FAIRGREEN INTERNATIONAL SCHOOL

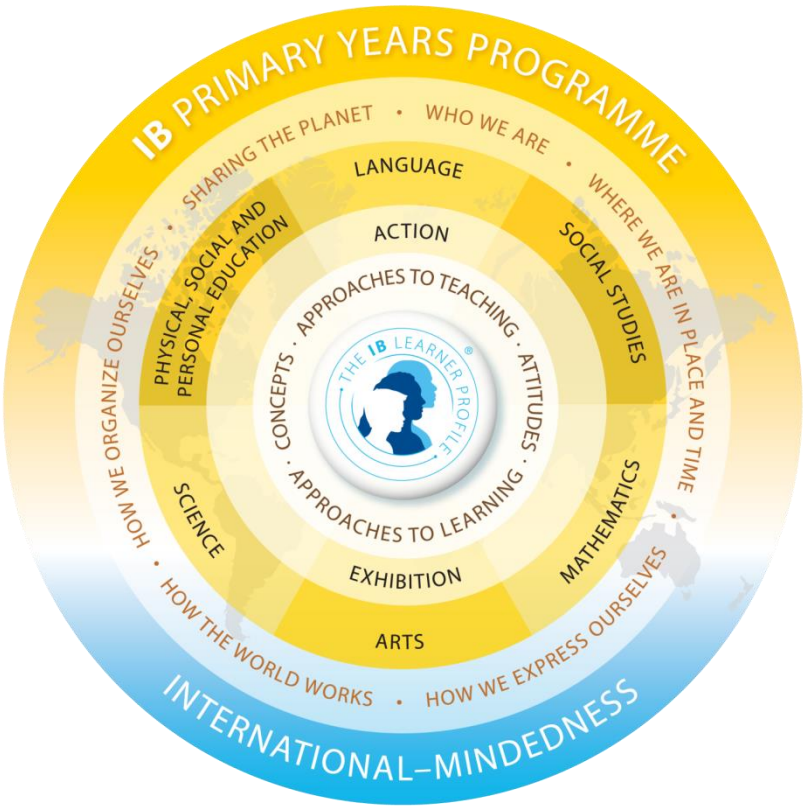
CURRICULUM BOOKLET – PYP PHASE 3

GRADE LEVEL SUMMARY AND UNITS OF INQUIRY
FIS LEARNING OUTCOMES:
LANGUAGE, MATHEMATICS, SCIENCE, SOCIAL STUDIES, ARTS, PE/PSPE, ICT, RELIGION, ARABIC, FRENCH, MOTHER TONGUE, SEND/EAL SUPPORT

Gr. 2 & Gr. 3

an Esol Education school

Contents



The Primary Years Programme

The Primary Year Programme (PYP) is an international curriculum framework designed for children 3 to 12 years of age. It combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create an engaging, relevant, challenging and significant educational programme.

The PYP applies a comprehensive in-depth inquiry–based approach that engages the learner in hands-on active learning. Through the process of inquiry, the learners gain knowledge as they work to understand and create meaning from real life experiences. It is an international model designed for concurrency of learning and in student learning styles, teaching methodologies and assessment strategies.

The PYP framework is composed of a transdisciplinary model where global themes are inquired both in and outside of the classroom. The subject areas are integrated providing learners opportunities to make connections throughout their learning.

The IB Learner Profile

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

IB Learners strive to be

Inquirers	*They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.*
Knowledgeable	*They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.*
Thinkers	*They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.*
Communicators	*They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.*
Principled	*They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.*
Open-minded	*They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.*
Caring	*They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.*
Risk-takers	*They approach unfamiliar situations and uncertainty with courage and fore thought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.*
Balanced	*They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.*

The PYP Curriculum Framework

The framework is composed of five essential elements: ***knowledge, concepts, skills, attitudes*** *and* ***action*** *creating an inquiry structured curriculum that is engaging, relevant, challenging and significant.*

Knowledge: what do we want students to know?

