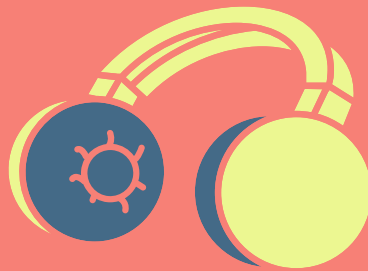
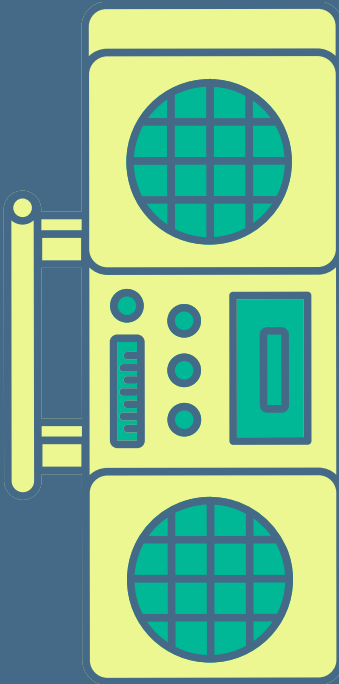




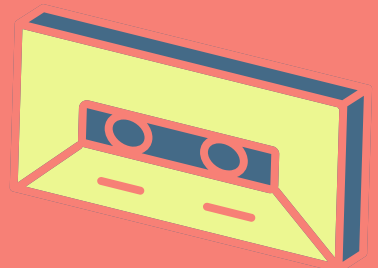
# PYP Curriculum Guide

*2020 - 2021*



**PYP 1**

**Symbiosis International School  
Viman Nagar  
Pune**



# Symbiosis International School

**The IB Primary Years Programme Student  
Curriculum Guide  
2020-2021**



**Primary Years  
Programme**

# Coordinator's Message

Dear Parents,

Welcome to the Primary Years Program (PYP), catering to learners from the age group 3 to 12 yrs. At SIS, we are consistently engaged in providing new educational experiences and learning opportunities for children.

The PYP is an exciting program that offers a framework to meet each child's academic, social, physical, emotional and cultural needs. It also lays an excellent foundation for the child's future academic development. To achieve the above, the PYP provides a structured inquiry based program to facilitate the learning process. The program also incorporates a curriculum for six subject areas: Language, Mathematics, Science, Arts, Social Studies and Personal, Social and Physical Education (PSPE).

PYP is a dynamic and reflective community. All involved regularly reflect on progress made and the next steps to be taken. Students are very closely involved in their own education. From classroom discussions with the teacher and self-administered assessments to student-led conferences children are strongly directed towards taking responsibility for their own learning. The teachers are committed to child centered learning and the PYP. Learning opportunities are tailored to meet the needs of the individual child, group or class.

Central to the PYP program is a set of attributes/values, called the IB Learner Profile that help students develop desirable character and behaviour, promoting leadership qualities and international-mindedness.

With Kindness,

EYP Coordinator : Huma Shaikh

PYP Coordinator : Preethy Sunil

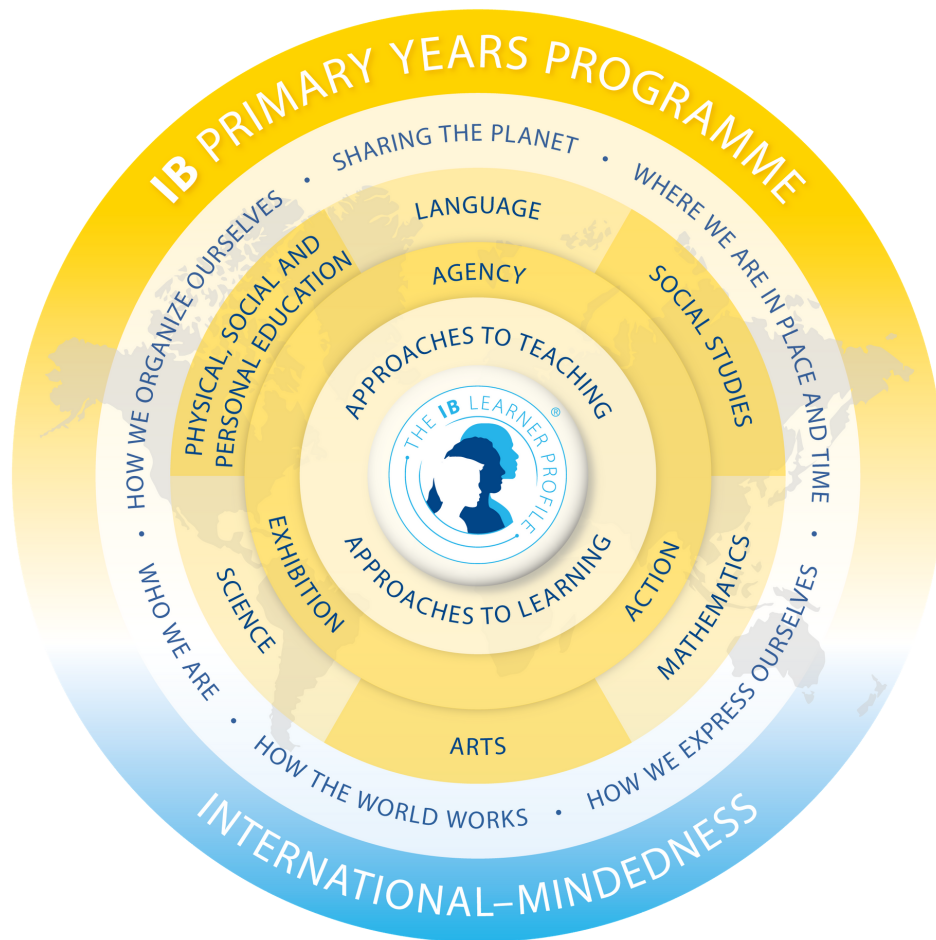
## **IB Mission Statement**

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

## **SIS Mission Statement**

Symbiosis International School, a cradle of leadership, aspires to create responsible global citizens deeply rooted in the philosophy of Vasudhaivakutumbakam, instilled with a spirit of international mindedness. Our academically rigorous curriculum is an essential catalyst that fosters a desire for lifelong learning. We aim to nurture adept netizens, promote inclusivity and unwavering integrity. Our endeavour is to equip our students with requisite skills and competences that will cultivate an ethic of service and enable them to be the architects of a sustainable world.

