ISGR

International School of the Gothenburg Region

**The ISGR Primary Years Programme
Curriculum Guide**

*Our Vision for ISGR/IHGR is to be a leading international educator with a
community of passionate life-long learners, inspiring global citizens to embrace
diversity and explore the world.*

ISGR Curriculum Guide
Table of Contents

The International Baccalaureate Primary Years Programme

The International Baccalaureate Learner Profile

Curriculum framework

Assessment

Academic honesty

The Grade 5 Exhibition

Language

Mother tongue language

Mathematics

Science

Personal, Social and Physical Education (PSPE)

Arts

Information and Communication Technology (ICT)

Library

Annex 1: Overall expectations by subject

The International Baccalaureate Primary Years Programme

The International School of the Gothenburg Region (ISGR) is committed to implement and further develop the International Baccalaureate (IB) Programmes. In the Primary School, the Primary Years Programme (PYP) is followed from foundation to Grade 5. ISGR was officially authorized to offer the PYP by the IB in June 2003 and since then has successfully participated in IB evaluation visits in January 2007, January 2012 and January 2017. The next accreditation visit is scheduled for Spring 2021. These accreditation visits acknowledge the work we are doing as a successful IB PYP school. After reading this PYP Curriculum Guide, please contact the PYP Coordinator, Ellen Trelles Ellen.Trelles@isgr.se, if you have any further questions.

The Primary School sets out to meet the diverse needs of the students through the Primary Years Programme, by ensuring that learning is engaging, relevant, challenging and significant. The school follows a transdisciplinary model, whereby themes of global significance frame the learning throughout the primary years. This means that students are encouraged to make connections between subject areas, and traditional curriculum areas are used as lenses to help students inquire into big ideas. The PYP is both a curriculum framework and a philosophy that facilitates structured inquiry.

Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalize as part of their learning journey to construct meaning about the world around them. Students have the opportunity to explore significant local and global issues. In the Primary School, opportunities to share experiences between students, parents and teachers are an important element in developing a sense of international mindedness. This begins with each student's ability to develop a sense of personal and community identity. We encourage all members of our community to share their personal histories as well as their cultural identities. In gaining an appreciation of themselves, the students are then exposed to other cultures, making use of our diverse student population. With this in mind, theme weeks are held throughout the Primary School. We invite students, their families and friends to participate in these events, whether it is reading stories to students in English or in another language, sharing food or celebrating festivals. If you would like to be involved in visiting classes or presenting during one of the theme weeks, please contact your child's teacher. The PYP encourages students to become independent learners, and ISGR encourages them to make connections between life in school, life at home and life in the world. By helping students to see that learning is connected to life, a strong foundation for life-long learning is established.

The Primary School encourages students to:
● Develop a strong set of problem-solving strategies;
● Think critically;
● Develop knowledge and skills to apply to new situations or tasks;
● Continue to question throughout their lives;
● Develop international mindedness;
● Take action as a result of the learning process.

Students will:
● Learn through inquiry;
● Build on prior knowledge;
● Work individually, with a partner and in groups;
● Be listened to;

● Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually;

● Be supported in their journey to become independent learners;

● Learn through differentiated experiences which accommodate for the range of abilities and learning styles in a group.

ISGR's underpinning values are Quality, Community, and Diversity.

Quality
- We provide an education that is reflective, adaptive and challenging
- We guide students to reach their full academic and personal potential in order to create a better world

Diversity
- We view cultural diversity as a source of enrichment
- We embrace the academic diversity in our students

Community
- We nurture our school community with care and respect
- We make local and global connections

The International Baccalaureate Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities (IB, 2013).

Inquirers
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers
We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Courageous
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective
 We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Curriculum Framework

The aim of the PYP, to provide a curriculum framework that is engaging, relevant, challenging and significant, and is achieved through structured inquiry and student agency.

