International School of Helsingborg

ISH.

Primary Years Programme Information Booklet

International School of Helsingborg

Our Vision

At ISH we believe learning has no boundaries. The school community at ISH will strive to become:

Engaged

Global   Learners

who demonstrate these attributes through the actions they choose to take both now and in the future.

Our Mission

We model action to inspire action.

Values in Action

- Students and staff enjoy learning together in a safe and secure environment.
- Diversity is recognized, acknowledged, understood and celebrated.
- Opportunities to inquire, to think and to reflect, are provided so that we may learn from our experiences.
- Partnerships in learning are developed within the school community, which then expand to both the local and global community.
- Continued development of mother tongue languages and the learning of new languages strengthen our ability to fulfill our mission.
- The ISH community acknowledges our host country by appreciating and learning the language and culture of Sweden.
- Students are empowered to be able to make responsible choices as global citizens through learning engagements which bring knowledge, skills and attitudes together.
- In our school community we use communication and information technologies to enhance and expand the traditional role of education.

Creative   Vibrant   Global   Unified   Balanced

IB Misson Statement

The International Baccalaureate (IB) programme is aimed at developing the individual talents of students and teaching them to relate the experiences they encounter in the classroom with that of the outside world. Students are not only expected to use their intellect to reach high academic standards but also to develop their understanding and acceptance of others and develop the skills of being a responsible citizen. Throughout the programme, students are encouraged to become "critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs." Also, the IB programme gives students an international perspective and allows them to move easily between one IB school and another as the learning objectives of IB schools are essentially the same.

The PYP has an inquiry-based approach to teaching and learning where students are encouraged to ascertain their existing knowledge and build from there. **Concepts**, **skills**, **attitudes**, **actions** and **knowledge** are the five essential elements incorporated into the curriculum framework. The curriculum framework can be expressed by the following inter-related questions that allow children to shape and evaluate their own learning. At ISH, these questions are asked at the beginning of each unit and help teachers shape the learning experience for the children in their classroom.

What have we already learned?
What do we want to learn?
How best will we learn?
How will we know what we have learned?

Throughout all we do, teachers also encourage students to develop a series of desired attributes and dispositions that characterize successful students. This is called the **Learner Profile**. The aims of all the IB programs (PYP, MYP, DP) 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. We are working to ensure that the students at ISH are globally minded in the following ways:

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 out love of learning throughout life.

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

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

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 out actions and their consequences.

COMMUNICATOR
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.

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 commitment to service and we act to make a positive difference in the lives of others and in the world around us.

Courageous
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 independence 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 CURRICULUM FRAMEWORK

The curriculum framework consists of five essential elements: concepts, skills, attitudes, actions and knowledge The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas.

This is illustrated by the diagram below.

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The six transdisciplinary themes are:

Who we are
Where we are in place and time
How we express ourselves
How the world works
How we organise ourselves
Sharing the planet

Each year, at ISH, we evaluate our transdisciplinary programme of inquiry that includes units of inquiry that address these six questions. We strive to ensure that these topics are significant, relevant, engaging and challenging for all the students participating in the programme as well as meet most of the national Swedish Education requirements. These topics are integrated into all the subject areas to help students make connections between the subjects and facilitate more effective learning While working on both the units of inquiry and specific subject based lessons, we encourage students to develop a spirit of inquiry that emphasizes the skills of learning how to find out information using both traditional and contemporary media, along with using other resources in our community.

SKILLS

Through the programme of inquiry students will not only develop an understanding of the concepts taught but also acquire and apply a range of skills. Refining and mastering these skills will enable students to construct meaning in the themes they are studying and prepare them for further studies and life beyond school. The skills your child will be developing are as follows:

Social Skills
Accepting responsibility, respecting others, co-operating, resolving conflicts, group decision making and adopting a variety of group roles

Thinking Skills
Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought (thinking about different points of view), metacognition (analysing thought processes)

Research Skills
Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data and presenting research findings

Communication Skills
Listening, speaking, reading, writing and non-verbal communication

Self-management Skills
Gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour, informed choices

ATTITUDES AND ACTION

An internationally educated person does not only master concepts, knowledge and skills it is equally important that they develop positive attitudes towards people, the environment and their learning. At ISH we address the fostering of these attitudes within everything that we do at school. Teachers keep the attitudes in mind when they are planning lessons, teaching the students and designing assessment strategies. The following attitudes are encouraged at ISH:

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Appreciation
Commitment
Confidence
Co-operation
Creativity
Curiosity
Empathy
Enthusiasm
Independence
Integrity
Respect
Tolerance

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Students are encouraged to develop these attitudes and display them in everything they do, not just in the classroom with the teacher present.

In close conjunction with students developing responsible attitudes is the opportunity for students to take thoughtful and appropriate action. At ISH we try to offer students the opportunity and the power to choose what they would like to do, follow through on their choice and reflect on the difference they have made to the world through their actions. This action can be as small as helping younger students read or as big as raising money for a particular cause.

We believe that through service to the students, staff and the wider community, students are able to grow socially and personally. The beauty of taking action also brings together the skills and attitudes that students are encouraged to acquire. The most important factor in taking action is that students decide to undertake different projects themselves without the suggestion first coming from the teacher.

ASSESSMENT

At ISH we use a range of assessment and evaluation techniques to determine the progress of each individual student. We identify what students know, understand, can do and feel at different stages in the learning process by using two types of assessment:

Formative Assessment
Formative assessment is interwoven with the daily learning and helps both teachers and students find out what students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked and one can't occur effectively or purposefully without the other. Some examples of formative assessment used at ISH are:

Observation of students
Anecdotal notes taken during classes
Discussions
Demonstrations
Quizzes
Exit slips

Summative Assessment
Summative assessment happens at the end of the teaching and learning process. Students are given the opportunity to demonstrate what they have learned using a variety of different methods. Some examples of summative assessment used at ISH are:

Presentations: Individual and Group
Tests: Written and Oral
Presenting plays
Designing posters? models
Composing songs
Reflective writing
Drawing pictures
Projects
Check lists

These two forms of assessment allow teachers and students to make an evaluation about the learning that has taken place. Both forms of assessment are also used to evaluate the effectiveness of a unit of work and modifications can then be made to further improve the learning experience for students.

EXHIBITION

At ISH, the PYP 6 students take part an exhibition. The exhibition represents a significant event in the life of both the school and student, synthesizing the essential elements of the programme and sharing them with the whole school community. It is an opportunity for students to exhibit the attributes of the student profile that have been developing throughout their engagement with the programme. It is a culminating experience marking the transition from the PYP to the Middle Years Programme (MYP).

Purpose

There are a number of purposes behind the exhibition:

Students can engage in in-depth, collaborative inquiry
Students can have an opportunity to demonstrate independence and responsibility for their own learning
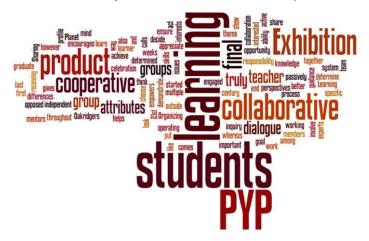Student can have to opportunity to explore multiple perspectives
Students can apply their previous learning and reflect upon their primary education
Students can demonstrate how they can take action as a result of their own learning
To unite students, teacher, parents and other members of the community in a collaborative experience

Programme of Inquiry

Students inquire into and learn about globally significant issues through the units of inquiry. The Programme of Inquiry is a matrix made up of the six transdisciplinary themes explained earlier in this curriculum booklet.

Each transdisciplinary theme is accompanied by a description that explains what students will be inquiring into under this theme. This helps ensure the balance of the units of inquiry under each theme.

Each of the units of inquiry has a central idea. Each central idea supports students' understanding of the particular transdisciplinary theme it is connected to and challenges and extends students' prior knowledge.   It is designed to promote conceptual development.

Each unit contains three or four lines of inquiry. The lines of inquiry clarify the central idea and give focus to the inquiry.

All subjects connect to the units when there is an authentic connection that can be made through subject matter or through the skills, attitudes or learner profiles. On the next few pages, you will find the Programme of Inquiry for the school year.

K1 3 – 4 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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.	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.	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.
The human body looks and functions in different ways. **Concepts**: Form, Function **Related concepts**: identity, growth **Lines of Inquiry:** 1. How I look 2. How my body is changing and growing 3. What I can do **Learner Profile focus**: reflective **Attitude focus:** Independence		**Songs and rhymes help human expression.** **Concepts:** Connection, Perspective **Related concepts**: patterns, feelings **Lines of Inquiry:** 1. Songs and rhymes in our cultures 2. How songs and nursery rhymes make us feel 3. How we express ourselves through movement **Learner Profile focus:** Communicator **Attitude focus:** Appreciation	**Seasons show changes in weather and environment.** **Concepts:** Change, Reflection **Related concepts**: adaptation, weather **Lines of Inquiry:** 1. Different seasons throughout the year 2. Changes in nature 3. How we adapt to the seasons **Learner Profile focus:** thinkers **Attitude focus:** confidence		**People share the world with many tiny creatures.** **Concepts:** Causation, Responsibility **Related concepts** animals, environment, sharing **Lines of Inquiry:** 1. Mini beasts around us 2. Sharing our environment 3. How mini beasts help us **Learner Profile focus::** caring **Attitude focus:** respect

K2 4- 5 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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.	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.	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.
People form families and build relationships. **Concepts**: Function, Responsibility **Related concepts**: families, relationships **Lines of Inquiry:** 1. How families function 2. The responsibilities within families 3. Family structures **Learner Profile focus**: reflective, Open minded **Attitude focus:** Responsibility, Tolerance		**People communicate ideas and feelings in many creative ways**. **Concepts:** Perspective, Reflection **Related concepts**: Communication, personal expression **Lines of Inquiry:** 1. What we like about art 2. How we express ourselves through art 3. Different forms of creativity **Learner Profile focus:** Communicator, Balanced **Attitude focus:** Independent, Creativity	**Understanding the properties of water and air allows us to make practical uses of it.** **Concepts:** Change, Form **Related concepts**: Properties, transformation **Lines of Inquiry:** 1. Where air and water can be found 2. Uses of water and air 3. How water and air can change **Learner Profile focus:** Knowledgeable, Inquirer **Attitude focus:** Enthusiasm, Curious		**Animals and plants develop and change during a life cycle.** **Concepts:** Causation, Connection **Related concepts** Sequences, pattern **Lines of Inquiry:** 1. What a life cycle is 2. How animals and plants change during a life cycle 3. How we take care of the creatures in our environment **Learner Profile focus::** Thinker, caring **Attitude focus:** Appreciation, respect

PYP K3 (5-6 year olds)

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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.	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.	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.
Friendships develop with rights and responsibilities. **Concepts**: Function, Responsibility **Related concepts**: Behaviour, Patterns, Initiative **Lines of Inquiry:** 1. The purpose of friends 2. How to be good friend 3. How to resolve conflicts **Learner Profile focus**: Balanced, Principled **Attitude focus:** Cooperation, Tolerance		**Stories give us pleasure and help our imagination grow.** **Concepts:** Perspective, Reflection **Related concepts**: : Communication, Interpretation, Beliefs **Lines of Inquiry:** 1. Messages in stories ** 2. Roles of characters in a story 3. The reason why people tell stories 4. How the life in the past is present in stories today ** **Learner Profile focus:** Reflective, Communicator **Attitude focus:** Empathy, Creativity	**Light and sound are forms of energy that help us experience our world** . **Concepts:** Form, Change **Related concepts**: **Lines of Inquiry:** 1. The sources of light and sound 2. The properties of light and sound 3. The manipulation of light and sound **Learner Profile focus:** Knowledgeable Inquirer **Attitude focus:** Curiosity, Enthusiasm l	**Transportation systems and services exist to meet people's needs within a community.** **Concepts:** Change, Function Related concepts: transportation, safety **Lines of Inquiry:** 1. How transportation systems and services meet the needs of a community** 2. How transportation and services have changed over time** 3. Safety precautions involved with transportation ** **Learner Profile focus:** Thinker, Principled **Attitude focus:** Confidence, Integrity	**Sharing the planet comes with responsibilities.** **Concepts:** : Responsibility, Causation **Related concepts** : Impact, Values, Rights **Lines of Inquiry:** 1. Ways to care for our environment 2. Our impact on the environment 3. sharing the environment with people and other living things **Learner Profile focus:**: Caring, Courageous (risk-taker) **Attitude focus:** Appreciation, respect