# PYP Model



## About the PYP Program Model

The Primary Years Programme (PYP) for students aged 3 to 12 (EYP1 to PYP 5) focuses on the development of the whole child in the classroom and in the world outside. We encourage a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn. The IB Learner profile develops a well-rounded and internationally-minded student. The curriculum is transdisciplinary, meaning it goes beyond subject areas. The curriculum framework includes 5 essential elements: knowledge, skills, concepts, attitudes and action. The PYP is arranged according to a written, taught and assessed curriculum. The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and are able to participate in the world around them. The PYP focuses on the development of the whole child as an inquirer, both within and beyond the classroom.

# Principles into Practice



It emphasizes the central principle of agency and threads it through the three pillars of the curriculum: the learner, learning and teaching and the learning community.

## The Learner

Learner Agency:

- Students have a voice, choice and ownership for their own learning
- When students' have agency, the relationship between the teacher and students becomes a partnership
- Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community
- The learning community supports agency and fosters self-efficacy

Learners take initiative, express interest and wonderings, make choices and are aware of their learning goals. They are actively engaged, and monitor and adjust their learning as needed. Students offer feedback to others and consult on decisions that affect them. In school, students take responsibility for their learning and collaborate with teachers and other students to plan, present and assess learning needs.

Teachers recognize students' capabilities through listening, respecting and responding to their ideas. They make thoughtful considerations and decisions with an emphasis on relationships, dialogue and respect for one another.



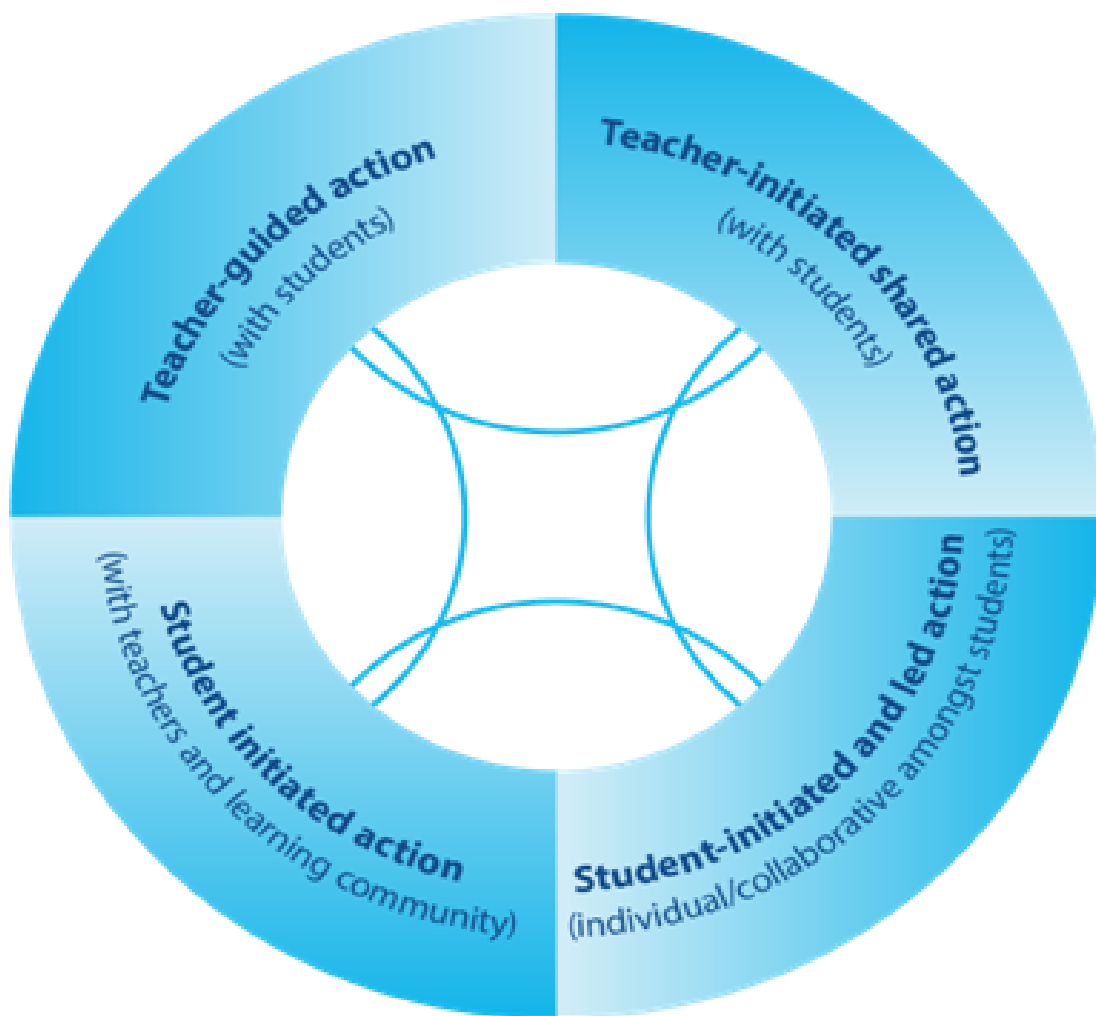
## Action and International-Mindedness

Action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and to the programme's overarching outcome of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose. When students see tangible actions that they can choose to take to make a difference, they see themselves as competent, capable and active agents of change .



Students take action in response to their inquiries or motivation to make a positive difference, bring about positive change (Boix Mansilla, Jackson 2011) or further their learning. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning and experiences.

Action can be short or long term, revisited or ongoing. It may be individual or collective, small or large scale and may take place at home, at school or in local or wider communities. Some actions may not always be visible or immediately impactful; they might appear in the form of impressions left on students, or small things that go unnoticed because they are part of the daily life of the learning community.





# Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

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

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

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

### PRINCIPLED

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

### OPEN-MINDED

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

### CARING

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

### RISK-TAKERS

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

### BALANCED

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

### REFLECTIVE

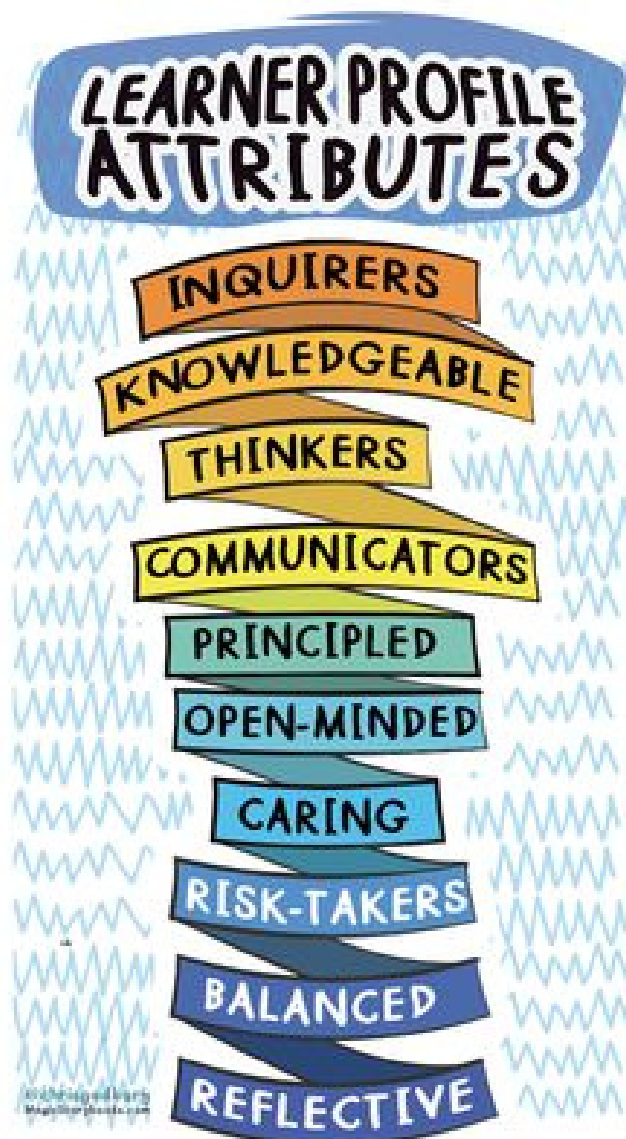
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

# The Exhibition

In the PYP exhibition, students demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning—and their capacity to take action—as they are actively engaged in planning, presenting and assessing learning.

The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.



## Features of the Exhibition

The exhibition may be one of the six units of inquiry during the final year or it may stand outside of the programme of inquiry to explore a global issue or opportunity that may cross all transdisciplinary themes. It may run concurrently with other units or be contained within a specific time frame during the year. All exhibitions are student-initiated, designed and collaborative.

**Student-initiated:** Students have a role in choosing the issue or opportunity to be explored; the transdisciplinary theme(s); the development of the central idea; the lines of inquiry; and identification of the key and related concepts that will drive their inquiries. They identify what knowledge they will need to acquire, and what skills they will need to develop.

**Student-designed:** Students design their learning goals and establish the criteria of what success will look like for them. They co-design strategies and tools with teachers, mentors and peers to document and self-assess their learning, and evaluate the success of the exhibition.

**Collaborative:** Students collaborate with their peers, teachers and mentors throughout the exhibition process. There is a genuine sense of participation and engagement through regular sharing of progress and feedback. As students are diverse, some will engage with the exhibition in groups while others will engage individually, supported by mentors.

All students take an active role in all aspects of planning, inquiring, investigating, communicating and assessing their learning in the exhibition. All students will benefit from guidance and collaboration with teachers, peers and mentors to facilitate, direct and adjust their learning.

# The Purposes of the PYP Exhibition

The key purposes of the exhibition are:

- for students to engage in an in-depth, collaborative inquiry
- to provide students with an opportunity to demonstrate agency and responsibility for their learning
- to provide students with an opportunity to demonstrate the attributes of the learner profile in authentic contexts
- to provide students with an opportunity to explore multiple perspectives
- to provide an authentic process for students to monitor, document and present their learning
- to provide students with an opportunity to synthesize and apply their learning for students to take action as a result of their learning
- to unite the students, teachers and other members of the learning community in a collaborative experience
- to provide an authentic context for students to reflect on their PYP education
- to support the well-being of students by celebrating their transition to the next stages of their education
- to provide an authentic task for the community to evaluate its implementation of the PYP
- to provide students with an opportunity to engage with the broader learning community and celebrate their achievements.

## Learning and Teaching

### Transdisciplinary Learning

The transdisciplinary approach is “the science and art of discovering bridges between different areas of knowledge and different beings. The principal task is elaboration of a new language, logic, and concepts to permit genuine dialogue” (Klein 2004: 516).

Specifically, students and teachers engage with:

- the **programme of inquiry**—the structure that articulates loosely what, when and how to explore the transdisciplinary themes from 3–12 years
- **concepts** that have relevance across, between and beyond the subjects and that connect a wide-ranging knowledge to arrive at conceptual understandings
- the **approaches to learning** and **approaches to teaching** that are crucial for exploring subject knowledge in context with the transdisciplinary themes
- the opportunities to **reflect** and take **action** to enhance individual and collective understanding and learning or to address local and/or global challenges.

The IBO requires schools to develop **six units of inquiry at each year level** (four for 3 to 5 year olds), one for each of the six organizing themes that are universal to every PYP school.



# Approaches to Learning

Approaches to learning (ATL) are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding and inquiry. Formerly known as “transdisciplinary skills” in the Primary Years Programme (PYP), these skills will now be referred to as “approaches to learning”. These skills are grounded in the belief that learning how to learn is fundamental to a student’s education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.

