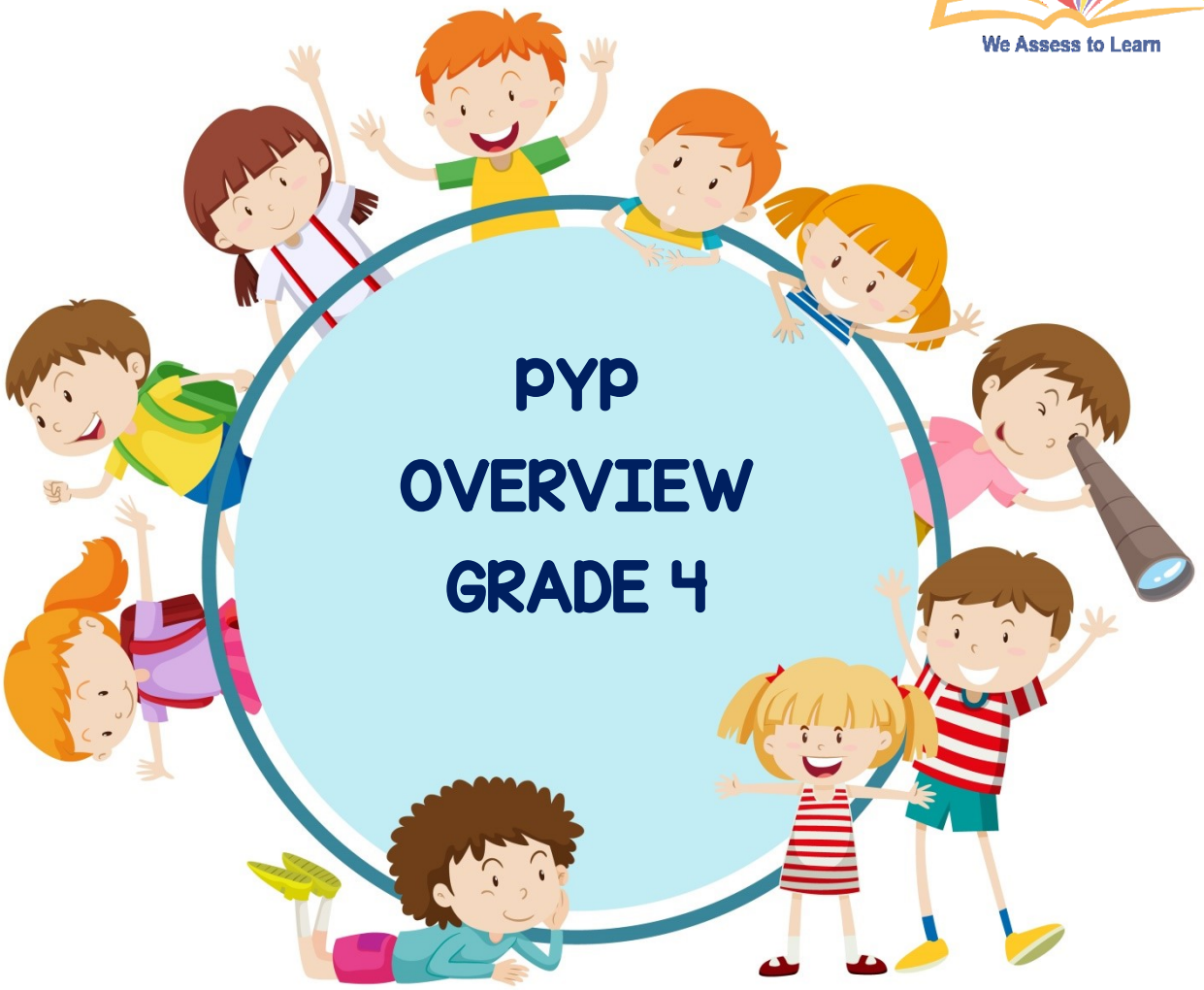
Delhi Board of School Education

We Assess to Learn



PYP OVERVIEW GRADE 4

Delhi Board of School Education (DBSE)

