

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 instill 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	PYP Reflection	UoI/ Math	Break	English	English	Lunch	UoI	UoI	UoI
Tuesday	German	German		Math	Math		UoI/ English	Music	Library
Wednesday	Math	PE		PE	English		English	ICT	ICT
Thursday	Math	Math		German	German		UoI/ English	Art	Art
Friday	Spelling/ English	Assembly/ Learning buddies		ICT	English/ Math		German	Independent Learning Time	Independent Learning 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 3

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 3 Curriculum Overview

PYP Themes	Who We Are	Where We Are In Time And Place	How We Express Ourselves
Description	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.
Key Concepts Related Concepts	Causation Perspective Values Opinion Beliefs	Perspective Form Impact Transformation	Perspective Reflection Patterns Structure Behaviour Interpretation
Central Idea	By learning about where we live we can develop a better understanding of the cultures around us.	Explorations lead to discoveries, opportunities develop new understanding	Through the Arts we can explore feelings, ideas and beliefs
Enduring Understandings	No matter where we live, it is our responsibility to learn about our surroundings in order to understand the history and traditions.	By looking at explorations, we can gain an understanding of how important it is for discoveries to be made and the type of impact they have on our world.	Audience interpretations of drama performances are subjective and often dependent on different perspectives. By analyzing dramatic structures, patterns and characters, we can reflect on the ways to successfully express feelings, ideas and beliefs.
Lines of Inquiry	<ul style="list-style-type: none"> The geography and history of our local area Traditions in Switzerland 	<ul style="list-style-type: none"> The reasons for explorations Notable discoveries that have been made How the world has been influenced by exploration. 	<ul style="list-style-type: none"> Feelings expressed through music Ideas shared through art Beliefs explored when in character
Learner Profile Attributes	Open-minded Balanced	Inquirer Open minded	Caring Risk-taker
PYP Attitudes	Appreciation Tolerance	Confidence Tolerance	Appreciation Creativity
Transdisciplinary Skills	Healthy Lifestyle Safety Observing Collecting Data Presenting Research Findings Informed Choices	Synthesis Evaluation Dialectical Thought Formulating Questions Writing Viewing	Planning Organization Codes of Behaviour Speaking Non-verbal Communication Time Management Spatial Awareness
Ongoing Skills focused upon throughout the year: Reading, Writing, Comprehension and Metacognition			
Mathematics	Place Value, Time, Calendars, Measurement: mm, cm, m, km, Angles, Perimeter, Area, Shapes and their properties, Pattern and Function, Revising Data Handling and Graphs, and Times Tables Key Conceptual Understandings: <ul style="list-style-type: none"> Objects and events have attributes that can be measured using appropriate tools. Relationships exist between standard units that measure the same attributes. 	Fractions, Frequency, Compass points (orientation), Coordinates, Division, Symmetry and Probability Key Conceptual Understandings: <ul style="list-style-type: none"> Even complex operations can be modeled in a variety of ways, for example, an algorithm is a way to represent an operation. By analysing patterns and identifying rules for patterns it is possible to make predictions. Probability can be based on experimental events in daily life. And it can be expressed in numerical notation. 	Multiplication, Tessellations, Patterns, Decimals, Shapes and Symmetry Key Conceptual Understandings: <ul style="list-style-type: none"> Changing the position of a shape does not alter its properties. Shapes can be transformed in different ways. Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.
Ongoing Understanding focused upon throughout the year: There are many mental methods that can be applied for exact and approximate computations.			
Language	Summarizing, Posters, Questioning and Grammar: Verbs and Adverbs, Future-Tense Verbs, combining Subjects and Objects, Combining Adjectives and Adverbs Key Conceptual Understandings: <ul style="list-style-type: none"> Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images Different types of texts serve different purposes. 	Recounts, Timelines and Non-Fictional texts. Key Conceptual Understandings: <ul style="list-style-type: none"> We write in different ways for different purposes. Spoken communication is different from written communication – it has its own set of rules. Different visual techniques produce different effects and are used to present different types of information. 	Script Writing, Poetry and Invitations. Key Conceptual Understandings: <ul style="list-style-type: none"> People interpret messages according to their unique experiences and ways of understanding. Wondering about texts and asking questions helps us to understand the meaning. Visual texts provide alternative means to develop new levels of understanding.
ICT	Publish written work in digital format and research opportunities to innovate and test boundaries. Key Skills: <ul style="list-style-type: none"> Understanding that responsible digital citizenship involves using ICT to make informed and ethical choices while acting with integrity and honesty. Appreciating that as learners, we are empowered to be responsible for our actions, to value others' rights and to practice safe behaviours. 	PowerPoint Key Skills: <ul style="list-style-type: none"> Purposeful inquiry and research, to test existing understanding and create new understanding. Making connections, transferring existing knowledge and independently exploring technologies. 	Research and Design Techniques Key Skills: <ul style="list-style-type: none"> Communicating by exchanging information with various audiences using a range of media and formats. Appreciating that we are empowered through digital media and environments and through active participation in creating and sharing knowledge.
Ongoing Skill focused upon throughout the year: Make new connections and synthesizing findings to apply knowledge to real-life contexts.			
Personal, Social and Physical Education	Gymnastics and Balance Key Conceptual Understandings: <ul style="list-style-type: none"> A person's identity evolves as a result of many cultural influences. Understanding ourselves helps us to understand and empathize with others. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. 	Athletics: Track and Field Key Conceptual Understanding: <ul style="list-style-type: none"> There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety. 	Athletics: Track and Field Key Conceptual Understandings: <ul style="list-style-type: none"> Embracing and developing optimism helps us to have confidence in ourselves and our future. Attention to technique and regular practice can improve the effectiveness of our movements. A dynamic cycle of plan, perform and reflect can influence a creative movement composition.
Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> A person's self-concept is influenced by how others regard and treat him or her. Self efficacy influences the way people feel, think and motivate themselves, and behave. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. We can develop and maintain physical fitness by applying basic training principles. People go through different life stages, developing at different rates from one another. 			

