INTERNATIONAL SCHOOL
OF ZUG AND LUZERN

respect | motivate | achieve

Primary School
Curriculum Handbook

Mission

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of the opportunities and challenges in a spirit of enthusiastic inquiry.

Vision

We help every student turn their learning into action, creating the opportunity to stretch themselves further and achieve more than they believe possible.

International School of Zug and Luzern

A Community of Learners

Centred on the Learner

Emotional

Meaningful

Our ISZL Learning Principles

Connected

Challenging

Informed by multiple assessments

Our ISZL **Learning Principles** ensure that our students' experiences, from Primary School to High School, are intentionally designed so everyone has the opportunity to stretch and succeed.

The Primary School Learning Programme

From **Early Years 1 through to Grade 5,** the International School of Zug and Luzern uses the International Baccalaureate Primary Years Programme (PYP) to design and facilitate powerful learning

The PYP is a comprehensive, inquiry-based approach to teaching and learning, encouraging teachers to integrate its learning principles so students build a depth of understanding of all subjects and grow into independent and lifelong learners.

MORE THAN JUST SUBJECTS

We support students in building the tools needed to acquire, organise, and communicate knowledge. We work systematically to develop and practice skills through the PYP years, each year providing a foundation on which the next year can build.

★ **Communication Skills** Students develop their ability to listen, speak, read and write. In addition, they construct and interpret visuals and multimedia using appropriate technology.

★ **Self-Management Skills** Students work on time management, organisation, safety, good behaviour, informed choices, and a healthy lifestyle.

★ **Research Skills** Students learn how to formulate questions; collect, organize and interpret data; and present research findings.

★ **Thinking Skills** Through the inquiry method, students learn to apply, analyse, synthesise, and evaluate the knowledge they have acquired.

★ **Social Skills** Students learn how to work cooperatively in a group, resolve conflicts, listen to others, complete tasks, and recognise other people's viewpoints.

MORE THAN JUST SUBJECTS

The 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:

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

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

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

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

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

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

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

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

ASSESSMENT IN PRIMARY SCHOOL

Assessment in the primary school has four dimensions: **monitoring, documenting, measuring and reporting on learning**. Each of these aspects has its own function and is weighted differently but all work together to inform learning and teaching.

Teachers use a range of assessments and multiple data points to evaluate student progress and analyse learning to guide decisions about learning and teaching.

(IB, Assessment, From Principles to Practice, 2019)

Figure AS03: Assessment to inform learning and teaching

Monitoring learning

Documenting learning

Measuring learning

Reporting on learning
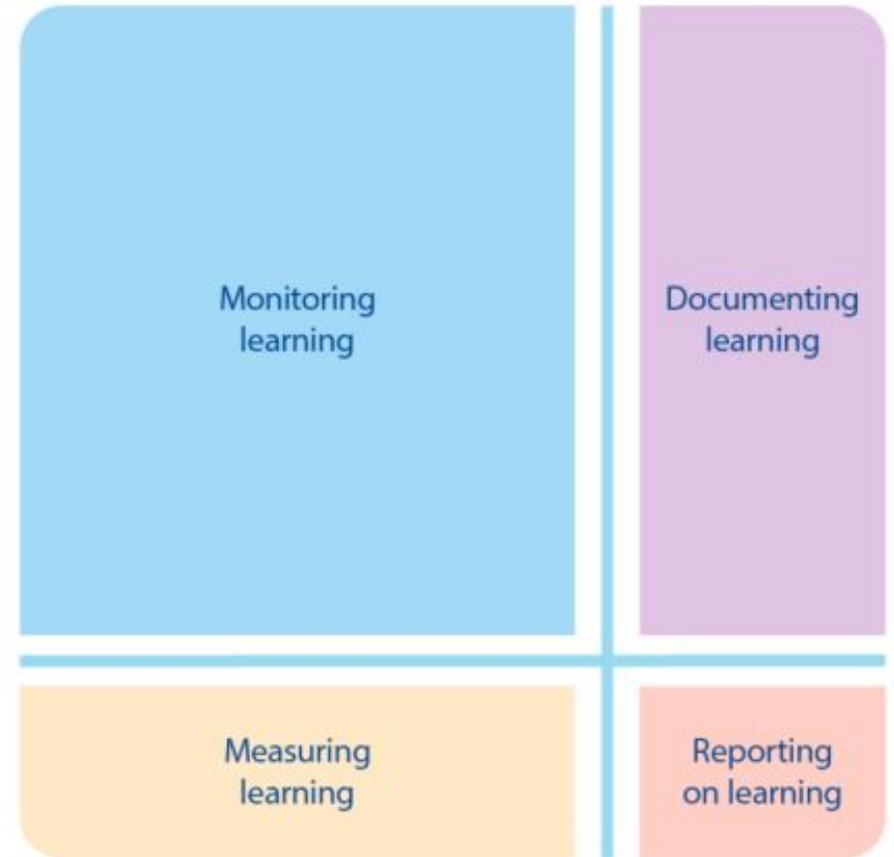
Programme of Inquiry

