



# **PYP Curriculum**

**Handbook**

**K3 to Grade 5**

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## Curriculum Stages

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From K1 up to the end of Grade 5 the curriculum at Berlin British School (BBS) is based upon the framework of the International Baccalaureate Primary Years Programme (PYP).

<b>Phases</b>	<b>Year Group</b>	<b>Age</b>
<b>Early Years</b>	K1	3-4
	K2	4-5
	K3	5-6
<b>Primary</b>	Grade 1	6-7
	Grade 2	7-8
	Grade 3	8-9
	Grade 4	9-10
	Grade 5	10-11

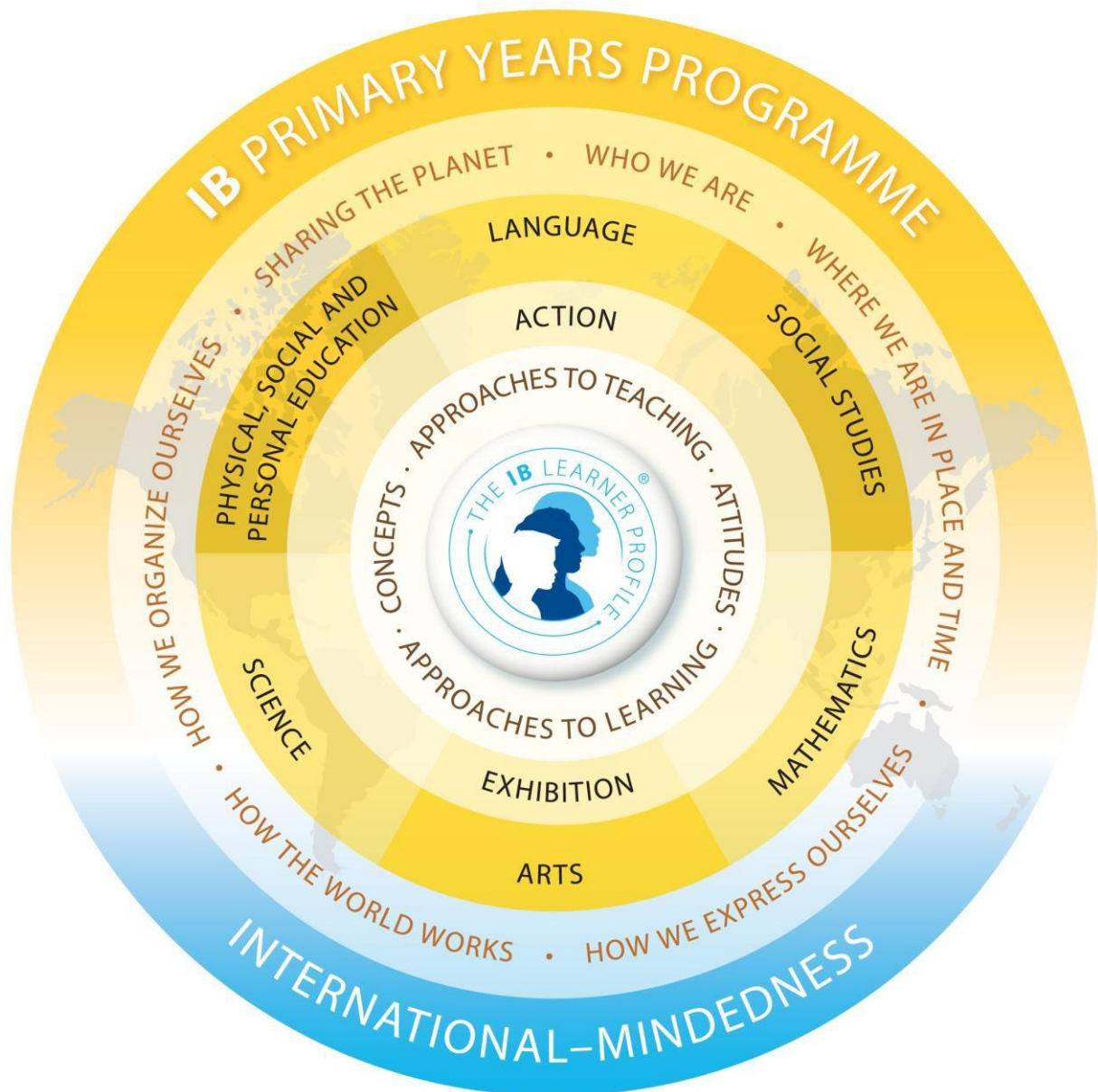
BBS accommodates these phases over two separate school sites:

