



CHATSWORTH
INTERNATIONAL SCHOOL

Primary Curriculum Guide 2017-18



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Our Vision, Mission and Values

Our Vision

We are an internationally-minded community collaborating to provide a holistic learning experience to all members of the community. We value each individual and empower them to find their purpose in the wider world.

Our Mission

Our mission is to Inspire, Educate & Enlighten

- Motivate students to meet challenges with confidence and enthusiasm
- Encourage students to become passionate, life-long learners
- Provide all students with a balanced education
- Nurture constructivist learning in the context of a changing world
- Foster the development of principled and caring global citizens
- Empower students to become thinkers and problem solvers
- Engage the local and wider community in meaningful partnerships

Our Values, Culture and Beliefs

- Our school is a diverse, internationally minded community of learners
- The IB learner profile is at the centre of our learning experience
- We strive for personal and academic success for all
- We encourage honesty, respectfulness and compassion
- All members of our school community have a right to be heard, valued and respected
- We provide a safe school environment

Learning Principles

The following Learning Principles are research-based, 'best practice' approaches to learning at Chatsworth International School. These principles guide Chatsworth teachers in the design and delivery of units that focus on quality learning opportunities for all of our students.

1. Students learn best in a safe, positive, supportive and nurturing learning environment.

Thus, at Chatsworth we:

- build positive relationships through numerous opportunities to engage with all members of our community, both inside and outside of the classroom
- recognise that valuable learning opportunities come from taking risks and learning from both our successes and failures
- seek ways to build an environment and culture of respect for, and tolerance of, differences in our community
- provide opportunities for parents to be knowledgeable of our programmes and be actively engaged in their child's learning

2. Effective assessment and timely feedback is essential to student progress.

Thus, at Chatsworth we:

- set clear expectations and criteria for students that are clear and easy to understand
- use formative, summative and pre-assessment as a continual part of the teaching and learning process
- ensure students receive valuable and effective feedback that is timely and assists in individual growth
- know that learning is personalised and assess understanding in different ways

3. Learning is purposeful, contextual and extends beyond the classroom.

Thus, at Chatsworth we:

- provide students with opportunities to apply prior knowledge and skills to new challenges and tasks
- recognise and encourage the different needs, perspectives and experiences of our students
- seek ways to connect student learning with the school community and the world at large

4. Learning is interconnected; it deepens and develops over time.

Thus, at Chatsworth we:

- provide opportunities for students to apply their learning to new situations, across disciplines
- revisit concepts and ideas over time to strengthen understanding and connections
- help students develop problem-solving and inquiry skills

5. Learning is both an independent and collaborative process.

Thus, at Chatsworth we:

- model positive collaboration throughout teacher, student and parent communication
- provide opportunities for students to work individually as well as collaboratively
- provide learning opportunities that take place outside of the classroom and school environment
- encourage students to be active participants of their own learning

6. Learning is a reflective, metacognitive process.

Thus, at Chatsworth we:

- ensure reflection and self-assessment is an integral part of our students' learning journey
- provide students with opportunities to discuss their own learning
- take responsibility for our own learning

The International Baccalaureate Primary Years Programme

Chatsworth International School primary curriculum is based on the International Baccalaureate Primary Years Programme (IB PYP) and, as an IB World School is authorised to offer the Primary Years Programme. We are enthusiastic and dedicated to its approach and philosophy as it directly supports our school's mission to Inspire, Educate & Enlighten. The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. (IB 2012)

By ensuring that learning is engaging, relevant, challenging and significant, we set out to meet the diverse needs of the students through the Primary Years Programme. The primary school follows a transdisciplinary model, whereby transdisciplinary themes of global significance frame the learning. Students, therefore, are encouraged to make connections between subject areas and use conceptual lenses to inquire into big ideas. The PYP is both a curriculum framework and philosophy that facilitates structured inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalise as part of their learning journey to construct meaning and make connections to the world around them. Students have the opportunity to explore significant local and global issues and are also encouraged to consider situations critically from multiple viewpoints.

In the Primary School, opportunities to share experiences between students, parents and teachers are a critical element in developing a sense of international mindedness. The aim of the PYP is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. (IB 2013) The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them can help individuals and groups become internationally minded people, responsible members of local, national and global communities. (IB 2013)

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:



They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.



They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.



They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.



They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.



They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.



They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.



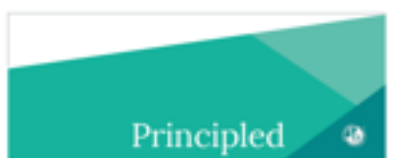
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.



They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.



They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. (IB 2009)



They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

The aim of the PYP, to create a curriculum that is engaging, relevant, challenging and significant, is achieved through structured inquiry and the development of five essential elements: knowledge, concepts, skills, attitudes and action. In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action. (IB 2009)

Knowledge: What do we want students to know about?

Students inquire into, and learn about, globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. The PYP transdisciplinary themes are:

Who we are	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.
Where we are in place and time	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.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	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.
How we organise ourselves	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.
Sharing the planet	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. (IB 2009)

Concepts: What do we want to learn?

Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry. The following key concepts are used to support and structure the inquiries.

Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is? The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.
Change	How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it connected to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of view? The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Responsibility	What is our responsibility? The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Reflection	How do we know? The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning and the quality and the reliability of the evidence we have considered. (IB 2009)

Skills: What do we want the students to be able to do?

Throughout their learning in the Primary School, students acquire and apply a set of skills which are valuable not only for the teaching and learning that goes on within classroom but also in life outside the school. The PYP identifies five sets of transdisciplinary skills, or approaches to learning:

- Thinking skills
- Communication skills
- Research skills
- Self-management skills
- Social skills

Attitudes: How do we want students to act?

In the Primary School there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group. (IB 2009) We encourage **appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.**

Action: How do we want the students to act?

In the PYP, it is believed that every student, every year, has the right and should have the opportunity to be involved in action. This action may be taken by an individual student or by a group of students working collaboratively. In order to make the action component of the curriculum as powerful as possible in terms of student learning, the PYP advocates a cycle of involvement that provides students with opportunities to engage in purposeful and beneficial action. (IB 2009)

Assessment

At Chatsworth International School, assessment is integral to all teaching and learning within the IBPYP. It is central to the PYP goal of thoughtfully and effectively guiding children through the 5 essential elements of learning, the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take responsible action.

The assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of learning. Effective assessments allow the students to:

- Share their learning and understanding with others
- Use their own learning strategies and build on their own strengths
- Use a variety of learning styles to express their understanding
- Know in advance the criteria for producing a quality product or performance
- Participate in reflection, self and peer assessment and set attainable targets
- Base their learning on real-life experiences that can lead to further inquiries
- Express their points of view, understandings and interpretations
- Demonstrate a range of knowledge, conceptual understandings and skills

Conferences and Reports

Reporting is communicating what students know, understand and can do. It describes the progress of the students' learning, identifies areas for growth, and contributes to the effectiveness of the programme. Reporting may take many forms including conferences and written reports.

We have nine reporting periods throughout the year that comprise: six report card comments written after each unit, with a Learner Profile report comment at the end of each semester: two Parent-Teacher-Student Conferences that take the format of a 3-Way Conference and a Student-Led Conference. Kindergarten has seven reporting periods as they only have four units to report on instead of six. Reports include information about the unit of inquiry, language and mathematics.

These reporting periods are designed as opportunities for parents to learn more about their child's progress, development and needs as well as the school's programme. During the Three-Way Conferences, students discuss their learning and understanding with their parents and teacher. Students reflect on work samples they have chosen to share with parents and teacher. The student, parents and teacher will collaborate to establish and identify the student's strengths and areas of improvements, setting new targets. Student-Led Conferences involve the student and the parent. The student is responsible to lead the conference and take responsibility by sharing their learning process with their parents.

The Year 6 Exhibition

Students in Year 6 participate in the Exhibition, an IBPYP requirement. This presentation is the culmination of the PYP learning. Each student will demonstrate engagement with the 5 essential elements of the programme: knowledge, concepts, skills, attitudes and action. The exhibition is a large assessment piece created as a presentation that can take many forms (poster, drama, presentation as visual, audio, etc.). We focus on Exhibition as a learning journey.

Parent Cafés

The beliefs, values and approaches of the PYP can be different compared to the curriculum that many families are used to. For this reason, we believe strongly in communicating both the theory and the practices of the PYP. Teachers also host a curriculum evening for parents in August to explain the curriculum plans for the upcoming year and answer any questions you have about the grade and how it works.

Parent Cafés are organised once a month for parents to attend and learn more about the programme. Overall curriculum expectations for each grade level are sent to parents in unit newsletters and through the class websites.

Subject Areas - Language

Language is fundamental to learning and permeates the entire Primary Years Programme (PYP). By learning language as well as learning about and through language, we nurture an appreciation of the richness of language and a love of literature. It is intended that the language scope and sequence will address the needs of all learners of language in PYP Schools.

The language scope and sequence framework identifies the major expectations considered essential in the PYP. These expectations are arranged into three main strands: oral communication, written communication and visual communication.

These communication strands are organised into sub-strands which include listening, speaking, reading, writing, viewing, and presenting. Each of the sub-strands is addressed separately, although in practice they are interactive and interrelated elements of the programme.

Our aim is to develop students' ability to express themselves fluently, confidently and accurately in oral, written and visual communication systems.

Language Strands

- Oral communication: listening and speaking
- Written communication: reading and writing
- Visual communication: viewing and presenting

English is the language of instruction in the school.

Mandarin

Mandarin is taught as an additional language to all students with the aim of providing international students exposure to Chinese culture and language, developing students to be appreciative, courageous and open-minded communicators.

Early Years students have play-based introductory Mandarin lessons twice a week in their classes that focus on developing student interest and a love for Mandarin. They will be introduced to the fundamental skills and knowledge essential for learning Mandarin through song and games.

Junior Years students attend Mandarin three times a week in levelled classes, engaging in inquiry-based activities and authentic situations where they learn to communicate in the language. Students will learn important skills such as conversing on specific topics, listening for information and writing basic Hanzi characters. Students will also be introduced to Chinese folktales and major Chinese festivals throughout the year, with hands-on cultural activities as part of their holistic learning.