The transdisciplinary programme of inquiry at each **grade level consists of six transdisciplinary themes** (four in EY1-Kindergarten) of global significance through which students broaden their learning by developing their conceptual understandings, strengthening their knowledge and skills across, between and beyond **different subject areas**.

Programme of Inquiry Transdisciplinary Themes

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Who We Are	Where We Are in Place and Time
An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.
How We Express Ourselves	**How the World Works**
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.
How We Organize Ourselves	**Sharing the Planet**
An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between; access to equal opportunities; peace and conflict resolution.

Looking for more detail about the units in each grade level?

Click here for Early Years 1 - Grade 1   Click here for Grade 2-5

The Curriculum Scope and Sequence

At ISZL, we indicate **expected phase levels for each Grade** and acknowledge that learners within a grade level will be observed working within a range of phase levels. Therefore, the focus is on planning for this diversity and supporting students to make continued, personal progress rather than describing a set of expected outcomes at each Grade level. Indeed, the International Baccalaureate highlights:

'*Learning is a developmental process… the learner does not always progress through age related stages in a strictly linear fashion.*' (Making the PYP Happen, IB, 2009)

Overall expectations for students knowledge, skills and understanding with specific learning outcomes are outlined for each phase within the ISZL scope and sequence documents.

You will see on page 11 the range of phases expected within each Grade. Children will be working at different levels within the classroom, and teaching is differentiated to support each student's growth and development.

Phase Expectations in the Primary School

	Early one	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4
EY1, EY2, Kindergarten	███	███						
Grade 1		███	███	███				
Grade 2			███	███	███			
Grade 3				███	███	███		
Grade 4					███	███	███	
Grade 5						███	███	███

The blue band indicates achieving within expectations for the <u>end of grade level.</u>

Language

'Language is the major connecting element across the curriculum. Therefore, the focus is not only on language for its own sake, but also on its application across the subjects and throughout the transdisciplinary programme of inquiry. It also facilitates connections with the wider community and provides a vehicle for inquiry.'

(IB, Language Scope and Sequence, 2018)

Wherever possible, language is taught through the relevant and authentic context of the transdisciplinary programme of inquiry. At ISZL we have a balanced approach to language learning with experiences provided both within and outside the programme of inquiry.

At ISZL, students learn language, learn about language and learn through language. Students learn language by **speaking and listening, viewing and presenting, reading and writing.** Teachers use a variety of strategies to model, guide and support students. When learning through language, students listen to and use language with others in their everyday lives to make connections, share ideas and reflect on the learning and understanding. When learning about language, students develop their understanding about how language works by exploring the functions and conventions of language.

A more detailed guide to all Primary School Language conceptual understandings and example learning outcomes for all phases can be found in this scope and sequence document.

