EY2 Curriculum Handbook

Overview

As of September 2018, The International School of Brno (ISB) has begun implementing the International Baccalaureate Primary Years Programme as a candidate school. The International Baccalaureate (IB) is a highly acclaimed educational program. The Primary Years Programme (PYP) was established in 1997 and provides a curriculum framework for students aged 3 - 12. Please visit our website to see the timeline for PYP authorization.

The IB offers a significant, challenging, engaging and relevant curriculum model that meets the needs of international student populations. It offers a framework that specifies what students learn, how they should learn and how they should be assessed. Schools use this framework to develop a high-quality curriculum that meets the needs of their student population and the local environment.

The Written Curriculum: What do students learn?

The PYP addresses students academic needs in addition to their social and emotional well-being. The IB identifies five key elements that students should develop: knowledge, understandings (concepts), skills and attributes.

Key Knowledge: Transdisciplinary Themes

The PYP is a transdisciplinary programme, meaning it consists mainly of integrated units of learning where traditional subjects like mathematics and language are learned in the context of the unit of inquiry. There are six subject areas, Language, Mathematics, Social Studies, Science, Arts, and Personal Social Physical Education, which are taught through six themes: Who We Are, Where We Are in Place & Time, How the World Works, How We Express Ourselves, How We Organize Ourselves and Sharing the Planet

*** More details about each subject is described further in this handbook.*

EY2 Curriculum Handbook

Early Years classes (K1 - Year 1) have four units, while Primary School classes (Year 2 - Year 6) have six. The programme ends with the PYP Exhibition which is an exhibit by the year 6 students of their learning through their primary years.

Key Understandings (Concepts)

The key concepts are essential to our programme and the way in which we plan to transfer learning between subject areas. You will see particular concepts identified within the units of inquiry.

Form
Key question: What is it like?
Definition: The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function
Key question: How does it work?
Definition: The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation
Key question: Why is it like it is?
Definition: The understanding that things do not just happen, that there are causal relationships, and that actions have consequences.

Change
Key question: How is it changing?
Definition: The understanding that change is the process of movement from one state to another.

Connection

EY2 Curriculum Handbook

Key question: How is it connected to other things?
Definition The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective
Key question: What are the points of view?
Definition The understanding that knowledge is led by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary

Responsibility
Key question: What is our responsibility?
Definition: The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference

Key Skills (Approaches to Learning)

The Approaches to learning are valuable, not only to the units of inquiry but for any teaching and learning experience, and are therefore integrated into everything that we do at ISB. They are planned for in every subject area, giving teachers and students a common language with which to support the making of connections between different areas of learning.

Self Management skills

Organization: Managing time and tasks effectively
States of mind: Using strategies that manage state of mind

Social Skills

Interpersonal relationships, social and emotional intelligence: Developing positive interpersonal relationships and collaboration

Communication Skills

EY2 Curriculum Handbook

Exchanging information: Listening, interpreting and speaking
Symbolic exploration and expression

Research Skills

Information literacy: Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating
Media literacy: Interacting with media to use and create ideas and information

Thinking Skills

Critical Thinking: Analysing, Evaluating and Forming Decisions
Creative Thinking: Generating novel ideas and considering new perspectives

Key Attributes (Learner Profile)

The aim of all IB programmes is to develop internationally minded people. Therefore, IB learners strive to be:

Inquirers: Asking good questions and seeking good answers.

Knowledgeable: Understanding the world in different ways and in different contexts.

Thinkers: Making ethical decisions through critical thinking.

Communicators: Expressing thoughts, emotions, ideas and opinions with confidence and clarity in multiple languages.

Principled: Acting with honesty, fairness, integrity, accountability and always respecting others.

Open-minded: Seeking to learn about new cultures and their history while also learning about and appreciating our own.

EY2 Curriculum Handbook

Caring: Being compassionate and making a genuine effort to make the world a better place.

