Primary Years Programme Curriculum Guide
2018 – 2019
A Message from the Principal

We are pleased to present you with AIS Primary Years Programme’s Guide for Students and Parents. It is vital for students and parents to know and understand how and what students are learning, and what benefits are derived from that. Interaction between the school personnel, teachers, students and parents are very important for the successful attainment of pleasure in learning. We are striving to make our school a caring and instructive institution for all involved in it. We wholeheartedly welcome all stakeholders to the school and look forward to a meaningful cooperation from all concerned.

Bente Pedersen

IBO Mission Statement

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

We aim to develop our students’ enthusiasm for life-long and holistic learning. Our international curriculum fosters effective communication, encourages respect for different cultures and promotes local and global citizenship.

• International Curriculum – We have a curriculum designed to have a balance between the search for understanding, the acquisition of essential knowledge and skills, and the development of positive attitudes through engagement in meaningful and relevant experiences in academic, social, physical and artistic domains.

• Life-long and Holistic learning – Our learners develop links between subjects and real-world issues. While meeting the physical, social, intellectual, aesthetic and cultural needs of the students, we ensure that learning is significant, provocative, relevant, engaging and challenging.

• Effective Communication – The school encourages engaging with and exploring other cultures. The learners are encouraged to learn about their own and other’s social, national and ethnic cultures.

• Local and Global Citizens – Learners explore an international knowledge base from multiple perspectives. They have achieved enduring human understanding, are culturally aware, are open to other people’s perspectives and are empathetic to other people’s situations.
Philosophy and Objectives

Arendal International School provides a high quality educational programme in English for students from Grade 1 to Grade 10 designed to meet their intellectual, physical, social and emotional needs. The school aims to:

- Challenge and support students to reach their full potential.
- Encourage students to think for themselves and acquire the skills, knowledge and understanding necessary for effective lifelong learning.
- Provide a challenging intellectual programme for exploring the academic disciplines from a global and local perspective.
- Offer a student-centered, welcoming environment which fosters an enjoyment of learning and where student achievements are celebrated.
- Nurture and appreciate a diversity of languages and cultures as a way of knowing.
- Guide students to show concern for themselves, for others, for the community and for the environment.
- Develop in its students a lasting commitment to international understanding and responsibility.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The School</td>
<td>6</td>
</tr>
<tr>
<td>1.1</td>
<td>The Programme</td>
<td>7</td>
</tr>
<tr>
<td>1.2</td>
<td>The Philosophy</td>
<td>7</td>
</tr>
<tr>
<td>1.3</td>
<td>The Learner Profile</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>The PYP Curriculum</td>
<td>9</td>
</tr>
<tr>
<td>2.1</td>
<td>What do we want the children to learn</td>
<td>9</td>
</tr>
<tr>
<td>2.2</td>
<td>Transdisciplinary Themes</td>
<td>10</td>
</tr>
<tr>
<td>2.3</td>
<td>Conceptual Understanding</td>
<td>11</td>
</tr>
<tr>
<td>2.4</td>
<td>Approaches to Learning</td>
<td>12</td>
</tr>
<tr>
<td>2.6</td>
<td>Agency</td>
<td>14</td>
</tr>
<tr>
<td>2.7</td>
<td>Inquiry</td>
<td>15</td>
</tr>
<tr>
<td>2.8</td>
<td>Programme of Inquiry</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>The Taught Curriculum</td>
<td>23</td>
</tr>
<tr>
<td>3.1</td>
<td>Language</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>25</td>
</tr>
<tr>
<td>3.4</td>
<td>Science</td>
<td>26</td>
</tr>
<tr>
<td>3.5</td>
<td>Information Technology</td>
<td>27</td>
</tr>
<tr>
<td>3.6</td>
<td>Social Studies</td>
<td>27</td>
</tr>
<tr>
<td>3.7</td>
<td>Personal Social Education</td>
<td>28</td>
</tr>
<tr>
<td>3.8</td>
<td>Physical Education</td>
<td>30</td>
</tr>
<tr>
<td>3.9</td>
<td>Library</td>
<td>31</td>
</tr>
<tr>
<td>3.10</td>
<td>The Arts</td>
<td>31</td>
</tr>
<tr>
<td>3.11</td>
<td>Visual Arts</td>
<td>32</td>
</tr>
<tr>
<td>3.12</td>
<td>Music</td>
<td>32</td>
</tr>
<tr>
<td>3.13</td>
<td>Drama</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>4</td>
<td>How will we know what we have learned</td>
<td>34</td>
</tr>
<tr>
<td>4.1</td>
<td>Reporting in the PYP</td>
<td>34</td>
</tr>
<tr>
<td>4.2</td>
<td>Portfolios</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>Home learning</td>
<td>35</td>
</tr>
<tr>
<td>6</td>
<td>PYP Student Council</td>
<td>36</td>
</tr>
<tr>
<td>7</td>
<td>The Exhibition</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>General Information</td>
<td>37</td>
</tr>
</tbody>
</table>
1. The School

At AIS, the development of the whole child is central. The programs aim to develop the intellectual, social, emotional, physical and personal skills for students to live, learn and work in the rapidly changing world.

In conjunction with the IB learner profile, the school aims to produce students who are life-long learners, who can inquire into new areas, who are knowledgeable and who are able to use critical thinking skills to analyze information to achieve a task and make informed decisions. The programs encourage students to work independently and also to function effectively in small groups and teams. Students should be willing to take risks, reflect on their learning and their actions and to lead a balanced life. Students are encouraged to be sensitive and caring towards others. They are also encouraged to be principled, able to appreciate the importance of fairness and justice. By looking at issues or situations from various perspectives, students become open-minded, tolerant and accepting of those who are different – understanding that we are all similar in many ways.

The teaching strategies at AIS are adapted to cater to various multiple intelligences and learning styles and to also accommodate a child's strengths and weaknesses. Counseling and special needs services are available for all our students.

As the student advances through the school, the programs change in order to better meet the needs of the child at various stages of development. In the final two years of the school, students take the diploma program which is rigorous and demanding. Students are supported enormously by their teachers, but they are also required to work independently and become competent in time management – learning the importance of meeting deadlines and balancing a number of assignments and projects at one time.

Students are actively involved in the learning process and are not always merely presented with a body of knowledge to learn. Students learn by inquiry and investigations – discovering knowledge for themselves with the guidance of teachers. Knowledge and skills are applied to real life situations. Technology plays an important role in lessons and students use it as a tool to support their studies.
Arendal International School (AIS) is committed to the development of the International Baccalaureate (IB) Primary Years Programme (PYP) from Grade 1 to Grade 6. AIS is authorized to teach both Primary years Programme and Middle Years Programme from the range of IB programmes.

The PYP is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six interdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as interdisciplinary skills, with a powerful emphasis on inquiry.

