around us and used every day. Experimenting with the property changes of materials helps us to understand how the world works.	By understanding the roles and responsibilities within a workplace, we are able to show initiative and the behaviour to positively support a community; work successfully within an interconnected structure towards a common goal.	Plants are a vital support for all living creatures. As humans, we have a responsibility to make sure that our impact on the environment around us is either positive or neutral.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>How we sort, classify materials</li> <li>What are material properties</li> <li>What happens when materials are changed (heated, cooled, mixed)</li> <li>Scientific Method</li> </ul>	<ul style="list-style-type: none"> <li>The types of jobs people do in school and other work places</li> <li>The tools, skills and training they need</li> <li>The purpose and / or responsibility of specific jobs</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a plant and their function</li> <li>Lifecycles and the impact of them being disrupted</li> <li>Our responsibility to protect the environment</li> </ul>
<b>Learner Profile Attributes</b>	Thinker    Inquirer	Balanced    Principled	Inquirer    Knowledgeable
<b>PYP Attitudes</b>	Curiosity    Enthusiasm	Cooperation    Commitment	Respect    Appreciation
<b>Transdisciplinary Skills</b>	Analysis Synthesis Metacognition Formulating Questions Observing Planning Recording Data Present Research Findings	Accepting Responsibility Cooperation Group decision making Adopting Variety of Roles Organization Time management Codes of Behaviour	Comprehension Collecting Data Organizing Data Interpreting Data Fine Motor Skills
<b>Ongoing Skills focused upon throughout the year: Reading, Speaking, Listening, Comprehension and Presenting</b>			
<b>Mathematics</b>  	<b>Measurement: length, mass, weight, Multiplication, Division, 3D Shapes, Data Handling</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Objects and events have attributes that can be measured using appropriate tools.</li> <li>Shapes can be transformed in different ways.</li> <li>Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.</li> </ul>	<b>Money: addition and subtraction, Doubles and Halves, Decimals and Word Problems</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Different graphs forms highlight different aspects of data more efficiently.</li> <li>Fractions and decimals are ways of representing whole-part relationships.</li> </ul>	<b>Measurement: capacity and temperature, Word problems, Multiplication and Division.</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Data can be collected, organized, displayed and analyzed in different ways.</li> <li>The operations of multiplication and division are related to each other and are used to process information to solve problems.</li> </ul>
	<b>Ongoing Understanding focused upon throughout the year: Even complex operations can be modelled in a variety of ways.</b>		
<b>Language</b>  	<b>Instructions: scientific method, Graphic Organizer, Flow Charts, Recording Ideas, Reports, Non-fictional and Fictional Texts</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>What we already know enables us to understand new texts.</li> <li>Spoken language varies according to the purpose and audience.</li> </ul>	<b>Invitations, Letters, Recounts, Writing Skills, Articles and Posters</b> Key Conceptual Understanding: <ul style="list-style-type: none"> <li>Different types of texts serve different purposes.</li> </ul>	<b>News, Logos, Labels, Cause and Effect sentences, Fact and Opinion sentences, Fictional Texts and Visual Literacy.</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>The structure and organization of written language influences and conveys meaning.</li> <li>Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.</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>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>We write in different ways for different purpose.</li> <li>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.</li> <li>Checking, rereading and correcting our own reading as we go, enables us to read new and more complex texts.</li> </ul>		
<b>ICT</b>  	Key Skills: <ul style="list-style-type: none"> <li>Making informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.</li> <li>Empowerment through digital media and environments the through active participation in creating and sharing knowledge.</li> </ul>	Key Skills: <ul style="list-style-type: none"> <li>Collaborating in order to validate and negotiate ideas.</li> <li>Organizing structures or arranging connected items.</li> <li>An understanding that ICT systems can be used to inform, adapt, manage and problem-solve during creative, communicative, collaborative and investigative processes.</li> </ul>	Key Skills: <ul style="list-style-type: none"> <li>Purposeful inquiry or research, to test existing understanding, discover new information and create new understanding.</li> <li>Constructing meaning, applying critical thinking and original ideas to real world situations, and sharing knowledge through self-expression, problem-posing and problem solving and reflection.</li> <li>Making connections, transferring existing knowledge and independently exploring new technologies.</li> </ul>
	<b>Ongoing Skill focused upon throughout the year: In a globally connected digital world, we are empowered to be responsible for our actions, to value others' rights and to practice safe behaviours.</b>		
<b>Personal, Social and Physical Education</b>  	<b>Ball skills: kicking, aiming, controlling and directing. Football: stop, controlling skills, cooperating in teams</b> Key Conceptual Understanding: <ul style="list-style-type: none"> <li>Behaviour can be modified by applying different strategies.</li> </ul>	<b>Ball skills: throwing, bouncing, catching Basketball and Benchball.</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Embracing and developing optimism helps us to have confidence in ourselves and our future.</li> <li>Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</li> </ul>	<b>Athletics: Track and Field</b> Key Conceptual Understanding: <ul style="list-style-type: none"> <li>Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>Self-efficacy influences the way people feel, think and motivate themselves, and behave.</li> <li>Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.</li> <li>We can develop and maintain physical fitness by applying basic training principles.</li> <li>People go through different life stages, developing at different rates from one another.</li> <li>Attention to technique and regular practice can improve the effectiveness of our movements.</li> </ul>		