The PYP acknowledges the importance of traditional subjects; languages, mathematics, science, social studies, arts, personal, social and physical education as inclusive components of the curriculum. In addition, it also recognizes the importance of students making connections, acquiring skills and exploring content in an integrated way that is relevant and meaningful.

The PYP framework is organized into six transdisciplinary themes of global significance that supports the acquisition of knowledge, concepts and skills of the traditional subjects. The Early Years (i.e. PK and KG1) focus only on four. These themes 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 relationships within and between them; access to equal opportunities; peace and conflict resolution.

The students' inquire into and learn about these global issues through the six transdisciplinary themes known as the Programme of Inquiry. Each unit of inquiry addresses a specific central idea, key concepts, related concepts and is framed through lines of inquiry. The lines of inquiry are linked to both the transdisciplinary theme and central idea providing the driving force behind the inquiry process.

Concepts: What do we want students to understand?

The PYP is a concept-driven curriculum that encourages students to construct meaning through critical thinking and the transfer of knowledge. Students deepen their understanding and learn to approach the concepts from different perspectives. The PYP identifies eight key concepts used to support and structure the inquiries.

Form: *What is it like?*	*The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.*
Function: *How does it work?*	*The understanding that everything has a purpose, a role, or a way of behaving that can be investigated.*
Causation: *Why is it like it is?*	*The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.*
Change: *How is it changing?*	*The understanding that change is the process of movement from one state to another. It is universal and inevitable.*
Connection: *How is it connected to other things?*	*The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.*
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.*
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.*

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

Applying and acquiring transdisciplinary skills is an essential part of the programme. Students' develop these lifelong learning skills within the traditional subjects, units of inquiry, in the classroom and from their interaction in the real world. The five sets of transdisciplinary skills are:

- *Thinking skills*
- *Research skills*
- *Social skills*
- *Communication skills*
- *Self-Management skills*

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

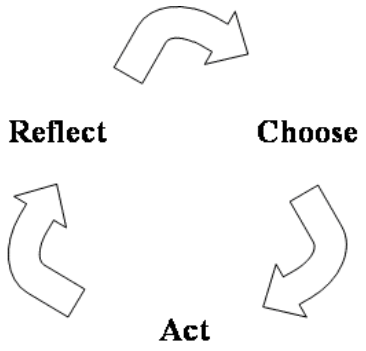
It is vital for students to develop their personal attitudes towards learning, people and the environment. Through these twelve attitudes, students are encouraged to focus on the well-being of the individual and of the group. The PYP attitudes are:

- *Appreciation*
- *Commitment*
- *Confidence*
- *Cooperation*
- *Creativity*
- *Curiosity*
- *Empathy*
- *Enthusiasm*
- *Independence*
- *Integrity*
- *Respect*
- *Tolerance*

Action: How we want students to act?

Student-initiated action is a major component of the PYP. It is believed that in order for students to put action into practice, they need to experience and engage in successful inquiry learning that will encourage them to choose, act and reflect. The ***Action Cycle of the PYP*** *is an educational tool that is used to empower students to become proactive learners. By going through the process of choosing, acting and reflecting, students develop skills in problem-solving, conflict resolution, critical thinking and collaboration. In addition, through actions students develop and demonstrate the Learner Profile Attributes and the Attitudes of the program.*

The Action Cycle of the Primary Years Programme



The action component can take on different forms that show service within and outside the school community. It is not necessary for the services to be grand, what is important is its effectiveness in showing a sense of responsibility and respect to the self, others and the environment.

Fairgreen International School: International Baccalaureate Programme of Inquiry 2018-2019

