

Karibuni! Welcome!  
to  
**International School Moshi**  
**Arusha Campus**  
**2011 – 2012**



**Primary Years Programme Handbook**  
**Early Childhood (EC) – P6**

**Mission Statement**

*International School Moshi inspires individuals to be lifelong learners in a global community.*



# International School Moshi

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Dear Parents

Welcome to the Primary school at ISM-Arusha campus. This handbook and curriculum summary is intended to help you to get the best out of our primary school. It gives parents and children information about our school's academic expectations and how our school functions.

The well-being and education of our ISM children is a partnership between school and home. Through clear communication between parents, teachers and students we can achieve this goal. We welcome parents into the school to help, to take part in activities and to share experiences; and we are always willing to discuss any aspects of your child's development.

We hope that you and your child/children will be happy at our school.

Yours,

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## Primary School PYP Handbook

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# International School Moshi

## Early Childhood (EC) – P6 Handbook 2011 - 2012

### Introduction

- This handbook and curriculum summary is intended to help you get the best out of our primary school. It gives parents and children information about our school's curriculum and how our school functions. Please take the time to read through it.
- We believe that the well-being and education of our ISM children is best served when there is a partnership between school and home. Through clear communication between parents, teachers and students we can achieve this goal.
- ISM Arusha campus is a co-educational, day school.
- ISM Moshi campus is a co-educational, day and boarding school

### Primary School Philosophy

The Primary curriculum works within the framework of the International Baccalaureate Primary Years Programme (IBPYP). This programme is based on sound educational principles and up-to-date research into the ways children learn. It is concept-driven and has inquiry based learning at the heart. An inquirer "stands at the 'border of knowing and not knowing'" (Wells Lindfors, 1999). Inquiry is essentially exploring, wondering, questioning, experimenting, researching and elaborating on solutions to problems. It involves the synthesis, analysis and manipulation of knowledge.

At ISM we believe it is important to:

- Recognise that each student develops in different ways at different rates and that each individual has a unique learning style.
- Determine the existing knowledge that a child brings to new experiences and build on that knowledge by enabling them to make connections to incremental pieces of new information.
- Encourage students to look at the 'big ideas', which drive our units of inquiry so that they can reflect on the connections between life in school, life at home and life in the world.
- Provide experiences, which support and stimulate a child's learning through active, hands-on activities, to engage with the environment in an effort to make sense of their world.
- Provide opportunities to practise problem-solving, make decisions and take action.
- Instil in students a feeling of 'Internationalism', an understanding of what it means to be part of an international community where they are open to other people's perspectives and are empathetic to other people's situations.
- Encourage students to be independent learners and understand what it means to take responsibility for their own learning.
- Enable students to apply their learning appropriately to new situations
- Encourage students to seek out information, to interpret what they discover and explain those discoveries to others.
- Use a broad range and balance of teaching and assessment styles and methods to meet the varied needs of our learners.
- Offer structured learning support and provide challenge to the academically advanced.
- Support each student's capacity to develop individual talents, abilities, skills and attitudes.
- See ourselves as part of a 'community of learners' where parents are involved in all aspects of their child's education and where peers are encouraged to support, and learn from, each other.
- Develop confident individuals with a love of learning who will be able to lead an active, healthy, productive and successful life.

It is our aim to develop the following student learning outcomes through the IB and ISM Learner Profile:

## Student Learner Profile

Through the Primary Years Programme students are engaged in structured inquiry and are encouraged to become:

- Inquirers:** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct, purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained through their lives.
- Critical Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and solve complex problems.
- Communicators:** They receive and express ideas and information confidently, in more than one language, including the language of mathematical symbols.
- Risk-takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
- Knowledgeable:** They have spent time in our school exploring themes, which have global relevance and importance.
- Principled:** They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
- Caring:** They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
- Open-minded:** They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
- Well-balanced:** They understand the importance of physical and mental balance and personal well being.
- Reflective:** They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

The students are made aware of each profile and how these fit together to create an 'Internationalist'. We actively encourage all our students to think and act with the profiles as the driving force of their thoughts and actions.

## The Curriculum

### The Primary Years Programme (PYP) 3 – 12 Years

The Primary Curriculum at ISM offers a rich, challenging and stimulating programme, which aims to generate in its students an enthusiasm for learning, encouraging them to value learning as a life long process. In 2002 ISM Primary School formally adopted the Primary Years Programme (PYP) of the internationally renowned International Baccalaureate Organisation (IBO). The Primary Years Programme has been developed by a group of International School Teachers and administrators with the aim of providing a common International Curriculum. It synthesises the best research and practice from a range of national systems, with the wealth of knowledge and experience in international schools. The result has been to create a trans-disciplinary curriculum, which is relevant, challenging and engaging for all students in the 3 to 12 age range.



Ref: IBO : [www.ibo.org](http://www.ibo.org)

### Primary Years Programme (PYP)

The Primary Years Programme strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. It aims to achieve these through:

- Focusing on key **concepts**,
- Exploring trans-disciplinary themes, within a body of **knowledge** which has local and global significance,
- Developing essential **skills**, such as the ability to conduct research, communicate effectively and think critically and creatively,
- Fostering positive **attitudes**, such as tolerance, respect and responsibility,
- Providing opportunities for meaningful **action** and social service.

**ISM documents the curriculum content for Mathematics, Language, PSPE, The Arts, Technology, Science, Humanities. These are available to parents on request.**

## Programme of Inquiry

Central to the Primary Years Programme is the Programme of Inquiry (POI) (see page 37-38). The Programme of Inquiry includes six Units of Inquiry to be taught each academic year for Primary years 1 to 6 and four units of inquiry to be taught to Early Childhood. ISM Primary continually revises and evaluates the Programme of Inquiry offered to ensure optimum coverage and experiences for its students.

## Organising themes

Within the Programme of Inquiry there are six organising themes and each year group has to cover all six organising themes every year (except EC who cover four organising themes every year). These organising themes are:

- **Who we are** – an exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.
- **Where we are in place and time** – an exploration of our orientation in place and time; of our personal histories; of history and geography, from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.
- **How we express ourselves** – an exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.
- **How the world works** – an exploration of the physical and material world; of natural and human-made phenomena, and of the world of science and technology.
- **How we organise ourselves** – an exploration of human systems and communities; of the world of work, its nature and its values; of employment and their impact on us, and the world around us.
- **How we share the planet** – an exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.

## Trans-disciplinary Skills

The Primary Years Programme is described as a trans-disciplinary curriculum, which simply means that the skills the children acquire can be transferred into all their learning. The trans-disciplinary skills we aim to develop through all areas of the curriculum are:

### Social skills

Accepting responsibility  
Respecting others  
Co-operating  
Resolving conflict  
Group decision making  
Adopting a variety of group roles

### Self-management skills

Gross motor skills  
Fine motor skills  
Spatial awareness  
Organisation  
Time management  
Safety  
Healthy lifestyle  
Codes of behaviour  
Making informed choices

### Research skills

Formulating questions  
Observing  
Planning  
Collecting data  
Recording data  
Organising data  
Interpreting data  
Presenting research findings

### Thinking skills

Acquisition of language  
Comprehension  
Application  
Analysis  
Synthesis  
Evaluation  
Points of view  
Analysis, thinking & learning

### Communication skills

Listening  
Speaking  
Reading  
Writing  
Non-verbal

## PYP Exhibition

In the student's final year of the PYP (P6 at ISM), they are expected to take part in an exhibition. The subject of the exhibition should be a real-life issue or problem, local or global that is of sufficient scope and sequence to warrant an extended investigation.

The exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle school education

## **Teaching Methods**

- The primary teachers employ a wide variety of teaching techniques and strategies in their classrooms, which are predominantly inquiry based. These will include co-operative learning, using manipulatives, projects, experimental and independent learning, games, role-play, modelling, dramatisation, activity sheets and many more. Students will work in a variety of different groupings including whole class, group work, partner work and individual tasks.
- Although subjects are taught through the Programme of Inquiry wherever possible, on occasions it may be necessary to plan for some subject specific activities outside of the Units of Inquiry.

## **Planning and Assessment**

- At ISM Primary School we believe that planning and assessment are integral to successful teaching. Planning identifies the learning objectives and assessment reveals student's current knowledge and also how far students have acquired new learning. This in turn determines future planning. Teachers use a variety of assessment strategies and tools to ensure they have a detailed understanding of each student's attainment levels. We believe in the importance of including students in the assessment process through goal setting, reflecting, learning journals and student led conferences.
- Teachers' own records may be formal or informal. Sometimes they are brief observations and at other times more detailed assessments are written. As teachers cannot record everything students do and say they make decisions over what should be recorded, which reflect the purpose of each aspect of their assessments. These records are then used to inform our reports to parents, as information for focusing on the needs of individual children and for improving our curriculum and teaching in general.
- Each academic-year ISM implements the ACER International Standardized Assessments in P4, P5 and P6. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development.