PYP 1 6 - 7 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into orientation in place and time; personal histories**;** **homes** and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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.	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.	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.
The senses help experience, explore and interpret the world. **Concepts**: Function, Connection **Related concepts**: Adaptation, exploration **Lines of Inquiry:** 1. The five senses ** 2. How the senses work ** 3. How our senses help us ** **Learner Profile focus**: Inquirer, Balanced **Attitude focus:** Curiosity, Enthusiasm	**Homes can be reflective of culture and local conditions.** **Concepts**: Change, Form **Related concepts**: Materials, Properties Innovation **Lines of Inquiry:** 1. Different kinds of houses locally and globally 2. How houses are built ** 3. How houses have changed over time locally and globally ** **Learner Profile focus**: Inquirer, Open-Minded **Attitude focus:** Appreciation, Curiosity	**Imagination is a powerful tool for extending our ability to think, create and express ourselves.** **Concepts:** Perspective, Reflection **Related concepts**: Imagination, Self-expression **Lines of Inquiry:** 1. How we demonstrate imagination 2. How imagination helps us to consider other perspectives 3. How imagination helps us to solve problems **Learner Profile focus:** Reflective, Communicator **Attitude focus:** Empathy, Creativity	**Matter exists in changing states.** **Concepts:** Change and Causation **Related concepts**: Solutions, Mixtures, Transition** **Lines of Inquiry:** 1. Scientific process 2. States of matter** 3. How temperature changes matter ** **Learner Profile focus:** Knowledgeable Inquirer **Attitude focus:** Independence, Curiosity	**Communities function more effectively when systems and routines are in place.** **Concepts:** Function and Responsibility **Related concepts**: Systems, Structures, Role **Lines of Inquiry:** 1. What a community is 2. Purpose of systems and routines in a community 3. Different roles and responsibilities in a community **Learner Profile focus:** Thinker, Open-minded **Attitude focus:** Commitment, Independence	**Habitats provide what living things need to survive.** **Concepts:** Responsibility and Form **Related concepts** : Impact, Values, Rights **Lines of Inquiry:** 1. Types of habitats. 2. How habitats give living things what they need to survive 3. Protection of habitats **Learner Profile focus:** Reflective Caring **Attitude focus:** Tolerance, Appreciation

PYP 2 7 - 8 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into orientation in place and time; personal histories**;** homes and **journeys**; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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.	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.	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.**
The senses help us experience, explore and interpret the world. **Concepts**: Function, Connection **Related concepts**: Adaptation, exploration **Lines of Inquiry:** 1. The role of our senses in exploring our world ** 2. How the senses work together** 3. How our senses keep us safe** **Learner Profile focus**: Inquirer, Well balanced **Attitude focus:** Curiosity, Enthusiasm	**Journeys create change and open up new opportunities.** **Concepts**: Change ,reflection **Related concepts**: Change, Opportunity **Lines of Inquiry:** 1. Reasons for journeys 2. Choices and decisions involved in making a journey 3. How journeys have changed over time **Learner Profile focus**: Principled, Courageous **Attitude focus:** Commitment, Tolerance	**Fairy tales and folklore reflect culture and creativity from people around the world.** **Concepts:** Perspective, Reflection **Related concepts**: Imagination, self-expression **Lines of Inquiry:** 1. Common elements of fairy tales 2. Similarities and differences between fairy tales around the world 3. Morals of stories **Learner Profile focus:** Communicator, Inquirer **Attitude focus:** Cooperation, Creativity	**Natural and unnatural processes shape and reshape the Earth's surfaces.** **Concepts:** Change, Responsibility **Related concepts**: Classification, erosion. **Lines of Inquiry:** 1. How Earth's surfaces are created ** 2. Processes that shape the Earth** 3. The impact of natural and unnatural processes on Earth's landforms ** **Learner Profile focus:** Knowledgeable, Caring **Attitude focus:** Appreciation, Respect	**Number systems provide a common language we can use to make sense of the world** **Concepts:** Connection, function **Related concepts**: Base systems, patterns, communication **Lines of Inquiry:** 1. Number systems 2. Problem-solving strategies 3. Relationships between the numbers and quantities they represent **Learner Profile focus:** Thinker, courageous **Attitude focus:** Confidence, Creativity,	**Peaceful relationships lead to a better quality of life.** **Concepts:** Causation, Function **Related concepts** : Diversity, differences, similarities, self-concept **Lines of Inquiry:** 1. Peace keepers in our community 2. Cause and effect of conflict 3. Strategies to resolve conflict **Learner Profile focus**: Reflective, Open Minded **Attitude focus:** Independence, Empathy

PYP 3 8 - 9 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into **orientation in place and time**; personal histories**;** homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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.	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.	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.
Choices of role models reflect the characteristics that a society values **Concepts**: Perspective, Reflection **Related concepts**: Citizenship, Roles, Rights & Responsibilities **Lines of Inquiry:** 1. Characteristics of heroes and role models ** 2. How role models impact society past and present ** 3. How anyone can be a hero or role model ** **Learner Profile focus**: Caring, Principled **Attitude focus:** Tolerance, Empathy	**Maps help people orient themselves to find their place in the world.** **Concepts**: Function, Form **Related concepts**: Place, Location, Geographical Patterns **Lines of Inquiry:** 1. How maps work 2. Characteristics of maps ** 3. Global and local geographical features** **Learner Profile focus**: Inquirer, Courageous **Attitude focus:** Cooperation, Independence	**Illustrations express a person's perspective through a variety of media.** **Concepts:** Perspective, Form **Related concepts**: Personality, Feelings/Emotions, Motivation **Lines of Inquiry:** 1. Styles of Illustration 2. The Illustration process 3. Meanings portrayed in illustrations **Learner Profile focus:** Communicator, Open-Minded **Attitude focus:** Cooperation, Independence	**Understanding weather helps predict its impact on the environment.** **Concepts:** Function, Causation **Related concepts**: Cycle, Interaction, Natural Disasters **Lines of Inquiry:** 1. How weather works** 2. How weather is observed, predicted, and measured 3. How weather events affect the environment** **Learner Profile focus:** Knowledgeable, Inquirer **Attitude focus:** Confidence, Curiosity	**Money functions as a system of exchange to encourage fair trade.** **Concepts:** Function, Responsibility **Related concepts**: Trade, Value, Cost/Benefits, Exchange, Money **Lines of Inquiry:** 1. Systems and mediums of exchange 2. Earning, saving, spending and donating. 3. Ethics/fairness of the marketplace **Learner Profile focus:** Reflective, Balanced **Attitude focus:** Integrity, Confidence	**Food is a resource and should be carefully selected and valued.** **Concepts:** Causation, Responsibility **Related concepts** : Scarcity, Resources, Human/Environmental Interaction **Lines of Inquiry:** 1. The food we eat 2. Where our food comes from** 3. How our food choices affect people/the environment** **Learner Profile focus::** Thinker, Caring, Communicator **Attitude focus:** Commitment, Respect

PYP 4 9 - 10 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into **orientation in place and time**; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; **the relationships between and the interconnectedness of individuals and civilizations**, from local and global perspectives.	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.	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.	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.	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.
Values and beliefs help to shape people. **Concepts**: Perspective, Reflection **Related concepts**: Similarities, differences, interpretation **Lines of Inquiry:** 1. Own beliefs and practices 2. Religious beliefs and practices ** 3. History of local beliefs ** **Learner Profile focus**: Open Minded, Reflective **Attitude focus:** Confidence, Tolerance	**Knowing about history enables us to discover our unique identities.** **Concepts**: form, change **Related concepts**: development, influence **Lines of Inquiry:** 1. Contributions to modern society** 2. Comparing past lives with ours today ** 3. The main characteristics of different time periods ** **Learner Profile focus**: Thinker **Attitude focus:** Appreciation, Enthusiasm	**Our need to share our feelings and ideas drives us to develop effective ways to communicate.** **Concepts:** function, form **Related concepts**: Personality, Feelings/Emotions, Motivation **Lines of Inquiry:** 1. Identifying our feelings 2. Ways of expressing our feelings 3. Effective communication **Learner Profile focus:** Courageous, Communicator **Attitude focus:** Creativity, Cooperation	**Everything in our solar system is connected through gravity.** **Concepts:** connection, form **Related concepts**: Cycle, Interaction, Natural Disasters **Lines of Inquiry:** 1. The natural objects in our solar system ** 2. Gravity ** 3. Earth and Sun connections ** 4. Earth and Moon connections ** **Learner Profile focus:** Knowledgeable, Inquirer **Attitude focus:** Curiosity, Independence	**New digital media changes the way in which people access information and connect to each other.** **Concepts: connection, causation** **Related concepts: Impact, ethics, networks,** **Lines of Inquiry:** 1. **How new digital media is used or organized** 2. **Evaluating information** 3. **Our responsibility in virtual environments** **Learner Profile focus: Caring** **Attitude focus: Empathy**	**People can interact with the environment and its resources in many different ways** **Concepts:** causation, responsibility **Related concepts** : Systems, initiative, consequences **Lines of Inquiry:** 1. Human impact on the environment** 2. Consequences ** 3. What we can do now ** **Learner Profile focus::** Balanced, Principled **Attitude focus:** Respect, Commitment

PYP 5 10 -11 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.**	An inquiry into orientation in place and time; personal histories**;** homes and journeys; the discoveries, **explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations**, from local and global perspectives.	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**.	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.	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.	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.
Overcoming prejudice can be attained through understanding. **Concepts**: Causation, Change **Related concepts**: heritage, prejudice Rights & Responsibilities, diversity **Lines of Inquiry:** 1. How prejudice begins** 2. Actions against prejudice** 3. Human similarities and differences** **Learner Profile Focus**: Open minded, Knowledgeable,Caring **Attitude focus:** Tolerance, Respect	**Human exploration leads to discoveries, opportunities and new understandings.** **Concepts**: Causation **Related concepts:** exploration, discovery, location, development, influence **Lines of Inquiry:** 1. Causes of exploration (historical and personal)** 2. Consequences of human exploration ** 3. Connection from the past to today** **Learner Profile focus**: Courageous, Knowledgeable **Attitude focus:** Curiosity, confidence	**Creating and responding to art develops understanding of ourselves and the world around us.** **Concepts:** Reflection, Perspective **Related concepts**: interpretation, symbolism **Lines of Inquiry:** 1. How the arts develop appreciation 2. Ways people express individuality 3. How the arts can be a reflection of values and issues **Learner Profile focus:** Balanced, reflective **Attitude focus:** creativity, appreciation, enthusiasm	**Understanding the laws of science determines how we apply them in our everyday lives.** **Concepts:** Function, Connection **Related concepts**: force, properties, energy, **Lines of Inquiry:** 1. Natural laws** 2. History of science 3. Uses of scientific principles in everyday life **Learner Profile focus:** Inquirer, communicator **Attitude focus:** Creativity, Curiosity, Independence	**Systems of production, exchange, and consumption bring about economic activity.** **Concepts:** Form, Function **Related concepts**: Trade, supply and demand, goods and services **Lines of Inquiry:** 1. Trade – local and global** 2. Distribution of good and services** 3. Role of supply and demand ** **Learner Profile focus:** Knowledgeable, Thinker **Attitude focus:** Integrity, Cooperation	**Wealth and resources determine access to equal opportunities.** **Concepts:** Connection, Responsibility **Related concepts** : poverty, resources, wealth, opportunity **Lines of Inquiry:** 1. Quality of life around the world** 2. Resource distribution** 3. Relationship between wealth and power ** **Learner Profile focus:**: Balanced, Principled, Caring **Attitude focus:** Empathy, Appreciation, Commitment

PYP 6 11- 12 year olds

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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.	An inquiry into orientation in place and time; personal histories**;** homes and journeys; the discoveries, explorations and migrations of humankind; **the relationships between and the interconnectedness of individuals and civilizations**, from local and global perspectives.	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.	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.	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.	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.**
The Human body consists of many interrelated systems.	**By discovering the history of our continent, we learn about our connections with other people and places in the world.**	**The need for self-expression has endured through time and reflects changes in our world**	**Organisms interact with one another and with their environment in an ecosystem.**	*Political systems structure how nations are organized and connected.*	**EXHIBITION** **This issue matters to me, my community and my world.**
Concepts: Function, Change	**Concepts**: Connection, Causation	**Concepts:** Reflection, change	**Concepts:** Function, connection	**Concepts:** Function, Responsibility	**Concepts:** all
Related concepts: systems, growth, reproduction	**Related concepts**: Conflict, culture, power, impact	**Related concepts**: Metacognition, modification	**Related concepts**: Growth, relationships, ecosystems, organisms	**Related concepts**: Citizenship, governments, cooperation	**Related concepts** : citizenship, relationships
Lines of Inquiry: 1. Human body systems** 2. The body system relationships** 3. Changes within the body**	**Lines of Inquiry:** 1. Significant historic events in Europe 2. Cultural connections with other countries 3. Local history	**Lines of Inquiry:** 1. Purpose and evolution of self-expression 2. Different mediums of expression (e.g. photography, digital storytelling , blogging) 3. Communication through performance	**Lines of Inquiry:** 1. Components of an ecosystem** 2. Factors that affect growth and reproduction ** 3. How organisms and environment are connected**	**Lines of Inquiry:** 1. Building a nation** 2. Civic responsibility** 3. Collaborations between nations**	**Lines of Inquiry:** 1. Our responsibilities to our local communities 2. Our interpersonal relationships 3. Our global citizenship
Learner Profile focus: Balanced, reflective	' **Learner Profile focus** :Inquirer, Knowledgeable	**Learner Profile focus:** Communicator, thinker	**Learner Profile focus:** Principled, caring	**Learner Profile focus:** Risk-taker, open-minded	**Learner Profile focus::** all
Attitude focus: Cooperation, independence	' **Attitude focus:** Enthusiasm, appreciation	**Attitude focus:** Confidence, creativity	**Attitude focus:** Commitment, respect	**Attitude focus:** Curiosity, integrity,	**Attitude focus:** all

Expectations in Learning

Overall Expectations in Language (English)

Listening and Speaking

Phase 1
Learners show an understanding of the value of speaking and listening to communicate. They recognize and understand that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Conceptual understandings

1. Spoken words connect us with others.
2. People listen and speak to share thoughts and feelings.
3. People ask questions to learn from others.
4. The sounds of language are a symbolic way of representing ideas and objects.
5. People communicate using different languages.
6. Everyone has the right to speak and be listened to.