Language Phase 1

Speaking and Listening: Students will understand the value of speaking and listening to communicate, they will recognise sounds and explore symbolic representations of them. Students will use spoken language to describe, to initiate and explore relationships, to question and inquire.

Viewing and Presenting: Students will explore visual language in the world around them to understand it conveys meaning. They will respond and interpret visual texts.

Reading: Students will understand how print can represent the real or imagined world. They will explore how reading can give knowledge and pleasure and can be a social or individual activity. They will begin to explore the concept of a 'book' and some of its structural features.

Writing: Students will begin to understand writing is a form of expression to be enjoyed and explore this. They will know that what you write conveys meaning and can be a collaborative or individual act.

Example learning outcomes:

Speaking and Listening	Viewing and Presenting
Listen and respond to familiar classroom language and directions	Use body language to communicate and convey understanding.
Reading Participate in shared reading, joining in with rhymes and refrains. Distinguish between pictures and written text.	**Writing** Experiment with writing using different writing tools and media. Use their own experience as a stimulus when drawing and writing.

Language Phase 2

Speaking and Listening: Students will understand that sounds are associated with objects, events or ideas, or with symbolic representations of them. Students will be aware that an object or symbol may have different sounds or words associated with it in different languages.

Viewing and Presenting: Students will identify, interpret and respond to a range of visual prompts and show an understanding that different types of visual texts serve different purposes. Students will use this knowledge to create their own visual texts for particular purposes.

Reading: Students will show an understanding that language can be represented visually through codes and symbols. Students will understand that reading is a vehicle for learning, and that the combination of codes conveys meaning,

Writing: Students will demonstrate an understanding of story structure and are able to make critical judgements about their writing, and the writing of others. Students are able to rewrite to improve the quality of their writing.

Example learning outcomes:

Speaking and Listening	**Viewing and Presenting**
Distinguish between beginning, medial and ending sounds of words. Listen to and enjoy stories read aloud and show understanding by responding.	Plan and deliver short presentations, providing some key detail in a logical sequence. View visual texts and show understanding by asking relevant questions and discussing possible meaning.
Reading Participate in guided reading, observing and applying reading behaviours and interacting effectively in a group. Read and understand self and teacher selected texts.	**Writing** Writes a range of text forms for a variety of purposes and audiences. Write in complete sentences using writing conventions and some accurate grammatical constructs.

Language Phase 3

Speaking and Listening: Students will show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertain, reassures; they will appreciate that each listener's perception of what they hear is unique. Students will compile rules about the use of different aspects of language.

Viewing and Presenting: Students will show and understanding that visual text may represent reality or fantasy. Students will recognise that visual text resources can provide factual information and increase understanding, Students will use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Reading: Students will show an understanding that text is used to convey meaning in different ways and for different purposes. Students will use strategies to read for understanding. Students will recognise that the structure and organisation of text conveys meaning.

Writing: Students will understand that writing can be structured in different ways for different purposes. Students will use imagery in their stories to enhance meaning. Students will understand that writing can produce a variety of responses from readers.

Example learning outcomes:

Speaking and Listening	Viewing and Presenting
Use language to explain, inquire and compare. Organise thoughts and ideas before speaking to show language cohesion.	View visual information and show understanding by asking relevant questions and discussing possible meaning. Discuss their own feelings in response to visual messages; listen to other responses, realising that people react differently.
Reading Read an increasing range of texts by combining contextual, semantic, grammatical and phonetic knowledge using reading strategies.	**Writing** Write independently, developing a personal voice. Use appropriate writing conventions, for example word order, conventions and tense as required.

Language Phase 4

Speaking and Listening: Students will show an understanding of the conventions associated with speaking and listening and with the value of adhering to those conventions. They will understand that language is a vehicle for becoming knowledgeable; for negotiating understanding; for negotiating the social dimension.

Viewing and Presenting: Students will use of a range of visual text resources to access information. Students will think critically, and are articulate about the use of visual text to influence the viewer. Students use visual imagery to present factual information, or to tell a story.