IB Transdisciplinary Theme	***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 inter-connectedness 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 on humankind and the environment.*	***Sharing the Planet*** *An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.*	**Fairgreen International School in the Sustainable City, Dubai, UAE**
Grade 2: (7 to 8 years)	**Unit 1**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 2**	
	Title: Who We Are	**Title: History and Geography**	**Title: Expression**	**Title: Sciences**	**Title: Human Systems**	**Title: Sharing our Planet**	
	Central Idea: **Cultural identity influences how we behave and interact with people and the environment.** ***(What makes me, Me? - International mindedness)***	**Central Idea:** **Settlements have evolved to meet the needs of populations.** ***(Homes, culture and climate)***	**Central Idea:** **Things that inspire us often motivate us to create beauty.** ***(Perspectives on beauty)***	**Central Idea:** **Weather is a natural occurrence which has an impact on our lives.** ***(Climates and weather)***	**Central Idea:** **People invented simple machines to help us do things more efficiently.** ***(Inventors and inventions 1)***	**Central Idea:** **All living things are created and change as they grow.** ***(Life cycles – mammals, marsupials, birds, insects, fish reptiles and amphibians)***	
	Lines of Inquiry: • **What culture means to me** • **Similarities and difference around the world** • **Beyond fashion, flags and food – what it means to gain cultural understanding**	Lines of Inquiry: • **What makes a 'home'** • **Similarities and differences between urban and rural settlements** • **Homes in different climates**	Lines of Inquiry: • **What we think is beautiful and why** • **The role of the aesthetic in our cultures and societies** • **Who decides or influences perspectives on beauty**	Lines of Inquiry: • **Weather around the world** • **Recording and predicting the weather** • **Seasons** • **Weather disasters and climate change**	Lines of Inquiry: • **Simple machines and how they help us** • **Inventors of simple machines** • **Experimenting with forces and simple machines**	Lines of Inquiry: • **How living things change as they grow** • **How living things have adapted to their environment** • **Protecting living things**	
	PYP Key Concept Choices: Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	
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Samantha Fern - FIS IB Coordinator - April 2018

Fairgreen International School: International Baccalaureate Programme of Inquiry 2018-2019

	Who We Are	***Where We Are in Place and Time***	***How We Express Ourselves***	***How the World Works***	***How We Organize Ourselves***	***Sharing the Planet***	
IB Transdisciplinary Theme	*An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.*	*An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the inter-connectedness of individuals and civilizations, from local and global perspectives.*	*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.*	*An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.*	*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.*	*An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.*	
Grade 3: (8 to 9 years)	**Unit 1** **Title: Who We Are**	**Unit 3** **Title: History and Geography**	**Unit 4** **Title: Expression**	**Unit 5** **Title: Sciences**	**Unit 6** **Title: Human Systems**	**Unit 2** **Title: Sharing our Planet**	**Fairgreen International School in the Sustainable City, Dubai, UAE**
	Central Idea: Ancient civilizations evolved as humans realized their need to work together for survival. *(Connecting the past with our present-day activities)*	Central Idea: Volcanoes, earth quakes, mountains, ice caps and ocean waves are all part of the natural condition of our planet Earth. *(The structure of the Earth)*	Central Idea: Stories have been used in the past to help explain and inform our understanding of the world around us. *(Myths, legends and fables)*	Central Idea: Inventors and inventions have changed how we interact with the world around us. *(19th, 20th and 21st inventors and inventions – impact)*	Central Idea: Money is a human made system used to measure the value of goods and services. *(Creating a business)*	Central Idea: All living things try to live as part of a balanced community. *(Ecosystems and balance, producers, predators and prey)*	
	Lines of Inquiry: • Past civilizations and the systems and technologies they created • How modern society continues to use, adapt, and develop ancient technologies	Lines of Inquiry: • The structure of the Earth • How our planet interacts with the Sun • How our planet interacts with our moon • The power of nature • Rocks and minerals • Our atmosphere	Lines of Inquiry: • The meaning and moral lessons in myths, legends and fables • Fact and fiction • Creating a story to teach a life lesson	Lines of Inquiry: • Famous inventors and inventions • Positive and negative impacts of 'progress' • Electricity: how it works and how it changed our lives	Lines of Inquiry: • The origins / history of money • Supply, demand, goods and services • Creating a business • Wealth, poverty, power • Advertising • Consumerism	Lines of Inquiry: • Ecosystems • How living things adapt to and interact with their environment • Protecting ecosystems • The consequences of imbalance	
	PYP Key Concept Choices: Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	**PYP Key Concept Choices:** Form, Function, Causation, Connection, Change, Perspective, Responsibility, Reflection **Possible Related Concepts:** *Community, Relationships, Interdependence, Growth, Expression, Health, Science, Sustainability, Innovation, Well-Being, Technology* **Global Goals:** 1 or 2 of 17: e.g. Poverty / Climate / Justice / Partnerships	
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FIS Assessment: Early Years and PYP Learning Outcomes