Learning outcomes

- use gestures, actions, body language and/or words to communicate needs and to express ideas
- listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words
- name classmates, teachers and familiar classroom and playground objects
- interact effectively with peers and adults in familiar social settings
- tell their own stories using words, gestures, and objects/artifacts
- repeat/echo single words
- use single words and two-word phrases in context
- join in with poems, rhymes, songs and repeated phrases in shared books
- understand simple questions and respond with actions or words
- follow classroom directions and routines, using context cues
- realize that people speak different languages
- use the mother tongue (with translation, if necessary) to express needs and explain ideas
- realize that word order can change from one language to another
- use own grammar style as part of the process of developing grammatical awareness.

Phase 2

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language. They are beginning to be cognizant about the high degree of variability of language and its uses.

Conceptual understandings

1. Spoken language varies according to the purpose and audience.
2. People interpret messages according to their unique experiences and ways of understanding.

3. Spoken communication is different from written communication—it has its own set of rules.

Learning outcomes

- listen and respond in small or large groups for increasing periods of time
- listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- memorize and join in with poems, rhymes and songs
- follow classroom instructions, showing understanding
- describe personal experiences
- obtain simple information from accessible spoken texts
- distinguish beginning, medial and ending sounds of words with increasing accuracy
- follow multi-step directions
- retell familiar stories in sequence
- anticipate and predict when listening to text read aloud
- use language to address their needs, express feelings and opinions
- ask questions to gain information and respond to inquiries directed to themselves or to the class
- use oral language to communicate during classroom activities, conversations and imaginative play
- talk about the stories, writing, pictures and models they have created
- begin to communicate in more than one language
- use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).

Phase 3

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension

Conceptual understandings

1. Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.
2. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.
3. The grammatical structures of a language enable members of a language community to communicate with each other.

Learning outcomes

- listen attentively and speak appropriately in small and large group interactions
- listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail
- listen for a specific purpose in a variety of situations
- identify and expand on main ideas in familiar oral texts
- listen reflectively to stories read aloud in order to identify story structures and ideas
- pick out main events and relevant points in oral texts
- use language for a variety of personal purposes, for example, invitations

- express thoughts, ideas and opinions and discuss them, respecting contributions from others
- organize thoughts and feelings before speaking
- explain and discuss their own writing with peers and adults
- participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems
- use language to explain, inquire and compare
- recognize patterns in language(s) of instruction and use increasingly accurate grammar
- use oral language appropriately, confidently and with increasing accuracy
- begin to understand that language use is influenced by its purpose and the audience
- understand and use specific vocabulary to suit different purposes
- hear and appreciate differences between languages.

Phase 4
Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

1. Spoken language can be used to persuade and influence people.
2. Metaphorical language creates strong visual images in our imagination.
3. Listeners identify key ideas in spoken language and synthesize them to create their own understanding.
4. People draw on what they already know in order to infer new meaning from what they hear.
5. Spoken language can be used to persuade and influence people.
6. Metaphorical language creates strong visual images in our imagination.
7. Listeners identify key ideas in spoken language and synthesize them to create their own understanding.
8. People draw on what they already know in order to infer new meaning from what they hear.

Learning outcomes

- listen appreciatively and responsively, presenting their own point of view and respecting the views of others
- understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations
- argue persuasively and defend a point of view
- begin to paraphrase and summarize
- use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context
- realize that grammatical structures can be irregular and begin to use them appropriately and consistently
- verbalize their thinking and explain their reasoning
- recognize that different forms of grammar are used in different contexts
- appreciate that language is not always used literally; understand and use the figurative language of their own culture.
- participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations

- generate, develop and modify ideas and opinions through discussion
- listen and respond appropriately to instructions, questions and explanations
- infer meanings, draw conclusions and make judgments about oral presentation
- use an increasing vocabulary and more complex sentence structures with a high level of specificity
- argue persuasively and justify a point of view
- show open-minded attitudes when listening to other points of view
- paraphrase and summarize when communicating orally
- understand and use figurative language such as simile, personification and metaphor
- use oral language to formulate and communicate possibilities and theories
- use standard grammatical structures competently in appropriate situations
- use register, tone, voice level and intonation to enhance meaning
- appreciate that people speak and respond according to personal and cultural perspectives
- use speech responsibly to inform, entertain and influence others
- reflect on communication to monitor and assess their own learning.

Viewing and presenting

Phase 1
Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Conceptual understandings:
1. Visual language is all around us.
2. The pictures, images, and symbols in our environment have meaning.
3. We can enjoy and learn from visual language.
4.
5. People use static and moving images to communicate ideas and information.
6. Visual texts can immediately gain our attention.

Learning outcomes

- attend to visual information showing understanding through play, gestures, facial expression
- reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise
- observe visual cues that indicate context; show understanding by matching pictures with context
- recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences
- make personal connections to visual texts, for example, a picture book about children making friends in a new situation
- use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions
- select and incorporate colours, shapes, symbols and images into visual presentations
- show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages
- locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television

● listen to terminology associated with visual texts and understand terms such as colour, shape, size.

Phase 2
Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

1. Viewing and talking about the images others have created helps us to understand and create our own presentations.
2. Visual texts can expand our database of sources of information.
3. Visual texts provide alternative means to develop new levels of understanding.
4. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.
5. Different visual techniques produce different effects and are used to present different types of information.

Learning outcomes

● attend to visual information showing understanding through discussion, role play, illustrations
● talk about their own feelings in response to visual messages; show empathy for the way others might feel
● relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."
● locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products
● show their understanding that visual messages influence our behaviour
● connect visual information with their own experiences to construct their own meaning, for example, when taking a trip
● use body language in mime and role play to communicate ideas and feelings visually
● realize that shapes, symbols and colours have meaning and include them in presentations
● use a variety of implements to practise and develop handwriting and presentation skills
● observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed
● recognize ICT iconography and follow prompts to access programs or activate devices
● through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame
● view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story
● become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story
● observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.

Phase 3
Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

1. Texts have the power to influence thinking and behaviour.
2. Interpreting visual texts involves making an informed judgment about the intention of the message.
3. To enhance learning we need to be efficient and constructive users of the internet.

Learning outcomes

- view visual information and show understanding by asking relevant questions and discussing possible meaning
- discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently
- view, respond to and describe visual information, communicating understanding in oral, written and visual form
- describe personal reactions to visual messages; reflect on why others may perceive the images differently
- realize that visual information reflects and contributes to the understanding of context
- recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography
- realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols/realize that individuals interpret visual information according to their personal experiences and different perspectives
- observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness
- discuss personal experiences that connect with visual images
- use actions and body language to reinforce and add meaning to oral presentations
- show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles
- realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding
- with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful
- use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact
- view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama
- realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance

- observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.

Phase 4
Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story. Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Conceptual Understanding:

1. The aim of commercial media is to influence and persuade viewers.
2. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
3. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.
4. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding

Learning outcomes

- understand and explain how visual effects can be used to reflect a particular context
- recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards
- interpret visual cues in order to analyse and make inferences about the intention of the message
- explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response
- identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters
- design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved
- discuss a newspaper report and tell how the words and pictures work together to convey a particular message
- prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications
- discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition
- experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects
- observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects
- realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might

influence the audience. view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media

- identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel
- analyse and interpret the ways in which visual effects are used to establish context
- identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects
- apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
- examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit
- navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations
- use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion
- analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism
- identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages
- reflect on ways in which understanding the intention of a visual message can influence personal responses.

Reading

Phase 1
Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Conceptual understandings:

1. Illustrations convey meaning.
2. The sounds of spoken language can be represented visually.
3. Written language works differently from spoken language.
4. Print conveys meaning.
5. People read for pleasure.
6. Stories can tell about imagined worlds.
7. Printed information can tell about the real world.
8. There are established ways of setting out print and organizing books.

Learning Outcomes

- enjoy listening to stories
- choose and "read" picture books for pleasure
- locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)
- show curiosity and ask questions about pictures or text listen attentively and respond to stories read aloud

- participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity
- make connections to their own experience when listening to or "reading" texts
- begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words
- recognize their own first name
- express opinions about the meaning of a story
- show empathy for characters in a story
- distinguish between pictures and written text, for example, can point to a picture when asked
- indicate printed text where the teacher should start reading
- handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end
- join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction

Phase 2

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Conceptual Understandings:

1. The sounds of spoken language can be represented visually.
2. Consistent ways of recording words or ideas enable members of a language community to communicate.
3. People read to learn.
4. The words we see and hear enable us to create pictures in our minds.
5. What we already know enables us to understand what we read.
6. Applying a range of strategies helps us to read and understand new texts.

Learning Outcomes

- select and reread favorite texts for enjoyment
- understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts
- participate in shared reading, posing and responding to questions and joining in the refrains
- listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes
- read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography
- understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language
- participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group
- use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)
- make connections between personal experience and storybook characters
- instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols
- have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation

- participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems

Phase 3

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Conceptual understandings:
1. Different types of texts serve different purposes.
2. Reading and thinking work together to enable us to make meaning.
3. Wondering about texts and asking questions helps us to understand the meaning.
4. Identifying the main ideas in the text helps us to understand what is important.
5. The structure and organization of written language influences and conveys meaning.

Learning Outcomes

- read texts at an appropriate level, independently, confidently and with good understanding
- identify and explain the basic structure of a story— beginning, middle and end; may use storyboards or comic strips to communicate elements
- realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance
- recognize and use the different parts of a book, for example, title page, contents, index
- use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another
- discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways discuss their own experiences and relate them to fiction and non-fiction
- develop personal preferences, selecting books for pleasure and information
- recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles
- make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses
- understand sound–symbol relationships and apply reliable phonetic strategies when decoding print texts
- participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view
- wonder about texts and ask questions to try to understand what the author is saying to the reader
- distinguish between fiction and non-fiction and select books appropriate to specific purposes
- identify and explain the basic structure of a story—beginning, middle and end; may use storyboards or comic strips to communicate elements

Phase 4

Learners show an understanding of the relationship between reading, thinking and reflection. They show an understanding of the strategies authors use to engage them. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Conceptual Understandings:
1. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.
2. Knowing what we aim to achieve helps us to select useful reference material to conduct research.
3. Authors structure stories around significant themes.
4. Effective stories have a structure, purpose and sequence of events (plot) that help to make the

author's intention clear.
5. Synthesizing ideas and information from texts leads to new ideas and understanding.
6. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.

- read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals
- understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters
- make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses
- recognize and use thedifferent parts of a book, forexample, title page, contents,index
- use a range of strategies toself-monitor and self-correct,for example, meaning,context, rereading, readingon, cross-checking one cuesource against another
- discuss personality and behavior of storybook characters, commenting on reasons why they might react in particular ways
- access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis
- know when and how to use the internet and multimedia resources for research
- understand that the internet must be used with the approval and supervisionof a parent or teacher;
- read a wide range of texts confidently, independently and with understanding
- work in cooperative groups to locate and select texts appropriate to purpose and audience
- participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author
- identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres
- appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing
- appreciate authors' use of language and interpret meaning beyond the literal
- understand that authors use words and literary devices to evoke mental images
- recognize and understand figurative language, for example, similes, metaphors, idioms
- make inferences and be able to justify them
- identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness
- compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact
- distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- use a range of strategies to solve comprehension problems and deepen their understanding of a text
- consistently and confidently use a range of resources to find information and support their inquiries
- participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
- use the internet responsibly and knowledgeably, appreciating its uses and limitations
- locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community

Writing

Phase 1
Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual understandings:
1. Writing conveys meaning.
2. People write to communicate.
3. The sounds of spoken language can be represented visually (letters, symbols, characters).
4. People write to tell about their experiences, ideas and feelings.
5. Everyone can express themselves in writing.
6. Talking about our stories and pictures helps other people to understand and enjoy them

Learning Outcomes

- experiment with writing using different writing implements and media
- choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party
- differentiate between illustrations and written text
- use their own experience as a stimulus when drawing and "writing"
- show curiosity and ask questions about written language
- participate in shared writing, observing the teacher's writing and making suggestions
- listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction
- begin to discriminate between letters/characters, numbers and symbols
- show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded
- write their own name independently

Phase 2
Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Conceptual understandings:
1. We write in different ways for different purposes.
2. The structure of different types of texts includes identifiable features.
3. Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.
4. Written language works differently from spoken language.
5. Thinking about storybook characters and people in real life helps us to develop characters in our own stories.