The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

The IB Primary Years Programme

1. addresses students' academic, social and emotional well-being
2. encourages students to develop independence and to take responsibility for their own learning
3. supports students’ efforts to gain understanding of the world and to function comfortably within it
4. helps students establish personal values as a foundation upon which international-mindedness will develop and flourish
1.2 Philosophy – What does a successful PYP student look like?

The IB's definition of an internationally minded student is embodied in the Learner Profile, the attributes of which direct our school's focus on learning. The attributes of the learner profile are relevant to and achievable by all PYP students, regardless of their stage of development or previous experience.

Our philosophy is that students learn most effectively in a challenging, interactive environment, so we aim to provide a relevant, stimulating education that will help them relate their classroom experience to the real world.

We place a high value on students becoming adaptable, confident and active members of society. We encourage creative thinking and the acquisition of higher order thinking skills and a love of lifelong learning to best prepare them to meet future challenges.

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

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

- **Thinkers**: We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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

- **Principled**: We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for their own actions and the consequences that accompany them.
Open-minded We understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

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

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

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

Reflective We give thoughtful consideration to their own learning and experience. We are able to assess and understand their strengths and limitations in order to support their learning and personal development.

( IBO 2013)

2. The PYP Curriculum

The aim of the PYP is to develop internationally minded students through a transdisciplinary curriculum that is engaging, relevant, challenging and significant for all learners from Grade 1 to Grade 6. This is achieved through structured inquiry and the acquisition of essential knowledge and skills. Conceptual development and understanding, the demonstration of positive attitudes, and the ability to take socially responsible action are also important factors.

Three aspects that need to be considered when developing the PYP curriculum are:

• What do we want the children to learn? (the written curriculum)
• How best will we learn? (the taught curriculum)
• How will we know what we have learnt? (the assessed curriculum)

Within the PYP curriculum all three are interrelated and equally valued. Each aspect influences the development of the others to allow the construction and development of meaning based on prior knowledge.

2.1 What do we want the students to learn?

To ensure a balanced curriculum there are five essential elements that need to be considered within the written curriculum: Knowledge, Concepts, Skills, Attitudes and Action. These five elements are integrated throughout the whole of the PYP curriculum.
2.2 Transdisciplinary Themes

In recognition of the importance of traditional subject areas the application of knowledge, concepts and skills that apply to language, mathematics, science, social studies, personal, social and physical education, and the arts are all taught through the framework of the PYP. However, these subjects alone do not constitute a complete education. Knowledge, skills and concepts need to be applied and explored in context across disciplines through inquiry as well as stand-alone units. In order to achieve this, the PYP programme has six transdisciplinary themes that provide the framework for learning and inquiry.

Who we are
Inquiry into the nature of the self; beliefs and values; person, 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
Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves
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
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
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
Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.
(Making the PYP Happen, IBO 2007)

Each theme is addressed each year by all students. These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks. Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education. All students will come to realise that that a unit of inquiry involves them in in-depth exploration of an important idea, and that the teacher will collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

2.3 Concepts - What do we want the students to understand?
Through the Units of Inquiry the students explore eight key concepts which support the inquiry process. The exploration of concepts leads to a deeper understanding and allows students to easily transfer knowledge learnt in one area of the curriculum to another. Concepts are revisited throughout the year and across the grades ensuring a deepening of conceptual understanding.

There are 7 key concepts, and many related concepts, that are explored through the PYP programme:

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td>What is it like? - The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.</td>
</tr>
<tr>
<td>Function</td>
<td>How does it work? - The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</td>
</tr>
<tr>
<td>Concept</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Causation</td>
<td>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.</td>
</tr>
<tr>
<td>Change</td>
<td>How is it changing? – The understanding that change is the process of movement from one state to another. It is universal and inevitable.</td>
</tr>
<tr>
<td>Connection</td>
<td>How is it connected to other things? – The understanding that we live in a world of interconnecting systems in which the actions of any individual element affect others.</td>
</tr>
<tr>
<td>Perspective</td>
<td>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.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>What is our responsibility? – The understanding that people make choices based on their understandings, and the action they take as a result do make a difference.</td>
</tr>
</tbody>
</table>

*(Making the PYP Happen, IBO 2007)*

### 2.4 Approaches to Learning - What do we want the students to be able to do?

Alongside the development of conceptual understanding the students need to acquire and apply a range of skills that are valuable not only as tools for inquiry but also for life outside the classroom. These skills are best acquired in the context of authentic situations offered through the Units of Inquiry.

There are five transdisciplinary skills identified within the PYP:
### Social Skills

In the Primary Years Programme at A.I.S. there is a requirement for all students to demonstrate a certain level of social skills to enable all students to have a good working environment. The teachers and adults who work in the community model and encourage all students to demonstrate the following social skills.

- **Accepting responsibility**
  - Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.

- **Respecting others**
  - Listening sensitively to others; making decisions based on fairness and equality; recognizing that others’ beliefs, view points, religions and ideas may differ from one’s own; stating one’s opinion without hurting others.

- **Cooperating**
  - Working cooperatively in a group; being courteous to others; sharing materials; taking turns.

- **Resolving conflict**
  - Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.

- **Group decision making**
  - Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.

- **Adapting a variety of group roles**
  - Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

### Communication Skills

Students will be encouraged to develop the following communication skills.

- **Listening**
  - Listening to directions; listening to others; listening to information.

- **Speaking**
  - Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.

- **Reading**
  - Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.

- **Writing**
  - Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.

- **Non-verbal communication**
  - Recognizing the meaning of visual and kinaesthetic communication.

### Self-management Skills

Self management skills will be developed individually on an on-going basis. With an aim to allow students to perform effectively individually and with groups.
### Motor skills

- **Gross Motor skills**
  Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.

- **Fine motor skills**
  Exhibiting skills in which precision in delicate muscle systems is required.

- **Spatial awareness**
  Displaying a sensitivity to the position of objects in relation to oneself or each other.

### Research Skills

Research skills are developed through the school’s Programme of Inquiry. All students are monitored and assessed during the Primary Years Programme and supported individually to develop their research skills.

- **Formulating Questions**
  Identifying something one wants or needs to know and asking compelling and relevant questions which can be researched.

- **Observing**
  Using all the senses to notice relevant details.

- **Planning**
  Developing a course of action; writing an outline; devising ways of finding out necessary information.

- **Collecting data**
  Gathering information from a variety of sources, such as measuring, maps, polls, surveys, direct observation, resource books, films, people and exhibitions.

- **Recording data**
  Describing and recording observations, by drawing, note taking, making charts, tallying, writing statements.

- **Organizing data**
  Sorting and categorizing information; arranging into understandable forms, such as narrative descriptions, tables, timelines, graphs and diagrams.

- **Interpreting data**
  Drawing conclusions from relationships and patterns which emerge from organized data.

- **Presenting research findings**
  Effectively communicating what has been learned; choosing appropriate media.