**Early Years**

Toddlers, K1 and K2

**Primary School**

K3 through to Grade 5



# INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

## Overview

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Berlin British School implements the International Baccalaureate Primary Years Programme, known as the PYP. The PYP is an International Curriculum for students aged 3 - 11 years. It focuses on the development of the whole child, addressing social, physical, emotional and cultural needs. At the same time, it gives children a strong foundation in all the major areas of knowledge: Languages, Mathematics, Science, Social Studies, Visual Arts, Music, Personal and Social Education and Physical Education. The PYP strives to help children develop an international perspective – to become aware of and sensitive to the points of view of people in other parts of the world.

### The IB Learner Profile

At the heart of the PYP is the IB Learner Profile.

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

As IB learners we strive to be:

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions
<b>Communicators</b>	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.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open minded</b>	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.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Risk Taker</b>	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 recognise our interdependence with other people and with the world in which we live.

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

In the PYP a balance is sought between the acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsibility for action.

The PYP framework consists of five essential elements.

**Knowledge** Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.

**Concepts** Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

**Skills** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

**Attitudes** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

**Action** Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.

## Knowledge

The knowledge component of the PYP is organised under six transdisciplinary themes.

### The six Transdisciplinary themes are:

**Who we are** – an inquiry into the nature of self; beliefs and values; physical, mental social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

**Where we are in place and time** – 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, from local and global perspectives.

**How we express ourselves** – an inquiry into the ways in which we discover and express ideas, feelings, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

**How the world works** – 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

**How we organise ourselves** – an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

**Sharing the planet** – 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.

These themes are intended to help children make sense of themselves, of other people, and of the physical environment, and to give them different ways of looking at the world. The students explore each theme by engaging with a Unit of Inquiry. In each Unit of Inquiry teachers pose a series of open-ended questions that encourage students to explore all of its aspects.

## Concepts

Through the context of the units of inquiry students are assisted in developing their understanding of eight key concepts:

**Form** – What is it like? **Function** – How does it work? **Change** – How is it changing?

**Connection** – How is it connected to other things?

**Causation** – Why is it like it is?

**Responsibility** – What is our responsibility?

**Perspective** – What are the points of view?

**Reflection** – How do we know?

Students look for answers to these questions in a variety of ways. They conduct surveys and analyse the results; they collect data, plot graphs, and look for patterns. They observe and measure physical characteristics, and develop and test hypotheses.

### Transdisciplinary Skills

Complementing the acquisition of knowledge and understanding of the concepts within each curriculum area, five sets of Transdisciplinary Skills are including in the framework.

- **Thinking skills** – acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation.
- **Social skills** – accepting responsibility, respecting others, cooperating, resolving conflict, group decision making and adopting a variety of group roles.
- **Communication skills** – listening, speaking, reading, writing, viewing, presenting, non-verbal communication.
- **Self-management skills** – gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour and informed choices.
- **Research skills** – formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data, presenting research findings.

These are taught explicitly and implicitly throughout each unit of inquiry and within each curriculum area. The transdisciplinary skills cross subject boundaries, thus allowing students to apply them in all areas of the curriculum as well as in life outside of the formal school context.

### Attitudes

While recognising the importance of knowledge, concepts and skills, these alone do not make an internationally minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and of the group.