Learning Outcomes

- enjoy writing and value their own efforts
- write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like …", "I can …", "I went to …", "I am going to …"

- read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged
- participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions
- create illustrations to match their own written text
- connect written codes with the sounds of spoken language and reflect this understanding when recording ideas
- discriminate between types of code, for example, letters, numbers, symbols, words/characters
- illustrate their own writing and contribute to a class book or collection of published writing
- engage confidently with the process of writing
- write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story
- demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality
- form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community
- write an increasing number of frequently used words or ideas independently
- organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end
- with teacher guidance, publish written work, in handwritten form or in digital format

Phase 3
Learners show an understanding that writing can be structured in different ways to express different purposes. They   show an understanding of the role of the author and are able to take on the responsibilities of authorship.They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.hey are able to rewrite to improve the quality of their writing.

Conceptual understandings:
1. Writing and thinking work together to enable us to express ideas and convey meaning.
2. Asking questions of ourselves and others helps to make our writing more focused and purposeful.
3. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.
4. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
5. The way we structure and organize our writing helps others to understand and appreciate it.

Learning Outcomes

- write about a range of topics for a variety of purposes, using literary forms and structures modeled by the teacher and/or encountered in reading
- use graphic organizers to plan writing, for example, Mind Maps®, storyboards
- use appropriate writing conventions, for example, word order, as required by the language(s) of instruction
- use familiar aspects of written language with increasing confidence and accuracy, e.g. spelling patterns, high frequency words, high interest words
- write legibly, and in a consistent style
- proofread their own writing and make some corrections and improvements
- use a dictionary, a thesaurus and word banks to extend their use of language
- use increasingly accurate grammatical constructs
- use feedback from teachers and other students to improve their writing
- over time, create examples of different types of writing and store them in their own writing folder
- participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement
- write independently and with confidence, demonstrating a personal voice as a writer

- write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing
- organize ideas in a logical sequence
- reread, edit and revise to improve their own writing, for example, content, language, organization
- use knowledge of written code patterns to accurately spell high-frequency and familiar words

Phase 4

Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Conceptual Understandings:

1. Rereading and editing our own writing enables us to express what we want to say more clearly.
2. Stories that people want to read are built around themes to which they can make connections.
3. Effective stories have a purpose and structure that help to make the author's intention clear.
4. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.
5. Knowing what we aim to achieve helps us to plan and develop different forms of writing.
6. Through the process of planning, drafting, editing and revising, our writing improves over time

Learning Outcomes

- show awareness of different audiences and adapt writing appropriately
- select vocabulary and supporting details to achieve desired effects
- respond to the writing of others sensitively
- use appropriate punctuation to support meaning
- realize that writers ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?"
- check punctuation, variety of sentence starters, spelling, presentation
- use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing
- work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors
- work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.
- write independently and with confidence, showing the development of their own voice and style
- use appropriate paragraphing to organize ideas
- use standard spelling for most words and use appropriate resources to check spelling
- identify and describe elements of a story—setting, plot, character, theme

Overall expectations in Mathematics

Data Handling

Phase 1
Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Conceptual Understandings:

1. We collect information to make sense of the world around us.
2. Organizing objects and events helps us to solve problems.
3. Events in daily life involve chance.

Learning Outcomes

- understand that sets can be organized by different attributes
- understand that information about themselves and their surroundings can be obtained in different ways
- discuss chance in daily events (impossible, maybe, certain).
- represent information through pictographs and tally marks
- sort and label real objects by attributes.
- create pictographs and tally marks
- create living graphs using real objects and people
- describe real objects and events by attributes.

Phase 2
Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Conceptual understandings

1. Information can be expressed as organized and structured data.
2. Objects and events can be organized in different ways.
3. Some events in daily life are more likely to happen than others.

Learning outcomes
- understand that sets can be organized by one or more attributes
- understand that information about themselves and their surroundings can be collected and recorded in different ways
- understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).
- collect and represent data in different types of graphs, for example, tally marks, bar graphs
- represent the relationship between objects in sets using tree, Venn and Carroll diagrams
- express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).

- collect, display and interpret data for the purpose of answering questions
- create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)
- use tree, Venn and Carroll diagrams to explore relationships between data
- identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain).

Phase 3

Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

Conceptual understandings

1. Data can be collected, organized, displayed and analysed in different ways.
2. Different graph forms highlight different aspects of data more efficiently.
3. Probability can be based on experimental events in daily life.
4. Probability can be expressed in numerical notations.

Learning outcomes

- understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs
- understand that scale can represent different quantities in graphs
- understand that the mode can be used to summarize a set of data
- understand that one of the purposes of a database is to answer questions and solve problems
- understand that probability is based on experimental events.
- collect, display and interpret data using simple graphs, for example, bar graphs, line graphs
- identify, read and interpret range and scale on graphs
- identify the mode of a set of data
- use tree diagrams to express probability using simple fractions

Phase 4

Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Conceptual understandings

1. Data can be presented effectively for valid interpretation and communication.
2. Range, mode, median and mean can be used to analyse statistical data.
3. Probability can be represented on a scale between 0–1 or 0%–100%.
4. The probability of an event can be predicted theoretically.

Learning outcomes

- understand that different types of graphs have special purposes

- understand that the mode, median, mean and range can summarize a set of data
- understand that probability can be expressed in scale (0–1) or per cent (0%–100%)
- understand the difference between experimental and theoretical probability.
- collect, display and interpret data in circle graphs (pie charts) and line graphs
- identify, describe and explain the range, mode, median and mean in a set of data
- set up a spreadsheet using simple formulas to manipulate data and to create graphs
- express probabilities using scale (0–1) or per cent (0%–100%).
- design a survey and systematically collect, record, organize and display the data in a bar graph, circle graph, line graph
- identify, describe and explain the range, mode, median and mean in a set of data
- create and manipulate an electronic database for their own purposes
- determine the theoretical probability of an event and explain why it might differ from experimental probability.

Measurement

Phase 1
Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Conceptual understandings

1. Measurement involves comparing objects and events.
2. Objects have attributes that can be measured using non-standard units.
3. Events can be ordered and sequenced.

Learning outcomes

- understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder
- understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, storytime, today, tomorrow.
- identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder
- compare the length, mass and capacity of objects using non-standard units
- identify, describe and sequence events in their daily routine, for example, before, after, bedtime, storytime, today, tomorrow.
- describe observations about events and objects in real-life situations
- use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity.

Phase 2
Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Conceptual understandings

1. Standard units allow us to have a common language to identify, compare, order and sequence objects and events.
2. We use tools to measure the attributes of objects and events.
3. Estimation allows us to measure with different levels of accuracy.

- understand the use of standard units to measure, for example, length, mass, money, time, temperature
- understand that tools can be used to measure
- understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
- understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds.
- estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature
- read and write the time to the hour, half hour and quarter hour
- estimate and compare lengths of time: second, minute, hour, day, week and month.
- use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature
- use measures of time to assist with problem solving in real-life situations.

Phase 3

Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Conceptual understandings

1. Objects and events have attributes that can be measured using appropriate tools.
2. Relationships exist between standard units that measure the same attributes.

Learning outcomes

- understand the use of standard units to measure perimeter, area and volume
- understand that measures can fall between numbers on a measurement scale, for example, 3½ kg, between 4 cm and 5 cm
- understand relationships between units, for example, metres, centimetres and millimetres
- understand an angle as a measure of rotation.
- estimate and measure using standard units of measurement: perimeter, area and volume
- describe measures that fall between numbers on a scale
- read and write digital and analogue time on 12-hour and 24-hour clocks
- use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume
- select appropriate tools and units of measurement
- use timelines in units of inquiry and other real-life situations.

Phase 4

Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise

measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

1. Accuracy of measurements depends on the situation and the precision of the tool.
2. Conversion of units and measurements allows us to make sense of the world we live in.
3. A range of procedures exists to measure different attributes of objects and events.

Learning outcomes

- understand procedures for finding area, perimeter and volume
- understand the relationships between area and perimeter, between area and volume, and between volume and capacity
- understand unit conversions within measurement systems (metric or customary).
- develop and describe formulas for finding perimeter, area and volume
- use decimal and fraction notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles
- read and interpret scales on a range of measuring instruments
- measure and construct angles in degrees using a protractor
- carry out simple unit conversions within a system of measurement (metric or customary).
- select and use appropriate units of measurement and tools to solve problems in real-life situations
- determine and justify the level of accuracy required to solve real-life problems involving measurement
- use decimal and fractional notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles
- use timetables and schedules (12-hour and 24-hour clocks) in real-life situations
- determine times worldwide.

Shape and Space

Phase 1
Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Conceptual understandings

1. Shapes can be described and organized according to their properties.
2. Objects in our immediate environment have a position in space that can be described according to a point of reference.

Learning outcomes

- understand that 2D and 3D shapes have characteristics that can be described and compared
- understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.
- sort, describe and compare 3D shapes
- describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.
- explore and describe the paths, regions and boundaries of their immediate environment

(inside, outside, above, below) and their position (next to, behind, in front of, up, down).

Phase 2
Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Conceptual understandings

1. Shapes are classified and named according to their properties.
2. Some shapes are made up of parts that repeat in some way.
3. Specific vocabulary can be used to describe an object's position in space.

Learning outcomes

- understand that there are relationships among and between 2D and 3D shapes
- understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes
- understand that examples of symmetry and transformations can be found in their immediate environment
- understand that geometric shapes are useful for representing real-world situations
- understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment.sort, describe and label 2D and 3D shapes
- analyse and describe the relationships between 2D and 3D shapes
- create and describe symmetrical and tessellating patterns
- identify lines of reflective symmetry
- represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling
- interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment.
- analyse and use what they know about 3D shapes to describe and work with 2D shapes
- recognize and explain simple symmetrical designs in the environment
- apply knowledge of symmetry to problem-solving situations
- interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment.

Phase 3
Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Conceptual understandings

1. Changing the position of a shape does not alter its properties.
2. Shapes can be transformed in different ways.
3. Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.

- understand the common language used to describe shapes
- understand the properties of regular and irregular polygons
- understand congruent or similar shapes
- understand that lines and axes of reflective and rotational symmetry assist with the construction of shapes
- understand an angle as a measure of rotation
- understand that directions for location can be represented by coordinates on a grid
- understand that visualization of shape and space is a strategy for solving problems.
- sort, describe and model regular and irregular polygons
- describe and model congruency and similarity in 2D shapes
- analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass
- locate features on a grid using coordinates
- describe and/or represent mental images of objects, patterns, and paths.
- analyse and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary
- identify, describe and model congruency and similarity in 2D shapes
- recognize and explain symmetrical patterns, including tessellation, in the environment
- apply knowledge of transformations to problem-solving situations.

Phase 4
Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Conceptual understandings

1. Manipulation of shape and space takes place for a particular purpose.
2. Consolidating what we know of geometric concepts allow us to make sense of and interact with our world.
3. Geometric tools and methods can be used to solve problems relating to shape and space.

Learning outcomes

- understand the common language used to describe shapes
- understand the properties of regular and irregular polyhedra
- understand the properties of circles
- understand how scale (ratios) is used to enlarge and reduce shapes
- understand systems for describing position and direction
- understand that 2D representations of 3D objects can be used to visualize and solve problems
- understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life.
- analyse, describe, classify and visualize 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary
- describe lines and angles using geometric vocabulary
- identify and use scale (ratios) to enlarge and reduce shapes

- identify and use the language and notation of bearing to describe direction and position
- create and model how a 2D net converts into a 3D shape and vice versa
- explore the use of geometric ideas and relationships to solve problems in other areas of mathematics.
- use geometric vocabulary when describing shape and space in mathematical situations and beyond
- use scale (ratios) to enlarge and reduce shapes
- apply the language and notation of bearing to describe direction and position
- use 2D representations of 3D objects to visualize and solve problems, for example using drawings or models.

Pattern and Function

Phase 1
Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Conceptual understandings

1. Patterns and sequences occur in everyday situations.
2. Patterns repeat and grow.

Learning outcomes

- understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature.
- describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers.
- extend and create patterns.

Phase 2
Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Conceptual understandings

1. Whole numbers exhibit patterns and relationships that can be observed and described.
2. Patterns can be represented using numbers and other symbols.

Learning outcomes

- understand that patterns can be found in numbers, for example, odd and even numbers, skip counting
- understand the inverse relationship between addition and subtraction
- understand the associative and commutative properties of addition.
- represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers
- describe number patterns, for example, odd and even numbers, skip counting.
- extend and create patterns in numbers, for example, odd and even numbers, skip counting

- use number patterns to represent and understand real-life situations
- use the properties and relationships of addition and subtraction to solve problems.

