

# PRIMARY YEARS PROGRAMME

## Curriculum Guide 2021 -2022

Revised on August 2021



GERMAN  
EUROPEAN  
SCHOOL  
MANILA



## TABLE OF CONTENTS

03	GESM Mission, Vision and Values International Baccalaureate (IB) Mission Statement
04	Preface
05	Overview The Enhanced PYP
06	What we want our students to learn: PYP Transdisciplinary Themes
07	What we want our students to learn: Key Concept
08	What we want our students to learn: Key Concept
09	What we want our students to strive to be: IB Learner Profiles
10	What do our students need to demonstrate to succeed? Approaches to Learning (ATL)
11	How best will our students learn? The Inquiry Cycle
12	How will we know what our students have learned? - Assessment
13	PYP Exhibition
14	Our Approach to Distance and Blended Learning
19	Single Subjects Music, Art, Sports, German as a Foreign Language (DaF)
20	Scope and Sequence

## Mission Statement of the GESM International Section

**MOTTO** Learning together for our future!

**VISION** GESM empowers global citizens as lifelong learners committed to a sustainable future.

**MISSION** We are a learning community that provides our students with an excellent education in German and English, following the highest internationally accepted standards.

As part of Eurocampus in the Philippines, we offer exceptional opportunities for intercultural learning and understanding in the spirit of European educational traditions.

Our caring and nurturing environment allows students to develop their unique personalities and become independent and responsible individuals.

We prepare our students to successfully study, live and work in German speaking and other countries across the globe.

As professional practitioners, we reflect, learn, and grow together.

**VALUES: Integrity, Respect, Compassion, Independence and Responsibility**

## Mission Statement of the International Baccalaureate (IB)

The International Baccalaureate® aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more peaceful world through **intercultural understanding and respect**. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



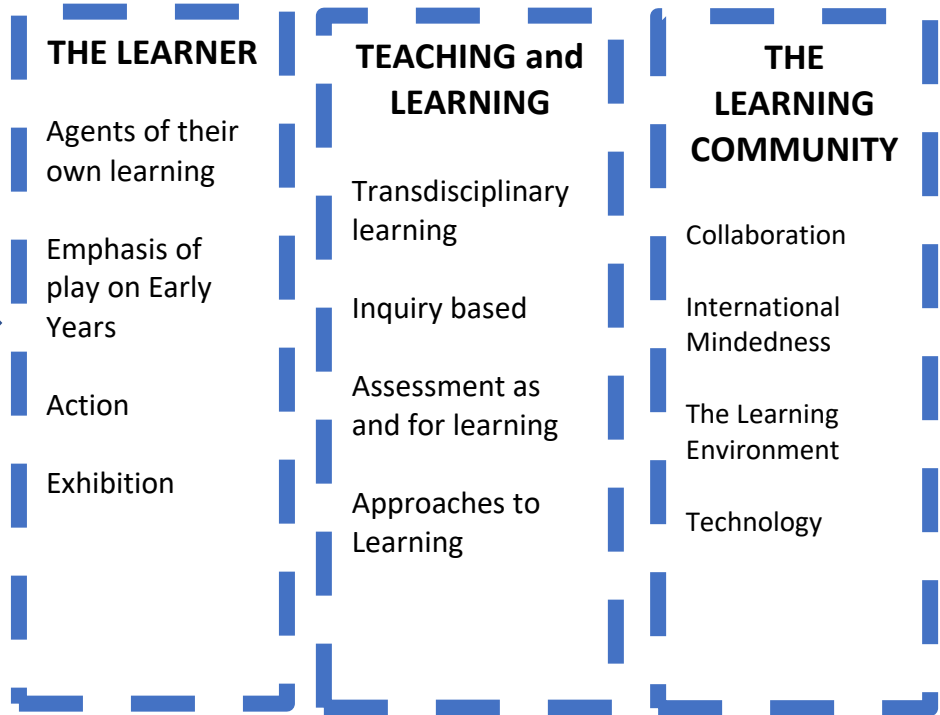
German European School International Section curriculum is based on the International Baccalaureate Primary Years Programme (IB PYP) framework and is combined with the Cambridge Primary Curriculum for the Core Learning areas. We are an IB World School authorised to offer the Primary Years Programme since 2011 and was awarded the status of a UNESCO School in 2018 as a school that supports international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

