

## 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	Circle Time – Weekend sharing	Journal	Break	English	Guided Reading	Lunch	PE	PE	UoI
Tuesday	German		Break	English	Guided Reading	Lunch	Library	UoI	UoI
Wednesday	Circle Time – EY Assembly	Math	Break	English	Guided Reading	Lunch	UoI	UoI	UoI
Thursday	Circle Time	Math	Break	English	Guided Reading	Lunch	iTime		
Friday	German		Break	Circle Time	Math	Lunch	Discovery 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

## Kindergarten

### 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 Kindergarten 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>Form Function</b> Safety Consequences	<b>Connection Change</b> Opinions Respect Similarities Differences	<b>Form Connection</b> Sequences Patterns Structure Beliefs Feelings
<b>Central Idea</b>	<b>Our five senses help us to explore the world around us</b>	<b>Many different factors influence the clothing we choose to wear</b>	<b>Dance is a way we can express our thoughts and feelings</b>
<b>Enduring Understandings</b>	By understanding that everyone's senses are different, we can learn to help each other. In order to function, we need to understand the importance of looking after our senses, and the consequences if we do not. Be able to understand the form of simple brain systems when looking at our senses.	Understand why the adaptations of clothing are needed for different purposes. Make connections to how the weather influences our clothing. Have an awareness of the transformation that can be made using different materials to make clothes.	Understand the connection between dance and feelings. Discover places that dances come from. Create and perform dance noting patterns, structure, similarities and differences.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Identifying the five senses</li> <li>How our brain works with our senses</li> <li>Why we need our senses</li> <li>How we can look after our senses</li> </ul>	<ul style="list-style-type: none"> <li>Clothing for different purposes (include traditional clothes)</li> <li>How seasons influence our clothing</li> <li>The materials used to make clothes</li> </ul>	<ul style="list-style-type: none"> <li>Where dances come from</li> <li>The connection between dance and feelings</li> <li>How to create and perform dance</li> </ul>
<b>Learner Profile Attributes</b>	Knowledgeable Reflective	Open-minded Reflective	Communicator Risk-taker
<b>PYP Attitudes</b>	Tolerance Empathy	Curiosity Independence	Cooperation Confidence
<b>Transdisciplinary Skills</b>	Reading Non-verbal Communication Dialectical Thought Metacognition Respecting Others Healthy Lifestyle Recording Data	Presenting Fine Motor Time management Collecting Data Group Decision Making Synthesis	Non-verbal Communication Cooperating Gross Motor Spatial Awareness Organization Healthy Lifestyle Planning Presenting Research Findings
Ongoing Skills focused upon throughout these units: Safety, Listening and Formulating Questions			
<b>Mathematics</b>	<b>Number; Place Value H/T/U, Numbers to 100, Odds and Evens, Graphing, Double Numbers, Addition and Subtraction.</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>The base 10 place value system is used to represent numbers and number relationships.</li> <li>Information can be expressed as organized and structured data.</li> </ul>	<b>Time; o'clock, half hour, Review of Week, Month and Season, Measurement, Patterns: Repetition and Place Value.</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <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>Fractions are ways of representing whole-part relationships.</li> </ul>	<b>3D shapes, Weight, Position and Direction, Revision; Place Value, Addition and Subtraction Strategies, Double Numbers, Odds and Evens and Number Bonds.</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Some shapes are made up of parts that repeat in some way.</li> <li>Specific vocabulary can be used to describe an object's position in space.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>Standard units allow us to have a common language to identify, compare, order and sequence objects and events.</li> <li>Whole numbers exhibit patterns and relationships that can be observed and described.</li> </ul>		
<b>Language</b>	<b>Sounds; Digraphs and Consonant Blends, Spelling CVC Words, Sentence construction and Instructions</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>People interpret messages according to their unique experiences and ways of understanding.</li> <li>Written language works differently from spoken language.</li> <li>The words we see and hear enable us to create pictures in our minds.</li> </ul>	<b>Sounds; Review Long Vowels, Reading Skills, Spelling CVC, Sentence work; Descriptive Writing, Grammar; Verbs and Fiction/Non-Fiction Books</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>What we already know enables us to understand what we read.</li> <li>Applying a range of strategies helps us to read and understand new texts.</li> <li>Wondering about texts and asking questions helps us to understand the meaning.</li> </ul>	<b>Spelling CVC Words, Basic Grammar, Fiction/ Non-fiction, Writing Captions and Instructions, Basic Story Structure; Beginning, Middle and End and Journal</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>The structure and organization of written language influences and conveys meaning.</li> <li>Visual texts can immediately gain our attention.</li> <li>Viewing and talking about the images other have created helps us to understand and create our own presentations.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>Everyone has the right to speak and be listened to.</li> <li>People use static and moving images to communicate ideas and information.</li> <li>The sounds of spoken language can be represented visually (letters, symbols, characters)</li> </ul>		
<b>Personal, Social and Physical Education</b>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Using self-knowledge allows us to embrace new situations with confidence.</li> <li>Food choices affect our health</li> <li>Maintaining good hygiene can help prevent illness.</li> </ul>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Different challenges and situations require different strategies.</li> <li>Growth can be measured through changes in capability as well as through physical changes.</li> </ul>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>We can apply a range of fundamental movement skills to a variety of activities.</li> <li>Movements can be used to convey feelings, attitudes, ideas or emotions.</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>A positive attitude helps to overcome challenges and approach problems.</li> <li>Regular exercise is part of a healthy lifestyle.</li> <li>Accepting others into a group builds open-mindedness.</li> <li>Relationships require nurturing.</li> <li>Learning to be independent in everyday tasks</li> </ul>		

