

International School of Paris  
Primary Years Programme  
Curriculum Guide  
2014-15



**International  
School of Paris**



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## Vision, Mission and Philosophy

### Vision

The Vision for the International School of Paris is to benefit from the diversity of its community in creating well-educated, internationally-minded citizens.

### Mission

The Mission of the International School of Paris is to create a challenging and motivating English-speaking environment where students and staff from around the world use the programmes of the International Baccalaureate and work in harmony to develop every student's full intellectual and human potential.

### Philosophy

The International School of Paris believes that

- Every student has an individual and a cultural set of experiences, skills and interests, which must be considered in the teaching and learning process.
- A diverse student body enriches the school community and provides a wealth of experience and resources.
- A thorough education includes the development of the qualities of compassion, tolerance, respect for the rights of all people, the skills for the peaceful resolution of conflict, and the development of environmental responsibility.
- School should prepare young people to provide leadership to meet the global challenges of the 21st Century.
- School should foster an atmosphere of academic excellence and encourage intellectual inquiry and critical thinking.
- Achievement in the physical, expressive and creative arts is an essential part of a holistic education.
- The school is a community, and social awareness, thoughtful interaction and effective communication among students, parents and staff are fundamental to its wellbeing.

## The International Baccalaureate Primary Years Programme

The International School of Paris (ISP) is committed to follow and further develop the International Baccalaureate (IB) Programmes. In the Primary School, the Primary Years Programme (PYP) is followed from Nursery to Grade 5. ISP was officially authorized by the IB in June 2004 and since then has successfully participated in IB evaluation visits in June 2007 and May 2012. The results of this most recent visit acknowledge the work we are doing as a successful IB PYP school. Our next IB evaluation visit will be in 2017.

After reading this PYP Curriculum Guide, please contact the PYP Coordinator, Emily Ashley [eashley@isparis.edu](mailto:eashley@isparis.edu), if you have any further questions. The Primary School, through the Primary Years Programme, ensures that learning is engaging, relevant, challenging and significant in order to meet the diverse needs of the student. The school follows a transdisciplinary model, whereby themes of global significance frame the learning throughout the primary years, including early childhood. This means that students are encouraged to make connections between subject areas, and traditional curriculum areas are used as lenses to help students inquire into big ideas. The PYP is both a curriculum framework and a philosophy that facilitates structured inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalize as part of their learning journey to construct meaning about the world around them. Students are also encouraged to consider situations from multiple viewpoints and have the opportunity to explore significant local and global issues.

In the Primary School, opportunities to share experiences between students, parents and teachers are a critical element in developing a sense of international mindedness. This begins with each student's ability to develop a better sense of identity. We encourage all members of our community to share their personal histories as well as their cultural identities. In gaining an appreciation of themselves, the students are then exposed to other cultures, making use of our diverse student population. With this in mind, cross-cultural celebrations are encouraged throughout the Primary School. We invite students, their families and friends to lead these events, whether it is reading stories to students in English or in another language, sharing food or



celebrating festivals. If you would like to be involved in visiting classes or presenting cross-cultural assemblies please email our Cross-Cultural Coordinator, Marianne Freire at [mfreire@isparis.edu](mailto:mfreire@isparis.edu). We also hold an International Day once a year, in which parent participation is essential.

The PYP encourages students to become independent learners, and ISP encourages them to make connections between life in school, life at home and life in the world. By helping students to see that learning is connected to life, a strong foundation for future learning is established.

The Primary School encourages students to

- Develop a strong set of problem-solving strategies
- To think critically
- Develop knowledge and skills to apply to new situations or tasks
- Continue to question throughout their lives
- Develop a sense of international mindedness
- Take action as a result of the learning process

Students will

- Learn through inquiry
- Build on prior knowledge
- Work individually, with a partner and in groups
- Be listened to
- Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually
- Be supported in their journey to become independent, autonomous learners
- Learn through differentiated experiences which accommodate for the range of abilities and learning styles in a group

ISP is committed to

- Providing learning environments that are stimulating and provocative
- Effective ongoing professional development to ensure its teachers are lifelong learners and informed of the most recent effective practice
- Supporting students and their families



## The International Baccalaureate Learner Profile

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 responsible members of local, national and global communities. (IB, 2013)

<b>Disposition</b>	<b>Description</b>
<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk-takers</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>Reflective</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## Curriculum Framework

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**.

### Knowledge: What do we want students to know?

While the PYP acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content which transcends the boundaries of the traditional subjects and is relevant to students.

The PYP has six transdisciplinary themes that provide the framework for learning. These themes are globally significant and support the acquisition of knowledge, concepts and skills of the traditional subjects. They are revisited throughout the students' time in the PYP.

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 organize 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 of 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 relationship within and between them; access to equal opportunities; peace and conflict resolution.

Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which address a central idea relevant to a particular transdisciplinary theme. Please refer to the annex for ISP's programme of inquiry for more information.

## Concepts: What do we want students to understand?

The following key concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the curriculum to another.

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.

In addition to the above key concepts, children will inquire into related concepts in all curriculum areas. Instead of simply gaining knowledge and skills in mathematics, for example, they will deepen their understanding of concepts such as pattern, multiplication, place value and bias.

## Skills: What do we want 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:

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

## Attitudes: What do we want students to feel, value and demonstrate?

The Primary School encourages attitudes that contribute to the wellbeing of the individual and of the group. Students develop personal attitudes towards people, the environment and learning. At ISP we encourage **appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect** and **tolerance**.

## Action: How do we want the students to act?

Students at ISP are encouraged to take action as a result of their learning. Action can be a demonstration of a sense of responsibility and respect for themselves, others and the environment. Action usually begins in a small way but arises from genuine concern and commitment. Action as a result of learning often happens beyond the classroom, and teachers at ISP are always keen to know about action that the students take outside of school.

## Assessment

The International School of Paris recognizes that teaching and learning, and the assessment of that learning, are fundamentally interdependent.

Assessment is carried out in order to

- Build up a clear picture of the student and his or her interests
- Identify what and how the student is thinking and learning
- Assess the effectiveness of the environment on the student's learning
- Extend the student's learning

Students

- Have differing learning styles
- Have different cultural experiences, expectations and needs
- Perform differently according to the context of learning
- See self assessment and peer assessment as a natural part of the learning process
- Need to know their achievements and areas for improvement in the learning process
- Should receive feedback that is positive and constructive

At ISP, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, continuums and rubrics.

This year the school will continue to use MAP assessments for students in Grades 3-5 for maths, language and reading. These adaptive, computer-based tests will give us data to track students' progress over time and give us another way to help us differentiate learning according to students' levels of readiness.

## Conferences and Reports

Parents, teachers and students are all viewed as partners in learning. Parent-teacher conferences, student-led conferences, three-way conferences and reports are used throughout the year as a means of informing students and parents of learning and progress. Parents are expected to attend all of the conferences. Parents are always welcome to arrange conferences at school and, likewise, the School may initiate a conference with parents at any time during the year. Student-led conferences are held once a year and are an opportunity for students to share their learning with their parents/carers. Students will share their portfolios during this time and also show their parents/carers around their class/school. All parents/carers and students are expected to attend student-led conferences. The dates of the conferences can be found on the calendar.

Written reports are published online two times a year to inform you of your child's progress in all subjects. If you have any questions or concerns regarding your child's report, please do not hesitate to speak to the teacher concerned.

## Parent Workshops

The beliefs, values and approaches of the PYP can be different compared to the curriculum that many families are used to. For this reason, ISP believes strongly in communicating both the theory and the practices of the PYP. Parent workshops are organized throughout the year for parents to attend and learn more about the programme. Overall curriculum expectations for each grade level are sent to parents in monthly newsletters.

In addition, the school has introduced an initiative called "Glass Class" to make learning more visible to parents. Through the year, parents are invited into school on specific days to experience first-hand the process and outcomes of learning at the school in different curriculum areas. We do hope that you will attend these Glass Classes, come to parent workshops and take the time to read the regular newsletters to stay informed about the PYP. Teachers also host a curriculum evening for parents in September to explain the curriculum plans for the upcoming year and answer any questions you have about the grade and how it works.

## Portfolios

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate success, growth, thinking skills, creativity, assessment strategies and reflection. It is a celebration of each student's active mind at work and provides a picture of progress and



development over a period of time. Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement.

## Learning Support

Special Educational Needs are addressed with the help of Learning Support teachers. The inclusion model is used at ISP so Learning Support staff work alongside class teachers in class with identified students. Students who need extra practice in some basic skills may spend some time with the Learning Support teacher outside the classroom on a temporary or occasional basis to enable them to meet particular goals. This practice is exceptional and will be regularly reviewed. Students who receive support get a separate, written report to inform parents of their progress. Learning Support staff are always happy to discuss children's individual needs with parents by appointment. External referrals may be made when necessary.

## Academic Honesty

Academic honesty at the Primary School means that students engage in the inquiry process as principled learners and critical thinkers who respect the ideas of others. In doing so, students are expected to make use of the essential elements of the PYP.

Students will develop an understanding of the following **concepts**:

- Form (by developing an understanding of what academic honesty is)
- Causation (by understanding why it is important to be academically honest)
- Responsibility (by understanding and acting on the importance of academic honesty)

Students will learn the following **skills**:

- The importance of considering different sources to explore a range of perspectives
- The use of key words to research efficiently
- How to highlight, take notes, paraphrase and summarize
- How to think critically about the validity of sources
- How to give credit to whom and where their ideas come from by citing sources, including inspirations
- How to write a bibliography using the agreed conventions (including the title of the source, the author, the publication date, the publisher and the website if relevant)
- How to reflect on the learning process and consider what was learned from different contexts

Students will become **knowledgeable** about

- Primary and secondary sources
- The difference between facts and opinions
- Plagiarism

We will model and foster the following **attitudes** for the students:

- Appreciation for their own work and the work of others
- Respect for different ideas
- Integrity through honesty
- Commitment to learning by showing self-discipline
- Independence in their work and thinking

Ultimately, we aim for the students to take **action** for themselves by applying their understanding, knowledge, skills and attitudes to take the initiative in being academically honest, and to take pride in their own accomplishments. Should a student be found not following these guidelines consciously, a teacher will speak to him/her, ask the student to complete an ABC sheet if deemed appropriate, and involve the parents if necessary.



## Homework

### Pre-Primary (Nursery-Kindergarten)

Parents are requested to read to their children in their mother tongue every night, play with them, talk to them about their day, share their library books and visit the city of Paris with them as often as possible.

### Grades 1-5

Primary School students should read for at least 20 minutes every night, in their mother tongue and in English. Parents are also encouraged to continue reading to their children and to discuss books being read.

Purposes of homework:

- To develop a home/school partnership
- To consolidate and reinforce skills, knowledge and concepts
- To extend learning that has taken place in school
- To develop important habits of self-discipline and organization

Recommended homework time (although this may vary depending on your child and the time of the year):

- Grades 1-3: Approximately one hour a week, plus reading every night and possible additional unit of inquiry work.
- Grades 4-5: Approximately two hours a week, plus reading every night and possible additional unit of inquiry work.

## The Grade 5 Exhibition

At ISP, students in their final year of the PYP (Grade 5), participate in a culminating project, the Grade 5 PYP Exhibition. It is not only a celebration as students move from the Primary Years Programme into the Middle Years Programme, but it is also a final assessment where each student is required to demonstrate engagement with the essential elements of the PYP: **knowledge, concepts, skills, attitudes and action**. Students engage in a collaborative, transdisciplinary inquiry that involves them in identifying, investigating and offering solutions to real-life issues or problems.

Parents and students from ISP are invited to attend the Grade 5 Exhibition. We expect at least one guardian for each student to attend the Exhibition.

## Subject Areas

### Language

Language is fundamental to learning, thinking and communicating. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP although other teaching strategies and styles may also be used. Language is developed across the whole curriculum and as a result all teachers at ISP are language teachers, who model and teach the use of language. Learning takes place in authentic contexts, and literature plays a special role in enabling this to happen.

Students learn language when they are using it through speaking, listening, reading and writing in order to understand and express ideas. Teachers provide opportunities for this to happen in a safe and stimulating environment in order to encourage risk-taking and learning.

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. Students also learn French from Nursery to Grade 5, and may be able to participate in an Extended Curriculum Activity (ECA) in their mother tongue.

## English as an Additional Language (EAL)

At the International School of Paris, 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) department 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 class teachers to plan, teach and assess students' understanding of our curriculum. In addition, EAL teachers instruct students in fundamental English skills in differentiated language lessons.

### 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 "Initiation to English" for 2 hours per week instead of going to French classes.

### Planning and Communication

English support lessons are pre-planned in collaboration with class teachers. English support lesson planning is discussed at weekly meetings with all grade 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

EAL teachers formally report 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, EAL teachers attend parent-teacher conferences and include learning with the EAL teacher in the students' portfolios.

### Practice

At the International School of Paris, 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 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 teachers.