French

Students from K2 to Year 2 have one French lesson per week. Students will learn French rhymes and rhythms, basic oral skills and be exposed to French culture and festivals in order to prepare them to embark in a more progressive environment with levelled classes from Year 3 to Year 6. The aim of the course is to introduce students to French language in order to foster an interest and to initiate them to a wide range of vocabulary through song and games, with enthusiastic interaction in small or large groups.

Students from Year 3 to Year 6 have three French lessons per week in levelled classes. Through a variety of activities, students will build on their reading, writing and comprehension skills to meet Year 7 expectations. The aim of the course is to teach students the appropriate skills to be able to verbally communicate with French native speakers and feel confident in authentic linguistic situations.

English as an Additional Language (EAL)

At Chatsworth International School, we welcome students from around the world. Our students come to us with diverse cultural identities and language profiles. The English as an Additional Language (EAL) support teacher seeks to assist students in integrating into an English-speaking environment so that they feel comfortable at our school. An equally important concern is to enable students to access all curriculum areas. Therefore, EAL students attend most classes with their peers.

In order to enable students to develop confidence, skills and knowledge, EAL teachers work alongside homeroom teachers to plan, teach and assess students' understanding of our curriculum. In addition, the EAL support teacher instructs students in fundamental English skills in differentiated language lessons.

Children who have no English will have a combination of pull out and push in EAL lessons for intensive language support. The aim of this programme is to develop a base of language that will enable the student to function adequately within the school.

Children who are not beginners will be supported in their classroom by the EAL support teacher. The homeroom and EAL teachers identify the language-related needs of EAL students and develop teaching practices that address their needs in a holistic and explicit manner. This process will support EAL children to develop the necessary language skills to be successful in the mainstream classroom.

Differentiation

English support takes place in the form of differentiated lessons in the grade level classroom and in separate lessons as needed. Students new to learning English will attend beginner English lessons for 3 hours per week instead of going to French and Mandarin classes.

Planning and Communication

English support lessons are planned in collaboration with class teachers. English support lesson planning is often discussed at meetings with all year level teachers.

Flexible Groupings

Flexible groupings are used to provide ongoing support in response to students' needs as identified by any teacher or parent. We use different forms of assessment to identify those students who need English language support and how best to provide this help.

Reporting

The EAL support teacher formally reports on students currently receiving support. The reports reflect on the support currently received by the students, as well as the EAL teacher's observations on the students' ability to access the curriculum. In addition, the EAL support teacher attends parent-teacher conferences and includes reflections of the students' work in the students' portfolios.

Practice

At Chatsworth International School, we believe that students learn language, about language and through language. Listening, speaking, reading and writing are not separate but inter-related. Our approach to teaching language is holistic. Grammar is taught in context, often related to something that the students are writing, and also when speaking, listening and reading.

All teachers at the school are considered to be language teachers, not only the EAL support teacher.

As students begin their English language learning process, we recognise that each one of them comes to us with a wealth of knowledge and skills. We encourage students to use their mother tongue to develop English skills. For this reason, we encourage students to use their own language when appropriate. For older students, we expect them to use bilingual dictionaries and other reference materials in their mother tongue to assist their learning.

In the early stages of learning a language, learners may go through what is called "the silent stage." We respect this stage. As students begin to speak in English, we celebrate their courage. In the process of learning English, students will make mistakes. We recognise that making mistakes is an essential part of the learning needed to develop language skills.

We use literature from around the world to embrace the student body's multiculturalism. English support incorporates the various genres of literature and often connects to the current unit of inquiry studied in the class at that time.

Mother-Tongue Language Maintenance

Developing a child's mother tongue accelerates the rate of English language acquisition, supports achievement in all subject areas, increases self-esteem and enhances intercultural understanding and international-mindedness.

We maintain that students who see their first language skills acknowledged by teachers and their parents, are able to view English as an addition to their first language, rather than a substitute for it. This makes them more likely to feel confident and to take the risks involved in learning a new language. Language skills can transfer from one language to another and students with developed literacy skills in their mother tongue have more success in learning an additional language. Chatsworth strongly recommends families and educators to develop and nurture mother tongue literacy skills for all students. This is based on a wealth of educational and linguistic research that clearly states recognition of a child's home culture and mother tongue is an important feature of any language learning approach. Provision for the maintenance and further development of the mother tongue also helps to address many social, emotional and academic needs of the language learner, as well as improves overall cognitive development.

Students are encouraged to use their mother tongue throughout the day in class as well as on the playground. Students use their mother tongue to develop conceptual understanding and then transfer to English. They are encouraged to use their mother tongue during Three-Way and Student Led conferences. Unit vocabulary is often utilised in students' mother tongue to scaffold the development of conceptual understandings.

In the Primary School there are devoted mother tongue CCAs for Mandarin, French and Serbian. The primary school is dedicated to establishing as many mother tongue CCAs as possible.

Mathematics

At Chatsworth, learning mathematics is fundamental to the education system. The curriculum we are developing aims to help students learn in a way that will prepare them for a productive life in the 21st century. It is based on a strong foundation of knowledge, with high levels of achievement and a lifelong engagement in learning.

As every student has their own starting point when it comes to learning mathematics, it is important for the curriculum to provide differentiated pathways and choices to support the individual learner, in order to maximise their unique potential.