## PREFACE

We are enthusiastic and dedicated to IB's approach and philosophy as they directly support our school's Mission & Visions of international mindedness, intercultural understanding and lifelong learning. GESM International Section offers PYP from 3-12 years of age. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate, compare and contrast as part of their learning journey to construct meaning and make connections to the world around them. We have integrated the use of the Cambridge curriculum in our teaching and learning to ensure that learners are well-supported at various levels of their development. This provides the teachers a comprehensive scope of development and sequence on when and how skills and content are presented throughout the Primary years. The Cambridge curriculum for Eng, Maths and Science is a well-recognised curriculum worldwide providing high-quality international education. Both IB PYP and Cambridge support inquiry-based approach to learning. Students have the opportunity to explore significant local community and global issues and are also encouraged to consider situations critically from multiple perspectives. We are committed to developing your child's social-emotional skills and critical thinking skills to prepare them to be global-minded, caring citizens of this world who are culturally sensitive yet respectful of each other's' differences. In GESM International Section, we encourage children to be active learners rather than spectators, exploring to discover learning with their teachers as their guides and facilitators, where they can practice critical thinking and problem solving skills.

By ensuring that learning is engaging, relevant, challenging and significant, we set out to meet the diverse needs of the students through the Primary Years Programme. We value student, parents and teachers' collaboration in developing a sense of international mindedness in creating a meaningful and impactful PYP action cycle that would help create a better and peaceful world.

# The Enhanced PYP



Concept based inquiry remains the leading pedagogical approach of the **enhanced PYP** and is the basis for all learning and teaching in the programme. An explicit focus on agency–voice, choice and ownership–will encourage active, inquiring students to take responsibility for their own learning (IBO, 2018). Within the programme are the six transdisciplinary themes: Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet. These themes are designed to meet the whole school community’s needs. Students are expected to inquire and learn about pressing global issues, which transform disconnected learning into a holistic approach in learning. At GESM International Section, approaches to learning such as communication, research, self-management, thinking, and social are incorporated to ensure a high quality of the teaching-learning process. These skills are developed alongside social, emotional, cognitive, adaptive, physical and language developmental domains.

## What We Want Our Students To Learn?

### The Six Transdisciplinary Themes

At GESM International section, the students study Units of Inquiry (UOI). The units are based around organising themes (see Program of Inquiry Model on our webpage), which are covered throughout the school year. These themes act as a vehicle of learning, where the students make meaningful connections between theory and application in the real world. Units of inquiry and the themes elicit ideas of local and global significance that all of humanity shares in different parts of the world. The IB describes these themes below:

#### **Who We Are**

An exploration of the nature of self; of our beliefs and values; of personal health: physical, mental, social, spiritual; 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 and geographies; of history and geography from local and global perspectives; of our homes and journeys – actual and spiritual; of the greater journeys of humankind – the discoveries, explorations and migrations; of human achievements and the contributions of individuals and civilizations; of the descent and ascent of humankind; of the state of the race.

#### **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 materials world; of natural and human-made phenomena; 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 value; of employment and unemployment and their impact, both personal and global.

#### **Sharing the planet**

An exploration of our rights and responsibilities as we strive to share finite resources with other people, with other species; of individuals and communities, human and animal; of the relationships within and among them.

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)

## What Do We Want Our Students To Learn?

## KEY CONCEPTS

The PYP incorporate concepts that are at the core of the curriculum. The whole school goes through an inquiry-based unit, with the key questions acting as a vehicle to liberate thinking. These serve as the guide and direction of the units of inquiry. These concepts are:

### **Form**

Key Question: What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

### **Function**

Key Question: How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

### **Causation**

Key Question: Why is it like it is?

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

### **Change**

Key Question: How is it changing?

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

### **Connection**

Key Question: How is it connected to other things?

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

### **Perspective**

Key Question: What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understanding and findings; perspectives may be individual, group, cultural or disciplinary.