In PYP schools, students should demonstrate:

<b>Appreciation</b>	Appreciating the wonder and beauty of the world and its people.
<b>Commitment</b>	Being committed to their own learning, persevering and showing self-discipline and responsibility.
<b>Confidence</b>	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
<b>Co-operation</b>	Co-operating, collaborating, and leading or following as the situation demands.
<b>Creativity</b>	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
<b>Curiosity</b>	Being curious about the nature of learning, about the world, its people and cultures.
<b>Empathy</b>	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
<b>Enthusiasm</b>	Enjoying learning and willingly putting the effort into the process.



<b>Independence</b>	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
<b>Integrity</b>	Being honest and demonstrating a considered sense of fairness.
<b>Respect</b>	Respecting themselves, others and the world around them.
<b>Tolerance</b>	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

### Action

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. An example might be when a student has been learning about recycling at school, they encourage their family to recycle at home.

Through engaging with all five essential elements of the PYP your child will:

- develop a deep understanding of important concepts
- conduct research into knowledge which has local and global significance
- acquire and practice a range of essential skills
- be encouraged to develop positive attitudes towards learning, the environment and other people
- have the opportunity for involvement in responsible action and social service

### Berlin British School Programme of Inquiry

Teaching and learning in Early Years and Primary School is based around the Programme of Inquiry. This is made up of Units of Inquiry, which give the children significant, engaging, and relevant and challenging learning experiences, driven by a set of key questions, which are conceptually based. Children are involved in a range of learning activities, planned in response to the key questions. The Programme of Inquiry draws together elements of different disciplines into a meaningful whole. Children in K1 and K2 undertake 4 units of inquiry per year while K3 and Grades 1-5 undertake 6 units of inquiry per year.

For further information on the Programme of Inquiry for the current school year, please see the Programme of Inquiry document in the Primary School section of our school website.

## Areas of Learning and Development

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### Language – English, German and English as an Additional Language

The development of language is fundamental to the need to communicate, it supports, and enhances our thinking and understanding. The learning process simultaneously involves learning language, learning about language and learning through language.

All mainstream classes are taught in and through the English Language. Students learn German through two differentiated groups – German as a native language and German as a foreign language. To be able to gainfully access the curriculum, students who join BBS without English Language skills, attend ‘English as an Additional Language’ (EAL) classes during their first academic year at the school. After this twelve-month intensive set of classes, they are supported by Learning Support Assistants in the classrooms.

Language learning in Early Years and Primary School takes place within the context of the units of inquiry and also as a separate subject. The overall expectations for language learning are described in five developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

There are four strands within the Language Framework:

- Oral language – listening and speaking
- Visual language – viewing and presenting
- Written language – reading
- Written language – writing

### **Oral Language — Listening and Speaking**

#### **Overall expectations**

##### **Phase 1**

Learners show an understanding of the value of speaking and listening to communicate. They recognise 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.

##### **Phase 2**

Learners show and understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

##### **Phase 3**

Learners show and understanding of a 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.

##### **Phase 4**

Learners show and 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.

## Phase 5

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.

## Visual Language — Viewing and Presenting

### Overall expectations

#### 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.

#### 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.

#### Phase 3

Learners show an understanding that visual text may represent reality or fantasy. They recognise 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 organise and represent information.

#### 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 able to discuss how visual texts are used to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

#### Phase 5

Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are 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.

## Written Language — Reading

### Overall expectation

#### Phase 1

Learners show an understanding that print represents the real or the imaginative world. They know that reading gives them knowledge and pleasure, that 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 sound and the words they are “reading” to construct meaning.

#### Phase 2

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

### **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 recognise that the structure and organisation of text conveys meaning.

### **Phase 4**

Learners show an understanding of the relationship between reading, thinking and reflection. 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.

### **Phase 5**

Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment; not only in the process, but also in the access it provides them to further knowledge about, and understanding of, the world.

## **Written Language — Writing**

### **Overall expectations**

#### **Phase 1**

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

#### **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.

#### **Phase 3**

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance 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.

#### **Phase 4**

Learners show an understanding of the role of the author and are able to take on the responsibility of authorship. They demonstrate an understanding of story structure and are able to make critical judgements about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

#### **Phase 5**

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 can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

## Mathematics

Mathematic learning in Early Years and Primary School takes place within the context of the units of inquiry and also as a separate subject. The overall expectations for mathematics learning are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

There are five knowledge strands within the Mathematics framework:

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

## Data Handling

### Overall expectations

#### Phase 1

Learners will develop an understanding of how the collection and organisation 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.