ISZN Grade 3 Curriculum Overview

PYP Themes	How The World Works	How We Organize Ourselves	Sharing The Planet
Description	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.
Concepts Related Concepts	Function Connection Systems Relationships Networks Interdependence	Form Function Teamwork Communication	Responsibility Change Initiative Relationships Interdependence
Central Idea	The solar system is part of our universe which affects life on Earth	Cooperation is essential to achieve community goals	Endangered species all over the world are struggling to survive
Enduring Understandings	By looking at how the Solar System works we can identify connections between the Sun, Earth and Moon. We can develop our understanding of the interdependence between Earth and elements of the Solar System by appreciating the relationship that exists between them.	Cooperation involves a range of skills in order for people to work together efficiently and that compromising is one of the most important parts of decision-making.	There are many factors affecting the world we live in and it is our responsibility to take action (big or small) to both protect and/or sustain environments, as we are all interdependent with one another.
Lines of Inquiry	<ul style="list-style-type: none"> The characteristics of the Solar System Movement of the Earth, Sun and Moon Earth's uniqueness in the Solar System 	<ul style="list-style-type: none"> How cooperation between team members affect outcomes Key elements for successful cooperation 	<ul style="list-style-type: none"> Which species are endangered and why The importance of helping endangered species and whose responsibility this is The interdependence of species and their habitats
Learner Profile Attributes	Balanced Knowledgeable	Principled Communicator	Thinker Reflective
PYP Attitudes	Independence Curiosity	Cooperation Respect	Commitment Empathy
Transdisciplinary Skills	Application Analysis Viewing Acquisition of Knowledge Recording Data Interpreting Data Formulating Questions	Listening Respecting Others Resolving Conflict Group Decision Making Adopting a Variety of Roles Cooperating Fine Motor Skills	Comprehension Accepting Responsibility Reading Presenting Collecting Data Organizing Data
Ongoing Skills focused upon throughout the year: Reading, Writing, Comprehension and Metacognition			
Mathematics	Standard units of measurement, Problem Solving (in real-life situations), Timelines and Times Tables Fractions and Decimals. Key Conceptual Understandings: <ul style="list-style-type: none"> Fractions and decimals are ways of representing whole-part relationships. Functions are relationships or rules that uniquely associate members of one set with members of another set. 	Ordering Numbers, Greater than and Smaller than, Addition and Subtraction, Multiples, Word Problems, Times Tables and Mathematical Games. Key Conceptual Understandings: <ul style="list-style-type: none"> The base 10 place value system is used to represent numbers and number relationships (up to 4-digit numbers). The operations of addition and subtraction are related to each other and are used to process information and solve problems. 	Addition and Subtraction, Data Handling, Graphs, Doubling and Halving, Pattern and Function, Multiplication and Division and Times Tables. Key Conceptual Understandings: <ul style="list-style-type: none"> The operations of multiplication and division are related to each other and are used to process information and solve problems. Data can be collected, organized, displayed and analysed in different ways. Different graph forms highlight different aspects of data more efficiently.
Ongoing Understanding focused upon throughout the year: There are many mental methods that can be applied for exact and approximate computations.			