As students begin their English language learning process, we recognize 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 allow 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. As students begin to speak in English, we celebrate their courage. In the process of learning English, students will make mistakes. We recognize that making mistakes is an essential part of learning needed to develop language skills.

At ISP, we use literature from around the world to embrace the student body's multiculturalism. English support incorporates the various genres of literature and may connect to the current unit of inquiry studied in the class at that time.

## Mother-Tongue Language Maintenance

Research indicates that students benefit academically, socially and emotionally when they are encouraged to develop and maintain proficiency in their first language while they are learning English. Language skills and conceptual understanding are readily transferable from one language to another, provided there are no learning exceptionalities. The first language provides a foundation for developing proficiency in additional languages, serves as a basis for emotional development, and provides a vital link with the student's family and cultural background. A strong foundation in the first language can also help students to

- Readily reintegrate into their home country
- Develop flexibility
- Develop problem-solving skills
- Make connections between previous learning and new learning
- Communicate fully with family members
- Experience a sense of cultural stability and continuity
- Understand cultural and family values
- Develop awareness of global issues
- Expand their career opportunities

*Taken from the Ontario Provincial School Curriculum*

We encourage all students to take part in meaningful interactions in their mother tongue. Our Cross-Cultural Coordinator, Marianne Freire ([mfreire@isparis.edu](mailto:mfreire@isparis.edu)), assists all members of our community with setting up mother tongue language classes after school. Please contact her if you are interested in organizing language lessons.

## Mathematics

Mathematics in the PYP is primarily viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. Mathematics is taught in relevant, realistic contexts. In this way, students begin to use mathematics as a way of thinking, rather than seeing it as a series of facts and equations to be memorized.

Our aim is to develop students who are fluent in the language of mathematics and can apply their knowledge and understanding to real world situations.

### Mathematical Strands

- Data handling
- Measurement
- Shape and space
- Pattern and function
- Number

Please see the appendix for a detailed overview of the curriculum for mathematics in each grade level.

## Science

In the PYP, science is viewed as the exploration of the behaviors of, and the interrelationships among, the natural, physical and material worlds. Science in the curriculum encourages curiosity, develops an understanding of the world and enables students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world. Students actively construct and challenge their understanding of the world around them by combining scientific knowledge with reasoning and thinking skills. The scientific process, by encouraging hands-on experience and inquiry, enables the student to make informed and responsible decisions.

Our aim is to develop scientific concepts and knowledge through hypothesizing, making accurate observations and thinking critically about findings.

### Science Strands

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

## Social Studies

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. The social studies curriculum encourages curiosity and develops an understanding of a rapidly changing world. Students develop an understanding of their personal and cultural identities through social studies, as well as the skills and knowledge needed to participate actively in

their classroom, their school, their community and the world: to understand themselves in relation to their community.

Our aim is to develop students' understanding of the world around them, historical and geographical influences and the role of individuals in communities.

## Social Studies strands

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

## Personal, Social and Physical Education (PSPE)

PSPE in the PYP is concerned with the individual's wellbeing through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Wellbeing is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. PSPE is actually the combination of two curriculum areas – PE and PSE – which are described below.

### Physical Education (PE)

Through Physical Education in the PYP, students are learning the “language” of physical movement, exploring the skills associated with the different areas of PE. Students learn to understand what they can and cannot do physically. They become aware of their own strengths and areas to develop in this discipline.

Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness.

Our aim is to stimulate students' awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity. Swimming is included in the program for students in Grades 1-5.

### Personal and Social Education (PSE)

Personal and Social Education (PSE) in the PYP provides the models, processes and values for handling social and personal issues and ensuring health and wellbeing. Through PSE, students will develop their self-identity, use appropriate social skills when interacting with others in a range of situations, and learn to communicate and manage their feelings, emotions and opinions. PSE is integrated into all areas of the curriculum and helps students develop positive attitudes and behaviors in order to meet challenges, make healthy lifestyle choices and serve as responsible, respectful members of society.

### PSPE Strands

- Identity
- Active living
- Interactions

## Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions. At ISP, arts are identified as dance, drama, music and visual arts.

## Arts Strands

- Responding
- Creating

## Information and Communication Technology (ICT)

In the PYP, the ever-increasing impact of Information and Communication Technologies (ICT) on teaching and learning is recognized. The use of technologies is integrated as much as possible into student inquiries.

ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. At ISP, technology is considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area.

### Use of ICT:

- Documents the learning, making it available to all parties.
- Provides opportunities for rapid feedback and reflection.
- Provides opportunities to enhance authentic learning.
- Provides access to a broad range of sources of information.
- Provides students with a range of tools to store, organize and present their learning.
- Encourages and allows for communication with a wide-ranging audience.

## Library

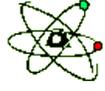
The library is viewed as the hub of a PYP school in which students develop essential information and literacy skills by accessing a range of media and texts.

Students will visit the library on a scheduled basis with their class once a week. All students will borrow books to take home during this time. Parents and students are welcome to visit the library at other times when the librarian is present.

An ISP Book Bag will be issued to students at the beginning of the year. This needs to be returned to the School at the end of the year.

It is important that students return their borrowed books the following library session. A replacement fee will be charged for any lost or damaged books or bags.

## Annex 1: ISP 2014-15 Programme of Inquiry

<p><i>Who we are</i></p> 	<p><i>Where we are in place and time</i></p> 	<p><i>How we express ourselves</i></p> 	<p><i>How the world works</i></p> 	<p><i>How we organise ourselves</i></p> 	<p><i>Sharing the planet</i></p> 
<p>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>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>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>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>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>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>



# INTERNATIONAL SCHOOL OF PARIS

# 2014-15 Programme of Inquiry

Grade: 5

Changes	Explorers	Arts in Action	Forces	Leaders	Exhibition
<b>Central idea</b> We all experience and react to change as we grow up.	<b>Central idea</b> Exploration can lead to discovery and can develop new understandings.	<b>Central idea</b> Humans take action to express their feelings and cause change through the arts.	<b>Central idea</b> Different types of forces affect the motion and position of an object or a person.	<b>Central idea</b> The style and structure of leadership affects the way decisions are made.	<b>Central idea</b> To be determined by the students.
<b>Key concepts</b> change, connection, responsibility	<b>Key concepts</b> causation, reflection, change	<b>Key concepts</b> form, change, perspective	<b>Key concepts</b> form, function, change	<b>Key concepts</b> form, function, connection	<b>Key concepts</b>
<b>Related concepts</b> puberty, safety, maturity	<b>Related concepts</b> exploration, discovery	<b>Related concepts</b> action, arts	<b>Related concepts</b> force, motion, efficiency	<b>Related concepts</b> leadership, decision making	<b>Related concepts</b>
<b>Lines of inquiry</b> -How our bodies are changing -How our rights and responsibilities are changing -How we react to the changes in our lives	<b>Lines of inquiry</b> -Why people explore -Significant explorations and discoveries through time -How understanding changes and develops through exploration	<b>Lines of inquiry</b> -What the arts are -The feelings and changes artists hope to express and cause -How influential art pieces can be -How we can express our personal feelings to cause change through the arts	<b>Lines of inquiry</b> -Different types of forces and where they are found -How we use and overcome forces -How forces affect motion and position -How we can optimise the effect of forces in our lives	<b>Lines of inquiry</b> -How decisions are made -What a leader is -Different structures and styles of leadership	<b>Lines of inquiry</b>
<b>Subject areas</b> Science, PSE, PE	<b>Subject areas</b> social studies and science	<b>Subject areas</b> arts and social studies	<b>Subject areas</b> science and PSPE	<b>Subject areas</b> social studies and PSPE	<b>Subject areas</b>

## Grade: 4

Beliefs and Values	Historical Developments	Imagination	Natural Phenomena	Services in the Community	Peace and Conflict
<b>Central idea</b> Our beliefs and values influence the way we interact with other people.	<b>Central idea</b> People build upon and are influenced by the developments of the past.	<b>Central idea</b> Our imagination allows us to express ourselves creatively.	<b>Central idea</b> People and the environment are affected by natural phenomena in many ways.	<b>Central idea</b> Certain factors make services successful in a community.	<b>Central idea</b> Different strategies can be used to resolve conflict and maintain peace.
<b>Key concepts</b> causation, perspective, connection	<b>Key concepts</b> change, connection, reflection	<b>Key concepts</b> form, function, perspective	<b>Key concepts</b> causation, change, connection	<b>Key concepts</b> form, function, responsibility	<b>Key concepts</b> function, causation, responsibility
<b>Related concepts</b> beliefs, values, religion	<b>Related concepts</b> development, progress, evidence	<b>Related concepts</b> imagination, inspiration	<b>Related concepts</b> natural phenomena	<b>Related concepts</b> service, roles, needs, wants	<b>Related concepts</b> peace, conflict, resolution
<b>Lines of inquiry</b> -Our own beliefs and values -Others' beliefs and values -The connections between people's beliefs and values -How beliefs and values affect the way we interact with others	<b>Lines of inquiry</b> -Key developments of the past -Influences of past developments on people -Evidence of the past today	<b>Lines of inquiry</b> -Various forms of expression -Sources of inspiration -How we and others express ourselves creatively -Different ways we can use our imagination	<b>Lines of inquiry</b> -Types of natural phenomena -Causes of natural phenomena -Ways to gather data about natural phenomena -The impact of natural phenomena on people and the environment	<b>Lines of inquiry</b> -The needs and wants of a community -Services in a community -Roles and responsibilities within a service -Factors that define a successful service	<b>Lines of inquiry</b> -Causes of conflict -Strategies to maintain peace -Strategies to resolve conflict -How peace and conflict affect us
<b>Subject areas</b> social studies, PSPE	<b>Subject areas</b> arts, language, social studies	<b>Subject areas</b> arts, PSPE, language	<b>Subject areas</b> science, social studies	<b>Subject areas</b> social studies, language	<b>Subject areas</b> PSPE, social studies

## Grade: 3

Body Systems	Human Migration	Effective Communication	Energy in the World	Helpful Organizations	It's Not Fair!
<b>Central idea</b> Lifestyle choices influence how well our body systems function.	<b>Central idea</b> People migrate for different reasons with wide-ranging effects.	<b>Central idea</b> Many factors determine how effective communication is to an audience.	<b>Central idea</b> The transformation of energy and its use impact the world.	<b>Central idea</b> Organizations allow people to come together to take action.	<b>Central idea</b> Access to equal opportunities depends on different factors.
<b>Key concepts</b> form, connection, responsibility	<b>Key concepts</b> causation, change, perspective	<b>Key concepts</b> form, causation, perspective	<b>Key concepts</b> function, change, responsibility	<b>Key concepts</b> function, causation, reflection	<b>Key concepts</b> causation, perspective, responsibility
<b>Related concepts</b> wellbeing, choice, interdependence	<b>Related concepts</b> migration, culture, cultural identity	<b>Related concepts</b> communication, culture, audience	<b>Related concepts</b> energy, transformation, environment	<b>Related concepts</b> organization, action, collaboration	<b>Related concepts</b> equality, fairness, prejudice
<b>Lines of inquiry</b> -Choices that impact healthy bodies -The systems in our body -How the parts of a system work together	<b>Lines of inquiry</b> -Why people migrate from one place to another -The emotional impact of people migrating -The effects of emigration and immigration	<b>Lines of inquiry</b> -Forms of communication -Factors that influence effective communication -Adapting communication to suit different audiences	<b>Lines of inquiry</b> -Forms of energy -How we use energy -Transformation of energy -The impact of energy use	<b>Lines of inquiry</b> -Different types of organizations -Roles and responsibilities within organizations -The action organizations take and why -How we know if organizations are successful	<b>Lines of inquiry</b> -What is considered fair -The opportunities that people do and do not have access to -The factors that help and hinder access to equal opportunities
<b>Subject areas</b> science, PSPE	<b>Subject areas</b> social studies, language	<b>Subject areas</b> language, arts	<b>Subject areas</b> science, social studies, mathematics	<b>Subject areas</b> social studies, PSPE	<b>Subject areas</b> social studies, PSPE

