

Karibuni! Welcome!
to
International School Moshi
Arusha and Moshi Campuses
2009 – 2010



Primary Years Programme Handbook
Early Childhood (KG) – P6

Mission Statement

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



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Dear Parents

Welcome to the Primary school at ISM Arusha. 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,

Mrs. Betty Brown
Head of Primary & PYP Coordinator (Arusha)

&

Mrs. Rosi Uluiviti
Head of Primary & PYP Coordinator (Moshi)

Primary School PYP Handbook

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International School Moshi

Early Childhood (KG) – P6 Handbook

2009 - 2010

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 our selves 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 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.
- Accomplished** They attain personal success in every task we endeavour to achieve, utilising our skills and knowledge to the best of our ability.
- Committed** They demonstrate a strong sense of perseverance and determination in approaching and completing tasks, always working with excellence and sincerity.

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

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.

Programme of Inquiry

Central to the Primary Years Programme is the Programme of Inquiry (POI) (see Appendix 1). 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. During the past three years ISM Primary has been continually revising and evaluating the Programme of Inquiry offered to ensure optimum coverage and experiences for its students. As our classes have two-year groups in each class, the POI is taught over a two-year cycle. For the academic year 2009 / 10 we will be following Cycle One.

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 KG 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. In order to pursue these teaching techniques and strategies students will work in a variety of different groupings including whole class, group work, partner work and individual tasks.
- All subjects are taught through the Programme of Inquiry wherever possible, but 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 P5. 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 / KINDERGARTEN

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.

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, either 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 recognizable (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 organize 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 organize 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 organize 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.

- **Organization 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 organize 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 organize 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 organize 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.

- **Organization 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**.

Primary 3&4

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, organize 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.

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 organize 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 organized 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 organize 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 organize 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.

- **Organization 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.**

Primary 5&6

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 organizers, 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 organize 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 organized 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 organize 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 organize 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.

- **Organization 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 program 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 organizers. 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.

Programme of Inquiry

Early Childhood / Kindergarten

Age	<p>Trans disciplinary Theme Who we are</p> <p>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</p>	<p>Trans disciplinary Theme Where we are in time and place</p> <p>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</p>	<p>Trans disciplinary Theme How we express ourselves</p> <p>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</p>	<p>Trans disciplinary Theme How the world works</p> <p>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.</p>	<p>Trans disciplinary Theme How we organise ourselves</p> <p>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.</p>	<p>Trans disciplinary Theme How we share the planet</p> <p>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.</p>
3-4	<p><u>MY INCREDIBLE BODY</u></p> <p>Central Idea: Our body is an amazing machine with special parts that do special jobs</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The function of parts of the body - Observation of the human body parts in action 		<p><u>MEDIA MANIA</u></p> <p>Central Idea: People express themselves using many different types of media.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Art mediums - Materials - 2D & 3D sculpture & collage 	<p><u>MINIBEASTS</u></p> <p>Central Idea: Insects are vital to life on earth.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The nature of insects - Types of insects - Food Chains & webs 	<p><u>THIS IS OUR CLASSROOM</u></p> <p>Central Idea: Our classroom is our place which is organised to help us learn and work together</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Areas of the classroom -Effective use of all areas of the classroom - Individual responsibility in using all areas of the classroom 	
	<p><u>LOOK AT ME</u></p> <p>Central Idea: As individuals, we bring our personalities, preferences and experiences to school.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The nature of the unique individual - Personal preferences - Personal progress & development - Behaviours that affect relationships 		<p><u>TELL ME A STORY</u></p> <p>Central Idea: People tell stories in many different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Ways of sharing (communicating / telling) stories (drawing, constructing, singing...) - Ways of responding to stories - Re-telling stories - Favourite stories 	<p><u>SHADOWS & REFLECTIONS</u></p> <p>Central Idea: Light creates shadows and reflections</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Different sources of light - Effects of blocking light - Making and changing shadows - Reflective surfaces 		<p><u>ANIMAL PLANET</u></p> <p>Central Idea: We share our planet with animals and interact with them in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The types of animals on our planet - Ways in which people and animals interact (pets, farming, etc.) - The responsibility humans have towards animals