## APPROACHES TO LEARNING

### SOCIAL SKILLS

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



### RESEARCH SKILLS

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



### THINKING SKILLS

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



### COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



### SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind

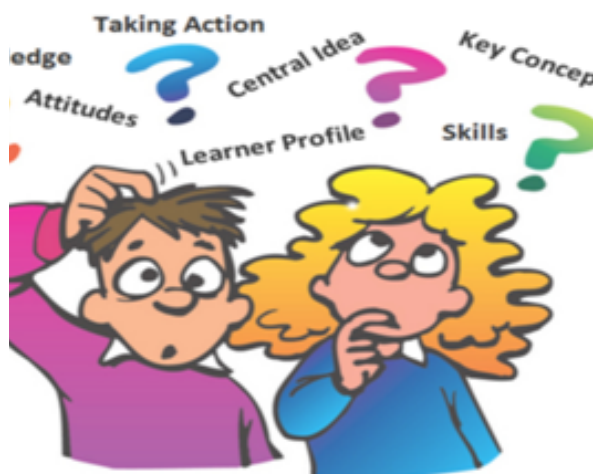


# Inquiry

Inquiry, as the leading pedagogical approach of the Primary Years Programme (PYP) recognizes students as being actively involved in their own learning and as taking responsibility for that learning. PYP learning is approached with a spirit of inquiry. Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly. PYP teachers and students collaborate to plan for inquiry through a wide range of strategies, tools and practices that suit learning goals, reflect the learner profile, respond to students' interests and understandings, and the school's culture and context. Through the inquiry process, students move from current understandings to new and deeper understandings.

## This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understanding
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position

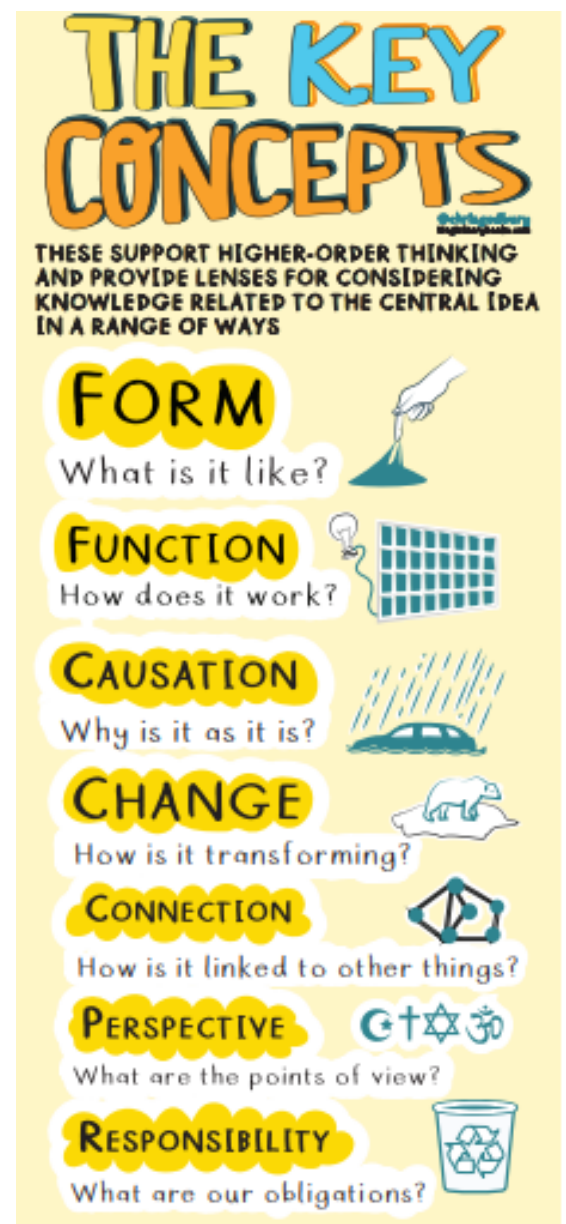


# Concepts

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. A concept is a “big idea”—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erickson 2008). Concepts represent ideas that are broad, abstract, timeless and universal. Concepts add depth and rigour in student thinking to the traditional “two-dimensional” curriculum consisting of facts and skills. Concepts place no limits on breadth of knowledge or depth of understanding, and therefore are accessible to every student.

Concepts help to:

- explore the essence of a subject
- add coherence to the curriculum
- deepen disciplinary understanding
- build the capacity to engage with complex ideas
- build understandings across, between and beyond subjects
- integrate and transfer learning to new contexts





# Assessment

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

# The Learning Community

## Collaboration

Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes. Students are valued participants of the collaborative learning teams. They demonstrate agency and their capacity to take action for their own learning by collaborating with teachers and other students.

## Learning Environment

Learning may occur anywhere and anytime, in real life and in virtual spaces, both inside and outside the programme of inquiry. Engaging learning environments that inspire the imagination and creativity of learners, and encourage the process of inquiry, action and reflection. These environments provide opportunities for emerging inquiries; students may take their learning in new and unexpected directions, developing and demonstrating the attributes of the IB learner profile.

Learning environments include multiple learning spaces. They can be built and natural; physical and virtual; indoors and outdoors; and formal and informal. Beyond spaces, environments also include the relationships among and between the people, the materials, the agreements and the schedule. Students learn through formal and informal experiences, through involvement in everyday learning and school events.

Learning spaces are flexible, allowing for planned and spontaneous opportunities for quiet, independent learning, interactive group learning and spaces for students to make and create. Flexible learning spaces take into account students as individuals and are responsive to diverse needs, backgrounds, abilities and interests.

# POLICIES AND PROCEDURES

## **Distance learning Plan – Need of the hour**

Keeping the current uncertainty in mind, we, at SIS PYP, have decided to commence this academic year 20-21 with a Distance learning model of instruction. Distance Learning designates the experience students will have when school remains in session but students are unable to physically attend school because of campus closure.

Distance learning will include a blend of Synchronous & Asynchronous learning.

**Synchronous Learning** is when learners participate in an online learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants. Microsoft teams will be used to create a virtual classroom.