## Grade: 2

Human Nature	Where Are We?	Whose Story Is It?	Properties of Materials	Consumer Choices	Managing Resources
<b>Central idea</b> Who we are as humans is shaped by nature and nurture.	<b>Central idea</b> There are many diverse features that give a place its identity.	<b>Central idea</b> The way we understand stories is shaped by the perspective from which they are told.	<b>Central idea</b> The properties of materials determine how they can be used.	<b>Central idea</b> There are many factors that influence consumer choices.	<b>Central idea</b> The way we manage resources has an impact on our environment.
<b>Key concepts</b> change, connection, reflection	<b>Key concepts</b> form, connection	<b>Key concepts</b> form, perspective, reflection	<b>Key concepts</b> form, change, causation	<b>Key concepts</b> form, function, causation	<b>Key concepts</b> causation, responsibility
<b>Related concepts</b> nature, nurture, human	<b>Related concepts</b> place, diversity, identity	<b>Related concepts</b> storytelling, bias	<b>Related concepts</b> Properties, changes of state, gas, solid, liquid	<b>Related concepts</b> consumption, choice, needs, wants	<b>Related concepts</b> resources, conservation, environment
<b>Lines of inquiry</b> -What it means to be human -How humans are the same and different to other animals -The influence of nature and nurture on us	<b>Lines of inquiry</b> -Different types of places -The diverse features of a place -How different features give a place its identity	<b>Lines of inquiry</b> -The elements of a story -Ways a story can be told -Different ways the same story can be interpreted -How a storyteller's perspective might change our understanding of the story	<b>Lines of inquiry</b> -Different materials and their origins -The properties of materials -How the properties of materials can change -How materials are used based on their properties	<b>Lines of inquiry</b> -What we consume -Our role in an economy -Needs and wants -The factors that influence our choices	<b>Lines of inquiry</b> - What a resource is - How we manage resources -The consequences of how we use resources -Ways to conserve resources
<b>Subject areas</b> science, PSPE	<b>Subject areas</b> social studies, arts, mathematics	<b>Subject areas</b> language, arts	<b>Subject areas</b> science, arts	<b>Subject areas</b> language, mathematics, social studies	<b>Subject areas</b> social studies, arts

## Grade: 1

Pieces of Me	I Spy Places	Sound All Around	Light Up Your Life	A Matter of Measurement	We All Need Each Other
<b>Central idea</b> Exploring what makes us who we are helps us to connect to others.	<b>Central idea</b> Different representations of a place help us to understand what that place is like.	<b>Central idea</b> Sound can help us understand and express our world.	<b>Central idea</b> People use their understanding of the behavior of light in their daily life.	<b>Central idea</b> People create systems of measurement to meet their needs in daily life.	<b>Central idea</b> All living things depend on each other in various ways.
<b>Key concepts</b> form, causation, connection	<b>Key concepts</b> form, function, perspective	<b>Key concepts</b> form, function, perspective	<b>Key concepts</b> form, function, connection	<b>Key concepts</b> form, function, connection	<b>Key concepts</b> form, connection, responsibility
<b>Related concepts</b> culture, tradition, identity	<b>Related concepts</b> place, representation	<b>Related concepts</b> sound, communication	<b>Related concepts</b> scientific principles of light	<b>Related concepts</b> systems, needs, measurement	<b>Related concepts</b> interdependence, ecosystem, biodiversity
<b>Lines of inquiry</b> -Who I am -How I am similar to and different from others -Traditions in my family	<b>Lines of inquiry</b> -Different ways places are represented -What different representations reveal about places -How we use representations of places in our lives	<b>Lines of inquiry</b> -Different sources of sound -How we express ourselves through sound -How we respond to sound	<b>Lines of inquiry</b> -Sources of light -The way light behaves -The way light is used -How light affects our lives	<b>Lines of inquiry</b> -The systems of time, money, length, mass, temperature and capacity -The tools we use to measure -How we use measurement in our daily lives	<b>Lines of inquiry</b> -What living things have in common -Various ways living things are connected -What impacts living things and their connection
<b>Subject areas</b> social studies, PSPE	<b>Subject areas</b> social studies, mathematics, arts	<b>Subject areas</b> language, arts	<b>Subject areas</b> science, social studies	<b>Subject areas</b> mathematics, social studies	<b>Subject areas</b> science, social studies

## Grade: Kindergarten

Relationships	Evidence	Feelings	Survival	Rules and Routines	Dependence
<b>Central idea</b> The way we behave affects our relationships with others.	<b>Central idea</b> Different kinds of evidence allow us to understand people's unique personal histories.	<b>Central idea</b> People choose to communicate their feelings in different ways.	<b>Central idea</b> Living things have needs in order to grow and survive.	<b>Central idea</b> Rules and routines help us to establish a sense of community.	<b>Central idea</b> Humans depend on plants for many reasons.
<b>Key concepts</b> Form, connection, responsibility	<b>Key concepts</b> form, perspective, reflection	<b>Key concepts</b> form, reflection, causation	<b>Key concepts</b> form, function, change	<b>Key concepts</b> form, function, causation	<b>Key concepts</b> form, function, change
<b>Related concepts</b> relationships, conflict, behaviour	<b>Related concepts</b> evidence, memories, uniqueness, history	<b>Related concepts</b> feelings, expression, communication	<b>Related concepts</b> survival, growth, needs, living things	<b>Related concepts</b> rules, routines, sense of community	<b>Related concepts</b> dependence, needs, process
<b>Lines of inquiry</b> -Who we have relationships with -Different types of behaviour -How relationships affect us	<b>Lines of inquiry</b> -How people's personal histories are unique -Important people, places and events in people's lives -Ways to remember the past	<b>Lines of inquiry</b> -Different feelings -What causes us to feel different ways -Ways to communicate feelings -How we choose to express our feelings	<b>Lines of inquiry</b> -How we know things are living -What living things need to survive -Ways living things protect themselves in their environment -The changes that happen as living things grow	<b>Lines of inquiry</b> -A sense of community -How rules and routines work -Why rules and routines help to create a sense of community	<b>Lines of inquiry</b> -Ways to group plants -Parts of plants -How people use plants -What the world would be like without plants
<b>Subject areas</b> PSPE, language	<b>Subject areas</b> social studies, PSPE	<b>Subject areas</b> PSPE, arts, language	<b>Subject areas</b> science, PSPE, language	<b>Subject areas</b> social studies, PSPE, library	<b>Subject areas</b> science, social studies

## Grade: Pre-Kindergarten

<b>Our Senses</b>	<b>Homes</b>	<b>Celebrations</b>	<b>Exploration</b>		
<b>Central idea</b> We use our senses to learn about ourselves and our environment.	<b>Central idea</b> We make our homes in different places and in different ways.	<b>Central idea</b> People recognize important events through different celebrations.	<b>Central idea</b> Natural materials can be used and changed in different ways.		
<b>Key concepts</b> form, function, responsibility	<b>Key concepts</b> form, connection	<b>Key concepts</b> form, causation, connection	<b>Key concepts</b> form, function, change		
<b>Related concepts</b> senses, health, safety	<b>Related concepts</b> home, place, language	<b>Related concepts</b> celebration, culture, beliefs	<b>Related concepts</b> nature, use, properties		
<b>Lines of inquiry</b> -The senses we have and use -Our likes and dislikes -How we can take care of our senses	<b>Lines of inquiry</b> -What makes a home -Different types and styles of homes -What homes provide us with	<b>Lines of inquiry</b> -Different types of celebrations -Reasons for celebrations -Similarities and differences between celebrations	<b>Lines of inquiry</b> -Different ways to describe natural materials -How we can use natural materials in our environment -How natural materials can change		
<b>Subject areas</b> PSPE, science	<b>Subject areas</b> social studies, mathematics	<b>Subject areas</b> social studies, PSPE	<b>Subject areas</b> science, social studies		

## Grade: Nursery

Please note that units of inquiry for Nursery are under revision. Details will be shared at the start of the school year.

<b>Central idea</b>	<b>Central idea</b>	<b>Central idea</b>	<b>Central idea</b>		
<b>Key concepts</b>	<b>Key concepts</b>	<b>Key concepts</b>	<b>Key concepts</b>		
<b>Related concepts</b>	<b>Related concepts</b>	<b>Related concepts</b>	<b>Related concepts</b>		
<b>Lines of inquiry</b>	<b>Lines of inquiry</b>	<b>Lines of inquiry</b>	<b>Lines of inquiry</b>		
<b>Subject areas</b>	<b>Subject areas</b>	<b>Subject areas</b>	<b>Subject areas</b>		

## Annex 2: Overall Expectations by Subject

Acknowledging that learning language and mathematics 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 mathematics and language rather than by age range, as with the other subject areas.

### Language

#### Oral Language – Listening and Speaking

##### Phase 1

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.

##### Phase 2

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 cognizant about the high degree of variability of language and its uses.

##### Phase 3

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.

##### Phase 4

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.

##### Phase 5

Learners are able to understand the difference between literal and figurative language and 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.

#### Visual Language – Viewing and Presenting

##### Phase 1

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.

##### Phase 2

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.

##### Phase 3

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 organize and represent information.

##### Phase 4

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.

## Phase 5

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.

## Written Language – Reading

### Phase 1

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.

### Phase 2

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.

### Phase 3

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 recognize that the structure and organization of text conveys meaning.

### Phase 4

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.

### Phase 5

Learners show an understanding of the strategies authors use to engage them. They have their favorite 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.

## Written Language – Writing

### Phase 1

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.

### Phase 2

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 use the same codes and symbols. They know that writing can describe the factual or the imagined world.

### Phase 3

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.

### Phase 4

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

### Phase 5

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 analyze the writing of others and identify common or recurring themes or issues. They accept feedback from others.

## Mathematics

### Learning continuum for data handling at ISP

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Conceptual Understandings</b>							
Sorting objects helps us to organize ourselves	<p>We collect information to make sense of the world around us</p> <p>Organizing objects and events helps us to solve problems</p> <p>Events in daily life involve chance</p>	<p>We collect information to make sense of the world around us</p> <p>Organizing objects and events helps us to solve problems</p> <p>Objects and events can be organized in different ways</p> <p>Events in daily life involve chance</p>	<p>Information can be expressed as organized and structured data</p> <p>Objects and events can be organized in different ways</p> <p>Some events in daily life are more likely to happen than others</p>	<p>Information can be expressed as organized and structured data</p> <p>Objects and events can be organized in different ways</p> <p>Some events in daily life are more likely to happen than others</p>	<p>Data can be collected, organized, displayed and analyzed in different ways</p> <p>Different graph forms highlight different aspects of data more efficiently</p>	<p>Range, mode, median and mean can be used to analyze statistical data</p> <p>Probability can be based on experimental events in daily life</p> <p>Probability can be expressed in numerical notations</p>	<p>Data can be presented effectively for valid interpretation and communication</p> <p>Range, mode, median and mean can be used to analyze statistical data</p> <p>Probability can be represented on a scale between 0–1 or 0%–100%</p> <p>The probability of an event can be predicted theoretically</p>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Constructing Meaning</b>							
<ul style="list-style-type: none"> <li>Sort objects into groups</li> </ul>	<ul style="list-style-type: none"> <li>Understand that sets can be organised by different attributes</li> <li>Understand that information about themselves and their surroundings can be obtained through class questions</li> </ul>	<ul style="list-style-type: none"> <li>Understand that information about themselves and their surroundings can be obtained through questionnaires with individual questions</li> <li>Understand that sets can be organized by one or more attributes</li> <li>Discuss chance in daily events (impossible, maybe, certain)</li> </ul>	<ul style="list-style-type: none"> <li>Understand that information about themselves and their surroundings can be collected and recorded in different ways</li> <li>Understand that sets can be organized by one or more attributes, including Venn, Carroll and Tree diagrams</li> <li>Understand the concept of chance in daily events (impossible, less likely, most likely, certain)</li> </ul>		<ul style="list-style-type: none"> <li>Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs</li> <li>Understand that scale can represent different quantities in graphs</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the mode can be used to summarize a set of data</li> <li>Understand that one of the purposes of a database is to answer questions and solve problems</li> <li>Understand that probability is based on experimental events</li> <li>Understand that different types of graphs have special purposes</li> <li>Understand that the mode, median, mean and range can summarize a set of data</li> </ul>	<ul style="list-style-type: none"> <li>Understand that probability can be expressed in scale (0–1) or per cent (0%–100%)</li> <li>Understand the difference between experimental and theoretical probability</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Transferring Meaning into Symbols</b>							
<ul style="list-style-type: none"> <li>Recognise criteria for groups of objects and can continue to sort items accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Represent information through pictographs</li> <li>Sort real objects by attributes</li> </ul>	<ul style="list-style-type: none"> <li>Represent information through tally marks</li> <li>Sort and label real objects by attributes</li> </ul>	<ul style="list-style-type: none"> <li>Express the chance of an event happening using words or phrases (impossible, less likely, most likely, certain)</li> </ul>	<ul style="list-style-type: none"> <li>Collect and represent data in different types of graphs, for example, tally marks, bar graphs</li> <li>Represent the relationship between objects in sets using tree, Venn and Carroll diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Collect, display and interpret data using simple graphs, for example, bar graphs, line graphs</li> </ul>	<ul style="list-style-type: none"> <li>Identify, read and interpret range and scale on graphs</li> <li>Identify the mode of a set of data</li> <li>Use tree diagrams to express probability using simple fractions</li> </ul>	<ul style="list-style-type: none"> <li>Collect, display and interpret and analyse data in circle graphs (pie charts) and line graphs</li> <li>Identify, describe and explain the range, mode, median and mean in a set of data</li> <li>Set up a spreadsheet using simple formulas to manipulate data and to create graphs</li> <li>Express probabilities using scale (0–1) or per cent (0%–100%)</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Applying with Understanding</b>							
<ul style="list-style-type: none"> <li>Sort objects using their own criteria in play situations/real life</li> </ul>	<ul style="list-style-type: none"> <li>Create pictographs</li> <li>Create living graphs using real objects and people</li> <li>Describe real objects by attributes</li> </ul>	<ul style="list-style-type: none"> <li>Create tally marks</li> <li>Interpret living graphs using real objects and people</li> <li>Describe events by attributes</li> </ul>		<ul style="list-style-type: none"> <li>Collect, display and interpret data for the purpose of answering questions</li> <li>Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)</li> <li>Identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain)</li> </ul>	<ul style="list-style-type: none"> <li>Use tree, Venn and Carroll diagrams to explore relationships between data</li> <li>Design a survey and systematically collect, organize and display data in pictographs and bar graphs</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate graph form(s) to display data</li> <li>Interpret range and scale on graphs</li> <li>Use probability to determine mathematically fair and unfair games and to explain possible outcomes</li> <li>Express probability using simple fractions</li> <li>Design a survey and systematically collect, record, organize and display the data in a bar graph, circle graph, line graph</li> </ul>	<ul style="list-style-type: none"> <li>Identify, describe and explain the range, mode, median and mean in a set of data</li> <li>Create and manipulate an electronic database for their own purposes</li> <li>Determine theoretical probability of an event and explain why it might differ from experimental probability</li> </ul>

