

# Grade 1

## CURRICULUM GUIDE





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.

## **The Programme of Inquiry In Grade 1**

Each school year, students explore six different 'Units of Inquiry'. Each unit of inquiry lasts for approximately 6 weeks. 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 make connections to the single subjects Music, Visual Arts, German and PE.

## The Grade 1 Units of Inquiry

<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>
<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>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>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> Understanding who we are as individuals and as a community empowers us to grow as learners.</p> <ul style="list-style-type: none"> <li>● Who we are as individuals and as a community</li> <li>● How our choices impact others</li> <li>● Our responsibility to ourselves and others to grow</li> </ul>	<p><b>Central idea</b> Geographical features and climatic conditions can influence homes.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● What constitutes a home</li> <li>● How our homes reflect our family</li> <li>● Homes reflect location and climate</li> </ul>	<p><b>Central idea</b> Imagination is a powerful tool for inspiring our ability to think, create and express ourselves.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different art forms</li> <li>● How we communicate through the Arts</li> <li>● How we reflect on and appreciate different art forms/artists</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> Matter can be changed in different ways to suit the needs of people.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● States and properties of matter</li> <li>● How matter can be changed</li> <li>● Applications of changing the state of matter in daily life</li> </ul>	<p><b>Central idea</b> Understanding food systems helps us to make informed choices.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● The components of a food system</li> <li>● The impact food systems have on our environment</li> <li>● Making good choices when buying food</li> </ul>	<p><b>Central idea</b> Living things are dependent on their habitat and their interactions with each other.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different habitats</li> <li>● How living things depend on their environment</li> <li>● How living things are interdependent</li> <li>● Human responsibility towards habitats</li> </ul>

## **Languages**

### Language

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>● The sounds of spoken language can be represented visually</li> <li>● Written language works differently from spoken language</li> <li>● The words we see and hear enable us to visualize in our minds</li> <li>● There are established ways for setting out 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>● People write to communicate</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>● Written language works differently from spoken language</li> <li>● We write in different ways for different purposes</li> <li>● The structure of different types of texts includes identifiable features</li> <li>● Applying a range of strategies helps us to express ourselves so that others can enjoy our writing</li> </ul>
Speaking and Listening	<ul style="list-style-type: none"> <li>● Sounds are a symbolic way of representing ideas and objects</li> <li>● People communicate using different languages</li> <li>● Everyone has the right to speak and be listened to</li> <li>● There are different purposes for listening</li> <li>● Spoken language varies according to the purpose and audience</li> </ul>

Readers and Writers Workshop:

We work with the Readers and Writers Workshop model, based on the resources developed by the Columbia University Teacher’s College Reading and Writing Project. The workshop model consists of several components each day, allowing 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. Each year, we teach four Writing Units of Study and four Reading Units of Study.

Writing Units of Study in Grade 1:



- 'Small Moments ' - writing personal narratives
- 'Non-Fiction Chapter Books' - writing about what we know, learning about the elements of informational text
- Writing Reviews - opinion writing
- 'From Scenes to Series'- writing realistic fiction, developing characters, applying story structure

#### Reading Units of Study in Grade 1:

- 'Building Good Reading Habits' - developing independent reading stamina
- 'Learning about the World' - reading non-fiction
- 'Readers have big jobs to do' - focusing on accuracy, comprehension and fluency
- 'Meeting Characters and Learning Lessons' - character development and inference

#### Handwriting, Phonics and Spelling:

We work with the phonics programme 'Letters and Sounds' to help children develop their phonetic awareness. Students in Grade 1 also develop a fluent and legible handwriting script following the Nelson Handwriting programme.

#### German

All students at BIS study the German Language. Students enter either the [German Language and Literature](#) programme (for students who speak German at a native language level) or the [German Language Acquisition](#) programme (for students learning German as an additional language). The German Language Acquisition programme is further divided into three phases of language acquisition. Students are carefully assessed and monitored to ensure accurate grouping of students. Students of all classes within the grade level have German at the same time, as we have three different groups with three German teachers. As in the English language, students work on written and oral communication skills in German.

Aspects of German culture are explored through our host country celebrations such as St. Martin in November and Carnival in February. Students in the German programme also learn other aspects about Germany within some topics/Units of Inquiry in their language programme.

#### **Mathematics**

We believe that students learn best through purposeful, structured inquiry. The aim of our Mathematics programme is to develop students into confident mathematical thinkers, with a sound knowledge of number 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. 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 <http://nzmaths.co.nz/families>. Please note that Grade 1 at BIS is the equivalent of Year 2 in New Zealand.