#### Phase 2

Learners will understand how information can be expressed as organised 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.

#### Phase 3

Learners will continue to collect, organise, 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 summarise a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically. Phase 4

Learners will collect, organise and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarise 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.

## Measurement

### Overall expectations

#### 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.

#### 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.

#### 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.

#### 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.

## Shape and Space

### Overall expectations

#### 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.

#### 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.

#### 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.

**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 visualise 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.

**Pattern and Function****Overall expectations****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

**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.

**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.

**Phase 4**

Learners will understand that patterns can be represented, analysed and generalised 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.

**Number****Overall expectations****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

**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.

### **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.

### **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.



## Science

Science learning in Early Years and Primary School takes place within the context of the units of inquiry. The overall expectations for Science learning are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

In Science knowledge and conceptual understandings are arranged into five strands:

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy
- Human and natural environments

### Overall expectations

#### Phase 1

Learners 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 recognise basic cause and effect relationships. Learners 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. Learners will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

#### Phase 2

Learners 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. Learners will examine change over varying time periods, and will recognise that more than one variable may affect change. They will be aware of different perspectives and ways of organising the world, and they will show care and respect for themselves, other living things and the environment. Learners will communicate their ideas or provide explanations using their own scientific experience.

#### Phase 3

Learners 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. Learners 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 recognise 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 organising the world, and they will be able to consider how these views and customs may have been formulated. Learners 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. Learners will communicate their ideas or provide explanations using their own scientific experience and that of others.

#### **Phase 4**

Learners 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. Learners 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 recognise that change may be affected by one or more variables. Learners will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organising the world, and they will be able to consider how these views and customs may have been formulated. Learners will examine ethical and social issues in science-related contexts and express their responses appropriately. 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. Learners will communicate their ideas or provide explanations using their own scientific experience and that of others.

## Social Studies

Social Studies learning in Early Years and Primary School takes place within the context of the units of inquiry. The overall expectations for Social Studies learning are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

The knowledge content and conceptual understanding of the Social Studies curriculum is divided into five strands:

- Human systems and economic activities
- Social organisation and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

### Overall expectations

#### Phase 1

Learners 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 organise 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 recognise important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

#### Phase 2

Learners 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 fulfil and the different ways that people interact within groups. They will recognise connections within and between systems by which people organise 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. Learners will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognising 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.

#### Phase 3

Learners 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 organised within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognise 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. Learners will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognising 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.

#### **Phase 4**

Learners will recognise 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 organised 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. Learners 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 realise 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. Learners will consolidate their understanding of time, recognising 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.

## Visual Art

The Visual Art curriculum is divided into two strands: Creativity and Responding. These strands allow the students to learn specific skills within a creative framework, they allow the student to simultaneously create and respond to art. The overall expectations for Visual Art learning are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

### Overall Expectations

#### Phase 1

Learners will show an understanding that Visual Art is a form of expression to be enjoyed. They know that the Visual Arts use symbols and representations to convey meaning. They are able to interpret and respond to different art forms, including their own work and that of others.

They will enjoy working both individually and in small groups. They will begin to develop an understanding of the varied functions and uses of different materials and tools. They will learn to choose the best materials and tools for a particular task and to care for them appropriately.

#### Phase 2

Learners show an understanding that ideas, feelings and experiences can be communicated through Visual Art. They will use first-hand *source materials*, including their immediate environment and their imagination as an inspiration for their work. They will continue to explore the use of a wide variety of materials, tools and *media*. Learners will be exposed to and will respond to artworks from different cultures and time periods and will become familiar with the process of reflection and how to appreciate their own and others' artworks.