Indicator		Developmental Continuum Descriptors:
B		**Beginning:** the student is ***beginning*** to grasp a conceptual understanding of the learning outcomes and / or skills explored during this period of inquiry, according to grade level expectations.
D		**Developing:** the student is ***developing*** conceptual understandings of the learning outcomes and the skills explored during this period of inquiry, according to grade level expectations.
C		**Consistent**: the student demonstrates ***consistent*** conceptual understanding of the learning outcomes and / or skills explored during this period of inquiry, according to grade level expectations.
E		**Extending:** the student is extending his / her conceptual understanding of the learning outcomes and / or skills explored during this period of inquiry ***beyond grade level*** expectations.

FIS Assessment: Grade 1 to Grade 8

IB/ FIS SCALE	DESCRIPTOR	Effort	Progress	Achievement
7	Excellent	The student consistently displays a positive attitude towards learning. He/she listens to and respects the ideas of others and contributes to a positive learning environment. The student is fully aware of his/her role in the learning process, seeks feedback regarding suggestions for improvement and always follows through on commitments. He/she regularly and enthusiastically participates in class, making valuable/insightful contributions to discussions.	The student has made excellent progress from where he/she began the trimester to where he/she is at the end of the trimester	The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very Good	The student exhibits a generally very good effort in class and has a very good attitude towards school. He/she consistently organizes him/herself and interacts with others in a way that is conducive for a positive learning environment.	The student has made very good progress from where he/she began the trimester to where he/she is at the end of the trimester	The student has a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	Good	The student generally has a positive attitude towards his/her class work. He/she is open to learning and facilitates a positive learning environment. The student is aware of his/her role in the learning process and usually bears in mind/implements suggestions for improvement. He/she works well with others and often participates in class with questions or comments.	The student has made good progress from where he/she began the trimester to where he/she is at the end of the trimester	The student has a thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory	The student exhibits satisfactory effort in class and has a satisfactory attitude towards school. He/she usually organizes him/herself and interacts with others in a way that is conducive for a positive learning environment.	The student has made satisfactory progress from where he/she began the trimester to where he/she is at the end of the trimester	The student has a good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre	The student at times shows a negative attitude. The student displays little awareness of his/her role in the learning process and rarely takes the initiative in making effective use of time. He/she can be disrespectful to others or disruptive, and the student makes a minimum effort to leave the workspace in order. The student rarely takes into consideration suggestions for improvement in his/her work. The student rarely makes contributions to class discussions.	The student has made mediocre progress from where he/she began the trimester to where he/she is at the end of the trimester	The student has limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
2	Poor	The student exhibits a generally poor effort in class and has a poor attitude towards school. He/she rarely organizes him/herself or interacts with others in a way that is conducive for a positive learning environment.	The student has made poor progress from where he/she began the trimester to where he/she is at the end of the trimester	The student has very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Very Poor	The student generally shows a negative attitude. He/she fails to make adequate use of time and consistently disrupts the learning of others. He/she almost never takes into consideration suggestions for improvement and shows little interest in the learning process. The student never participates in class discussions and is intolerant of other students' opinions.	The student has made very poor progress from where he/she began the trimester to where he/she is at the end of the trimester	The student has minimal achievement in terms of the objectives.