## Learning continuum for measurement at ISP

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Conceptual Understandings</b>							
<ul style="list-style-type: none"> <li>• Objects can be described using the language of size</li> <li>• Objects can be compared through measuring</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement involves comparing objects and events</li> <li>• Objects have attributes that can be measured using non-standard units</li> <li>• Events can be ordered and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement involves comparing objects and events</li> <li>• Objects have attributes that can be measured using non-standard units</li> <li>• Events can be ordered and sequenced</li> </ul>	<ul style="list-style-type: none"> <li>• Standard units allow us to have a common language to identify, compare, order and sequence objects and events</li> <li>• We use tools to measure the attributes of objects and events</li> <li>• Estimation allows us to measure with different levels of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Standard units allow us to have a common language to identify, compare, order and sequence objects and events</li> <li>• We use tools to measure the attributes of objects and events</li> <li>• Estimation allows us to measure with different levels of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Objects and events have attributes that can be measured using appropriate tools</li> <li>• Relationships exist between standard units that measure the same attributes</li> </ul>	<ul style="list-style-type: none"> <li>• Objects and events have attributes that can be measured using appropriate tools</li> <li>• Relationships exist between standard units that measure the same attributes</li> <li>• Accuracy of measurements depends on the situation and the precision of the tool</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy of measurements depends on the situation and the precision of the tool</li> <li>• Conversion of units and measurements allows us to make sense of the world we live in</li> <li>• A range of procedures exists to measure different attributes of objects and events</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Constructing Meaning</b>							
<ul style="list-style-type: none"> <li>• Show an interest in measuring through role play (role play area, sand, water) using a variety of tools</li> <li>• Join in with language to describe size/length during stories and play</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder</li> <li>• Understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, storytime, today, tomorrow</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the use of standard units to measure, for example, length, mass, money, time, temperature</li> <li>• Understand that tools can be used to measure</li> <li>• Understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year</li> <li>• Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the use of standard units to measure perimeter, area and volume</li> <li>• Understand that measures can fall between numbers on a measurement scale, for example, 3½ kg, between 4 cm and 5 cm</li> <li>• Understand relationships between units, for example, metres, centimetres and millimetres</li> </ul>	<ul style="list-style-type: none"> <li>• Understand an angle as a measure of rotation</li> <li>• Understand procedures for finding area, perimeter and volume</li> <li>• Understand the relationships between area and perimeter, between area and volume, and between volume and capacity</li> <li>• Understand unit conversions within measurement systems (metric or customary)</li> <li>• Compare the mass of different objects in g and kg</li> <li>• Compare the capacity of different containers including ml and l by measuring</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the relationships between radius, diameter and circumference of a circle</li> <li>• Calculate the volume of shapes in different ways (using cubic centimetres and displacement)</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Transferring Meaning into Symbols</b>							
<ul style="list-style-type: none"> <li>Order 2 or 3 items by length</li> <li>Use language of size to describe objects (e.g. big, little, long, short, longer, shorter)</li> </ul>	<ul style="list-style-type: none"> <li>Identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder</li> <li>Compare the length of objects using non-standard units</li> <li>Identify, describe and sequence events in their daily routine, for example, before, after, bedtime, storytime, today, tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>Identify, compare and describe attributes of real objects, for example, longest, shortest, smaller than</li> <li>Compare the length, mass and capacity of objects using non-standard units</li> </ul>	<ul style="list-style-type: none"> <li>Measure objects using standard units of measurement: length, mass, capacity, money and temperature</li> <li>Read and write the time to the hour</li> <li>Estimate and compare lengths of time: second, minute, hour, day, week and month</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature</li> <li>Read and write the time to the hour, half hour and quarter hour</li> </ul>	<ul style="list-style-type: none"> <li>Describe measures that fall between numbers on a scale</li> <li>Read and write digital and analogue time on 12-hour and 24-hour clocks</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and measure using standard units of measurement: perimeter, area and volume</li> <li>Use decimal and fraction notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles</li> <li>Read and interpret scales on a range of measuring instruments</li> <li>Measure and construct angles in degrees using a protractor (within 5 degrees of accuracy)</li> <li>Carry out simple unit conversions within a system of measurement (metric or customary)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and describe formulas for finding perimeter, area and volume</li> <li>Measure and construct angles to the nearest degree using a protractor</li> </ul>

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Applying with Understanding</b>							
<ul style="list-style-type: none"> <li>• Use up to 10 non-standard units of measurement to compare the length of objects</li> </ul>		<ul style="list-style-type: none"> <li>• Describe observations about events and objects in real-life situations</li> <li>• Use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity</li> </ul>		<ul style="list-style-type: none"> <li>• Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature</li> <li>• Use measures of time to assist with problem solving in real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume</li> <li>• Select appropriate tools to measure</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate units of measurement</li> <li>• Use timelines in units of inquiry and other real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriate units of measurement and tools to solve problems in real-life situations</li> <li>• Determine and justify the level of accuracy required to solve real-life problems involving measurement</li> <li>• Use decimal and fractional notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles</li> <li>• Use timetables and schedules (12-hour and 24-hour clocks) in real-life situations</li> <li>• Determine times worldwide</li> <li>• Measure the time taken accurately using stop watches</li> </ul>

## Learning continuum for shape and space at ISP

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Conceptual Understandings</b>							
<ul style="list-style-type: none"> <li>• Language helps us to describe where things are and what they look like</li> <li>• Shapes are all around us</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes can be described and organised according to their properties</li> <li>• Objects in our immediate environment have a position in space that can be described according to a point of reference</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes can be described and organised according to their properties</li> <li>• Objects in our immediate environment have a position in space that can be described according to a point of reference</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes are classified and named according to their properties</li> <li>• Some shapes are made up of parts that repeat in some way</li> <li>• Specific vocabulary can be used to describe an object's position in space</li> </ul>	<ul style="list-style-type: none"> <li>• Shapes are classified and named according to their properties</li> <li>• Specific vocabulary can be used to describe an object's position in space</li> </ul>	<ul style="list-style-type: none"> <li>• Changing the position of a shape does not alter its properties</li> <li>• Shapes can be transformed in different ways</li> <li>• Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations</li> </ul>	<ul style="list-style-type: none"> <li>• Changing the position of a shape does not alter its properties</li> <li>• Shapes can be transformed in different ways</li> <li>• Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation of shape and space takes place for a particular purpose</li> <li>• Consolidating what we know of geometric concepts allows us to make sense of and interact with our world</li> <li>• Geometric tools and methods can be used to solve problems relating to shape and space</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Constructing Meaning</b>							
<ul style="list-style-type: none"> <li>• Show an interest in shape and space by playing with shapes during play (e.g. construction, puzzles)</li> <li>• Make arrangements with objects</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and describe using 2D and 3D shapes using familiar words</li> <li>• Understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that 2D and 3D shapes have characteristics that can be described and compared using mathematical language</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that there are relationships among and between 2D and 3D shapes</li> <li>• Understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes</li> <li>• Understand that examples of symmetry can be found in their immediate environment</li> <li>• Understand that geometric shapes are useful for representing real-world situations</li> <li>• Understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that examples of symmetry and transformations can be found in their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the common language used to describe shapes</li> <li>• Understand the properties of regular polygons</li> <li>• Understand congruent or similar shapes</li> <li>• Understand that lines and axes of reflective and rotational symmetry assist with the construction of shapes</li> <li>• Understand an angle as a measure of rotation</li> <li>• Understand that visualization of shape and space is a strategy for solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the properties of irregular polygons</li> <li>• Understand that directions for location can be represented by coordinates on a grid</li> <li>• Understand the common language used to describe shapes</li> <li>• Understand the properties of regular polyhedra</li> <li>• Understand the properties of circles</li> <li>• Understand systems for describing position /direction</li> <li>• Understand that 2D representations of 3D objects can be used to visualize and solve problems</li> <li>• Understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the properties of different triangles</li> <li>• Compare the properties of different quadrilaterals</li> <li>• Understand the difference between regular and irregular 2D shapes</li> <li>• Understand the properties of irregular polyhedra</li> <li>• Understand how scale (ratios) is used to enlarge and reduce shapes</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Transferring Meaning into Symbols</b>							
<ul style="list-style-type: none"> <li>• Make arrangements with objects</li> <li>• Begin to follow instructions involving positional language</li> <li>• Talk about shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Sort 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and compare 3D shapes</li> <li>• Describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down</li> </ul>	<ul style="list-style-type: none"> <li>• Sort, describe and label 2D and 3D shapes</li> <li>• Analyse and describe the relationships between 2D and 3D shapes</li> <li>• Create and describe symmetrical and tessellating patterns</li> <li>• Identify up to 2 lines of reflective symmetry</li> <li>• Represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling</li> </ul>	<ul style="list-style-type: none"> <li>• Identify several lines of reflective symmetry</li> <li>• Interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>• Sort, describe and model regular and irregular polygons</li> <li>• Describe and model congruency and similarity in 2D shapes</li> <li>• Analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass</li> <li>• Locate features on a grid using coordinates</li> <li>• Describe and/or represent mental images of objects, patterns, and paths</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, describe, classify and visualize 2D (including circles, triangles and quadrilaterals) using geometric vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse, describe, classify and visualize 3D shapes, using geometric vocabulary</li> <li>• Describe lines and angles using geometric vocabulary</li> <li>• Identify and use scale (ratios) to enlarge and reduce shapes</li> <li>• Identify and use the language and notation of bearing to describe direction and position</li> <li>• Create and model how a 2D net converts into a 3D shape and vice versa</li> <li>• Explore the use of geometric ideas and relationships to solve problems in other areas of mathematics</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for applying with understanding</b>							
<ul style="list-style-type: none"> <li>• Observe and use positional language</li> <li>• Talk about shapes/arrangements during construction activities</li> <li>• Recognise and name some common shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down)</li> </ul>		<ul style="list-style-type: none"> <li>• Analyse and use what they know about 3D shapes to describe and work with 2D shapes (nets)</li> <li>• Recognize and explain simple symmetrical designs in the environment</li> <li>• Apply knowledge of symmetry to problem-solving situations</li> <li>• Interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary</li> <li>• Identify, describe and model congruency and similarity in 2D shapes</li> <li>• Recognize and explain symmetrical patterns, including tessellation, in the environment</li> <li>• Apply knowledge of transformations to problem-solving situations</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use geometric vocabulary when describing shape and space in mathematical situations and beyond</li> <li>• Use scale (ratios) to enlarge and reduce shapes</li> <li>• Apply the language and notation of bearing to describe direction and position</li> <li>• Use 2D representations of 3D objects to visualize and solve problems, for example using drawings or models</li> </ul>