### 2.6 Agency

**How do we want the students to act?**
Agency is the result of a successful inquiry that leads to empowered students reflecting on their learning, making informed choices and taking socially responsible action in order to affect a change in themselves, their peers, the school or the wider community.

2.7 Inquiry
Students learn through asking questions and making sense of their environment. Through inquiry they build upon their prior knowledge, challenging previous ideas and developing new understandings.

Inquiry is an integral part of the PYP. The Units of Inquiry are designed to stimulate students’ questions and provide them with opportunities to learn about, and utilise, the transdisciplinary skills. Where possible, inquiry is used in Language and Maths in order to develop a strong understanding of the concepts being taught.

At AIS we stimulate the students’ interest in the units in several ways, including: field trips, visiting experts, artifacts, books, videos, recent research.

2.8 Programme of Inquiry

Our Programme of Inquiry has been developed over many years and whilst it is specific to our school the skills and conceptual understanding developed are completely transferable within the global family of PYP schools.

On the following pages you will be able to see the progression of inquiry that takes place as a student travels through programme.

## Grade 1 Programme of Inquiry

<table>
<thead>
<tr>
<th>Senses</th>
<th>When We Were Young</th>
<th>The Tales we Tell</th>
<th>Move It</th>
<th>People who Help</th>
<th>Habitats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our senses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are</td>
<td>Traditional</td>
<td>We can make</td>
<td>The jobs that</td>
<td>The place where</td>
<td></td>
</tr>
<tr>
<td>similarities</td>
<td>tales help us</td>
<td>predictions</td>
<td>people do to</td>
<td>living things</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td>about how</td>
<td>make the lives</td>
<td>are found</td>
<td></td>
</tr>
<tr>
<td>Our senses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are</td>
<td>Traditional</td>
<td>We can make</td>
<td>The jobs that</td>
<td>The place where</td>
<td></td>
</tr>
<tr>
<td>similarities</td>
<td>tales help us</td>
<td>predictions</td>
<td>people do to</td>
<td>living things</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td>about how</td>
<td>make the lives</td>
<td>are found</td>
<td></td>
</tr>
<tr>
<td>Our senses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>explore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are</td>
<td>Traditional</td>
<td>We can make</td>
<td>The jobs that</td>
<td>The place where</td>
<td></td>
</tr>
<tr>
<td>similarities</td>
<td>tales help us</td>
<td>predictions</td>
<td>people do to</td>
<td>living things</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td></td>
<td>about how</td>
<td>make the lives</td>
<td>are found</td>
<td></td>
</tr>
<tr>
<td>Differences between life today and in the past</td>
<td>Make sense of our world</td>
<td>Objects will move.</td>
<td>Of others better, happier and safer.</td>
<td>With what they need to survive.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
<td>--------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

**Parts of the body are sense organs**

Each sense enables us to learn about the world around us.

Each sense is important, life would be different without them.

We can communicate using our senses.

**Similarities and differences of living today and in the past.**

**How things change.**

**Why things change.**

**Tales from around the world.**

**Their similarities and differences.**

**What lessons can we learn from them.**

**Objects are affected by incline planes.**

**Objects are affected by friction.**

**We can use these ideas of motion to create models.**

**People in our community help us.**

**The tools people need to help them do their work.**

**The jobs that people do impact our lives.**

**Different kinds of habitats.**

**The relationship between a living thing and its habitat.**

**Why some animals are extinct.**
## Grade 2 Programme of Inquiry

<table>
<thead>
<tr>
<th>Choices and decisions</th>
<th>Landforms</th>
<th>Communication</th>
<th>Simple machines</th>
<th>From Field to Fork</th>
<th>Consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisions people make have a wide ranging effect.</td>
<td>Landforms influence the way people live.</td>
<td>People share their thoughts and feelings in different ways.</td>
<td>Machines are designed to make work easier.</td>
<td>The foods we eat may go through systems and processes before reaching our home.</td>
<td>The way we use resources can affect the earth</td>
</tr>
<tr>
<td>Choices and decisions we often make</td>
<td>Landforms around the world</td>
<td>Different ways of communication</td>
<td>The six simple machines</td>
<td>The origin of food</td>
<td>Resources around us and how we use them</td>
</tr>
<tr>
<td>Range of outcomes decisions can create</td>
<td>Influence of landforms on how and where we live</td>
<td>Choices for effective communication</td>
<td>Simple machines around us</td>
<td>The processes that foods go through</td>
<td>Managing Resources</td>
</tr>
<tr>
<td>Making informed choices</td>
<td>Effect of weather on landforms</td>
<td>Developing communication skills</td>
<td>Combining simple machines make complex machines</td>
<td>Distribution of products</td>
<td>Responsible and irresponsible use of resources</td>
</tr>
</tbody>
</table>
# Grade 3 Programme of Inquiry

## PY 3 Units of Inquiry

<table>
<thead>
<tr>
<th>Celebrations</th>
<th>Let’s go exploring</th>
<th>Art of Performance</th>
<th>Light and Dark</th>
<th>Rights of the child</th>
<th>Ecosystems</th>
</tr>
</thead>
<tbody>
<tr>
<td>People recognize important events through celebrations and traditions</td>
<td>People go on journeys and in the process make discoveries</td>
<td>Performing can help us express ideas, thoughts and emotions</td>
<td>Our lives and environment are impacted by light and dark.</td>
<td>Children globally have basic rights and responsibilities.</td>
<td>Ecosystems are often delicately balanced.</td>
</tr>
<tr>
<td>People recognize important events through celebrations and traditions</td>
<td>People go on journeys and in the process make discoveries</td>
<td>Performing can help us express ideas, thoughts and emotions</td>
<td>Our lives and environment are impacted by light and dark.</td>
<td>Children globally have basic rights and responsibilities.</td>
<td>Ecosystems are often delicately balanced.</td>
</tr>
<tr>
<td>How and why we celebrate.</td>
<td>Reasons for exploration</td>
<td>Performance is used to express ideas</td>
<td>Effect of light and dark</td>
<td>Children’s Bill of Rights</td>
<td>Examples of ecosystems and their key parts</td>
</tr>
<tr>
<td>Exploring different types of celebrations - personal, cultural, national and international (form)</td>
<td>The journey and the path it paved.</td>
<td>Different forms of performance</td>
<td>Sources and uses of light</td>
<td>Roles and responsibilities of children</td>
<td>Human impact on ecosystems</td>
</tr>
<tr>
<td>Similarities and differences between various celebrations (connection)</td>
<td>Discoveries from exploration and their impact</td>
<td>Perspectives and interpretation of performance</td>
<td>Effect of light and dark</td>
<td>Systems that impact children’s rights.</td>
<td>Protecting ecosystems for the future</td>
</tr>
<tr>
<td>Symbols used in celebration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heroism</td>
<td>Past Civilisations</td>
<td>Art and Emotion</td>
<td>It Matters!</td>
<td>Money, money, money</td>
<td>Human Impact</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-------------</td>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Heroism reflects our values</td>
<td>Our present world is influenced by the experiences of past civilisations</td>
<td>Emotions and experiences can be expressed creatively</td>
<td>The scientific method can help us understand chemical and physical properties of matter.</td>
<td>Talents, skills and attitudes help organisations achieve their goals.</td>
<td>Humans affect the natural environment.</td>
</tr>
<tr>
<td>Characteristics that define a hero vary</td>
<td>Aspects of past civilisations evident in the modern world</td>
<td>Definitions of art vary</td>
<td>The states of matter</td>
<td>Different types of local businesses</td>
<td>Human influence that changes our world</td>
</tr>
<tr>
<td>Heroes can reflect our values and influence our behaviour</td>
<td>Connection between past civilisations</td>
<td>Artists have used different methods to express themselves</td>
<td>The scientific method</td>
<td>How businesses function</td>
<td>Climate change</td>
</tr>
<tr>
<td>Differences between being a hero and being famous</td>
<td>Lost civilizations of the past</td>
<td>Different art forms express our feelings and experiences</td>
<td>Everyday uses of changing states of matter</td>
<td>Processes setting up a small business</td>
<td>How humans can reduce their impact on the natural environment</td>
</tr>
<tr>
<td>The life cycle of past civilizations</td>
<td>People have expressed their emotions using Art throughout different cultures, places and times</td>
<td>People have expressed their emotions using Art throughout different cultures, places and times</td>
<td>People have expressed their emotions using Art throughout different cultures, places and times</td>
<td>People have expressed their emotions using Art throughout different cultures, places and times</td>
<td>People have expressed their emotions using Art throughout different cultures, places and times</td>
</tr>
</tbody>
</table>
## Grade 5 Programme of Inquiry

