



International Primary Khuzam (IPK)

**International Baccalaureate (IB)
Programme of Inquiry
(POI)**

**Primary School
Curriculum Book**

IB Primary Years Programme (IBPYP) POI Curriculum Guide

IB mission statement

The International Baccalaureate 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.



Intent of the IBPYP Programme of Inquiry (POI)

- Inquiry, as the leading pedagogical approach of the Primary Years Programme (PYP) recognizes students as being actively involved in their own learning and as taking responsibility for that learning.
- PYP learning is approached with a spirit of inquiry.
- Drawing from the transdisciplinary themes and students' interests, inquiry is an authentic way for students to relate to, explore and understand the world around them.
- The IB believes that this is the way in which students learn best. As part of the learner profile, students are supported in becoming “inquirers”.
- Inquiry nurtures curiosity and promotes enthusiasm for life-long learning.
- Effective inquiry encourages students to think, challenge and extend their ideas; it prompts students to reflect and take action.
- Through the inquiry process, students develop and demonstrate/practice the approaches to learning and attributes of the learning profile.
- Inquiry is purposeful and authentic.
- It incorporates problem solving and supports students in achieving personal and shared goals.
- Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings.
- By situating inquiry in meaningful contexts, connections are made between personal experiences to local and global opportunities and challenges.
- Learning and teaching in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world.
- The inquiry process supports the development of international mindedness. Represented as the interplay between asking (inquiry), thinking (reflection) and doing (action), this constructivist inquiry process leads towards open classrooms where different views and perspectives are valued.

- *From the IBPYP 'Learning and Teaching' - Feb 2019*

Implementation of the IBPYP Programme of Inquiry (POI)

As with all authorised IBPYP schools, globally, our POI is aligned through the 6 Transdisciplinary Themes

- **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.

Impact of the IBPYP Programme of Inquiry (POI)

Designed for students age 3-12, the **IB Primary Years Programme (PYP)** provides the knowledge, concepts, skills personal attributes and the capacity to take action, all of which younger students need to equip them for successful lives, both now and in the future.

Learning through inquiry, a child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical and relevant 'big picture' questions, or transdisciplinary themes.

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- *social and emotional well-being*
- *independence, as they take responsibility for their own learning*
- *international mindedness*
- *understanding of the world and their ability to function effectively within it*
- *attitudes and dispositions for learning*
- *ability to take mindful, appropriate and sustainable student-initiated action*
- *language skills; all students study an additional language from at least 7 years of age.*

Delivered through Units of Inquiry, as a result of our planning for the IBPYP Programme of Inquiry at IPK you will see children developing understandings of themselves and the world around them through these **7 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 as it is?**

The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.

- **Change: How is it transforming?**

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

- **Connection: How is it linked to other things?**

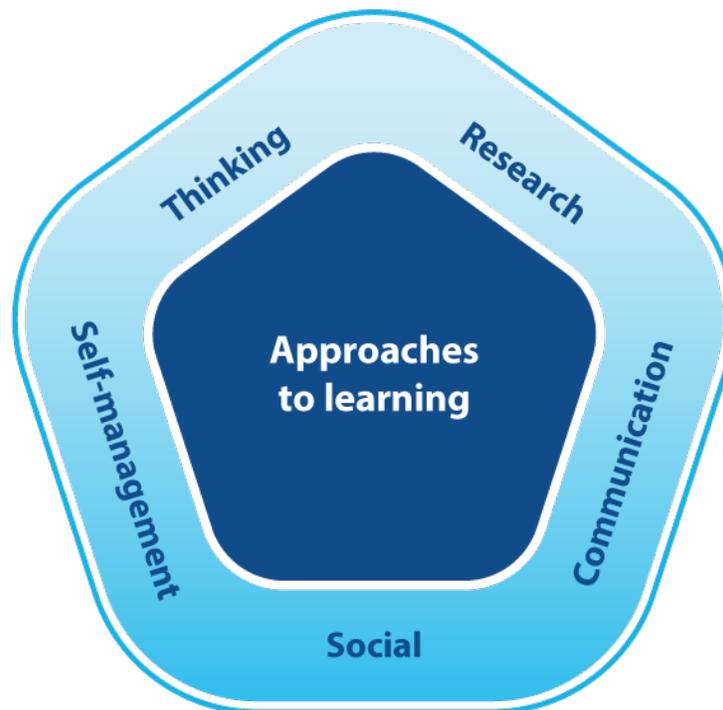
The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

- **Perspective: What are the points of view?**

The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.