Phase 3

Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Conceptual understandings

1. Functions are relationships or rules that uniquely associate members of one set with members of another set.
2. By analysing patterns and identifying rules for patterns it is possible to make predictions.

Learning outcomes

- understand that patterns can be analysed and rules identified
- understand that multiplication is repeated addition and that division is repeated subtraction
- understand the inverse relationship between multiplication and division
- understand the associative and commutative properties of multiplication.
- describe the rule for a pattern in a variety of ways
- represent rules for patterns using words, symbols and tables
- identify a sequence of operations relating one set of numbers to another set.
- select appropriate methods for representing patterns, for example using words, symbols and tables
- use number patterns to make predictions and solve problems
- use the properties and relat**ionships of the four operations to solve problem**

Phase 4

Learners will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Conceptual understandings

1. Patterns can often be generalized using algebraic expressions, equations or functions.
2. Exponential notation is a powerful way to express repeated products of the same number.

Learning outcomes

- understand that patterns can be generalized by a rule
- understand exponents as repeated multiplication
- understand the inverse relationship between exponents and roots
- understand that patterns can be represented, analysed and generalized using tables, graphs, words, and, when possible, symbolic rules.
- represent the rule of a pattern by using a function

- analyse pattern and function using words, tables and graphs, and, when possible, symbolic rules
- select appropriate methods to analyse patterns and identify rules
- use functions to solve problems.

Number

Phase 1
Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Conceptual understandings

1. Numbers are a naming system.
2. Numbers can be used in many ways for different purposes in the real world.
3. Numbers are connected to each other through a variety of relationships.
4. Making connections between our experiences with number can help us to develop number sense.

Learning outcomes

- understand one-to-one correspondence
- understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set
- understand that numbers can be constructed in multiple ways, for example, by combining and partitioning
- understand conservation of number*
- understand the relative magnitude of whole numbers
- recognize groups of zero to five objects without counting (subitizing)
- understand whole-part relationships
- use the language of mathematics to compare quantities, for example, more, less, first, second.
- connect number names and numerals to the quantities they represent.
- count to determine the number of objects in a set
- use number words and numerals to represent quantities in real-life situations
- use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second
- subitize in real-life situations
- use simple fraction names in real-life situations.

Phase 2
Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

1. The base 10 place value system is used to represent numbers and number relationships.
2. Fractions are ways of representing whole-part relationships.
3. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.
4. Number operations can be modelled in a variety of ways.
5. There are many mental methods that can be applied for exact and approximate computations.

Learning outcomes

- model numbers to hundreds or beyond using the base 10 place value system**
- estimate quantities to 100 or beyond
- model simple fraction relationships
- use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- model addition and subtraction of whole numbers
- develop strategies for memorizing addition and subtraction number facts
- estimate sums and differences
- understand situations that involve multiplication and division
- model addition and subtraction of fractions with the same denominator.
- read and write whole numbers up to hundreds or beyond
- read, write, compare and order cardinal and ordinal numbers
- describe mental and written strategies for adding and subtracting two-digit numbers.
- use whole numbers up to hundreds or beyond in real-life situations
- use cardinal and ordinal numbers in real-life situations
- use fast recall of addition and subtraction number facts in real-life situations
- use fractions in real-life situations
- use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations
- select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- use strategies to evaluate the reasonableness of answers.

Phase 3

Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Conceptual understandings

1. The base 10 place value system can be extended to represent magnitude.
2. Fractions and decimals are ways of representing whole-part relationships.
3. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.

4. Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation.

- model numbers to thousands or beyond using the base 10 place value system
- model equivalent fractions
- use the language of fractions, for example, numerator, denominator
- model decimal fractions to hundredths or beyond
- model multiplication and division of whole numbers
- use the language of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite number
- model addition and subtraction of fractions with related denominators***
- model addition and subtraction of decimals.
- read, write, compare and order whole numbers up to thousands or beyond
- develop strategies for memorizing addition, subtraction, multiplication and division number facts
- read, write, compare and order fractions
- read and write equivalent fractions
- read, write, compare and order fractions to hundredths or beyond
- describe mental and written strategies for multiplication and division.
- use whole numbers up to thousands or beyond in real-life situations
- use fast recall of multiplication and division number facts in real-life situations
- use decimal fractions in real-life situations
- use mental and written strategies for multiplication and division in real-life situations
- select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- use strategies to evaluate the reasonableness of answers
- add and subtract fractions with related denominators in real-life situations
- add and subtract decimals in real-life situations, including money
- estimate sum, difference, product and quotient in real-life situations, including fractions and decimals.

Phase 4
Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

1. The base 10 place value system extends infinitely in two directions.
2. Fractions, decimal fractions and percentages are ways of representing whole-part relationships.
3. For fractional and decimal computation, the ideas developed for whole-number computation can

apply.
4. Ratios are a comparison of two numbers or quantities.

Learning outcomes

- model numbers to millions or beyond using the base 10 place value system
- model ratios
- model integers in appropriate contexts
- model exponents and square roots
- model improper fractions and mixed numbers
- simplify fractions using manipulatives
- model decimal fractions to thousandths or beyond
- model percentages
- understand the relationship between fractions, decimals and percentages
- model addition, subtraction, multiplication and division of fractions
- model addition, subtraction, multiplication and division of decimals.
- read, write, compare and order whole numbers up to millions or beyond
- read and write ratios
- read and write integers in appropriate contexts
- read and write exponents and square roots
- convert improper fractions to mixed numbers and vice versa
- simplify fractions in mental and written form
- read, write, compare and order decimal fractions to thousandths or beyond
- read, write, compare and order percentages
- convert between fractions, decimals and percentages.
- use whole numbers up to millions or beyond in real-life situations
- use ratios in real-life situations
- use integers in real-life situations
- convert improper fractions to mixed numbers and vice versa in real-life situations
- simplify fractions in computation answers
- use fractions, decimals and percentages interchangeably in real-life situations
- select and use an appropriate sequence of operations to solve word problems
- select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator
- use strategies to evaluate the reasonableness of answers
- use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations
- estimate and make approximations in real-life situations involving fractions, decimals and percentages.

Overall Expectations in Science

Units in the POI where science is the focus:

Phase 1
Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Science Skills

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

Conceptual Understanding: The human body looks and functions in different ways.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- Students will examine change over varying time periods and know that different variables
- and conditions may affect change.
- Students will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Conceptual Understanding: People form families and build relationships.

- Student will be aware of different perspectives
- Students will show care and respect for themselves, other living things and the environment.

Conceptual Understanding: Seasons show changes in weather and environment.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- Students will examine change over varying time periods and know that different variables
- and conditions may affect change.

- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Conceptual Understanding: Understanding the properties of water and air allows us to make practical uses of them.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- Students will examine change over varying time periods and know that different variables and conditions may affect change.
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Conceptual Understanding: People share the world with many tiny creatures

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- Students will examine change over varying time periods and know that different variables
- and conditions may affect change
- They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Conceptual Understanding: Animals develop and change during a life cycle.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- Students will examine change over varying time periods and know that different variables
- and conditions may affect change.
- They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Conceptual Understanding: Sharing the planet comes with responsibilities

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- Students will examine change over varying time periods and know that different variables
- and conditions may affect change.
- They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Phase 2

Students will develop their observational skills by using their senses to gather and record information, and they 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 will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Science Skills

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

Conceptual Understanding: The senses help experience, explore and interpret the world.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas.
- Students will examine change over varying time periods, and will recognize that more than one variable may affect change.
- They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience.
- People's experiences of light, sound, temperature, taste and smell using all the different senses.
- Simple scientific studies.
- Documentation of science studies using text, pictures and other forms of expression.

Conceptual Understanding: Informed choices promote health and well-being.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- They will examine change over time, and will 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 they will show care and respect for themselves, other living things and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary
- Importance of food, sleep, hygiene, exercise and social relations in order to feel good.
- Parts of the human body, their names and functions.
- Documentation of science studies using text, pictures and other forms of expression.

Conceptual Understanding: Matter exists in changing states

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- They will examine change over time, and will recognize that change may be affected by one or more variables
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary
- Various forms of water: solids, liquids and gases. Transition between the forms: evaporation, boiling, condensation, melting and solidification.
- Basic properties of ai and water r and how they can be observed.
- Simple solutions and mixtures and how these can be divided into their different components, such as through evaporation and filtering.
- Properties of materials and how materials and objects can be categorised on the basis of such properties as appearance and whether they float or sink in water.
- Simple scientific studies.
- Documentation of science studies using text, pictures and other forms of expression.

Conceptual Understanding: Habitats provide what living things need to survive.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas.
- They will examine change over time, and will 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 they will show care and respect for themselves, other living things and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Conceptual Understanding: Natural and unnatural processes shape and reshape the earth's surfaces.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas.

- Students will examine change over varying time periods, and will recognize that more than one variable may affect change.

- Students will communicate their ideas or provide explanations using their own scientific experience.

- The surface of the earth and the way in which it is formed and changed by people's use of land and nature's own processes, such as plate tectonics and erosion. The consequences of this on people and nature.

Phase 3

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 they will 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 will recognize that change may be affected by one or more variables. They will examine how products

and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order 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 Skills

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)
-

Conceptual Understanding: Understanding weather helps predict its impact on the environment.

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas.
- They will examine change over time, and will recognize that change may be affected by one or more variables.
- Students will communicate their ideas or provide explanations using their own scientific experience.
- Narratives about science from earlier times, and the attempts of different cultures to understand and explain phenomena in nature.
- Fiction, myths and art dealing with nature
- Documentation of science studies using text, pictures and other forms of expression.
- Simple metrological phenomena and their causes, such as how wind occurs.
- How weather can be observed by means of measurements over time.

Conceptual Understanding: Everything in our solar system is connected through gravity.

- 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 they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy.
- They will examine change over time, and will recognize that change may be affected by one or more variables.
- They will examine how products and tools have been developed through the application of science concepts.
- Students will communicate their ideas or provide explanations using their own scientific experience and that of others
- Motion of the Earth, Sun and the Moon in relation to each other. Different phases of the moon. Constellations and the appearance of the sky at night during different seasons of the year.
- Documentation of science studies using text, pictures and other forms of expression.
- Interpretation and examination of information linked of biology, such as in factual texts and newspaper articles.
- The planets of the solar system and their motion in relation to each other. How day, night, months, years and seasons can be explained.

- Man in space and the use of satellites.

Conceptual Understanding: People can interact with the environment and its resources in many different ways.

- 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 they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy.
- They will examine change over time, and will 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 they will be able to consider how these views and customs may have been formulated
- Students will communicate their ideas or provide explanations using their own scientific experience and that of others
- They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment.
- People's dependence on and the impact on nature and what this means for sustainable development.
- Relationships between living and nonliving things
- Conversion of materials through cultivation of raw materials to products, how they become waste which is handled and returned to nature.
- Man's use and development of different materials during the course of history. The different materials used to manufacture daily objects and how they can be recycled.
- Common chemicals in the home and society. Their use and impact on health and the environment, and also how they are labeled and should be handled.
- Interpretation and examination of information linked of biology, such as in factual texts and newspaper articles.

Phase 4

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 they will 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 they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society andthe environment. They will be aware of different perspectives and ways of organizing the world, and theywill be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will usetheir learning in science to plan thoughtful and realistic action in order 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 Skills

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary

- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

Conceptual Understanding: Understanding the laws of science determines how we apply them in our everyday lives.

- 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 they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy.
- They will examine change over time, and will recognize that change may be affected by one or more variables.
- Students will begin to reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and that of others
- Students will examine ethical and social issues in science-related contexts and express their responses appropriately
- Simple field studies and experiments. Planning, execution and evaluation.
- Documentation of simple studies using tables, pictures and simple written reports.
- Energy flows between objects with different temperatures.
- How the flow of energy can be affected by such means as clothes, thermos and house insulation.
- Electrical circuits with batteries and how they can be linked, and also how they can be used in daily electrical equipment such as torches.
- Properties of magnets and their use in the home and society.
- How materials and objects can be categorised on the basis of such properties as magnetism and conductivity.
- Different cultures – their descriptions and explanations of nature in fiction, myths and art, and in earlier science.
- Some historical and contemporary discoveries in physics and their importance for people's living conditions and views on the world.
- Forces and motion in everyday situations, how they are experienced and can be described, such as when cycling.
- How sound occurs, is transmitted and understood by the ear.
- Distribution of light from common sources of light and how this can explain areas of light and shadows and size, as well as how light is perceived by the eye

Conceptual Understanding: The human body consists of many interrelated systems

- 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 they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy.
- They will examine change over time, and will recognize that change may be affected by one or more variables.
- Students will begin to reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and that of others
- Students use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment.

- How mental and physical health are affected by sleep, diet, movement, social relationships and addictive substances. Some common diseases and how they can be prevented and treated.
- Organ system of the human body. Names of organs, appearance, location, function and interaction.
- Human puberty, sexuality and reproduction and also questions about identity, gender equality, relationships, love and responsibility.
- Interpretation and examination of information linked of biology, such as in factual texts and newspaper articles.
- Different cultures – their descriptions and explanations of nature in fiction, myths and art, and in earlier science.
- Interpretation and examination of information linked of biology, such as in factual texts and newspaper articles.