**Asynchronous Learning** is when learners participate in an online learning course at different times. Asynchronous learning allows learners to go through a course at their own pace and on their own schedule. Seesaw Learning Journal will be used to upload assignments and keep track of each student's progress.

**Assessment and Reporting:** Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. A wide range of assessment strategies and tools are used by the facilitators to collect information on the understanding of concepts, acquisition of knowledge, mastering of skills, development of positive attitudes and the ability to take responsible action. Reporting about students' performance takes many forms like conferences (SLC) and written reports. In the final year of PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition.

# COMMUNICATION

Good communication between home and school is essential. The following information will assist you in identifying where information may be found and with whom you may wish to speak. The school strives to model sustainable development and this means taking active steps to reduce our carbon footprint. Therefore, we have paperless communication whenever possible.

**Email:** The homerooms will email parents with news about specific events, special announcements, field trips, or changes to our normal routine. Kindly check your email account regularly for school news.

**PYP Website:** The PYP website provides details of major events, recent news, recent publications and up-to-date curricular information.

**Reporting to Parents:** Our reporting system reflects the essential elements and beliefs of the International Baccalaureate Primary Years Program. The two formal written reports, at the end of Term 1 and Term 2, will inform you of your child's progress in acquiring and developing skills and knowledge during those times. Our Journey of Learning and student led conferences serves as a great time for parents to know their child's performance.

**Portfolios:** SIS uses portfolios as a celebration of learning in all areas. It is a record showing process, product and progress over a year. The selection process may involve teachers and students. The format changes as the students move from K1 – Grade 5. Portfolios show an increasing ability of the student to self-reflect. The portfolio is used as a way of sharing learning of the student with others and is a tool for student-led conferences. Portfolio maintenance is an integral aspect of on-going assessment by both the student and the teacher.

# Meeting our Team

The following information will assist you in identifying with whom you may wish to speak.

- The first point of contact for parents with enquiries about their child's academic progress would be the homeroom/ specialist teacher.
- If the matter needs further discussion you may write to,
- For EYP Ms Huma Shaikh : [eyp@sis.ac.in](mailto:eyp@sis.ac.in)
- For PYP Ms Preethy Sunil: [pypcoordinator@sis.ac.in](mailto:pypcoordinator@sis.ac.in)
- For all admin related queries you may write to:  
[sisadmin@sis.ac.in](mailto:sisadmin@sis.ac.in) and [admin.officer@sis.ac.in](mailto:admin.officer@sis.ac.in)

## Free Walk-ins

To discuss the progress of their child, parents can meet the homeroom with prior appointment

- EYP 1 to EYP 3 - Fridays from 12:45 pm – 1:30 pm
- PYP 1 to PYP 5 - Tuesdays from 08:30 am – 09:15 am

Parents can meet the coordinators with prior appointment

- EYP - Mondays between 12:45 pm – 1:30 pm
- PYP - Mondays between 02:00 pm - 03:00 pm



# Homework Policy

Homework fosters self-discipline and healthy study habits in students. It reinforces the lessons taught in school, stimulates the intellectual growth of the students and cultivates interest on diverse subjects. Homework makes the students self-reliant and encourages student's initiative and intellect. The role of Parents is to make their children understand the significance of homework and encourage them to study and complete all homework assignments on time.

# Student Council

Students in the PYP democratically elect their peers in the Student Council. This body ideally consists of students from Grades 4-5 and is elected by all of the students in the Grade group. The Student Council is consulted on important decisions regarding students in the school and is mandated to represent individuals or groups of students.

# Assembly

Morning Assembly is the start of the school day and is a vital part of the Symbiosis International School. The assembly schedule includes, but is not limited to:

- School Prayer
- Gayatri Mantra
- Announcements
- Student Presentation
- School Song
- National Anthem

## **Mark of Excellence**

SIS holds in the highest regard the industrious and stupendous efforts of its students. We recognize these talents and honor them with awards as we believe such awards encourage the upcoming talents inspiring them to touch new horizons. The outstanding work and behavior on these budding stars is recorded by the Programme Coordinator and conveyed to the Principal. We take pride in giving recognition to such coveted students who endeavor to excel in academics, athletics and demeanor.

## **Academic Materials**

On commencement of the year a basic stationery kit is allotted to each student. This kit includes notebooks, pens, pencils, erasers, crayons, coloring pencils, sketch pens ruler, glue etc. This kit will be used by the students in class and will be retained in class. The school is liable to provide an initial pack of stationary and exercise books at the beginning of each semester, any further requirements can be bought from the school stationery shop. Please mark/embark all the items with your student's name. The school takes no responsibility for loss or theft of any items.

## **The Role of Parents**

The school encourages parents to share their special expertise. Those parents who wish to contribute in the child's learning process can kindly inform the respective Home Room Teacher. Please talk to your child's homeroom rather than other parents if you have any questions about your children or their education.

# PYP FAMILY

Huma Shaikh	EYP Coordinator
Preethy Sunil	PYP Coordinator
Naziya Shaikh	EYP 1
Anjana Sharma	EYP 1
Komal Mutha	EYP 2
Jasmine Hajiyani	EYP 2
Nazneen Pathan	EYP 2
Huma Shaikh	EYP 3
Shweta Sengupta	EYP 3
Pranita Konjere	EYP 3
Laveena Saldanha	PYP 1A
Amynah Merchant	PYP 1A
Manjushree Mehta	PYP 1B
Shilpa Sharma	PYP 1B
Monika Kaushik	PYP 2A
Aditi Awatade	PYP 2A
Anjali Motwani	PYP 2B
Mitalee Jagtap	PYP 2B
Deepshikha Mishra	PYP 3A
Anjum Rahim	PYP 3A
Rochelle Menezes	PYP 3B
Pooja Oberoi	PYP 3B
Melicent Noronha	PYP 4A
Sujata Potbhare	PYP 4A
Anjali Akware	PYP 4B
Jagjit Kaur	PYP 4B