- **Responsibility: What are our obligations?**

The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.



The IBPYP Programme of Inquiry (POI) is strengthened by the planning and application of the IB Approaches to Learning (IBATL's).

'...IBATLs help students think, research, communicate, socialize and manage themselves effectively. Embedded within the ATL are digital literacy skills that can be an invaluable resource for information gathering or processing, as well as for critical and creative thinking, communication and collaboration. By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their own learning...'

They know how to:

- *set learning goals*
- *ask open-ended questions*
- *generate motivation and perseverance*
- *reflect on achievement*
- *try out different learning processes*
- *self-assess as they learn*
- *adjust their learning processes where necessary*

Number of Lessons Per Week		4
Units of Inquiry		
Term 1	Term 2	Term 3
<p>Who we are Central Idea: We use our senses to understand the world. Key Concepts: Function Subjects Integrated: English, Mathematics, Arts, Social Studies, PSPE Lines of Inquiry: 1. The function of our senses 2. We need our senses to explore.</p> <p>How the world works Central Idea: Everyday objects are made up of different shapes. Key Concepts: Form, Connection Subjects Integrated: Social Studies, Mathematics, Science, Arts, English, PSPE Lines of Inquiry: 1. Different kinds of shapes and their attributes 2. Shapes are found in everyday objects</p>	<p>How we express ourselves Central Idea: We develop confidence by being creative. Key Concepts: Form, Perspective Subjects Integrated: Arts, English, PSPE Lines of Inquiry: 1. Different ways to explore confidence 2. Being creative takes many forms</p>	<p>Central Idea: Journeys help us to learn. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. Types of journeys 2. Recording of journeys</p>
Skills Developed - guided by the IB Approaches to Learning (IB ATL's)		
<p>Thinking skills -</p> <ul style="list-style-type: none"> • <i>Critical-thinking skills (analysing and evaluating issues and ideas)</i> • <i>Creative-thinking skills (generating novel ideas and considering new perspectives)</i> • <i>Transfer skills (using skills and knowledge in multiple contexts)</i> • <i>Reflection/metacognitive skills ((re)considering the process of learning)</i> <p>Research skills -</p> <ul style="list-style-type: none"> • <i>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</i> • <i>Media-literacy skills (interacting with media to use and create ideas and information)</i> • <i>Ethical use of media/information (understanding and applying social and ethical technology)</i> <p>Communication skills -</p> <ul style="list-style-type: none"> • <i>Exchanging-information skills (listening, interpreting, speaking)</i> • <i>Literacy skills (reading, writing and using language to gather and communicate information)</i> • <i>ICT skills (using technology to gather, investigate and communicate information)</i> <p>Social skills -</p> <ul style="list-style-type: none"> • <i>Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</i> 		

- *Developing social-emotional intelligence*

Self-management skills -

- *Organization skills (managing time and tasks effectively)*
- *States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)*

Assessment

- Dependent on Unit of Inquiry Learning Goal completion of co-constructed checklist and/or rubrics.
- Completion of Making Thinking Visible Thinking Routines - generally 2 per Unit of Inquiry.
- Peer feedback.
- Self-reflection and simple quizzes via completion of teacher-made Google Forms.
- Teacher judgement and questioning in lesson.
- Parental feedback during Three-Way and Student-Led Conferences.

Home Learning

- **For the first 2-3 weeks** of the Unit of Inquiry please have family conversations on the Lines of Inquiry and the Central Idea
- **For the final 2-3 weeks** of the Unit of Inquiry please support your child with guided research and comprehension of their inquiries as they work toward Learning Goal completion.
- Follow teacher requests as per the Weekly Newsletter

Useful Websites

- **Frequently asked questions about the Primary Years Programme (PYP):** <https://www.ibo.org/globalassets/digital-toolkit/brochures/parent-pack-faqs-about-the-pyp.pdf>
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Setting (if any)

Our sessions are thoughtfully planned to support children to complete their Unit of Inquiry Learning Goal and may take further direction based on the development of Action-based Learning as required by the classroom teacher.