Conceptual Understanding: An ecosystem of organisms interacts with one another and with their environment

- 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 they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy.
- They will examine change over time, and will recognize that change may be affected by one or more variables.
- Students will begin to reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience and that of others
- Students use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment.
- Students will understand components of an ecosystem
- Students will understand the functions of different organisms (e.g. plants and animals)
- Students will understand factors that affect growth and reproduction of organisms (e.g habitat and pollution)
- Students will recognize relationships between organisms and the environment

** Denotes knowledge goals from the Swedish National School Curriculum

Overall Expectations in Social Studies

Units in the POI where social studies is the focus:

Phase 1
Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Social Studies Skills

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society

Conceptual Understanding: The human body looks and functions in different ways.

- Students will develop their identity and feel secure in themselves **
- Students will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people.

Conceptual Understanding: People form families and build relationships.

- Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practice applying rules and routines to work and play.
- Students will develop their identity and feel secure in themselves **

Conceptual Understanding: People communicate ideas and feelings in many creative ways.

- Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment

Conceptual Understanding: Friendships develop with rights and responsibilities

- Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play.
- Students will develop their identity and feel secure in themselves. **
- Students will develop their ability to function individually and in a group, handle conflicts and understand rights and obligations, as well as take responsibility for common rules,

Conceptual Understanding: Stories give us pleasure and help our imagination grow.

- Students will develop understanding regarding:
    o How the past can be observed in our own time through traces in nature and language expressions **
    o Depictions of life before and now in children's literature, songs and films, such as those depicting family life and school**
    o Narratives of the past by people currently living**
    o Methods of searching for information from different sources: interviews, observations and measurements.
    o How sources and information can be evaluated

Conceptual Understanding: Neighborhoods serve the needs of the people who live within them.

- Students will develop their sense of place, and the reasons why particular places are important to people.
- Students will identify occupations and activities in the local area**
- Students will identify religions and places of worship in the local area.**

Phase 2
Students will increase their 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 recognize connections within and between systems by which people organize themselves. They will broaden their 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. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Social Studies Skills

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society

Conceptual Understanding: Homes can be reflective of culture and local conditions.

- Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment.
- Students will broaden their 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.
- Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people.
- Students will become increasingly aware of how advances in technology affect individuals and the environment.
- Students will begin to develop a sense of history of the local area. **
- Students will identify how objects can tell us about children's, women's and men's living conditions during different periods.**
- Students will develop understanding regarding:
- Conditions in nature and the environment for population and settlements, covering land, water and climate.**
- Methods of searching for information from different sources: interviews, observations and measurements. How sources and information can be assessed and processed. **

Conceptual Understanding: Communities function more effectively when systems and routines are in place.

- Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment.
- Students will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups.
- Students will recognize connections within and between systems by which people organize themselves.
- Students will broaden their 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.
- Students will identify occupations and activities in the local area**

- Students will identify religions and places of worship in the local area.**
- Students will understand what a community is
- Students will understand the purpose of systems and routines in a community
- Students will recognize different roles and responsibilities in a community
- Key functions of society, such as healthcare, emergency services and schools.**
- Norms and rules in pupils' living environments, such as in school and sports contexts.**

Conceptual Understanding: Habitats provide what living things need to survive.

- Students will start to develop an understanding of their relationship with the environment.
- Students will become increasingly aware of how advances in technology affect individuals and the environment.

Conceptual Understanding: Journeys create change and open up new opportunities.

- Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment.
- Students will recognize connections within and between systems by which people organize themselves. They will broaden their 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.
- Students will increase their understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people.
- Students will develop their understanding of the impact of advances in technology over time, on individuals, and the environment.
- Students will develop their awareness of how people influence, and are influenced by, places in the environment.

Conceptual Understanding: Natural and unnatural processes shape and reshape the Earth's surfaces.

- Students will increase their understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people.
- Students will develop their understanding of the impact of advances in technology over time, on individuals, and the environment.

Conceptual Understanding: Peaceful relationships lead to a better quality of life.

- Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment.
- Students will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups.
- Students will recognize peace keepers in our community
- Students will understand the cause and effect of conflict
- Students will practice using strategies to resolve conflict

Phase 3
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 recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore 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. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Social Studies Skills

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Conceptual Understanding: Choices of role models reflect the characteristics that a society values.

- Students will begin to increase 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.
- Students will understand the importance of belonging, to a group, the way groups , and their roles within, have adapted over time.
- Students will develop their understanding in
    - how different life issues, such as what is important in life and what it means to be a good friend, are depicted in popular culture **
    - how narratives about gods and heroes in ancient and Nordic mythology and how these can be looked at from a contemporary perspective.**
    - how life issues of importance for pupils, such as good and evil, right and wrong and what it may mean to do good**

Conceptual Understanding: Maps help people orient themselves to find their place in the world.

- Students will begin to increase 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.
- The students will understand their relationship with the environment and will begin to compare places past and present.
- The students will highlight important features and landmarks within different places.
- Students will develop their understanding in
    - the globe: The location of continents and oceans on the globe. Names and location of continents, and also countries and places of importance for pupils.**
    - spatial understanding, using mental and physical maps of e.g. the neighbouring area and routes to school. Size relations and points of the compass, spatial concepts such as place, location and boundary.**
    - the Swedish, Nordic and other European natural and cultural landscapes. Underlying processes and their characteristic features and extent. (Europe)**
    - names and locations of places, mountains, oceans and watercourses in Sweden, and also the main features of other parts of the Nordic area.

Conceptual Understanding: Understanding weather helps predict its impact on the environment.

- The students will begin to develop and awareness of problems facing the environment.

- The students will further develop their understanding of technological advances, on individuals, society and the environment

  Conceptual Understanding: Money functions as a system of exchange to encourage fair trade.

- The students can understand and explain the different systems by which people organize themselves.

- The students will further develop their understanding of technological advances, on individuals, society and the environment.

  Conceptual Understanding: Food is a resource and should be carefully selected and valued.

- The students will further develop their understanding of technological advances, on individuals, society and the environment.
- The students will further develop their understanding of how people influence and are influenced by places in the environment. They will think about the ways the environment has been affected.
- Students will develop understanding regarding:

  - *Field studies to examine the natural and cultural landscapes, such as how land is used in the local environment**
  - *the introduction of agriculture**
  - *Transformation of agriculture and its impact on people**
  - *Historical and contemporary methods for extending the life length of food.**

Conceptual Understanding: Values and beliefs help to shape people.

- Students will develop their understanding in:

  - The role of Christianity in the school and in the local area in the past.**
  - Rituals and religiously motivated precepts, and also holy places and locations in Christianity and the other world religions of Islam, Judaism, Hinduism and Buddhism.**
  - Some ceremonies, symbols and narratives in Christianity, Islam and Judaism. Some narratives from the Bible and their meaning, and also some of the most common psalms**
  - Narratives from ancient Scandinavian and the older Sami religion.**
  - How traces of ancient Scandinavian religion can be observed in today's society**
  - Current social questions in different media**
  - Methods of searching for information from different sources: interviews, observations and measurements. How sources and information can be assessed and processed.**

Conceptual Understanding: Knowing about history enables us to discover our unique identities.

- The students will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways.
- Students will develop understanding regarding:

  - The main characteristics of the Stone Age, the Bronze Age, and the Iron Age. (including looking at Sweden's role during these times) **

  - Why these characteristics are viewed as importance **

  - Man's origins, migration with hunting and gathering,**

- Timelines and time concepts – the past, present and future **

- Examples of how in ancient times can be viewed from the perspective of our own times through traditions, names, language expressions, buildings, towns and borders.**

- historical sources comparing life to then and now**

Conceptual Understanding: People can interact with the environment and its resources in many different ways.

- Students will broaden their awareness of how people influence, and are influenced by, places in the environment. They will discover ways that people have cared for the environment and how they can make a contribution.

- Students will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

- Students will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it.

- Students will develop their understanding in:

  - How choices and priorities in everyday life can impact the environment and contribute to sustainable development**

  - Collection and measurement of geographical data from the local area (water consumption, public transport usage, etc)**

  - Current social questions in different media**

Conceptual Understanding: New digital media changes the way in which people access information and connect to each other.

- Students will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.
- Students will increase their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities.
- Students will develop understanding of how to evaluate information
- Students will understand how new digital media is used or organized
- Students will develop understanding of how to evaluate information
- Students will develop understanding for our responsibility in virtual environments

Phase 4
Students will recognize different 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. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize 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. Students will consolidate 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. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Social Studies Skills

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Conceptual Understanding: Overcoming prejudice can be attained through understanding.

- Students will increase their understanding of different 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 increase their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities.
- Students will develop 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.
- Students will develop their understanding in:

  o Some ethical concepts, such as right and wrong, equality and solidarity.
  o minorities in society**
  o Daily moral questions concerning the identities, roles of girls and boys, and gender equality, sexuality, sexual orientation, and exclusion and violation of rights. **
  o Human rights, their meaning and importance, including the rights of the child under the Child Convention**
  o Current social questions in different media**

Conceptual Understanding: Human exploration leads to discoveries, opportunities and new understandings.

- Students will increase their understanding of different 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.
- Students will begin to appreciate how cultural groups may vary in their customs and practices but reflect similar purposes.
- Students will develop 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.
- Students will develop their understanding in:

  o Cultural interchange between the Nordic area and Europe and other parts of the world through increased trade and migration, such as the explorations of the Vikings and trading systems in the Middle Ages**
  o Some European voyages of discovery, their importance and consequences. **

- What archaeological finds, such as coins and artifacts from other cultures can tell us about encounters between cultures, and about similarities and differences in the living conditions of children, women and men.**
- Examples of how the past Age of Exploration can be viewed from the perspective of our own times through traditions, names, language expressions, buildings, towns and borders.**
- The evolution of the Nordic countries.(The end of the Viking era, Vikings conforming to Christianity and forming the Nordic countries)**
- historical sources comparing life to then and now**

Conceptual Understanding: Systems of production, exchange, and consumption bring about economic activity.

- The students will increase their understanding of how and why groups are organized within communities.
- The students will increase their understanding of the interdependency of systems and their function within local and national communities..
- The students will begin to develop an understanding of how and why people manage resources.
- They will increase their understanding of the impact of technological advances on their own lives, on society and on the world, and will begin to reflect on the need to make responsible decisions concerning the use of technologies.
- Students will develop their understanding in:
  - Swedish goods/services and imports/exports (Participation of the Nordic area and the Baltic Sea region in global exchange, such as trade in goods)(Economic and cultural global exchange between Sweden and the Nordic area through such forms as exports of iron)**
  - Personal finances and the relationships between work, income and consumption.**
  - Money, its use and value. Examples of different types of payment and what ordinary goods and services can cost.**
  - Trade**

Conceptual Understanding: Wealth and resources determine access to equal opportunities.

- Students will begin to appreciate how cultural groups may vary in their customs and practices but reflect similar purposes.
- Students will develop their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others..
- The students will increase their understanding of the impact of technological advances on their own lives, on society and on the world, and will begin to reflect on the need to make responsible decisions concerning the use of technologies.
- The students will increase their awareness of how people influence, and are influenced by, places in the environment. They will begin to realize 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
- Students will develop their understanding in:
  - The Earth's natural resources, such as water, land available for cultivation, forests and fossil fuels. Where different resources exist and what they are used for. The importance of water, its distribution and recycling.
  - Unequal living conditions in the world, such as varying access to education, healthcare and natural resources, and also some of the underlying causes of this. **
  - Work of individual people and organisations to improve people's living conditions.**
  - Economic conditions for children in Sweden and in different parts of the world. Some causes and consequences of prosperity and poverty

        o   Current social questions in different media

Conceptual Understanding: By discovering the history of our continent, we learn about our connections with other people and places in the world.