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ABBREVIATIONS AND ACRONYMS

ASoSE	Ambedkar School of Specialised Excellence
DBSE	Delhi Board of School Education
TA	Term-end Assessment
IA	Internal Assessment
IB	International Baccalaureate
IGCSE	International General Certificate of Secondary Education
KP	Knowledge Partners
MYP	Middle Years Programme

The content of this document is based on:

Primary Years Programme - Learning and teaching 2018

By International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland

THE PYP - CURRICULUM GUIDE

Primary years being the foundational phase of one's life need to be nurtured sensitively. Children at this age are inquisitive to explore the world. The concept-driven curriculum framework of PYP is based on a transdisciplinary approach, which enables holistic learning. The intended IB learner profile supports inquiry and aims at international mindedness. The classroom practices are developmental in nature fostering creativity, communication and critical thinking. The curriculum is designed in a way that it strikes a balance between acquisition of knowledge and conceptual understanding. The approach is to build a community of learners who grow up to become world class citizens.

What is PYP?

The PYP is an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a **student-centered approach** to education for **children aged 3-12**. 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. The aim is to encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE PYP CURRICULUM FRAMEWORK

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

Approaches to Learning

Approaches to learning (ATL) are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding and inquiry. Approaches to learning (ATL) are grounded in the belief that learning how to learn is fundamental to a student's education. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry.

The five approaches to learning are aimed to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them.

The five interrelated skills are:

- Thinking skills
- Research skills
- Communication skills

- Social skills
- Self-management skills

The six approaches to teaching

In all IB programmes, teaching is:

- **Based on inquiry:** A strong emphasis is placed on students finding their own information and constructing their own understandings.
- **Focused on conceptual understanding**: Concepts are explored in order to both deepen disciplinary understandings and to help students make connections and transfer learning to new contexts.
- **Developed in local and global contexts**: Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
- **Focused on effective teamwork and collaboration**: This includes promoting teamwork and collaboration between students, but it also refers to the collaborative relationship between teachers and students.
- **Designed to remove barriers to learning**: Teaching is inclusive and values diversity. It affirms students' identities and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
- **Informed by assessment**: Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

Inquiry in the PYP

Inquiry can range from a structured form where students are provided with data or information to analyze, through guided inquiry where teachers present the initial questions but leave the methods, solutions and development of further questions for students, to open inquiry where students pose questions and find solutions (Bonnstetter 1998; Jordan 2005).

Direct teaching occurs in inquiry classrooms. Teachers direct learning by "careful prompts at strategic times" (Audet 2005). This teaching may be with the whole class, small groups or individuals, but it occurs where needed to support a learning community working together to build shared understandings (Lave, Wenger 1991). Inquiry with reflection and action weaves international-mindedness into the daily fabric of IB classrooms.

Teachers Role in Inquiry

Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	Inquiry teachers		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investtigations	Use real world contexts and primary experiences as significant activators of learning			Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects	Consider materials, fieldtrips, learning engagements as stimuli for inquiry	Generate routines, questions, strategies and systems that can be transferred across a range of contexts	Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria

Students as Inquirers

Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	Inquiry students		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways	Seek new perspectives	Take action	See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

A model of transdisciplinary learning

Through acknowledging and aiming to foster the diverse capacities—physical, social, intellectual, aesthetic, cultural—of students, IB World Schools implementing the Primary Years Programme (PYP) ensure that learning is engaging, relevant, challenging and significant. A transdisciplinary approach encapsulates these aspects of learning; transdisciplinary learning in the PYP conveys learning that has **relevance between, across and beyond subjects** and transcends borders that confine them to connect to what is real in the world. Beane (1995) further suggests that children do not come to school knowing the departmentalization of disciplines because their daily lives are not compartmentalized. Therefore, subject delineation is neither necessary nor natural.

The transdisciplinary elements of PYP

Guided by the following **six transdisciplinary themes** of global significance, students broaden their learning by developing their conceptual understandings, strengthening their knowledge and skills across, between and beyond subject areas :

Transdisciplinary Themes

Transdisciplinary Themes	Description
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
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 we organise ourselves	An inquiry into the interconnectedness of human made systems and communities the structure and function of organisation social decision making economic activities and their impact on human kind and the environment.