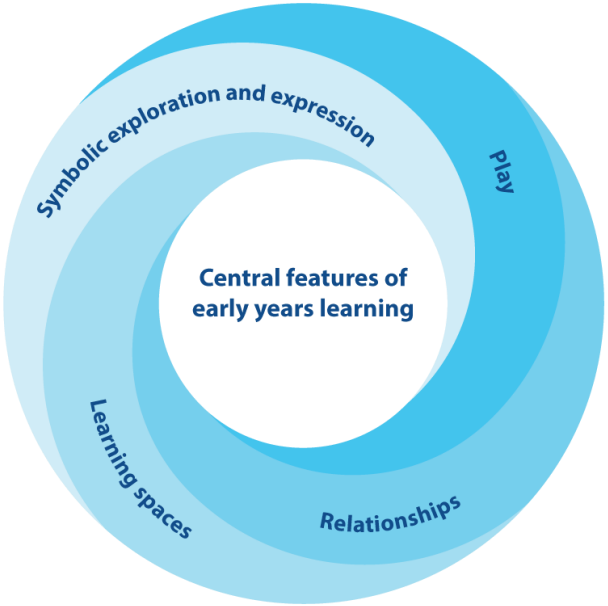
Risk-takers: Welcoming challenges and change.

Balanced: Working to ensure that we take care of our emotional, physical, intellectual and spiritual well-being and helping others to do the same.

Reflective: Looking objectively about our own strengths and weaknesses and always setting goals.

The Taught Curriculum: How do students learn?

The PYP transdisciplinary framework offers young students authentic opportunities to focus on key **developmental abilities**. The learning community values the early years as a time in which **play is the primary driver** for inquiry. Play involves **choice**, promotes **agency** and provides opportunities to inquire into important concepts and personal interests. The following features are central to learning in the early years: **play, relationships, learning spaces, and symbolic exploration and expression.** At ISB we recognize that students learn differently, therefore learning in all subjects is differentiated for the specific needs of each child.



EY2 Curriculum Handbook

The Assessed Curriculum: How do we know what students have learned?

Regular assessments are carried out to provide feedback on the learning process:

- **Pre-assessment:** before the students start a unit to find out what they already know.
- **Ongoing assessment:** throughout the unit to find out how they are progressing
- **Summative assessment:** at the end of the unit, to find out what students have learned.

Teachers use assessment to identify what students know, understand, can do and feel. The purpose, means and outcomes of assessments should be clearly explained to all members of the learning community through SeeSaw, conferences and shares (see page 14 for more information about each of these or review our assessment policy available on the school website).

EY2 Units of Inquiry

**September 2 - 6: Unit 0 Orientation to learning at ISB*

September 9 - November 6 (39 days)	November 11 - January 22 (41 days)	January 27 - April 3 (39 days)	April 16 - June 17 (43 days)
Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
Central idea: Knowing about myself can help me connect with others. **Lines of Inquiry:** -Who I am and what I like to do -How I am similar and different from others -Ways I can connect with people who are like me and different from me **Key Concepts:** Perspective, Connection	**Central idea:** People express their feelings, ideas and understandings through play. **Lines of Inquiry:** -Ways people play differently -The role of imagination in play -Communicating through play **Key Concepts:** Perspective, Form	Central idea: Living things use their senses to make observations and explore the world around them. **Lines of Inquiry:** - What are the five senses - How we use our senses to observe and explore - How animals use their senses to observe and explore **Key Concepts:** Form and Function	Central idea: Humans and other living things need and share plants. **Lines of Inquiry:** -What plants provide us and other living things - Parts of a plant - Caring for plants **Key Concepts:** Form, Connection, Responsibility

EY2 Curriculum Handbook

Science

Throughout the early and primary years at ISB, students learn about the following strands of science: living things, earth and space, materials and matter, forces and energy. They develop skills which allow them to act as scientists and carry out their own inquiries.

Science learning is linked to the unit of inquiry and students engage in inquiries which allow them to use scientific knowledge and develop research and thinking skills. In EY 2, students explore the following scientific topics: 5 senses (unit 3) and plants (unit 4).