Agency: Student voice, choice and ownership.
Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community. *International Baccalaureate 2018*

Students with agency:
Influence and direct their own learning
Make choices and voice opinions
Ask questions and express wonderings
Construct new meanings and communicate understandings
Participate in, and contribute to, the learning community
International Baccalaureate 2018

Knowledge: What do we want students to know?
While the PYP acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content which transcends the boundaries of the traditional subjects and is relevant to students. The PYP has six transdisciplinary themes that provide the

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

The PYP transdisciplinary themes are:

Who we are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
Where we are in place and time	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How the world works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact 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.

Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which address a central idea relevant to a particular transdisciplinary theme.

Concepts: What do we want students to understand?
The following key concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the curriculum to another.

Key Concepts:

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

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

Approaches to Learning: What do we want students to be able to do?
Throughout their learning in the Primary School, students acquire and apply a set of skills which are valuable not only for the teaching and learning that goes on within the classroom but also in life outside the school. The PYP identifies five categories for approaches to learning:
1. Thinking skills
2. Social skills
3. Communication skills
4. Self-management skills
5. Research skills

Action: How do we want the students to act?

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

image: A. Bray 2017

Assessment

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

Assessment is carried out in order to:
- To provide information about how students learn by determining what knowledge and skills they have acquired and understood, and therefore to guide further instruction.
- To determine learning preferences and student needs.
- To ensure that learning outcomes are in alignment with curriculum objectives and goals.
- To act as a feedback mechanism for curriculum development.

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

At ISGR, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, and rubrics. Each student is assessed by homeroom teachers and specialist teachers.

Developmental Talks and reports:

Parents, teachers and students are all viewed as partners in learning. Progress in learning is reported in a variety of ways: developmental talks including the teacher, student and parent(s) and semester reports. Parents and students are expected to attend all of the developmental talks. Parents are always welcome to arrange meetings at school and, likewise, the school may initiate a meeting with parents at any time during the year. Written reports are published through ManageBac two times a year to inform you of your child's

progress in all subjects. If you have any questions or concerns regarding your child's report, please do not hesitate to speak to the teacher concerned.

Parent workshops:
The beliefs, values and approaches of the PYP can be different compared to the curriculum that many families are used to. For this reason, ISGR believes strongly in communicating both the theory and the practices of the PYP. Teachers host an open house evening for parents in September to explain the curriculum plans for the upcoming year and answer any questions you have about the grade and how it works. Parent workshops are organized throughout the year for parents to attend and learn more about the program.

Portfolios
Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate success, growth, thinking skills, creativity, assessment strategies and reflection. It is a celebration of each student's active mind at work and provides a picture of progress and development over a period of time. Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement.

Learning support and well being
Learning support needs are addressed with the help of our learning support teacher and the whole student support health team. The inclusion model is used at ISGR so learning support staff work alongside class teachers in class with identified students as far as possible. Students who need extra practice in some basic skills may spend some time with the learning support teacher outside the classroom on a temporary or occasional basis to enable them to meet particular goals. This practice is regularly reviewed together with the student and class teacher. Students who receive support get regular feedback to inform parents of their progress and if necessary will receive an individual education plan or action plan. Learning support staff are always happy to discuss children's individual needs with parents by appointment. External referrals may be made when necessary. The student health team also includes the full time nurse and counsellor, who work together with the learning support teacher and the principal to ensure the well being of all PYP students.

Academic Honesty

Academic honesty at the Primary School means that students engage in the inquiry process as principled learners and critical thinkers who respect the ideas of others. Students will develop an understanding of what academic honesty is and why it is important to be academically honest.

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

- The difference between facts and opinions;
- What constitutes plagiarism.

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

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

Homework Policy

At ISGR students are encouraged to become balanced, enthusiastic and life-long learners. In this light, we believe students will benefit when:
- Parents encourage their child's own inquiries, as well as helping them make connections with what they've learned at school and what they experience outside of school, as well as facilitating action.
- Students read at home in both their mother tongue and/or language of instruction.