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.
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 individuals and interconnectedness of, civilizations from local and global perspectives.
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.

Crossing boundaries with concepts

A concept-driven curriculum, another cornerstone of an IB education, is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Students co-construct beliefs and mental models about how the world works based on their experiences and prior learning. They integrate new knowledge with their existing knowledge and apply these understandings in a variety of new contexts.

Concept is a "big idea"— Concepts represent ideas that are broad, abstract, timeless and universal. Concepts are powerful, broad and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between and beyond subjects. They represent the vehicle for students' inquiry into the opportunities and challenges of local and global significance.

Key concepts provide a lens for conceptual understandings within a transdisciplinary unit of inquiry; related concepts provide a lens for conceptual understandings within a specific subject.

Seven Key Concepts

Key Concepts	Key Questions	Definition
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 way of behaving that can be investigated.
Causation	Why is it like this?	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.

Central idea is a statement that frames the transdisciplinary unit of inquiry. It provides teachers with a structure to introduce concepts that span across national, cultural and subject boundaries to support students' conceptual understandings of the underlying transdisciplinary theme.

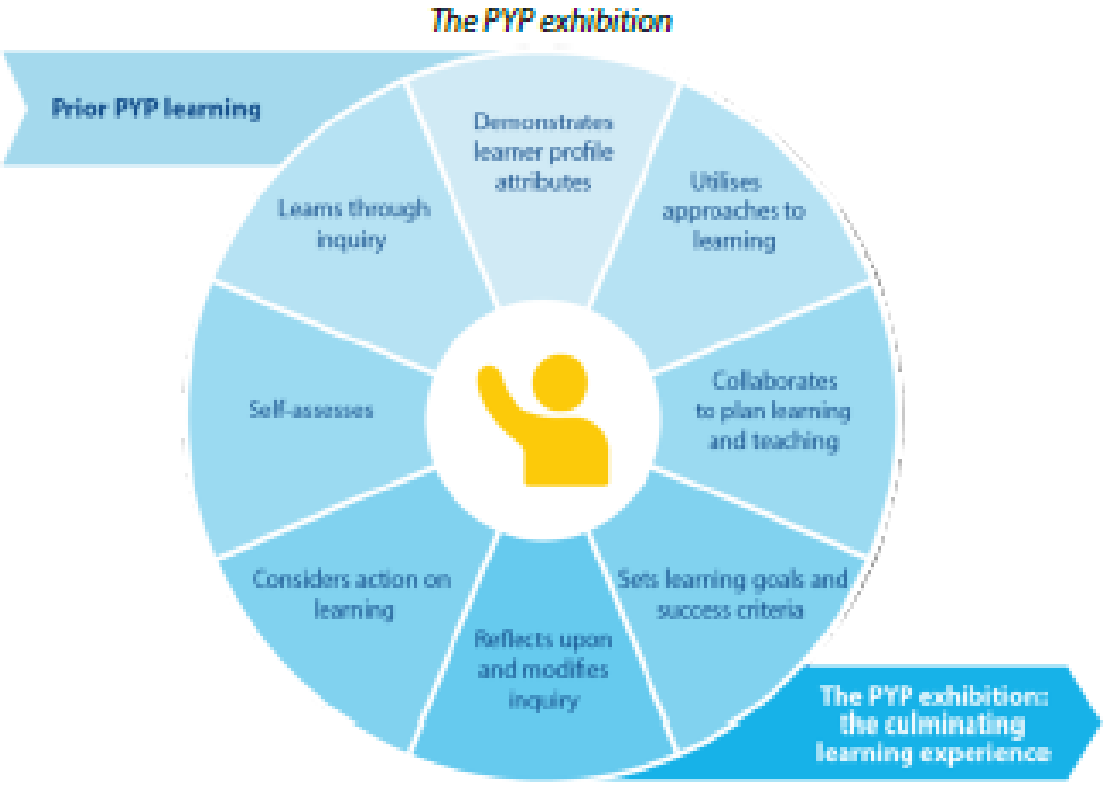
Related concepts deepen understanding of a key concept or a subject. As with key concepts, some related concepts have relevance across other subjects and provide further opportunities to make connections across, between and beyond subjects.