Elizabeth Christy	PYP 5A
Mercy Newmai	PYP 5A
Patricia D'souza	PYP 5B
Soumya Kumar	PYP 5B
Kavita Bhasein	Math Coach
Beenish Khetani	Math Coach
Vasundhara Desai	Hindi
Momita Sengupta	Hindi
Trupti Nimbalkar	Marathi
Rashmi Gupta	Digital Literacy
Rozina Gangani	Digital Literacy
Savitha Pais	EYP Music
Jordan James	Music
K Joyson	Music
Mohini Yadav	PE
Mrunalini Gaikwad	PE
Bharthi Goidani	Visual Art
Parichay Harchirkar	Visual Art
Nabha Jadhav	Theatre Art
Rumjhum Mazumder	ESL/ Linguistic Club
Shweta Agarwal	French
Noelina John	French
Manish Deshpande	Spanish
Nauvaz Merchant	Spanish
Sapna Ratan	Library

# Programme Of Inquiry 2020-21

## UOI 1

**Theme:** How we organize ourselves

**Central Idea:** People organize themselves to plan and carry out activities effectively

**Lines of Inquiry:**

- Concept of self organization
- Importance of organizational skills at school and home
- Ways of organising thoughts and time

**Concepts:** Form and Function

**Related Concepts:** Goal setting and impact

**Subject Focus:** P.S.P.E

## UOI 2

**Theme:** How the world works

**Central Idea:** All living things go through a process of change

**Lines of Inquiry:**

- Characteristics of Living things
- Developmental stages of living things
- Factors that can influence life cycle

**Concepts:** Form, Change, Causation

**Related Concepts:** Pattern, Growth Cycles, Interdependence

**Subject Focus:** Science

## UOI 3

**Theme:** Where we are in place and time

**Central Idea:** Knowing about our family histories enables us to discover our traditions

**Lines of Inquiry:**

- Our family history
- Knowing my family traditions
- Family traditions help us to understand our past and present

**Concepts:** Form, Connection, Function

**Related Concepts:** Structure, Role

**Subject Focus:** SST

## UOI 4

**Theme:** Who we are

**Central Idea:** Different organs help in the growth and function of the human system

**Lines of Inquiry:**

- Understanding the different organs of the system
- Functions of organs in a system
- Lifestyle choices influence personal well-being

**Concepts:** Form, Function, Causation

**Related Concepts:** Structure, Growth, system (respiratory and digestive), well-being

**Subject Focus:** Science and P.S.P.E

## **UOI 5**

**Theme:** Sharing the planet

**Central Idea:** Actions people take to share limited resources

**Lines of Inquiry:**

- Water as a limited resource
- Different views on how to manage water as a limited resource
- Our responsibility as a global citizen to conserve water

**Concepts:** Causation, Perspective, Responsibility

**Related Concepts:** Initiative, opinion, conservation and sustainability

**Subject Focus:** Science and SST

## **UOI 6**

**Theme:** How we express ourselves

**Central Idea:** Stories help us to imagine and express ourselves

**Lines of Inquiry:**

- Elements of a story
- Role of illustration in a story
- Stories convey messages

**Concepts:** Form, Function, Perspective

**Related Concepts:** Imagination, communication and expression

**Subject Focus:** Language Art, Theatre Art

# Language Arts

## Reading

- Explore and enjoy a range of literary genres.
- Participate in shared reading, posing and responding to questions.
- Make connections between personal experience and story book characters
- Express opinions about the meaning of a story.
- Be able to comprehend and gather information from the printed text.
- Enrich vocabulary by self reading and read aloud sessions and through e reading programme-RAZPLUS
- Readers for the year:- Term 1 - Heidi based on the book by Johanna Spyri Term 2 :- Gulliver's Travels by Jonathan Swift

## Writing

- Use their own experience as a stimulus when drawing and writing
- Enjoy writing and value their own efforts
- Show curiosity and ask questions about written language.
- Participate in shared writing to create a whole passage or a story.
- Write to communicate a message to a particular audience.
- Understand that there are different text style
- Application of frequently used words and new vocabulary in their own written work.
- Illustrate their own writing in different forms
- Text Style for the year:- Picture writing, Prompt writing, Procedural writing and Creative writing

## **Listening and Speaking**

- Use gestures or words to communicate ideas.
- Listen and respond to picture books.
- Understand simple questions and respond with actions or words.
- Developing the Questioning skills using different strategies like Question Matrix.
- Use language to address their needs, express feelings and opinions.
- Use oral language to communicate during classroom activities, conversations and imaginative play
- Classic Poems for developing and enhancing oratory skills for Elocution
- Talk about stories, writing, pictures, models they have created
- Realize and appreciate that people speak in different languages
- Begin to communicate in more than one language.
- Listen attentively and respond actively to read aloud situations.

## **Grammar and Vocabulary**

- Dolch Sight Words
- Digraphs and blends
- Creating simple sentences
- Using appropriate punctuation (Capital, full stop, question mark, exclamation mark and Comma)
- Nouns(common and proper noun)
- Articles : a and an
- Singular and Plural
- Pronouns
- Verbs
- Adjectives
- Preposition
- Compound words
- Vocabulary Building

# Mathematics

## Data Handling

- Collect information and then display the data by sorting
- Sort and label objects into sets by one or more attributes through Tally Marks, Sequencing, Venn diagram and Carroll diagram
- Understand the purpose of graphs and be able to read a pictograph and a simple bar graph.

## Measurement

- Estimate, measure, label and compare using standard and nonstandard methods of measurement of length.
- Use a calendar to determine the date, to identify the sequence of days of the week and months of the year.
- Read and write time to the hour and half past.
- Currency :- Recognition of 5,10,20,50,100,500 rupees and addition of denominations.