- Students will recognize different 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.
- Students will consolidate 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 resource

Conceptual Understanding: Political systems structure how nations are organized

- The students will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes.
- The students 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 develop their understanding in:
  - o Society's need for legislation, some different laws and their consequences, crime and its consequences on the individual, family and society.**
  - o What democracy is and how democratic decisions are made. Local decision-making bodies, such as pupil councils and associations. How individuals and groups can influence decisions. **
  - o The public sector – what taxes are, what municipalities, county councils and state taxes are used for**
  - o Social security networks for children in different life situations, in school and in society.**
  - o

*** Denotes knowledge goals from the Swedish National School Curriculum*

Overall expectations in Visual Art

Responding and Creating

Phase 1
Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Conceptual understandings

1. **We enjoy and experience different forms of arts.**
2. **The art is a means of communication and expression.**
3. **People make meaning through the use of symbols.**

4. **People share art with others.**
5. **We express our responses to artwork in a variety of ways.**
6. **We reflect on our artwork and the work of others.**

Dance Learning outcomes
- show curiosity about live and recorded dance performances
- describe the ideas and feelings communicated through body movements
- identify and explain why certain body postures and movements communicate certain ideas and feelings
- display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance
- respond to dance through spoken, written, visual and/or kinesthetic mediums.
- respond to word, rhythm and/or music through movements
- communicate and express feelings through body movements
- explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation
- move freely through the space to show levels of low, medium and high and change of direction
- use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes
- develop physical awareness in using isolated body movements and gross motor skills
- explore different types of movements such as travelling, jumping and turning
- develop the ability to cooperate and communicate with others in creating dance
- work individually or in groups with trust and confidence

Drama Learning outcomes

- respond to live performances, stories and plays from other times and/or places
- talk about ideas and feelings in response to dramatic performances
- display audience etiquette and appropriate responses
- realize that dramatic conventions are used to craft performance
- use materials to symbolically show location and character
- respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.
- engage in imaginative play using a range of stimuli
- develop the ability to cooperate and communicate with others in creating drama
- explore basic bodily movements and the use of space
- explore familiar roles, themes and stories dramatically
- create roles in response to props, set and costumes
- work individually or in groups with confidence

Music Learning outcomes

- use voice to imitate sounds and learn songs
- bring music from home to share
- describe the differences in music
- move their bodies to express the mood of the music
- describe how music makes them feel
- distinguish the sounds of different instruments in music
- listen to music and create their own work in response

- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- explore body and untuned percussion instrument sounds
- recognize different sources of music in daily life
- recognize that sound can be notated in a variety of ways.
- use vocal sounds, rhythms and instruments to express feelings or ideas
- create and accompany music using a variety of sounds and instruments
- play untuned percussion instruments in time with a beat
- use the voice and body to create musical patterns
- explore sound as a means of expressing imaginative ideas
- recreate sounds from familiar experiences
- participate in performing and creating music both individually and collectively
- record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- create their own basic musical instruments.

Visual Art Learning outcomes

Learners:

- enjoy experiencing artworks
- show curiosity and ask questions about artworks
- describe what they notice about an artwork
- identify the materials and processes used in the creation of an artwork
- analyse the relationships within an artwork and construct meanings
- communicate their initial responses to an artwork in visual, oral or physical modes
- make personal connections to artworks
- express opinions about an artwork
- create artwork in response to a variety of stimuli
- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes
- combine different formal elements to create a specific effect
- realize that their artwork has meaning
- use their imagination and experiences to inform their art making
- create artwork in response to a range of stimuli
- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- participate in individual and collaborative creative experiences.

Phase 2
Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Conceptual understandings

1. We are receptive to art practices and artworks from different cultures, places and times (including our own).
2. People communicate ideas, feelings and experiences through the arts.
3. We can reflect on and learn from the different stages of creating.
4. There is a relationship between the artist and the audience.

Dance Learning outcomes

- compare a variety of dance genres over time to the contemporary dance form of their culture
- recognize the theme of a dance and communicate their personal interpretation
- identify dance components such as rhythm and use of space in their own and others' dance creations
- describe and evaluate the learnings and understandings developed through their exploration of dance
- realize that there is a dynamic connection between the audience and performer.
- create movement to various tempos
- interpret and communicate feeling, experience and narrative through dance
- design a dance phrase with a beginning, middle and ending
- create movement that explores dimensions of direction, level and shape
- develop physical balance and coordination
- share dance with different audiences by participating, listening and watching
- work cooperatively towards a common goal, taking an active part in a creative experience
- consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation

Drama Learning outcomes

- compare varied styles of performance with drama from their own culture
- use drama performance to tell stories about people and events from various cultures, including their own
- discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance
- describe and evaluate the learning and understandings developed through their exploration of drama
- describe the dynamic connection between the audience and performer
- share drama with different audiences by participating, listening and watching
- identify with characters through role-play development
- use performance as a problem-solving tool
- work cooperatively towards a common goal, taking an active part in a creative experience
- make use of simple performance conventions to share ideas
- consider and maintain appropriate behaviours in drama, as an audience member or as a performer
- value and develop imaginary roles or situations.

Music Learning outcomes

- sing individually and in unison
- recognize music from a basic range of cultures and styles
- express their responses to music from different cultures and styles
- create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)
- explore individually or collectively a musical response to a narrated story
- reflect on and communicate their reactions to music using musical vocabulary
- record and share the stages of the process of creating a composition
- share performances with each other and give constructive criticism.
- explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings
- express one or more moods/feelings in a musical composition
- create music to represent different cultures and styles
- create a soundscape based on personal experiences
- collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)
- read, write and perform simple musical patterns and phrases
- create music for different purposes

Visual Arts Learning outcomes

- investigate the purposes of artwork from different times, places and a range of cultures including their own
- sharpen their powers of observation
- identify the formal elements of an artwork
- use appropriate terminology to discuss artwork
- describe similarities and differences between artworks
- identify the stages of their own and others' creative processes
- become an engaged and responsive audience for a variety of art forms
- identify, plan and make specific choices of materials, tools and processes
- sharpen their powers of observation
- demonstrate control of tools, materials and processes
- make predictions, experiment, and anticipate possible outcomes
- combine a variety of formal elements to communicate ideas, feelings and/or experiences
- identify the stages of their own and others' creative processes
- consider their audience when creating artwork.

Phase 3
Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

1. Arts have the power to influence thinking and behaviour.
2. We make connections between our artwork and that of others to extend our thinking.
3. We can explore our personal interests, beliefs and values through arts.

Dance Learning outcomes

- explore various sources of musical and natural rhythms such as beat, breath, emotional and environmental rhythms
- investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social
- perform increasingly more difficult sequences with control
- create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession
- develop physical flexibility and strength
- experience varying groupings when performing dance, including ensemble performance
- express their unique values, beliefs and interests through a dance form
- interpret and replicate a variety of dance styles and genres
- recognize that dance plays an innovative role in communicating ideas within cultures and societies
- reflect on their personal and family history and make connections with cultural and historical dance forms
- consider the composition of an audience when preparing an effective formal and/or informal presentation
- reflect on artistic processes in dance achievements and how to incorporate new ideas into future work
- recognize how dance can be used to express and understand our inner thoughts and our understanding of the world around us.
-

Drama Learning outcomes

- create a devised or scripted performance for a particular audience or purpose
- make artistic choices about role, situation and context
- identify how cultural connections can be made with different types of drama
- identify and develop the personal and related skills encountered through the drama experience
- find appropriate ways to communicate specific meaning using dramatic action
- express their unique values, beliefs and interests through a dramatic form
- interpret written dialogues or scenarios
- discuss aspects of drama that illustrate relationships between culture, history and location
- explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community
- consider the composition of an audience when preparing an effective formal and/or informal presentation

- reflect on achievement and challenges and how they can incorporate these influences in future work
- recognize and discuss how the consequences and actions of a performance teach audience members and performers life lessons.

Music Learning outcomes

- create a musical composition expressing their own ideas and feelings on a social issue
- deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)
- create and perform a movement sequence using known musical elements
- improvise upon a basic pattern to reinforce the importance of the individual within the group
- create and record a composition focusing on form, structure and style to give more meaning to their message
- express themselves as individuals through musical composition
- read and write music using non-traditional notation
- sing with accuracy and control focusing awareness on the musical elements
- sing partner songs
- discuss music that relates to social issues and/or values
- compare aspects of music from different times and places
- create and perform a movement sequence accompanied by music that they have created
- share and compare their experiences as audience members at various performances
- describe the process used to create their own music and compare it with others, in order to improve their compositions
- analyse different compositions describing how the musical elements enhance the message
- reflect upon how their music expresses their personal voice and the impact it has on others.

Visual Arts Learning outcomes

- show awareness of the affective power of visual arts
- make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures
- create artwork for a specific audience
- use a personal interest, belief or value as the starting point to create a piece of artwork
- use a range of strategies to solve problems during the creative process
- compare, contrast and categorize artworks from a range of cultures, places and times
- identify and consider the contexts in which artworks were made
- use their knowledge and experiences to make informed interpretations of artworks
- reflect on their own and others' creative processes to inform their thinking
- use relevant and insightful questions to extend their understanding
- recognize that different audiences respond in different ways to artworks
- provide constructive criticism when responding to artwork.

Phase 4
Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or

recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

Conceptual understandings

1. Through exploring arts across cultures, places and times we can appreciate that people innovate.
2. People communicate across cultures, places and times through arts.
3. The arts provide us with multiple perspectives.
4. We reflect and act on the responses to our creative work.

Dance Learning outcomes

- investigate a cultural or historical dance form and identify how it communicates artistic, ritual or social issues, beliefs or values
- recognize the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives
- analyse how the meanings of movements can change in various cultural and historical contexts
- analyse and integrate the reflections of others into the creative process when evaluating and improving
- improvise to create various movements for specific purposes
- choreograph movement to music, word and sound
- choreograph performance to express and communicate an idea, feeling, experience, relationship or narrative.
- create and perform in a variety of dance genres and cultural dance types
- show physical confidence in the use of their bodies
- work to develop each other's ideas during the creative process
- analyse and integrate the reflections of others into the creative process when evaluating and improving.

Drama Learning outcomes

- describe how drama plays an innovative role in communicating ideas within cultures and societies
- understand the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives
- reflect on a variety of dramatic forms to identify new understandings within the arts
- recognize and explore some of the different roles in theatre
- use responses to drama to adapt and improve work, considering the original intention.
- manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts
- work to develop each other's ideas during the creative process
- create and perform a sequential drama that explores a particular issue by experimenting

with different dramatic forms
- consider the skills and techniques used by a range of drama practitioners in the performing arts
- show an awareness of audience and adapt performances accordingly
- consider the advice and feedback of others as an essential part of the creative process
- explore writing for performance.

- sing individually and in harmony
- explain the role and relevance of music in their own culture, its uses and associations through place and time
- interpret and explain the cultural and/or historical perspectives of a musical composition
- modify their practices and/or compositions based on the audiences' responses
- explore different artistic presentations that are/were innovative and their implications
- create music that will be continually refined after being shared with others
- present, in small groups, innovative musical performances on a selected issue
- incorporate the other arts and available resources in order to broaden their creative expression
- read and write music in traditional and/or non-traditional notation.

- explain the cultural and historical perspectives of an artwork
- understand the role and relevance of visual arts in society
- reflect on the factors that influence personal reactions to artwork
- reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
- critique and make informed judgments about artworks
- become increasingly independent in the realization of the creative process
- adjust and refine their creative process in response to constructive criticism
- identify factors to be considered when displaying an artwork
- utilize a broad range of ways to make meaning
- select, research and develop an idea or theme for an artwork
- develop an awareness of their personal preferences.

Overall expectations in Personal, Social and Physical Education (PSPE)

Identity

Phase 1

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Conceptual understandings

1. Each person is an individual.
2. As people grow and change they develop new skills, understandings and abilities.
3. Emotions, attitudes and beliefs influence the way we act.
4. Positive thoughts help us to develop a positive attitude.
5. Knowing how we are similar to and different from others helps shape our understanding of self.
6. Reflecting on our experiences helps us to understand ourselves better.
7. Developing independence builds self-worth[1] and personal responsibility.

Learning outcomes

- identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)
- describe how they have grown and changed
- describe some physical and personal characteristics and personal preferences
- talk about similarities and differences between themselves and others
- identify their feelings and emotions and explain possible causes
- recognize that others have emotions, feelings and perspectives that may be different from their own
- identify and explore strategies that help them to cope with change
- identify positive thoughts and attitudes in themselves and others
- willingly approach and persevere with new situations
- reflect on their experiences in order to build a deeper understanding of self
- demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.

Phase 2

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behavior. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Conceptual understandings

1. There are many factors that contribute to a person's individual identity.
2. Understanding and respecting other peoples' perspectives helps us to develop empathy.
3. Identifying and understanding our emotions helps us to regulate our behaviour.
4. A positive attitude helps us to overcome challenges and approach problems.
5. A person's self-concept[2] can change and grow with experience.
6. Using self-knowledge[3] allows us to embrace new situations with confidence.
7. Different challenges and situations require different strategies.

Learning outcomes

- describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- describe how personal growth has resulted in new skills and abilities

- explain how different experiences can result in different emotions
- identify feelings and begin to understand how these are related to behaviour
- express hopes, goals and aspirations
- solve problems and overcome difficulties with a sense of optimism
- examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help
- recognize others' perspectives and accommodate these to shape a broader view of the world
- identify and understand the consequences of actions
- are aware of their emotions and begin to regulate their emotional responses and behaviour
- reflect on inner thoughts and self-talk[4]
- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.

Phase 3
Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyze how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Conceptual understandings

1. A person's identity evolves as a result of many cultural influences.
2. A person's self-concept is influenced by how others regard and treat him or her.
3. Embracing and developing optimism helps us to have confidence in ourselves and our future.
4. Understanding ourselves helps us to understand and empathize with others.
5. Self-efficacy influences the way people feel, think and motivate themselves, and behave.
6. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.
7. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.

Learning outcomes

- explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time
- examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)
- identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions
- recognize personal qualities, strengths and limitations
- analyse how they are connected to the wider community
- reflect on how they cope with change in order to approach and manage situations of adversity
- reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others
- use understanding of their own emotions to interact positively with others

- embrace optimism to shape a positive attitude towards themselves and their future
- explain how self-talk can influence their behaviour and their approach to learning
- motivate themselves intrinsically and behave with belief in themselves
- work and learn with increasing independence.