Lines of inquiry are written as statements for each unit or phrases which :

- clarify and develop understanding of the central idea
- define the scope of the inquiry and help to focus learning and teaching
- remain distinctive, yet connected to one another, to support student understanding of the central ideas
- invite student inquiries
- provide opportunities for students to develop their understanding through multiple perspectives
- relate to the experience of the students within a particular developmental range

Culminating learning experiences - The exhibition

- The exhibition is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance.
- All exhibitions are student-initiated, designed and collaborative.
- The degree to which students are engaged with planning and implementing their exhibition depends on the students and schools' experience with the PYP.



Assessment in the Primary Years Programme

Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.

- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both **learning outcomes and the learning processes are assessed.**
- Assessment design is **both backward and forward looking.**

The Three Assessment Practices

	Assessment for Learning	Assessment of Learning	Assessment as Learning (Clark 2012; Earl 2012)
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
Timing	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral artifacts Observations and feedback Questionnaires Teacher/student dialogues/conferences Context-based Informal Indication of process Indication of knowledge/skill application	Limited student involvement Quantitative data Tests, exams, standardized tests Indication of skills and knowledge acquisition or mastery Based on teacher judgement Norm or criteria referenced	Students are active agents in their own learning by developing and using metacognitive strategies to: • Plan learning goals • Monitor goals • Reflect in order to modify learning and to adjust learning.

LEARNER PROFILE

Learners will strive to be:

Enquirers

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 analyse 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.

Risk-takers

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.

LANGUAGES IN PYP

About Language

Language in simple terms, is a way of communication and expression of our thoughts and ideas. At the PYP, the language permeates the entire curriculum and attempts to develop international understanding by going through a sequence from personal to local to global. Further, language learning not only involves learning language but also learning about language and learning through language.

In the IB Primary Years Programme (PYP), it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired. Effective language teaching and learning are social acts, dependent on relationships with others, with context, with the environment, with the world, and with the self. Such learning is relevant, engaging, challenging and significant. Such is the way language has been dealt in our Unit Plans that learner listen, talk, read and write their way to negotiating new meanings and understanding new concepts.

Language is used as a vehicle for inquiry. In an inquiry-based classroom, teachers and students enjoy using language, appreciating it both functionally and aesthetically. This progressive conceptual development, together with an enjoyment of the process, provides the foundation for lifelong learning.

There are majorly three strands- written, oral and visual language. They are represented by four continuums: listening and speaking; viewing and presenting; reading; writing. The four language continuums have been organized into five developmental phases with each phase building upon and complementing the previous one. The continuums make explicit the conceptual understandings that need to be developed at each phase. Each strand has been considered from both the receptive aspect—receiving and constructing meaning, and expressive aspect—creating and sharing meaning. While the receptive and expressive aspects are clearly reciprocal, the processes involved in receiving and constructing meaning are different from those involved in creating and sharing meaning.

Oral language—listening and speaking

Overall Expectations

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; 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

Overall expectations

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

Overall expectations

Phase 1

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

Phase 2

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

Phase 3

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

Phase 4

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

Phase 5

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

Written language—writing

Overall expectations

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

Phase 3

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

Phase 4

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

Phase 5

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

MATH IN PYP

About Mathematics

IB PYP curriculum aspires to foster an inquiry-based, knowledge-based, and application-based approach in young learners who will improve the world via respecting diverse viewpoints and intercultural understanding.

The goal is to foster respect and intrinsic fascination with mathematics in learners. The curriculum is designed in a way that allows learners to enjoy and explore the world through their unique perspectives. Instead of memorising facts and equations, it is hoped that learners would develop into skilled users of mathematical language as well as critical thinkers and problem solvers.

It is believed that mathematics can help learners build their own meaning by starting with concrete processes and working their way up to abstract levels. The use of mathematics in practical, applicable, and actual contexts rather than the transmission of theoretical knowledge is key to its ideology.

Learners should take an active role in the learning process, constructing meaning from their experiences and drawing connections to what they are learning.