All sessions are structured to help meet the different abilities within the classroom.

Staff

Katherine Shattock

Grade KG1

Number of Lessons Per Week		4
Units of Inquiry		
Term 1	Term 2	Term 3
<p>Who we are Central Idea: Friends care for and help each other. Key Concepts: Responsibility Subjects Integrated: English, Social Studies, Mathematics, Science, Arts, PSPE Lines of Inquiry: 1. Friends care for each other 2. Friends help each other</p> <p>How the world works Central Idea: Animals use their attributes and habitats to help meet their needs. Key Concepts: Form, Connection Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. The features of different animals 2. The needs of different animals 3. How habitats meet animal's needs</p>	<p>How we organise ourselves Central Idea: Our community works together to help us. Key Concepts: Function, Connection Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. Roles that help our community 2. How do they do their job.</p>	<p>How we express ourselves Central Idea: We can express our feelings through the Arts. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. The different mediums of Art 2. How art can make us feel</p>
Skills Developed - guided by the IB Approaches to Learning (IB ATL's)		
<p>Thinking skills -</p> <ul style="list-style-type: none"> • <i>Critical-thinking skills (analysing and evaluating issues and ideas)</i> • <i>Creative-thinking skills (generating novel ideas and considering new perspectives)</i> • <i>Transfer skills (using skills and knowledge in multiple contexts)</i> • <i>Reflection/metacognitive skills ((re)considering the process of learning)</i> <p>Research skills -</p> <ul style="list-style-type: none"> • <i>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</i> • <i>Media-literacy skills (interacting with media to use and create ideas and information)</i> • <i>Ethical use of media/information (understanding and applying social and ethical technology)</i> <p>Communication skills -</p> <ul style="list-style-type: none"> • <i>Exchanging-information skills (listening, interpreting, speaking)</i> • <i>Literacy skills (reading, writing and using language to gather and communicate information)</i> • <i>ICT skills (using technology to gather, investigate and communicate information)</i> <p>Social skills -</p> <ul style="list-style-type: none"> • <i>Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</i> • <i>Developing social-emotional intelligence</i> <p>Self-management skills -</p>		

- *Organization skills (managing time and tasks effectively)*
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Staff

Naseem Khalifa, Tiffany Velazquez, Beatrice Bosch

Grade KG2

Number of Lessons Per Week		4
Units of Inquiry		
Term 1	Term 2	Term 3
<p>Who we are Central Idea: 'Friendships need care to develop'. Key Concepts: Form, Responsibility Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. What friendship is 2. Friendships need care to develop</p> <p>How the World Works Central Idea: Plants go through a process of change. Key Concepts: Function, Change Subjects Integrated: English, Social Studies, Mathematics, Science, Arts, English, PSPE Lines of Inquiry: 1. What a plant is. 2. How plants change.</p>	<p>Sharing the Planet Central Idea: We have a responsibility to care for our environment. Key Concepts: Causation, Responsibility Subjects Integrated: English, Social Studies, Mathematics, Science, Arts, PSPE Lines of Inquiry: 1. The impact of waste on the environment 2. Solutions we create to reduce the impact of waste</p>	<p>Where we are in place and time Central Idea: Documenting personal histories allows us to remember. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. A memory from Long Ago 2. A memory that makes you Laugh 3. A memory that makes you Cry 4. A memory as Precious as Gold 5. A memory of something Warm</p>
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- *States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)*