Phase 4
Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal wellbeing. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Conceptual understandings

1. Many different and conflicting cultures influence identity formation.
2. The physical changes people experience at different stages in their lives affect their evolving identities.
3. Stereotyping or prejudging can lead to misconceptions and conflict.
4. The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth.
5. Being emotionally aware helps us to manage relationships and support each other.
6. A person's self-worth is reinforced and reflected in engagement with and/or service to others.
7. A strong sense of self-efficacy enhances human accomplishments and personal well-being.
8. Coping with situations of change, challenge and adversity develops our resilience.

Learning outcomes

- examine the complexity of their own evolving identities
- recognize how a person's identity affects self-worth
- recognize how a person's identity affects how they are perceived by others and influences interactions
- analyse how society can influence our concept of self-worth (for example, through the media and advertising)
- identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued
- analyse how assumptions can lead to misconceptions
- recognize, analyse and apply different strategies to cope with adversity
- accept and appreciate the diversity of cultures, experiences and perspectives of others
- identify causal relationships and understand how they impact on the experience of individuals and groups
- use emotional awareness and personal skills to relate to and help others
- identify how their self-knowledge can continue to support the growth and development of identity
- understand the role of and strategies for optimism in the development of their own well-being
- analyse self-talk and use it constructively
- embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.

Active Living

Phase 1
Learners show an awareness of how daily practices, including exercise, can have an impact on well being. They understand that their bodies change as they grow. They explore the body's capacity
for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Conceptual understandings

1. Our daily practices can have an impact on our well-being.
2. We can observe changes in our bodies when we exercise.
3. Our bodies change as we grow.
4. We can explore our body's capacity for movement.
5. Our bodies can move creatively in response to different stimuli.
6. Safe participation requires sharing space and following rules.

Learning outcomes

- engage in a variety of different physical activities
- demonstrate an awareness of how being active contributes to good health
- demonstrate an awareness of basic hygiene in their daily routines
- identify some of the effects of different physical activity on the body
- explore and reflect on the changing capabilities of the human body
- develop a range of fine and gross motor skills
- explore creative movements in response to different stimuli
- recognize that acting upon instructions and being aware of others helps to ensure safety.

Phase 2
Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of wellbeing. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Conceptual understandings

1. Regular exercise is part of a healthy lifestyle.
2. Food choices can affect our health.
3. Maintaining good hygiene can help to prevent illness.
4. Growth can be measured through changes in capability as well as through physical changes.
5. We can apply a range of fundamental movement skills to a variety of activities.
6. Movements can be used to convey feelings, attitudes, ideas or emotions.
7. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.

Learning outcomes

- recognize the importance of regular exercise in the development of well-being
- identify healthy food choices
- communicate their understanding of the need for good hygiene practices
- reflect on the interaction between body systems during exercise

- explain how the body's capacity for movement develops as it grows
- use and adapt basic movement skills (gross and fine motor) in a variety of activities
- explore different movements that can be linked to create sequences
- display creative movements in response to stimuli and express different feelings, emotions and ideas
- reflect upon the aesthetic value of movement and movement sequences
- understand the need to act responsibly to help ensure the safety of themselves and others.

Phase 3
Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviors and are able to identify these risks in order to maximize enjoyment and promote safety.

Conceptual understandings

1. Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.
2. We can develop and maintain physical fitness by applying basic training principles.
3. People go through different life stages, developing at different rates from one another.
4. Attention to technique and regular practice can improve the effectiveness of our movements.
5. A dynamic cycle of plan, perform and reflect can influence a creative movement composition.
6. There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.

Learning outcomes

- identify ways to live a healthier lifestyle
- understand how daily practices influence short- and long-term health
- understand that there are substances that can cause harm to health
- demonstrate an understanding of the principles of training in developing and maintaining fitness
- identify different stages of life and how these can affect physical performance
- develop plans to improve performance through technique refinement and practice
- demonstrate greater body control when performing movements
- self-assess performance and respond to feedback on performance from others
- plan, perform and reflect on movement sequences in order to improve
- identify potential personal and group outcomes for risk-taking behaviours.

Phase 4
Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop wellbeing. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts. Learners show an awareness of how daily practices, including exercise, can have an impact on well being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

1. Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.
2. There is a connection between exercise, nutrition and physical well-being.
3. Setting personal goals and developing plans to achieve these goals can enhance performance.
4. There are physical, social and emotional changes associated with puberty.
5. Appropriate application of skills is vital to effective performance.
6. Complexity and style adds aesthetic value to a performance.
7. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.

Learning outcomes

- reflect and act upon their preferences for physical activities in leisure time
- understand the interdependence of factors that can affect health and well-being
- identify realistic goals and strategies to improve personal fitness
- identify and discuss the changes that occur during puberty and their impact on well-being
- exhibit effective decision-making processes in the application of skills during physical activity
- introduce greater complexity and refine movements to improve the quality of a movement sequence
- recognize the importance of moderation in relation to safe personal behaviour.

Interactions

Phase 1
Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behavior affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Conceptual understandings

1. Interacting with others can be fun.
2. Group experiences depend on cooperation of group members.
3. Ideas and feelings can be communicated with others in a variety of modes.
4. Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend).
5. Our behaviour affects others.
6. Caring for local environments fosters appreciation.

Learning outcomes

- enjoy interacting, playing and engaging with others
- take turns
- listen respectfully to others
- share their own relevant ideas and feelings in an appropriate manner
- ask questions
- celebrate the accomplishments of others
- reach out for help when it is needed for themselves or others
- identify when their actions have impacted on others

● talk about their interactions with the environment.

Phase 2
Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

Conceptual understandings

1. Participation in a group can require group members to take on different roles and responsibilities.
2. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.
3. Accepting others into a group builds open-mindedness.
4. Relationships require nurturing.
5. Our actions towards others influence their actions towards us.
6. Responsible citizenship involves conservation and preservation of the local environment.

Learning outcomes

● value interacting, playing and learning with others
● discuss and set goals for group interactions
● cooperate with others
● ask questions and express wonderings
● recognize the different group roles and responsibilities
● assume responsibility for a role in a group
● celebrate the accomplishment of the group
● share ideas clearly and confidently
● seek adult support in situations of conflict
● reflect on the process of achievement and value the achievements of others
● understand the impact of their actions on each other and the environment.

Phase 3
Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Conceptual understandings

1. A plan of action is a necessary strategy for a group to achieve its goal.
2. An effective group capitalizes on the strengths of its individual members.
3. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.
4. Behaviour can be modified by applying deliberate strategies.
5. Communities and societies have their own norms, rules and regulations.
6. Communities and their citizens have a collective responsibility to care for local and global environments.

Learning outcomes

- recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes
- identify individual strengths that can contribute to shared goals
- develop a shared plan of action for group work that incorporates each individual's experiences and strengths
- adopt a variety of roles for the needs of the group, for example, leader, presenter
- discuss ideas and ask questions to clarify meaning
- reflect on the perspectives and ideas of others
- apply different strategies when attempting to resolve conflict
- reflect on shared and collaborative performance.

Phase 4

Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

Conceptual understandings

1. An effective group can accomplish more than a set of individuals.
2. An individual can experience both intrinsic satisfaction and personal growth from interactions.
3. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.
4. People are interdependent with, and have a custodial responsibility towards, the environment in which they live.
5. People have a responsibility to repair and restore relationships and environments where harm has taken place.

Learning outcomes

- reflect critically on the effectiveness of the group during and at the end of the process
- build on previous experiences to improve group performance
- independently use different strategies to resolve conflict
- work towards a consensus, understanding the need to negotiate and compromise
- take action to support reparation in relationships and in the environment when harm has been done.

Swedish - National Goals for Swedish Language for PYP 2 - PYP 4

Pupils can read texts on familiar topics with ease by using reading strategies in a basically functional way. By commenting and giving an account of some of the content they find important, pupils can in a simple way show basic reading comprehension. In addition, pupils can apply simple reasoning to clearly prominent messages in the texts and relate this to their own experiences.

Pupils can write simple texts in legible handwriting, and on computers. In the texts pupils can use capital letters, full stops and question marks, and spell words they often use and which are commonly found in texts related to their interests. The narrative texts pupils write have a clear introduction, action and ending. Pupils can search for information from a given source, and give an account of the essential parts of the information in simple forms through factual texts. The texts contain basic topic-specific words and

concepts used to make the content clear. By combining their texts with pictures, pupils can clarify and emphasise their message. In addition, pupils in response to questions can give simple assessments of their own and others' texts, and also on the basis of responses work on and clarify their texts in a simple way.

Pupils can discuss questions and subjects closely related to them by putting questions, giving comments and expressing their opinions. When pupils relate daily events, they can describe these so that the content is clear. In addition, pupils can give and receive simple oral instructions.

Reading and writing
- Reading strategies for understanding and interpreting texts, as well as adapting reading to the form and content of texts.
- Strategies for writing different types of texts adapted to their typical structures and language features.
- Creating texts where words and pictures interact.
- Simple forms of processing texts, such as subsequently going through their own texts and making clarifications.
- Handwriting and using computers for writing.
- Structure of language with large and small letters, full stops, question marks, exclamation marks as well as spelling rules for frequently occurring words in texts closely related to pupils' daily life. The alphabet and alphabetical ordering.
- The relationship between sounds and letters

Speaking, listening and talking
- Listening and recounting in different conversation situations.
- Oral presentations and relating everyday topics to different recipients
- Pictures and other aids that can support presentations.
- Narration in different cultures, at different times and for different purposes.
- Narrative texts and non-fiction texts
- Narrative texts and poetic texts for children from different times and different parts of the world. Texts in the form of rhymes, jingles, songs, picture books, chapter books, lyrics, drama, sagas and myths. Narrative and poetic texts which provide an insight into people's experiences.
- The message, structure and content of narrative texts
- How a narrative text can be organized with an introduction, sequence of events and an ending, as well as descriptions of literary figures
- Some authors and illustrators of fiction for children
- Descriptive and explanatory texts, such as factual texts for children, and how their contents can be organised.
- Instructional texts, such as game instructions and task descriptions, and how these can be organized in a logical order and by grouping of points.
- Texts that combine words and pictures, such as films, interactive games and web texts

Use of language
- Language strategies for remembering and learning, such as making notes of what has been talked about.
- Words and terms used to express feelings, knowledge and opinions.
- How words and opinions are interpreted depending on tone of voice and a word's shades of meaning.
- Differences between spoken and written language, such as where speech can be reinforced through tone of voice and body language.
- Searching for information and critical evaluation of sources
- Searching for information in books, magazines and web sites for children.
- Criticism of sources, how the sender of a text influences content.

Swedish - National Goals for Swedish Language for PYP 5 - MYP 1

Reading and writing
- Reading strategies to understand and interpret texts from various media, and to distinguish between explicit and implicit messages in texts.
- Strategies for writing different types of texts adapted to their typical -structures and language features.
- Creating texts where words, pictures and sound interact.
- Different ways of working on the content and form of their own texts.
- How to give and receive responses on texts.
- Handwriting and writing, organising and editing text by hand and by using computers.
- Structure of language and construction of sentences, main clauses, subordinate clauses, spelling rules, punctuation, word inflection and parts of speech. Structuring text by using linking words.
- How to use dictionaries and other aids for spelling and understanding words.

Speaking, listening and talking
- Using arguments in different discussion situations and decision processes.
- Oral presentations and storytelling for different audiences, on topics drawn from everyday life and school.
- Keywords, pictures and digital media as aids in planning and giving an oral presentation
- How gestures and body language can influence a presentation.

Narrative texts and non-fiction texts
- Narrative texts and poetic texts for children and youth from different epochs, from Sweden, the Nordic area and other parts of the world.
- Texts in the form of fiction, lyrics, drama, sagas and myths that illustrate the human condition and questions of identity and life.
- Narrative text messages, language characteristics and typical structures involving parallel action and flashbacks, descriptions of settings and persons, as well as dialogues
- Some important literary authors for children and young people and their works.
- Descriptive, explanatory, instructional and argumentative texts, including factual texts, task descriptions, advertisements and letters to the press.
- Textual contents, structure and typical language features.
- Texts which combine words, pictures and sounds, such as web content, interactive games and television programs.
- Textual contents, structure and typical language features.

Use of language
- Language strategies for remembering and learning, such as using mind maps and key words.
- Words and terms used to express feelings, knowledge and opinions.
- Words and terms, their shades of meaning and value connotations.
- Differences in language use, depending on who you write to and for what purpose, such as the difference between writing a personal SMS message and a factual text.
- Use of language in Sweden and the Nordic area. Some variants of regional differences in spoken Swedish.
- Some typical words and terms in Nordic languages, as well as differences and similarities between them.
- The national minority languages

Searching for information and critical evaluation of sources
- Information in some different media and sources, such as reference books, from interviews and via Internet search engines.
- How to compare sources and examine their reliability from a critical standpoint.