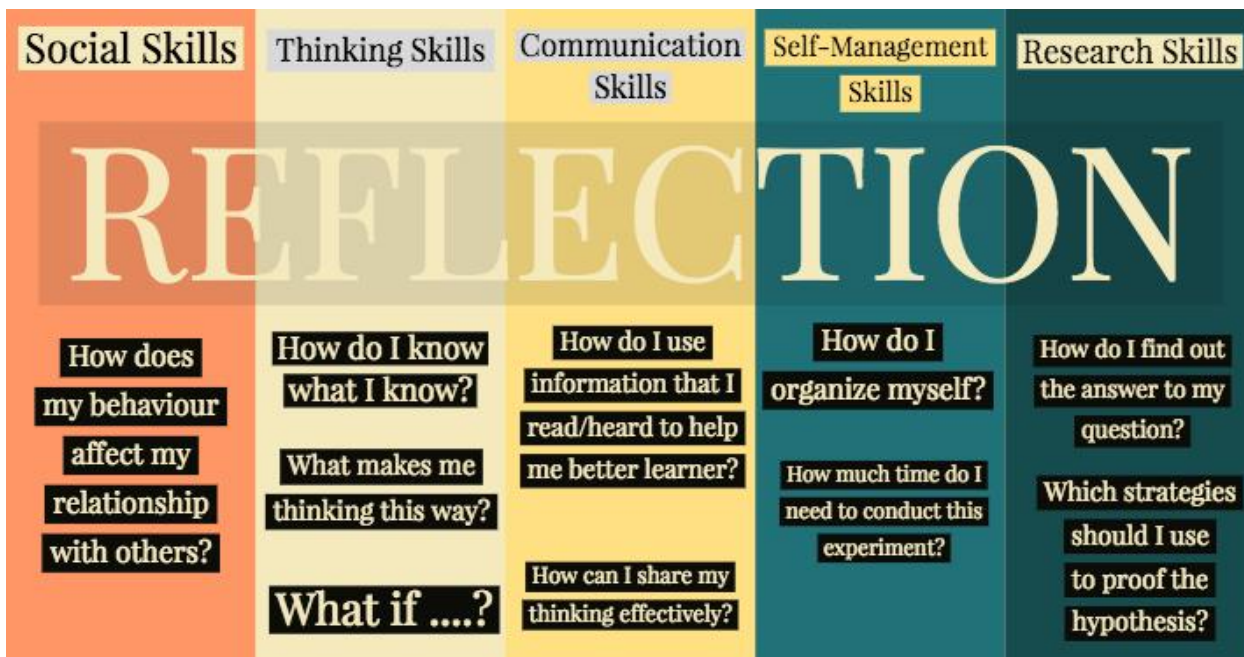
### **Responsibility**

Key Question: What is our responsibility?

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

*\*Reflection is integrated throughout all learning and teaching to strengthen the ongoing inquiry process.*

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)



## WHY?

Reflection *How do we know?* will be removed from the collection of key concepts. Integrated throughout the inquiry and planning process, both inside and outside the programme of inquiry, reflection will be interwoven with other aspects of the programme such as the learner profile and approaches to learning. For both teachers and students, reflection will become a more dynamic, ongoing process.

Recognizing that students bring varying degrees of prior knowledge—and different personal and cultural perspectives and experiences to each inquiry—supports agency. These differences may also result in a range of conceptual understandings arising from a central idea and the associated concepts.



Fully integrating reflection throughout all aspects of learning and teaching will strengthen its iterative nature, and enrich learning experiences inside and outside the programme of inquiry.

(Source: Learning and Teaching in the Enhanced PYP - Part 2, March 18)



## What Do We Want Our Students To Strive To Be?

### IB LEARNER PROFILE ATTRIBUTES

#### INQUIRERS

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

#### OPEN-MINDED

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

#### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. enthusiasm and sustain our love of learning throughout life.

#### CARING

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

#### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. enthusiasm and sustain our love of learning throughout life.