Language	Story writing (including facts), Poetry, Riddles, Scientific Method (instructions) and Grammar; Possessive Nouns (singular & plural) Key Conceptual Understandings: <ul style="list-style-type: none"> The structure and organization of written language influences and conveys meaning. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas. 	Mind mapping, Character Descriptions and Sequels Writing and Grammar; Sentence Structures, Punctuation, Subjects and Predicates, Nouns (Proper and Common), Action Verbs, Compound Sentences and Past, Present and Future Tenses Key Conceptual Understandings: <ul style="list-style-type: none"> Spoken language varies according to the purpose and audience. Applying a range of strategies helps us to read and understand new texts. 	Persuasive Writing, Creating a Book; planning, editing and illustrating; Posters, Fact and Opinion sentences, Comprehension and Grammar; Singular and Plural Nouns, Present and Past-Tense Verbs and Pronouns Key Conceptual Understandings: <ul style="list-style-type: none"> What we already know enables us to understand what we read. Visual texts can expand our database of sources of information. Thinking about storybook characters and people in real life helps us to develop characters in our own stories.
ICT	Internet: Researching Key Skills: <ul style="list-style-type: none"> Use the Internet as a source for information; critically evaluate sources, make connections and synthesize findings. Understanding that ICT systems can be used to inform, adapt, manage and problem-solve during creative, communicative and investigative processes. 	Microsoft Word, Google images and Microsoft Publisher Key Skills: <ul style="list-style-type: none"> Collaborating in order to validate and negotiate ideas to reach a deeper understanding and a global perspective. Organizing structure and arranging connected items. 	Internet, Microsoft Word and Graphing (pie chart, line graph, bar graph, column graph) Key Skills: <ul style="list-style-type: none"> Accessing relevant information; process and present information in ways that are personally meaningful. Understanding that creating is a process through which learners are provided with an opportunity to innovate and test boundaries.
Ongoing Skill focused upon throughout the year : Make new connections and synthesizing findings to apply knowledge to real-life contexts.			
Personal, Social and Physical Education	Ball Skills: throwing, bouncing, catching, Basketball and Benchball. Key Conceptual Understanding: <ul style="list-style-type: none"> Behaviour can be modified by applying deliberate strategies. 	Games focusing on fitness, developing awareness of personal space and cooperation. Floor Hockey Key Conceptual Understandings: <ul style="list-style-type: none"> A plan of action is necessary strategy for a group to achieve its goal. An effective group capitalizes on the strength of its individual members. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. 	Continuing Floor Hockey and Cooperation Activities Key Conceptual Understandings: <ul style="list-style-type: none"> Communities and societies have their own norms, rules and regulations. Communities and their citizens have a collective responsibility to care for local and global environments.
Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> A person's self-concept is influenced by how others regard and treat him or her. Self efficacy influences the way people feel, think and motivate themselves, and behave. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. We can develop and maintain physical fitness by applying basic training principles. People go through different life stages, developing at different rates from one another. 			