

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	LANGUAGE	LANGUAGE		MATH	MATH		ICT/UoI	ICT/UoI	UoI
Tuesday	LANGUAGE	MATH	S N A C K	GERMAN	GERMAN	L U N C H	UoI	UoI	UoI
Wednesday	LANGUAGE	MATH		PE	PE		ICT/UoI	UoI	UoI
Thursday	LANGUAGE	MUSIC		LANGUAGE /MATH	MATH		UoI	GERMAN	GERMAN
Friday	LANGUAGE	BOOK BUDDIES/ ASSEMBLY		MATH	UoI		UoI	GERMAN	CLEAN/ GOLDEN 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 5

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 5 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	<i>Student Chosen</i>	Causation Connection Consequences Impact Interdependence Relationships	Perspective Reflection Truth Subjectivity Behaviour
Central Idea	Words open minds to endless possibilities	Human Migration is a response to challenges, risks and opportunities	Advertising can directly and indirectly influence our choices
Enduring Understandings	Appreciating the power of the written word, to inspire, provoke and instigate change. Acknowledging the extensive brain activity that results from engaging with literature. Exploring the many ways can effectively share our thoughts and ideas.	When we move from one place to another, we face challenges, risks and opportunities, all of which have the ability to enrich and change us in our thinking and lifestyle. Migration is an opportunity to start again, but also a challenge when we are forced to migrate.	To realize that advertisements are there to influence us to buy a product and that there are often many tricks used to make things look better.
Lines of Inquiry	Collaboratively created at the time of the Exhibition	<ul style="list-style-type: none"> The reasons for migration Timelines Links between the Past and the Present 	<ul style="list-style-type: none"> The use of persuasive language How the use of sound and images can be persuasive The impact of advertising on our daily lives The connection between audience (target group) and design
Learner Profile Attributes	As part of the EXHIBITION, the student groups will carefully assess and decided the Learner Profile Attributes, PYP Attitudes and Transdisciplinary Skills to focus upon in order to complete their inquiries successfully.	<i>Group Chosen</i>	Communicator Inquirer
PYP Attitudes		<i>Group Chosen</i>	Creativity Cooperation
Transdisciplinary Skills	The overall assessment of the EXHIBITION involves each individual student showing both an awareness of and an ability to demonstrate, all of the articulated elements of the PYP.	Comprehension Synthesis Dialectical Thought Non-verbal Communication Resolving Conflict Adopting a Variety of Roles Spatial Awareness	Speaking Viewing Collecting, Recording, Organizing and Interpreting Data Organization Codes of Behaviour
Ongoing Skills focused upon throughout the year: Analysis, Reading, Presenting, Cooperating, Group Decision Making, Formulating Questions and Time Management			
Mathematics	Revision Key Conceptual Understanding: <ul style="list-style-type: none"> Patterns can often be generalized using algebraic expressions, equations or functions. 	Measurement: distance, area, perimeter and coordinates Key Conceptual Understandings: <ul style="list-style-type: none"> Accuracy of measurements depends on the situation and the precision of the tool. Conversion of units and measurements allows us to make sense of the world. A range of procedures exists to measure different attributes of objects and events. 	Fractions, Data Handling and Percentages Key Conceptual Understandings: <ul style="list-style-type: none"> Data can be presented effectively for valid interpretation and communication. The base 10 place value system extends infinitely in two directions. Exponential notation is a powerful way to express repeated products of the same number.
	Stand alone Number lessons: <ul style="list-style-type: none"> Division: whole numbers and decimals by 10/100 Multiplication: whole numbers and decimals by 10/100 Double and Halving Addition and Subtraction: 4 and 5 digit and decimal numbers Factors and Properties of Prime Numbers Positive and Negative numbers Long Division, including remainders 		
Language	Interviews, Presenting and Discussions Key Conceptual Understandings: <ul style="list-style-type: none"> Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. People draw on what they already know in order to infer new meaning from what they hear. Knowing what we aim to achieve helps us to plan and develop different forms of writing. 	Comprehension, Autobiographies and Discussions Key Conceptual Understandings: <ul style="list-style-type: none"> Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Through the process of planning, drafting, editing and revising, our writing improves over time. 	Persuasive Language and Advertising Techniques Key Conceptual Understandings: <ul style="list-style-type: none"> Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> To enhance learning we need to be efficient users of the Internet Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Knowing what we aim to achieve helps us to select useful reference material to conduct research. Synthesizing ideas from texts leads to new ideas and understanding. 		
Stand alone English language lessons: Grammar, Spelling, Reading, Presentation skills and Summarizing (using bullet points)			
ICT	All knowledge comes together in this Exhibition unit: Researching and PowerPoint Key Skill: <ul style="list-style-type: none"> Through investigations, learners critically evaluate a variety of sources, making new connections and synthesizing findings to apply knowledge to real-life. 	Research Skills and Word Documents Key Skill: <ul style="list-style-type: none"> Learners construct meaning, apply critical thinking and original ideas to real-world situations, and share knowledge through self-expression, problem-posing and problem posing, and reflection. 	Research Skills and Word Documents Key Skill: <ul style="list-style-type: none"> Learners are empowered through digital media and environments and through active participation in creating and sharing knowledge.
	Ongoing focus Skill throughout the year: In a globally connected digital world, learners are responsible for their actions, to value others' rights and to practice safe behaviours.		
Personal, Social and Physical Education	Key Conceptual Understandings: <ul style="list-style-type: none"> A person's self-worth is reinforced and reflected in engagement with and/or service to others. A strong sense of self-efficacy enhances human accomplishments and personal well-being. 	Key Conceptual Understandings: <ul style="list-style-type: none"> Coping with situations of change, challenge and adversity develops resilience. An effective group can accomplish more than a set of individuals. An individual can experience both intrinsic satisfaction and personal growth from interactions. 	Key Conceptual Understandings: <ul style="list-style-type: none"> The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth. Complexity and style adds aesthetic value to a performance.
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> The physical changes people experience at different stages in their lives affect their evolving identities. There is a connection between exercise, nutrition and physical well-being. Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. Understanding our limits and using moderation are strategies for maintain a safe healthy lifestyle. There are physical, social and emotional changes associated with puberty. 		