#### RISK-TAKERS

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

#### COMMUNICATORS

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

#### BALANCED

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

#### PRINCIPLED

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

#### REFLECTIVE

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

# What Do Our Students Need to Demonstrate to succeed?

## APPROACHES TO LEARNING (ATL)

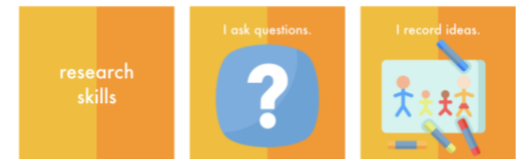
### SOCIAL SKILLS

Developing positive interpersonal relationships and collaboration skills  
Developing Social-emotional intelligence



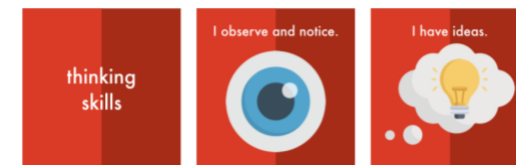
### RESEARCH SKILLS

Information literacy skills.  
Media-literacy skills  
Ethical use of media/information



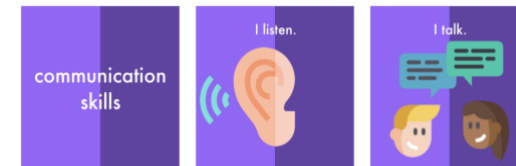
### THINKING SKILLS

Critical thinking skills  
Creative thinking skills  
Transfer skills  
Reflection/metacognitive skills



### COMMUNICATION SKILLS

Exchanging information skills  
Literacy  
ICT skills



### SELF\_MANAGEMENT SKILLS

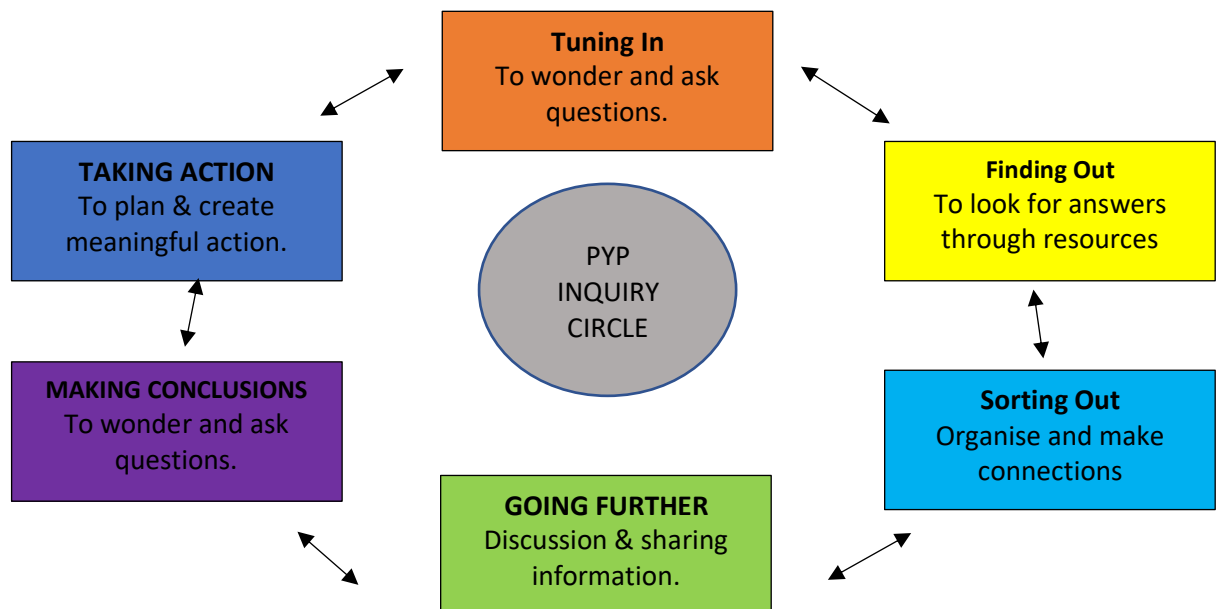
Organisation skills



## How Best will our Students Learn?

At GESM, students have various opportunities that tap into their natural curiosities. They inquire, discover and think about ideas that are a result of provoking questions and situations created in the learning environment. A student centered, collaborative environment is in effect in our PYP classrooms. When students work together, they move away from competition and work towards teamwork and collaboration that help them reach their shared goal. This setup promotes skills that students can utilize as lifelong learners. In the real world, they will be able to apply skills such as researching, communicating, socializing, which are essential tools for success. A collaborative environment encourages students to pursue knowledge as they problem solve, evaluate and reflect on their approach to learning.