Teaching and Learning at FIS

Learning is an active, constructive, creative, and often collaborative process that involves a variety of distinct cognitive strategies. Skilful learners use these strategies to:

- *Access content through various media including text*
- *Make meaning of the content*
- *Make connections with, and apply the content in thoughtful and meaningful ways*
- *Retain the content for later use*

In developing these strategies and coming to own them, students learn how to acquire important knowledge. These strategies include the following:

Students will:

- *Critically think about topics and ideas of importance to them*
- *Set goals for their learning*
- *Develop knowledge and skills to apply to new situations or tasks*
- *Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually*
- *Make predictions, inferences and judgments*
- *Learn to view situations from different perspectives*
- *Create on-going summaries or syntheses*
- *Build on their understandings by sharing and discussing them with others*
- *Assess their learning and make the necessary changes or corrections*
- *Take action as a result of the learning process*

The most important goal of this approach is the development of independent learners who are equipped with the skills and knowledge they will need for a lifetime of learning. Our approach derives from the insight that people learn best by doing and that teachers often need to provide students with more time to apply effective learning strategies to explore and understand the content they are studying. The approach also derives from the insight that students need to share in the ownership of the curriculum to increase their investment, engagement, and motivation.

Teachers use a combination of whole-class, small group, partner, and one-on-one instruction involving conversations about content, strategies, and work routines. Each of these varied approaches to teaching and learning is essential to students' development as independent learners.

Overall Expectations by Subject

Acknowledging that learning is a developmental process, the IB presents a set of developmental continuums that are designed as diagnostic tools to assist teachers in planning learning experiences for students, and in monitoring students' development throughout the primary years. The overall expectations are, therefore, presented in developmental phases rather than by age range. The learner outcome targets for the specific grade level in our school have been highlighted and presented in the continuum.

Language

FIS believes that all PYP educators, within the school, regardless of speciality, are language teachers. Learning a language is part of forming our own identities, exploring thoughts and having an impact on the thoughts and identities of others. FIS considers that mother tongue language development is crucial for maintaining cultural identity and emotional stability and that acquisition of more than one language enriches personal growth and helps facilitate international understanding. International schools have a special responsibility to recognise and support each and every aspect of language development. Language is central to every child's intellectual, social and emotional development, and is the major connecting element across the curriculum, playing an essential role in all learning areas.

Students learn language when they are using it through speaking, listening, reading and writing in order to understand and express ideas. Our aim is to develop students' ability to express themselves fluently, confidently and accurately in oral, written and visual communication systems.

Language strands

- *Oral language-listening and speaking*
- *Visual language – viewing and presenting*
- *Written language – writing*
- *Writing language – reading*

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

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 favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Mathematics

Mathematics in a PYP classroom is all about structured, purposeful inquiry. It is about making maths meaningful, building on children's existing understanding and using maths in real-life problem solving. Students are encouraged to ask questions and try out new ideas. They are involved in relevant and realistic contexts that encourage them to investigate, discuss and justify their ideas.

Students are engaged through the use of open-ended questions so that they have opportunities to communicate their understanding. By using the language of mathematics, students learn to appreciate that the focus is not only on obtaining the answer to problems but on the process by which these answers have been found.

Mathematical strands

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

Data Handling

Phase 1

Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Phase 2

Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Phase 3

Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

Phase 4

Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Measurement

Phase 1

Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Phase 2

Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements; particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Phase 3

Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Phase 4

Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

Shape and Space

Phase 1

Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Phase 2

Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Phase 3

Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Phase 4

Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Pattern and function

Phase 1

Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Phase 2

Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Phase 3

Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Phase 4

Learners will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Numbers

Phase 1

Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Phase 2

Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Phase 3

Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Phase 4

Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

Science

In the PYP, science is viewed as the exploration of the behaviours 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.

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.

Science strands:

Living things	*The study of the characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.*
Earth and space	*The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.*
Materials and matter	*The study of the properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.*
Forces and energy	*The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.*

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. 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 fulfil 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.

Social Studies strands:

Human systems and economic activities	*The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.*
Social organization and culture	*The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.*
Continuity and change through time	*The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.*
Human and natural environments	*The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.*
Resources and the environment	*The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.*

Personal, Social, Emotional and Physical Education (PSPE)

PSPE in the PYP is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Well-being 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)

The aim of Physical Education is to stimulate students' awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity. Using various skills, students explore different ways to solve problems, address physical challenges, cooperate as part of a group or team, manipulate equipment or apparatus, and express themselves in numerous situations. Students are exposed to a wide range of activities and transferable skills that promote physical, intellectual, emotional and social development. In addition, students learn the importance of a balance and healthy lifestyle that will help build self-esteem, confidence, cooperation and fitness.

