

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		10.45 - 11.25	11.25 - 12.05		13.10 - 14.00	14.00 - 14.45	14.45 -15.15	
Monday	Circle time Mathematics & snack		BREAK	Mathematics		LUNCH	Q U I E T T I M E	UoI		Snack And Story Time
Tuesday	Circle time Mathematics & snack			P.E.				UoI		
Wednesday	Circle Time iTime or Assembly & Snack			UoI iTime				German		
Thursday	Circle time Language & snack			German				Library		
Friday	Language & Snack			Language				Language	UoI 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

Pre-Kindergarten

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 Pre-Kindergarten 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 ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Key Concepts Related Concepts	Responsibility Evidence	Reflection Behaviour
Central Idea	Balanced choices lead to a healthy lifestyle	Form Perspective Structure Properties Opinion
Enduring Understandings	To begin to take responsibility for making independent decisions and make the right choices for a balanced lifestyle with an understanding of the consequences of choices.	Exploring properties of varied media develops knowledge and understanding of form and structure. Learning to respect other perspectives and opinions, highlights how appreciation is subjective.
Lines of Inquiry	<ul style="list-style-type: none"> ▪ Daily habits and routines ▪ Balanced choices ▪ Hygiene contributes to good health 	<ul style="list-style-type: none"> ▪ Ways to express yourself through art ▪ Feelings about art ▪ Explore different styles and techniques of visual art
Learner Profile Attributes	Communicator Balanced Reflective	Inquirers Open-minded
PYP Attitudes	Confidence Commitment Integrity	Appreciation Creativity
Transdisciplinary Skills	Interpreting Data Time Management Healthy Lifestyle Informed Choices Gross Motor Skills Recording data Organizing data	Cooperating Group Decision Making Observing Dialectical Thought Application
Mathematics	<p>Routines (time), Tally marks, Bar charts, Living Graphs, Describing events in daily routines noting sequence, Number recognition; using numerals to represent quantities and Counting objects in a set (continued)</p> <p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Events can be ordered and sequenced. ▪ Organizing objects and events helps us to solve problems. ▪ Events in daily life involve chance. 	<p>Patterns; objects and symbols, 2D shapes and Graphs using real objects</p> <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 can be used in many ways for different purposes in the real world ▪ Numbers are connected to each other through a variety of relationships. ▪ Making connections between our experiences with number can help us to develop number sense. ▪ Objects in our immediate environment have a position in space that can be described according to a point of reference. 	
Language	<p>Viewing and presenting: Books, Stories, Library, Unit/Information books, Signs, Presenting learning during Assembly, UoI investigations, PE, Music and Movement, ICT Activities on iPad photographs and YouTube</p> <p>Listening and Speaking: Continuing to focus on Skills from the How We Organize Ourselves Unit</p> <p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Talking about our stories and pictures helps other people to understand and enjoy them. ▪ People use static and moving images to communicate ideas and information 	<p>Viewing and Presenting: Emergent Reading; Recognizing signs and labels around the school, Visual representations to reflect learning through drawing/labeling and Journals</p> <p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ People listen and speak to share thoughts and feelings ▪ We can enjoy and learn from visual language ▪ Viewing and talking about the images others have created helps us to understand and create our own presentations.
	<p>Ongoing Understandings focused upon throughout the year:</p> <ul style="list-style-type: none"> ▪ Writing conveys meaning. ▪ People write to tell about their experiences, ideas and feelings. ▪ Everyone can express themselves in writing. ▪ Visual texts can gain our attention. ▪ The sounds of spoken language can be represented visually. 	
Personal, Social and Physical Education	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Positive thoughts help us to develop a positive attitude ▪ Our daily practices can have an impact on our well-being. ▪ We can observe changes in our bodies when we exercise. ▪ Our bodies change as we grow. 	<p>Key Conceptual Understandings:</p> <ul style="list-style-type: none"> ▪ Each person is individual ▪ Our bodies can move creatively in response to different stimuli. ▪ 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"> ▪ Emotions, attitudes and beliefs influence the way we act. ▪ Developing independence builds self-worth and personal responsibility. ▪ We can explore our body's capacity for movement. ▪ Safe participation requires sharing space and following rules. ▪ Our behaviour affects others. 	