The teaching-learning process for each of our units of inquiry goes through the inquiry cycle, developed by the IB. The cycle encourages students to think about concepts and ideas as they share previous knowledge, which serve as a springboard to learning. Throughout the cycle, the students inquire, create and evaluate ideas to attain a better understanding of the world.



## How Will We Know What Our Students Have Learned?

## ASSESSMENT

Assessment in the PYP plays a key role to teaching and learning. Through effective assessment, students enrich their knowledge, understanding of concepts, skills, attitudes and decision-making skills to take action. In a PYP classroom, both the student and the teacher participate in assessing progress and development with the goal of promoting reflection and self-evaluation. This process ensures the attainment of each one's maximum potential.

GESM International Section utilizes a variety of assessment strategies and tools to cater to the needs of all kinds of students. This gives students a chance to explore ways in which they learn concepts and even their own strengths. In line with this, the whole school community must adhere to the Academic Honesty Policy during assessment and instruction. This covers proper citing and referencing of other's works and ideas, which are essential for good scholarship and responsible global citizenship. Assessments include, but are not limited to the following:

ASSESSMENT TOOLS AND STRATEGIES					
Tools/Strategies	Rubrics	Exemplars	Checklist	Anecdotal Record	Continuum
Observations	✓		✓	✓	✓
Performance based	✓	✓	✓	✓	✓
Process focused	✓		✓	✓	✓
Selected response		✓	✓		✓
Open-ended task	✓	✓	✓	✓	✓

(IBO, 2009. Making the PYP Happen. Cardiff: International Baccalaureate.)

Reporting and documentation done through:

- Ongoing regular feedback to students and parents,
- Conferences (teacher-parent, student-led, goal setting),
- Written reports (Mid-year and Year End),
- The Grade 5 PYP Exhibition,
- Productions and performances,
- Student portfolios and e-portfolios through Class Dojo & MS Teams

*More details are available in "Our Approach to Distance Learning" pp.16-17*

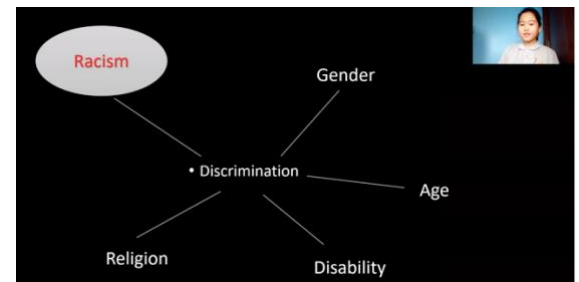
## PYP EXHIBITION

In the final year of the PYP, our Grade 5 students will do an extended, in-depth, collaborative or individual project known as the PYP exhibition.

Students will be working collaboratively to conduct an in-depth inquiry into their choice of real life issues or problems. They collectively inquire, gather evidence and synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. The exhibition will provide teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. This will also be an opportunity for the whole school community to celebrate the transition of our Grade 5 students to the next phase of their learning journey - Middle School.

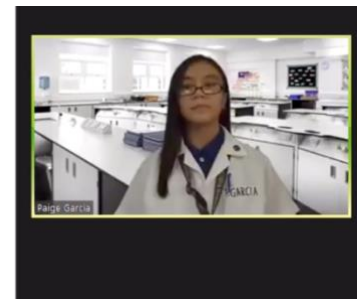


**PYPX**  
Lessons Worth Sharing



### PYPX on Anatomy and Medicine

By Giulliana Paige Garcia, Future MD  
Medical Virologist from GESM



## OUR APPROACH TO DISTANCE LEARNING













At the onset of Distance Learning in response to the Covid 19 community quarantine, the school embarked upon training our teachers as well as putting systems and procedures together to effectively deliver learning to our students. As a result of the having a full year of Distance Learning experience and the data gathered from the parent surveys, these are the systems, policies and procedures of International Primary, keeping in mind (1) Health and Safety of our school community and (2) The student-centered, inquiry-based and transdisciplinary approach of the Primary Years Programme as our framework integrating a compressed GESM Scope and Sequence where we would focus on the most essential life and learning skills to deliver in our teaching and learning.