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Staff

Andrea Cooney, Rachel Thomas, Shakira Bennett, Amanda Dingsdale

Grade 1

Number of Lessons Per Week		4
Units of Inquiry		
Term 1	Term 2	Term 3
<p>Who we are Central Idea: Celebrations bring families together. Key Concepts: Perspective, Causation Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. Types of celebrations 2. How celebrations bring families together</p> <p>How the world works Central Idea: Animals habitats are in danger. Key Concepts: Connection, Responsibility Subjects Integrated: English, Social Studies, Mathematics, Science, Arts, PSPE Lines of Inquiry: 1. How do animals survive in their environment? 2. What choices do humans make that can put animals at risk?</p>	<p>How we express ourselves Central Idea: Fairy tales can be presented in different ways. Key Concepts: Form, Change Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. What are fairy tales? 2. Different ways of presenting</p> <p>How we organise ourselves Central Idea: Products go through processes before they are sold. Key Concepts: Function, Causation Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. How are products sold 2. Processes they go through</p>	<p>Sharing the planet Central Idea: Managing resources is our responsibility. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. Different resources and their uses 2. Responsible choices to manage resources</p> <p>Where we are in place and time Central Idea: Climate and location can determine how people live around the world. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. What a home is and its purpose 2. Effect of climate on resources 3. Similarities and differences between homes</p>
Skills Developed - guided by the IB Approaches to Learning (IB ATL's)		
<p>Thinking skills -</p> <ul style="list-style-type: none"> • <i>Critical-thinking skills (analysing and evaluating issues and ideas)</i> • <i>Creative-thinking skills (generating novel ideas and considering new perspectives)</i> • <i>Transfer skills (using skills and knowledge in multiple contexts)</i> • <i>Reflection/metacognitive skills ((re)considering the process of learning)</i> <p>Research skills -</p> <ul style="list-style-type: none"> • <i>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</i> • <i>Media-literacy skills (interacting with media to use and create ideas and information)</i> • <i>Ethical use of media/information (understanding and applying social and ethical technology)</i> <p>Communication skills -</p> <ul style="list-style-type: none"> • <i>Exchanging-information skills (listening, interpreting, speaking)</i> • <i>Literacy skills (reading, writing and using language to gather and communicate information)</i> • <i>ICT skills (using technology to gather, investigate and communicate information)</i> <p>Social skills -</p>		

- *Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)*
 - *Developing social-emotional intelligence*
- Self-management skills -**
- *Organization skills (managing time and tasks effectively)*
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Assessment

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Staff

Rebecca Sallis, Hollie Leigh, Carolyn Msengeti, Jacky Horn, Niamh Tompkins

Grade 2

Number of Lessons Per Week		4
Units of Inquiry		
Term 1	Term 2	Term 3
<p>Who we are Central Idea: Differences in values can contribute to human relationships. Key Concepts: Form, Perspective, Causation Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. Our personal values. 2. The connection between relationships and values. 3. Our responsibilities toward ourselves and others.</p> <p>How the world works Central Idea: Forces impact the way we live. Key Concepts: Function, Causation Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. How forces work. 2. How forces effect our life.</p>	<p>How we express ourselves Central Idea: Cultural traditions express identities. Key Concepts: Form, Perspective Subjects Integrated: English, Social Studies, Science, Arts, PSPE Lines of Inquiry: 1. Our cultural history, traditions and those of others. 2. Appreciation of my cultural expressions through Arts.</p> <p>Sharing the planet Central Idea: Responsible choices help sustain life on Earth. Key Concepts: Function, Responsibility Subjects Integrated: Arts, English, Mathematics, Science Lines of Inquiry: 1. The importance of life on Earth 2. Our responsibility in sustaining life on Earth</p>	<p>How we organise ourselves Central Idea: Shared routines can help keep families healthy. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. Purpose of rules and routines 2. Family responsibilities 3. Different ways to be healthy</p> <p>Where we are in place and time Central Idea: Maps use mathematical systems. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. The components of maps 2. How maps use mathematics 3. How explorers make and use maps effectively</p>
Skills Developed - guided by the IB Approaches to Learning (IB ATL's)		
<p>Thinking skills -</p> <ul style="list-style-type: none"> • <i>Critical-thinking skills (analysing and evaluating issues and ideas)</i> • <i>Creative-thinking skills (generating novel ideas and considering new perspectives)</i> • <i>Transfer skills (using skills and knowledge in multiple contexts)</i> • <i>Reflection/metacognitive skills ((re)considering the process of learning)</i> <p>Research skills -</p> <ul style="list-style-type: none"> • <i>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</i> • <i>Media-literacy skills (interacting with media to use and create ideas and information)</i> • <i>Ethical use of media/information (understanding and applying social and ethical technology)</i> <p>Communication skills -</p> <ul style="list-style-type: none"> • <i>Exchanging-information skills (listening, interpreting, speaking)</i> • <i>Literacy skills (reading, writing and using language to gather and communicate information)</i> • <i>ICT skills (using technology to gather, investigate and communicate information)</i> <p>Social skills -</p> <ul style="list-style-type: none"> • <i>Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</i> 		