The PYP believes that: "The power of mathematics for describing and analysing the world around us is such that it has become a highly effective tool for solving problems." It is also recognised that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as "authors" or "artists", a school's programme should also provide students with the opportunity to see themselves as "mathematicians", where they enjoy and are enthusiastic when exploring and learning about mathematics.

In the IB Primary Years Programme (PYP), mathematics is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorised.

There are five mathematical strands:

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

When possible, these strands are integrated into the units of inquiry. However, learning mathematics is a developmental process and learning phases are not always linear or age related. 'Number' for example, is a strand that is difficult to integrate into the units; it is taught in progression, as a stand-alone topic throughout the year.

It is our goal to ensure that all students achieve a level of mastery of mathematics that will serve them well in their lives. As a learning community, we know that nurturing highly-skilled and well-educated students is critical to the support and innovation of our technology-driven economy.

(IB Primary Years Programme Mathematics scope and sequence Published February 2009)

Science

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The inclusion of science within the PYP leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

It is recognised that teaching and learning science as a subject, while necessary, is not sufficient. Of equal importance is the need to learn science in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area.

The knowledge component of Science in the PYP is arranged into four strands:

- Living things
- Earth and space
- Materials and matter
- Forces and energy

Social Studies

In the Primary Years Programme (PYP), social studies guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. Learning social studies provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

It is recognised that teaching and learning social studies as a subject, while necessary, is not sufficient. Of equal importance is the need to learn social studies in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area.

The knowledge component of Social Studies in the PYP is arranged into five strands:

- Human systems and economic activities
- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

Physical Education

Physical education at Chatsworth International School is more than just students participating in sport and games. We endeavour to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. We strive to provide specific opportunities for learning about movement and through movement in a range of contexts.

Art

Students from Year 3 to Year 6 receive a weekly Art lesson. Students learn to develop their creativity using a wide range of materials and mediums as they examine and experiment with the elements of arts. Students learn to develop their visual perception and personal reflective skills as an artist. They learn to respond to art in the community and within contemporary societies as well as historical contexts.

Students in K - Y2, work with the art teacher and their classroom teacher to explore art in a Reggio inspired atelier model. In the art studio, the focus is about listening, being patient, and caring about children and what they have to offer. It's about guiding and strengthening and offering a safe space to explore and grow. The students come to create, explore and express themselves through art.

Music

In Music class, students are given the opportunity to learn, explore and work independently and cooperatively with others through a variety of musical activities such as singing, playing a variety of pitched and non pitched instruments, composing a piece of music and reading notation that will showcase their creativity and confidence as well. Different tasks are given to challenge and motivate the students to become lifelong learners in musical art both as participants and audience members. All primary students have one music lesson per week.

Appendix 1: 2017-18 Programme of Inquiry

Kindergarten (3-5 year olds)

Who We Are 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.	Where We Are In Place and Time 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.	How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How The World Works 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.	How We Organise Ourselves 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.	Sharing The Planet 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.
Central Idea Awareness of our physical characteristics, abilities and interests enables us to discover who we are and what we can do		Central Idea Creating art works involves exploring materials and tools	Central Idea The process of investigation lead to new discoveries		Central Idea People interact with living things in a variety of environments
Key Concepts Form, Connection, Function		Key Concepts Form, Perspective, Reflection	Key Concepts Function, Reflection		Key Concepts Connection, Responsibility, Causation
Related concepts Characteristics, similarities, and differences, interests		Related concepts Exploration, materials, creativity, tools	Related concepts Investigation, process, discovery		Related concepts Living things, interactions, care
Lines of Inquiry - Physical social and emotional characteristics - Similarities and differences between ourselves and others - Personal abilities and interests - The role of our senses in understanding who we are		Lines of Inquiry - Exploring materials and tools - What creativity is - Creating art works	Lines of Inquiry - The purpose of investigation - The process involved in investigation - The connection between investigation and discovery		Lines of Inquiry - Different environments where we find living things - The interactions people have with living things - Our responsibility for the wellbeing of living things

Year 1 (5-6 year olds)

<p>Who We Are 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.</p>	<p>Where We Are In Place and Time 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.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How The World Works 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.</p>	<p>How We Organise Ourselves 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.</p>	<p>Sharing The Planet 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.</p>
<p>Central Idea Within communities people have responsibilities</p>	<p>Central Idea Historical evidence provides an insight into the past, family history and identity</p>	<p>Central Idea Celebrations are expressions of shared beliefs and values</p>	<p>Central Idea Exploring movement builds an understanding of forces used in daily life</p>	<p>Central Idea Within communities there are natural and built features that have distinct purposes</p>	<p>Central Idea Plants have features that contribute to the sustainability of life</p>
<p>Key Concepts Function, Responsibility, Connection</p>	<p>Key Concepts Function, Change, Reflection</p>	<p>Key Concepts Causation, Connection, Perspective</p>	<p>Key Concepts Causation, Function, Connection</p>	<p>Key Concepts Function, Form, Connection</p>	<p>Key Concepts Connection, Function, Responsibility</p>
<p>Related concepts Communities, decision making, rights and responsibilities</p>	<p>Related concepts Evidence, history, identity, past and present</p>	<p>Related concepts Beliefs and values, celebrations, symbols, meaning</p>	<p>Related concepts Movement, forces, purpose</p>	<p>Related concepts Natural and built environments, purpose, need</p>	<p>Related concepts Characteristics, growth, dependence, care</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Communities we belong to - Decision making in communities (who makes the decision has an impact) - Rights and responsibilities in communities 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Records of historical evidence and what this conveys - Family history and how this is being recorded - The connection between my family history and my identity - The connection between past and present (artefacts and people) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - The beliefs and values connected to celebrations - Features of celebration - Symbolic representation of celebrations - What meaning people assign to celebrations 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - How things move - Use of forces in simple machines - The role of simple machines in our lives 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Features of the natural and built environment in our community - How people use the natural and built environment - The need for built environments 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Parts of plants and their uses - What plants need in order to grow - Ways in which living things are dependent on plants - Caring for plants