<table>
<thead>
<tr>
<th>PY 5 Units of Inquiry</th>
<th>Reflections</th>
<th>Fantasy Worlds</th>
<th>Digital expression</th>
<th>Scientific Discoveries</th>
<th>Settlements and Infrastructure</th>
<th>Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What it means to be human is informed by our awareness of our physical, mental, emotional and social well-being.</td>
<td>Throughout time people have created different worlds through fiction novels.</td>
<td>Digital platforms provide opportunities for human expression</td>
<td>The way we understand the world is impacted by major discoveries in science.</td>
<td>Settlements develop and change for different reasons but have similar infrastructural needs.</td>
<td>Energy is transformed, stored and used in a variety of ways.</td>
</tr>
<tr>
<td></td>
<td>Our personal conceptual identity</td>
<td>The 10 steps of a typical fantasy novel</td>
<td>Investigating different forms of digital technology to record ideas</td>
<td>Major scientific breakthroughs (Light, Gravity/magnetism, time, medicine, human genome)</td>
<td>Types of settlements and how/why they evolve</td>
<td>Different types of energy: Potential, Mechanical, Chemical</td>
</tr>
<tr>
<td></td>
<td>Managing ourselves through an awareness of emotional intelligence</td>
<td>Comparing fantasy novels throughout time</td>
<td>Choosing an appropriate format, assembling images, sounds and texts for an audience</td>
<td>The secret lives of tiny things (atoms, cells &amp; bacteria)</td>
<td>Needs of a functioning settlement or city</td>
<td>Different methods of producing energy and their impact.</td>
</tr>
<tr>
<td></td>
<td>Connecting with others and our environment</td>
<td>Changing values represented in novels</td>
<td>Expressing ourselves safely and appropriately online. (Including effects on health)</td>
<td>Discoveries about Planet Earth</td>
<td>History of local settlements e.g. Arendal and Sami population</td>
<td>The physical process of making electricity</td>
</tr>
<tr>
<td></td>
<td>The connection between our physical and mental health</td>
<td>Elements required in a fantasy world</td>
<td></td>
<td></td>
<td>Reasons for and experiences of migration*</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Information on the connection between physical and mental health is not complete in the provided text.
<table>
<thead>
<tr>
<th>Body Systems</th>
<th>The Universe</th>
<th>Persuasion</th>
<th>Patterns</th>
<th>Inequality and Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>The body is made up of essential interconnected systems</td>
<td>The Earth is part of a vast universe.</td>
<td>Persuasive actions and language can change communities</td>
<td>We appreciate both the patterns that occur in the natural world and the ones that we create</td>
<td>Real and perceived inequality can lead to conflict.</td>
</tr>
<tr>
<td>The structure and function of different body systems</td>
<td>The Cosmic Calendar (the relationship between space and time)</td>
<td>Campaigns have made significant changes to society</td>
<td>Patterns in nature</td>
<td>Different types of inequalities and Conflicts</td>
</tr>
<tr>
<td>The importance the different body systems have on our health.</td>
<td>The Earth's 'cosmic address'</td>
<td>We can campaign for what we believe to make change</td>
<td>The science behind patterns</td>
<td>Different methods of conflict resolution</td>
</tr>
<tr>
<td>Actions we can take to maintain a healthy body.</td>
<td>The future of the Earth and universe</td>
<td>The psychology of persuasion is used to change the way we think</td>
<td>Patterns in poetry and literature</td>
<td>Consequences of conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Using patterns in our everyday lives</td>
<td>Major global conflicts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individuals and organisations working towards equal and fair access to resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The UN’s new Millennium Goals</td>
</tr>
</tbody>
</table>
2.8 Visible Thinking

Inquiry is a driving force of the PYP and, when involved in structured inquiry, the students are required to use their thinking skills to extend their learning. Recent research has found that skills, knowledge and attitudes are important, but the ability to use them to gain an understanding of the world, to be able to think meaningfully and deeply, to have the ability to make connections with previous experiences and to expand their learning, enables students to apply their knowledge and skills in a more cohesive and effective way. Thinking occurs naturally, it is a habit, but the skill of thinking well, or deeply, needs to be nurtured.

By making thinking visible through discussions and the sharing and developing of thinking routines, students are learning skills as to how to think and question what they are experiencing. When thinking is visible...

‘students are more likely to show interest and commitment as learning unfolds in the classroom. They find more meaning in the subject matters and more meaningful connections between school and everyday life. They begin to display the sorts of attitudes toward thinking and learning we would most like to see in young learners -- not closed-minded but open-minded, not bored but curious, neither gullible nor sweepingly negative but appropriately skeptical, not satisfied with “just the facts” but wanting to understand.’ (www.pz.harvard.edu/vt)
3 The Taught Curriculum

3.1 Language Arts

Language is developed across the whole PYP curriculum enabling children to communicate, use and learn about language in a variety of ways. As a result, all teachers at AIS are teachers of language, modelling and teaching the use of language through their lessons.

Language is taught through building on prior knowledge and purposeful inquiry in the context of the Units of Inquiry whilst also being supported with developmentally appropriate structured lessons. These opportunities provide the students with the skills and strategies necessary to challenge and develop their understanding of concepts in authentic and meaningful situations.