- *Developing social-emotional intelligence*

Self-management skills -

- *Organization skills (managing time and tasks effectively)*
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Staff

Mariam Rawat, Pilar Astorga, Jane Ndungu, Catherine Gardner

Grade 3

Number of Lessons Per Week	4
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Units of Inquiry		
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Term 1	Term 2	Term 3
<p>Who we are Central Idea: Our body is affected by our lifestyle choices. Key Concepts: Change, Causation Subjects Integrated: Arts, English, Mathematics, Science, PSPE, Social Studies Lines of Inquiry: 1. Lifestyle choices 2. Positive and negative outcomes on our body</p> <p>How the world works Central Idea: Natural food is connected to a series of steps before we use it. Key Concepts: Connection, Causation Subjects Integrated: English, Social Studies, Mathematics, Science, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. Natural food is handled through different steps. 2. All food is connected to nature.</p>	<p>How we express ourselves Central Idea: Stories inform and move us. Key Concepts: Change, Connection Subjects Integrated: Arts, English, Mathematics, Science, PSPE, Social Studies Lines of Inquiry: 1. Stories convey a message 2. Stories evoke emotion</p> <p>Where we are in place and time Central Idea: Family culture shows insight into our personal identity. Key Concepts: Perspective, Causation Subjects Integrated: Arts, English, Mathematics, Science, PSPE, Social Studies Lines of Inquiry: 1. Cultural influences on families 2. Events that shape personal histories</p>	<p>How we organise ourselves Central Idea: Disasters lead to human response. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Science, PSPE, Social Studies Lines of Inquiry: 1. Types of disasters 2. Responses to disasters</p> <p>Sharing the planet Central Idea: Human impact endangers living things. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Science, PSPE, Social Studies Lines of Inquiry: 1. Human impact on our planet 2. Living things in danger</p>

Skills Developed - guided by the IB Approaches to Learning (IB ATL's)

<p>Thinking skills -</p> <ul style="list-style-type: none"> • <i>Critical-thinking skills (analysing and evaluating issues and ideas)</i> • <i>Creative-thinking skills (generating novel ideas and considering new perspectives)</i> • <i>Transfer skills (using skills and knowledge in multiple contexts)</i> • <i>Reflection/metacognitive skills ((re)considering the process of learning)</i> <p>Research skills -</p> <ul style="list-style-type: none"> • <i>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</i> • <i>Media-literacy skills (interacting with media to use and create ideas and information)</i> • <i>Ethical use of media/information (understanding and applying social and ethical technology)</i> <p>Communication skills -</p> <ul style="list-style-type: none"> • <i>Exchanging-information skills (listening, interpreting, speaking)</i>
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• *Literacy skills (reading, writing and using language to gather and communicate information)*

• *ICT skills (using technology to gather, investigate and communicate information)*

Social skills -

• *Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)*

• *Developing social-emotional intelligence*

Self-management skills -

• *Organization skills (managing time and tasks effectively)*

• *States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)*

Assessment

- Dependent on Unit of Inquiry Learning Goal completion of co-constructed checklist and/or rubrics.
- Completion of Making Thinking Visible Thinking Routines - generally 2 per Unit of Inquiry.
- Peer feedback.
- Self-reflection and simple quizzes via completion of teacher-made Google Forms.
- Teacher judgement and questioning in lesson.
- Parental feedback during Three-Way and Student-Led Conferences.

Home Learning

- **For the first 2-3 weeks** of the Unit of Inquiry please have family conversations on the Lines of Inquiry and the Central Idea
- **For the final 2-3 weeks** of the Unit of Inquiry please support your child with guided research and comprehension of their inquiries as they work toward Learning Goal completion.
- Follow teacher requests as per the Weekly Newsletter

Useful Websites

- **Frequently asked questions about the Primary Years Programme (PYP):** <https://www.ibo.org/globalassets/digital-toolkit/brochures/parent-pack-faqs-about-the-pyp.pdf>
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- **What is an IB Education?** <https://www.ibo.org/globalassets/what-is-an-ib-education-en.pdf>

Setting (if any)

Our sessions are thoughtfully planned to support children to complete their Unit of Inquiry Learning Goal and may take further direction based on the development of Action-based Learning as required by the classroom teacher.