ISZN Grade 5 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.
Key Concepts Related Concepts	Change Connection Function Transformation Adaption Relationships Systems	Form Change Choice Growth Ownership	Function Responsibility Role Systems Rights Initiative
Central Idea	Inventions can change the world	People work to meet personal, social and financial goals	Organizations can unite people with different perspectives
Enduring Understandings	Inventions enable us move on in the world. Inventions can be good or bad.	Working towards a goal should motivate us to reach a goal. A goal can often be reached by planning and taking manageable and realistic steps.	Each country has the responsibility to enact the resolutions made by the United Nations.
Lines of Inquiry	<ul style="list-style-type: none"> The reasons for inventions The specific contributions of inventors in history The ways in which inventions shape society 	<ul style="list-style-type: none"> Understanding the importance of goal setting Understanding our responsibilities Ways to reach our personal, social and financial goals 	<ul style="list-style-type: none"> The United Nations (UN) Organization How the UN works The responsibility of the UN and its participants.
Learner Profile Attributes	<i>Student Chosen</i>	Balanced <i>Student Chosen</i>	<i>Chosen by Student Delegate Pairs</i>
PYP Attitudes	<i>Student Chosen</i>	Commitment Integrity	<i>Chosen by Student Delegate Pairs</i>
Transdisciplinary Skills	Acquisition of Knowledge Application Evaluation Planning Presenting Research Findings	Gross Motor Skills Fine Motor Skills Safety Healthy Lifestyle Informed Choices	Metacognition Listening Writing Accepting Responsibility Respecting Others Observing
Ongoing Skills focused upon throughout the year: Analysis, Reading, Presenting, Cooperating, Group Decision Making, Formulating Questions, Time Management			
Mathematics 	Stand alone lessons – as listed below Key Conceptual Understandings: <ul style="list-style-type: none"> Fractions, decimal fractions and percentages are ways of representing whole-part relationships. For fractional and decimal computation, the ideas developed for whole-number computation can apply. 	Revision Key Conceptual Understandings: <ul style="list-style-type: none"> Range, mode, median and mean can be used to analyze statistical data. Probability can be represented on a scale between 0-1 or 0-100% The probability of an event can be predicted theoretically. Ratios are a comparison of two number quantities. 	Stand alone lessons – as listed below Key Conceptual Understandings: <ul style="list-style-type: none"> Manipulation of shape and space takes place for a particular purpose. Consolidating what we know of geometric concepts allows us to make sense of and interact with our world. Geometric tools and methods can be used to solve problems relating to shape and space.
	Stand alone lessons for Shape, Data Handling and Measurement: <ul style="list-style-type: none"> Calculate Area and Perimeter of Irregular Shapes Calculate Area of Triangles Measure, calculate and describe angles Identify and list properties of 2D/3D Shapes Mean, Mode, Median 		
Language 	Comprehension: Writing a manual, Interviews and Fact and Opinions Key Conceptual Understandings: <ul style="list-style-type: none"> Knowing about the techniques used in visual texts, according to their previous experiences, preferences and perspectives. Identifying the main ideas in the text helps us to understand what is important. 	Comprehension Skills Key Conceptual Understandings: <ul style="list-style-type: none"> Stories that people want to read are built around themes to which they can all make connections. Effective stories have purpose and structure that help to make the author's intention clear. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding. 	Debating and Discussions Key Conceptual Understandings: <ul style="list-style-type: none"> Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Reading and thinking work together to enable us to make meaning. Reading opens our minds to multiple perspectives and helps us to understand how people, think, feel and act.
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> To enhance learning we need to be efficient users of the Internet Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Knowing what we aim to achieve helps us to select useful reference material to conduct research. Synthesizing ideas from texts leads to new ideas and understanding. 		
ICT 	PowerPoint Presentations Key Skill: <ul style="list-style-type: none"> Learners make connections, transfer existing knowledge and independently explore new technologies. 	Developing Word Documents Key Skill: <ul style="list-style-type: none"> Effective communicators contribute cross-cultural understanding, make informed choices when deciding on tools to articulate meaning, provide relevant, significant feedbacks to others. 	Research Skills and Word Documents Key Skills: <ul style="list-style-type: none"> Becoming a responsible digital citizen involves using ICT to make informed and ethical choices, while acting with integrity and honesty.
	Ongoing Skills focused upon throughout the year: In a globally connected digital world, learners are responsible for their actions, to value others' rights and to practice safe behaviours.		
Personal, Social and Physical Education 	Key Conceptual Understandings: <ul style="list-style-type: none"> Appropriate application of skills is vital to effective performance. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. People are interdependent with, and have a custodial responsibility towards the environment. 	Key Conceptual Understandings: <ul style="list-style-type: none"> Being emotionally aware helps us to manage relationships and support each other. Setting personal goals and developing plans to achieve these goals can enhance performance. 	Key Conceptual Understandings: <ul style="list-style-type: none"> Many different and conflicting cultures influence identity formation. Stereotyping or prejudging can lead to misconceptions and conflict.
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> The physical changes people experience at different stages in their lives affect their evolving identities. There is a connection between exercise, nutrition and physical well-being. Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. Understanding our limits and using moderation are strategies for maintain a safe healthy lifestyle. There are physical, social and emotional changes associated with puberty. 		