At AIS, the students learn language, learn about language and learn through language.

Learning Language

Students learn language by speaking, listening, reading and writing in order to understand and express ideas. This is modelled and supported by the teachers through creating an environment that encourages risk taking and learning. The students are given opportunities to develop their speaking and listening skills through a variety of authentic activities. They are given the chance to read and write daily in a stimulating environment. Activities may include:

- ‘Read-alouds’, which can create a positive classroom community, help to build a shared repertoire of stories, poems, chants, and songs and build a sense of story.

- Shared and guided reading and writing that can engage all students’ participation at their current level of ability.

- Independent reading and writing allowing students to read texts independently and to select, browse, and read texts of interest.

Learning about Language

Students learn about language when exploring language functions and conventions in order to develop their understanding of how language works. Teachers identify the relevant reading and writing skills and strategies necessary to be taught to ensure that the students can apply their knowledge independently to a variety of language forms. These skills and strategies are taught building directly upon the student’s prior knowledge. This enables the teacher to scaffold the learning, exposing the student to the language form, modelling and developing the required skills and strategies before the student is expected to use them independently.

Activities may include:

- strategy instruction, demonstrations and focused lessons that enable the children to focus on the processes, elements, and strategies of reading, writing, spelling and punctuation
- language problem solving strategies
- the use of reference texts
- phonemic awareness
• comprehension strategies
• reading and writing fluency
• spelling patterns and word studies
• editing and publishing
• critical text analysis
• exploring using and creating digital texts

Learning through Language

Children learn through language by using it to listen, think, discuss and reflect on their personal experiences, deepening their understanding of texts and helping them make connections with what they know and their previous experiences. They are using reading and writing as tools for exploration or for the purpose of learning about the world.

Activities may include:

• literature study that encourages children to read and write texts as a way of making sense of life

• partner, whole class and small group discussions resulting from literacy studies, inquiry, research and other language experiences. For example, the creation of texts to inform or persuade others about an issue arising from a unit of inquiry.
3.3 Mathematics

In the PYP programme Mathematics is recognised as a means of constructing meaning of the world around us. It is viewed as a tool to support inquiry as well as a way of thinking. Children acquire mathematical understanding by constructing meaning based on previous experience, transferring their understanding into symbols and then applying this new understanding to authentic, purposeful situations. This is an interactive process with children inquiring into Mathematics, explaining their actions, communicating ideas and reflecting on the process. Through this dialogue they continue to build upon and expand their prior knowledge.

Within the PYP the knowledge component of Maths is organised into five strands:

| Data Handling | Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know. Data can be recorded, organised, represented and summarised in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion. Probability can be expressed qualitatively by using terms such as “unlikely”, “certain” or “impossible”. It can be expressed quantitatively on a numerical scale. |
| Measurement | To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be. |
| Shape and Space | The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two and three-dimensional world. |
| Pattern and Function | To identify pattern is to begin to understand how Mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalised rules called “functions”. This builds a foundation for the later study of algebra. |
| Number | Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system. |

(Making the PYP Happen, IBO 2007)
Many of the goals of our curriculum are to enable the children to inquire through Maths. They need to:

- spend time exploring problems in depth
- find more than one solution to many of the problems they work on
- invent their own strategies and approaches rather than relying on memorisation procedures
- work in a variety of groups - whole class, individually, in pairs and in small groups
- express their mathematical thinking through drawing, writing and talking

The school has many resources to allow this type of investigative Mathematics to happen. To balance this inquiry approach, the school also ensures that the students have basic skills that allow the investigative Maths to take place. Where there are authentic connections Mathematics is explored during the Unit of Inquiry. Multiplication and number bonds are valued and stressed in our curriculum.

### 3.4 Science

“Science ... is viewed as the exploration of the biological, chemical and physical aspects of the neutral world, and the relationship between them.” (IB PYP Science Scope and Sequence).

Science involves people investigating the living, physical, material, and technological components of their environment and making sense of them in logical and creative ways.

Learning in Science is fundamental to understanding the world in which we live and work. It helps people to clarify ideas, to ask questions, to test explanations through measurement and observation, and to use their findings to establish the worth of an idea.

Within the PYP the knowledge component of Science is organised into four strands:

<table>
<thead>
<tr>
<th>Living things</th>
<th>The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth and space</td>
<td>The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.</td>
</tr>
<tr>
<td>Material and matter</td>
<td>The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.</td>
</tr>
<tr>
<td>Forces and energy</td>
<td>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.</td>
</tr>
</tbody>
</table>

(Making the PYP Happen, IBO 2007)
3.5 Information Technology (IT)

At AIS, Information Technology is integrated within the curriculum and used to support the Units of Inquiry studied within the classroom. Students from Grade 1 to Grade 6 use technology as a tool for learning as well as organising and presenting information. In today's society, IT has a growing relevance, which is reflected within the PYP at AIS.

Students use technology as a means of inquiry. They collaborate with teachers and peers on projects, learning valuable data management skills through collecting, selecting, organising and analysing information for specific usage in order to communicate ideas through a variety of technological mediums.

3.6 Social Studies

Social Studies is viewed by the PYP as the study of people and their place in a global society. Social Studies helps students develop their personal, family, ethnic and cultural identities, to make informed and reasoned decisions about their environment and the society in which they live, and to understand themselves and the action of others in relation to the past.

Within the PYP the knowledge component of Social Studies is organised into five strands:

<table>
<thead>
<tr>
<th>Human systems and economic activities</th>
<th>The study of how and why people construct organisations and systems; the ways in which people connect locally and globally; the distribution of power and authority.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social organisation and culture</td>
<td>The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</td>
</tr>
<tr>
<td>Continuity and change through time</td>
<td>The study of relationships between people and time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.</td>
</tr>
<tr>
<td>Human and natural environments</td>
<td>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.</td>
</tr>
<tr>
<td>Resources and the environment</td>
<td>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.</td>
</tr>
</tbody>
</table>

(Making the PYP Happen, IBO 2007)

These strands are interrelated and taught through the development of concepts across the transdisciplinary themes.

At AIS, Social Studies evolves from being a study of the students' personal histories, their immediate environment, their cultures and beliefs in the lower grades, to become a more
global study of history, diversity of cultures and beliefs in the upper grades. Through their inquiries, students will gain an understanding of the importance of human rights, justice and equality and have the opportunity to grapple with some of the larger issues facing society today.

Through Social Studies, we want students to develop a sense of fairness, tolerance and respect for others, whilst gaining an understanding of themselves and their own cultures. We want students to use Social Studies as a way of reflecting on the past and understanding the present and to use it as a way of predicting the future. Through Social Studies, students will understand how we organise ourselves, how the world functions and see the relationship between people and their created and natural environment.