All sessions are structured to help meet the different abilities within the classroom.

Staff

Stephen Murphy, Bronwyn Abdie, Stephen Warden

Grade 4

Number of Lessons Per Week		4
Units of Inquiry		
Term 1	Term 2	Term 3
<p>Who we are Central Idea: Personal choices affect our community. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: English, Mathematics, Arts, Science, Social Studies, PSPE Lines of Inquiry: 1. What we do makes a difference 2. Everyone has a responsibility</p> <p>How the world works Central Idea: Products are shaped by changes in technology Key Concepts: Function, Change Subjects Integrated: English, Social Studies, Mathematics, Science, Arts, PSPE Lines of Inquiry: 1. The role of different products 2. Advances in technology that have impacted us.</p>	<p>How we express ourselves Central Idea: People use their imagination, ideas and experiences to create myths and legends. Key Concepts: Function, Causation Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. Origins of different myths and legends 2. Elements of myths and legends and the creative process</p> <p>Where we are in place and time Central Idea: Past civilizations continue to shape our current life. Key Concepts: Connection, Causation Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. Past civilizations help us to understand the present 2. Impact of past civilizations</p>	<p>Sharing the planet Central Idea: Conflicts can have a variety of resolutions. Key Concepts: Form, Function, Change, Connection, Perspective, Causation Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. Conflicts arise because of different viewpoints. 2. Conflicts can have a variety of outcomes.</p> <p>How we organise ourselves Central Idea: Industries have an impact on communities. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Arts, English, Mathematics, Social Studies, Science, PSPE Lines of Inquiry: 1. Different types of industries 2. The impact on communities</p>
Skills Developed - guided by the IB Approaches to Learning (IB ATL's)		
<p>Thinking skills -</p> <ul style="list-style-type: none"> • <i>Critical-thinking skills (analysing and evaluating issues and ideas)</i> • <i>Creative-thinking skills (generating novel ideas and considering new perspectives)</i> • <i>Transfer skills (using skills and knowledge in multiple contexts)</i> • <i>Reflection/metacognitive skills ((re)considering the process of learning)</i> <p>Research skills -</p> <ul style="list-style-type: none"> • <i>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</i> • <i>Media-literacy skills (interacting with media to use and create ideas and information)</i> • <i>Ethical use of media/information (understanding and applying social and ethical technology)</i> <p>Communication skills -</p> <ul style="list-style-type: none"> • <i>Exchanging-information skills (listening, interpreting, speaking)</i> • <i>Literacy skills (reading, writing and using language to gather and communicate information)</i> • <i>ICT skills (using technology to gather, investigate and communicate information)</i> <p>Social skills -</p>		

- *Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)*
 - *Developing social-emotional intelligence*
- Self-management skills -**
- *Organization skills (managing time and tasks effectively)*
 - *States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)*

Assessment

- Dependent on Unit of Inquiry Learning Goal completion of co-constructed checklist and/or rubrics.
- Completion of Making Thinking Visible Thinking Routines - generally 2 per Unit of Inquiry.
- Peer feedback.
- Self-reflection and simple quizzes via completion of teacher-made Google Forms.
- Teacher judgement and questioning in lesson.
- Parental feedback during Three-Way and Student-Led Conferences.

Home Learning

- **For the first 2-3 weeks** of the Unit of Inquiry please have family conversations on the Lines of Inquiry and the Central Idea
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Useful Websites

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- **IBPYP Curriculum Framework (includes Videos):** <https://www.ibo.org/programmes/primary-years-programme/curriculum/>
- **What is an IB Education?** <https://www.ibo.org/globalassets/what-is-an-ib-education-en.pdf>

Setting (if any)

Our sessions are thoughtfully planned to support children complete their Unit of Inquiry Learning Goal and may take further direction based on the development of Action based Learning as required by the classroom teacher.
All sessions are structured to help meet the different abilities within the classroom.