They then convert this information into symbols by using images, diagrams, and modelling with actual items. Here, students go from their own symbolic notations to formal mathematical notation.

For each of the five strands of mathematics—data management, measurement, shape and space, pattern and function, and number—the content is given in continuums. There are general expectations for each strand that serve as a summary of knowledge in the form of learning outcomes connected to each strand throughout the phases.

As a result, using a variety of techniques to master mathematical skills, the learners will have the chance to recognise, explore, and reflect on concepts within and between mathematical strands as well as to advance in their understanding of mathematics.

In this way students validate the meaning they construct through their experiences with mathematical situations . They invite constructive feedback by explaining their ideas and also lay out alternative models of thinking . As a result, everyone will gain from the participatory process.

Data handling

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

Phase 4

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

Measurement

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

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

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

Phase 4

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

Number

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 IN PYP

About Science

Children are curious by nature and explore the world around them through observation, inquiry, experimentation etc. The PYP IB curriculum nurtures this curiosity and imaginative power through inquiry-based teaching learning processes.

The inclusion of Science within the PYP leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

The Science classroom is a mini lab where students pose questions, hypothesize, experiment and draw conclusions / inferences with their peers facilitated by the teacher.

To achieve this, transdisciplinary themes provide the framework for highly focused, defined, in-depth programme of inquiry,

The knowledge component of science is arranged into four strands.

- ✓ Living things
- ✓ Earth and space
- ✓ Materials and matter
- ✓ Force and energy,

The science component of the curriculum also provides opportunities for students to develop a range of science-specific skills and processes, such as -

- ➢ Observe carefully in order to gather data
- ➢ Use a variety of instruments and tools to measure data accurately
- ➢ Use scientific vocabulary to explain their observations and experiences
- ➢ Identify or generate a question or problem to be explored
- ➢ Plan and carry out systematic investigations, manipulating variables as necessary
- ➢ Make and test predictions
- ➢ Interpret and evaluate data gathered in order to draw conclusions
- ➢ Consider scientific models and applications of these models (including their limitations)

Hence, the Science Curriculum at PYP gives all the opportunities to students to develop their own ideas.

Overall expectations

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 SCIENCE IN PYP

About Social Science

The PYP curriculum understands Social Studies as a gateway for students to learn deeper about themselves, their society and their environment in relation with their past, present and future.

The knowledge component of science is arranged into five strands.

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

Social studies skills

- ➢ Formulate and ask questions about the past, the future, places and society
- ➢ Use and analyses evidence from a variety of historical, geographical and societal sources
- ➢ Orientate in relation to place and time
- ➢ Identify roles, rights and responsibilities in society
- ➢ Assess the accuracy, validity and possible bias of sources

It provides opportunities for students to look at and think about human behavior and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

The PYP Social Studies Curriculum focuses on understanding cultures, values and traditions with respect to individuals.

Overall expectations

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 practise 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.

ART IN PYP

About Art

Art in PYP provides a medium of learning, expression and communication in formative years of students. It engages them in the process of learning by doing. They explore and experiment around different creative ideas to develop their genuine interests through introspection of their work. It provides the students opportunities to respond and engage with historical, social and cultural perspectives. Students in the PYP continually explore imaginative uses of new media tools beyond their basic functional applications, discovering alternative or individual ways to conceptualise the role of digital technologies in their lives.

There are two strands in PYP Art:

Responding

The process of responding provides students with opportunities to respond to them own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialised language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

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 visualise consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Responding

Overall expectations

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 analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4

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

Creating

Overall expectations

Phase 1

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

Phase 2

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

Phase 3

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and

values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Phase 4

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

PSPE IN PYP

About PSPE

What do we want student to learn

The Physical Education scope and sequence framework identifies the major expectations considered essential in the Primary Years Programme (PYP) IB, which mainly covering three strands as identity, active living and interactions for the wellbeing and a lifelong learner in PSPE (personal social and physical education) programme. These expectations we have arranged into seven sub strands:

1. Body control and spatial awareness.
2. Adventure challenge
3. Athletics
4. Fundamental movements
5. Games
6. Gymnastics
7. Health related activities

Through PE, students are learning the "language" of physical movement, exploring the skills associated with different strands of PE. They learn to understand what they can and cannot do physically and become aware of their own strengths and weaknesses in this discipline. Physical activity is an essential aspect of a well-balanced, healthy lifestyle and learning through PE helps to build self-esteem, confidence, cooperation and fitness. Through sporting activities, PE helps to build links with parents, the local community and beyond.