Roles:
Student: Take responsibility for their own learning, be active and enthusiastic inquirers. Attempt the task and ask for help if needed.
Teacher: To distribute meaningful learning engagements. To communicate with both students and parents as to their roles and responsibilities regarding homework. Homework activities will be a *connection* to what students have learnt at school to further practise and review this learning. Homework is designed for personal growth and the student will therefore not receive feedback from the teacher. The teacher could also select supporting homework activities for students who require additional practice.
Parent: Ensure that this time is positive for both you and your child. Be committed and interested listeners, to find out, encourage and support their child's interests and inquiries. To make sure your child has an opportunity, time and place to do homework.

Grade level homework guidelines:
Foundation & Grade 1:
Read aloud to your child regularly in their home language. Your child should read their levelled reading books in English at least three times a week. This does not need to be a long activity, 5-10 minutes of daily reading is plenty.
After a few weeks your child will also be given a list of sight words (tricky words) to learn to read. They will need to practice these regularly to learn to recognize them on sight (without sounding them out). We recommend practicing these every day for 5 minutes. In the second term, students take home spelling words which they are encouraged to practice.

Grades 2 & 3:
Approximately 15-20 minutes reading per night in a mixture of English and/or mother tongue. Provide a selection of spelling words to be practiced as needed at home. One meaningful and connected task is assigned by the teacher to practice skills previously covered in class. The form of this type of homework may not necessarily be a worksheet activity. It could be an online task, discussion question (eg: about recycling at home) or an activity (eg: cooking to reinforce measurement skills).

Grades 4 & 5:
Approximately 20-30 minutes reading per night in a mixture of English and/or mother tongue. Provide a selection of spelling words to be practiced as needed at home. One meaningful and connected task is assigned by the teacher to practice skills previously covered in class. The form of this type of homework may not necessarily be a worksheet activity. It could be an online task, discussion question (eg: about recycling at home) or an activity (eg: cooking to reinforce measurement skills).

Grade 5 Exhibition
At ISGR, students in their final year of the PYP (Grade 5), participate in a culminating project, the Grade 5 PYP Exhibition. Students will be expected to complete some of the work for exhibition at home and this will be the homework during that time.

Balanced
One of the IB Learner Profile attributes that we strive for in the Primary Years Programme is being balanced. It is important for a child's development that they have time to play, exercise and rest after learning at school all day. Adding additional homework during after school hours can have the opposite effect on learning and actually stress the brain from learning more.

Tips for engaging with your child's reading:
- It is much more beneficial to read daily for short periods than once a week for a longer period.
- Parents are encouraged to continue reading aloud to their children and to discuss books being read.

The Grade 5 Exhibition

At ISGR students in their final year of the PYP (Grade 5), participate in a culminating project, the PYP Exhibition. It is not only a celebration as students move from the Primary Years Programme into the Middle Years Programme, but it is also a final assessment where each student is required to demonstrate engagement with their acquired knowledge, understanding of concepts, application of skills, and ability to take action. Students engage in a collaborative, transdisciplinary inquiry that involves identifying, investigating and offering solutions to real-life issues. Each group of students will be paired with teacher guide(s) who support them through the process during Exhibition. Parents and students from ISGR are invited to attend the staging of the PYP Exhibition. We encourage at least one parent or guardian to attend the Exhibition along with their child.

Language

English Language
Language is fundamental to learning, thinking and communicating. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP although other teaching strategies and styles

may also be used. Language is developed across the whole curriculum and as a result all teachers at ISGR are language teachers, who model and teach the use of language. Learning takes place in authentic contexts, and literature plays a special role in enabling this to happen. Students learn language when they are using it through speaking, listening, reading and writing in order to understand and express ideas. Teachers provide opportunities for this to happen in a safe and stimulating environment in order to encourage risk-taking and learning. Our aim is to develop students' ability to express themselves fluently, confidently and accurately in oral, written and visual communication systems.