## Early Childhood

### Age range 3–5

We view children as **individuals** who develop at their **own** rate. For that reason, we provide a child-centered environment that caters to children's needs allowing them to move at their **own developmental pace**.

At ISM the early childhood curriculum and school environment support children's development in a **holistic** way. We as a result have identified four areas of development that we believe are vital to young children's holistic growth:

1. **Personal, Social, and Emotional Development**
2. **Physical Development**
3. **Cognitive Development**
4. **Language Development**

Young children do not separate learning into categories or subject areas such as reading, writing, math, science, and social studies. For this reason, we integrate the PYP subject specific expectations through the lessons we teach in large and small groups and with materials and activities that are available in the learning centres.

By integrating young children's learning experiences, we help them to make sense of their world and connect what they already know to what they are learning. The time they spend in centres allows them to be risk-takers, test new ideas, work out problems, and share their learning with peers, in a safe and supported environment.

The Early Childhood class has 40 minutes per week for P.E., and Swimming plus 2 x 40 minute sessions of Information Technology. The EC have 2 x 40 minute Music lessons.

## Early Childhood

### Age range 3–5

Children will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

#### Language

- **Oral communication: listening and speaking**

Children will use oral language for social interaction and to obtain knowledge of people, places and things in their environment and in the wider community. They will communicate needs, feelings and ideas in order to respond to a variety of experiences. They will participate appropriately in conversations, tell stories and events in sequence, and will give and follow instructions. In order to learn to communicate effectively, children will be given daily opportunities to listen and speak in authentic contexts, either independently, in small groups or with the whole class.

- **Written communication: reading and writing**

Children will be eager to read. They will enjoy playing and experimenting with reading behaviours as they practise reconstructing text. They will show an interest in books, stories, charts and songs as they “read” simple, familiar text using visual, contextual and memory cues to make sense of print. Children will “read” daily with support and guidance, independently, in small groups, or in whole-class situations. They will be encouraged to focus on the meaning of texts rather than on reading word by word with complete accuracy. Children will be read to daily, and will have opportunities to read with and to one another, and to discuss what they have read. Through these experiences children will gain an understanding of concepts about print.

Children will be curious about print. They will enjoy playing and experimenting with writing by making marks to emulate writing. They will progress from scribble or “pretend” writing to writing letters and words. Drawing, sketching and diagramming are important parts of early writing development as children imitate, rehearse and think about the process. Children will use representations of their name (and/or those of family members) in a variety of ways. Regardless of their stage of written development, they will assign meaning to messages and will gradually produce recognisable (though not necessarily conventional) spellings of a range of words. Children will be encouraged to write daily with or without support and guidance, either independently, in small groups or with the whole class.

- **Visual communication: viewing and presenting**

Children will play, experiment, talk about and relate to a variety of media. They will enjoy using media to make sense of their world and will learn to respond both verbally and non-verbally. They will show a natural curiosity and interest in many forms of familiar visual communication and, with guidance and support, will make connections between the real and the imaginary. Children will view and react to media items or factual information in order to understand and describe what they see.

## **Mathematics**

- **Data handling: statistics and probability**

Children will sort real objects by attributes, create graphs using real objects and compare quantities.

They will discuss and identify outcomes that will happen, won't happen or might happen.

- **Measurement**

Children will identify and compare attributes of real objects, and events in their realm of experience.

- **Shape and space**

Children will sort, describe and compare 3-D shapes and explore the paths, regions and boundaries of their immediate environment and their position.

- **Pattern and function**

Children will find, describe and create simple patterns in their world.

- **Number**

Children will read, write, count, compare and order numbers to 20. They will model number relationships to 10, develop a sense of 1–1 correspondence and conservation of number. They will select and explain an appropriate method for solving a problem.

## **Social Studies**

Social studies learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all children in all cultures. Children will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives. In this age range, children will gain an understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will gain an increasing awareness of themselves in relation to the various groups to which they belong. They will gain a sense of place and the reasons why particular places are important to people. They will also gain a sense of time and recognize important events in their own lives, and how time and change affect people's lives.

### **Social studies perspective**

Social studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.

- **History**

The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

- **Geography**

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth's surface and resources.

- **Society**

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

## **Science and technology**

Science and technology learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all children in all cultures. Children will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, children will develop their observational skills by using their senses to gather and record information, and will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and recognize basic cause and effect relationships. Children 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 will show care and respect for themselves, other living things and the environment. Children will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

### **Science and technology perspective**

Science and technology is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.

- **Living things**

The study of humans and other animals, plants, and the environment and the interactions between them.

- **Earth and space**

The study of the planet Earth and its relationship to the universe.

- **Materials and matter**

The study of the origins, properties and uses of natural and human-made solids, liquids and gases.

- **Forces and energy**

The study of energy, its origins and transfer, and its effects.

## **Physical education**

Physical education (PE) offers children the opportunity to explore the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve simple problems, tackle appropriate physical challenges, manipulate equipment or apparatus, and express themselves in a range of situations. Children will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. Children will become aware of safe behaviour practices when engaging in physical activities, recognize the importance of fair play, cooperative behaviours and the ability to function as part of a group. Children will be introduced to some of the ways exercise affects their bodies.

The strands have been grouped as follows: **body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities.**

## **Personal and social education**

Personal and social education (PSE) is concerned with developing the attributes and dispositions embodied in the student profile, together with the attitudes found in *Making the PYP Happen*. PSE learning can take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all children in all cultures. Children will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, children will develop an awareness of their self-identity and recognize some of their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize and communicate their own feelings and emotions in an appropriate way. They will reflect on their own abilities and behaviour. Children will show awareness of healthy lifestyle choices. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Children will show increasing independence, and will approach learning with flexibility, creativity and commitment. They will develop social skills when interacting with others in different situations and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs, rights and differences of others. They will become aware of different ways of dealing with conflict situations.

### **PSE perspective**

PSE is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to personal and social development.

- **Self-concept**

The set of beliefs, attitudes and feelings that children have about themselves. The extent to which they value themselves will not only affect what they can do, but how they interact with others. It is important that they are confident to try new things, to express their views and are eager to explore new learning.

- **Health and safety**

The development of an awareness of aspects of overall health, including nutrition and control of diseases. Positive lifestyle choices that promote and maintain health are encouraged, and safe behaviour practices to be used in the home, school and community are developed.

- **Interaction with others**

The development of an awareness of social norms and values within the family, the school community and society, including the study and acceptance of cultural, racial and religious similarities and differences. It leads to an understanding of conflict and appropriate ways of dealing with it.

- **Organisation for learning**

The development of an awareness of strategies to become a successful learner, including the adoption of a positive attitude toward responsibilities. It encourages making independent choices in relation to learning.

## **Visual arts**

Children will enjoy working both individually and in small groups. They will begin to develop an understanding of the varied functions and uses of different materials and tools. They will learn to choose the best materials and tools for a particular task and to care for them appropriately.

The strands have been grouped as follows: **creative processes, elements of art and design, visual arts in society and reflection and appreciation.**

## **Music**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Children will join together in musical activities, using their voices and simple instruments to develop concepts about sound and musical awareness. They will participate both individually and in groups in games, songs, and creative movement activities. Children will develop musical ideas in composition using musical notation. They will begin to develop an awareness and appreciation of music from different cultures.

The strands have been grouped as follows: **performing: singing, performing: playing instruments, creating and composing, notation and listening and appreciation.**

## **Drama**

Children will work together, share ideas and begin to make group decisions. They will listen and respond positively to the suggestions of others. Children will welcome the variety of cultural backgrounds inherent within their group and the dramas they develop. They will develop an awareness and acceptance of differences in traditions, celebrations, beliefs and behaviour. Children will use drama to explore concepts in the units of inquiry taken from the programme of inquiry and they will be introduced to teacher-in-role. Children will use a variety of stimuli to initiate classroom play and make-believe activities. They will develop the confidence to create their own dramas through play, and to share these with others where appropriate. Children will be willing and eager to explore movement and space using music and other stimuli. Where possible, children will be exposed to a variety of performance and presentation experiences and will discuss what they have seen and experienced.

The strands have been grouped as follows: **creative exploration and expression, technical incorporation, performance, personal and social development, reflection, evaluation and appreciation and drama in society.**

## **Language B**

### SWAHILI

We recognize the importance of being able to speak the language of our host country. According to the latest brain research, early childhood is the optimum time for children to learn a second language. We therefore employ native Swahili speakers as teaching assistants in all of our early childhood classrooms to provide bilingual language instruction in small and large groups in a natural and fun way through games, songs, and music.

# PRIMARY 1-6

## Primary 1 / 2

### Age Range 5–7

Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

#### Language

- **Oral communication: listening and speaking**

Students will use a variety of oral language appropriately and with increasing confidence. They will talk about their own thoughts, feelings and opinions and they will be able to work in groups to discuss their ideas. They will appreciate that listening is important and, in both small- and large- group situations, listen with increasing concentration and consideration. They will be able to pick out main events and relevant points, and they will increase their ability to anticipate and predict. Students will listen to others carefully and with sensitivity.