Personal, Social and Emotional Education (PSPE)

Personal, Social and Emotional Education (PSPE) in the PYP provides the models, processes and values for handling social and personal issues and ensuring health and well-being. 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 behaviours in order to meet challenges, make healthy lifestyle choices and serve as responsible, respectful members of society.

PSPE strands

- *Identity*
- *Active living*
- *Interactions*

Identity

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

Overall expectations

Phase 1

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Phase 2

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Phase 3

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Phase 4

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal 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 behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Phase 4

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop 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; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

Overall expectations

Phase 1

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Phase 2

Learners 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.

Visual Arts, Music and Drama

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 FIS, arts are identified as dance, drama, music and visual arts.

Visual and Performing Arts Strands

- *Responding*
- *Creating*

Responding

Phase 1

Learners show an understanding that the different forms of art are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Phase 2

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Phase 3

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its

quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating

Phase 1

Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Phase 2

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Phase 3

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Phase 4

Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

Information 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 FIS, technology is considered a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. The learner outcomes for ICT is found in the Viewing and Presenting strand in the Language section.

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*

Islamic Studies

Islamic Studies classes are offered during the school day and are required for those students who are Muslim, as per U.A.E. Ministry of Education regulations. Non-Muslim students are not required to take this course. The learning outcomes for Islamic Studies is provided and approved by the KHDA.

World Religions

Alongside the study of Islam for Muslim students, FIS will provide a course to study World Religions for those students who are non-Muslim. The curriculum learning outcomes are based on those from the English National Curriculum for Religious Studies.

Arabic A and B

The KHDA require all private schools in Dubai to teach Arabic to all students. This is defined by minutes per week and per year and FIS will comply with this requirement.

Whether Arabic is taught as a first language (AFL) or second or additional language (AAL) it is important to recognize that any language is an integral part of human communication whether in a social, intellectual, emotional or cultural context. In the UAE, Arabic language has a very important place in terms of education and improved knowledge and understanding of the society and country in which our students live.

For AFL (Arabic A) speakers we nurture their appreciation for their mother tongue and provide them with opportunities to access high level literacy texts, broaden their thinking and appreciate the joy and wonderment of what other perspectives on their culture can bring. The Arabic language for first language speakers is the language of their religion and society. The learning of the Arabic language in the UAE will confirm Islamic cultural identity of Emiratis and other Arabic speakers as it will be based on the principles of Islamic faith and the pillars of Islamic society. The learning of Arabic should develop student's curiosity and deepen their understanding of the country in which they live. For AFL speakers a high quality educational provision will teach students to speak, write, read and listen in their first language to enable them to communicate with other Arabic speakers confidently, fluently and with accuracy. Mastering the skills as a first language learner living in an Arabic country enables each person to participate fully as a member of that society. Speaking, reading, writing and listening to Arabic speakers in the UAE will enable students to be more aware of the heritage and cultural traditions of the Arabic country in which they live and at the same time provide a context to the contemporary developments that have taken place in its recent history. If these opportunities are not provided by places of education a significant experience for Arabic students within Arabic society will be lost. At a more advanced level, outstanding teaching of a first language will develop the skills of critical thinking, problem solving and all aspects of higher order thinking.

For AAL (Arabic B) students will learn to appreciate and acquire fluency in the language of their host country. Such an endeavour is a core element of all four of the IB programs FIS intends to offer. As a Candidate school for both the IB Primary Years Program (PYP) and the IB Middle Years Program (MYP) our Arabic B classes will help students develop an authentic perspective regarding the language and culture of the country in which they live.

French

FIS has opted to offer French as an additional language from PK to Grade 8 alongside the development of skills for Arabic language. The criteria for measuring success in the acquisition of French is based on the PYP Language learning outcomes, and the MYP Language Acquisition assessment objectives.