Identity

Overall expectations

Phase 1

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

Phase 2

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their

emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Phase 3

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

Phase 4

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active living

Overall expectations

Phase 1

Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Phase 2

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Phase 3

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners

are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Phase 4

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

PROGRAMME OF INQUIRY

Duration	Month (1)	Month (2)	Month (3)	Month (4)	Month (5)	Month (6)
Trans disciplinary Theme	**Who we are** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	**How we express ourselves** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things: communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	**How we organise ourselves.** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, 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.	**Where we are in place and time?** Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the individuals and interconnectedness of, civilizations from local and global perspectives	**Sharing the planet.** 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.
Unit Title	Our Body	Plants	Ways of Expression	Exploration	Our Civilization	Systems and Organization
Central Idea	Human body systems work together to promote health and well being.	Humans conserve and grow different types of plants for their survival.	We communicate to express our ideas, feelings, nature, culture, beliefs and values	Exploring the world around us	Exploration leads to discoveries and new understanding of different civilization.	Systems are established to organize the world around us
Lines of Inquiry	1) Physical body systems and their functions. (Form) 2) Connection between health, hygiene, lifestyle, diseases, and balanced diet.	1) Plants are the essence of our life. 2) Impact of human activity on climate change 3) How do plants grow or how do humans affect the	1) How people express their perspective with respect to culture and beliefs. 2) Ways, need and use of technology in communicati on. 3) Understating characteristic	1) Role of technology in our lives (Function) 2) Technological advances over the years (Connection). 3) Impact of discoveries and inventions in	1) Evolution of civilization (Change) 2) Impact of climate change on civilization (Causation) 3) Why did people have different lifestyle choices?	1) Organizations around us (Form) 2) Relevance of organization (Function) 3) Roles and Responsibility (Responsibility)

	(Connection) 3) Being responsible towards specially abled and elderly. (Responsibility)	growth of plants?	s of communication.	our daily life (Change).	(perspective)	
Learner profile	Inquirer Caring Thinker Knowledgeable	Reflective Caring Balanced	Reflective, Thinker, Principled, Communicator	Researcher, Open Minded, Risk taker	Researcher, Open Minded, Knowledgeable	Principled, Caring, Reflective
Key Concepts	Form Connection Responsibility	Function Causation Change Responsibility	Connection, Perspective	Function, Connection, Change	Change, Causation, Perspective	Responsibility, Connection, Function
Related Concepts	Interdependence Pattern Behaviour Expressions Interactions Eating habits	Resources Conserve Survive Interdependence Ecosystem Habitat	Communication, Action, Celebration, Expression, Different forms of communication -verbal and nonverbal	Evolution, Progress, Discoveries, Invention, Transformation, Technology	Community, Tradition, Structures, Language, Location, Diversity, Culture, Climate	Organization, Hierarchy, Community, System, Progress, Role, Skills, Rights of a citizen
ATL Skills	Communication Skills Self Management Skills Social Skills	Research Skills, Social skills, Thinking skills	Social Skills, Communication, Thinking	Social Skills, Self Management, Research Skill	Social Skills, Self Management, Research Skill	Self-management, Research skills, Social Skills
Subject Focus	All	Language, EVS, Mathematics	Language, EVS, Mathematics	Language, EVS, Mathematics	Language, EVS, Mathematics	Language, EVS, Mathematics