3.7 Personal, Physical and Social Education (PSPE)

Personal, Physical and Social Education in the PYP programme provides a curriculum through which the children can develop an understanding of how to:

"manage and communicate their feelings; understand how their choices and practices can promote and maintain their health and safety; develop an awareness of social norms and perspectives; build relationships and develop an appreciation of commonalities and differences; develop strategies to resolve conflicts; recognise their rights and responsibilities towards others and the environment; and develop self-management strategies to become a successful learner."

(Making the PYP Happen, IBO 2007)

Through PSE, students 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. The development of the Learner Profile is integral to the teaching of PSE and through PSE, cultural differences can be respected and an appreciation of different perspectives developed. PSE is transdisciplinary in nature and is
applicable throughout the curriculum. It is taught through the Unit of Inquiry where there is an authentic connection, as an independent inquiry or through specific teaching of skills. The knowledge components of PSE can be separated into four strands:

<table>
<thead>
<tr>
<th>Strands</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self concept</td>
<td>An understanding of one's own beliefs, attitudes and feelings; the recognition of strengths and weaknesses; the extent to which students value themselves affects what they do and how they interact with others; the strategies for coping with, communicating about, and managing feelings.</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>Aspects of overall health, including nutrition and control of diseases; positive lifestyle choices to promote and maintain health; safe used in the home, school and community.</td>
</tr>
<tr>
<td>Interaction with others</td>
<td>The social norms and values within the family, the school community and society, including the study and acceptance of cultural, racial and religious similarities and differences; an understanding of conflict and appropriate ways of dealing with it; an appreciation of the environment and the different ways to take care of it.</td>
</tr>
<tr>
<td>Organisation for learning</td>
<td>The strategies required in becoming a successful learner, including the adoption of a positive attitude towards responsibilities; making independent choices in relation to learning.</td>
</tr>
</tbody>
</table>

(Making the PYP Happen, IBO 2007)

At AIS, PSE is taught through the Units of Inquiry and through the daily life of the school. Through careful guidance students are encouraged to treat others how they themselves would like to be treated, to respect each others' cultures and choices and to develop suitable strategies for resolving differences.
3.8 Physical Education (PE)

During PE at AIS, students are learning about physical movement through physical activity, learning to understand and appreciate their own physical strengths and weaknesses. PE offers students the opportunity to discover ways to solve problems with their bodies, address physical challenges, work as a group, use various types of equipment and express themselves with and without the support of music. Physical movement helps students grow physically and socially. Wherever possible connections are made with the Programme of Inquiry.

Within the PYP the knowledge component of P.E. is organised into six strands:

<table>
<thead>
<tr>
<th>Health-related activities</th>
<th>Recognising and appreciating the importance of physical activity and maintaining a healthy lifestyle; aspects of nutrition and exercise, together with a consideration of safety; physical changes, both temporary and long term, caused by physical activity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body control and spatial awareness</td>
<td>The human body's capacity of movement; moving around and in between objects and other individuals safely; manipulating equipment or apparatus using various body parts.</td>
</tr>
</tbody>
</table>
### Athletic activities
Basic motor skills and the body's capacity for movement through manipulative, locomotor and balance exercises; the techniques, rules and purpose of a range of athletic activities (for example, track and field, gymnastics, swimming, skating, skiing); recognising a high level of achievement and how to make efforts to improve a performance.

### Games
The rules, strategies, skills and techniques of a variety of games; problem solving, verbal and non-verbal communication, cooperative and self-management skills required.

### Movement to music
Moving in response to music, sounds or situations; conveying feelings or emotions through movement; recognising different types and purposes of dance, different techniques, patterns and steps; watching and performing different forms of dance.

### Adventure challenge
A variety of tasks requiring physical and critical thinking skills; challenges, some of which require apparatus, requiring groups to work together collaboratively in order to solve problems and accomplish a common goal.

### 3.9 Library

The Library plays an integral part of the life of the PYP. With more than thousands of books (both non-fiction and fiction), reference materials, online encyclopedias and subscription databases, the library is a major resource for the entire school community. It is a place for the students to share great literature, find information for their inquiries, and to learn research skills that can be applied in the classroom and the world at large! Our goal is to promote a love of literature and help our students acquire the information and research skills necessary for our students to become successful life-long learners.

The librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers and ethical users of information (AASL 2009).

All grade levels in the PYP have weekly scheduled lessons in the library with the librarian. Library lessons are closely linked with and support each grade level's units of Inquiry.

As research is a key component of the PYP Units of Inquiry, the librarian, in conjunction with the class teachers, introduces the students to inquiry research models which they use in their inquiries. The models provide the student with an analytical approach to the inquiry process.

### 3.10 The Arts

The PYP considers Art as a form of expression, promoting imagination, creativity, and original thinking. It is a means to discover and understand the world, and to communicate, and share, ideas.

Visual Art, Music and Drama are identified as the Arts within the PYP. All are recognised as subjects in their own right but their transdisciplinary nature allows them to be integrated into the Programme of Inquiry. Through the Arts students can inquire into different cultures and find out more about themselves and others, becoming more confident in expressing their ideas through a variety of medium. The Arts can be explored by the individual or within a group promoting collaboration and cooperation.
3.11 Visual Arts

The Visual Arts curriculum is designed to give all students the opportunity to develop their creative skills, express their ideas and beliefs, and explore their passions and to be exposed to different styles and perspectives.

Within the PYP the knowledge component of Visual Art is organised into four strands:

<table>
<thead>
<tr>
<th>Creative processes</th>
<th>The development of imagination and creativity through experimentation and self-expression.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements and principles of art and design</td>
<td>The theoretical and practical aspects of art and design, incorporating both ideas and components (such as balance, colour, form, pattern, repetition, harmony).</td>
</tr>
<tr>
<td>Reflection and appreciation</td>
<td>The study and appreciation of a range of artworks (including students’ own work) to develop understanding of the principles of art and design in the world around them.</td>
</tr>
<tr>
<td>Visual art in society</td>
<td>The role visual art plays in society and in diverse cultures, both historical and contemporary.</td>
</tr>
</tbody>
</table>

(Making the PYP Happen, IBO 2007)

3.12 Music

At AIS, music education is an important avenue for developing the whole child. Music instruction is important for many reasons: It develops creativity and the part of the brain involved in language and reasoning. It enhances teamwork and discipline when students have to work together as an ensemble or compose in small groups. It encourages children to take risks, and it even improves hand-eye coordination.