ISZN Kindergarten 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>Function Reflection</b> Change Adaptation Transformation	<b>Connection Responsibility</b> Culture Roles Systems	<b>Causation Responsibility</b> Impact Communication Initiative Respect
<b>Central Idea</b>	<b>Minibeasts have a role to play in the eco-system</b>	<b>We are each part of a community where every person has a role</b>	<b>Waste impacts our world</b>
<b>Enduring Understandings</b>	Understand life cycles and patterns that are repeated throughout the transformation systems in our world. Acknowledge that our behaviour has an impact on the eco-systems and that we can take initiative and change our actions. Understand the importance of minibeasts and take responsibility to ensure the safety of their habitats.	Appreciate the connections between families, local communities and the world around us. In order to function as a community we have to take our responsibilities seriously. In order for a community to grow, we need to communicate and respect different opinions.	Recognize the importance of taking responsibility for recycling. Discover how we can make an impact with the ideas on how we can reduce waste. Learn how to re-use waste.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>The important jobs of minibeasts</li> <li>The life-cycle of minibeasts</li> <li>The impact minibeasts have on our world</li> </ul>	<ul style="list-style-type: none"> <li>What a community is and how it helps us</li> <li>The roles and responsibilities of different people in our community</li> <li>Our roles in the school, local and global community, now and in the future</li> </ul>	<ul style="list-style-type: none"> <li>Why we recycle</li> <li>How to reduce waste</li> <li>How to re-use waste</li> <li>Ways to take action to make a difference</li> </ul>
<b>Learner Profile Attributes</b>	Knowledgeable Inquirer	Principled Caring	Inquirer Thinker
<b>PYP Attitudes</b>	Appreciation	Commitment Cooperation	Enthusiasm Creativity Integrity
<b>Transdisciplinary Skills</b>	Viewing Analysis Accepting Responsibility Codes of Behaviour Informed Choices Observing	Application Accepting Responsibility Cooperating Adopting a Variety of Roles Interpreting Data	Presenting Analysis Evaluation Accepting Responsibility Fine Motor Organization Collecting Data
Ongoing Skills focused upon during these units: Speaking, Cooperating and Informed Choices			
<b>Mathematics</b>  	<b>Number; 1-30, Sorting, More or Less, Number Bonds, Addition, Subtraction and Symmetry</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Patterns can be represented using numbers and symbols.</li> <li>The operations of addition and subtraction are related to each other and are used to process information to solve problems.</li> </ul>	<b>Number; 1-20: Sorting, Identifying and Sequencing, Graphing, Ordinal Numbers and 2D shapes</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Shapes are classified and named according to their properties.</li> <li>Number operations can be modeled in a variety of ways.</li> </ul>	<b>Number: Numbers to 50, Counting by 2s, 5s, 10s, Time; Week, Month and Season, Number Bonds and Capacity</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Objects and events can be organized in different ways.</li> <li>Some events in daily life are more likely to happen than others.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>Standard units allow us to have a common language to identify, compare, order and sequence objects and events.</li> <li>Whole numbers exhibit patterns and relationships that can be observed and described.</li> </ul>		
<b>Language</b>  	<b>Sounds; Regular and Short Vowel, Spelling CVC words and Sight Words</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>People read to learn.</li> <li>People write to communicate.</li> </ul>	<b>Sounds; Regular, Handwriting, Initial CVC Blends, Rhyming, Poetry and Journal</b> 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 communication-it has its own set of rules.</li> </ul>	<b>Sounds; Long Vowels, Spelling CVC Words and Review of Sight Words</b> Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Consistent ways of recording words or ideas enable members of a language community to communicate.</li> <li>Different types of texts serve different purposes.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>Everyone has the right to speak and be listened to.</li> <li>People use static and moving images to communicate ideas and information.</li> <li>The sounds of spoken language can be represented visually (letters, symbols, characters)</li> </ul>		
<b>Personal, Social and Physical Education</b>  	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</li> <li>There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</li> </ul>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>There are many factors that contribute to a person's individual identity.</li> <li>Participation in a group can require group members to take on different roles and responsibilities.</li> </ul>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>Our actions towards others influence their actions towards us.</li> <li>Responsible citizenship involves conservation and preservation of the local environment.</li> <li>Understanding and respecting other peoples' perspectives helps us to develop empathy.</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>A positive attitude helps to overcome challenges and approach problems.</li> <li>Regular exercise is part of a healthy lifestyle.</li> <li>Accepting others into a group builds open-mindedness.</li> <li>Relationships require nurturing.</li> <li>Learning to be independent in everyday tasks</li> </ul>		