- **Written communication: reading and writing**

Students will read for pleasure and information with increasing independence. They will be confident about their own reading and will continue to develop a range of reading strategies to decode and make sense of text. They will discuss stories heard and read, demonstrate an awareness of the role of the characters and plot, and will respond to the ideas and feelings expressed. They will begin to use a variety of reference books and dictionaries independently. A balanced learning experience includes opportunities to participate either independently, in small groups or in whole-class situations. Daily independent and instructional reading is essential.

Students will write confidently, with developing legibility and fluency. They will write for a variety of purposes and will develop an understanding of different story structures. They will begin to plan, edit and review their own writing, showing an increasing ability to spell high-frequency words. They will begin to use spelling patterns and will continue to use their phonetic skills to spell, especially when constructing more complex words. As risk-takers, they will demonstrate confidence in attempting to write unfamiliar words using a variety of strategies. Daily independent and instructional writing are essential.

- **Visual communication: viewing and presenting**

Students will understand that communication involves visual, verbal, and kinaesthetic features. They will understand that signs and symbols carry meaning and will begin to read a range of signs widely used in their immediate environment. They will be able to read and use texts with different types of layout and will understand information presented by a range of visual media including television, theatre and computer. Using a variety of visual and technological media, the students will search for, record and present information. As they continue to develop an increasing understanding of what they view, they will make more informed choices.

## **Mathematics**

- **Data handling: statistics and probability**

Students will sort, label, collect, display and compare data in a variety of forms, including pictographs and bar graphs. They will understand the purpose of graphing data. They will discuss, identify, predict and place outcomes in order of likelihood.

- **Measurement**

Students will estimate, measure, label and compare using non-standard units of measurement, and understand why we use standard units of measurement to measure length, mass, time and temperature. They will read and write time to the hour, half hour and quarter hour, and identify and compare lengths of time (days, weeks and months).

- **Shape and space**

Students will describe the properties of 3-D shapes, including the 2-D shapes that can be seen, using mathematical vocabulary. They will find and explain symmetry in the immediate environment and create symmetrical patterns. They will give and follow simple directions using left, right, forward and backward.

- **Pattern and function**

Students will describe, continue, create and compare patterns. They will recognize and extend patterns in number. They will identify commutative property. They will model the relationships in, and between, addition and subtraction.

- **Number**

Students will read, write, estimate, count, compare and order numbers to 1,000. They will read, write, model and understand addition and subtraction, using mathematical vocabulary and symbols. They will automatically use addition and subtraction facts to 10. They will explore multiplication and division using their own methods, use fraction names to describe part and whole relationships, and explore counting patterns. They will select and explain appropriate methods for solving a problem and estimate reasonableness of answers.

## **Social studies**

Social studies learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, students will gain an 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 gain a 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. They will gain a sense of time, recognizing important events in their own lives and how time and change affect people.

### **Social studies perspective**

Social studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to our understanding of human activity.

- **History**

The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

- **Geography**

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth's surface and resources.

- **Society**

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

## **Science and technology**

Science and technology learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, students will develop their observational skills by using their senses to gather and record information, and 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 recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world and 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.

### **Science and technology perspective**

Science and technology is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.

- **Living things**

The study of humans and other animals, plants, and the environment and the interactions between them.

- **Earth and space**

The study of the planet Earth and its relationship to the universe.

- **Materials and matter**

The study of the origins, properties and uses of natural and human-made solids, liquids and gases.

- **Forces and energy**

The study of energy, its origins and transfer, and its effects.

## **Personal and social education**

Personal and social education (PSE) is concerned with developing the attributes and dispositions embodied in the student profile, together with the attitudes found in *Making the PYP Happen*. PSE learning can take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, students will develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize, communicate and manage their own feelings and emotions. They will reflect on their own abilities and behaviour and will set achievable personal goals. Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Students will show initiative and self-direction with increasing independence, and will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences. They will recognize and deal appropriately with conflict situations.

### **PSE perspective**

PSE is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to personal and social development.

- **Self-concept**

The set of beliefs, attitudes and feelings that students have about themselves. The extent to which they value themselves will not only affect what they can do, but how they interact with others. It is important that they are confident to try new things, to express their views and are eager to explore new learning.

- **Health and safety**

The development of an awareness of aspects of overall health, including nutrition and control of diseases. Positive lifestyle choices that promote and maintain health are encouraged, and safe behaviour practices to be used in the home, school and community are developed.

- **Interaction with others**

The development of an awareness of social norms and values within the family, the school community and society, including the study and acceptance of cultural, racial and religious similarities and differences. It leads to an understanding of conflict and appropriate ways of dealing with it.

- **Organisation for learning**

The development of an awareness of strategies to become a successful learner, including the adoption of a positive attitude toward responsibilities. It encourages making independent choices in relation to learning.

## **Physical education**

Physical education (PE) offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the importance of fair play, use of cooperative behaviours and the ability to function as part of a group or team. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

The strands have been grouped as follows: **body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities.**

## **Visual arts**

Students will use first-hand source materials, including their immediate environment and their imagination as an inspiration for their work. They will exhibit an increasing ability to concentrate on and complete a piece of artwork. They will discover and develop their own preferences and individual interests, which will contribute to the development of understanding and artistic vision. They will continue to explore the use of a wide variety of materials, tools and media and will draw on their increasing knowledge and skills to express their ideas, observations and feelings. Students will be exposed to and will respond to both western and non-western artifacts and artworks and will become familiar with the process of reflection and how to appreciate their own and others' artworks. The strands have been grouped as follows: **creative processes, elements of art and design, visual arts in society and reflection and appreciation**

## **Drama**

Students will work together, sharing ideas and making group decisions. They will listen and respond positively to the suggestions of others. Students will welcome the variety of cultural backgrounds inherent within their group and value the cross-cultural aspects of the dramas they develop. They will develop an awareness and acceptance of differences in traditions, celebrations, beliefs and behaviour. Students will use drama to explore concepts in the units of inquiry taken from the programme of inquiry and they will be introduced to teacher-in-role. Students will use a variety of stimuli to initiate classroom play and make-believe activities. They will develop the confidence to create their own dramas through play, and to share these with others where appropriate. Students will be willing and eager to explore movement and space using music and other stimuli. Where possible, students will be exposed to a variety of performance and presentation experiences and will discuss what they have seen and experienced.

The strands have been grouped as follows: **creative exploration and expression, technical incorporation, performance, personal and social development, reflection, evaluation and appreciation and drama in society.**

## **Music**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will sing and play a variety of songs and pieces with an awareness of beat. Students will have the opportunity to experiment with sounds in composition tasks and to make expressive use of musical elements such as pitch and rhythm. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures and be able to describe and compare sounds using simple appropriate musical vocabulary. The strands have been grouped as follows: **performing: singing, performing: playing instruments, creating and composing, notation and listening and appreciation.**

## **Language B**

### SWAHILI

We recognize the importance of being able to speak the language of our host country. According to the latest brain research, early childhood is the optimum time for children to learn a second language. We therefore employ native Swahili speakers as teaching assistants in all of our early childhood classrooms to provide bilingual language instruction in small and large groups in a natural and fun way through games, songs, and music.

## Age range 7–9

Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

### Language

- **Oral communication: listening and speaking**

Students will appreciate the power of oral language and use speech with increasing awareness and responsibility. They will participate appropriately in discussions and will talk about a wide range of topics. They will use increasingly complex language confidently and creatively, with increasing accuracy, detail and range of vocabulary. They will become increasingly aware of the use of oral language to articulate, organise and reflect on learning. They will begin to communicate in more than one language.

- **Written communication: reading and writing**

Students will read a variety of fiction and non-fiction books confidently, fluently and independently, and they will be able to select books appropriate to their reading level and for a specific purpose. They will be interested in a variety of literature and will begin to show an appreciation of different literary styles. They will understand and respond to the ideas, feelings and attitudes expressed in various reading materials, and will be able to use reference books, dictionaries and information technology independently. They will read daily in class and will regularly read for a sustained period of time, both in class and at home.

Students will develop fluency in writing, and will write independently and with confidence. They will begin to use a wide and vivid vocabulary with supporting details. They will understand that different types of writing have different structures. They will write for a range of purposes, both creative and informational, and will plan, edit and review their own writing. They will spell most high-frequency words accurately and use a range of strategies to spell words of increasing complexity. They will present their writing appropriately using a consistent, legible style.

- **Visual communication: viewing and presenting**

Students will experience a wide variety of visual media materials. They will respond to viewing experiences orally and in writing. They will interpret visual media and recognize the power of visual media to influence thinking and behaviour, and will begin to learn how to make informed choices in their personal viewing experiences. They will use a variety of materials to plan and create projects with different media and will use electronic media (eg CD-Rom, Internet) to find information.