## Shape and Space

- Identify and describe different 2D and 3D shapes (using sides and corners)
- 2D shapes- Circle, Triangle, Rectangle, Square, Oval and Semi Circle
- 3D shapes:- Sphere, Cone, Cube, Cuboid, Cylinder and Pyramid
- Interpret and use simple directions and positions(left,right,forward and backward)

## Pattern and function

- Identify and create simple patterns around us
- Recognize, describe and extend patterns in numbers like odd, even, repeated addition, 1 more than and 1 less than 10 more than and 10 less than
- Skip Counting in 2's, 5's and 10's

## Number

- Read, write and model numbers up to 500
- Count, compare and order numbers up to 100 (backward counting).
- Write number names up to 100
- Create number stories using real life situations for addition and subtraction
- Introduction to Place Value : ones, tens and hundreds using base 10 model
- Read, write and model addition and subtraction using mental and written strategies
- Use fraction names like half, whole,  $\frac{1}{4}$  and  $\frac{3}{4}$  to describe parts
- Ordinal numbers up to 10

## Second Language (2L)

The main goal of second language is to introduce students to the Languages and culture with a communicative approach. A Trans-disciplinary approach is followed, wherein the language is integrated into all areas of the curriculum. This enriches student's personal knowledge with different perspectives and helps grow in today's global world. The children can choose one language from French, Hindi, Spanish and ESL where applicable.

### French

#### Listening and Speaking

##### Students will be able to:

- Use Greetings
- Understand French Culture
- Understand and follow the Classroom Instructions
- Pronounce fluently Alphabets
- Learn phonetics
- Count numbers from 0 to 10
- Describe the Colors
- Ask and tell the Days of the week and months of the year
- Introduce oneself and family members's name
- Identify parts of the body
- Present some fruits and vegetables
- Learn vocabulary and identify objects in the class
- Pet animals



## Reading & Writing

- Read and write the vocabulary words with appropriate accents.
- Read, write and introduce my family
- Reading the comic strip
- Vocabulary words on classroom objects.

## Viewing and Presenting

- Introduce oneself using appropriate language fluency
- Enacting the comic strip
- Rhyme recitation

# Hindi

## Listening and Speaking

- Follow classroom instructions, showing understanding,
- Greet others in Hindi and make polite inquiries
- Introduce themselves in Hindi
- Listen to and enjoy stories, show understanding by responding in oral or visual form.
- Sing Hindi rhymes

## Reading & Writing

- Identify and write all letters (consonants and vowels)
- Read and write simple words (without matra)
- Read and write simple sentences with these words
- Identify and read 'Aa' matra words

## Vocabulary

- Counting till 20
- Name of different things (Colours, Days, Body parts, Classroom objects, Fruits, Vegetables etc)
- New words related to their UOIs

# Spanish

## Listening and Speaking

- Use Greetings
- Understand Spanish Culture
- Understand and follow the Classroom Instructions
- Pronounce fluently Alphabets
- Learn phonetics
- Count numbers from 0 to 10
- Describe the Colors
- Ask and tell the Days of the week and months of the year
- Introduce oneself and family members's name
- Identify parts of the body
- Present some fruits and vegetables
- Learn vocabulary and identify objects in the class
- Pet animals

## Reading & Writing

- Read and write the vocabulary words with appropriate accents.
- Read, write and introduce my family
- Reading the comic strip
- Vocabulary words on classroom objects.

## Viewing and Presenting

- Introduce oneself using appropriate language fluency
- Enacting the comic strip
- Rhyme recitation

## ESL

ESL is an acronym for English as a Second Language. It is for students who speak a language other than English at home and who are not fluent in English. They are evaluated and placed in beginning, intermediate or advanced ESL classes. Students discover a welcoming atmosphere which soon evolves into a diverse and challenging environment. They have the opportunity to work and learn with peers from different countries, cultures and backgrounds. A state-of-the-art language lab helps us to break the barrier of traditional teaching methods and provides a robust language teaching platform with latest technology and multimedia content. Together they weave a world of sharing, discovering, and constructing new hopes and vistas.

# Marathi

## Listening and Speaking

Focus will be given to hearing, speaking and communication skills.

### Students will be able to-

- Introduce themselves
- Greet one another in Marathi
- Acquaintance to the state language
- Listen to instructions in Marathi
- Recitation of rhymes and listening to stories
- Vocabulary - Names of (Fruits, Animals, colors, days of the week etc.), Numbers (1 to 10)

## Theater Arts

Theater Arts(Drama) in IB is not a deviation from Academia, but rather an essential resource. It explores how we express ourselves physically and vocally. It is an active and transitory discipline. Students are exposed to a variety of dramatic forms including Pantomime, Puppetry, Skits, Scripted drama etc.

### Learning Outcomes:

**Creative Exploration and Expression:** Students have the opportunity to develop their imagination skills and creativity to apply them in a variety of dramatic situations.

- Engage in imaginative play using a range of sources as stimuli, for e.g. Personal experiences, stories, objects and pictures.
- Explore familiar roles, themes and stories dramatically.
- Value imaginary creations

**Technical Incorporation:** Students develop their understanding of some of the technical aspects of the drama process such as script, stage directions and management of props.

- Act out a mime, a situation using props and/ or costumes.
- Follow simple stage directions
- Memorize a brief dialogue.

**Performance:** Students develop and portray characters and remain in role in a given situation by using voice, body and gestures.

- Develop the ability to cooperate and communicate with others using Drama.
- Portray a character in a given situation.
- Explore basic bodily movements and the use of space.
- Be able to improvise through dramatic action with a partner.
- Develop an awareness of the relationship between voice and body.

**Personal and Social Development:** Students develop social skills and are able to work independently and cooperatively in small groups.

- Begin to understand appropriate behavior in drama, for e.g. as an audience member or as a performer.
- Work independently with self-confidence.
- Share ideas with a partner or a small group.

**Reflection, Evaluation and Appreciation:** Students take time to reflect on their own work and the work of others in order to enhance performance.

- Display audience etiquette and appropriate responses.
- Talk about how they feel when creating and sharing their work.
- Express their favorite and least favorite part of a story, play or short film.

**Drama in Society:** Students discuss experiences of performing arts; explaining the way a story was communicated, recognizing theatrical conventions and effectively distinguishing between different elements of performance.

- Experience live performances.
- Discuss performing art experiences.
- Respond to stories, scripts and plays from other time and places.

# Visual Arts

The PYP Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts.