Year 2 (6-7 year olds)

<p>Who We Are 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.</p>	<p>Where We Are In Place and Time 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.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How The World Works 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.</p>	<p>How We Organise Ourselves 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.</p>	<p>Sharing The Planet 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.</p>
<p>Central Idea The choices people make affect their health and well-being</p>	<p>Central Idea People's daily life is connected to the geography and features of where they live</p>	<p>Central Idea Exploring the properties of light and sound provides opportunities for creativity</p>	<p>Central Idea All living things go through a process of change</p>	<p>Central Idea Services within a community are developed to meet the needs and wants of the people in it</p>	<p>Central Idea Sustainability of our local environment requires consideration of the use and discard of resources</p>
<p>Key Concepts Responsibility, Reflection, Function</p>	<p>Key Concepts Form, Causation, Perspective</p>	<p>Key Concepts Form, Function, Reflection</p>	<p>Key Concepts Causation, Change, Function</p>	<p>Key Concepts Form, Reflection, Connection</p>	<p>Key Concepts Responsibility, Causation, Function</p>
<p>Related concepts Balanced, well-being, health, choice</p>	<p>Related concepts Geography, daily life</p>	<p>Related concepts Exploration, properties, creativity</p>	<p>Related concepts Cycle, patterns, impact</p>	<p>Related concepts Needs and wants, services, evaluation</p>	<p>Related concepts Resources, sustainability, recycle, reuse</p>
<p>Lines of Inquiry - Inquiry into our physical, mental and social health - What it means to have a balanced lifestyle - How we can make decisions to benefit our well-being</p>	<p>Lines of Inquiry - Geography and features of a place - Daily life of people in different places -The connection between place and people</p>	<p>Lines of Inquiry - Properties of light and sound - How light and sound work - Using light and sound to create</p>	<p>Lines of Inquiry - Patterns of growth in life cycles - Stages of life cycles - Factors that can influence life cycles</p>	<p>Lines of Inquiry - Needs and Wants - Services within communities - Evaluating if services meet the needs of people</p>	<p>Lines of Inquiry - Resources in our local environment - How we use and discard resources in our local environment - Sustainability and care of our local environment</p>

Year 3 (7-8 year olds)

<p>Who We Are 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.</p>	<p>Where We Are In Place and Time 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.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How The World Works 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.</p>	<p>How We Organise Ourselves 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.</p>	<p>Sharing The Planet 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.</p>
<p>Central Idea The beliefs and values of role models is reflected in their actions</p>	<p>Central Idea Understanding the history of a place involves exploring the local heritage</p>	<p>Central Idea Images communicate ideas and information</p>	<p>Central Idea The design of structures involves consideration of the role of forces, materials and environmental factors</p>	<p>Central Idea Technological advances enhance an understanding of the Earth and its place in the universe</p>	<p>Central Idea Survival of living things is dependent on the habitat in which they live</p>
<p>Key Concepts Causation, Perspective, Responsibility</p>	<p>Key Concepts Causation, Perspective, Change, Reflection</p>	<p>Key Concepts Function, Perspective, Connection</p>	<p>Key Concepts Connection, Causation, Form</p>	<p>Key Concepts Function, Causation, Perspective</p>	<p>Key Concepts Responsibility, Causation, Connection</p>
<p>Related concepts Role models, beliefs and values, influence</p>	<p>Related concepts Place, heritage, development</p>	<p>Related concepts Image, design, interpretation, communication</p>	<p>Related concepts Structures, design, materials, stability</p>	<p>Related concepts Technology, organisation, exploration, impact</p>	<p>Related concepts Habitats, adaptation, human impact</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Our choice of role models - How beliefs and values reflect the actions of role models - How role models influence others - How we can be good role models 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - How places change over time - Historical sites and places and what they convey - How development has changed the way people live 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - The use of static and moving images in different media - How the design elements of images communicate meaning - How we interpret and respond to images - Creating images that convey meaning 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Connection between the structures, forces and stability - The design of structures and the materials used - Factors that impact on the stability and strength of a structure 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Technological advances - Organisations and corporations involved in space technology - Earth and its place in the universe - Impact of space technology (economic, social) 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Features of habitats - Connection between living things and their habitats - Impact of human behaviour on habitats

Year 4 (8-9 year olds)

