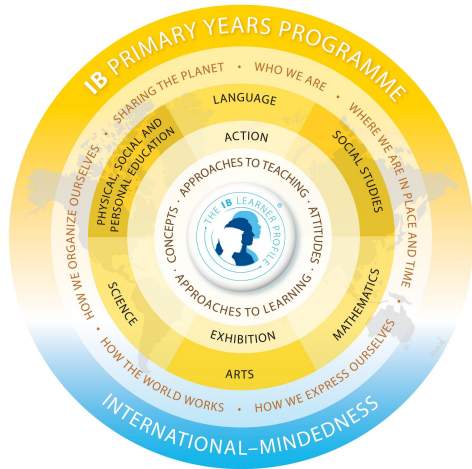


# Early Learning 5 Curriculum Guide

School Year 2021 - 2022

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As an International Baccalaureate (IB) World School, we at Bonn International School are committed to the Primary Years Programme (PYP). This is the IB programme designed for students aged 3–12 years. At BIS, students are in the PYP from Early Learning until Grade 5. The PYP is the best preparation for the IB programmes that follow, the Middle Years Programme (MYP) in Grades 6 - 10 and the Diploma Programme (DP) in Grades 11 and 12.

The PYP is an international curriculum framework, based on best practice and research from around the world. The programme focuses on the development of the whole child, both in the classroom and in the world outside. We challenge students to excel in their learning and in their personal growth, and we aim to inspire in them a quest for learning throughout life.

### **Learning in the PYP is:**

*Inquiry-based:* We believe children learn best through structured, purposeful inquiry. Students are expected to play an active role in, and take responsibility for their own learning. Students are encouraged to ask questions, investigate and find ways to answer these questions, and to sustain this enjoyment of learning throughout life.

*Collaborative:* Learning is a social endeavour, and there is great emphasis on sharing, group work and collaboration at our school. Students learn to communicate well, to encourage each other, and to develop an open mind so they can learn from each other.

*Differentiated:* The learner is at the heart of our curriculum framework. Children come to school with a range of experiences, backgrounds and prior knowledge. Teachers in the PYP aim to design learning to suit children at all different levels of competence or experience, providing support for those who need it, and extensions for those who need more challenge.

Concept-driven: Students spend their time at school exploring and learning about important concepts that have relevance in their own lives, and that they can transfer to other contexts. Our aim is to develop students' understanding of big ideas, not just their knowledge or skills.

### **The Learner Profile Attributes**

International mindedness is defined by the IB in the attributes of the Learner Profile. The PYP curriculum design supports students in developing these attributes, which are actively modeled by all members of our learning community. The Learner Profile attributes help develop internationally minded people. We want our learners to become:

#### **Inquirers:**

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

#### **Knowledgeable:**

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

#### **Thinkers:**

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

#### **Communicators:**

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

#### **Principled:**

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

#### **Open-minded:**

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

#### **Caring:**

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

### Risk-Takers:

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

### Balanced:

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

### Reflective:

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

## Concepts

Our aim is for students to develop an understanding of big concepts, to explore these concepts in different ways, and to be able to apply their understanding of these concepts to new and unfamiliar situations. Our Units of Inquiry are organized in such a way that they offer opportunities for students to explore the **PYP key concepts** multiple times and in lots of ways throughout the PYP. These key concepts are:

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?)

## Approaches to Learning

Students develop a range of transdisciplinary skills throughout the PYP. These skills are divided into the following sets of skills:

*Communication skills*

*Social skills*

*Self-management skills*

*Research skills*

*Thinking skills*

## **Action**

We believe that real learning will lead to some action or some change in attitude or thinking. Once something is learned and fully understood, it will lead to action of some kind. Student action in the PYP can be big or small, happen at school or at home, and will develop over time. Examples of student action might be: including more people on the playground, choosing healthy foods, trying a new activity, turning off the lights when leaving a room, and lots more.

## **Early Learning Philosophy at BIS**

Students in Early Learning 5 learn through “Continuous Provision” in a mixed age setting. They are provided with learning opportunities that enable them to learn independently as well as with adult support and through short sessions of direct instruction. The areas of provision are based on the needs of the students and linked to assessment.

### **The key aspects are:**

**Flexible learning spaces:** We have two classrooms, a room for movement and an outdoor learning space available. This provides flexibility to organize the learning environment in different ways around the needs and interests of the children. This also offers opportunity for a variety of activities for the development of large motor skills.