The different strands of Mathematics are:

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

In Grade 1, students work within the number strand for about 80% of the Mathematics teaching time. Students in Grade 1 typically work through Stage 4 of the Numeracy Framework. The end of year expectation is that all students are secure in this stage.

Specific outcomes in Stage 4 are:

#### Number Knowledge

- Identify all of the numbers in the range 0-100, at least
- Say the forwards and backwards number word sequences in the range 0-100
- Order numbers in the range 0-100
- Say the forwards and backwards skip counting sequences in the range of 0-100 for twos, fives and tens
- Recall the facts up to 10, and the teen facts (eg 10+4)
- Recall the number of 10's within decades and decades that add to 100 (eg 40+60)

#### Number Strategies

- Solve addition problems to 100 by counting on in their heads
- Solve subtraction problems to 100 by counting back in their heads
- Solve addition and subtraction problems using groups of ten
- Solve multiplication problems using skip counting in twos, fives and tens
- Solve division problems by equal sharing in ones, twos and fives
- Find simple fractions of regions
- Find fractions of sets by sharing

#### Geometry

- Sort, compare and classify 2D and 3D objects
- Describe shape attributes in their own language
- Discuss similarities and differences between shapes
- Follow a sequence of directions
- Use the language of direction to describe routes
- Rotate their bodies and other objects through  $\frac{1}{4}$  and  $\frac{1}{2}$  turns
- Follow a sequence of directions, also involving  $\frac{1}{4}$  and  $\frac{1}{2}$  turns
- Describe the position of an object
- Show  $\frac{1}{4}$  and  $\frac{1}{2}$  turns in different situations

- Understand that two quarter turns equal one half turn
- Make patterns that involve translations, reflections and rotations
- Identify translations, reflections or rotations in patterns

#### Measurement

- Directly compare the area of 2 objects by superimposing
- Cover a shape with smaller shapes
- Compare and order areas of shapes using non-standard area units
- Use non-standard units to fill containers and count how many units used
- Compare and order volumes of containers using non-standard volume units
- Measure mass with non-standards units
- Compare a group of 3 or more objects by mass
- Directly compare the duration of two events
- Use non-standard units to compare the duration of two or more events
- Tell time to the hour and half hour using analogue clocks

#### Statistics and Probability

- Make a statement about a data display
- Decide if a statement about a data display is true or false
- Match a statement to the appropriate graph
- Use everyday language to talk about chance
- Classify events as certain, possible or impossible

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

#### *Personal and Social Education*

The development of a student's well-being is addressed through 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 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 Grade 1 have PE lessons in the Sports Hall two periods per week. Depending on the time of year, some lessons take place outside on our fields.

PE units in Grade 1 include:

- Playground Games
- Team Games: Soccer and Floor Hockey
- Movement to Music - Dance
- Parkour and Gymnastics
- Adventure Challenge – Team Building
- Invasion Games

## **The Arts**

Learning about and through the Arts is fundamental to the development of the whole child. It promotes creativity, critical thinking, problem-solving skills and social interactions. Through our Arts programme students develop attitudes such as appreciation, empathy and Learner Profile attributes such as being a communicator and a risk-taker.

At BIS students have three periods of Visual Arts and three periods of Music over a ten-day cycle. Lessons take place in the Primary Art Room and the Primary Music Room in the Agora building.

Visual Art units in Grade 1 include:

- Colour theory and painting
- Textures, rubbings and weavings
- Artist study: Georgia O’Keeffe
- Buildings, geometrical shapes and collage techniques
- Nature Compositions and mandalas
- Clay modelling

Music units in Grade 1 include:

- Percussion and string instruments
- Singing (as part of the Lower Primary Choir)
- Music Appreciation: programme music (e.g. ‘Peter and the Wolf’ by Prokofiev)
- Musical elements

## **Seesaw**

Students are involved in learning how to assess, and reflect on, their own and others' work. Seesaw is an online assessment, journal and portfolio tool. Seesaw is used to record student progress, to plan for their next steps in learning and to document the learning journey. Parents log on to see and respond to examples of their children's learning.

### **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.

We also use a range of standardized assessment tools to keep track of children's progress, in Grade 1 these include:

- Developmental Reading Assessment (DRA) - administered at least twice a year to give an indication of reading level
- Spelling/Phonics assessments linked to our programmes
- GloSS (Global Strategy Stage) Mathematics Assessment - administered at least twice a year to track student progress through the New Zealand Numeracy Framework
- JAM (Junior Assessment for Mathematics) Assessment - formatively throughout the year

### **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 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:

September	Students in Grade One - Grade Five 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.
March	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**

BIS has a range of ways to 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, accepted, 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 Learning Support department aims 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.