Reading: Students will understand the relationship between reading, thinking and reflection. Students will know that reading is extending their world, both real and imagined, and there is a reciprocal relationship between the two.

Writing: Students will demonstrate an understanding of story structure and are able to make critical judgements about their writing, and the writing of others. Students are able to rewrite to improve the quality of their writing.

Example learning outcomes:

Speaking and Listening	Viewing and Presenting
Understand and use figurative language. Recognise that different forms of grammar are used in different contexts.	View and critically analyse a range of visual texts, communicating understanding, through oral, written and visual media. Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects.
Reading Identify genre and explain elements and forms that are associated with different genres. Use comprehension strategies to build literal and inferential meaning.	**Writing** Write independently, with confidence and showing the development of their own voice and style. Use punctuation and grammatical conventions including tense accurately.

Mathematics

'Learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge.'

(IB, Mathematics Scope and Sequence, 2018)

Wherever possible, Mathematics is taught through the relevant and authentic contexts of the transdisciplinary programme of inquiry. Alongside this, focused Mathematical learning experiences occur every week, outside the programme of inquiry and this is planned for as a single, separate subject.

Mathematics in the Early Years
'Play and exploration have a vital role in the learning and application of mathematical knowledge, particularly for younger students. In a PYP learning environment, mathematics skills and activities need to occur in authentic settings. (Teachers) provide a variety of areas and resources to allow students to encounter situations that will introduce and develop these skills. In this environment, students will be actively involved in a range of activities that can be free or directed… Applying mathematical skills to real-world tasks supports students' learning.'

(IB, Mathematics Scope and Sequence, 2018)

Mathematics in the PYP is organised into five strands: **Data Handling, Measurement, Shape and Space, Pattern and Function and Number**

A more detailed guide to all Primary School Mathematics conceptual understandings and example learning outcomes for all phases can be found in this scope and sequence document.

The ISZL Approaches to Calculation Guide sets out our approach to mental calculation strategies and written methods.

Mathematics Phase 1

Data Handling: Students will develop an understanding of how the collection and organisation of information helps to make sense of the world. Students will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks.

Measurement: Students will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. Students will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events.

Shape and Space: Students will understand shapes have characteristics that can be described and compared. Students with understanding use common language to describe paths, regions and boundaries of their immediate environment.

Pattern and Function: Students will understand that patterns and sequences occur in everyday situations. Students will be able to identify, describe, extend and create patterns in various ways.

Number: Students will understand numbers are used for many different purposes. Students will develop understanding of 1:1 correspondence and conservation of number, be able to count and use number words and numerals to represent quantities.

Example learning outcomes:	**Data Handling:** Sort familiar objects to identify their similarities and differences. Present data using pictures, drawings and numerals.
Measurement: Estimate, measure and compare objects using non-standard and standard units. Use everyday language related to time to order and sequence familiar events.	**Shape and Space:** Identify, visualise, sort, compare and name common 2D and 3D shapes describing their properties. Use common language to describe position and direction.
Pattern and Function: Read and write expressions and number sentences using symbols. Talk about, recognise and recreate simple patterns.	**Number:** Count reliably at least 20 objects, recognising when rearranged the number of objects remains the same. Say the number that is one more/less and 10 more/less for multiples of 10.

Mathematics Phase 2

Data Handling: Students will understand how information can be expressed as organised and structured data. Students will collect and represent data in different types of graphs and interpret the resulting information. They will describe likelihood of events happening using appropriate vocabulary.

Measurement: Students will understand that standard units allow us to have a common language to describe and measure objects and events. Students will develop this understanding in relation to measurement involving length, mass, capacity, money, temperature and time.

Shape and Space: Students will understand 2D and 3D shapes can be classified and named according to their properties. Students will understand that examples of symmetry and transformations can be found in the environment. Students will use vocabulary to describe paths, positions and boundaries.