When you walk through the rooms you will see:

- 1- a construction area
- 2- an expressive arts area
- 3- a gathering area where we meet in the morning and at the end of the day for circle time
- 4- a role play area
- 5- a table area used for snack, literacy and numeracy activities
- 6- an outdoor learning space with a sand area, water play, and structures for motor skills

**Flexible grouping:** Although each teacher has an assigned group of students for assessment and communication purposes, throughout the day, students group together based on learning needs, interests and developmental levels.

**Starting together:** We start each morning in assigned classes, which helps to develop social skills and a strong sense of community. This also helps with establishing clear routines.

**Direct instruction:** There are times when children are grouped for short periods of time to allow for direct instruction of Phonics (Letters and Sounds), Literacy and Mathematics (New Zealand Maths).

**Child-directed learning:** For parts of the day, the children are able to access all the different learning areas and resources, including the outdoor space. The adults facilitate their learning, observe and assess, and reinforce the skills that are taught during direct instruction.

**On-going assessment:** Adults track how children are using the different learning spaces to ensure that all children get everything that they need, and monitor the children to ensure children's welfare and safety.

**Why do we use this approach to learning?**

We know that young children learn and develop at very different rates and times. Using Continuous Provision allows for the learning to be differentiated and to match each student's emotional, language and physical needs. In addition, CP requires on-going use of the English language, promotes interactions between children with different interests, ability, language competency, ideas, thoughts, values, and backgrounds.

CP creates an environment that is challenging, stimulating and engaging and where children can build skills to become independent and competent as learners. Most importantly, CP promotes inquiry based-learning through play-based activities.

## The Programme of Inquiry

Each school year, EL 5 students explore six different ‘Units of Inquiry’. Two of the units are year-long inquiries. The units are designed to be relevant, significant, engaging and challenging, as well as developmentally appropriate. Our units provide the context for much of the learning in Language and Mathematics, as well as all content within Science and Social Studies. Units of Inquiry are transdisciplinary and, where appropriate and authentic, connections are also made between the units and other curriculum areas such as Music, Visual Arts, German and PE.

### Early Learning 5 Units of Inquiry 2021-2022

| <p><b>Who we are</b></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>   | <p><b>Where we are in place and time</b></p> <p>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.</p> | <p><b>How we express ourselves</b></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>   |
|--|--|--|
| <p><b>Central idea</b><br/>Understanding who we are as individuals and as a community empowers us to grow as learners.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● What it means to be me</li> <li>● The similarities and differences of those around me</li> <li>● Solving problems respectfully and with dignity</li> </ul> | <p><b>Central idea</b><br/>Reflecting on personal histories allows planning for future growth.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● How people change over time</li> <li>● How experiences affect growth</li> <li>● Reflecting on learning for growth</li> </ul>                         | <p><b>Central idea</b><br/>Stories can be told in different ways and for many different purposes.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different types of stories</li> <li>● The ways in which stories can be told</li> <li>● How storytellers use their voice and body to express themselves</li> </ul> |

| <p><b><i>How the world works</i></b></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> | <p><b><i>How we organize ourselves</i></b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>                                       | <p><b><i>Sharing the planet</i></b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>                  |
|--|---|--|
| <p><b>Central idea</b><br/>We explore and understand the world around us using our senses.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● How we experience the world</li> <li>● Using our senses to discover</li> <li>● The challenges that people live with when senses are impaired</li> </ul>              | <p><b>Central idea</b><br/>People work together to create a successful community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Roles and responsibilities of community members</li> <li>● Ways we can work together</li> <li>● How decisions are made in our class community</li> </ul> | <p><b>Central idea</b><br/>How we use resources can impact our environment and communities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● The resources we use in our lives</li> <li>● The way we use the resources has an impact</li> <li>● Our responsibility when using resources</li> </ul> |

## Languages

English is our shared language of instruction and communication. In a PYP school the focus is not just on learning language in isolation, but also on the application of language skills across the subject areas and throughout the Programme of Inquiry. Some language is taught as ‘stand-alone’, while other aspects of language are taught in the context of our Units of Inquiry. We believe students learn best when they have opportunities to learn within meaningful contexts, and when the teaching is in response to students’ needs, interests and previous experiences. Students at BIS come from a wide range of language and cultural backgrounds, which we view as a major asset to our learning community.

In a PYP language classroom:

- Students and teachers appreciate language diversity
- All students feel supported in taking risks in language learning
- There are close connections with the Media Centre, other classrooms and single subject teachers



- Students connect to the broader world through technology
- Students have many opportunities to engage with high-quality literature

Students develop skills in the following strands of language learning:

- Written Language: Reading and Writing
- Oral Language: Listening and Speaking

Our English programme encompasses a readers’ and writers’ workshop model, as well as offering opportunities to develop speaking and listening skills within an integrated programme.