<p>Who We Are 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.</p>	<p>Where We Are In Place and Time 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.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How The World Works 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.</p>	<p>How We Organise Ourselves 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.</p>	<p>Sharing The Planet 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.</p>
<p>Central Idea Diversity of culture is portrayed through varying beliefs and values</p>	<p>Central Idea Exploration leads to discoveries and new understandings with varying consequences</p>	<p>Central Idea Creating and responding to artwork promotes understanding and appreciation</p>	<p>Central Idea Matter is transformed from one state to another for specific purposes</p>	<p>Central Idea An effective marketplace requires knowledge of supply and demand and an in-depth cost analysis</p>	<p>Central Idea People can make choices to support the sustainability of the Earth's resources</p>
<p>Key Concepts Form, Perspective, Connection</p>	<p>Key Concepts Causation, Function, Perspective</p>	<p>Key Concepts Perspective, Reflection, Form</p>	<p>Key Concepts Function, Change, Causation</p>	<p>Key Concepts Reflection, Function</p>	<p>Key Concepts Change, Responsibility Reflection</p>
<p>Related concepts Culture, beliefs and values, diversity</p>	<p>Related concepts Exploration, technology, consequences, discovery</p>	<p>Related concepts Styles, appreciation, response</p>	<p>Related concepts States of matter, transformation, Irreversible, reversible</p>	<p>Related concepts Supply and demand, markets, analysis</p>	<p>Related concepts Sustainability, choice, limited resources</p>
<p>Lines of Inquiry - What culture is - The connection between beliefs, values and culture - Diversity of cultures</p>	<p>Lines of Inquiry - Reasons for exploration - How exploration has taken place over time (including navigation tools) - The consequences of exploration</p>	<p>Lines of Inquiry - Different styles of the arts - The context in which artworks are created - What we can learn from the arts - Developing an appreciation of the arts</p>	<p>Lines of Inquiry - Transformation of states of matter - Irreversible and reversible changes - Why we change states of matter</p>	<p>Lines of Inquiry - The role of supply and demand - How a marketplace works - The role of cost analysis and marketing in the marketplace</p>	<p>Lines of Inquiry - Earth's finite and infinite resources - The balance between meeting human needs and the use of limited resources - The impact of people's choices on the environment</p>

Year 5 (9-10 year olds)

<p>Who We Are 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.</p>	<p>Where We Are In Place and Time 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.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How The World Works 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.</p>	<p>How We Organise Ourselves 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.</p>	<p>Sharing The Planet 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.</p>
<p>Central Idea Human organs and body systems are interdependent and require maintenance for health</p>	<p>Central Idea Throughout time people have adapted to the changing landscape of Earth</p>	<p>Central Idea Digital media affords people new ways to express their ideas, feelings and creativity</p>	<p>Central Idea Investigating forces leads to new understandings and application of forces in the real world</p>	<p>Central Idea Understanding the properties and production of materials enables consumers to make informed decisions</p>	<p>Central Idea Biodiversity relies on maintaining the interdependent balance of organisms within systems</p>
<p>Key Concepts Function, Connection, Causation</p>	<p>Key Concepts Function, Causation, Change</p>	<p>Key Concepts Perspective, Responsibility, Function, Reflection</p>	<p>Key Concepts Form, Connection, Causation</p>	<p>Key Concepts Form, Causation, Responsibility, Reflection</p>	<p>Key Concepts Function, Connection, Causation, Responsibility</p>
<p>Related concepts Systems, interdependence, health</p>	<p>Related concepts Processes, landscape, adaptation</p>	<p>Related concepts Citizenship, platforms, expression</p>	<p>Related concepts Forces, variables, investigation, design</p>	<p>Related concepts Production, consumerism, sustainability</p>	<p>Related concepts Biodiversity, interdependence, balance</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Body systems, organs and how they function - How body systems and organs are interdependent - Maintaining the health of our organs and body systems 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Natural processes that change Earth's landscape - How we know the landscapes have changed - Impact of natural processes (fast, slow) - How people have and continue to adapt to the changes 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Different types of digital media and how they work - How we use digital media as a form of expression - Our roles as digital citizens 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Different type of forces - Variables that impact forces and speed - Forces in our everyday life - Designing using our understanding of force 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - Properties and production of materials - Impact of properties and production of materials on the environment (biodegradable production) - Our role as a consumer 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> - What is biodiversity - Ways in which systems are interdependent on each other - Consequence of the imbalance within systems - How human interaction with the environment can affect the balance of systems

Year 6 (10-11 year olds)