### Language B

#### FRENCH

P3-6 Students will study French, learning basic vocabulary and finding out about French culture. Instruction is provided in small and large groups, through games, songs and music.

#### SWAHILI

We recognize the importance of being able to speak the language of our host country. According to the latest brain research, early childhood is the optimum time for children to learn a second language. We therefore employ native Swahili speakers as teaching assistants in all of our early childhood classrooms to provide bilingual language instruction in small and large groups in a natural and fun way through games, songs, and music.

## **Mathematics**

- **Data handling: statistics and probability**

Students will discuss, compare and create sets that have subsets; design a survey; and process and interpret the data on a bar graph where the scale represents larger quantities. They will manipulate information in a database. They will find, describe and explain the mode in a set of data and will use probability to determine the outcome of mathematically fair and unfair games.

- **Measurement**

Students will estimate, measure, label and compare length, mass, time and temperature using formal methods and standard units of measurement. They will determine appropriate tools and units of measurement including the use of small units of measurement for precision (cm, mm, °C). They will also estimate, measure, label and compare perimeter and area, using non-standard units of measurement. Students will model the addition and subtraction of money and be able to read and write time to the minute and second.

- **Shape and space**

Students will sort, describe and model regular and irregular polygons, including identifying congruency in 2-D shapes. They will combine and transfer 2-D shapes to create another shape. They will identify lines and axes of reflective and rotational symmetry, understand angles as a measure of rotation and locate features on a grid using coordinates.

- **Pattern and function**

Students will recognize, describe and analyse patterns in number systems. They will identify patterns and rules for multiplication and division, together with their relationship with addition and subtraction. They will model multiplication as an array and use number patterns to solve problems.

- **Number**

Students will read, write, estimate, count, compare and order numbers to 1,000, extending understanding of the base 10 system to the thousands. They will read, write and model multiplication and division problems. They will use and describe multiple strategies to solve addition, subtraction, multiplication and division problems, reasonably estimating the answers. They will compare fractions using manipulatives, mathematical vocabulary and fractional notation. They will understand and model the concept of equivalence to one.

## **Social studies**

Social studies learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, 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 organised within communities and the ways in which communities reflect the cultures and customs of their people. They will deepen their understanding of how people influence and are influenced by the places in their environment. Students will gain an appreciation of 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.

### **Social studies perspective**

Social studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to our understanding of human activity.

- **History**

The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

- **Geography**

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth's surface and resources.

- **Society**

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

## **Science and technology**

Science and technology learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, 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 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 recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action 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.

**Science and technology perspective** Science and technology is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.

- **Living things**

The study of humans and other animals, plants, and the environment and the interactions between them.

- **Earth and space**

The study of the planet Earth and its relationship to the universe.

- **Materials and matter**

The study of the origins, properties and uses of natural and human-made solids, liquids and gases.

- **Forces and energy**

The study of energy, its origins and transfer, and its effects.

## **Personal and social education**

Personal and social education (PSE) is concerned with developing the attributes and dispositions embodied in the student profile, together with the attitudes found in *Making the PYP Happen*. PSE learning can take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, students will develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize, communicate and manage their own feelings and emotions. They will reflect on their own abilities and behaviour and will set achievable personal goals. Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Students will show initiative and self-direction with increasing independence, and will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences. They will recognize and deal appropriately with conflict situations.

### **PSE perspective**

PSE is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to personal and social development.

#### **Self-concept**

The set of beliefs, attitudes and feelings that students have about themselves. The extent to which they value themselves will not only affect what they can do, but how they interact with others. It is important that they are confident to try new things, to express their views and are eager to explore new learning.

- **Health and safety**

The development of an awareness of aspects of overall health, including nutrition and control of diseases. Positive lifestyle choices that promote and maintain health are encouraged, and safe behaviour practices to be used in the home, school and community are developed.

- **Interaction with others**

The development of an awareness of social norms and values within the family, the school community and society, including the study and acceptance of cultural, racial and religious similarities and differences. It leads to an understanding of conflict and appropriate ways of dealing with it.

- **Organisation for learning**

The development of an awareness of strategies to become a successful learner, including the adoption of a positive attitude toward responsibilities. It encourages making independent choices in relation to learning.

## **Physical education**

Physical education (PE) offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the importance of fair play, use of cooperative behaviours and the ability to function as part of a group or team. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or wellbeing.

The strands have been grouped as follows: **body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities.**

## **Visual arts**

Students will establish a foundation of self-awareness about their own interests and preferences in art. They will develop this interest by exploring and experimenting with a variety of tools, materials and techniques. Students will exhibit confidence in choosing tools and materials that are appropriate for their artworks and that reflect their growing individual creative vision. They will exhibit greater control and purpose in their use of a variety of media and tools. They will make initial sketches and will be aware that a piece of artwork requires thought, planning, effort and revision. They will discuss their work using specific art vocabulary and will be increasingly aware of the fact that other students and groups will produce work that varies in style and content. Students will search beyond the classroom for resources and begin to see links with other areas of the curriculum. They will respond reflectively to the artwork of others.

The strands have been grouped as follows: **creative processes, elements of art and design, visual arts in society and reflection and appreciation.**

## **Music**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, students will develop the ability to perform accurately and confidently, making expressive use of musical elements. They will control and develop musical ideas in composition and will use notation as an aid to storing and refining ideas. They will listen with greater understanding to a range of music from different times and places.

The strands have been grouped as follows: **performing: singing, performing: playing instruments, creating and composing, notation and listening and appreciation.**

## **Drama**

Students will work independently and with confidence in small groups and with partners. They will apply their knowledge of the content of the programme of inquiry to develop dramas. Students will apply their knowledge of cross-cultural differences when creating dramatic roles and locations. They will use personal experiences and other stimuli to create a drama. Students will reflect and comment on their own work and the work of others in a sensitive and positive way. They will be able to adopt a role and switch in and out of role to discuss their discoveries. They will be able to respond to contributions from the teacher-in-role. Students will develop an understanding of the way body and voice can be used to depict a character through specific voice and body exercises and activities. Where possible, students will be exposed to performance conventions from other cultures and to a variety of performance and/or presentation experiences; they will observe carefully and will be able to discuss what they have seen.

The strands have been grouped as follows: **creative exploration and expression, technical incorporation, performance, personal and social development, reflection, evaluation and appreciation and drama in society.**

## Age range 9–12

Students will have the opportunity to identify and reflect upon “big ideas” by making connections between the questions asked and the concepts that drive the inquiry. They will become aware of the relevance these concepts have to all of their learning.

### Language

- **Oral communication: listening and speaking**

Students will show an increasing awareness of the power of oral language and how it helps them to construct meaning and connect with others. They will use speech responsibly to inform, entertain and influence others. They will understand that oral language is a medium for learning and use the speaking and listening processes as learning strategies as well as for individual enjoyment. They will interact confidently with others in a variety of situations. They will use a wide variety of linguistic structures and features of spoken language to develop and present ideas and information, adapting their speaking and listening strategies to the context, purpose and audience. By reflecting on their own approach to communication and the ways in which others interact, they will monitor and assess their own learning.

- **Written communication: reading and writing**

Students will read a wide range of texts with understanding and accuracy and will be able to use a variety of reading strategies for different texts and purposes. They will recognize and appreciate the various literary styles, forms and structures, and appreciate the structural and stylistic differences between fiction and non-fiction. They will be able to discuss what has been read, reflect on and talk about the feelings and motivations of the characters in a story, and analyse details of plot and characterization. They will appreciate the author’s use of language and they will begin to recognize meaning beyond the literal. They will locate and use a range of reference materials to find information and they will understand that this information can be used to generate ideas and opinions and guide research. They will read for enjoyment and information daily for sustained periods, both in school and at home.

Students will write fluently and effectively for a wide range of purposes, both creative and informal, using a range of styles. They will understand that different types of writing have different styles and structures, and are used for different purposes. Their writing will show a clear awareness of audience. They will use relevant and appropriate supporting details, a wide range of effective vocabulary and a variety of sentence structures and sentence lengths. They will use an appropriate writing process independently and confidently; planning, revising, and editing their own writing. Considering and acting upon the responses of others, students will gain an awareness of themselves as authors and will develop their own voice and style to personalize their writing. They will write for enjoyment and communication daily for sustained periods, at school and at home.

- **Visual communication: viewing and presenting**

Students will demonstrate appropriate viewing behaviour for a large range of visual material (movies, posters, CD-Roms, atlases, architectural plans, sculptures, paintings, graphic organisers, codes). They will respond to viewing experiences orally and in writing using specific vocabulary and terminology. They will show an understanding of media elements and the effect of design on the meaning of the visual. They will identify stereotypes and the purpose of visual material. They will be willing to work with a variety of materials to plan and carry out different projects. They will recognize the implications of commercial media and will make informed judgments about television, film and video productions.