### **PART 1: TEACHING AND LEARNING**

#### ***1. What platforms are we using and what are the improvements Primary International will be undertaking to improve its digital platforms?***

There are 3 key terms to be considered in coming up with the answers: (1) Data Privacy and Security, (2) Efficiency for both students and teachers and (3) User-Friendly platforms that both students and teachers are familiar with.

1. We use a Licensed platform under Microsoft Teams as our Learning Management System (LMS) where we will be conducting synchronous and asynchronous learning, including assessment.
2. Other licensed digital platforms as additional learning resource are: Zoom, Matific, Mathletics and Reading A to Z to supplement learning in Maths and Language Arts.
3. Useful tools for assessment, surveys, presentations and e-portfolio are: Microsoft Forms, Padlet, Kahoot, Class Dojo.

Licensed Digital Platforms	Non-licensed Platforms
     	     

## OUR APPROACH TO DISTANCE LEARNING

### ***II. How will the lessons be delivered in Distance Learning and Blended Learning:***

These are the key terms for question no.2: (1) Balanced Learning, (2) Timely and relevant information and (3) Well-planned transdisciplinary units through collaboration.

1. A mix of synchronous and asynchronous approaches will be used in delivering our lessons. For all Primary classes - we recommend a maximum of 20 minutes of the 40 minutes will be live streaming where teachers facilitate active student learning. There may be times that the 20 minutes synchronous learning might extend depending on the rich discussion happening online.

Teachers meet their students at every beginning of the class for instructions. As recommended by the World Health Organization, all teachers will keep in mind the [20-20-20 rule](#) to prevent eye strain amongst our young learners. A typical lesson will look like this:

- Greetings
- Provocation or Tuning In Activities
- Inquiry Cycle, Lessons, Discussion
- Students offline to accomplish learning activities
- When needed, consultation

2. Timely and relevant information to parents and students: The following documents will be emailed to all students and parents on the following occasions:

- a. Transdisciplinary (TD) Unit Map - every beginning of the unit, a TD Unit Map will be emailed to parents to provide an overview of the central idea, lines of inquiry and topics that will be covered for that unit across all disciplines. A sample of a TD Map may be viewed [here](#).
- b. Weekly Planner - every beginning of the week, a weekly planner will be posted on your child's TEAMS channel outlining the topics, activities and assessments that will be covered within that week.
- c. Daily Planner - the schedule for the day will be posted every 8:00am by the Homeroom teacher in each child's Team's General Channel. This will give the students an overview of the schedule to help them prepare for the day.

e. Printed Materials - every week or so, necessary printed learning materials will be delivered to our students' homes. Delivery is one way only (to students' homes. Collection of accomplished tasks is not necessary as students will be required to submit accomplished tasks by scanning, taking photos or live reporting. All tasks will be marked and timely feedback will be provided by the teachers.

3. Students Abroad. All students are expected to be in the Philippines by the opening of the Academic Year. However, due to the unpredictable pattern of this pandemic and sudden restrictions imposed by the PH government, some of our students may not be able to enter the Philippines in time for the school opening. With this, we will create a separate channel for our students abroad "Morning Lessons," for a limited period of time to access short video/powerpoint/audio instructions of the lessons for that day. Note that students abroad must join at least from the 5th period for social interaction with peers. Lunch period must be used to access the morning lessons posted on a separate channel. Consultation hours are only until 2:20PM Manila time.

### ***III. How will we assess learning and report progress?***

Primary International has a combined curricula of PYP as our framework where our learners inquire into the 6 transdisciplinary themes, using the 4 other PYP elements while having the knowledge derived from the Cambridge Scope and Sequence in core learning areas, that have relevance to the theme.