## Learning continuum for pattern and function at ISP

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Conceptual Understandings</b>							
<ul style="list-style-type: none"> <li>• Patterns repeat and grow</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns and sequences occur in everyday situations</li> <li>• Patterns repeat and grow</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns and sequences occur in everyday situations</li> <li>• Patterns repeat and grow</li> </ul>	<ul style="list-style-type: none"> <li>• Whole numbers exhibit patterns and relationships that can be observed and described</li> <li>• Patterns can be represented using numbers and other symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Whole numbers exhibit patterns and relationships that can be observed and described</li> <li>• Patterns can be represented using numbers and other symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Functions are relationships or rules that uniquely associate members of one set</li> <li>• By analysing patterns and identifying rules for patterns it is possible to make predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns can often be generalized using algebraic expressions, equations or functions</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns can often be generalized using algebraic expressions, equations or functions</li> <li>• Exponential notation is a powerful way to express repeated products of the same number</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Constructing Meaning</b>							
<ul style="list-style-type: none"> <li>• Compare groups of objects</li> <li>• Recognise patterns in everyday situations (music, clothing, nature)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that patterns can be found in everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the commutative property of addition</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the inverse relationship between addition and subtraction</li> <li>• Understand the associative and commutative properties of addition</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that patterns can be analysed and rules identified</li> <li>• Understand that multiplication is repeated addition and that division is repeated subtraction</li> <li>• Understand the inverse relationship between multiplication and division</li> <li>• Understand the associative and commutative properties of multiplication</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the associative and commutative properties of multiplication</li> <li>• Understand that patterns can be generalized by a rule</li> </ul>	<ul style="list-style-type: none"> <li>• Understand exponents as repeated multiplication</li> <li>• Understand the inverse relationship between exponents and roots</li> <li>• Understand that patterns can be represented, analysed and generalized using tables, graphs, words, and, when possible, symbolic rules</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Transferring Meaning into Symbols</b>							
<ul style="list-style-type: none"> <li>Describe patterns using words, sounds or actions</li> </ul>	<ul style="list-style-type: none"> <li>Explore patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers</li> </ul>	<ul style="list-style-type: none"> <li>Describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers</li> </ul>	<ul style="list-style-type: none"> <li>Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, odd and even, skip counting</li> <li>Describe number patterns, for example, odd and even numbers, skip counting (10s, 5s to 100 and 2s to 20)</li> </ul>	<ul style="list-style-type: none"> <li>Describe number patterns, for example, odd and even numbers, skip counting (2s to 100, 2s, 5s and 10s beyond 100 and introduce 3s and 4s)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a sequence of operations relating one set of numbers to another set</li> </ul>	<ul style="list-style-type: none"> <li>Describe the rule for a pattern in a variety of ways</li> <li>Represent rules for patterns using words, symbols and tables</li> </ul>	<ul style="list-style-type: none"> <li>Represent the rule of a pattern by using a function</li> <li>Analyse pattern and function using words, tables and graphs, and, when possible, symbolic rules</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for applying with understanding</b>							
<ul style="list-style-type: none"> <li>• Extend and create patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Create patterns (For example A, B, C or A, A, B)</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and create patterns (For example A, B, C, D, E)</li> </ul>		<ul style="list-style-type: none"> <li>• Extend and create patterns in numbers, for example, odd and even numbers, skip counting</li> <li>• Use number patterns to represent and understand real-life situations</li> <li>• Use the properties and relationships of addition and subtraction to solve problems</li> </ul>		<ul style="list-style-type: none"> <li>• Select appropriate methods for representing patterns, for example using words, symbols and tables</li> <li>• Use number patterns to make predictions and solve problems</li> <li>• Use the properties and relationships of the four operations to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate methods to analyse patterns and identify rules</li> <li>• Use functions to solve problems</li> </ul>

## Learning continuum for number at ISP

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Conceptual Understandings</b>							
<ul style="list-style-type: none"> <li>Numbers are used for labels and for counting</li> </ul>	<ul style="list-style-type: none"> <li>Numbers are a naming system</li> <li>Numbers can be used in many ways for different purposes in the real world</li> <li>Numbers are connected to each other through a variety of relationships</li> <li>Making connections between our experiences with numbers can help us to develop number sense</li> </ul>	<ul style="list-style-type: none"> <li>Numbers are a naming system</li> <li>Numbers can be used in many ways for different purposes in the real world</li> <li>Numbers are connected to each other through a variety of relationships</li> <li>Making connections between our experiences with numbers can help us to develop number sense</li> <li>The base 10 place value system is used to represent numbers and number relationships</li> <li>The operations of addition and subtraction are used to process information to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>The base 10 place value system is used to represent numbers and number relationships</li> <li>Fractions are ways of representing whole-part relationships</li> <li>The operations of addition and subtraction are related to each other and are used to process information to solve problems</li> <li>Number operations can be modelled in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>The base 10 place value system is used to represent numbers and number relationships</li> <li>Fractions are ways of representing whole-part relationships</li> <li>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems</li> <li>Number operations can be modelled in a variety of ways</li> <li>There are many mental methods that can be applied for exact and approximate computations</li> </ul>	<ul style="list-style-type: none"> <li>The base 10 place value system can be extended to represent magnitude</li> <li>Fractions and decimals are ways of representing whole-part relationships</li> <li>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems</li> <li>Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation</li> </ul>	<ul style="list-style-type: none"> <li>The base 10 place value system extends infinitely in two directions</li> <li>Fractions, decimal fractions and percentages are ways of representing whole-part relationships</li> <li>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems</li> <li>Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation</li> <li>For fractional and decimal computation, the ideas developed for whole-number computation can apply</li> </ul>	<ul style="list-style-type: none"> <li>The base 10 place value system extends infinitely in two directions</li> <li>Mental strategies can be used with the operations of addition and subtraction, division and multiplication</li> <li>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve complex problems</li> <li>Fractions, decimal fractions and percentages are ways of representing whole-part relationships</li> <li>For fractional and decimal computation, the ideas developed for whole-number computation can apply</li> <li>Ratios are a comparison of two numbers or quantities</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Constructing Meaning</b>							
<ul style="list-style-type: none"> <li>• Show an interest in numbers and counting</li> <li>• Join in with number rhymes and songs</li> <li>• Use numbers in play</li> </ul>	<ul style="list-style-type: none"> <li>• Understand one-to-one correspondence</li> <li>• Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set</li> <li>• Explore conservation of numbers to 10</li> <li>• Recognise groups of zero to five objects without counting (subitizing)</li> <li>• Explore whole-part relationships</li> <li>• Use the language of mathematics to compare quantities, for example, first, second and last</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that numbers can be constructed in multiple ways, for example, by combining and partitioning</li> <li>• Understand conservation of number</li> <li>• Understand the relative magnitude of whole numbers</li> <li>• Model numbers to 100 using the base 10 place value system</li> <li>• Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference</li> <li>• Model addition and subtraction of whole numbers</li> <li>• Understand whole-part relationships</li> <li>• Use the language of mathematics with ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Model numbers to 200 using the base 10 place value system</li> <li>• Estimate quantities to a 100</li> <li>• Model simple fraction relationships (seeing <math>1/2</math> is more than <math>1/4</math>)</li> <li>• Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference</li> <li>• Model addition and subtraction of 2-digit numbers without regrouping</li> <li>• Develop strategies for working out addition and subtraction problems to 10</li> <li>• Memorizing addition and subtraction facts to 10</li> <li>• Understand/model situations that involve multiplication and division (multiplication as repeated addition and division as equal sharing)</li> </ul>	<ul style="list-style-type: none"> <li>• Model numbers to the hundreds and beyond using the base 10 place value system</li> <li>• Estimate quantities to a 100 or beyond</li> <li>• Model equivalent fractions (<math>2/4 = 1/2</math>)</li> <li>• Use the language of multiplication and division, for example, product, multiply, remainder, divide, share</li> <li>• Model addition and subtraction of 2 - digit numbers with regrouping</li> <li>• Develop strategies for working out addition and subtraction problems to 20</li> <li>• Estimate sums and differences</li> <li>• Memorizing addition and subtraction facts to 20</li> <li>• Understand/model situations that involve multiplication and division (multiplication as repeated addition and division as equal sharing – with remainders - and repeated subtraction)</li> <li>• Model addition and subtraction of fractions with the same denominator</li> </ul>	<ul style="list-style-type: none"> <li>• Model numbers to thousands or beyond using the base 10 place value system</li> <li>• Model equivalent fractions</li> <li>• Use the language of fractions, for example, numerator, denominator</li> <li>• Model decimal fractions to tenths</li> <li>• Model multiplication and division of whole numbers, including strategies for 2 digit x 1 digit numbers</li> <li>• Use the language of multiplication and division, for example, factor, multiple, product, quotient</li> <li>• Model addition and subtraction of fractions with related denominators</li> <li>• Model addition and</li> </ul>	<ul style="list-style-type: none"> <li>• Model numbers to hundreds of thousands or beyond using the base 10 place value system</li> <li>• Model integers in appropriate contexts</li> <li>• Recognise equivalent fractions</li> <li>• Model decimal fractions to hundredths or beyond</li> <li>• Model percentages</li> <li>• Understand the relationship between simple fractions, decimals and percentages</li> <li>• Model multiplication and division of whole numbers, including strategies for 3 digit x 1 digit numbers and 2 digit x 2 digit numbers</li> <li>• Use the language of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite number</li> <li>• Model improper fractions and</li> </ul>	<ul style="list-style-type: none"> <li>• Model numbers to millions or beyond using the base 10 place value system</li> <li>• Model decimal fractions to thousandths or beyond</li> <li>• Explore a range of mental strategies to add and subtract numbers</li> <li>• Explore a range of mental strategies to multiply and divide</li> <li>• To multiply 3 digits x 2 digits</li> <li>• To use written algorithms to divide 3 digits by 2 digits</li> <li>• Model addition, subtraction, multiplication and division of large numbers</li> <li>• Model ratios</li> <li>• Model exponents and square roots</li> <li>• Understand improper fractions and mixed numbers</li> <li>• Simplify fractions</li> <li>• Understand the relationship between fractions, decimals and percentages.</li> <li>• Find percentages</li> </ul>

					<p>subtraction of decimals to the tenths place</p>	<p>mixed numbers</p> <ul style="list-style-type: none"> <li>• Simplify fractions using manipulatives</li> <li>• Model addition and subtraction of fractions</li> <li>• Model addition and subtraction of decimals to the hundredths place</li> </ul>	<p>of quantities, e.g. 25% of 60</p> <ul style="list-style-type: none"> <li>• Express the proportion of a set of data as a percentage, e.g. 50% of the animals are cats</li> <li>• Model addition, subtraction, multiplication and division of fractions</li> <li>• Model addition, subtraction, multiplication and division of decimals</li> </ul>
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Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Transferring Meaning into Symbols</b>							
<ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance</li> <li>• Begin to represent numbers using fingers, marks on paper or pictures</li> <li>• Count objects in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Connect number names and numerals to the quantities they represent (up to 20)</li> </ul>	<ul style="list-style-type: none"> <li>• Connect number names and numerals to the quantities they represent (up to 100)</li> <li>• Read and write whole numbers up to 100</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, compare and order whole numbers up to 200</li> <li>• Read, write, compare and order ordinal numbers to 10</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, compare and order whole numbers up to hundreds or beyond</li> <li>• Read, write, compare and order ordinal numbers to 50</li> <li>• Describe mental and written strategies for adding and subtracting two-digit numbers</li> <li>• Explain situations involving multiplication and division (repeated addition, repeated subtraction, remainder)</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, compare and order whole numbers up to thousands or beyond</li> <li>• Develop strategies for memorizing addition, subtraction, multiplication and division number facts</li> <li>• Read, write, compare and order fractions in related families</li> <li>• Read and write equivalent fractions</li> <li>• Read, write, compare and order decimal fractions to tenths or beyond</li> <li>• Describe mental and written strategies for multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, compare and order whole numbers up to hundreds of thousands or beyond</li> <li>• Reinforce strategies for memorizing addition, subtraction, multiplication and division number facts</li> <li>• Read, write, compare and order fractions</li> <li>• Read, write, compare and order decimal fractions to hundredths or beyond</li> <li>• Explain clearly mental and written strategies for multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write, compare and order whole numbers up to millions or beyond</li> <li>• Read and write ratios</li> <li>• Read and write integers in appropriate contexts (positive and negative)</li> <li>• Read and write exponents and square roots</li> <li>• Convert improper fractions to mixed numbers and vice versa</li> <li>• Simplify fractions in mental and written form</li> <li>• Read, write, compare and order more complex fractions</li> <li>• Read, write, compare and order decimal fractions to thousandths or beyond</li> <li>• Read, write, compare and order percentages</li> <li>• Convert between fractions, decimals and percentages</li> </ul>

Grade levels given are for the average student only

Nursery	Pre-K	Kindergarten	1	2	3	4	5
<b>Learning Outcomes for Applying with Understanding</b>							
<ul style="list-style-type: none"> <li>Count objects to 10</li> <li>Say and use number names in order in familiar contexts</li> <li>Recognise numerals to 10</li> <li>Label a quantity of objects</li> </ul>	<ul style="list-style-type: none"> <li>Count to determine the number of objects in a set (up to 20)</li> <li>Use number words and numerals to represent quantities in real-life situations (up to 20)</li> <li>Use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second and last</li> </ul>	<ul style="list-style-type: none"> <li>Subsidise in real-life situations</li> <li>Use simple fraction names in real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>Use whole numbers up to 200 in real-life situations</li> <li>Use ordinal numbers up to 10 in real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>Use whole numbers up to hundreds or beyond in real-life situations</li> <li>Use ordinal numbers up to 50 in real-life situations</li> <li>Use fast recall of addition and subtraction number facts in real-life situations</li> <li>Use fractions in real-life situations</li> <li>Use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations</li> <li>Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</li> <li>Use strategies to evaluate the reasonableness of answers</li> </ul>	<ul style="list-style-type: none"> <li>Use whole numbers up to thousands or beyond in real-life situations</li> <li>Use fast recall of most multiplication and division number facts in real-life situations</li> <li>Use decimal fractions (up to tenths) in real-life situations</li> <li>Use mental and written strategies for multiplication and division in real-life situations</li> <li>Select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</li> <li>Use strategies to evaluate the reasonableness of answers</li> <li>Add and subtract fractions with related denominators in real-life situations</li> <li>Add and subtract decimals in real-life situations, including money</li> </ul>	<ul style="list-style-type: none"> <li>Use whole numbers up to hundreds of thousands or beyond in real-life situations</li> <li>Use fast recall of all multiplication and division number facts in real-life situations</li> <li>Use decimal fractions (up to hundredths) in real-life situations</li> <li>Use mental and written strategies for multiplication and division in real-life situations</li> <li>Select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</li> <li>Use strategies to evaluate the reasonableness of answers</li> <li>Add and subtract fractions in real-life situations</li> <li>Estimate sum, difference, product and quotient in real-life situations, including fractions and decimals</li> </ul>	<ul style="list-style-type: none"> <li>Use whole numbers up to millions or beyond in real-life situations</li> <li>Model addition, subtraction, multiplication and division of large numbers in real-life contexts</li> <li>Use mental strategies for addition and subtraction in real-life contexts</li> <li>Use ratios in real-life situations</li> <li>Use integers in real-life situations</li> <li>Convert improper fractions to mixed numbers and vice versa in real-life situations</li> <li>Simplify fractions in computation answers</li> <li>Use fractions, decimals and percentages interchangeably in real-life situations</li> <li>Select and use an appropriate sequence of operations to solve word problems</li> <li>Select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator</li> <li>Use strategies to evaluate the reasonableness of answers</li> <li>Use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations</li> <li>Estimate and make approximations in real-life situations with fractions, decimals and percentages</li> </ul>

## 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

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. 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 organizing 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.