## **Mathematics**

- **Data handling: statistics and probability**

Students will collect, display and interpret data in a variety of ways. They will compare data displays, including how well they communicate information. They will create and manipulate an electronic database and set up a spreadsheet using simple formulas to create graphs. They will find, describe and explain the range, mode, median and mean in a set of data, use a numerical probability scale 0–1 or 0%–100%. They will determine the theoretical probability of an event and explain why this might be different from the experimental probability.

- **Measurement**

Students will estimate, measure, label and compare perimeter, area and volume using formal methods and standard units of measurement. They will develop procedures for finding perimeter, area and volume and recognize the relationship between them. They will use the correct tool for any measurement with accuracy. They will measure and construct angles in degrees using a protractor. They will know that the accuracy of measurement depends on the situation and the precision of the tools. They will use and construct 12-hour and 24-hour timetables and be able to determine times worldwide.

- **Shape and space**

Students will use the mathematical vocabulary of 2-D and 3-D shapes and angles. They will classify, sort and label all types of triangle and quadrilateral. They will turn a 2-D net into a 3-D shape and vice versa. They will find and use scale and ratio to enlarge and reduce shapes. They will use the language and notation of bearing to describe position, and be able to read and plot coordinates in four quadrants.

- **Pattern and function**

Students will understand and use the relationships between the four operations. They will model and explain number patterns and use real-life problems to create a number pattern following a rule. They will develop, explain and model simple algebraic formulas. They will model exponents as repeated multiplication, and understand and use exponents and roots as inverse functions.

- **Number**

Students will read, write and model numbers to one million and beyond, extending the base 10 system to the millions and thousandths. They will automatically use number facts. They will read, write, model, compare and order fractions (including improper fractions and mixed numbers), decimals (to any given place), and percentages. They will interchange fractions, decimals and percentages. They will add and subtract fractions with related denominators, simplify fractions and explore fractions using a calculator. They will add and subtract decimals to the thousandths and will model multiplication and division of decimals in the context of money. They will find and use ratios; read, write and model addition and subtraction of integers; and use exponential notation. They will use and describe multiple strategies to create and solve more complex problems, reasonably estimating the answers. They will select and defend the most appropriate and efficient method.

## **Social studies**

Social studies learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, students will investigate 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 organised within communities and how participation within groups involves both rights and responsibilities. Students will gain an appreciation of how cultural groups may vary in their customs and practices, but reflect similar purposes. They will deepen their understanding of how people influence and are influenced by places in the environment. They will appreciate 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. They will extend 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 and why different systems for the exchange of goods and services have developed.

### **Social studies perspective**

Social studies is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to our understanding of human activity.

- **History**

The study of what we think is important about the human past. Through it we develop an understanding of the past, its influences on the present and its implications for the future.

- **Geography**

The study of the relationship between people and their environment, both natural and built. Through it we develop a sense of place and an understanding of human interaction with the Earth's surface and resources.

- **Society**

The study of people and their relationships in society. Through it we develop an understanding of the ways in which individuals, groups and society interact with each other and how their values shape our social systems. It incorporates the disciplines of anthropology, economics, ethics, politics, psychology and sociology.

## **Science and technology**

Science and technology learning will take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, 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 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 recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action 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.

### **Science and technology perspective**

Science and technology is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.

- **Living things**

The study of humans and other animals, plants, and the environment and the interactions between them.

- **Earth and space**

The study of the planet Earth and its relationship to the universe.

- **Materials and matter**

The study of the origins, properties and uses of natural and human-made solids, liquids and gases.

- **Forces and energy**

The study of energy, its origins and transfer, and its effects.

## **Personal and social education**

Personal and social education (PSE) is concerned with developing the attributes and dispositions embodied in the student profile, together with the attitudes found in *Making the PYP Happen*. PSE learning can take place within the context of the trans-disciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organise ourselves, and sharing the planet). These trans-disciplinary themes address the fields of knowledge that form the traditional disciplines, but present them in a way that transcends the disciplines, therefore facilitating trans-disciplinary learning that has significance for all students in all cultures. Students will experience the trans-disciplinary themes through units of inquiry and the exploration of central ideas that have relevance and significance in their lives.

In this age range, students will develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize, communicate and manage their own feelings and emotions. They will reflect on their own abilities and behaviour and will set achievable personal goals. Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle. They will develop a sense of safety and an ability to protect themselves from danger and abuse. Students will show initiative and self-direction with increasing independence, and will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences. They will recognize and deal appropriately with conflict situations.

### **PSE perspective**

PSE is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to personal and social development.

- **Self-concept**

The set of beliefs, attitudes and feelings that students have about themselves. The extent to which they value themselves will not only affect what they can do, but how they interact with others. It is important that they are confident to try new things, to express their views and are eager to explore new learning.

- **Health and safety**

The development of an awareness of aspects of overall health, including nutrition and control of diseases. Positive lifestyle choices that promote and maintain health are encouraged, and safe behaviour practices to be used in the home, school and community are developed.

- **Interaction with others**

The development of an awareness of social norms and values within the family, the school community and society, including the study and acceptance of cultural, racial and religious similarities and differences. It leads to an understanding of conflict and appropriate ways of dealing with it.

- **Organisation for learning**

The development of an awareness of strategies to become a successful learner, including the adoption of a positive attitude toward responsibilities. It encourages making independent choices in relation to learning.

### **Physical education**

Physical education (PE) offers students the opportunity to discover the capabilities of their bodies and the variety of ways in which they are able to use their bodies to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus, and express themselves in a range of situations. Students will be exposed to a number of activities that will develop gross motor skills that may later be applied in various sports. They will become aware of a number of positive leisure time pursuits. Students will develop skills that they may apply in a variety of contexts within and beyond the school setting. These skills include the use of proper safety precautions when engaging in physical activities, recognition of the importance of fair play, use of cooperative behaviours and the ability to function as part of a group or team. Students will be introduced to a healthy and active lifestyle and the ways exercise affects their bodies and overall fitness or well-being.

The strands have been grouped as follows: **body control and spatial awareness, adventure challenge, athletics, movement to music, games, gymnastics and health-related activities.**

### **Visual arts**

Students will develop confidence in seeing themselves as artists and will have a growing appreciation of their individual artistic interpretation and vision. Their responses to tasks will demonstrate increased levels of technical detail and heightened levels of sophistication. They will continue to develop skills of observation and to seek out a variety of resources. They will be confident in the everyday use of sketchbooks for recording observations, ideas, pattern and colour. They will choose the appropriate materials for the task, building on previous skills and experiences when using a variety of materials. They will develop the skill of looking at artworks and artifacts from different periods and will draw conclusions and make predictions about their function. Students will work well, both alone and in groups, and will be sensitive to the work of others, suggesting modifications and discussing reactions constructively. They will be aware of the elements and principles of art and design and will develop a more critical stance to their own immediate environment. The strands have been grouped as follows: **creative processes, elements of art and design visual arts in society and reflection and appreciation**

### **Music**

Music is the study and exploration of sound and the expressive use of musical elements through the singing of songs and the playing of instruments. Students will develop musical ideas in composition using musical notation. They will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will experience a wide range of songs in different languages and from different times, and will perform them with sensitivity and accuracy. They will create their own music and perform it to others using increasingly sophisticated instruments, and be able to interpret the music of others through the understanding of complex notation. They will continue to develop their understanding of music from different sources and cultures.

The strands have been grouped as follows: **performing: singing, performing: playing instruments, creating and composing, notation and listening and appreciation.**

## **Drama**

Through creative exploration and expression, students will reach an emotional and conceptual understanding of the areas being studied. Students will make immediate connections between fantasy and real-life situations. They will practise self-discipline in the presentation of material to an audience as well as within the role of the audience. They will incorporate production elements effectively to enhance their work, using costume, make-up, set, lights, sound and props. Students will bring original text to life using a variety of conventions. They will continue to explore the way the body and voice can be manipulated to depict a character, an emotion or a concept through a variety of exercises. Students will work towards creating a healthy group dynamic, where students feel comfortable making suggestions and accepting criticism on how their work, and the work of others, can be developed. They will listen carefully to suggestions and will begin to be able to apply these to the development of their work. They will be able to work independently, in pairs, in small groups and as a class group. They will use a journal to reflect on and evaluate their work, to record their ideas, their discoveries and the subjects being addressed. Students will be introduced to performance conventions from other cultures and will be given the opportunity to practise these in their dramas. Where possible, they will be exposed to a variety of performance and/or presentation experiences; they will be encouraged to discuss and evaluate what they have seen, to identify what was effective and to begin to transfer these discoveries to the presentation of their own work. The strands have been grouped as follows: **creative exploration and expression, technical incorporation, performance, personal and social development, reflection, evaluation and appreciation and drama in society.**

## **LANGUAGE B**

The underlying goal of Language B is the development of sociolinguistic proficiency and linguistic competency through authentic language learning environments which foster real communication. The Language B programme aims to produce proficient users of that language, in relevant and meaningful contexts.