<p>Who We Are 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.</p>	<p>Where We Are In Place and Time 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.</p>	<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>How The World Works 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.</p>	<p>How We Organise Ourselves 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.</p>	<p>Sharing The Planet 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.</p>
<p>Central Idea Changes people experience at different stages of their lives affect their evolving sense of self</p>	<p>Central Idea Human migration occurs as a response to challenges, risks and opportunities</p>	<p>Central Idea People can create messages to target specific audiences</p>	<p>Central Idea Developing sustainable energy practices requires understanding of energy and how it is converted and transformed</p>	<p>Central Idea Governance involves decision making that influences the rights and responsibilities of its citizens</p>	<p>Central Idea</p>
<p>Key Concepts Change, Responsibility, Causation</p>	<p>Key Concepts Causation, Perspective</p>	<p>Key Concepts Function, Perspective, Reflection</p>	<p>Key Concepts Form, Connection, Function,</p>	<p>Key Concepts Function, Responsibility, Causation</p>	<p>Key Concepts</p>
<p>Related concepts Identity, autonomy, adolescence</p>	<p>Related concepts Migration, patterns, impact</p>	<p>Related concepts Influence, evaluation, response</p>	<p>Related concepts Transformation, energy, sustainability</p>	<p>Related concepts Governance, decision-making, citizenship</p>	<p>Related concepts</p>
<p>Lines of Inquiry - The physical, emotional and mental changes that occur during adolescence - Factors that contribute to wellbeing - Appropriate choices during adolescence</p>	<p>Lines of Inquiry - Reasons people migrate - Migration trends and patterns in different places - Impact of migration on people and places</p>	<p>Lines of Inquiry - How images, text and music are used to influence an audience - Critical evaluation of messages - How people respond to messages</p>	<p>Lines of Inquiry - Different forms of energy sources (renewable, non-renewable) - How energy is transformed and stored - Sustainable energy practices</p>	<p>Lines of Inquiry - Different governance systems and how they function - Decision making practices in governance - Impact of governance on citizens - Rights and responsibilities of citizens</p>	<p>Exhibition</p>

Appendix 2: Overall Expectations by Subject

Acknowledging that learning is a developmental process, the IB presents a set of developmental continuums that are designed as diagnostic tools to assist teachers in planning learning experiences for students, and in monitoring students' development throughout the primary years. The overall expectations are therefore presented in developmental phases for rather than by age range.

Language

Oral Language – Listening and Speaking

Phase 1	<p>Overall Expectations Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none">• Spoken words connect us with others.• People listen and speak to share thoughts and feelings.• People ask questions to learn from others.
Phase 2	<p>Overall Expectations Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognisant about the high degree of variability of language and its uses.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none">• The sounds of language are a symbolic way of representing ideas and objects.• People communicate using different languages.• Everyone has the right to speak and be listened to.
Phase 3	<p>Overall Expectations Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none">• Spoken language varies according to the purpose and audience.• People interpret messages according to their unique experiences and ways of understanding.• Spoken communication is different from written communication - it has its own set of rules.

Phase 4	<p>Overall Expectations Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. • Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. • The grammatical structures of a language enable members of a language community to communicate with each other.
Phase 5	<p>Overall Expectations Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Spoken language can be used to persuade and influence people. • Metaphorical language creates strong visual images in our imagination. • Listeners identify key ideas in spoken language and synthesise them to create their own understanding. • People draw on what they already know in order to infer new meaning from what they hear.

Written Language - Reading

Phase 1	<p>Overall Expectations Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Illustrations convey meaning. • Print conveys meaning. • People read for pleasure. • Stories can tell about imagined worlds. • Printed information can tell about the real world. enjoy listening to stories • There are established ways of setting out print and organising books.
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Phase 2	<p>Overall Expectations Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • The sounds of spoken language can be represented visually. • Written language works differently from spoken language. • Consistent ways of recording words or ideas enable members of a language community to communicate. • People read to learn. • Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act. • The words we see and hear enable us to create pictures in our minds.
Phase 3	<p>Overall Expectations Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognise that the structure and organisation of text conveys meaning.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • What we already know enables us to understand what we read. • Different types of texts serve different purposes. • Applying a range of strategies helps us to read and understand new texts. • Wondering about texts and asking questions helps us to understand the meaning. • The structure and organisation of written language influences and conveys meaning.
Phase 4	<p>Overall Expectations Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. • Reading and thinking work together to enable us to make meaning. • Identifying the main ideas in the text helps us to understand what is important. • Knowing what we aim to achieve helps us to select useful reference material to conduct research.

Phase 5	<p>Overall Expectations Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Effective stories have a structure, purpose and sequence of events (plot) that help to make the author’s intention clear. • Authors structure stories around significant themes. • Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act. • Synthesising ideas and information from texts leads to new ideas and understanding.
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Written Language - Writing

Phase 1	<p>Overall Expectations Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Writing convey meaning. • People write to tell about their experiences, ideas and feelings. • Everyone can express themselves in writing. • Talking about our stories and pictures helps other people to understand and enjoy them.
Phase 2	<p>Overall Expectations Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • People write to communicate. • The sounds of spoken language can be represented visually (letters, symbols, characters). • Consistent ways of recording words or ideas enable members of a language community to understand each other’s writing. • Written language works differently from spoken language.

Phase 3	<p>Overall Expectations Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • We write in different ways for different purposes. • The structure of different types of texts includes identifiable features. • Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. • Thinking about storybook characters and people in real life helps us to develop characters in our own stories. • When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
Phase 4	<p>Overall Expectations Learners show an understanding of the role of the author and are able to take on the responsibility of authorship. They demonstrate an understanding of story structure and are able to make critical judgements about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Writing and thinking work together to enable us to express ideas and convey meaning. • Asking questions about ourselves and others helps to make our writing more focussed and purposeful. • The way we structure and organise our writing helps others to understand and appreciate it. • Rereading and editing our own writing enables us to express what we want to say more clearly.
Phase 5	<p>Overall Expectations Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • 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. • Synthesising ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. • Knowing what we aim to achieve helps us to plan and develop different forms of writing. • Through the process of planning, drafting, editing and revising, our writing improves over time.