UNIT WISE CONTENT

Unit – 1

Grade	4	
Name of the unit and Central idea	Human body systems work together to promote health and well-being.	
Duration	4 Weeks	
Subject	**Topic**	**Skills**
English	• Simple sentence formation • Use of dictionary and Vocabulary building • Introduction of format of Informal Letter • Recognition of action words • Reading and comprehending the story and text Solving riddles, • Speaking with expression and intonation • Multilingualism - expanding vocabulary from other languages	• Communication Skills • Social skills • Self-management skills • Thinking skills
Hindi	• अनौपचारिक पत्र लेखन। • कल्पनाशीलता का विकास करते हुए छोटी कविताओं की रचना। • हिंदी सचित्र शब्दकोश का प्रयोग	
Mathematics	• Data handling. • Frequency distribution table. • Bar graph. • Pie chart • 2D shapes and 3D shapes • Reading time on 12 hrs and 24 hrs clock • Finding time intervals	
EVS	• Identifying external body parts • Identifying internal body parts • Empathising with elderly people and specially abled • Sense organs and their functions. • Understanding the importance of a healthy lifestyle. • Lifestyle related diseases and their causes.	

Arts	• Drawing and Pictures • Collage • Making of flashcards • Role Plays on Personal Hygiene, Diseases and Causes	
Physical Education	Physical activities Developing different fundamental skills of various sports.	

Unit – 2

Grade	4	
Name of the unit and Central idea	Humans conserve and grow different types of plants for their survival	
Duration	4 Weeks	
Subject	**Topic**	**Skills**
English	• Communication skills (use of words, phrases and sentences) • Comprehension (understanding the core idea of the story) • Vocabulary building Singular and Plural nouns • Action words • Journal Writing	• Thinking skills • Research skills • Social skills
Hindi	• संज्ञा • कविता वाचन तथा लेखन कहानी वाचन तथा प्रश्न उत्तर • हिंदी लेखन • अलग-अलग दृष्टिकोण को समझना • हिंदी भाषा में अभिव्यक्ति	
Mathematics	• Money • Area Perimeter • To use non standard units (like handspan) to measure	
EVS	• Parts of plants • Germination • Importance of plants • Types of plants • Conservation of plants	
Arts (visual & performing)	• Poster making • Role play • Handprint flower • Bouquet • Leaves art • Project work • Rubbing print	

	• Poem recitation	
Physical Education	• Group games • Coordination • Plantation activity • Puzzle game • Plant fairy game • My beautiful garden • Physical activities	

ASSESSMENT OVERVIEW

DBSE approach to assessment and reporting is based on learning progressions, from which learning outcomes are derived, that are adapted from the IB overall expectations in PYP. Assessments based on learning progressions enable students to self-monitor and build self-belief as they can see the evidence of the progress they are making over time. Students can track their progress using descriptors based on learning outcomes. They can also clearly understand how their work can be improved over time.

DBSE promotes multiple ways of assessing students. There are three types of assessments conducted at DBSE schools throughout a learning period.

Assessment for learning: It is the process of gathering and interpreting evidence for use by students and teachers to know where the students are on their learning pathway, decide where they need to go and how best to get there. The teacher plays a supportive role wherein the student responses in the assessment tasks are analysed to help students progress on their learning pathway. Consequently, it is important that these assessments must always be accompanied by feedback and feed-forward mechanisms to enable deep learning and help improve teaching. Example tasks include homework, classwork, class tests, assignments, projects, etc. The assessments should provide the right amount of challenge to students based on learning levels so that appropriate feedback can be provided.

Assessment of learning: It takes place at key points in the learning cycle, such as at the end of a learning period, e.g. a term, to measure if students have achieved the learning objectives. Example tasks include exams, final projects, essays, etc. The primary purpose is to assess what students can do at a point in time to understand their readiness to move to the next stage of education.

Assessment as learning: Students are provided with opportunities to monitor their own progress, self-assess and reflect on their learning. Example tasks include self-assessment, peer assessment, student portfolio, etc.

There are two types of assessments used for reporting student performance.