Language strands:
 ● Oral communication: listening and speaking
 ● Written communication: reading and writing
 ● Visual communication: viewing and presenting

English is the main language of instruction in the school.

Host Country Language Program: Swedish Language and Culture
Students have the opportunity to learn about Swedish Language and Culture. This course is designed to teach conversational Swedish language and aspects of Swedish culture. The main purpose of the course is to explore how we express our cultural identity through language and to develop international-mindedness. The Swedish Host Country Language Program finishes in Grade 5. Students moving to Grade 6 in the Middle Years Programme will begin a new Swedish Language Program by taking a placement test.

English Language Acquisition- ELA
At the International School of the Gothenburg Region, we welcome students from around the world. Our students come to us with diverse cultural identities and language profiles. The English Language Acquisition department seeks to assist students in integrating into an English-speaking environment so that they are able to learn and communicate through the English language. Therefore, students who enter the school as new English language learners are assessed by the ELA teachers and supported according to their needs. This is individual for each student and communicated to parents by the ELA support teachers.

Mother Tongue Language

Research indicates that students benefit academically, socially and emotionally when they are encouraged to develop and maintain proficiency in their first language while they are learning English. Language skills and conceptual understanding are readily transferable from one language to another. The first language provides a foundation for developing proficiency in additional languages, serves as a basis for emotional development, and provides a vital link with the student's family and cultural background.

A strong foundation in the first language can also help students to:
● Readily reintegrate into their home country;
● Develop flexibility;
● Develop problem-solving skills;
● Make connections between previous learning and new learning;
● Communicate fully with family members;
● Experience a sense of cultural stability and continuity;
● Understand cultural and family values;
● Develop awareness of global issues;
● Expand their career opportunities.

The Mother Tongue Coordinator, Maria Snow, Maria.Snow@staff.isgr.se , assists students in setting up mother tongue language classes after school. These classes are provided and organized by the Swedish local education authority Göteborg Stad. Please find applications for mother tongue language class on our website. http://isgr.se/documents/forms/

Mathematics

Students develop their understanding of mathematical concepts in realistic contexts so that they can recognize the power of mathematics for describing and analysing the world around us. They inquire into relationships, interact with manipulatives and engage in conversations with others. They develop fluency with basic number facts and important skills and use these to solve problems, representing their thinking and solutions using the language of mathematics and symbolic notation. Our aim is to develop students who are fluent in the language of mathematics and can apply their knowledge and understanding to real world situations. The curriculum is organized under the following strands and we aim to provide a balanced experience across the strands.

Mathematical strands:
● Data handling
● Measurement
● Shape and space
● Pattern and function
● Number

Science

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

Science strands:
● Living things
● Earth and space
● Materials and matter
● Forces and energy

Social studies

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. The social studies curriculum encourages curiosity and develops an understanding of a rapidly changing world. Students develop an understanding of their personal and cultural identities through social studies, as well as the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their community. Our aim is to develop students' understanding of the world around them, historical and geographical influences and the role of individuals in communities.

Social studies strands:
● Human systems and economic activities
● Social organization and culture
● Continuity and change through time
● Human and natural environments
● Resources and the environment

Personal, Social and Physical Education (PSPE)

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

Physical Education (PE)
Through Physical Education in the PYP, students are learning the "language" of physical movement, exploring the skills associated with the different areas of PE. Students learn to understand what they can and cannot do physically. They become aware of their own strengths and areas to develop in this discipline. Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness. Our aim is to stimulate students' awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity.
PE strands:
● Identity: Participation and Attitude
● Interactions: Cooperates in a group
● Active Living: Makes safe and informed choices
● Active Living: Takes actions towards a balanced lifestyle

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

Arts

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

Visual Arts strands:
- Create: Participates in the creative process to communicate ideas and express feelings
- Respond: Interprets and responds to different art forms
- Create: Demonstrates development of technical skills and knowledge of materials

Musical Arts strands:
- Create: Participates in the creative process to communicate ideas and express feelings
- Create and Respond: Cooperates in a group
- Respond: Interprets and responds to different forms of musical expression
- Respond: Demonstrate development of musical skills and knowledge of materials.

