

## 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 - 14.00	14.00 - 14.45	14.45 -15.15	
<b>Monday</b>	German & Snack		<b>BREAK</b>	English		<b>LUNCH</b>	Q U I E T T I M E	Mathematics		Snack and Story Time
<b>Tuesday</b>	Circle time English / Mathematics & Snack			PE				UoI		
<b>Wednesday</b>	Circle time English / Mathematics Or Assembly & Snack			Mathematics				UoI		
<b>Thursday</b>	Circle time English / Mathematics & Snack			English				Library	UoI	
<b>Friday</b>	German & Snack			UoI				Music	Show & Tell	Learning Reflections

**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

## Nursery

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.


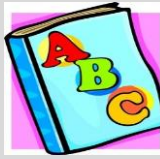



**Act:** We strive to inspire open-minded individuals with local and global awareness, who show mutual respect and willingness to participate towards positive change.


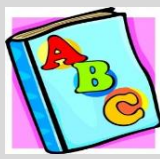



**Achieve:** We are committed to challenging ourselves and celebrating our intellectual, creative and physical successes.

## ISZN Nursery Curriculum Overview

PYP Themes	Who We Are	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 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> <b>Related Concepts</b>	<b>Form Connection Responsibility</b> Differences Identity Similarities Diversity Interdependence Equality Relationships	<b>Causation Perspective</b> Interaction Expression Choice Culture Voice
<b>Central Idea</b>	<b>Our families are unique and special to us</b>	<b>Stories give us pleasure and help our imaginations grow</b>
<b>Enduring Understandings</b>	Families can be different sizes, speak different languages and have different cultural beliefs. We all have a role to play in our family. It is important to appreciate that our family members love and look after us and that we can do the same for them.	Books are a source of entertainment and knowledge. There are different types of books; factual and fictional. Books need to be respected and used correctly. Characters have many perspectives which we can recognize and relate to.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>▪ What makes a family</li> <li>▪ How families are different</li> <li>▪ Getting to know our family members</li> <li>▪ What makes families special</li> </ul>	<ul style="list-style-type: none"> <li>▪ Getting to know traditional fairy tales, songs and rhymes</li> <li>▪ Finding out about our favourite tales</li> <li>▪ How stories relate to our world</li> <li>▪ The content and structure of books</li> </ul>
<b>Learner Profile Attributes</b>	Open-minded Reflective Knowledgeable	Communicator Inquirer Thinker
<b>PYP Attitudes</b>	Appreciation Cooperation Independence Respect	Creativity Empathy Enthusiasm Independence
<b>Transdisciplinary Skills</b>	Respecting Others Accepting Responsibility Formulating Questions Observing Collecting Data Recording Data Organizing Data Presenting Findings	Fine Motor Skills Codes of Behaviour Comprehension Application Dialectical Thought Listening Reading Viewing Presenting
<b>Mathematics</b>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>▪ Measurement involves comparing objects.</li> <li>▪ Objects can be measured with non-standard units.</li> </ul>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>▪ Organizing objects helps us to find solutions.</li> <li>▪ Events in daily life involve chance.</li> </ul>
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> <li>▪ Numbers can be used in many ways for different purposes in the real world.</li> <li>▪ Making connections between our experiences with number can help us to develop number sense.</li> <li>▪ Shapes can be described and organized according to their properties.</li> <li>▪ Objects in our immediate environment have a position in space that can be described according to a point of reference.</li> </ul>	
<b>Language</b>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>▪ Visual texts can immediately gain our attention.</li> <li>▪ Viewing and talking about the images others have created helps us to understand and create our own presentations.</li> </ul>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>▪ People read for pleasure.</li> <li>▪ Stories can tell about imagined worlds.</li> <li>▪ There are established ways of setting out print and organizing books.</li> <li>▪ Writing conveys meaning.</li> <li>▪ Everyone can express themselves in writing.</li> <li>▪ Talking about our stories and pictures helps other people to understand and enjoy them.</li> </ul>
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> <li>▪ Illustrations convey meaning.</li> <li>▪ Print conveys meaning.</li> <li>▪ The sounds of spoken language can be represented visually</li> <li>▪ Written language works differently from spoken language.</li> <li>▪ People read to learn.</li> <li>▪ The words we see and hear enable us to create pictures in our minds.</li> </ul>	
<b>Personal, Social and Physical Education</b>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>▪ Each person is an individual</li> <li>▪ Emotions, attitudes and beliefs influence the way we act.</li> <li>▪ Knowing how we are similar to and different from others helps shape our understanding of self.</li> <li>▪ Group experiences depend on cooperation of group members.</li> </ul>	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> <li>▪ Positive thoughts help us to develop a positive attitude.</li> <li>▪ Interacting with others can be fun.</li> <li>▪ Ideas and feelings can be communicated with others in a variety of modes.</li> </ul>
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> <li>▪ As people grow and change they develop new skills, understandings and abilities.</li> <li>▪ Our bodies change as we grow.</li> <li>▪ We can observe changes in our bodies when we exercise.</li> <li>▪ Our relationships with others contribute to our well-being.</li> </ul>	