Mother Tongue Program

FIS understands the importance of maintaining a child's mother tongue, or first language. With such a diverse student body where in addition to English, Arabic and French students are fluent in languages such as Dutch, Russian, Danish, German, Spanish etc. we will provide lessons to support multiple mother tongue languages. Initially these lessons will be provided as an ASA twice a week, outside the regular school day.

Learning Support:

English as an Additional Language (EAL)

FIS is a school that values and promotes the benefits of multilingualism to assist a student's all round academic development and the necessity in a global context to have mastery of more than one language. English as an additional language (EAL) support teachers will provide support throughout the Primary/Elementary and Middle School and to a more limited extent in High School, to enable all students' equal access not just to the curriculum, but to all that FIS offers. An early intervention program identifies and assesses needs and appropriate language support will be implemented for those students who will require additional assistance in the early years of English language acquisition.

At FIS many students will be constructing knowledge in a language that is not their mother tongue. Our goal is to nurture the diversity of multicultural and multilingual students with a view of developing an internationally minded community of learners. At FIS we will be striving to guarantee equal access to the curriculum for all learners, which is why it is paramount that we develop an effective language and literacy program. It is one of the IB philosophical underpinnings that an international education promotes intercultural understanding and the ability to communicate in a variety of modes in more than one language.

Students experiencing second language acquisition difficulties will receive support within their regular classroom and depending on the assessments of specialist EAL teachers. EAL specialists work regularly with students experiencing the greatest challenges, including non-English speakers joining the school. Specialist support will take the form of both 'push in' or in class support and 'pull out' programs or withdrawal from mainstream classes for identified subjects depending on the student's needs.

Special Educational Needs and Disabilities (SEND)

Identification of SEND Students at Entry to the School

From the outset FIS will have a dedicated number of places available for SEND students in line with UAE Federal Law 29 2006 and Law no. 2 of March 2014. A limitation on the numbers of places must be followed so that the school can successfully provide for the range of SEND students that

enter the school. For EAL, all students will be considered depending on age and fluency of language. Children with no previous English will be considered though this will be done on a case by case basis.

Our school is inclusive and therefore acknowledges that we must provide the best possible care and provision for ALL the children that we accept into the school until parents decide to change schools for their child.

On acceptance SEND students will be placed into the following categories as identified by the KHDA categories of 2015-16 for disabilities/special education needs: behavioural, sensory, physical, medical, speech or language, communication and interaction, learning difficulties mild or significant, PLMD, an assessed syndrome, or dyslexia, dysgraphia, dyscalculia and dyspraxia. If students are identified with multiple needs this will not debar them from entry to the school.

Provision for SEND students

FIS will provide high quality services to meet the educational needs of SEND students and in line with expectations set down by KHDA in UAE Inspection Framework 2015-2016 and DSIB School Inspection Supplement 2016-2017 (p.17-19). SEND students are mainstreamed and involved in all school activities. All students with mild or moderate learning delays or disabilities are treated with due respect and utmost care by the entire school community.

The students with mild and moderate special needs will be admitted to their age group and grade. During their time in the school FIS will support these students to attain and achieve their potential. Other students admitted to the school who have been identified as SEND will be provided with one of three levels of intervention based on the Response to Intervention model. (RTI).

> *Level One will provide all SEN students with the following: differentiated instruction by the homeroom or subject teacher who will know what the identified area of need is and which teaching strategies and pedagogical approaches are most relevant; flexible groupings within the classroom; regular screenings using benchmarked tests such as ISA, GL and other diagnostic assessments; in class support from one of the Learning Support Team (LST).*
>
> *Students identified on entry with more significant needs will receive the above and a Level Two intervention that will provide; small group or individual instruction from one of the LST both in class and at after school activities, for example: reading groups, social skills club, tutoring math extension, and Think Tank.*

*Level Three students who have an Educational Psychologist Report will receive an Individual Education Plan (IEP). On admittance to the school, an IEP * will be created for SEN students who have a psychological education test result that requires such a plan. The IEP will be used by teaching staff to guide instructional practice including modifications of the program and adaptations of the environmental or other aspects of instruction and assessment. These are tailored to the individual needs of each student to enable optimal learning success.*

SEND Referral Process

Throughout the academic year the Learning Support Team (LST) will work in close collaboration with class, subject teachers and parents. A referral system will be in place for those students who begin to exhibit difficulties in meeting classroom expectations or whose progress is not in line with curriculum standards or who are observed to experience difficulty in; completing work including homework, following written or oral directions, math, writing or reading skills, spelling, retaining information, behavioural control, social interaction, participating, and concentrating. The LST will work with the class and subject teachers to identify the most appropriate interventions from using ability grouping, directed seating arrangements, modified or shortened assignments, and one on one instruction or tutoring. If appropriate these students would be moved to Level One or Level Two intervention.