Within the PYP the knowledge component of Music is organised into five strands:

<table>
<thead>
<tr>
<th>Performing —singing and playing instruments</th>
<th>The use of a range of instruments to perform individually and as part of an ensemble for an audience in formal and informal settings; the voice is the most immediately available instrument for most students, regardless of age or ability.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating and composing</td>
<td>The use of students’ musical experience, imagination and suggestions to generate and organise sounds using a variety of media to create compositions that communicate or record specific ideas or moods; students use their experience and imagination to improvise and practise creative movement to music.</td>
</tr>
<tr>
<td>Notation</td>
<td>The uses of traditional and non-traditional notation to read, interpret and record compositions, and recreate compositions.</td>
</tr>
<tr>
<td>Listening and appreciation</td>
<td>Identifying and describing various musical elements and concepts, and learning to make personal musical decisions through both an active and reflective process.</td>
</tr>
</tbody>
</table>
Music in society

The role music plays in society and in diverse cultures, both historical and contemporary.

(Making the PYP Happen, IBO 2007)

3.13 Drama

Drama gives the students an opportunity to develop their creative skills through verbal and non-verbal expression. Drama allows them to build an understanding of their community, to explore their environment and express their own feelings and emotions.

Within the PYP the knowledge component of Drama is organised into six strands:

<table>
<thead>
<tr>
<th>Creative exploration and expression</th>
<th>The development of imaginative skills and creativity, and their application in a variety of drama situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical incorporation</td>
<td>The technical aspects of the drama process such as script writing, stage directions and the management of props, costumes, special effects, set design.</td>
</tr>
<tr>
<td>Performance</td>
<td>Portraying and sustaining a role or character in a given situation by using voice, body, gesture; understanding an audience and how to perform to it.</td>
</tr>
<tr>
<td>Personal and social development</td>
<td>Developing group cohesiveness through the opportunity to cooperate, support, share, negotiate, and resolve conflict both in and out of roles, developing confidence and focus to gain independence in learning.</td>
</tr>
<tr>
<td>Reflection, evaluation and appreciation</td>
<td>Reflecting on one's own performance and critiquing that of others in order to enhance and improve learning.</td>
</tr>
<tr>
<td>Drama in society</td>
<td>The role drama plays in society and in diverse cultures, both historical and contemporary; identifying and analysing theatrical conventions.</td>
</tr>
</tbody>
</table>

(Making the PYP Happen, IBO 2007)

4. Assessment

How will we know what we have learned?

Assessment is an integral part of the PYP programme as it provides feedback on the learning process which in turn helps direct the teaching by providing information to enable more effective differentiation. Assessments at AIS are designed to give feedback on students’ prior knowledge, their enduring understanding of concepts, acquisition of knowledge, development of skills and attitudes, and the ability to take appropriate action.

Assessments are anchored in authentic tasks and are sensitive to cultural, linguistic, learning, physical and gender differences. Students, teachers, parents and administrators, should have a clear understanding of the reason for the assessment, what is being assessed, the criteria, and the strategy used for the assessment.

A variety of assessment strategies and tools are used for assessing students' work, taking into account the diverse, complicated and sophisticated ways that individual children use to understand experiences. Assessment strategies such as anecdotal records, checklists, portfolios of work, continuums, rubrics and many more, provide an effective means of
recording a student’s responses and performances in real-life situations. These authentic strategies may be used in conjunction with other forms of assessment, such as standardised tests, in order to assess student performance. The PYP also stresses the importance of student self-assessment and reflection.

4.1 Conferences and Reporting in the PYP

Conferences
Autumn conferences take the form of a Parent Teacher Conference, the student is able to attend if deemed appropriate.
The Spring Conferences follow a different format are called Student Led Conferences. Here the student will work through a range of activities with the parent and to a lesser degree the teacher to demonstrate the development. The portfolio’s can be used at this time to facilitate this conference.

Parents are encouraged to maintain high levels of communication with teachers and are welcome to make appointments at any time during the school year to discuss matters with teachers.

Reports
Written reports are issued twice a year, at the end of each semester. They should be seen as a summative record for students, parents and schools of a student’s progress.

Reports are written to clearly indicate areas of strengths and areas for improvement. Parents are encouraged to add their own observations to the report.

The report will reflect the students learning whilst highlighting the underlying values of the PYP programme, such as the Learner Profile and the Transdisciplinary Themes.
A number of criteria are selected in the report and assessed against the following levels.

- AG Above grade level
- G Grade level
- NS Needs strengthening

4.2 Portfolios

Schools have a responsibility to show evidence of student learning. As an example, portfolios are one method of collecting and storing information that can be used to document and assess student progress and achievement.
(Making it happen in the PYP 2007)

The purpose of a portfolio at AIS is:
- It is a reflection of a students work, development and progress
- It is a document that reflects ongoing acquisition of skills, knowledge, action, concepts and attitudes
- It is a document that allows students to reflect on and celebrate his/her work and share it with others
- It is evidence of learning and growth
- It is a document that is celebrated by the child, teacher, peers and family.
Grades 1
The class will discuss what a portfolio is and what it is for. The class will create a list of the things that they would like to include in their own portfolios. Students all have a SeeSaw accounts for the work that is collected; each sample has a comment attached to it with the reason for the choice of work. It is identified whether the piece is student or teacher selected. At the end of every unit of inquiry the students select pieces of work from their work collections. Students are encouraged to include a range of pieces from all subject areas that show individual development. Pieces for the portfolio can be added at any time and the students are familiar with this process.

Grades 2 & 3
The class will discuss what a portfolio is and what it is for. The class will create a list of the things that they would like to include in their own portfolios. Students are encouraged to include a range of pieces from all subject areas that show development. Pieces for the portfolio can be added at any time and the students are familiar with this process.

Grades 4, 5 and 6
At this age, the students are very familiar with the portfolio selection process and can complete this quite independently. Students take responsibility for choosing samples of their work at the end of each unit of inquiry that they will put in their portfolio. Each sample of work has a comment attached including a reason for choosing the piece. Students are encouraged to choose samples that reflect the range of the curriculum, such as math, reading, writing, unit of inquiry, etc. to include in their portfolio such that it reflects the range of the child’s development.

5. Home Practice

We have looked at the research and considered some of the policies adopted at other international schools.

We profoundly believe that parents have a crucial role to play in supporting their child’s development not just socially but also academically, within the home.

At AIS we would like to use the Accelerated Reading as our primary home learning system. This will require students to adhere to goals and targets, with our aim for every child to read every night. This emphasis on reading is aimed at developing spelling, comprehension skills as well as expanding vocabulary.

Teachers may encourage students to support and extend school inquiries, at home, by setting open ended questions and tasks. The school is aware that some parents may wish to reinforce some of the school based concepts and we at AIS are committed to supporting those parents. Teachers will provide opportunities for parents to work with their children. Students and parents at the school have access to support programs such as Mathletics. Parents seeking additional support are encouraged to contact either the class teacher or the Programme Coordinator.

To enhance school parent communication, every other Friday teachers will be sending home a newsletter to briefly review the week and to inform parents what the class will be working on in the coming week.

The Homework Review with a learner profile perspective we hope to communicate to parents and students that through the application of knowledge based research we can be open
minded to reflect and think that student inquiry can be enhanced, through the Accelerated Reading program allowing students to care about their learning whilst maintaining a balance between home and school.