P1&2

Age	<p>Trans disciplinary Theme Who we are</p> <p>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</p>	<p>Trans disciplinary Theme Where we are in time and place</p> <p>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</p>	<p>Trans disciplinary Theme How we express ourselves</p> <p>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</p>	<p>Trans disciplinary Theme How the world works</p> <p>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.</p>	<p>Trans disciplinary Theme How we organise ourselves</p> <p>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.</p>	<p>Trans disciplinary Theme How we share the planet</p> <p>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.</p>
6-7	<p><u>HEALTHY LIVING</u></p> <p>Central Idea: Looking after our bodies carefully allows us to be healthy in many different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Elements of healthy living - Indicators of good health - Taking responsibility for the health of our own bodies 	<p><u>GOING PLACES</u></p> <p>Central Idea: People move around the world for different reasons.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Ways that people travel. - Reasons people travel - Personal journeys 	<p><u>EXPRESS YOURSELF</u></p> <p>Central Idea: <i>There are different ways to express our ideas and feelings</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - <i>Elements of art and design</i> - <i>Expression through the arts</i> - <i>Symbolic representation (visual, musical, dramatic, emotional)</i> 	<p><u>A SEED IS A PROMISE</u></p> <p>Central Idea: There are certain conditions that are necessary for different plants to grow.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Parts of a plant - Growth cycle - Conditions and requirements for healthy growth. 	<p><u>EVERYTHING HAS A PLACE</u></p> <p>Central Idea: People live and work together in organised communities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Nature of communities - Similarities and differences between communities - Designing and constructing a community - Needs and wants 	<p><u>GOING...GOING...GONE!</u></p> <p>Central Idea: Many species of animals are endangered and some are already extinct.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Actions by humans which affect animal survival - Basic needs of animals. - Factors leading to the endangerment of species - Humans' responsibility to share the planet / environment
5-6	<p><u>ME AND MY FAMILY</u></p> <p>Central Idea: Families have unique celebrations and traditions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Differences in families - Personal family history - Family events and celebrations 	<p><u>A GREAT PLACE TO LIVE</u></p> <p>Central Idea: There are different types of dwellings around the world that people call home.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Types of homes (materials and features) - Our own homes (past – present – future) - Environments affecting the types of homes we live in. 	<p><u>MESSAGES FROM STORIES</u></p> <p>Central Idea: Stories carry messages which can help us learn about life.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Perspectives of characters in stories - Identifying themes and messages in stories and fables (from different cultures) - Elements of a story (characters, setting, problems & solutions) 	<p><u>TALES AND TECHNOLOGY</u></p> <p>Central Idea: Different structures are built with particular materials to suit specific purposes</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The nature and properties of materials - Types of structures - Designing structures (to solve problem) (e. e for the Billy Goats gruff) 	<p><u>LIKE CLOCKWORK</u></p> <p>Central Idea: People can achieve a common goal by working together and sharing responsibilities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Importance of working as an effective team - Individual roles and responsibility (home, school, sports etc.) 	<p><u>COMMOTION IN THE OCEAN</u></p> <p>Central Idea: Human behaviour and actions affect the world's ocean's and the creatures that live in them.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Aquatic creatures - Worlds Oceans - Human activity / use / responsibility in the oceans