The Language B framework consists of six standards that serve as the primary organisers. These are the four fundamental skills for language learning and although they are presented separately in this document, they should be seen as interactive and interdependent and will not be dealt with in isolation. These are:

- Listening
- Speaking
- Viewing
- Presenting
- Writing
- Reading

Students will explore the nature of languages as systems by making comparisons between Swahili / French and their first language, leading to an appreciation of the correct application of linguistic structures and vocabulary. They will develop knowledge of the cultures of African and French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own culture.



# ISM Programme of Inquiry Cycle One

	<b>Who we are</b> 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	<b>Where we are in time and place</b> A inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	<b>How we express ourselves</b> 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	<b>How the world works</b> 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.	<b>How we organise ourselves</b> 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.	<b>How we share the planet</b> 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.
P5/6	<p><b>Central Idea:</b> We look to heroes to show us who we can be.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- the qualities of heroes</li> <li>-heroes from different times and places</li> <li>-role models and their influence on us</li> <li>- aspects of the learner profile</li> </ul>	<p><b>Central Idea:</b> Migration has a wide range of effects on those who migrate and the indigenous populations they encounter.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-reasons for migration</li> <li>-impact of migration on land and resources</li> <li>- impact of migration on indigenous people</li> </ul>	<p><b>Central Idea: People’s beliefs influence their behaviour.</b></p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- beliefs and values influencing people’s behaviour</li> <li>- possible causes of prejudice</li> <li>-the impact of racism, prejudice, discrimination and segregation</li> <li>-Our rights and responsibilities as we interact with other people</li> </ul>	<p><b>Central Idea:</b> Weather changes as a result of environmental factors and human influences</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- how changes in the atmosphere affect weather</li> <li>- how to measure weather</li> <li>- the interconnectedness of changing weather and human actions</li> </ul>	<p><b>Central Idea:</b> Different communities and groups establish rules by which they operate.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- the purpose and function of rules</li> <li>- approaches to governing</li> <li>- the nature of justice</li> </ul>	<p><b>Central idea:</b> Finding peaceful solutions to conflict leads to a better quality of human life.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- personal perspectives on peace</li> <li>- current conflicts around the world</li> <li>- causes of conflicts and how they are resolved</li> </ul>
P3/4	<p><b>Central Idea:</b> Children are a unique part of our society who have specific rights.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-right of the child</li> <li>- roles and responsibilities of children</li> <li>-application of children’s rights in different parts of the world rights</li> </ul>	<p><b>Central Idea: Artefacts and other evidence help us understand history and how people lived in the past.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-types of historical evidence</li> <li>-how historians work with artefacts</li> <li>-the information artefacts offer us about the past</li> </ul>	<p><b>Central Idea: The Arts are an avenue for creative expression</b></p> <p><b>Lines of Inquiry-</b></p> <ul style="list-style-type: none"> <li>-the Arts; visual, performing, music</li> <li>-appreciation of creative expression</li> </ul>	<p><b>Central Idea: There are a variety of energy sources which cause objects to move in a variety of ways.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-forces and energy (electricity, magnetism, gravity, wind, solar, water)</li> <li>-what energy can do</li> <li>-how we use energy</li> <li>-the scientific procedure: scientific principles</li> </ul>	<p><b>Central Idea: People around the world are involved in helping others in need.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- identifying people in need</li> <li>-the motivation to help others</li> <li>-empowering people to help themselves</li> <li>-structure and function of humanitarian organisations</li> </ul>	<p><b>Central Idea: there are a wide variety of environments on our planet made up of living and non-living elements.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-types of biomes</li> <li>-location of different biomes</li> <li>- interactions between living and non-living things</li> <li>- human responsibility to share resources with other living things</li> <li>- preservation of natural environments</li> </ul>
P1/2	<p><b>Central Idea: Looking after our bodies carefully allows us to be healthy in many different ways.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-elements of healthy living</li> <li>- indicators of good health</li> <li>- taking responsibility for health of our own bodies</li> </ul>	<p><b>Central Idea: People move around the world for different reasons.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- ways that people travel</li> <li>- reasons people travel</li> <li>- personal journeys</li> </ul>	<p><b>Central Idea: Artists use different ways to express ideas and feelings.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- elements of art and design</li> <li>- expression (response) through the arts</li> <li>- symbolic representation (visual, musical, dramatic)</li> <li>- an artist study</li> </ul>	<p><b>Central Idea: There are certain conditions that are necessary for different plants to grow.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- parts of a plant</li> <li>- growth cycle</li> <li>- conditions and requirements for healthy growth</li> </ul>	<p><b>Central Idea: People live and work together in organised communities.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- nature of communities</li> <li>- similarities and differences between communities</li> <li>-needs and wants</li> <li>-designing a community</li> </ul>	<p><b>Central Idea: Many species of animals are endangered and some are already extinct.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- basic needs of animals</li> <li>- factors leading to the endangerment of species</li> <li>- actions by humans which affect animal survival</li> <li>-human’s responsibility to share the planet</li> </ul>
EC	<p><b>Central Idea: We use our senses to explore and discover the world around us.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- the five senses</li> <li>-how we use our senses</li> <li>-how our senses work together</li> <li>-how our senses keep us safe</li> </ul>		<p><b>Central Idea: People express themselves using many types of mediums.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- colour</li> <li>- art mediums</li> <li>- 2D and #D creations</li> </ul>	<p><b>Central Idea: All living things go through a process of change.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- life cycles</li> <li>- how living things change over their lifetime</li> <li>- developmental stages of various living things</li> </ul>	<p><b>Central Idea: Learning is an important part of our life.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- places we learn</li> <li>- our school as our learning place</li> <li>- learning areas in our school</li> </ul>	

## The transition from Primary Years (PYP) to Middle Years (MYP)

*Both programmes are based on a common philosophy of learning: They deal with pedagogy and are taken from a variety of educational traditions: personal, cultural and universal perspectives. The programmes model and reflect global 'best practices' and enable local action and response.*

<p><b>Trans-disciplinary Inquiry</b> Every discipline is used to explore central ideas from within a programme of inquiry</p> <p><b>Exhibition (In P6 year of the programme)</b> Students explore multiple perspectives. They conduct an in-depth collaborative inquiry that gives students the opportunity to: identify, investigate and offer solutions to real-life issues or problems.</p> <p><b>Action</b> What happens in class motivates students to take action.</p>	<p><b>Integration of Learning</b> Where themes emphasize connections between subjects acting as lenses to connect the classroom with the real world.</p> <p><b>Personal Project (In M5 year of the programme)</b> Students reflect on prior learning experiences and areas of interaction, to use their own initiative when creating and demonstrating their ability to process information to solve problems or fashion products, communicate their results and reflect on the effectiveness of their choices. It is a significant body of work produced over an extended period of time.</p> <p><b>Community and Service</b> Action is a natural outcome of genuine empathy and a result of students learning about community needs and individual responsibilities.</p>
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## Assessment / Reporting to Parents

### Assessment

We believe that Authentic Assessment is...

The **ongoing collection of evidence** providing **descriptive information** about a **learner's progress**. It involves teachers, students and parents and informs them in a **meaningful** way about individual **strengths and weaknesses**. It provides information for planning and identifies **future goals and targets**. Authentic assessment is **cumulative** and **specific**, being **criteria-based** and **varied**, through the use of a **range of measurement tools**. It encourages all participants in the process to **communicate clearly** and provides opportunities for the sharing of **school - based expectations** and the consideration of the individual. In this way, authentic assessment allows students to be **active participants** in their own continued learning and teachers to be **accountable** for the learning opportunities they provide for students.

### Reporting

Individual records are kept by the class teachers, which are used to inform on the progress of the students, identify areas for development and provide data for reflection concerning both the child as an individual and as part of the school community. These records are passed on to the child's new class teacher at the beginning of each academic year and are progressive, providing a profile of learning for each child as an individual.

Communication of the student's progress is essential to student success and should be seen as an opportunity for parents, teachers and students to exchange information that will help the student. Student progress is reported in a variety of ways throughout the academic year.

**Written Reports** - All primary teachers are responsible for writing student reports twice a year, a mid-year report and end of year report. The actual report date will be fluctuating although they will be around the mid-year point and in June at the end of the school year.

### The Portfolio

- The Portfolio is a systematic, purposeful and meaningful collection of student work which describes and provides evidence of student learning, progress and development over a period of time and across the curriculum. It is a flexible approach to organizing and presenting student work for further consideration, reflection and discussion. The portfolio provides evidence of the PYP in practice.
- The portfolio is an on-going overview of the student over the whole school year and forms the basis of the Student Led Conference between students, teachers and parents.
- Single subject teachers will include assessments and information about individual student development in these areas.
- Students have regular opportunities to reflect on themselves as learners, either through self assessment tasks designed to help them evaluate their own performance on a given task.
- Students may also select pieces of work to include in their portfolio which they feel proud of or which indicate progress or success for them.
- Throughout the year parents are asked to provide written feedback about their child. These parental contributions can also be included in the portfolio.