Partnership with SEND Parents

FIS will work closely with parents of SEN children during the admissions process and during their time in the school. Parents need to be confident that the school can fully grow the skill set of their child and at the same time address any learning difficulties that they might be experiencing. At the point of admissions parents would be requested to be transparent and inform the school of any previous SEN diagnosis of their child. Our specialists will work with the parents to verify that the admissions assessment results for their child are accurate. This will be done face to face. Parents will be informed on what level of intervention their child will be placed and exactly what that will mean in terms of teaching approaches and methodologies to support their child, extra adult support in class and attendance at after school support groups. Parent will be encouraged to play their part in supporting the child and the school by adopting these approaches at home. Recommendations will be made by the school to the parent to use service providers in the community and any extra cost that this may bring. FIS at this time does not intend to charge parents additional fees for the provision of extra in-school support.

For social and emotional developmental reasons students in this category will not, in general, be retained in a grade below their respective age group class.

Throughout the year both the homeroom teacher and one of the LST will be in regular contact with parents to update them on the development and progress of their child. Parents of children with an IEP will meet regularly with the SENDCO.

Gifted and Talented Students

At the point of admissions FIS will have a system in place to assist the school in identifying students who fall into this category. The personnel involved in admissions will use a variety of methods including questions to parents to identify students who have:

- *a great intellectual curiosity*
- *a broad attention span*
- *the ability to persevere and concentrate on solving problems*
- *a wide range of vocabulary as compared with other children of their age group*
- *high reading scores*
- *keen powers of observation*
- *an unusual imagination*
- *the ability to follow complex instructions*

FIS will have a whole school approach to these students. Work will be identified in a planned way to show how these students will be supported. There will be enrichment and extension programs that focus on academic pursuits. There will be cluster activities with other ESOL Education schools, the use of masterclasses with local universities, and the possibility of mentoring by an external source to provide stimulation and expertise. The grouping policy will be focused around the needs of these students by emphasizing the requirement to provide gifted groupings as well as mixed ability groupings within classroom and non-classroom settings. The policy on differentiation will emphasize the use of all forms of differentiation to create challenge such as pace, task, dialogue, support, outcome, and resource. More able and gifted students will be provided with opportunities for responsibility for others and for peer tutoring in different areas of the curriculum.

For social and emotional developmental reasons students in this category will not be accelerated to a grade above their respective age group class.

However, opportunities will be created to enable them to work with other able students across year groups. Push in/in class support will be preferred to withdrawal though there might be occasions when it is decided that working outside of timetabled lessons with another adult may be more beneficial to their overall development.

Parents will be regularly updated on the progress and attainment of more able and talented students. If early entry to a public examination in an area of particular excellence is considered, parents will be involved in the decision.

We trust you will find this Curriculum Handbook a comprehensive insight into the teaching and learning your children will encounter at Fairgreen International School. Much of the content in this handbook is taken from the IBO PYP Subject Scope and Sequences, copyrighted documents only to be used and interpreted by schools implementing the International Baccalaureate Primary Years Programme.

Fairgreen International School is a candidate school for the PYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.*

** Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).*

Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit http://www.ibo.org.

Any questions regarding the PYP Curriculum for PreK to Grade 5 students may be addressed to:

Head of School Graeme Scott at: gscott@fairgreen.ae

IB Curriculum Director Samantha Fern at: sfern@fairgreen.ae

On behalf of the Fairgreen Team, we would like to welcome you to…

FAIRGREEN INTERNATIONAL SCHOOL