#### Phase 3

Learners show an understanding that ideas, feelings and experiences can be communicated through Visual Art. They will begin to recognise their own preferences in art and will develop this interest by exploring and experimenting with a variety of tools, materials and *techniques*. They will exhibit greater control and purpose in their use of a variety of *media* and tools. They will make initial *sketches* and will be aware that a piece of artwork requires thought, planning, effort and revision. They will respond reflectively to the artwork of others.

#### Phase 4

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in the Visual Arts. They will develop the skill of looking critically at artworks and *artefacts* from different cultures and time periods. They can analyse different art forms and identify common or recurring themes or issues. They accept feedback from others. They will continue to develop skills of observation and to seek out a variety of resources. They will be confident in the everyday use of *sketchbooks* for recording observations, ideas, *pattern* and colour. They will choose the appropriate materials for the task, building on previous skills and experiences when using a variety of materials. Students will work effectively, both alone and in groups, and will be sensitive to the work of others, suggesting modifications and discussing reactions constructively. They will be aware of the elements and principles of art and design and apply these in the context of their own artwork.

## Music

In the Early Years and Primary School, the Music curriculum is taught by a specialist teacher and learning takes place within the context of the units of inquiry and as a separate subject. The overall expectations for Music learning are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

### Overall Expectations

#### Phase 1

Learners will join together in musical activities, using their voices and simple instruments to develop concepts about sound and musical awareness. They will participate both individually and in groups in games, songs, and creative movement activities. Learners will develop musical ideas in composition using musical notation. They will begin to develop an awareness and appreciation of music from different cultures.

#### Phase 2

Learners will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Learners will sing and play a variety of songs and pieces with an awareness of beat. They will have the opportunity to experiment with sounds in composition tasks and to make expressive use of musical elements such as pitch and rhythm. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures and be able to describe and compare sounds using simple appropriate musical vocabulary.

#### Phase 3

Learners will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, learners will develop the ability to perform accurately and confidently, making expressive use of musical *elements*. They will control and develop musical ideas in composition and will use notation as an aid to storing and refining ideas. They will listen with greater understanding to a range of music from different times and places.

#### Phase 4

Learners will develop musical ideas in composition using musical notation. They will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Learners will experience a wide range of songs in different languages and from different times, and will perform them with sensitivity and accuracy. They will create their own music and perform it to others using increasingly sophisticated instruments, and be able to interpret the music of others through the understanding of complex notation. They will continue to develop their understanding of music from different sources and cultures.

## Personal and Social Education

In the Early Years and Primary School, the development of personal and social well-being takes place within the context of the Units of Inquiry and across all areas of the curriculum and school life. The overall expectations for personal and social education are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

### Overall expectations

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

#### 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 behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence. Learners recognise 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.

#### 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 analyse 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. Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilising 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.

#### 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 recognise and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives. 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 recognise 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.

## **Residential Camps**

Years Four, Five and Six attend week (5 days, 4 nights) long residential camps. These residential camps are activity based and housed within purpose-built facilities. A residential camp is a key characteristic in student learning here at Berlin British School. In addition to it complimenting the learning that takes place in the classes, it provides children with the opportunity to develop their independence, build positive relationships with their peers and provide hands on life enriching experiences.

As a part of the German Language Programme students in Grade 2 have the opportunity to have a ‘sleep over’ at school during the summer term.



## Physical Education

In Early Years, Physical Education is taught by the Enricher and in Primary School by specialist teachers and learning takes place within the context of the units of inquiry and as a separate subject. The overall expectations for Physical Education learning are described in four developmental phases with each phase building upon and complementing the previous one. These phases cover BBS students from K1 through Grade 5.

### Overall expectations

#### Phase 1

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

#### Phase 2

Learners will recognise the importance of regular exercise in the development of well-being and identify healthy food choices. They will communicate their understanding of the need for good hygiene practices and reflect on the interaction between body systems during exercise. They will explain how the body's capacity for movement develops as it grows and use and adapt basic movement skills (gross and fine motor) in a variety of activities. They will explore different movements that can be linked to create sequences and display creative movements in response to stimuli and express different feelings, emotions and ideas. They will reflect upon the aesthetic value of movement and movement sequences. Learners will understand the need to act responsibly to help ensure the safety of themselves and others.