Pattern and Function: Students will understand that whole numbers exhibit patterns and relationships that can be observed and described. They will understand the inverse relationship between addition and subtraction.

Number: Students will develop understanding of the base 10 place value system. They will have automatic recall of addition and subtraction facts and use mental and written strategies for calculation. Students will develop their understanding of fractions as representations of whole-part relationships.

Example learning outcomes:	Data Handling: Answer a question by collecting and recording data in tables, charts and lists. Use Venn and Carroll diagrams to sort data and objects using more the one criterion.
Measurement: Estimate, measure and compare lengths, weights and capacities using standard units and measuring tools. Tell and show the time to the nearest hour, half hour and quarter hour on an analogue and digital clock.	Shape and Space: Visualise 3D objects from 2D drawings and make nets of common solids. Recognise, explain and create symmetrical designs. Identify lines of reflective symmetry. Use the four compass directions to describe movement about a grid.
Pattern and Function: Describe patterns and relationships involving numbers or shapes. Use mathematical symbols to record and interpret number sentences involving all four operations.	Number: Solve problems involving counting, adding, subtracting, doubling and halving. Partition two-digit numbers in different ways. Read and write two and three digit numbers in figures and words. Read and write fractions interpreting the denominator as parts of the whole and numerator as the number of parts.

Mathematics Phase 3

Data Handling: Students will develop an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities. They will make the connection that probability is based on experimental events and can be expressed numerically.

Measurement: Students will continue to use standard units to measure, developing their understanding of perimeter, area and volume. They will select appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale.

Shape and Space: Students will sort, describe and model regular and irregular polygons. They will describe congruence and similarity in 2D shape. They will develop their understanding of reflective and rotational symmetry.

Pattern and Function: Students will analyse patterns and identify rules. They will understand the inverse relationship between multiplication and division and the associative and commutative properties of multiplication.

Number: Students will develop their understanding of fractions and decimals. They will model, read, write, compare and order fractions. They will have automatic recall of addition, subtraction, multiplication and division facts. They will use a range of strategies to solve problems.

Example learning outcomes:	**Data Handling:** Construct frequency tables; pictograms, bar and line graphs. FInd and interpret the mode of a set of data.
Measurement: Interpret a reading that lies between two unlabelled divisions on a scale. Draw rectangles and measure and calculate their perimeter. FInd the area of rectilinear shapes. Use decimal notation in the context of measures and money.	**Shape and Space:** Identify, visualise and describe properties of 2D and 3D shape. Read and plot coordinates in the first quadrant. Recognise perpendicular lines in grids and shapes. Estimate, draw and measure acute and obtuse angles.
Pattern and Function: Represent a problem using number sentences, statements or diagrams; use these to solve the problem and interpret the solution. Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement.	**Number:** Use the vocabulary of ratio and proportion to describe relationship between quantities. Recognise the equivalence between decimal and fraction forms. Develop and use written methods to record multiplication and division.

Mathematics Phase 4

Data Handling: Students will use the mode, median, mean and range to summarise a set of data. Learners will understand probability can be expressed on a scale and that the probability of an event can be predicted theoretically.

Measurement: Students will decide on the level of accuracy required for measuring and using decimal and fractional notation when precise measurements are necessary. Students will be able to measure and construct angles to demonstrate their understanding of angles as a measure of rotation. .

Shape and Space: Students will understand the properties of regular and irregular polyhedra. They 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: Students understand that patterns can be represented, analysed and generalised using algebraic expression, equations or functions. 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.

Number: Students will understand the base 10 system extends indefinitely in two directions. they will develop an understanding of ratio. They will use mental and written strategies to solve problems using whole numbers, fractions and decimals and evaluate reasonableness of answers.

