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	S N A C K	ICT	ICT	L U N C H	MATHS	GERMAN	GERMAN
Tuesday	P.E	P.E		GERMAN	GERMAN		UoI	UoI	UoI
Wednesday	MATHS	MATHS		GERMAN	LEARNING BUDDIES		UoI	UoI	UoI
Thursday	MATHS	MATH		LIBRARY	LANGUAGE		UoI	MUSIC	UoI
Friday	LANGUAGE	LANGUAGE		ITIME	ITIME		UoI	UoI	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 4

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 4 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	Change Reflection Growth, System, Networks	Causation Function Behaviour, Communication, Impact, Consequence	Form Perspective Structure Patterns Feelings
Central Idea	**Experiences shape who we are as human beings**	**Culture influences behavior and shapes civilizations**	**Voice and creativity are expressed through performance**
Enduring Understandings	Change is necessary, unavoidable and it can be small or dramatic. Being open-minded to different experiences helps personal and social growth. Experiences may change perspective.	Culture exists in many different ways. Civilizations develop and change. Different influences impact civilizations.	By noting the different structures of texts, we can develop our understanding of different ways to express ourselves.
Lines of Inquiry	▪ Who I am ▪ Personal transformative experiences ▪ Changes in the brain	▪ Culture ▪ Influence of culture on civilizations ▪ Ancient civilzations	▪ Perspectives of authors and audiences ▪ Structure of performance ▪ Different types of performance
Learner Profile Attributes	Open-minded Reflective	Communicators Risk-taker	Communicator Risk-taker
PYP Attitudes	Independence Enthusiasm	Integrity Commitment	Creativity Appreciation
Transdisciplinary Skills	Analysis Speaking Presenting Respecting others Adopting a variety of roles Organization Codes of behavior Informed choices	Writing Viewing Presenting Formulating questions Observing Recording data	Writing Viewing Presenting Comprehension Fine Motor Skills Non-verbal Communication
Mathematics	**Number: number value, addition, subtraction and rounding** Key Conceptual Understandings: ▪ The base 10 place value system extends infinity in two directions. ▪ Probability can be represented on a scale between 0-1 or 0%-100%	**Mapping / Coordinates** **Percentages** Key Conceptual Understandings: ▪ 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 space and shape. ▪ Ratios are a comparison of two numbers or quantities.	**Pattern and Symmetry** Key Conceptual Understandings: ▪ By analyzing patterns and identifying rules for patterns it is possible to make predictions. ▪ Patterns can often be generalized using algebraic expressions, equations or functions.
Language	**Writing and Reading comprehension** Key Conceptual Understandings: ▪ Asking questions of ourselves and others helps to make our writing more focused and purposeful. ▪ Visual texts have the power to influence thinking and behaviour. ▪ Speech writing	**Acting, Presenting and Public Speaking** Key Conceptual Understandings: ▪ Spoken language can be used to persuade and influence people. ▪ Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. ▪ Rereading and editing our own writing enables us to express what we want to say more clearly.	**Poetry** Key Conceptual Understandings: ▪ Authors structure stories around significant themes. ▪ The way we structure and organize our writing helps others to understand and appreciate it. ▪ Writing and thinking work together to enable us to express ideas and convey meaning. ▪ Stories that people want to read are built around themes to which they can make connections. ▪ Effective stories have a purpose and structure that help to make the author's intention clear.
	Ongoing Understandings focused upon throughout the year: ▪ To enhance learning we need to be efficient and constructive users of the Internet. ▪ Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intentions clear.		
ICT	**PowerPoint, Image Manipulation, Keyboard Skills** Key Skills: ▪ Learners make connections, transfer existing knowledge and independently explore new technologies.	**Research – using the Internet and computer-based programming** Key Skills: ▪ Investigating to test existing understanding and create new knowledge. ▪ Through investigation, make new connections.	**Word – functions and formatting** Key Skills: ▪ Effectively communicate cross-cultural understanding, make informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.
	Ongoing Skill focused upon throughout the year: ▪ To become a responsible digital citizen by using ICT to make informed and ethical choices whilst acting with integrity and honesty.		
Personal, Social and Physical Education	Key Conceptual Understandings: ▪ The physical changes people experience at different stages in their lives affect their evolving identities ▪ Coping with situations of change, challenge and adversity develops our resilience. ▪ There is a connection between exercise, nutrition and physical well-being.	Key Conceptual Understandings: ▪ 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: ▪ Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. ▪ Being emotionally aware helps us to manage relationships and support each other
	Ongoing Understandings focused upon throughout the year • A strong sense of self-efficacy enhances human accomplishments and personal 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 maintaining a safe and healthy lifestyle.		