Social Studies

Throughout the early and primary years at ISB, students learn about the following social studies strands: social organization and culture, continuity and change throughout time, human and natural environments, resources and the environment

Social studies learning is linked to the unit of inquiry and students engage in inquiries which allow them to develop an understanding of the world through globally significant themes. Using a variety of sources, students learn to ask compelling questions, are encouraged to share ideas and take action. In EY 2, students explore the following social studies topics: Relationships (unit 1), play and imagination (unit 2).

Mathematics

Students are given the opportunity to see themselves as mathematicians, as they explore the following mathematical strands: data handling, measurement, shape and space, pattern and function and number.

When learning mathematics students take part in activities that allow them to understand mathematical concepts, transfer this meaning into symbols and apply independently with understanding.

When constructing meaning about mathematical concepts students may...

- explore their own personal experiences, understandings and knowledge
- reflect upon interactions with objects and ideas

EY2 Curriculum Handbook

- interact with manipulatives/tangible materials
- engage in conversations with others

When transferring meaning into symbols students may...

- use symbolic notation: pictures, diagrams, modelling with concrete objects, math symbols (e.g. +, -, x, :, %)
- describe their own method using symbolic notation
- transfer into equations

When applying with understanding students may...

- engage in authentic activities (hands-on, problem solving, realistic situations)
- select their own method and explain their thinking
- justify answers and the processes by which they arrive at solutions
- make and evaluate their own and each other's idea

Students will be introduced to the learning objectives below during EY1. In EY2, students review and consolidate these skills and understandings with the expectation that most EY2 students are able to apply all of the objectives by the end of the school year.

	Data Handling	Measurement	Shape and Space	Pattern and Function	Number
*When **constructing meaning** learners:*	Understand that sets can be organized by different attributes. Understand that information about themselves and their surroundings can be obtained in different ways	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,	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,	Understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature	Understand that numbers can be constructed in multiple ways, for example, by combining and partitioning Understand that for a set of objects, the number name of the last object counted describes the quantity of the whole set

EY2 Curriculum Handbook

	Discuss chance in daily events (impossible, maybe, certain)	bedtime, storytime, today, tomorrow.	below, next to, behind, in front of, up, down		Understand that an amount stays the same regardless of the arrangement Understand the relative magnitude of whole numbers Recognize groups to five objects without counting (subitizing) Understand whole part-relationships Use the language of mathematics to compare quantities, for example, more, less, first, second etc.
*When **transferring meaning** into symbols learners:*	Represent information through pictographs and tally marks. Sort and label real objects by attributes.	Identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, colder, hotter 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, before, today,	Sort, describe and compare 3D shapes Describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.	Describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers.	Number names and numerals to the quantities they represent.

EY2 Curriculum Handbook

		tomorrow			
*When **applying with understanding** learners:*	Create a pictograph and tally marks Create living graphs using real objects and people* Describe real objects and events by attributes	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	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)	Extend and create patterns	Count to determine the number of objects in a set Use number words and numerals to represent quantities in real-life situations.

English Language

English language learning includes the following strands: speaking and listening, viewing and presenting, reading and writing. Students participate in a wide range of activities using a variety of resources. English language learning occurs throughout the school day in all subjects, as well as during specific English language lessons.

Students will be introduced to the learning objectives below during EY1. In EY2, students review and consolidate these skills and understandings with the expectation that most EY2 students are able to apply all of the objectives by the end of the school year.