6. Student Council

- Two student representatives will be chosen from each grade (3-6)
- Voting will take place in-class at the beginning of the year.
- Each grade (3-6) will only be voting for representatives from their class
- Grades 1&2 will be voting for the representative from grade 3.
- Ballots will be placed in a sealed envelope after they are counted once by the classroom teacher and sent for final count and storage.

What is the role or purpose of the student council?

- To give input about program policies
- To plan special events or projects
- To fundraise for student activities or the program in general
- To support students
- To give the student body a "voice"
- To socialize with other students

What is the structure?

- 1-2 representatives from each class attend meetings. These student reps gather and share information with their classmates.
- elected representatives attend meetings
- commitment of one term or one year

Who runs the meetings?

- 1-2 Student leader(s) - voted by other members
- Rotate each meeting- everyone take turns
- Teacher Representative

Who attends?

- Current representatives
- Teachers

How often does group meet?

- twice a month

9. Grade 6 PYP Exhibition

The exhibition is a major event in the lives of our Grade 6 students as it is an opportunity for them to use all the aspects of the PYP programme they have developed throughout their time in the Primary school. The PYP programme requires that students...

‘engage in a collaborative, transdisciplinary, inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems’

(Exhibition Guidelines, IBO 2007)

The overall theme of the exhibition is ‘How can I make a difference?’ This guides the students’ inquiries and encourages them to consider carefully the resulting action.
The exhibition is held in May and takes place at the school. As the exhibition is viewed as the culmination of the students PYP experience one of the essential elements is to give them the opportunity to develop and apply skills from all the transdisciplinary skill areas in their exhibition inquiry.

(Exhibition Guidelines, IBO 2007)

At AIS the students work on the Central Idea -

Through collaborative inquiry, planning, research, action and reflection we can add value to our community.

10 General Information

Address Changes

If you move house, (or change your phone number or email address), we would kindly ask that you let the school know so that we can amend our files. This is important, as we may need to get hold of parents in an emergency. Changes can be made using this link.
Home/School Communication

Most of the communication with students regarding the academic work (including homework) will happen through our weekly newsletter. The first contact point for parents and students are the homeroom teachers. If there are reoccurring issues the PYP Coordinator will be contacted. We aim to reply to emails within 48 hours.

Daily Schedule

School starts at 08.35 for all students.

Students in the PYP finish at 14.10 all days. They have two breaks, one from 10.05 to 10.25 and the other from 11.55 to 12.40. Please contact the office to get hold of your child or contact them directly during a break.

Attendance & Punctuality

Students are expected to attend school everyday of the school year. If your child is ill, and unable to attend school, please let his or her homeroom teacher know either by phone or email. Every day counts at AIS! However, should you need to take your child out of school the homeroom teacher may grant one day off. If you need more days off a written message or email must be sent to the Head of School. It is the responsibility of the students to catch up on any work missed.

Equipment & Supplies

Your child will need these supplies from the first day of term. Please check your child’s supplies regularly since items may get lost or mislaid.

In the PYP, we expect all students to bring the following to their lessons:

- Pencils
- Ruler
- Pencil
- Rubber
- Pencil Sharpener
- Coloured Pencils
- Headphones

From Grade 4

- Protractor
- Calculator
- Compass
- Glue stick
- Small pair of scissors

Firedrill
At certain times in the year, students will have to complete a fire drill. They should walk calmly and quietly to their safest exit. There they will line up in the classes and a register will be taken.

Internet use and computers

AIS information technology resources, including Internet access, are provided for educational purposes. Students are responsible for good behaviour on the Internet just as they are in a classroom. The Internet is provided for students to conduct research and communicate with others. They should remember that access is a privilege, not a right and that access requires responsibility. Individual users of the Internet are responsible for their behaviour and communications over the network.

Students should:

1. Respect and protect the privacy of others.
2. Use only assigned accounts.
3. Not view, use, or copy passwords, data, or networks to which they are not authorized.
4. Not distribute private information about others or themselves.
5. Respect and protect the integrity, availability, and security of all electronic resources.
6. Report security risks or violations to a teacher or network administrator.
7. Not destroy or damage data, networks, or other resources that do not belong to them.
8. Conserve, protect, and share these resources with other students and Internet users.
9. Respect and protect the intellectual property of others.
10. Not infringe copyrights (no making illegal copies of music, games, or movies!).
11. Not plagiarize.
12. Respect and practice the principles of community.
13. Communicate only in ways that are kind and respectful.
14. Report threatening or discomforting materials to a teacher.
15. Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).

Cloakrooms

All students should remove their outdoor shoes and put on their indoor shoes before they enter a class.
Lost Property
Lost property will be placed in a box in the cloakroom. We highly recommend that students have labels in all their jackets and shoes, and that their name is on their equipment too. Parents are always welcome to come to school and look through the lost property. Any items left for longer than 3 months are sent to a charitable organization.

Snack & Lunch Break
Please ensure that you provide a nutritious lunch for your child. Candy, sodas and chocolate should be avoided. If you would like your child to have a hot lunch we suggest you use a special thermos. Lunch boxes should be as compact as possible and should be labeled.

Medical Information
Please make sure that the school know of any medical condition that your child has such as an allergy or a need to take medicines whilst at school. We will give simple help like using sticking plasters on cuts but any other medication needs must be discussed with the class teacher. Where a child has a potentially dangerous allergic response, please ensure that the school is fully aware of the dangers. Please notify the class teacher in writing of any food allergies or special diets for health or religious reasons. If your child has any contagious illness, please notify the school office as soon as possible. These will include measles, mumps, scarlet fever, chicken pox. Lice or ringworm are also to be reported. Please inform the homeroom teacher if your child is ill and so will not be attending school that day.

Milk
If you would like your child to have milk at school, have them bring it to school in a sealed flask to be returned home daily.

Name labels
Students should make sure that their belongings are labelled; this applies to shoes, coats and jumpers as well as items such as calculators and pencil cases. The schools cloak room facilities are very limited, so proper labelling of clothes makes it much easier to return lost items to their owners.

Parent Committee
Every class elects two parent representatives to the AIS Parent Committee (PC). The PC elects representatives to the LC (see above). The PC may organise activities at school, do fundraising for student activities and also works closely with the School administration in influencing school plans and procedures.

Parent Volunteers
If any parents have an area of expertise or want to help out in any way, please let us know, we value your contributions enormously.

Recycling
AIS has an extensive recycling system requiring every student to take active part in making the system work smoothly.

Transport
Students in Grade 1 who live over 2 km from school are entitled to a bus card. From Grade 2 upwards, the distance for a free bus is 4 km. Students coming to school by bicycle must park the cycle outside the school building at their own risk.

Visitors
We welcome any student's friends, who wish to visit the school, but this can only be for a maximum of one day, and permission must be given by the Head of School or PYP Coordinator, at least three days in advance.