## ISZN Nursery Curriculum Overview

PYP Themes	How We Organize Ourselves	Sharing The Planet
<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 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> <b>Related Concepts</b>	<b>Function Change</b> Time    Order    Structure    Similarities    Differences Behaviour	<b>Reflection    Responsibility</b> Feelings    Emotions    Behaviour    Rights
<b>Central Idea</b>	<b>We explore patterns in time through our daily routines</b>	<b>Pets are part of our lives and they need to be cared for and respected</b>
<b>Enduring Understandings</b>	Time passes and our routines are sequential in nature. There are similarities and differences in the structure of our days, in school and home. We can behave responsibly to look after our bodies.	Animals have rights and feelings and our behaviour towards them should reflect that we appreciate and understand this. Recognize that we have responsibilities towards our pets. We have to care for them and make sure they are safe.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>▪ What day it is</li> <li>▪ The sequence of the day</li> <li>▪ Personal routines</li> <li>▪ Our need for food and sleep</li> </ul>	<ul style="list-style-type: none"> <li>▪ What makes a pet</li> <li>▪ The difference between wild animals and pets</li> <li>▪ Our responsibility towards our pets</li> <li>▪ Our thoughts and feelings about pets</li> </ul>
<b>Learner Profile Attributes</b>	Risk-taker    Balanced Communicator	Principled    Caring    Thinker
<b>PYP Attitudes</b>	Independence    Tolerance Confidence    Empathy	Commitment    Respect    Independence
<b>Transdisciplinary Skills</b>	Cooperating Resolving Conflict Gross Motor Skills Spatial Awareness Healthy Lifestyle Organization	Group Decision Making Safety Informed Choices Acquisition of Knowledge
<b>Mathematics</b>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Patterns and sequences occur in everyday situations.</li> <li>▪ Events can be ordered and sequenced.</li> <li>▪ Numbers are a naming system.</li> </ul>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ We collect information to make sense of the world around us.</li> <li>▪ Numbers are connected to each other through a variety of relationships.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>▪ Patterns repeat and grow.</li> <li>▪ Numbers can be used in many ways for different purposes in the real world.</li> <li>▪ Making connections between our experiences with number can help us to develop number sense.</li> <li>▪ Shapes can be described and organized according to their properties.</li> <li>▪ Objects in our immediate environment have a position in space that can be described according to a point of reference.</li> </ul>	
<b>Language</b>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Patterns repeat and grow.</li> <li>▪ Visual language is all around us.</li> <li>▪ The pictures, images and symbols in our environment have meaning.</li> </ul>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ We can enjoy and learn from visual language.</li> <li>▪ People use static and moving images to communicate ideas and information.</li> <li>▪ People write to tell about their experiences, ideas and feelings.</li> </ul>
	Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> <li>▪ Illustrations convey meaning.</li> <li>▪ Print conveys meaning.</li> <li>▪ The sounds of spoken language can be represented visually</li> <li>▪ Written language works differently from spoken language.</li> <li>▪ People read to learn.</li> <li>▪ The words we see and hear enable us to create pictures in our minds.</li> </ul>	
<b>Personal, Social and Physical Education</b>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Our daily practices can have an impact on our well-being.</li> <li>▪ We can explore our body's capacity for movement.</li> <li>▪ Our bodies can move creatively in response to stimuli.</li> <li>▪ Safe participation requires sharing space and following rules.</li> </ul>	Key Conceptual Understandings: <ul style="list-style-type: none"> <li>▪ Reflecting on our experiences helps us to understand ourselves better.</li> <li>▪ Our behaviour affects others.</li> <li>▪ Caring for our local environment fosters appreciation.</li> </ul>
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