Example learning outcomes:	**Data Handling:** Describe and interpret results and solutions to problems using mode, median and mean. Construct and interpret bar charts with grouped discrete data, interpret pie charts.
Measurement: Calculate the perimeter and area of rectilinear shapes. Estimate, measure and draw angles; calculate angles in a triangle or around a point.	**Shape and Space:** Use coordinate in the first quadrant to draw, locate and complete shapes that meet given properties. Visualise and draw on grids where a shape will be after reflection and rotation.
Pattern and Function: Solve multi-step problems involving whole numbers, fractions and decimals. Describe, create, represent and interpret sequences, patterns and relationships involving numbers and shapes, use simple expressions and formulae in words then symbols.	**Number:** Find the difference between a positive and negative integer. Relate fractions to multiplication and division; find fractions and percentages of whole number quantities. Identify prime and composite numbers, factors, and prime factors.

Science

At ISZL, science is integrated and taught within the programme of inquiry. The ISZL Science scope and sequence provides information about learning in the subject area of science through the transdisciplinary programme of inquiry, identifying the units of inquiry that provide authentic opportunities for science learning. The scope and sequence is a tool to support teaching, learning and assessment of science within the context of units of inquiry.

The knowledge component of science in the PYP is arranged into four strands: living things, Earth and space, materials and matter, and forces and energy.

Click this link to view more detail in the ISZL Science Scope and Sequence document.

Science Strands

Living Things	The study of the characteristics; systems and behaviours of humans and other animals, and of plants; the interactions and relationships between amd among them, and with their environment.
Earth and Space	The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.
Materials and Matter	The study of the properties,behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.
Forces and Energy	The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Social Studies

The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions. Social studies guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning. Evidence of student learning will be apparent in their willingness and ability to take action in order to make a difference in the world.

(IB Primary Years Programme Social Studies Scope and Sequence, 2018, p.1)

"We are a community of learners determined to make the world - or our corner of it - a better, kinder place" (ISZL Mission)

The knowledge component is arranged 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.**   [Click this link t](#)o view more detail in the ISZL Social Studies Scope and Sequence.

Human systems and economic activities	The study of how and why people construct organisations and systems; the ways in which people connect locally and globally; the distribution of power and authority.
Social organisation and culture	The study of people, communities, cultures and societies; the ways in which individuals , groups and societies interact with each other.
Continuity and change through time	The study of relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their decisions.
Human and natural environments	The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.
Resources and the environment	The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Personal, Social and Physical Education

In the PYP, Personal, Social and Physical Education (PSPE) is concerned with the individual's wellbeing through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this. Wellbeing is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

Keeping Safe and Child Protection

The Child Protection curriculum at ISZL is delivered through the PSHE programme for students in every grade level at ISZL. The programme is based on the Keeping Safe syllabus of the South Australian Government and is enhanced with specific additional material to suit the needs of the international environment of ISZL and the age range at our school. In Primary School the programme is incorporated into the PYP units of inquiry. You can read more about child protection at ISZL in our Child Protection Handbook.

The Child Protection curriculum at ISZL includes a focus on the following areas:

- Safe and unsafe situations
- Bullying
- Relationships and trust

- Secrets
- Touch - appropriate and inappropriate
- Trust networks
- Protective strategies

Physical Education (PE)

"To help every child find joy in movement and physical activity."

In the PYP, learning experiences are organised into 5 strands to ensure a balanced approach to physical education:

Individual pursuits	The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (e.g. track and field, swimming); recognising a high level of achievement and how to improve a performance.
Games	Recognising the challenges presented by games; the importance of manipulating space; the categorising of games; identifying and developing appropriate skills and strategies; recognising the importance of rules and how they define the nature of the game; modifying existing games and creating new games; teamwork.
Health related activities	Recognising and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.
Movement composition	Recognising that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria, and can communicate feelings, emotions and ideas (e.g. dance, gymnastics).
Adventure challenge	A variety of tasks requiring the use of physical and critical thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognising the role of the individual in group problem solving.

PE units of inquiry at ISZL are framed around the following, overarching themes: cooperative learning, teaching games for understanding, and sports education. Additionally, connections are also made between Physical Education and learning in the homeroom to support the transdisciplinary nature of learning within the programme of inquiry.