P3&4

Age	<p>Trans disciplinary Theme Who we are</p> <p>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</p>	<p>Trans disciplinary Theme Where we are in time and place</p> <p>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</p>	<p>Trans disciplinary Theme How we express ourselves</p> <p>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</p>	<p>Trans disciplinary Theme How the world works</p> <p>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.</p>	<p>Trans disciplinary Theme How we organise ourselves</p> <p>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.</p>	<p>Trans disciplinary Theme How we share the planet</p> <p>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.</p>
<p>8-9 Cycl e 1</p>	<p><u>THE RIGHTS OF A CHILD</u></p> <p>Central Idea: Children are a unique part of our society who have specific rights.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Child Rights - Roles and responsibilities of children - Application of children’s rights in different parts of the world 	<p><u>PROVE IT!</u></p> <p>Central Idea: Artefacts help us to understand history and how people lived in the past.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Types of historical evidence - How historians work with artefacts - The information artefacts offer us about the past 	<p><u>SETTING THE STAGE</u></p> <p>Central Idea: The theatre is an avenue for creative expression.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Aspects of the theatre (Script writing , directing and producing, designing and making , props and costumes, Special effects and set design, choreography and dance) - Developing a performance - Performance 	<p><u>THE POWER TO MOVE IT</u></p> <p>Central Idea: There are a variety of energy sources which cause objects to move in a variety of ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Sources of energy (electricity, magnetism, gravity, wind, etc.) - Ways in which objects move - The structure of objects - The scientific procedure (question, plan, test, reflect) 	<p><u>PEOPLE HELPING PEOPLE</u></p> <p>Central Idea: People from around the world are involved in helping others in need.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Identifying the people in need - The motivation to help others - Empowering people to help themselves 	<p><u>THE WORLD WE LIVE IN</u></p> <p>Central Idea: There are a wide variety of environments on our planet made up of living and non-living elements.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of biomes • Interactions between living and non-living things • Human responsibility to share resources with other living things • Preservation of natural environments
<p>7-8 Cycl e 2</p>	<p><u>THE MULTIPLE ME</u></p> <p>Central Idea: Each of us is a unique combination of our nature, environment and experience.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Physical form and appearance - Emotions and attitudes - Roles and responsibilities 	<p><u>PEOPLE WHO CHANGE THE WORLD</u></p> <p>Central Idea: People’s actions, discoveries and thinking can change the world we live in.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The power of the individual - Famous people who have caused change - Kinds of change 	<p><u>CULTURAL CONNECTIONS</u></p> <p>Central Idea: Everyone belongs to a cultural group, each having its own forms of expression.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Cultural heritage -The elements of expression (music, art, dress, food, celebration etc.) -The ways in which particular groups express their unique cultural heritage. 	<p><u>STATES OF MATTER</u></p> <p>Central Idea: Materials can take many forms, including solid, liquid and gas.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The nature of solids, liquids and gasses - Classification of materials - Physical and Chemical changes 	<p><u>FROM LAND TO HAND</u></p> <p>Central Idea: Humans use various processes to turn primary resources into products.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Identifying primary resources -The ways in which primary resources are gathered. -Procedures used to change a primary resource into a product. 	<p><u>WATER, WATER EVERYWHERE</u></p> <p>Central Idea: Water is important to our lives but not all people have equal access to clean, safe drinking water.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - the importance of clean drinking water for all people - the water cycle -ways of making water is safe to drink -the effects of not having access to clean water

P5&6

Age	<p>Trans disciplinary Theme Who we are</p> <p>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</p>	<p>Trans disciplinary Theme Where we are in time and place</p> <p>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</p>	<p>Trans disciplinary Theme How we express ourselves</p> <p>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</p>	<p>Trans disciplinary Theme How the world works</p> <p>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.</p>	<p>Trans disciplinary Theme How we organise ourselves</p> <p>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.</p>	<p>Trans disciplinary Theme How we share the planet</p> <p>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.</p>
10-11	<p><u>GROWING PAINS</u></p> <p>Central Idea: Our bodies change throughout our lifetimes and these physical changes prepare us for new experiences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - Body systems - The reproductive system - Puberty and adolescence - Hormones and their function - Each person’s unique development 	<p><u>HUMANS EXPLORE</u></p> <p>Central Idea: Human curiosity and the need to know more about the world motivates people to explore.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - The nature of exploration - Motivation for human exploration - Ways of exploring - Results of human exploration 	<p><u>POWER OF PERSUASION</u></p> <p>Central Idea: The media is a powerful tool, which impacts on our perception of the world around us.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - Types of media (newspaper, internet, packaging, magazines) - The impact of images and language - The power of manipulation to persuade us. - The responsibility of making informed choices. 	<p><u>SIMPLE MACHINES</u></p> <p>Central Idea: Simple machines operate according to the laws and principles of physics and affect work/lives.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - Simple principles of physics (work, force, resistance, gravity...) - The nature and types of simple machines (levers, pulleys, ramps...) - The scientific method - Inventions which us the principles of simple machines. 	<p><u>LAW & ORDER</u></p> <p>Central Idea: Different communities and groups establish rules by which they operate.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - The purpose and function of rules - Approaches to governing - The nature of justice - Commonalities between systems 	<p><u>LAND USE</u></p> <p>Central Idea:</p> <p>Lines of inquiry:</p> <p>Types of Land use Impact on land of different types of land use Sharing resources West Kili – Case study</p>
9-10	<p><u>WHO AM I TO JUDGE?</u></p> <p>Central Idea: People judge other people for a variety of reasons and with a variety of results.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Possible causes of prejudice -Beliefs and values influencing people’s behaviour -The impact of racism, prejudice, discrimination and segregation -Our rights and responsibilities as we interact with other people 	<p><u>X MARKS THE SPOT</u></p> <p>Central Idea: There are many different kinds of maps, which provide us with information about the world</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The nature and variety of maps - Using interpreting and making maps - African geography - The purpose of bias or perspective in communicating a message about the world - How humans activities cause maps to be changed. 	<p><u>AUTHORS & ARTISTS</u></p> <p>Central Idea: Writing and the visual and performing arts allow people to express themselves in ways which elicit powerful responses and emotions.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Famous writers, visual artists, musicians, performers - Processes of creative expression - Tools and techniques used by authors and artists -The identification and appreciation of “good” writing / art 	<p><u>LANDFORMS & LANDSCAPES</u></p> <p>Central Idea: Formations and changes in landforms and landscapes tell us about phenomenon which occur on the earth’s surface.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - Types of landscapes and landforms - Types of rocks, soils and minerals - The impact of landforms and landscapes on peoples lives. - Emergency Procedures 	<p><u>WORK & PLAY</u></p> <p>Central Idea: The things people value are reflected in the way they divide their time between work and play.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The nature of work and play - The division of Labour - Job Descriptions - Employment, unemployment, self-employment and subsistence life style. 	<p><u>WASTE MATTERS</u></p> <p>Central Idea: Waste is a by-product of human lifestyles and impacts on our environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - The nature of waste - Organic and inorganic materials - Methods of waste disposal - Reduce, reuse, recycle - Responsible choices regarding waste and our environment