ISZN Pre-Kindergarten Curriculum Overview

How The World Works	How We Organize Ourselves	Sharing The Planet
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.
Causation Change Consequences Sequences Cycles Growth	Function Responsibility Behaviour Role Systems Communication Initiative	Connection Form Interdependence Relationships Pattern
Preservation of limited resources relies on responsible usage	Active learners show initiative and independence	Appreciating group relationships builds knowledge of interdependence
Recognize the importance of conserving water and the consequences we face with the loss of clean water. Noticing the impact that water has on changing growing plants and the wider natural environment. Developing an understanding of the water cycle and the transformations that occur during each of the Seasons	Accepting that everyone has a role and takes responsibility for their behaviour, in order for systems to function. Appreciating that a positive environment, recognizes and values individuality, initiative and collaboration.	Understanding that humans have close links and ongoing relationships with animals; reveals our interdependence. Identifying these connections can change opinions, encourage different perspectives, and dispel myths for truth.
<ul style="list-style-type: none"> ▪ The importance of water ▪ How we use water ▪ Water in our environment 	<ul style="list-style-type: none"> ▪ The places where we learn through play ▪ The jobs we do and how we work together ▪ Respecting learning agreements within our school 	<ul style="list-style-type: none"> ▪ Different animals ▪ Animal groupings and their differences ▪ Where animals live
Knowledgeable Principled	Thinkers Risk-takers	Caring Principled
Cooperation Curiosity	Independence Enthusiasm	Respect Empathy Tolerance
Safety Codes of Behaviour Acquisition of Knowledge Comprehension Evaluation	Speaking Fine Motor Skills Adopting a Variety of Group Roles Respecting Others Resolving Conflict Accepting Responsibility Metacognition	Spatial Awareness Non-verbal Communication Planning Collecting Data Reading Presenting Research Findings Formulating questions Listening Presenting Writing
3D shapes, Graphs and Tally marks, Measurement; capacity and States of Matter Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ Objects have attributes that can be measured using non-standard units ▪ We collect information to make sense of the world around us. 	Number recognition, Counting objects in a set, Using numerals to represent quantities, Simple fractions and quantity language, Position and Directions Key Conceptual Understandings: <ul style="list-style-type: none"> • Subitizing ▪ Numbers are a naming system. ▪ Shapes can be described and organized according to their properties. 	Patterns; sounds and actions, Measurement, Comparisons, Measurement, Position and Direction (continued) Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ Measurement involves comparing objects and events. ▪ We collect information to make sense of the world around us.
Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> ▪ Numbers can be used in many ways for different purposes in the real world. ▪ Numbers are connected to each other through a variety of relationships. ▪ Making connections between our experiences with number can help us to develop number sense. ▪ Objects in our immediate environment have a position in space that can be described according to a point of reference. 		
Reading: Library and story time, Books, Information, Articles, Artifacts (relevant to UoI), Books with CDs, Stories in different languages, Parents reading in home languages and making books and stories familiar Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ People communicate using different languages. ▪ People read to learn. 	Listening and Speaking: Jolly Phonics, Journals, Songs and singing, Class rules and Routines, Show and Tell, Free play opportunities, Expressing needs verbally and Listening to others Reading: Reading aloud with children and discussing basic use and care of books. Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ People ask questions to learn from others. ▪ Everyone has the right to speak and be listened to. 	Writing: Journal writing, Creative writing corner with paper, stamps and mark-making materials, Written play opportunities with clip boards, forms and graphs, Jolly phonics books, Sign-In, Signs and Pictures Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ Written language works differently from spoken language. ▪ Consistent ways of recording words or ideas enable members of a language community to communicate.
Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> ▪ Writing conveys meaning. ▪ People write to tell about their experiences, ideas and feelings. ▪ Everyone can express themselves in writing. ▪ Visual texts can gain our attention. ▪ The sounds of spoken language can be represented visually. 		
Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ As people grow and change they develop new understandings and abilities. ▪ Caring for local environments fosters appreciation. 	Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ Interacting with others can be fun. ▪ Group experiences depend on cooperation of group members. 	Key Conceptual Understandings: <ul style="list-style-type: none"> ▪ Knowing how we are similar to and different from others helps shape our understanding of self. ▪ Reflecting on our experiences helps us to understand ourselves better.
Ongoing Understandings focused upon throughout the year: <ul style="list-style-type: none"> ▪ Emotions, attitudes and beliefs influence the way we act. ▪ Developing independence builds self-worth and personal responsibility. ▪ We can explore our body's capacity for movement. ▪ Safe participation requires sharing space and following rules. ▪ Our behaviour affects others. 		