**Student Led Conferences** This conference is held once a year towards the end of the 3<sup>rd</sup> Quarter. The purpose of these conferences is for the students to let their parents experience some of the learning activities they participate in at school. They will share their portfolios with you and demonstrate their knowledge in certain areas by walking you through various learning centres around the school.

- Student Led Conferences are an assessment and reporting tool.
- Student Led Conferences occur when the student introduces his / her parent to their work in the classroom as well as in single subject lessons which they wish to share.
- The ability of the student to ‘lead’ the conference depends on the child’s age, ability and past experience, however the goal is to increasingly develop each student’s ability to confidently discuss themselves and their work in an honest and open manner.
- Student Led Conferences enable students to develop constructive and open relationships and communication between themselves, parents and teachers.

**Parent–Teacher Conferences** Parent-Teacher conferences are held twice a year. The first is in Quarter one. The second conference is at the end of the school year and it is important for parents to attend these conferences. During these conferences, parents can discuss their child’s progress in school with the student’s class teacher. However, additional Parent-Teacher conferences can be scheduled according to individual needs at any time during the year.

- Parent Teacher Child Conferences are an assessment and reporting tool.
- Parent Teacher Child Conferences provide the students with the opportunity to share work samples in their portfolio as well as around the classroom.
- Parent Teacher Child Conferences provide parents with the opportunity to reflect and set goals with their child and the teacher.
- Parent Teacher Child Conferences enable students to develop constructive and open relationships and communication between themselves, parents and teachers.
- The ability of the student to ‘lead’ the conference depends on the child’s age, ability and past experience, however the goal is to increasingly develop each student’s ability to confidently discuss themselves and their work in an honest and open manner.

#### **Reporting to Parents**

- |             |                                 |                     |
|-------------|---------------------------------|---------------------|
| • Quarter 1 | Information Afternoon           | (August)            |
| • Quarter 1 | Goal Setting Meetings           | (August)            |
| • Quarter 2 | Parent Teacher Child Conference | (November/December) |
| • Quarter 3 | Student Led Conference          | (March)             |
| • Quarter 4 | Parent Teacher Child Conference | (June)              |

*Please contact your child’s class teacher to arrange an appointment if you need further discussion.*

## Organisation for Student Learning

### Admissions

- The school year is divided into four quarters, beginning in August and finishing in June. ISM has chosen August 1<sup>st</sup> as the birth date necessary to move into the subsequent grade level. For example, each child needs to be 5 years old or older by August 1<sup>st</sup> in order to start P1, 6 years old by August 1<sup>st</sup> to start P2, etc. This format is followed every year to P6 where children must be 10 years old by August 1<sup>st</sup> to start P6.
- In our Early Childhood programme students are allowed to enrol at the age of 3. Children can start school at the beginning of the quarter after their third birthday. Therefore our Early Childhood class has children who are between 3 and 5 years of age.
- There might be exceptions in any admissions, and this will be determined by the child's age, educational background and the school's assessments of the child's ability and maturity to help decide which class he or she enters. Children are eligible to enrol at our school providing that we believe we are able to cater for their needs.

### Primary Classrooms

#### ISMAC

Currently there are six primary classes in Arusha: Early Childhood, P1/2, P2, P3/4, P4/5 and P6.

Class	Class teacher	Teaching Assistants
Early Childhood	Ishbel Brydon	Ann Joyce Mwamafupa Esperance Kayumba
P1/2D	Diana Kraft	Faraja Laizer
P2	Chelsea Koenigs	Rose Mshanga
P3/4K	Kelly Smith	Rehema Mwabukusi
P4/5L	John Lane	Lilian S. Mungure
P6S	Shawna Spady	Lightness Isojick
SEN	Marilyn Simonson	Ruth Kyatta
ESL	Rosemary Davidson	

We have specialist teachers for  
 Special Educational Needs (SEN): **Marilyn Simonson**  
 English as a second Language (ESL): **Rosemary Davidson**  
 Music: **Hadewych Dujardin**  
 Physical Education (skills): **Michael Hooke**  
 Information Technology: **Christine Matemu**  
 Swahili (P1-P6): **Magdalena Leon**  
 French (P3-6): **Melanie Bloss**

The primary school has 6 full time teaching assistants who are assigned to the classrooms as shown on the table above. SEN/ESL also have an assistant. Our library and computer centres each have their own personnel to assist our students.

The Early Childhood and P1/2 enrolments will not normally exceed 20 students and the P3-P6 classrooms will not normally exceed 25 students, unless special circumstances apply. We are a small primary school but have a strong tradition of working closely with each other and the teachers take pride in knowing the names of every primary student.

## The School Day

### ISM Arusha Campus

The school day is from Monday to Friday and begins at 8.00am. Students should be in classes by 7.55am, prepared to start the day. Please remember that lateness can be very disruptive to lessons and is never the best way to start the day. With the exception of Early Childhood, which offers different finishing times, all primary classes finish at 2.30pm Monday to Thursday and 2.00pm on Fridays.

Those students who are being picked up must go and wait at the pick-up area (under the trees, behind the fence next to the EC playground) and wait for their rides.

Parents and drivers must be there at 2.30pm to collect their children unless they are taking part in the co-curricular activity programme.

Below is a general guide to our school day:

#### Early childhood

- ❑ Half Day Programme 8:00 – 12:00
- ❑ Full Day Programme 8:00 – 2:30\*

\*Day ends at 2:00 on Friday

#### P1 - 6

##### **Monday – Thursday**

<u>Time</u>	<u>Lesson</u>
08.00am	Registration / Lessons
10.00am	Break Time
10.20am	Lessons
12.00pm	Lunch
1.00pm	Lessons
2.30pm	Co-Curricular Activities
3.30pm	School ends (for those participating in CCAs)

##### **Friday**

<u>Time</u>	<u>Lesson</u>
08.00am	Registration / Lesson
10.00am	Break Time
10.20am	Lessons
12.00pm	Lunch
12.40pm	Lessons
2.00pm	School ends

**NOTE:** The school cannot accept any responsibility for student's safety or welfare after 2.30pm unless they are attending organised classes or CCAs. Please do not leave your child unattended or unsupervised. Once a child's activity is finished please be prompt in picking them up or ensure that transport is provided and punctual.

## Work for home

Most students get regular work for home from their teachers. This may not always be in the form of a written piece of work, it may be a preparation or reflection piece. Work completed at home is considered to be an important part of the child's academic programme and we expect assignments to be completed on time. Students need to organise their days with the help of parents or guardians so that they have enough time to do their work at home well. Below is an estimate of the work at home schedule. This is an approximate guide and there are times when no work for home is assigned.

- P1 / 2                      10 – 20 minutes per night  
(Including 10 minutes or more of independent reading)
- P3 / 4                      20 – 30 minutes per night  
(Including 15 minutes or more of independent reading)
- P5 / 6                      30 – 60 minutes per night  
(Including 30 minutes or more of independent reading)

Independent reading should be enjoyable and a means of gaining reading fluency and understanding. The partnership between parent and child confirms that education is highly valued in the home. Work for home, however deserves an equal place alongside family activities, music practice, sport practice and playing with friends. Work assigned for home should be enjoyable.

### Penmanship

1. P3/4- Students are encouraged/supported to use Handwriting pens for handwriting
2. P5/6- Students are encouraged / supported to use pen for all published work.  
(*blue pen for words, pencil for numbers and red pen for underlining*)

### Share Time Assemblies

During the year each class has an opportunity to host / introduce presentations by their own and other classes based on their programme of inquiry being investigated in the classroom, or other learning. This is also an opportunity for the Student Council to talk to the whole school.

*Parents are encouraged to attend.*

- EC – P6 Arusha 'Share Times' are held each Friday fortnight (approximately) at 1.00pm in the performance area. Notification is sent via the newsletter.

### Mobile Phones

If your child has a mobile phone it should be switched off in the classroom block and other buildings. Mobile phones may only be used in places where they will not disturb others. The school takes no responsibility for the safekeeping of mobile phones.

### How can I support my child's learning?

You can help your child by:

- Maintaining regular contact with the school
- Sharing books with your child
- Supporting your child's mother tongue
- Assisting your child with research projects
- Attending curriculum information sessions at school and parent / teacher conferences
- Providing an appropriate setting and structured routine for doing homework

## Dress Code

### PE Kit and swimming

- All students are required to wear their PE uniform to school on PE days (Navy blue pants / shorts and a white ISM top) including training shoes, hat and water bottle. Students are encouraged to bring a change of clothes in the event that they need to change after PE lessons. A swimming costume and towel are required on swimming days, these should be labeled with the students full name. All students are expected to participate in all swimming sessions, as this is a statutory part of the school curriculum. If a student is at school then s/he is assumed to be fit to swim. Please send a note to the classroom teacher if your child is to be excused from swimming.
- It should be noted that due to weather conditions some swimming classes are cancelled. This is left to the teachers' discretion.