### 7-9 Years

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. 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.

### 9-12 Years

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. 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.

## 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 practice 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

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 recognize the interdependency of systems and their function within local and national communities. 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, recognizing 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.

### 9-12 Years

Students will recognize 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. They will realize 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.

## Arts

### Responding

#### 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 analyze 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 analyze 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.

#### 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 behavior 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.

## MUSIC - Unit Overview

	1	2	3	4	5	6
Unit Title (Learning Context)	Singing	Marvelous me	Tempo	Characters	Sounds all around us	Performing
Central Idea	We can use our voice to explore different sounds and sing songs.	There are many ways that I am the same and I am different from my friends and my family.	We can explore tempo through movement and music.	Characters in stories allow us to take on different roles.	Signs, symbols, and sounds give us a sense of time and place.	Reflecting on the performances of others can help us to identify what makes them successful so we can apply them in our own performances.
Lines of Inquiry	<ol style="list-style-type: none"> <li>1. Imitating sounds</li> <li>2. The different sounds we can make when we sing (pitch)</li> <li>3. Learning new songs and dances</li> </ol>	<ol style="list-style-type: none"> <li>1. Who I am</li> <li>2. What I can and cannot do</li> <li>3. What makes me the same and different from others</li> </ol>	<ol style="list-style-type: none"> <li>1. What tempo is</li> <li>2. Connection between the tempo in music and movement.</li> <li>3. Comparing pieces of music using tempo as criteria</li> </ol>	<ol style="list-style-type: none"> <li>1. Characters in stories</li> <li>2. Different ways a story can be told</li> <li>3. Different ways to show traits of characters</li> <li>4. Relationships between the characters</li> </ol>	<ol style="list-style-type: none"> <li>1. Language to describe position and movement in time and place</li> <li>2. Signs, symbols, and sounds in the environment</li> <li>3. How signs, symbols and sounds help us be safe in our journeys</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying what makes a performance/performer successful</li> <li>2. Identifying what does not make a performance/performer successful</li> <li>3. Ways to perform effectively</li> </ol>

NURSERY

## MUSIC - Unit Overview

		1	2	3	4	5	6
	Unit Title (Learning Context)	Our senses	Celebrations	Instruments in the classroom	Changing sound	Tempo and beat	Performing
	Central Idea	We use our senses to learn about ourselves and our environment. (Sounds can be made in different ways.)	People recognize important events through different celebrations.	Instruments can be grouped based on the sounds they make.	In music, we can change volume and pitch in different ways.	Music has a steady beat that helps us sing and play instruments together.	Reflecting on the performances of others can help us to identify what makes them successful so we can apply them in our own performances.
<b>PRE-K</b>	Lines of Inquiry	<ol style="list-style-type: none"> <li>1.The senses we have and use</li> <li>2.Our likes and dislikes</li> <li>3.How we can take care of our senses</li> </ol>	<ol style="list-style-type: none"> <li>1.Different types of celebrations</li> <li>2.Reasons for celebrations</li> <li>3.Similarities and differences between celebrations</li> </ol>	<ol style="list-style-type: none"> <li>1.The different instruments</li> <li>2.The different sounds instruments make (using descriptive vocabulary)</li> <li>3.How instruments can be grouped</li> </ol>	<ol style="list-style-type: none"> <li>1.The elements of volume and pitch</li> <li>2.Comparing sounds</li> <li>3.Predicting sounds</li> </ol>	<ol style="list-style-type: none"> <li>1.The elements of beat and tempo</li> <li>2.Where we can hear a steady beat</li> <li>3.The importance of beat in music</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying what makes a performance/performer successful</li> <li>2. Identifying what does not make a performance/performer successful</li> <li>3. Ways to perform effectively</li> </ol>

## MUSIC - Unit Overview

	1	2	3	4	5	6	
<b>KINDER</b>	Unit Title (Learning Context)	Rhythm	Feelings	The orchestra	Notation	Patterns	Creativity
	Central Idea	Rhythm and beat are two distinct important elements in music.	People choose to communicate their feelings in different ways.	In an orchestra, musicians and instruments are organized to perform as a group.	In music, pitch can be represented visually through the use of symbols.	Patterns follow rules and help us in our lives. (In music, patterns help us remember and predict the lyrics in a song.)	Creativity allows us to express ourselves and appreciate the work of others in original ways.
	Lines of Inquiry	1. Creating a variety of rhythms and beats 2. The difference between rhythm and beat 3. Why beat and rhythm are important in music	1. Different feelings 2. What causes us to feel different ways 3. Ways to communicate feelings 4. How we choose to express ourselves	1. The different instruments in the orchestra 2. Ways to group instruments (instrument families) 3. The different roles and responsibilities of musicians in the orchestra	1. The elements of pitch 2. Ways to notate own compositions 3. How notation is used to play instruments	1. Different kinds of patterns 2. The rules that patterns follow 3. How patterns help us in our lives	1. Ways to express ourselves creatively 2. The creativity of others 3. What makes something creative

## MUSIC - Unit Overview

	1	2	3	4	5	6
Unit Title (Learning Context)	Beat & Rhythm Level 1	Sound All Around	Pitch & Dynamics Level 1	Practical music & The Orchestra level 1	Song singing and voice control	Performance Skills
Central Idea	Different notes have different shapes and shadings.	Sound can help us understand and express our world.	Pitch and dynamics work together to create music in different ways.	We can perform music individually and collaboratively following the lead of the conductor and others.	Singers exercise control over their voices.	The process of performing requires cooperation and focus.
Lines of Inquiry	<ol style="list-style-type: none"> <li>1. The clapping names of each note and how they make a pattern when we clap them with a steady beat.</li> <li>2. How a steady beat keeps us in time when we clap a rhythm.</li> <li>3. How the notes look when we write them.</li> </ol>	<ol style="list-style-type: none"> <li>1. How to tune in to ordinary every day sounds around us.</li> <li>2. How to discover our own sounds with vocal and body percussion.</li> <li>3. How to develop an ability to identify different sounds.</li> <li>4. How to develop an ability to change and use sounds in response to a stimulus.</li> </ol>	<ol style="list-style-type: none"> <li>1. How many music notes there are in the scale.</li> <li>2. How each music note of the scale has a different pitch.</li> <li>3. How music notes can have a low pitch or a high pitch.</li> <li>4. How we can change the sound of the note by singing/playing it quietly, moderately or loudly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reinforcing beat, rhythm, pitch.</li> <li>2. How the orchestra has different families.</li> <li>3. How the orchestra follows the lead of a conductor.</li> <li>4. How the orchestra performs music together.</li> </ol>	<ol style="list-style-type: none"> <li>1. How singing is used to express our feelings and ideas.</li> <li>2. How singing gives us experiences as creative and self-expressive beings.</li> <li>3. How we learn about ourselves and the world around us through songs.</li> <li>4. How singing helps us learn how to cooperate in a group and gives us an opportunity to take part in a classroom performance with confidence and control.</li> </ol>	<ol style="list-style-type: none"> <li>1. How music enables us to communicate in ways that go beyond our oral language abilities.</li> <li>2. How musical experiences and learning begin with performing.</li> <li>3. How performing helps us become more aware of ourselves as individuals and of those around us.</li> <li>4. How the development of our listening and cooperation skills is constantly reinforced when learning how to perform in a group.</li> </ol>

GRADE 1

## MUSIC - Unit Overview

	1	2	3	4	5	6
Unit Title (Learning Context)	Beat, Rhythm & tempo Level 2	Pitch & Dynamics Level 2	Practical music, the Orchestra and following a conductor level 2	Whose story is it?	Song singing and voice control	Performance Skills
Central Idea	Notes and rests fit together to form a rhythm and are performed with a beat.	Exploring pitch, dynamics and the distance between notes helps us to understand musical structure.	We can perform music individually and collaboratively following the lead of the conductor and others.	The way we understand stories is shaped by the perspective from which they are told.	Singers use voice control and show confidence and expression when performing.	The process of performing requires dedication, cooperation and focus.
Lines of Inquiry	<ol style="list-style-type: none"> <li>1. The clapping names of each note and how they make a pattern when we clap them in a rhythm and with a steady beat.</li> <li>2. How each note has a value and we can clap a rhythmic pattern using any of the notes adding up to 2, 3 or 4</li> <li>3. How a steady beat keeps us in time when we clap a rhythm.</li> <li>4. How the notes look when we write them.</li> </ol>	<ol style="list-style-type: none"> <li>1. The 8 notes of the music scale.</li> <li>2. How each music note has a different pitch ranging from low to high.</li> <li>3. The movement of notes from low to high or high to low.</li> <li>4. Ways to notate pitch on a music staff.</li> <li>5. How the sound of can be changed by how it is articulated.</li> </ol>	<ol style="list-style-type: none"> <li>1. How to use beat, rhythm and pitch in performance.</li> <li>2. How the orchestra has different families which sit in a special order.</li> <li>3. How the orchestra follows the lead of a conductor.</li> <li>4. How the orchestra uses dynamic and tempo markings to express the music.</li> <li>5. How the orchestra performs music together.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aspects of musical direction using Italian terms for dynamics and tempo.</li> <li>2. The use of these Italian terms to perform a piece of music.</li> <li>3. How to create varying pieces of music to a given stimuli – image or story, using the Italian directions and showing different aspects of the same image or story.</li> </ol>	<ol style="list-style-type: none"> <li>1. How to practice warm-ups for singing with an emphasis on breathing and posture.</li> <li>2. How to practice vocal workouts with a focus on controlling the voice.</li> <li>3. How to practice proper pronunciation when singing.</li> <li>4. How singing helps us learn how to cooperate in a group and gives us an opportunity to take part in a classroom performance with confidence, expression and control.</li> </ol>	<ol style="list-style-type: none"> <li>1. How music enables us to communicate in ways that go beyond our oral language abilities.</li> <li>2. How musical experiences and learning begin with performing.</li> <li>3. How performing helps us to become more aware of ourselves as individuals and of those around us.</li> <li>4. How the development of our listening and cooperation skills is constantly reinforced when learning how to perform in a group.</li> <li>5. How we must be committed to practise in order to create a performance.</li> </ol>