Information and Communication Technology (ICT)

In the PYP, the ever-increasing impact of Information and Communication Technologies (ICT) on teaching and learning is recognized. The use of technologies is integrated as much as possible into student inquiries. ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. At ISGR, technology is considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. Use of the following six ICT skills are relevant to all learners. Each skill is transdisciplinary and will support learning both within the transdisciplinary program of inquiry and within the subject areas:
- Investigating
- Creating
- Communicating
- Collaborating
- Organizing
- Becoming responsible digital citizens

Library

Our school library is the hub of learning. It is a place where students inquire, explore, and consolidate. Students read, share and wonder. Our spacious and light library can be calm with focus, or buzzing with

learning. Teaching staff use the library as a meeting place during professional development days. Our library's form and function is very diverse! The library is the centre of all activities during our annual Reading Festival. During Culture/International Week and Community Week, we organize after-school activities in the library. These will be announced via ManageBac and SchoolSoft. We are also actively involved with the Creative School Project, with the creative learning experiences happening mostly during Culture Week and Reading Festival.

Students from both the PYP and LGRP sections have weekly library lessons, in which students are exposed to, think about and discuss many different ideas and concepts related to developing yourself as an independent, responsible and reflective reader and life-long learner.

The foundation for the library curriculum are the IB key concepts, as well as the IB Learner Profiles and Attitudes. During the library lessons, students also check out one or two books. Every week students are expected to return their library books during their library lesson. If they are not finished reading their books, they can renew the loan.

The library is organized in a way so students feel encouraged to be independent and responsible library users. Students find and check out their own books and the full-time library teacher and the part-time librarian are there to support them. Students and parents are welcome to read and study in the library after school. The library is open from 14.30 until 16.00 every day, except for Friday when we close at 15.00.

Library Club

On Mondays, from 14.40 - 15.40, Library Club members meet. Together, we decide on what we want to learn or do. We have created stories, acted in a play, written poems, but learning new board games has been our favourite activity! All students are welcome to join our Library Club.

Annex 1: 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.

Language

Oral language: listening and speaking
Phase 1 Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2 Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3 Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4 Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable, for negotiating understanding and for negotiating the social dimension.

Phase 5 Learners are able to understand the difference between literal and figurative language and how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Visual language: viewing and presenting
Phase 1 Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2 Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3 Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations and to organize and represent information.

Phase 4 Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information or to tell a story.

Phase 5 Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Written language: reading
Phase 1 Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book" and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Phase 2 Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3 Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4 Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5 Learners show an understanding of the strategies authors use to engage them. They have their favorite authors and can articulate reasons for their choices.

Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Written language: writing
Phase 1 Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2 Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading use the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3 Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4 Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5 Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyze the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Mathematics

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 collected, organized, represented and summarized 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.

Overall expectations
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 analyze 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
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.

Overall expectations
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
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 dimensional (2D) and three-dimensional (3D) world.

Overall expectations
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
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 generalized rules called "functions". This builds a foundation for the later study of algebra.

Overall expectations
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 analyze 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, analyzed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyze 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.

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. Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in

order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

Overall expectations
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

Phase 1 Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

Phase 2 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.

Phase 3 Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Phase 4 Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Social studies

Phase 1
Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practice applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Phase 2
Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Phase 3

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Phase 4
Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Arts

Responding
The process of responding provides students with opportunities to respond to their own and other artists' works. They develop the skills of analysis, interpretation, evaluation, reflection and communication. They are able to draw on the the process of responding to inspire and construct their own future works and processes.

Phase 1 Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Phase 2 Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Phase 3 Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyze their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4 Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyze different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating

The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

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

Phase 1 Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Phase 2 Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Phase 3 Learners show that, as artists, they can influence thinking and behavior through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Phase 4 Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in the arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.