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	Break	10.45 – 11.25	11.25 – 12.05	Lunch	13.10 – 13.50	13.50 – 14.30	14.30 – 15.15
Monday	German	German		Language	Math		UOI	UOI	UOI
Tuesday	Math	Math		PE	PE		German	Music	UOI
Wednesday	IT	IT		Language	Language		Unit	Unit	Unit
Thursday	iTime	Spelling		Math	Math		Library	German	German
Friday	Language	Language		UOI	UOI		IT	IT	IT

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

2018-2019

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

	Who We Are	Where We Are In Time And Place	How We Express Ourselves
PYP Themes			
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**	Change Connection Experience Health Relationships Connection	Perspective Reflection Discoveries Colonization Exploration Civilization	Perspective Form Patterns Structure Interpretation
Central Idea	**Shared experiences can lead to a deeper understanding of local and global circumstances**	**Explorations lead to discoveries, opportunities and new understanding**	**Through the Arts we can explore feelings, ideas and values**
Enduring Understandings	Sharing knowledge of local and global topics can help others.	Discoveries throughout history create a more informed understanding of the world	Art is expressed in many different forms, shapes and sizes
Lines of Inquiry	▪ The similarities and differences of local and global settings ▪ Traditions and celebrations locally and globally ▪ Changes in circumstances that have happened in own life and life of others	▪ The reasons for explorations ▪ Notable discoveries that have been made ▪ How the world has been influenced by exploration.	▪ Feelings expressed through the arts ▪ Ideas shared through the arts ▪ Values displayed through the arts
Learner Profile Attributes	Open-minded Caring	Inquirer Open minded	Reflection Risk-taker
PYP Attitudes	Confidence Tolerance	Appreciation Integrity	Independence Creativity
Transdisciplinary Skills	Healthy Lifestyle Safety Observing Collecting Data Presenting Research Findings Informed Choices Metacognition	Synthesis Evaluation Dialectical Thought Formulating Questions Writing Viewing	Planning Organization Codes of Behaviour Speaking Non-verbal Communication Time Management Spatial Awareness Gross Motor Skills
	Ongoing Skills focused upon throughout the year: Reading, Writing, Comprehension and Metacognition		
Mathematics	**Doubling and Halving , Multiplication and Division and Times Tables, Measurement – Time** Key Conceptual Understandings: ▪ The base 10 place value system can be extended to represent magnitude. ▪ The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. ▪ Objects and events have attributes that can be measured using appropriate tools.	**Shape, angles, symmetry, tessellation, probability** Key Conceptual Understandings: ▪ Changing the position of a shape does not alter its properties. ▪ Shapes can be transformed in different ways. ▪ Probability can be based on experimental events in daily life. ▪ Probability can be expressed in numerical notations.	**Revise addition, subtraction, multiplication and division, two step word problems** Key Conceptual Understandings: ▪ The base 10 place value system can be extended to represent magnitude. ▪ The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.
	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: ▪ 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: ▪ 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: ▪ 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: ▪ 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: ▪ 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: ▪ 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	**Agility: Games focusing on fitness, developing awareness of personal space and cooperation** Key conceptual understanding: ▪ 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. ▪ Heathy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.	**Team Sports** Key Conceptual Understanding: ▪ Behaviour can be modified by applying deliberate strategies.	**Games** Key Conceptual Understandings: ▪ 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: ▪ A person's self-concept is influenced by how others regard and treat him or her. ▪ Self efficacy influences the way people feel, think, 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 Interconnectedness Life Sustainability	**Form Function** Roles Teamwork Organization	**Responsibility Causation** Interaction Natural World Ecosystems
Central Idea	**Natural laws govern scientific advancements**	**Successful collaboration relies upon effective communication**	**Survival of species is dependent on the environment**
Enduring Understandings	To understand the interconnectedness of systems and processes and how these connections impact their future outcome.	People need to work together to achieve a specific outcome.	Species are endangered due to certain factors in their environment
Lines of Inquiry	▪ The characteristics of the Solar System ▪ The development of space travel ▪ The connection between the Solar System and life on Earth	▪ How cooperation between group members affect outcomes ▪ The key elements for successful cooperation ▪ The importance and different methods of communication	▪ 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	Enthusiasm 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 Group 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	**Fractions, decimals, real world problems, timelines** Key Conceptual Understandings: ▪ Fractions and decimals are ways of representing whole-part relationships. ▪ Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation. ▪ Objects and events have attributes that can be measured using appropriate tools.	**Place Value, Addition and Subtraction, Pattern and Function** Key Conceptual Understandings: ▪ The base 10 place value system can be extended to represent magnitude. ▪ The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. ▪ Functions are relationships or rules that uniquely associate members of one set with members of another set.	**Data Handling, Graphs, Coordinates, perimeter, area, units of measurement** ▪ Data can be collected, organized, displayed and analysed in different ways. ▪ Different graph forms highlight different aspects of data more efficiently. ▪ Relationships exist between standard units that measure the same attributes. ▪ Objects and events have attributes that can be measured using appropriate tools.
	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: ▪ 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: ▪ 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: ▪ 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: ▪ 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: ▪ 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: ▪ 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	**Games** Key Conceptual Understandings: ▪ 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.	**Yoga and Balance** Key Conceptual Understandings: ▪ 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.	**Team Sports** Key Conceptual Understanding: ▪ Behaviour can be modified by applying deliberate strategies.
	Ongoing Understandings focused upon throughout the year: ▪ A person's self-concept is influenced by how others regard and treat him or her. ▪ Self-efficacy influences the way people feel, think, 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.		