## MUSIC - Unit Overview

	1	2	3	4	5	6
	Recorder	Recorder	Recorder	Recorder	Recorder	Recorder
Unit Title (Learning Context)	Rhythm & pitch notation Level 1	The treble clef and note reading Level 1	Practical Music, the Orchestra and following a conductor level 3 (Helpful Organizations)	Effective Communication	Vocal Music & voice control	Performance Skills
Central Idea	Musicians use notation to represent rhythm and pitch	Exploring pitch, dynamics, the distance between notes and the contour of a melody helps us to understand musical structure.	We can perform music individually and collaboratively following the lead of the conductor and others.	Many factors determine how effective communication is between musicians.	Singers use voice control and show confidence, expression and an awareness of musical elements such as pitch and rhythm.	The process of performing requires dedication, cooperation and focus and an awareness of group dynamics.
Lines of Inquiry	<ol style="list-style-type: none"> <li>1. What the clapping names and proper names of the notes are and how they make a pattern when we clap them in a rhythm and with a steady beat.</li> <li>2. How each note has a value and we can play and clap a rhythmic pattern using any of the notes adding up to 2, 3 or 4 and with a steady beat.</li> <li>3. How the notes look when we write them in a rhythmic pattern.</li> <li>4. How to make the hand signs for each note of the scale (Kodaly) and sing them in a melodic</li> </ol>	<ol style="list-style-type: none"> <li>1. How music is written on 5 lines and 4 spaces called the music staff.</li> <li>2. How there is a clef at the start of the staff which gives each note a fixed pitch (treble clef).</li> <li>3. How the direction of the notes on the staff (moving from low to high or high to low) directly correlates to its pitch.</li> <li>4. How the notes can move by steps (line, space, line space) or by skips (line to line to line).</li> </ol>	<ol style="list-style-type: none"> <li>1. How to follow signals from a music conductor.</li> <li>2. How to hold, care for and tidy up classroom instruments.</li> <li>3. How to follow simple notation and play it on tuned percussion.</li> <li>4. How to perform a piece of music in different groups, playing the notation accurately and following the directions of the conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. How the conductor communicates with the orchestra.</li> <li>2. How musicians and conductors communicate in preparation for a performance.</li> <li>3. How the conductor communicates the intended directions of the composer to the musicians.</li> <li>4. How to prepare and perform a piece of music using the communication skills acquired.</li> </ol>	<ol style="list-style-type: none"> <li>1. How breathing, posture and articulation is important for singing.</li> <li>2. How to practice vocal workouts with a focus on controlling the voice.</li> <li>3. How to practice proper pronunciation when singing.</li> <li>4. How to take part in a class performance with confidence.</li> <li>5. How to develop the higher range of notes.</li> </ol>	<ol style="list-style-type: none"> <li>1. How music enables us to communicate.</li> <li>2. How performing helps us become more aware of ourselves as individuals and of those around us.</li> <li>3. How we develop our listening and cooperation skills when perform in a group.</li> <li>4. How we contribute to the overall sound of an ensemble performance.</li> </ol>

		<p>pattern and with a steady beat.</p> <p>5. How each solfege note of the scale has an equivalent letter name and has a specific place on the musical staff (key of C)</p>					
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## MUSIC Unit Overview

	1	2	3	4	5	6
	Recorder	Recorder	Recorder	Recorder	Recorder	Recorder
Unit Title (Learning Context)	Rhythm & pitch notation and the treble clef level 2	Practical Music, the Orchestra and following a conductor level 4	Historical Developments	Imaginations	Vocal Music & voice control	Performance Skills
Central Idea	Musicians use notation to represent rhythm, and pitch and combine this with dynamic markings to shape the contour of a melody and give different musical forms.	We can perform music individually and collaboratively following the lead of the conductor and others.	Musicians and performers build upon and are influenced by the developments of the past.	Our imagination allows us to express ourselves creatively.	Singers practice vocal exercises to build strength when using the voice.	The process of performing requires an awareness of group dynamics and a reflection of what makes a good performance.
Lines of Inquiry	<p>1. How the notes make a pattern when we clap/sing them in a rhythm and with a steady beat.</p> <p>2. How each note has a value and we can play and compose a rhythmic pattern using any of the notes adding up to 2, 3 or 4 and performing it with a steady beat.</p> <p>3. How to make the hand signs for each note of the scale (Kodaly) and sing them in a melodic pattern and with a steady beat.</p> <p>4. The role of a treble clef on a musical staff.</p> <p>5. How every musical note has a letter or solfege name – A, B, C, D, E, F, G or Do, Re, Mi, Fa, Sol, La Ti, Do and</p>	<p>1. How to follow signals from a music conductor.</p> <p>2. How to hold, care for and tidy up classroom instruments.</p> <p>3. How to perform a piece of music in different groups, playing the notation accurately and following the directions of the conductor.</p> <p>4. How to take part in a class performance with confidence, expression and control.</p>	<p>1. Key features of music from different time periods.</p> <p>2. How music has developed throughout the ages from renaissance to modern.</p> <p>3. Significant composers and pieces of music throughout the ages.</p>	<p>1. How composers use their imagination when writing music.</p> <p>2. How to find inspiration when creating music.</p> <p>3. How to create a piece of music to accompany a given stimuli.</p>	<p>1. How to warm-up for singing with an emphasis on breathing, posture and articulation.</p> <p>2. How to practice vocal workouts with a focus on controlling the voice.</p> <p>3. How to enunciate properly when singing.</p> <p>4. How to take part in a class performance with confidence.</p> <p>5. How to develop the higher and lower range of notes.</p>	<p>1. How the opportunity to participate in live performances allows students to work collaboratively and gain awareness of the audience.</p> <p>2. How inquiry and reflection are used in the creative process of performing.</p> <p>3. How the process of performing helps us to reflect on what makes a good performance both collaboratively and individually.</p>

	<p>can move by step or skip on the staff.</p> <p>6. How the pitch and rhythm of a note fit together to form a melody and can be played on a tuned percussion instrument following the rhythm and pitches correctly.</p>					
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## MUSIC - Unit Overview

	1	2	3	4	5	6
	Recorder	Recorder	Recorder	Recorder	Recorder	Recorder
Unit Title (Learning Context)	Rhythm & pitch notation level 3	The treble clef and note reading Level 3	Arts In Action	Exploring music processes	Practical & Vocal music	Performance Skills
Central Idea	Each note and rest has a value and fits with time signature and measure, each note also has a pitch and this is determined by its place on the musical staff.	Exploring the contour of a melody helps us to understand musical structure and analyze different musical forms.	Over time musicians have taken action to express their feelings and cause change through the arts.	In creating, students use their imagination and musical knowledge/ experiences to organize sounds into various forms that communicate specific ideas or moods.	Singers show confidence, and awareness of group dynamics and good diction when performing.	The process of performing provides students with opportunities to develop their technical skills, take creative risks, reflect thoughtfully and visualize consequences.
Lines of Inquiry	<ol style="list-style-type: none"> <li>How the pitch and rhythm of the notes fit together to make a melodic pattern which we can perform with a steady beat.</li> <li>How each note has a value which fits with beat and measure.</li> <li>How to sing melodic patterns with a steady beat using the Kodaly hand signs.</li> <li>How each solfege note of the scale has an equivalent letter name and has a specific place on the musical staff.</li> <li>How each music</li> </ol>	<ol style="list-style-type: none"> <li>How the direction of the notes on the staff (moving from low to high or high to low) directly correlates to its pitch.</li> <li>How notes can move by steps (line, space, line space) or by skips (line to line).</li> <li>How we use ledger lines to represent notes outside of the musical staff.</li> <li>How we use these notes to create melodies.</li> <li>How melodies can have different forms (binary and ternary form).</li> </ol>	<ol style="list-style-type: none"> <li>How composers have used their lyrics to make a statement.</li> <li>How musicians use their position to support a cause.</li> <li>How we can express our personal feelings to cause change through music.</li> </ol>	<ol style="list-style-type: none"> <li>To explore how to keep a sketch book of ideas for composition.</li> <li>To orchestrate from sketches an accompaniment for a given piece of music.</li> <li>To write a piece of music based on a given stimuli and from the organization of the ideas in the sketch book.</li> </ol>	<ol style="list-style-type: none"> <li>How to warm-up for singing with an emphasis on breathing, posture and articulation.</li> <li>How to do vocal workouts with a focus on controlling the voice.</li> <li>How to enunciate properly when singing.</li> <li>How to take part in a class performance with confidence.</li> <li>How to develop the higher and lower range of notes.</li> </ol>	<ol style="list-style-type: none"> <li>How the opportunity to participate in live performances allows students to work collaboratively and gain awareness of the audience.</li> <li>How inquiry and reflection are used in the creative process of performing.</li> <li>How the process of performing helps us to reflect on what makes a good performance both collaboratively and individually.</li> <li>How physical and vocal expression, and attitudes contribute to a good performance.</li> </ol>

		<p>note of the scale has a specific place on the musical staff and the doh position depends on the key (keys C and G)</p>				<p>6. How to give a polished performance as a choir.</p>	
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## 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 behavior. 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 analyze 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 wellbeing. 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 wellbeing; 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 wellbeing. 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 recognize 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 wellbeing. 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 behaviors 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 wellbeing. 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; behaviors, 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 behavior affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

#### Phase 2

Learners recognize 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.

Grades	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
N	Exploring the playground *Marvellous me	Dance *Marvellous me	Gymnastics	Athletics	Playground games *Colours	Obstacle courses and orientation *Where am I?
PK	Playground games	Dance *Celebrations	Gymnastics	Athletics	Target games	Net games
K	Playground games *Rules and routines	Physical Literacy FMS	Gymnastics and movement composition	Dance	Co-operation games *Relationships	Health Related Fitness
1	Playground games		Gymnastics and movement composition		Target games	Health Related Fitness
	Invasion games (Football)		Athletics *Measurement		Swimming	
2	Skill Related Fitness	Striking and fielding	Gymnastics and movement composition		Team challenges	
	Swimming		Dance		Invasion games (Basketball)	
3	Swimming		Cross country /Orienteering / Outdoor activity		Target games (bowling/golf)	Net games (Tennis)
	Invasion games (Basketball/ Handball)		Health Related Fitness *Body systems	Footwork/Folk Dance	Athletics	
4	Skill Related Fitness - Cross Fit	Ball games	Gymnastics and movement composition * Imagination		Team challenges *Peace & conflict	Net games (Volleyball)
	Invasion Games (Gaelic/ Hockey)		Swimming		Striking and fielding (cricket, baseball, rounders)	
5	Health Related Fitness * Changes	Gymnastic skills	Dance Arts in action	Sports Day PE *Leaders	Target games Petanque/Archery	Net games (Badminton)
	Invasion games (Frisbee/ Tag Rugby)		Aquatic/ Swimming		World Hockey (Field hockey/uni-hockey/Hurling)	

## PE Unit Overview

	1	2	3	4	5	6	
<b>NURSERY</b>	Unit Title (Learning Context)	Exploring the playground (Gross motor skills)	Dance	Gymnastics & movement composition	Athletics	Playground games	Obstacle courses
	Central Idea	We recognize our abilities and limitations in a range of physical contexts.	There are many ways that I am the same and I am different from my friends and my family.	In gymnastics, we can improve our movement skills through practice and reflection.	Learning specific techniques in athletics can help us improve our jumping and running skills.	Rules help us play together safely.	Signs, symbols, and sounds give us a sense of time and place.
	Lines of Inquiry	Exploring basic physical skills. How we can move safely around a given area. What we can and cannot do.	Who I am What I can and cannot do What makes me the same and different from others	The different movement elements in gymnastics. How to improve the aesthetic of our performance	The different athletic skills Different techniques How to improve our skills	Different rules for different games Why we need to follow rules What being safe looks like in PE	Language to describe position and movement in time and place Signs, symbols, and sounds in the environment How signs, symbols and sounds help us be safe in our journeys

## PE Unit Overview

	1	2	3	4	5	6
Unit Title (Learning Context)	Playground Games	Dance	Gymnastics & movement composition	Athletics	Target games	Individual pursuit (cycling)
Central Idea	We use our senses to learn about ourselves and the playground.	Our bodies can travel through space in different directions and at different levels.	In gymnastics, we can improve our movement skills through practice and reflection.	Our daily habits affect how healthy our bodies are.	Safe participation requires sharing space and following rules.	When cycling, we use different signs and symbols to explore our environment safely.
Lines of Inquiry	The senses we have and use Our likes and dislikes How we can take care of our senses	Body awareness and spatial awareness Different directions (forward, backward, left, right) Different levels (high, medium, low)	The different movement elements in gymnastics (rolls, jumps, balances) How to improve our performance	Healthy and unhealthy habits How different activities affect how our body works Ways to improve our own health	Learning and following new rules in order to play a game together Safe participation (working in a safe space) Different ways of targeting the ball accurately (hand-eye coordination)	.How to balance on a bicycle in motion The meaning of sign and symbols How to move safely on a bicycle
PRE-K						

## PE Unit Overview

	1	2	3	4	5	6	
KINDER	Unit Title (Learning Context)	Playground Games	Physical Literacy	Gymnastics & movement composition	Dance	Co-operation games	Health and fitness
	Central Idea	When playing games, rules and routines help to keep us safe.	We can explore our body's capacity for movement.	In gymnastics, we can build sequences and reflect on the aesthetics of our performance.	People choose to communicate their feelings in different ways.	Relationships can be made better or worse by the things that we do.	Being balanced enables us to have a healthy lifestyle.
	Lines of Inquiry	A sense of community  How rules and routines work  Why rules and routines help to create a sense of community	The different ways to move our bodies  How I can control my body	The different movement elements in gymnastics (rolls/rocking, jumps, balances)  How to build a sequence  How to improve the aesthetics of our performance	What causes us to feel different ways  Ways to communicate feelings  How we choose to express ourselves	Who we have relationships with  Ways to better or worsen relationships  The importance of relationships in our lives	Daily habits and routines (hygiene, sleep, play, eating)  How our daily habits contribute to our well being