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>Trans-disciplinary Inquiry Every discipline is used to explore central ideas from within a programme of inquiry</p> <p>Exhibition (In P6 year of the programme) 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>Action What happens in class motivates students to take action.</p>	<p>Integration of Learning Where themes emphasize connections between subjects acting as lenses to connect the classroom with the real world.</p> <p>Personal Project (In M5 year of the programme) 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>Community and Service 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. These reports will be written after each three Units of Inquiry therefore 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 Celebrations This celebration is held once a year towards the end of the 3rd 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 centers around the school.

- Student Led Celebrations are an assessment and reporting tool.
- Student Led Celebrations 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 them selves and their work in an honest and open manner.
- Student Led Celebrations 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 and this conference happens after approximately six weeks of school. 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 student'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 them selves 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 | (December) |
| • Quarter 3 | Student Led Celebration | (March) |
| • Quarter 4 | Parent Teacher Child Conference | (June) |

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

Organization for Student Learning

Admissions

- The school year is divided into four quarters, beginning in August and finishing in June. ISM has chosen August 1st 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 1st in order to start P1, 6 years old by August 1st to start P2, etc. This format is followed every year to P6 where children must be 10 years old by August 1st to start P6.
- In our Kindergarten 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 Kindergarten 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: Kindergarten, P1/2, P3/4 and P5/6.

Class	Class teacher	Teaching Assistants
Early Childhood	Samantha Mongardi	Ann Joyce Mwamafupa Carolyn Mushi
P1/2D	Diana Kraft	Faraja Laizer
P3/4S P3/4K	Shawna Spady Kara Kirby	Rose Mshanga Innes George
P5/6N P5/6M	Natalie Croome Marcello Mongardi	Haikaa Haikaa
SEN / ESL	Marilyn Simonson Rosemary Davidson	Ruth Kyatta Ruth Kyatta

We also have three specialist teachers for Special Educational Needs (SEN), English as a second Language (ESL) and a Music teacher who instructs our music programme. Physical Education (including swimming) and Information Technology are taught by the classroom teachers and are scheduled for 1 hour 40 minutes and 60 minutes per week respectively. The Kindergarten class has 40 minutes per week for P.E., Swimming and Information Technology. The primary school has four full time classroom assistants who are assigned to the classrooms as shown on the table above. Our library and computer centres each have their own personnel to assist our students.

The Kindergarten 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.

ISM – Moshi Campus

Currently there are four primary classes in Moshi: Kindergarten, P1/2, P3/4 and P5/6.

Class	Class teacher	Teaching Assistants
Kindergarten	Rosi Uluviti & Amelia Woods	Sia Mrema
P1/2	Lindsey Hicks	Grace Yohane
P3/4	Kelli Holm	Mary Mlay
P5/6	Cindy van den Heuvel	Catherine Shayo
SEN / ESL	Eric Schlapp Debbie Garbett Rosi Uluviti	

We also have two specialist teachers for Special Educational Needs (SEN), English as a Second Language (ESL) and a Music teacher who instructs our music programme. Physical Education (including swimming) and Information Technology are taught by the classroom teachers and are scheduled for 1 hour 40 minutes and 60 minutes per week respectively. The Kindergarten class has 40 minutes per week for P.E., Swimming and Information Technology. The primary school has four full time classroom assistants who are assigned to the classrooms as shown on the table above. Our library and computer centres each have their own personnel to assist our students.