ISZN Grade 4 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	Causation Connection Consequences Sequences	Change Responsibility Systems, role, behavior, values	Function Responsibility Role Rights
Central Idea	**The laws of physics determine motion and force**	**Trade is based on supply and demand**	**Organizations can unite people with different perspectives**
Enduring Understandings	Science helps shape the world we know. Exploring why things are the way they are, helps us appreciate the consequences and impact that changes can make, and gives us opportunities to test our understandings.	We all have a responsibility and a role in human made systems. Different interpretations of these systems enable insight as to their function and behavior, values and roles.	Each country has the responsibility to enact the resolutions made by the United Nations meetings.
Lines of Inquiry	- Newton's 1st law of physics - Newton's 2nd law of physics - Newton's 3rd law of physics	- History of the Marketplace - Changing qualities of the Marketplace - Responsible trade	- The United Nations(UN) organization - How the UN works - The responsibility of the UN and its participants
Learner Profile Attributes	Inquirer Thinker	Caring Principled	*Student Chosen by delegate pairs*
PYP Attitudes	Curiosity Cooperation	Independence Respect	*Student Chosen by delegate pairs*
Transdisciplinary Skills	Application Synthesis Cooperating Group decision making Gross motor skills Spatial awareness	Formulating Questions Planning Collecting, Recording, Organizing and Interpreting Data Presenting Research Findings Spatial Awareness	Accepting Responsibility Respecting Others Cooperating\ Application Resolving Conflict Codes of Behaviour
Mathematics	**Measurement, Volume and Capacity** Key Conceptual Understandings: - Accuracy of measurements depends on the situation and the precision of the tool. - A range of procedures exists to measure different attributes of objects and events.	**Data Collection, Graphing, Doubling and Halving, Multiplication and Division** Key Conceptual Understandings: - Conversion of units and measurements allows us to make sense of the world we live in. - Data can be presented effectively for valid interpretation and communication. - Range, mode, median and mean can be used to analyze statistical data. - For fractional and decimal computation, the ideas developed for whole-number computation can apply.	**Probability, Fractions and Decimals** Key Conceptual Understandings: - The probability of an event can be predicted theoretically. - Fractions, decimal fractions and percentages are ways of representing whole-part relationships.
Language	**Presenting and Documenting research findings** Key Conceptual Understandings: - Checking, rereading and correcting our own reading as we go, enables us to read new and more complex texts. - Identifying the main ideas in the text helps us to understand what is important.	**Writing business plans** Key Conceptual Understandings: - The aim of commercial media is to influence and persuade viewers. - Interpreting visual texts involves making an informed judgement about the intention of the message. - Knowing what we aim to achieve helps us to select useful reference material to conduct research.	**Debating** Key Conceptual Understanding: - The grammatical structures of a language enable members of a language community to communicate with each other. - Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. - Reading and thinking work together to enable us to make meaning.
	Ongoing Understandings focused upon throughout the year: - To enhance learning we need to be efficient and constructive users of the Internet. - Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intentions clear.		
ICT	**Excel Programming – functions, formatting, graphing, recording data and organizing data.** Key Skills: Appreciating and understanding that in a globally connected digital world, learners are empowered to be responsible for their actions, to value others' rights and to practice safe and legal behaviours.	**Research – using the Internet and computer-based programming. Publisher documents.** Key Skills: - Creativity exploring opportunities for innovation and to test boundaries. - Constructing meaning and applying critical thinking and original ideas to real world situations.	**Microsoft Office programs** Key Skill: Collaborating in order to validate and negotiate ideas and reach a deeper understanding and global perspective.
	Ongoing Skill focused upon throughout the year: To become a responsible digital citizen by using ICT to make informed and ethical choices whilst acting with integrity and honesty.		
Personal, Social and Physical Education	Key Conceptual Understandings: People are interdependent with, and have a custodial responsibility towards, the environment in which they live.	Key Conceptual Understandings: - A person's self-worth is reinforced and reflected in engagement with and/or service to others. - Setting goals and developing plans to achieve these goals can enhance performance. - Appropriate application of skills is vital to effective performance. - Complexity and style adds aesthetic value to a performance.	Key Conceptual Understandings: - Many different and conflicting cultures influence identity formation. - Stereotyping or prejudging can lead to misconceptions and conflict. - People have a responsibility to repair and restore relationships and environments where harm has taken place.
	Ongoing Understandings focused upon throughout the year - A strong sense of self-efficacy enhances human accomplishments and personal 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 maintaining a safe and healthy lifestyle.		