## PE Unit Overview

	1	2	3	4	5	6
Unit Title (Learning Context)	Playground Games	Invasion games	Gymnastics & movement composition	Athletics	Target Games	Health related fitness
Central Idea	Playing games requires us to understand and follow the rules.	Participation in a group can require group members to take on different roles and responsibilities.	Gymnastics involves making patterns in our movements.	Athletes use systems of measurement to meet their needs.	Effectively sending an object towards a target requires us to improve upon our aim and the technique we use.	Our heart, lungs and muscles become stronger when we exercise regularly.
Lines of Inquiry	<p>The importance of having rules in games</p> <p>How to ensure that there is maximum participation</p> <p>What happens if rules are not followed</p>	<p>The importance of warming up and how to do so</p> <p>Starting positions 5 v 5</p> <p>How to play as a team with players taking responsibility in various positions</p>	<p>Exploring and performing a variety of movements and skills, using different patterns</p> <p>How movements can be connected together to create a sequence</p> <p>How we can be safe in gymnastics</p> <p>How can we have different roles and responsibilities within a group</p>	<p>The systems of time and length</p> <p>The tools we use to measure</p> <p>How we use measurement in athletics</p>	<p>The different ways to send an object towards a target.</p> <p>How to improve upon an aim and accuracy</p> <p>Choosing the right method to send an object toward the target.</p>	<p>How our body changes when we exercise</p> <p>Which muscles are most at work when we exercise</p> <p>Choice of exercise</p>
<b>GRADE 1</b>						

## PE Unit Overview

	1	2	3	4	5	6
Unit Title (Learning Context)	Skill related fitness	Striking & Fielding	Gymnastics & movement composition		Team Challenges	Invasion Game
Central Idea	Different types of fitness can work together to help us play.	Choosing different ways to catch, throw and strike help us to understand the connection between time and space.	We can combine locomotor and non-locomotor skills to create sequence using various body parts.		Effectively solving problems requires communication, trust and an open mind.	We need to co-operate in team situations using all available space to achieve a common goal.
Lines of Inquiry	<p>The differences between agility, flexibility and coordination</p> <p>How we can improve our agility, flexibility and coordination</p> <p>How we can use the different fitness skill components in games and in our life</p>	<p>How we know when to move and explore space</p> <p>How we can throw, catch and strike</p> <p>How we can move within a group, having different roles and responsibilities</p>	<p>Learn and refine traditional gymnastics skills including vocabulary</p> <p>How to combine movements to create a sequence</p> <p>Ways to refine and improve performance</p>	<p>How to structure a dance sequence</p> <p>How we can use dance and movements to tell a story</p> <p>How personal perspectives can influence the way a story is told.</p>	<p>How to communicate positively with their peers,</p> <p>How to ensure actions are safe and trustful</p> <p>Ways to listen to each other to find the most effective ways to solve a problem.</p>	<p>Ways of sending and receiving objects</p> <p>How to be a good sportsman</p> <p>Using space effectively can influence the result of a game</p>
<b>GRADE 2</b>						

PE Off Campus – Unit Overview

		1	2	3	4	5	6
<b>GRADE 3</b>	Unit Title (Learning Context)	Swimming (Please see swimming Continuum) Invasion Games (Basketball)		Orienteering.		Athletics	
	Central Idea	Collaborating to maximize space can affect group performance.		Different challenges and situations require different strategies.		Achieving our personal best in Athletics requires us to understand the specific techniques needed in each event.	
	Lines of Inquiry	An effective group capitalizes on the strengths of its individual members.  We can apply a range of fundamental movement skills to a variety of activities.  Team strategies in basketball		Accurately read various maps and plans, recognizing symbols and features.  Use physical and team work skills effectively to answer and complete a range of challenges.  Willingly approach and persevere using different strategies in new situations.		The similarities and differences between the techniques in each event.  How to best improve upon the techniques in order to record better results.  Breaking down the techniques stages in each event.	

PE Campus Unit Overview

		1	2	3	4	5	6
<b>GRADE 3</b>	Unit Title (Learning Context)			Health related fitness	Footwork / Folk dance	Target games	Net games
	Central Idea			Lifestyle choices influence how well our body system function.	Control of the lower limbs and core can contribute to improved performances in different forms of dance.	Body position influences the accuracy of sending and receiving objects.	Coordinating the movement of our hands and eyes is critical to success in all net games.
	Lines of Inquiry			<p>Choices that impact healthy bodies</p> <p>The systems in our body</p> <p>How the parts of a system work together</p>	<p>Controlling our bodies with precision</p> <p>How to transfer DMS to dance in different cultures</p>	<p>Different ways that we can send and receive objects</p> <p>How to improve accuracy when throwing at a target</p> <p>How being reflective can improve technique and accuracy.</p>	<p>How to properly grip a racquet or paddle.</p> <p>The different types of shots that we play in net games.</p> <p>The ways that our hands and eyes work together in net games.</p>

## PE Campus Unit Overview

		1	2	3	4	5	6
<b>GRADE 4</b>	Unit Title (Learning Context)	Skill Related Fitness		Gymnastics & movement composition		Team Challenges	Net games
	Central Idea	We can develop and maintain physical fitness by applying basic training principles.		Planning, performing and reflecting can improve and refine our sequences.		Effectively solving problems requires communication, trust and an open mind.	Attention to technique and regular practice can improve the effectiveness of our movements.
	Lines of Inquiry	<p>The differences between power, speed and reaction time.</p> <p>How we can measure our fitness levels</p> <p>How to improve our power, reaction time and speed</p>		<p>How our body moves to create sequences.</p> <p>Changing levels, directions and the way floor space is used.</p> <p>Transitioning smoothly within a sequence</p> <p>The role of reflection to improve and refine our sequences</p>		<p>The importance of communicating our thoughts and ideas</p> <p>How trust and an open mind can greatly increase success</p> <p>The many ways that problems can be solved</p>	<p>The best way to hit the ball to a teammate or over the net</p> <p>How we know if the hit is a good one</p> <p>Who in the team is responsible for organising who hits the ball</p>

PE Off campus Unit Overview

		1	2	3	4	5	6
<b>GRADE 4</b>	Unit Title (Learning Context)	Invasion Games		Swimming (Please see swimming Continuum)		Striking & fielding	
	Central Idea	Appropriate application of skills is vital to effective performance.				Choosing the direction and distance of strikes and throws determines the space and time for team play.	
	Lines of Inquiry	Competitive games allow players to practice and develop skills they have learned in prior lead up activities  Interactions of players with available space/ teammates.				Different types of throws for pitching and fielding  Fielding positions and their responsibilities in an effective team  How to direct strikes	

## PE Campus Unit Overview

		1	2	3	4	5	6
<b>GRADE 5</b>	Unit Title (Learning Context)	Health Related Fitness	Gymnastics & movement composition	Dance	Sports day prep	Target Games	Net Games
	Central Idea	We all experience and react to change as we grow up.	Gymnastics links movements smoothly together to create a sequence that is aesthetically pleasing to an audience.	Over time humans have taken action to express their feelings and cause change through the arts.	A plan of action is a necessary strategy for a group to achieve its' goal.	Attacking and defending strategies in defined areas requires specific skills and techniques in order to score points in an affective game.	Increasing our competence in the net games requires us to understand and put in practise key fundamentals
	Lines of Inquiry	How our bodies are changing  How our rights and responsibilities are changing  How we react to the changes in our lives	The connection of movements can be performed smoothly  Complexity and style adds aesthetic value to a performance.  We can learn through viewing and evaluating a variety of gymnastic performances	The feelings and changes artists hope to express and cause (in one piece of work.  How influential art pieces can be  How we can express our personal feelings to cause change through the arts.	How decisions are made  What a leader is  Different structures and styles of leadership	Use different techniques, skills and basic strategies to get a point (offensive) in a game of petanque.  Use different techniques, skills and basic strategies to defend  How to make a game fair and safe for all players	The key fundamentals of badminton  The key elements of badminton movements  The key techniques of badminton

PE Off campus Unit Overview

		1	2	3	4	5	6
<b>GRADE 5</b>	Unit Title (Learning Context)	Invasion Games		Swimming (Please see swimming Continuum)		Invasion Games	
	Central Idea	Awareness of your surroundings can have a positive effect on performance (Frisbee)				Reflecting on our skills can help us to set goals for future development.	
		Appropriate application of skills is vital to effective performance (Tag Rugby).				Applying knowledge of skills and techniques Sportsmanship – Spirit of the Game Safe and sensible use of space	
Lines of Inquiry	Competitive games allow players to practice and develop skills they have learned in prior lead up activities Interactions of players with available space/ teammates.						

## Swimming Continuum

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
1. Enter the water safely	1. Jump in from poolside safely	1. Jump in from poolside and submerge (min depth 0.9m)	1. Demonstrate an understanding of buoyancy	1. Perform a horizontal stationary scull on the back	1. Demonstrate an understanding of preparation for exercise	1. Swim 25 metres backstroke (refer to the expected stroke standards sheet)
2. Move forwards for a distance of 5 metres	2. Blow bubbles a minimum of three times rhythmically with nose and mouth submerged	2. Sink, push away from wall on side and maintain a streamlined position	2. Perform a tuck float for 5 seconds	2. Perform a feet first sculling action for 5 metres whilst horizontal on the back	2. Sink, push off on side from the wall, glide, kick and rotate into backstroke	2. Swim 25 metres front crawl (refer to the expected stroke standards sheet)
3. Move backwards for a distance of 5 metres	3. Regain upright position from the back without support	3. Push and glide on the front with arms extended and log roll onto the back	3. Perform a sequence of changing shapes (minimum of three) whilst floating at the surface	3. Perform a sculling sequence with a partner for 30-45 seconds to include a rotation	3. Sink, push off on side from the wall, glide, kick and rotate into front crawl	3. Swim 25 metres breaststroke (refer to the expected stroke standards sheet)
4. Move sideways for distance of 5 metres	4. Regain an upright position from the front without support	4. Push and glide on the back with arms extended and log roll onto the front	4. Push and glide from the wall to the pool floor	4. Tread water for 30 seconds	4. Swim 10 metres wearing clothes	4. Swim 25 metres butterfly (refer to the expected stroke standards sheet)
5. Scoop the water and wash face	5. Push from wall and glide on the back	5. Travel on the front, tuck to rotate around the horizontal axis to return on the back.	5. Kick 10 metres backstroke (one item of equipment optional)	5. Perform three different shaped jumps into deep water	5. Swim front crawl to include at least six rhythmical breaths (refer to expected stroke standards sheet)	5. Perform a movement sequence of 1 minute duration, in a group of three or more, incorporating a number of the following skills:
6. Be at ease with water showered from overhead	6. Push from wall and glide on the front	6. Fully submerge to pick up an object	6. Kick 10 metres front crawl (one item of equipment optional)	6. Swim 10 metres backstroke (refer to expected stroke standards sheet)	6. Swim breaststroke to include at least six rhythmical breaths (refer to expected stroke standards sheet)	a) Sculling: head first, feet first

7. Move into a stretched floating position using aids, equipment or support	7. Travel on the back for 5 metres, aids or equipment may be used	8. Travel 10 metres on the back	7. Kick 10 metres butterfly on the front, back or side	7. Swim 10 metres front crawl face in the water (refer to expected stroke standards sheet)	7. Swim butterfly to include at least three rhythmical breaths (refer to expected stroke standards sheet)	b) Rotation: forward/backward somersault, log roll
8. Regain an upright position from on the back, with support	8. Travel on the front for 5 metres, aids or equipment may be used	9. Travel 10 metres on the front	8. Kick 10 metres breaststroke on the back (equipment optional)	8. Swim 10 metres breaststroke (refer to expected stroke standards sheet)	8. Swim 25 metres, choice of stroke • is optional (refer to expected stroke standards sheet)	c) Floating: star on the front/on the back, tuck float, create own
9. Regain an upright position from on the front with support	9. Perform a rotation from the front to the back to gain an upright position		9. Kick 10 metres breaststroke on the front (equipment optional)	9. Swim 10 metres butterfly kick on front (refer to expected stroke standards sheet)	10. Perform a surface dive**	d) Eggbeater: moving, lifting one or both arms out of the water link skills with strokes and sculls
10. Push and glide in a horizontal position to or from a wall	10. Perform a rotation from the back to the front to gain an upright position		10. Perform on the back a head first sculling action for 5 metres in a horizontal position	10. Perform a handstand and hold for a minimum of three seconds	11. Exit the water without using steps	6. Perform a dive
11. Take part in a teacher-led partner orientated game			11. Travel on back and roll in one continuous movement onto front	11. Perform a forward somersault, tucked, in the water		7. Swim 50 metres continuously using one stroke
12. Demonstrate an understanding of pool rules			12. Travel on front and roll in one continuous movement onto back	12. Demonstrate an action for getting help		8. Swim 100 metres, using a minimum of three different strokes

13. Exit the water safely			13. Swim 10 metres, choice of stroke is optional			9. Tread water using eggbeater action for 60 seconds
						10. Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout