

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

	8.30 - 9.00	9.15- 9.45	9.45- 9.55	9.55 - 10.20		10.50 - 11.40	11.40- 11.50	11.50- 12.00	
Monday	Exploratory Play (Areas of Mathematics and Language are focused weekly)	Focus Activity / UOI Mathematics and Language will also be promoted	Story Time (Language)	Snack time, get ready to go outside Focus on Social Studies and Developing Independence	OUTSIDE PLAY	Focus Activity / UOI Mathematics and Language will also be promoted	Singing (Language & Mathematics)	Prepare for lunchtime & outside (Focus on Social Studies and Developing Independence)	
Tuesday									
Wednesday									
Thursday									P.E
Friday									Library

Uoi (Unit of Inquiry) includes Science, History, Geography, Social Studies and Art

Regular opportunities are taken to encourage the children to go to the bathroom. Independence during personal hygiene, and dressing routines are our primary focus.

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.



International
School
Zurich

North **ISZN**

Curriculum Overview

Nursery

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 Nursery Curriculum Overview

PYP Themes	Who We Are	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 the ways in which we discover and express our ideas, feelings, nature, beliefs and values; the way in which we reflect on, extend and enjoy our creativity: our appreciation of the aesthetic.
Key Concepts Related Concepts	Change Responsibility Growth Transformation Initiative	Perspective Reflection Opinions Expression
Central Idea	A balanced lifestyle strengthens growth	Stories give us pleasure and help our imaginations grow
Enduring Understandings	We need to look after ourselves. Our bodies will develop and change throughout our lives.	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.
Lines of Inquiry	<ul style="list-style-type: none"> ▪ How I use my body ▪ How my body changes as I grow ▪ Taking care of my body 	<ul style="list-style-type: none"> ▪ Getting to know traditional fairy tales, songs and rhymes. ▪ How our favourite stories relate to our world. ▪ The structure of books and how to use them.
Learner Profile Attributes	Reflective Balanced	Open-Minded Communicator
PYP Attitudes	Independence Respect Confidence	Curiosity Empathy Appreciation
Transdisciplinary Skills	<p>Accepting Responsibility</p> <p>Healthy Lifestyle – I can make good decisions about what I eat, how I relax, how I stay fit and how I stay clean</p> <p>Informed choices – I can make decisions based on what I know or think</p> <p>Evaluation – I can decide if something is good or bad</p>	<p>Listening- I can listen to directions and to others</p> <p>Speaking- I can speak clearly when working with others or presenting information</p> <p>Reading</p> <p>Adopting a Variety of Roles</p>
Mathematics	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Measurement involves comparing objects. ▪ Objects can be measured with non-standard units. ▪ We collect information to make sense of the world around us. 	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Patterns and sequences occur in everyday situations ▪ Patterns repeat and grow
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> ▪ Numbers are a naming system ▪ Numbers can be used in many ways for different purposes in the real world. ▪ Numbers are connected to each other through a variety of different relationships. ▪ Making connections between our experiences with number can help us to develop number sense. ▪ Shapes can be described and organized according to their properties. 	
Language	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Visual texts can immediately gain our attention. ▪ Viewing and talking about the images others have created helps us to understand and create our own presentations. ▪ Printed information can tell about the real world. 	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ People read for pleasure. ▪ Stories can tell about imagined worlds. ▪ There are established ways of setting out print and organizing books. ▪ Writing conveys meaning. ▪ Everyone can express themselves in writing. ▪ Talking about our stories and pictures helps other people to understand and enjoy them.
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> ▪ Illustrations convey meaning. ▪ Print conveys meaning. ▪ The sound of spoken language can be represented visually. ▪ Written language works differently from spoken language. ▪ People read to learn. ▪ The words we see and hear enable us to create pictures in our minds. 	
Personal, Social and Physical Education	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Each person is an individual. ▪ Emotions, attitudes and beliefs influence the way we act. ▪ Knowing how we are similar to and different from others helps shape our understanding of self. ▪ Group experiences depend on cooperation of group members. 	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Positive thoughts help us to develop a positive attitude. ▪ Interacting with others can be fun. ▪ Ideas and feelings can be communicated with others in a variety of modes.
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> ▪ As people grow and change, they develop new skills, understandings and abilities. ▪ We can observe changes in our bodies when we exercise. ▪ Our relationships with others contribute to our well-being. ▪ Developing independence is essential to become lifelong learners. 	

ISZN Nursery Curriculum Overview

PYP Themes	How We Organize Ourselves	Where We Are In Place And Time
Description	An inquiry into the interconnectedness of human made systems and communities; the structure and function of organized societal decision-making; economic activities and their impact on humankind and the environment.	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.
Key Concepts Related Concepts	Function Connection Networks Safety	Form Causation Structure Pattern
Central Idea	Systems can transform movement	We explore patterns in time through our daily routines
Enduring Understandings	We use different types of transport and modern-day transport allows us to travel great distances. Transportation works to help us to get to the places we want to be.	Time passes and our routines are sequential in nature. There are similarities and differences in the structure of our days, in school and home.
Lines of Inquiry	<ul style="list-style-type: none"> ▪ The ways people move from one place to another ▪ The various types of transport people use ▪ Land, sea and air transport ▪ Ways to keep safe when using transport 	<ul style="list-style-type: none"> ▪ The sequence of the day ▪ Personal Routines ▪ How we connect with others
Learner Profile Attributes	Principled Reflective Thinker	Risk-Taker Caring Principled
PYP Attitudes	Commitment Appreciation Cooperation	Cooperation Commitment Tolerance
Transdisciplinary Skills	<p>Cooperating - I can work well with others</p> <p>Safety - I can keep myself out of danger</p> <p>Planning - I can plan how I am going to learn something</p> <p>Group Decision Making - I can work well with others in my group to make decisions</p>	Resolving Conflict
Mathematics	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ We collect information to make sense of the world around us. ▪ Events in daily life involve chance. 	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Patterns and sequences occur in everyday situations. ▪ Numbers are connected to each other through a variety of relationships. ▪ Numbers are a naming system.
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> ▪ Patterns repeat and grow. ▪ Numbers can be used in many ways for different purposes in the real world. ▪ Making connections between our experiences with number can help us to develop number sense. ▪ Shapes can be described and organized according to their properties. ▪ Objects in our immediate environment have a position in space that can be described according to a point of reference. ▪ Describe position and direction. ▪ Represent information through pictographs and tally marks. 	
Language	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ We can enjoy and learn from visual language. ▪ People use static and moving images to communicate ideas and information. ▪ People write to tell about their experiences, ideas and feelings. 	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Patterns repeat and grow. ▪ Visual language is all around us. ▪ The pictures, images and symbols in our environment have meaning.
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> ▪ Illustrations convey meaning. ▪ Print conveys meaning. ▪ The sounds of spoken language can be represented visually. ▪ Written language works differently from spoken language. ▪ People read to learn. ▪ The words we see and hear enable us to create pictures in our minds. 	
Personal, Social and Physical Education	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Our daily practices can have an impact on our well-being. ▪ We can explore our body's capacity for movement. ▪ Our bodies can move creatively in response to stimuli. ▪ Safe participation requires sharing space and following rules. 	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Reflecting on our experiences helps us to understand ourselves better. ▪ Our behaviour affects others. ▪ Caring for our local environment fosters appreciation.
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> ▪ As people grow and change, then they develop new skills, understandings and abilities. ▪ We can observe changes in our bodies when we exercise. ▪ Our relationships with others contribute to our well-being. ▪ Developing independence is essential to become lifelong learners. ▪ Developing independence builds self-worth and personal responsibility. 	