1. Assessment - We will be using various means to assess our students in Distance Learning. Formative assessment through active questioning, Wonder Wall, KWL organizer, Visible thinking methods, collaborative projects, homework, presentations and quizzes. Formative assessment occurs throughout the teaching and learning process to determine where students are in their learning. To enable the students to demonstrate their learning in various contexts at every end of the unit, a summative assessment will be given in two forms for G3, G4 and G5: (1) an exam using open-ended recollection and application of knowledge and skills using Microsoft Form and (2) a project that would show evidence of learning in the unit inquired into whilst only (2) a project that would show evidence of learning in the unit inquired into for G1 and G2.

## OUR APPROACH TO DISTANCE LEARNING



Towards the end of Unit 6, a Year End Progression Test for English, Maths and Science will be given to Grade 3, 4 & 5 students to identify the strengths and areas of focus as a reference to the next year level's teacher. Result of the Cambridge Progression Test will be published in the Year End Report based on the attained score.

#### YEAR END PROGRESSION TEST

**Year End Progression Tests** are internal assessments designed to provide valid assessment of knowledge, skills and understanding in all core subject areas with their strands covered in the 2020-2021 academic year.

Core Subject Areas	Bronze 40% of total marks	Silver 41% to 80% of total marks	Gold 81% to 100% of total marks
English			
Mathematics			
Science			

#### 2. Frequency of tasks and assessments during online learning:

a. Classwork/exercises/observation sheets etc - a maximum of 3 tasks are required weekly from all core learning areas (UOI, English, Maths, Science) while 1 is required in all special subject areas (German, Arts, Music and PE). Teachers will be actively monitoring students' engagement and progress through a specialised activity tracker which will also be the basis for their grading/reporting.

b. Reflection - every end of the unit, an e-reflection form must be accomplished by all students to be able to self-assess their learning during that unit and understand how the unit has helped him/her understand the world around him/her and what actions can he/she undertake. An end of unit reflection will likewise be sent to parents to help the teachers understand how their child is applying what they have learned at home and in their community.

3. E-Portfolio: Through Class Dojo and MS Teams, parents and learners will have a good view of what's happening in our online classes. Teachers will update their grade level Class Dojo/MS Teams daily to show what the students are learning. E-portfolios will be made available using Class Dojo where students' work will be filed and a weekly activity tracker will record tasks completed. *(Pls note that ClassDojo complies with the US FERPPA law and Europe's GDPR. ClassDojo never sells/rents information to any 3rd party. You may read more about their Privacy details [here.](#))*

## OUR APPROACH TO DISTANCE LEARNING

## OUR APPROACH TO DISTANCE LEARNING

4. Reporting: Mid-Year and Year End Reports will measure students' engagement in learning through the ATLs or the 21st Century skills.



### Grading System:

Student performances are assessed according to the four-part grading system utilizing: Exceeding, Meeting, Approaching and Beginning. The following definitions accompany these grades.

4	<b>Exceeding</b>	<b>Students who show persistence, sustainable inquiry and unprompted transfer of understanding whilst working independently.</b>
3	<b>Meeting</b>	<b>Students who exhibit some effort in engaging and completing tasks showing creativity with minimal supervision.</b>
2	<b>Approaching</b>	<b>Students who exhibit minimal effort in engaging and completing tasks. Adult supervision is often required.</b>
1	<b>Beginning</b>	<b>Students who are disengaged and make no attempt to demonstrate inquiry and productivity.</b>

### *III. What are the online events and activities in Primary International*

**1. End of Unit Virtual Assembly** - to celebrate the hard work and discovery learning of our students, every end of unit, all International Primary students will meet in our Virtual Aula using secured log-in details. A grade level will be assigned to share what they have learned and actions they have taken and will be taking as a result of their inquiry. This will also be a time for us to appreciate and recognise exemplary students who have excelled in various learning areas and have exhibited the IB Learner Profiles.

**2. Inter-House Competitions** - To foster the spirit of camaraderie and interaction amongst students, a House System will be implemented across Primary International where students will be mixed from all grade levels. With the shift to online learning, we will create opportunities for our students to interact not just on their same age group level but across all levels.