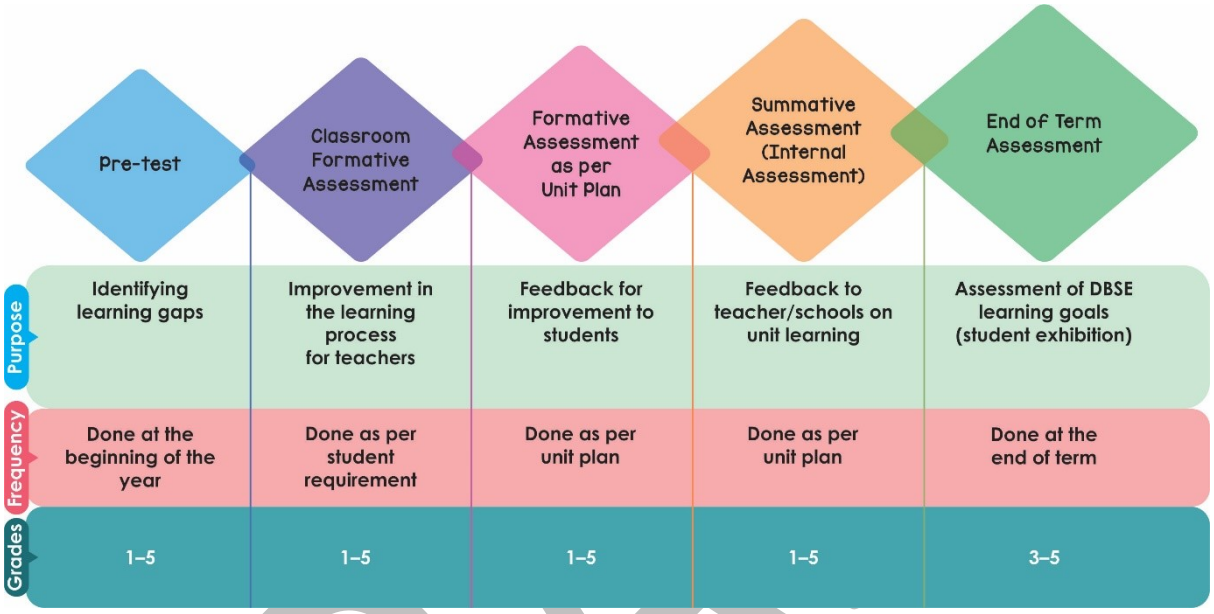
- Internal assessments (IA) (20%)
- Term-end assessments (TA) (80%)

The assessment tasks and methods used in internal assessment are learning outcomes based, student-centric and provide feedback for further enhancement of learning. For grades 1 and 2, descriptions of student ability will be reported based on teacher observations using formative assessment tasks. For grades 3-5, unit-end internal assessments will be used for reporting student performance. The assessment tasks and methods used in internal assessments provide opportunities for students to show their academic achievements in multiple ways and provide feedback for further enhancement of learning. End of term exhibitions will be used to showcase work done by students and will function as Term-end assessments.

Assessment structure

Global best practices suggest a multifaceted assessment structure. That is, students should be assessed in multiple ways and at multiple times without increasing the workload of teachers or students, to the extent possible. A schematic representation of the DBSE assessment structure is presented below:

Figure 1: Assessments in DBSE



ACADEMIC CALENDAR FOR GRADE 4

No. of Weeks	Unit number	Number of weeks	Duration of Unit		Type of Assessment	Learning Outcomes Assessed	Note
			Planned Start Date	Planned End date			
14 weeks	1	5	4-Jul	06-Aug	IA - Unit 1 Formative	Learning Outcomes appropriate to the unit	Start date is fixed
	2	5	08-Aug	09-Sep	IA - Unit 2 Formative	Learning Outcomes appropriate to the unit	
	3	4	12-Sep	15-Oct	IA - Unit 3 Formative	Learning Outcomes appropriate to the unit	Autumn Break 03-10-2022 to 07-10-2022
			17-Oct	24-Oct	Term End 1		Exhibition and Literacy, Numeracy assessments
15 weeks	4	5	1-Nov	24-Dec	IA - Unit 3 Formative	Learning Outcomes appropriate to the unit	Start date is fixed
	5	5	16-Jan	3-Mar	IA - Unit 4 Formative	Learning Outcomes appropriate to the unit	Winter Break 25-12-2022 to 15-01-2023 (Tentative)
	6	5	30-Jan	3-Mar	IA - Unit 6 Summative	Learning Outcomes appropriate to the unit	
			6-Mar	20-Mar	Term End 2		Exhibition and Literacy, Numeracy assessments