#### Phase 3

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

#### Phase 4

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

## Assessment

### Philosophy

Assessment at Berlin British School identifies what students know, understand, can do, and feel at different stages in the learning process.

### Purpose of Assessment

The purpose of assessment at Berlin British School (BBS) is to promote student learning, to inform about student learning and to evaluate our programme's effectiveness.

### Types of Assessment

**Diagnostic/Pre-Unit Assessment** provides information on what is already known and understood by a student.

**Formative Assessment** provides information that is used to plan the next stage in learning. It is interwoven with teaching and learning. Formative assessment promotes learning by providing students with regular and frequent feedback.

**Summative Assessment** provides teachers and students with clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

### Principles of Assessment

The following criteria for effective assessments are applicable to both formative and summative assessment. Effective assessments allow students to:

- know and understand in advance the criteria for producing a quality product or performance
- synthesise and apply their learning, not merely recall facts
- participate in reflection, self- and peer-assessment to analyse their learning and understand what needs to be improved
- demonstrate a range of knowledge, conceptual understanding, attitudes and skills
- share their learning and understanding with others and highlight their strengths
- express different points of view and interpretations
- use a variety of learning styles, multiple intelligences and interests to express their understanding
- produce evidence of student growth and learning that can be clearly reported and understood by children, parents, teachers, administrators, and board members

### Documentation

Teachers use a range of methods to document student learning as a means of assessing student understanding. This may include, but is not limited to, videos, audio, photographs and graphic representations.

## Portfolios

These are collections of children’s works that are designed to demonstrate successes, growth and higher order thinking and reflection over the school year.

## Reporting

At BBS Primary School student progress is measured against the expected learning outcomes for their age group.

Parents can expect feedback on their child’s progress both verbally in Parent Teacher Conferences, and in written format.

The annual Reporting Cycle at the Primary School at BBS is as follows:

<b>Autumn Term</b>	<i>September</i> Welcome evening for parents, to meet staff and be given an introduction to the PYP programme for the child’s year-group <i>October/ November</i> Settling in Parent/Teacher Conference <i>December</i> Written report
<b>Spring Term</b>	February /March – Parent /Teacher Conference
<b>Summer Term</b>	<i>May/ June</i> Student Led Conferences <i>July</i> Summative written report for the academic year

## Parent/Teacher Conferences

These are held in both the Autumn and Spring; parents are invited to spend ten minutes with the class teacher to discuss academic progress and social and emotional development. There is also the opportunity to meet with single subject teachers.

## Student Led Conferences

These are held during the Summer Term, student-led conferences involve the student and the parent. The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. They share their successes and their challenges, and guide their parents through a typical learning experience in different curriculum areas. Teachers play an active role during the preparation for these conferences, but on the day, the students themselves take the lead, with support as needed from the teacher.

## Written Reports

Written reports are sent out twice a year. They inform parents of progress in

- English
- Mathematics
- Unit of Inquiry
- German

- Music
- PE

as well as including comments on the student's social interaction, and any contributions to the wider school community.

In Grades 1-5, progress is reported under the following headings:

- *Requires support to meet proficiency*
- *Developing proficiency independently*
- *Meets with proficiency*
- *Meets with excellence*

In K3, the headings are as follows:

- *Introduced*
- *Emerging*
- *Progressing*
- *Proficient*

Detailed descriptions of each heading can be found on the report.

K1 and K2 reports contain narrative comments on the student's academic and social progress

## **Grade 5 Exhibition**

The Exhibition is a culmination of learning throughout the PYP. The subject of the Exhibition is a student-selected, real-world problem, which warrants an extended investigation. Students collaboratively develop and present their understanding to peers, teachers and parents.

### [International Mindedness](#)

Within the context of the Early Years and Primary School Programme students learn in, through and about the world in which they live. The Units of Inquiry are designed to draw upon local and international resources, to provide students with the opportunity to inquire into issues through multiple perspectives. Through focusing upon being internationally minded students learn about other peoples, countries and the environment.