### General

**ISM Polo shirts** are to be worn on non PE days. We expect children to dress in clothes appropriate for the school day, with sturdy shoes suitable for running and climbing at play time. Please note that flip flops are not suitable for the playground. Our school dress code emphasizes that all clothing should show respect for the local community so clothes that reveal too much of the child's body are not allowed. The wearing of dress jewellery (eg. dangling ear rings, bracelets) is not allowed.

### **Jewellery**

For safety reasons we ask that students do not wear jewellery to school. Students may wear a watch. If your child has pierced ears then please make sure that they only wear studs to school.

### **Hair**

For health reasons we prefer students with long hair to arrive at school with their hair neatly tied back in a ponytail or plait etc.

## Health and Safety

We hold regular fire drills to ensure quick evacuation of our children in emergencies and our many fire extinguishers are regularly checked. We always do our best to ensure that our students are as safe as possible during their time on our campus. Teachers and classroom assistants supervise playtimes and we regularly check to make sure all playground equipment is safe. Please try to ensure that your children are not left on campus at times when there is no supervised activity for them to attend.

We hope that all parents will help us in our quest to keep ISM safe. If you see, or if your child tells you of anything that you feel might cause an accident on campus please do not hesitate to send a note to your child's teacher or to give us a phone call. We will act as soon as possible on any such report.

## Illness and Accidents

If your child is unwell we ask you to keep them at home for at least 24 hours after the illness in order to discourage the spread of viruses. Please ensure that you call the school office or let us know in writing if your child is unable to attend school. Late attendance is recorded- students arriving late to school will receive a 'late slip' from the Reception.

As part of the admissions process parents are requested to fill in a medical form. This information is confidential but it is shared with the class teacher as the primary carer. In the event of any illness or accident these forms are consulted before administering any form of medication. **Should circumstances change, it is a parent's responsibility to provide the school with an update of any medical information.**

In the event of an accident at school, the school nurse is available to administer medical treatment. Parents will be notified by telephone if any treatment is to be administered and also if a child has sustained an injury of any severity particularly to the head. The member of staff on duty at the time of the incident completes an accident report slip, which is filed in the child's records.

*We strongly advise parents and guardians to avoid allowing their children to miss classes unless it is absolutely essential. If you expect your child to miss a class for any reason other than illness, (for example, to attend a family or religious ceremony) please contact the Head of Primary as soon as you know that the child will miss a class. The Head of Primary will inform the class teacher.*

### Head lice

If at any time your child has head lice, please ensure the successful treatment of his/her hair before sending them to school. We would also appreciate that you inform the school as soon as possible in order that all parents can be advised to check their child's hair to reduce the chances of head lice epidemics.

### Contagious diseases

If your child has a contagious disease, for example, conjunctivitis or ringworm, please ensure that they are kept at home during the time of the infection and that they have completely recovered from the illness before they return to school.

## Lost Property

- Our students are expected to take responsibility for looking after their own property. The school cannot be held responsible if items are lost, damaged or stolen.
- Please ensure that property is properly labeled as that way it is much easier for things to be returned quickly and easily. Any items that have been found are handed in and placed in the lost property baskets outside Reception.
- Valuable items should not be brought to school.

## Money

Children are responsible for any money they may have in school. Money sent in for trips should be placed in a clearly labeled envelope and given to the class teacher upon arrival at school.

## Co Curricular Activities

### CCAs – ISM Arusha Campus

We offer a range of optional creative interest and sporting activities, which are **optional** in primary. Full details are sent home by the CCA Coordinator- we request that parents observe the closing date for applications. Once a student has signed up, regular attendance is required. Examples of CCA's include: football, reading, sewing, drama, dance, basketball, recorder. The activity programme runs on either a Monday or Wednesday, and begins immediately at 2.30 – 3.30. Some co-curricular activities will be offered by outside instructors and may incur a charge.

### Individual Music Lessons

Music lessons are available for certain instruments for an additional fee, through 'Umoja' Music. Arrangements for these lessons can be made with the music teacher, at the beginning of the school year. Lessons include piano, guitar, and violin; and other instruments according to the availability of teachers.

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### **Library**

- The Library is a resource for literature and information. All ISM families are encouraged to use this resource. Primary students may borrow up to two books at any time. Parents are also welcome to borrow books. All books are due two-weeks after checkout date.
- Each class, EC-P6, has a regularly borrowing day, which will be communicated to parents as part of the weekly schedule.
- The Library in Arusha is open during co-curricular activities until 4.00pm. In order to allow parents and children to check out books on non CCA days, the library closes 30 minutes after the close of school.
- Please treat our books with respect. Be aware that lost or damaged books will have to be paid for.
- Please make use of the school Library Bags in order to keep our books in good condition.

## Class Trips

### Class Day Visits

- ISM Primary School tries to include many excursions into the local community as part of its curricular provision. For any trips the school may require parents to participate in some of the costs for the trip. Children are not allowed to leave the school campus unless a completed permission slip has been received by the teacher, therefore we ask parents to return permission slips promptly to avoid disappointing your child. Parents may need to provide a snack or lunch for the child and/or pocket money.

### Field Study Trips

- Each upper primary class takes one camping trip during the school year. P1/2 classes have the opportunity to have a 'Camp Out Day' on the school grounds. Overnight camping excursions begin in P3/4 with a well-supervised camp either on the school grounds with the use of school facilities or at a designated site chosen by the teachers. This progresses for the older primary classes to trips further a-field. Details for all overnight trips will be sent to parents well in advance.

## Celebrations

ISM has developed some guidelines to help you organize your child's birthday celebration in a manner which is appropriate within our school community. We believe that such celebrations are important and we certainly appreciate the fun and enjoyment they bring for children and families. However, on occasion, these celebrations; supposed to be happy times, can lead to sadness and hurt feelings if not dealt with in a sensitive way.

This set of guidelines is intended to reinforce our PYP Attitudes and Learner Profile statements, to promote inclusion, caring and respect for all of the children in our school.

### **GUIDELINES:**

#### **Integrity:**

*When coordinating a celebration, parents and students will demonstrate a considered sense of fairness.*

Invitations for a whole class group can be distributed at school. More selective guest lists must be distributed outside of school.

Don't forget: Many of our classroom communities are now comprised of TWO grade levels.

#### **Respect:**

*When coordinating a celebration, parents and students will be respectful of themselves, others and the world around them.*

ISM- AC class teachers are happy to share a cake with your child and their classmates during the school day. We ask that parents wishing to take this option contact the class teacher to arrange a convenient time and day. The class teacher will not distribute party bags, sodas or conduct party games.

#### **Empathy:**

*When coordinating a celebration, parents and student will be sensitive to and mindful of the feelings of others.*

We ask for parental support in discussing with your child the realities and necessary considerations of people and parties. Developing a guest list and dealing with not being invited are good opportunities for parents to teach and guide their children into deeper understandings of how people react in different situations. We ask that you help your child consider how others might feel and appreciate that it is not necessary to be invited EVERY time!

## Lines of Communication

### Communication

Please note that if you need to take your child out of school during school hours for any reason it is important that you notify the class teacher and/or the office staff either in writing or by telephone.

All students have a communication book (EC-P2) or homework journal (P3-6) for information to be transmitted between the home and the school. As suggested, this is for individual communication between the class teacher and parents and should be basis.

Newsletters are written on a regular basis to inform parents of the events and news in the primary school. Whenever possible these newsletters are sent digitally to all parents of primary students, so **please ensure that you inform the Head of Primary if your e-mail address changes at any time during the school year.** Share Time Assembly dates are also included in the newsletter. Newsletters are also posted on the school website.

We regularly use email as our means of communication- please assist us by ensuring that the school has your current email address.

### Concerns

If you have any concerns about your child's academic progress or behaviour, in the first instance please contact your child's class teacher to make an appointment. This may be via the communication book, by direct contact, via email or by telephoning the school office.

Teacher emails = teacher's first name + surname initial@ismac.ac.tz

e.g. Maree Raeburn = mareer@ismac.ac.tz

If there is still a problem then please contact the Head of Primary for an appointment.

### Coffee mornings

Throughout the year morning coffee meetings are held. These meetings focus on curriculum, primary school initiatives and reflections. Parents are encouraged to attend. We also hold late afternoon / evening meetings.

### For more information please contact:

ISM Arusha Campus

**Ms Maree Raeburn**

*Head of Primary & PYP Coordinator*

Phone: (027) 250 5029

Email: mareer@ismac.ac.tz

**Mr Éanna O'Boyle**

*Head of Campus*

Phone: (027) 250 5029

Email: eanna@ismac.ac.tz

School email: ismac@ismac.ac.tz

**ISM Website: [www.ismoshi.org](http://www.ismoshi.org)**

**IBO Website: [www.ibo.org](http://www.ibo.org)**