Students will be able:

## **Learn Elements of Arts**

- Line
- Shape
- Color
- Form
- Texture
- Space

**Students will learn:**

- Style of different artist to be studied & implemented
- Creative activities through crafts
- Still life
- Learning engagements related to the integrated unit
- Know more about different mediums i,e Crayons,watercolor,poster color,sketch pens.

**We look forward for Students to:**

## **Responding:**

- Students show an understanding that the different forms of arts are forms of expression to be enjoyed.
- They know that visual arts use symbols and representations to convey meaning.
- Students become more mindful of their own artistic development.
- Students are encouraged to draw on their imagination, experiences for creative exploration.
- Express opinion about their Artwork.

## **Creating:**

- Learners show an understanding that they can express themselves by creating artworks in visual arts.
- They know that creating in arts can be done on their own or with others.

# **Music**

Music plays a very important role in our everyday life. The inculcation of music in a child during his/her primary years will bring about significant development of one's age, nature and interests. Maximum development of a child take place during the initial years of learning, hence many aspects of music are brought into consideration like the development of music skills is an important aspect of learning music. Music can be analyzed by considering a variety of its elements, or parts, individually or together.

The elements include: Tempo, Rhythm, Melody, Harmony, Timbre, Form and Dynamics.

The students will be able to:

- Develop their ear to differentiate between notes and tones. (Pitch differentiation).
- Understand the use of instruments in music.
- Learn about different styles of music. (genre, culture)
- Learn to develop vocal and listening skills.
- Learn to create and perform in a group.

# **Physical Education**

## **Athletics**

Students will be able to-

- Recognized correct running techniques the coordination of upper body & lower body.
- Become involved in games and events that develop the skills of jumping & throwing techniques
- Use modified equipment to learn correct throwing techniques
- Engage in life Game activities that require students to use similar upper body movements which are required in throwing events

## **Health related Activities**

### **Students will be able to:**

- Students participate in a variety of physical fitness activities including Skill Related physical fitness. Agility, Speed, Reaction Time, Flexibility, Power, Coordination
- Creating our own diet chart and Fitness plan.
- Recognize the importance of regular exercise in the development of well being
- Understand the interdependence of factor that can affect health and well-being

## **Games**

### **Students will be able to:**

- Practice teamwork and cooperatively play
- Engage in games that have minimal amount of rules
- Game to Game ground measurement and rules will be different
- Being exposed to a variety of equipment used for catching, fielding, trapping, dodging
- Share ideas clearly and confidently

# **Pyp Library**

The PYP Library is the hub of learning; reading, research, discussion and collaboration. We promote and support the development of trans disciplinary skills, international mindedness, the IB learner profile, the PYP attitudes and concepts. We aim at teaching students research skills using library-based assignments and the Super 3 research model i.e. an information problem solving model based on the Big 6 Research Model. The activities will cultivate a lifelong love of reading. This is a comprehensive curriculum from Grade 1 to 5. Activities will be conducted as per the appropriate grade level.

## **Conceptual Understanding**

- Information skills
- Lifelong Learning
- Literature Appreciation

## **Students will be able to:**

### **Information Skills:**

- Identify the staff, services offered and locate books in the Library – Students will be able to identify the staff members and the role each plays in the Library. He/she will also learn where materials are located and how to check them out. Demonstrate understanding that books and other sources have an author, title, and publisher. Select books and other materials independently for classroom assignments and personal interests.
- Use Super 3 research model for finding and organizing information.
- Understanding Academic Integrity & Avoiding Plagiarism

### **Lifelong Learning:**

- Have knowledge of the public library. Apply the skills learned in the school library to other libraries. Demonstrate appropriate library behavior and book care. Recommend titles to other students based on personal experience.
- Develop an appreciation for literature.

### **Literature Appreciation:**

- Recall and communicate about stories and characters.
- Recognize and choose appropriate reading material from different literary genres and formats. Write and share a book review.
- Apply the Super 3 research model to research on different topics based on units as per the POI and any research work based on books/authors.

## **Digital Literacy**

Digital Literacy encompasses the use of a wide variety of digital tools for teaching and learning as well as assessment. It aims at encouraging the child to use technology in order to support his or her learning effectively, authentically, logically and creatively. It also provides opportunities for the transformation of teaching and learning and enables students to investigate, create, communicate, collaborate, organize and be responsible digital citizens.



Digital Literacy develops in children an awareness of and its role in society. Learning Engagements will be conducted as per the appropriate grade level from 1-5.

**Grade 1 students will be able to:**

- Explain what is Digital Literacy and how it is used
- Identify parts of the computer and list its uses
- Use computer equipment responsibly
- Understand, organize information and make connections
- Identify desktop features by icons
- Effectively use and control mouse
- Name, Open and save their work in the designated folder
- Identify basic keyboard keys and their uses
- Use typing skills while working MS Word
- Create and innovate unit related concepts using Tux Paint and Paint
- Open and close a program / window
- Login school internet and understand its safety thus incorporating digital citizenship
- Understand that the internet can be used to research
- Use iPad effectively for unit related activity

**Students will also undergo 8 weeks Animation Workshop in which they will be taught the software GIMP.**

**GIMP** is a free application similar to Photoshop which the student can use to create amazing digital graphic and do image manipulation to pictures like making black and white photo colorful or even creating a new image by mixing different images. They will learn to create digital graphic, Image Manipulation, Create New Image by mixing different images etc...

# +Hour

The + Hour is a time assigned each week where children use manipulative materials and perform mathematical experiments, play math games, solve puzzles and engage in the process of learning. The integral part of the + Hour is that it is activity centered which allows children to explore the manipulative to discover the uniqueness of math. Usage of manipulating concrete objects, enables the child to bridge the gap between real and abstract world.

## **What is the purpose of + Hour?**

- To emphasis on learning by doing.
- To provide children with opportunities to discover and understand the mathematical concepts through their active involvement in solving problems.
- To develop physical involvement in order to add new ideas to their cognitive structure.
- To make children to think, to look for patterns and ask questions.
- To develop an attitude of inquiry.

Kindly note that all free walk in, Student assembly, Student led conferences, Animation workshops (conducted in ICT class) and + hour stand cancelled as of now, and will happen once we begin regular school.