It is well-documented that for children, spending time outdoors is good for health and wellbeing therefore at ISZL we provide opportunities twice a day for Early Years students to be in our well-resourced outdoor environment. Additionally, regular opportunities to visit the forest are scheduled for Early Years 1 to Kindergarten.

German (Early Years- Grade 1)

The German language teachers at ISZL aim to foster language skills, which will enable students to express themselves authentically. Students develop transferable language learning and literacy skills to communicate effectively. This includes developing and understanding Swiss and German cultures.

Teaching and learning is connected to the homeroom curriculum. There is a strong emphasis on oral communication and literacy skills. There is a variety of whole-class and small-group learning engagements, with differentiated instruction to meet the needs of all learners, including fluent speakers.

There are many opportunities throughout the week to engage with German. In addition to scheduled lessons, all children are invited to German language integration experiences during:

- outdoor learning
- forest visits
- field trips
- baking engagements
- municipal traffic training (Kindergarten)

Families are encouraged to connect to the local community as much as possible to support optimal learning of the German language.

German (Grades 2-5)

The German language programme at ISZL aims to develop language skills, which will enable students to express themselves in authentic situations. Students develop transferable skills connected to language learning and literacy to communicate effectively in the local area and other German speaking communities. There is also a focus on developing an understanding of Swiss and German cultures.

The German language programme at ISZL is designed to support students to learn language, the learn about language and to learn through language. Students are placed in classes according to their phase level. For more detail, please click the following link to see the [German Language learning outcomes.](#)

Students have four German lessons a week. For students in the Language & Literature class, the programme aim is to provide German teaching and learning that is connected to the development of literacy skills and the curriculum in the homeroom classrooms.

Families are encouraged to connect to the local community as much as possible to support optimal learning of the German language.

The Arts

The Units of Inquiry and also language and mathematics engagements provide the context for exploring and learning skills connected to Visual and Performing Arts. Specialist teachers work collaboratively with class teachers; connecting and responding to learning in the classroom as well as exploring them as subject in their own right. The Arts have two, concept driven strands, 'Responding' and 'Creating'

Responding	Creating
The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in doing so develop the skills of critical analysis, interpretation, evaluation, reflections and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of Dance, Drama, Music and Visual Arts, including using specialised language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.	The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Instrumental Music

All students in 4th and 5th grade at ISZL receive a weekly instrumental or vocal lesson. Through these lessons, they develop many musical skills including learning to read musical notation and performing individually and in ensembles. For more information please click the link here to the Instrumental Music Handbook.

Library

The school library provides resources for inquiry learning and building knowledge and confidence in seeking and processing information. The school library is pivotal to developing 21st century learners. School libraries are places for learning and thinking, and play a key role in supporting and developing enjoyment of reading and multiple literacies. Students have access to the library and librarians whenever appropriate for information literacy sessions that support their learning.

All grade levels have weekly opportunities to browse and borrow materials from the library and during these times teachers and librarians support students to make thoughtful book selections and assist students in finding materials.

For more information about the ISZI library and its service, please click the following link to view the Zug Campus Library Student & Parent Information Handbook.

Educational Technology

Educational Technology at ISZL supports and develops the skills and knowledge that students need to learn effectively and live productively in an increasingly global and digital society.

Technology is a tool that is integrated into learning and teaching from Early Years to Grade 5 to enhance inquiry. Focus is on developing the skills and dispositions to enable students to be digitally literature, globally minded and informed, alert and balanced digital citizens. 7 key foundation areas, as recommended by the International Society for Technology in Education (ISTE), are used to guide teaching and learning using educational technology.

These areas are embedded into the curriculum in an authentic, relevant and meaningful way. At ISZL educational technology coaches work with students and teachers to create a positive digital footprint that broadens their learning environment and prepares them to navigate a media-rich world.