Staff

Samantha Boulding, Mark Young

Grade 5

Number of Lessons Per Week		4
Units of Inquiry		
Term 1	Term 2	Term 3
<p>Who We Are Central Idea: Health promotes and supports our wellbeing. Key Concepts: Connection, Responsibility Subjects Integrated: Mathematics, Social Studies, Science, English, Arts, PSPE Lines of Inquiry: 1. The purpose and importance of health 2. Wellbeing is influenced by our actions</p> <p>How the World Works Central Idea: Living things adapt to survive Key Concepts: Form, Connection Subjects Integrated: Mathematics, Social Studies, Science, English, Arts Lines of Inquiry: 1. Classification of living things 2. Adaptations we make to survive</p>	<p>Where we are in place and time Central Idea: Human migration is a response to challenges, risks and opportunities Key Concepts: Perspective, Causation Subjects Integrated: Mathematics Lines of Inquiry: 1. Reasons why people migrate 2. How migration affects individuals</p> <p>How we organise ourselves Central Idea: Making and using products harms humankind and the environment. Key Concepts: Causation, Responsibility Subjects Integrated: Social Studies, Mathematics, Science, Arts, English, PSPE Lines of Inquiry: 1. Products we manufacture and use 2. How humankind and the environment are harmed by actions</p>	<p>*IBPYP Exhibition Sharing the Planet Central Idea: The world is not equal for all. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Mathematics, Social Studies, Science, English, Arts, PSPE Lines of Inquiry: 1. The types of inequality 2. To be constructed by the children and class teacher</p> <p>How we express ourselves Central Idea: We can inspire people in our community by sharing our personal passions. Key Concepts: Form, Function, Change, Connection, Perspective, Causation, Responsibility Subjects Integrated: Mathematics, Social Studies, Science, English, Arts, PSPE Lines of Inquiry: 1. Identifying and understanding my passion 2. How my passion connects to a global issue</p>
<p align="center">Skills Developed - guided by the IB Approaches to Learning (IB ATL's)</p> <p>Thinking skills -</p> <ul style="list-style-type: none"> • <i>Critical-thinking skills (analysing and evaluating issues and ideas)</i> • <i>Creative-thinking skills (generating novel ideas and considering new perspectives)</i> • <i>Transfer skills (using skills and knowledge in multiple contexts)</i> • <i>Reflection/metacognitive skills ((re)considering the process of learning)</i> <p>Research skills -</p> <ul style="list-style-type: none"> • <i>Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)</i> • <i>Media-literacy skills (interacting with media to use and create ideas and information)</i> • <i>Ethical use of media/information (understanding and applying social and ethical technology)</i> <p>Communication skills -</p> <ul style="list-style-type: none"> • <i>Exchanging-information skills (listening, interpreting, speaking)</i> • <i>Literacy skills (reading, writing and using language to gather and communicate information)</i> • <i>ICT skills (using technology to gather, investigate and communicate information)</i> <p>Social skills -</p> <ul style="list-style-type: none"> • <i>Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers)</i> 		

- *Developing social-emotional intelligence*

Self-management skills -

- *Organization skills (managing time and tasks effectively)*
- *States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)*

Assessment

- Dependent on Unit of Inquiry Learning Goal completion of co-constructed checklist and/or rubrics.
- Completion of Making Thinking Visible Thinking Routines - generally 2 per Unit of Inquiry.
- Peer feedback.
- Self-reflection and simple quizzes via completion of teacher-made Google Forms.
- Teacher judgement and questioning in lesson.
- Parental feedback during Three-Way and Student-Led Conferences.
- Participation in and completion of the IBPYP Exhibition.

Home Learning

- **For the first 2-3 weeks** of the Unit of Inquiry please have family conversations on the Lines of Inquiry and the Central Idea
- **For the final 2-3 weeks** of the Unit of Inquiry please support your child with guided research and comprehension of their inquiries as they work toward Learning Goal completion.
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Setting (if any)

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All sessions are structured to help meet the different abilities within the classroom.

During Grade 5 all children make a significant and personal inquiry as part of their IBPYP Exhibition. During this time, we will encourage the students to apply as many skills as required through the IBATLs.

Staff

Nafisa Mulla, Phil Edwards