

TABLE OF CONTENTS

The PYP - Curriculum Guide	5
What is PYP?	5
The PYP curriculum framework	5
Early Years	5
Approaches to Learning	6
The six approaches to teaching	6
Inquiry in the PYP	7
A model of transdisciplinary learning	8
Crossing boundaries with concepts	9
Culminating learning experiences - The exhibition	11
Assessment in the Primary Years Programme	11
Learner Profile	13
LANGUAGES IN PYP	15
About Language	15
Oral language—listening and speaking	15
Visual language—viewing and presenting	16
Written language—reading	16
Written language—writing	16
MATH IN PYP	17
About Mathematics	17
Data handling	17
Measurement	18
Shape and space	18
Pattern and function	18
Number	18
SCIENCE IN PYP	19
About Science	19
SOCIAL SCIENCE IN PYP	21
About Social Science	21
ART IN PYP	22
About Art	22
Responding	22

Creating.....	23
PSPE IN PYP	24
About PSPE	24
Identity	24
Active living.....	24
UNIT WISE CONTENT.....	26
Unit – 1 (Nursery)	26
Unit – 2 (Kindergarten)	26

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ABBREVIATIONS AND ACRONYMS

ASoSE	Ambedkar School of Specialised Education
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

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Primary Years Programme - Learning and teaching 2018

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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.

Early Years

A pre-primary classroom marks students' transition from home to school. In these changing times, the school has emerged as a crucial agent of socialization which plays a significant role in students' early language, physical, socio-emotional, and cognitive development. It is all the more important for the pre-primary classrooms as the agents of socialization and education, to provide a safe and stimulating environment for students who are discovering themselves and ways of life.

Children are learners by nature. Young children's natural tendency is to play, inquire and manipulate objects around to satisfy their curiosity and know about the world. It is the responsibility of the pre-primary educators to ensure that this inquisitiveness and the natural quest for learning is given space in the classroom. The four pillars through which this can be ensured are-

- **Play:** Ample opportunities for play that is student-driven.
- **Learning Spaces:** Learning spaces that allow students to learn on their own through exploration and hands-on activities.

- **Symbolic Exploration and Expression:** Opportunities to understand, interact with and use symbols are central to a child's cognitive and linguistic development.
- **Relationships:** For learning to be effective, it has to stem from the student's context. There has to be active involvement of all the people in a student's life and learning should involve the building of positive relationships.

The focus of the pre-primary classroom is not to reduce learning to the acquisition of content and concepts; it is also not limited to preparing the child for Grade 1, but it is to encourage student's motivation to act, play, talk, question, make connections and learn on their own.

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 investigations	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	<h1 style="margin: 0;">Inquiry students</h1>		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.

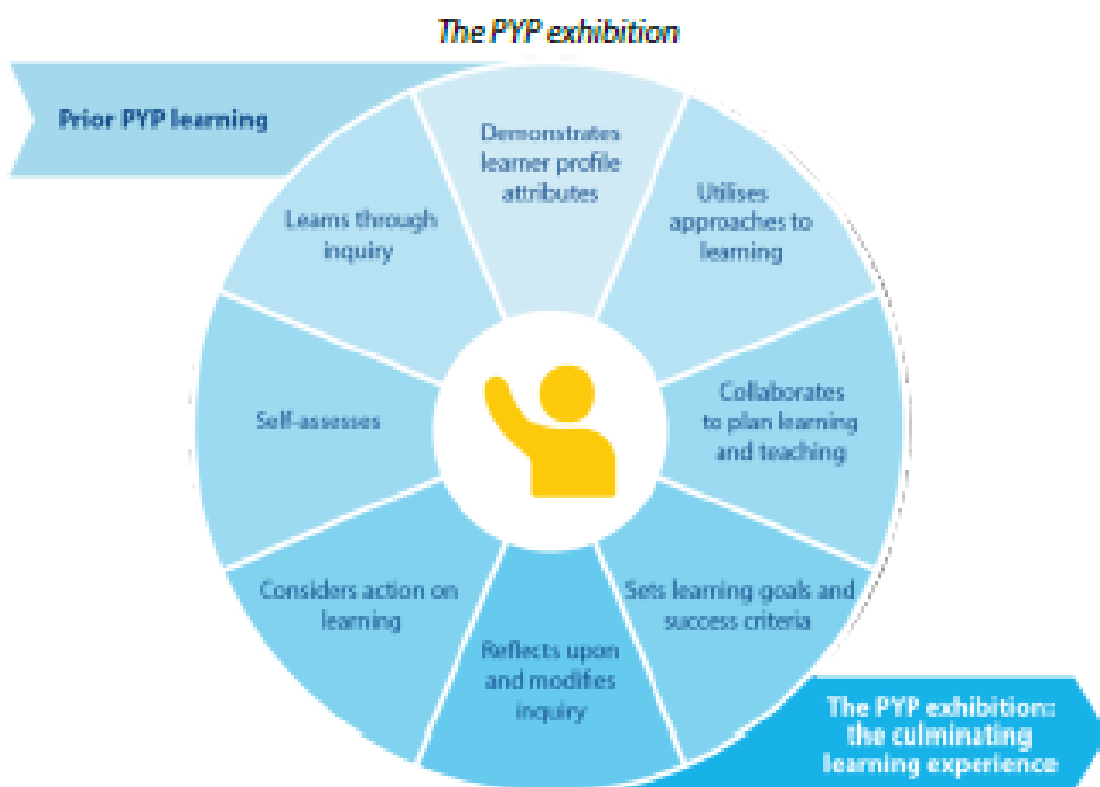
Related concepts deepen understanding of a key concept or a subject. As with key concepts, some related concepts have relevance across other subjects and provide further opportunities to make connections across, between and beyond subjects.

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students are active agents in their own learning by developing and using metacognitive strategies to: <ul style="list-style-type: none"> • 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.

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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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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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.

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 their 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.

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.

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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.

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.

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UNIT WISE CONTENT

Unit – 1 (Nursery)

Theme	Who we are
Summary	Children develop awareness about themselves, they inquire into ways of taking care of themselves and explore things around.
Central Idea	Knowing Myself and my relations with others
Lines of Inquiry	<ul style="list-style-type: none">• Me, my body• My emotional self• My family members and my friends
Duration	4-5 Weeks
Key Concepts	Form, Connection, Perspective
Learner Profile	Balanced, Inquirers, Reflective, Knowledgeable
Skills and Attitudes	Self-Management, Thinking, Social Skills, Communication

Unit – 2 (Kindergarten)

Theme	Who we are
Summary	Children develop awareness about themselves and their relationship with others. They inquire into ways of taking care of themselves and explore things around. They explore significant places in the immediate environment.
Central Idea	Building awareness of oneself and one's surroundings
Lines of Inquiry	<ul style="list-style-type: none">• Knowing ourselves• Me and my surroundings• Understanding similarities and differences between other people and me
Duration	4-6 Weeks
Key Concepts	Form, Function, Perspective
Learner Profile	Knowledgeable, Balanced, Reflective, Caring
Skills and Attitudes	Self-Management, Social, Communication