Students develop skills and understandings across the four areas of language learning.

|                        |   |
|------------------------|---|
| Reading                | <ul style="list-style-type: none"> <li>● People read for different purposes</li> <li>● Print can tell us about real and imagined worlds</li> <li>● Illustrations convey meaning</li> <li>● The sounds of spoken language can be represented visually</li> <li>● There are established ways for setting our print and organizing books</li> <li>● Consistent ways of recording words or ideas enable members of a community to communicate</li> </ul>  |
| Writing                | <ul style="list-style-type: none"> <li>● Writing conveys meaning</li> <li>● People write to tell about their experiences, ideas and feelings</li> <li>● Everyone can express themselves in writing</li> <li>● The sounds of spoken language can be represented visually (letters, symbols, characters)</li> <li>● Consistent ways of recording words or ideas enable members of a language community to understand each other’s writing</li> <li>● We write in different ways for different purposes</li> </ul> |
| Speaking and Listening | <ul style="list-style-type: none"> <li>● Spoken words connect us with others</li> <li>● People listen and speak to share thoughts and feelings</li> <li>● People ask questions to learn from others</li> <li>● People community using different languages</li> <li>● Everyone has the right to speak and be listened to</li> </ul>  |

Readers and Writers Workshop:

We introduce the students to many of the components of the Readers and Writers Workshop model, based on the resources developed by the Columbia University Teacher’s College Reading and Writing Project. It allows for teachers to teach specific skills and for students to have lots of time to practice and apply the skills taught. The workshop model also allows teachers to support and challenge all students, no matter their level of competence.

Phonics:

We work with the phonics programme ‘Letters and Sounds’ to help children develop their phonetic awareness. Phonics is taught daily across Early Learning.

## German

EL 5 students have seven sessions of German every two weeks. These sessions link closely with the homeroom Units of Inquiry. We use stories, role play and different activities to provide beginners with the basics of German, and to enrich and extend the German language of children with German as a mother tongue.

## **Mathematics**

The aim of our Mathematics Programme is to develop students into confident mathematical thinkers, with a sound knowledge of numbers and the creativity to apply this knowledge to solve problems in many ways. Our main resource for teaching Mathematics is the New Zealand Numeracy Framework, an inquiry-based model for teaching mathematics. This framework involves a clear outline of progression in number knowledge and strategies, as well as rigorous assessment tools for tracking students' development. Mathematics lessons are usually differentiated, with students working on a variety of tasks in various different flexible groupings, in order to challenge and support all students, regardless their level of competency or experience. For more information on the NZ Numeracy Framework, you can go to this website: <http://nzmaths.co.nz/families>. Please note that EL5 at BIS is the equivalent of Year 1 in New Zealand.

The different strands of Mathematics are:

- Numbers (addition and subtraction, multiplication and division, proportion and ratios)
- Geometry and Measurement
- Statistics and Probability

In EL5, students work within the Number Strand for about 70/80% of the Mathematics teaching time. Students in EL5 typically work through Stages 2 and 3 of the Numeracy Framework. Specific outcomes in Stages 2 and 3 are:

### Number Knowledge

- Instantly recognize patterns to 5, including number patterns-
- Identify all the numbers in the range 0-20 (at least)
- Say the forwards and backwards number word sequence in the range 0-20 (at least)
- Order the numbers in the range 0-20 (at least)
- Instantly recognize patterns to 10 including finger and tens frame patterns, and doubles
- Recall facts within 5 and doubles to 10

### Number Strategies

- Solve addition problems to 20 by joining sets and counting all the objects
- Solve addition problems to 20 by counting all the objects in their head
- Solve subtraction problems to 20 by separating sets and counting all the objects
- Solve subtraction problems to 20 by counting all the objects in their head
- Count up to 50 objects by grouping the objects in tens

- Solve addition and subtraction problems with decade numbers by counting tens in their heads
- Find halves and quarters of sets, regions and objects by sharing

#### Geometry in EL5:

- Identify 2D shapes by name (triangle, square, oblong, circle, oval, pentagon, hexagon and diamond)
- Classify 2D shapes according to how many sides they have
- Use the language 'side' and 'corner' in describing shapes
- Describe shape attributes in their own language
- Describe where objects are using the language of position
- Give and follow instructions using the language of position and direction
- Identify lines of symmetry in objects
- Make patterns which have line symmetry
- Describe line symmetry in their own words