Listening & Speaking	Viewing & presenting	Reading	Writing
Learners: use gestures, actions, body language and/or words to communicate needs and to express ideas repeat/echo single words	*Learners:* reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise	*Learners:* enjoy listening to stories choose and “read” picture books for pleasure locate and respond to aspects of interest in self-selected texts (pointing,	*Learners:* differentiate between illustrations and written text write their own name independently

EY2 Curriculum Handbook

use single words and two-word phrases in context follow classroom directions and routines, using context cues name classmates, teachers and familiar classroom and playground objects understand simple questions and respond with actions or words interact effectively with peers and adults in familiar social settings tell their own stories using words, gestures, and objects/artifacts listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words join in with poems, rhymes, songs and repeated phrases in shared books realize that people speak different languages Use mother tongue (with translation, if necessary) to express and explain ideas	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 attend to visual information showing understanding through play, gestures, facial expression 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	examining pictures closely, commenting) show curiosity and ask questions about the 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 handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end indicate printed text where the teacher should start reading distinguish between pictures and written text, for example, can point to a picture when asked	begin to discriminate between letters/characters, numbers and symbols listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction show an awareness of sound–symbol relationships and begin to recognize the way that some familiar sounds can be recorded show curiosity and ask questions about written language experiment with writing using different writing implements and media use their own experience as a stimulus when drawing and “writing” 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 participate in shared writing, observing the teacher’s writing and making suggestions

EY2 Curriculum Handbook

	listen to terminology associated with visual texts and understand terms such as colour, shape, size.	join in with chants, poems, songs, word games, and clapping games, gaining familiarity with the sounds and patterns of the language of instruction select and re-read familiar texts from memory	

The Arts

Students learn to respond and create different forms of art: visual arts, music, dance and drama. Classroom teachers teach visual arts and a specialist teaches music once a week. Students engage in activities connected to the unit of inquiry as well as subject specific art lessons which allow students to explore concepts and techniques. Dance and drama are often integrated into visual arts and music lessons.

During EY2, students will explore themselves as musicians through singing, dancing and playing. Students will play musical games and sing songs about the concepts they are studying in their units of inquiry. Students will be exposed to a variety of visual art forms and use different materials when creating their own works of art.

Personal Social Physical Education (PSPE)

At ISB, we value the development of personal, social, and physical well-being. All teachers share responsibility for this. Class teachers dedicate time during the school day, often during circle time, to help students develop and understanding of their own identities and discover ways to foster and sustain positive interactions. The class teacher chooses activities which are developmentally appropriate and specific to strengthening the class and local community.

Physical education (PE) is taught once a week by a specialist teacher. During PE students develop an understanding of the factors that contribute to developing a healthy lifestyle. Throughout EY2, students engage in activities which help them develop their gross

EY2 Curriculum Handbook

motor skills. They will participate in a variety of activities including, indoor and outdoor games, dance and yoga. Additionally, students visit an outside venue to learn ice skating and swimming as part of our PE program.

Information and Communication Technology (ICT)

ICT learning is led by all teachers throughout the curriculum and responsible digital citizenship is emphasized when using ICT tools. ISB students are taught to use ICT as a tool for communication, creativity and collaboration. The classrooms are equipped with Smartboards and ipads are used regularly.

EY2 Curriculum Handbook

How can I stay informed/learn more about the curriculum?

There are several opportunities throughout the school year that will help build an understanding of the curriculum and the way in which we teach at ISB.

Coffee Hours are held once a month for parents and teachers to participate in workshops which focus on understanding one part of the curriculum. These workshops are organized and often lead by the PYP coordinator.

SeeSaw is an online portfolio where teachers post everything from pictures of daily learning experiences, homework, rubrics and assignments. You can download the SeeSaw App and stay informed about your child's learning at school.

Conferences provide an opportunity for teachers, parents and students to communicate about the learning process and identify next steps. Conferences will occur after each unit.

Classroom involvement is always welcome at ISB. We value parents as active members of the learning community and encourage parents to get involved as much as possible. With our open door policy, you are always welcome to visit the classroom. In addition, the classroom teacher will be in touch about volunteer opportunities, for instance, as a helper during trips, a guest speaker, or a surprise reader.

To learn more about the PYP curriculum you can reference the PYP page of the IB website: www.ibo.org or contact the PYP coordinator: jennifer.berry@isob.cz