## OUR APPROACH TO DISTANCE LEARNING

There will be a total of 4 Houses which will be named after German cities. With the different teams/houses, we will conduct online or in-campus academic and UOI related events. - Geo Olympiad, Spelling Quiz Bee, Science Innovators etc- to name a few which will be spread across the year. The houses will also need to come up with a project that would help address social or environmental problems. Teachers and management may award points to respective Houses if a member of their

team showed a good example of the school values - integrity, compassion, independence, respect, responsibility. The House with the highest point at the end of the year will be awarded and logo displayed at the school lobby.

In addition, peer to peer learning will take place within the Houses where students from a higher level will help tutor children from the lower age level. It is through active learning and meaningful interaction with others will students be able to take responsibility of their own learning.

### Houses of International Primary



## SINGLE SUBJECT OFFERING

### **ARTS**

In GESM Primary International section, we hone students' creativity through the various discipline of art - visual arts, music and drama. We foster creativity through exploration and expression of ideas

- Visual Arts - creative process, elements and principle of arts and design, visual arts in society, reflection and appreciation
- Music - performing, singing, playing of musical instrument, creating and composing, notation and listening and appreciation
- Drama: creative exploration and expression, technical incorporation, performance, personal and social development, reflection, evaluation and appreciation and drama in society

### **SPORTS**

Sports program is an integral part of a student's well-being. We train our students not just to be ready and prepared to participate in games and competitions but as well as to develop transferable skills to hone all aspects of holistic development, contribute to healthy living and have an understanding of the cultural significance of physical activities to individuals and community.

Activities we offer: Development of motor skills, movement composition, games, adventure challenges and health-related fitness.

### **GERMAN AS A FOREIGN LANGUAGE (Deutsch als Fremdsprache or DaF)**

In the International Section, German as a Foreign Language is offered to children aged 3-11 in the Primary Years Programme. DaF is taught four times per week in grades 1, 2 & 3 while five periods of learning per week is given to grades 4 and six periods in grade 5 (This is reduced to less one period per week during online learning). Learning a language other than their mother tongue requires careful planning and attention, to help the students acquire the knowledge and skillset to properly use the language (IBO 2008). The Learning in a Language other than Mother Tongue in IB Programmes document states:

The IB offers three high quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through intercultural understanding and respect. Crucial for the success of the programmes is a rich development of language and literacy for all learners. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. Consequently, this requirement is built into the standards and practices of all three IB programmes as well as the IB learner profile. Recognizing that the language profiles of IB learners are diverse, and that sometimes one language may be more dominant than another in the same individual, IB programmes offer a variety of opportunities for learning more than one language. Learners accessing an IB programme in a language other than their mother tongue are potentially able to become balanced bilinguals who are highly proficient, literate and knowledgeable in two or more languages.

## SCOPE AND SEQUENCE

The Scope and Sequence is a year long map of what curriculum expectations will be taught and when they will be taught. The curriculum expectations used to develop this scope and sequence primarily come from 2 sources - IB Primary Years Programme and Cambridge International, both having the same inquiry based approach to learning and set global standards for international education

1. IB Primary Years Programme (Programmes of Inquiry - Social Studies)
2. Cambridge Primary Curriculum (English, Math, Science and ICT)
3. German as a Foreign Language DaF

There are 6 units of Inquiry for each year level which you will access through our Programs of Inquiry Scope and Sequence. The unit topics have been selected from the PYP. Within a unit, all subjects from Cambridge are integrated to support the understanding of the Central Idea and Lines of Inquiry. Throughout the topic per unit, we ensure that we use the various approaches to learning. - Research skills, Thinking skills, Social skills, Communications skills, and Self-management skills. While we value the importance of supporting knowledgeable students, we ensure that we also foster good citizenship through the PYP Learner Profiles.

Our Primary Scope and Sequence may be viewed here.

[ENGLISH Scope and Sequence](#)

[MATH Scope and Sequence](#)

[SCIENCE Scope and Sequence](#)

[SOCIAL STUDIES Scope and Sequence](#)

[DaF Scope and Sequence](#)

[ICT Scope and Sequence](#)

[PE Scope and Sequence](#)

[ARTS Scope and Sequence](#)

\* *First Pulished: August 2020*  
*Last revision: August 2021*

Prepared by:

*Mrs. Viola Buck*

*Head of Primary International & IB PYP Coordinator*