#### Measurement in EL5:

- Compare lengths from the same starting point
- Use materials to make a long or a short construction
- Use materials to compare large and small areas
- Compare the length of two objects
- Select objects which are about the same length as a given object
- Order three or more objects by length
- Compare a group of objects by length
- Measure length with non-standard units
- Use measuring language to compare length, width and height
- Push, pull, lift and handle objects in order to become aware of mass
- Compare 2 masses by pushing and lifting
- Pack materials and fill containers
- Pour liquids from and into containers
- Compare the volume of two containers by packing or pouring
- Order the volume of three or more containers by packing or pouring
- Recognize that an amount of liquid stays the same when poured into a container of a different shape
- Use non-standard volume units to fill a container and count the number used
- Build with blocks and count the number of blocks used
- Compare and order volumes of containers using non-standard volume units
- Sequence events within a day
- Describe a duration as long or short
- Name and order the days of the week
- Describe objects as hot or cold
- Describe the day as hot or cold

- Compare the temperature of two objects
- Order a group of 2 or more objects by temperature

## **Personal, Social and Physical Education (PSPE)**

### Personal and Social Education

The development of a student's well-being is addressed in all areas of the PYP curriculum. Therefore, students' social, personal and emotional development is the shared responsibility of all teachers at BIS. Children are given guidance to help develop positive attitudes and behaviours in order to meet challenges, make healthy lifestyle choices and become successful learners.

### Physical Education

Physical Education at BIS is about more than just student participation in sports and games. Its purpose is to develop a combination of transferable skills promoting physical, intellectual, emotional and social development. During the PYP, we endeavor to provide meaningful opportunities for learning about movement and through movement in a range of contexts.

Students in EL5 have PE lessons in the Sports Hall. We ask that they have appropriate shoes for these kinds of activities. Depending upon the time of year, some lessons take place outside on our playing fields.

PE units in EL5 include:

- Gymnastics
- Invasion Games
- Movement to Music
- Adventure Challenge
- Games for body development

## **Arts and Music**

Art and Music are taught by two separate specialist teachers. During these sessions, EL5 students are exposed to fundamental skills for both of these subjects.

*Music* in EL5 at BIS is all about exploring instruments and developing coordination and motor skills, vocal expression and basic ensemble playing. Students are exposed to the following components:

- Exploring small percussion instruments
- Playing melodic patterns on the Glockenspiel
- Rhythmic drumming exercises

- Vocal exercises - including Solfege (Do, Re, Mi,...)
- Exploring 'Stories and Music' (Drama)
- Performing

## Assessment and Reporting

In the PYP, assessment is integral to all teaching and learning. We use assessment data to inform our planning. This enables us to differentiate our programme so that each student is included, engaged and challenged at their own level.

Teachers use a range of assessment strategies and tools for formative (assessment FOR learning) and summative (assessment OF learning) assessments. Students are also involved in learning how to assess, and reflect on, their own and others' work.

In EL5 formative assessment is recorded in Tapestry. This is an online assessment, journal and reporting tool. Teachers use it to record student progress, and to plan for their next steps in learning. Parents log on to see and respond to examples of their children's learning.

## Annual Reporting Cycle

There are several opportunities each year for parents to be informed about their child's progress at school. In addition to the scheduled conferences, parents are encouraged to engage in open conversations with their child's teachers throughout the year, and can make appointments to speak with the teachers whenever they so wish. Teachers may also request additional meetings with parents if needed. Parents are also kept up to date through regular posts on the digital portfolios, Seesaw and Tapestry.

Scheduled reporting times are:

|         |  |
|---------|--|
| October | Students in Early Learning will participate in a three-way meeting with the teacher and parent to establish learning goals for the year. |
| January | Parent/teacher conferences are scheduled where you can discuss the progress your child is making.  |
| May     | Parents are invited in for a student-led conference whereby each student will talk through their learning progress with their parents.   |
| June    | At the end of the year, parents receive a formal written report for the academic year.   |

## **Student Support**

At BIS, we have a range of ways in which we support our students. We believe that sound relationships between teachers, support staff and students, as well as between students, are vital to ensure a good learning environment. Our aim is for all our students to feel safe, to feel accepted, to feel included and to feel cared about. We have a Primary School Counselor, who works with those students who might need some additional emotional or social support. She also works with whole classes on issues that might impact all children, such as bullying or safety issues.

The philosophy of the Learning Support Department is to empower students with learning differences to become confident, independent, well-balanced, responsible global citizens who can self-advocate and find their own path to success. Our Learning Support Programme is designed for students with mild to moderate learning difficulties. The LS teachers work in collaboration with homeroom teachers and parents to ensure that these students can make progress and show academic growth. More information is available in our Learning Support Handbook.