The Kindergarten and P1/2 enrolments will not exceed 20 students and the P3-P6 classrooms will not 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.

Special Educational Needs (SEN)

- Special Educational Needs teachers are available to work with children who are struggling with school work. Further observations and assessments are made and discussed with the class teacher. Should a student find difficulty with school work, an assessment is made by the class teacher and the Special Education teacher. If necessary an educational plan is formulated to address specific goals.

English as a Second Language (ESL)

- For those children who are challenged by learning in English, there is support available from an English as a Second Language teacher.

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 extra curricular activity program. 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 organized classes or clubs. 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.

ISM – Moshi Campus

Kindergarten

- ❑ 07:30 – 11:15 Monday - Thursday

P1 - 6

Monday – Thursday

<u>Time</u>	<u>Lesson</u>
07.30am	Registration / Lessons
10.15am	Break Time
10.35am	Lessons
01.05pm	School ends
01.35pm	Co-Curricular Activities
3.30pm	School ends (for those participating in co-curricular activities)

Friday

<u>Time</u>	<u>Lesson</u>
07.30am	Registration / Lesson
10.15am	Break Time
10.35am	Lessons
12.30pm	School ends

Lunch and Snack Time

- Children should bring a healthy snack to school to eat during the long morning break. Please do not allow your child to bring glass bottles, soda or wrapped sweets onto the campus. Sandwiches and other snacks are available at the 'canteen' at lunch times.
- Water on campus is safe to drink straight from the tap
- No gum is allowed at school.

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 program and we expect assignments to be completed on time. Students need to organize 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 program 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 at 7.30am in the performance area.
- Primary assemblies in Moshi are held each week on Friday mornings in Karibu Hall.

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. Boarders may use their mobile phones in their boarding houses (except during study hall time and during the night). The full policy on the use of mobile phones is available on request.

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.
- 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. Student may wear a watch and, 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.

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.

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 headlice, 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 headlice 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 the EC Kitchen (Arusha Campus), or in Reception (Moshi Campus).
- 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. Primary boarders must keep their money in the school bank.

Leaving Certificates

- A student transferring to another school will receive a “Leaver’s Certificate”, which briefly states the work that has been covered throughout the year. More detailed accounts are included in the school reports and may be requested directly by the child’s new school.

Co Curricular Activities

CCA’s – ISM Arusha Campus

We offer a range of optional creative interest and sporting activities, that are **optional** in primary. Students in P1 are able to sign up for an after school activity from Quarter 3 onwards. Once a student has signed up however, regular attendance is required. Examples of CCA’s include: football, reading, sewing, drama, dance, basketball, recorder. The activity programme runs on either a Monday, Wednesday or Friday, and begins immediately at 2.30 – 3.30. Some co-curricular activities will be offered during lunch breaks.

CoCurricular Activities – ISM Moshi Campus

We offer a range of optional creative interest and sporting activities, that are **optional** in primary. Students in P1 are able to sign up for an after school activity from 1st Semester onwards. Once a student has signed up however, regular attendance is required. Examples of co-curricular activities include: football, hiking, sewing, drama, dance, basketball, gardening, Polynesian dancing . The activity programme is on Monday-Thursday, and begins immediately at 1.35 – 3.30. Some co curricular activities will be offered from 4.30 – 6.00pm like football for P6 students. These activities are offered by teachers, parents and Diploma students or volunteers.

Individual Music Lessons

Music lessons are available for certain instruments for an additional fee usually payable in advance for the quarter. Arrangements for these lessons can be made with the music teacher, at the beginning of the school year. Lessons include piano, guitar, and recorder; and other instruments according to the availability of teachers.

Parents please offer your talents!

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.
- 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 15 minutes after the close of school.
- The Library in Moshi is open till 5pm on Mondays to Thursdays and until 4pm on Fridays.
- 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.

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 (KG-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 may be on a day-to-day 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. An assembly schedule will accompany the newsletter at the beginning of each new quarter (see section on Assembly). Newsletters are also posted on the school website.

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 or by telephoning the school office. 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

Mrs Betty Brown

Head of Primary & PYP Coordinator

Phone: (027) 250 5029

Mobile: 0756542946

Mr Adrian Moody

Head of Campus

Phone: (027) 250 5029

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ISM Moshi Campus

Mrs. Rosi Uluiviti

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