Visual Language – Viewing and Presenting

Phase 1	<p>Overall Expectations Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none">• Visual language is all around us.• The pictures, images, and symbols in our environment have meaning.• We can enjoy and learn from visual language.
Phase 2	<p>Overall Expectations Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none">• People use static and moving images to communicate ideas and information.• 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.
Phase 3	<p>Overall Expectations Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none">• Visual texts can expand our database of sources of information.• Visual texts provide alternative means to develop new levels of understanding.• Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.• Different visual techniques produce different effects and are used to present different types of information.

Phase 4	<p>Overall Expectations Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • Visual texts have the power to influence thinking and behaviour. • Interpreting visual texts involves making an informed judgment about the intention of the message. • To enhance learning we need to be efficient and constructive users of the Internet.
Phase 5	<p>Overall Expectations Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.</p> <p>Conceptual Understandings:</p> <ul style="list-style-type: none"> • The aim of commercial media is to influence and persuade viewers. • Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. • Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. • Synthesising information from visual texts is dependent upon personal interpretation and leads to new understanding.

(IB Primary Years Programme Language scope and sequence 2008)

Number

Phase 1	<p>Overall Expectations</p> <p>Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.</p>
Phase 2	<p>Overall Expectations</p> <p>Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.</p>
Phase 3	<p>Overall Expectations</p> <p>Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.</p>
Phase 4	<p>Overall Expectations</p> <p>Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.</p>

Measurement

Phase 1	<p>Overall Expectations</p> <p>Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.</p>
Phase 2	<p>Overall Expectations</p> <p>Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.</p>

Phase 3	<p>Overall Expectations</p> <p>Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.</p>
Phase 4	<p>Overall Expectations</p> <p>Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.</p>

Shape and Space

Phase 1	<p>Overall Expectations</p> <p>Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.</p>
Phase 2	<p>Overall Expectations</p> <p>Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.</p>
Phase 3	<p>Overall Expectations</p> <p>Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.</p>
Phase 4	<p>Overall Expectations</p> <p>Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualise and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.</p>

Pattern and Function

Phase 1	<p>Overall Expectations</p> <p>Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.</p>
Phase 2	<p>Overall Expectations</p> <p>Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.</p>
Phase 3	<p>Overall Expectations</p> <p>Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.</p>
Phase 4	<p>Overall Expectations</p> <p>Learners will understand that patterns can be represented, analysed and generalised using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.</p>

Data Handling

Phase 1	<p>Overall Expectations</p> <p>Learners will develop an understanding of how the collection and organisation of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.</p>
Phase 2	<p>Overall Expectations</p> <p>Learners will understand how information can be expressed as organised and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.</p>
Phase 3	<p>Overall Expectations</p> <p>Learners will continue to collect, organise, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarise a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.</p>
Phase 4	<p>Overall Expectations</p> <p>Learners will collect, organise and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarise a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.</p>

Science Strands

The knowledge component of science in the PYP is arranged into four strands: living things, Earth and space, materials and matter, and forces and energy.

Living things

The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

Earth and space

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.

Materials and matter

The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

Forces and energy

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

(Making the PYP happen: A curriculum framework for international primary education 2009)

Overall expectations for Science

3-5 years	Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary
5-7 years	<p>Overall Expectations</p> <p>Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships.</p> <p>Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organising the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.</p>

7-9 years	<p>Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables.</p> <p>They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.</p>
9-12 years	<p>Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment.</p> <p>They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.</p>

(IB Primary Years Programme Science scope and sequence 2008)

Social Studies

Social Studies strands

The knowledge component of social studies in the PYP is arranged into five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment. These strands are concept-driven and are inextricably linked to each other. They also provide links to other subject areas of the PYP curriculum.

Human systems and economic activities

The study of how and why people construct organisations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

Social organisation and culture

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

Continuity and change through time

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

Human and natural environments

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

Resources and the environment

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

(Making the PYP happen: A curriculum framework for international primary education 2009)

Overall expectations for Social Studies

3-5 years	Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.
5-7 years	Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

7-9 years	<p>Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognise the interdependency of systems and their function within local and national communities.</p> <p>They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognising important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.</p>
9-12 years	<p>Students will recognise different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment.</p> <p>They will realise the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.</p>

(IB Primary Years Programme Social Studies scope and sequence 2008)

Responding

The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of drama, dance, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The responding strand is not simply about reflecting; responding may include creative acts, and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Learners are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

Overall expectations

Phase 1	Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.
Phase 2	Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.
Phase 3	Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.
Phase 4	Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

The responding and creating strands are dynamically linked in an ongoing and reflexive relationship. Students are encouraged to reflect continually upon their work throughout the process of creating, thus reinforcing the close link between these strands.

Overall expectations

Phase 1	Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.
Phase 2	Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.
Phase 3	Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.
Phase 4	Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

(IB Primary Years Programme Arts scope and sequence 2009)

Personal, Social and Physical Education

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Overall expectations

Phase 1	Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.
Phase 2	Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.
Phase 3	Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.
Phase 4	Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active Living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Overall expectations

Phase 1	Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognise the need for safe participation when interacting in a range of physical contexts.
Phase 2	Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Phase 3	Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.
Phase 4	Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

Overall expectations

Phase 1	Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.
Phase 2	Learners recognise the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.
Phase 3	Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.
Phase 4	Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.


(IB Primary Years Programme PSPE scope and sequence 2009)




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