

Introduction to Primary Years Programme

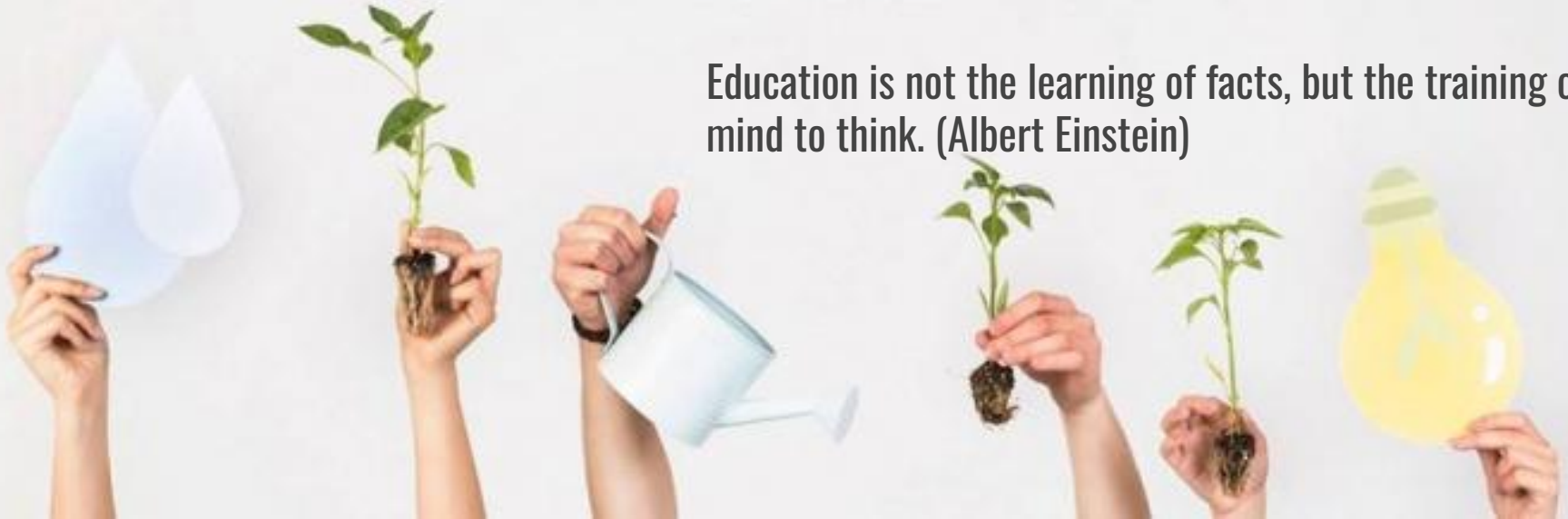


**FAIRGREEN
INTERNATIONAL
SCHOOL**

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Education is not the learning of facts, but the training of the mind to think. (Albert Einstein)





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Aims

-To provide an understanding of key components of the IB programme.

-To look at how the IB progresses throughout the PYP.

-To explore the curriculum framework.

The most important thing for my child to learn in school is?



Go around the table and complete the sentence

What was your dream job when you were young?

"what do I
want to be
when I
grow up?"



Some of the top paying jobs of 2023.

- **Data Scientist – \$122,000**
- **Machine Learning Engineer – \$141,000**
- **Senior Software Engineer – \$126,000**
- **Investment Banker – \$104,000**
- **Chief Executive Officer (CEO) – \$192,000**
- **Engineering Manager – \$124,000**
- **IT Manager – \$96,000**
- **Financial Analyst – \$63,000**
- **Solutions Architect – \$129,000**
- **Information Systems Security Manager – \$133,000**
- **DevOps Engineer – \$115,000**
- **Enterprise Architect – \$131,000**

Future of work

65%

of children entering primary school today will ultimately end up working in completely new job types that don't yet exist.

In such a rapidly evolving employment landscape, the ability to anticipate and prepare for future skills requirement, job content and the aggregate effect on employment is increasingly critical for businesses, governments and individuals in order to fully seize the opportunities presented by these trends- and to mitigate undesirable outcomes.

- *The Future of Jobs, 2016, World Economic Forum*



We cannot know the future

An inquiry-based education empowers students to **reflect on, find, and solve problems** in their lives.





What ingredients do you think would make the perfect recipe for successful learning?

The IB's mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to **create a better and more peaceful world** through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.

Source: p.4., Learning and teaching, From principles into practice

5 Components to the IB are: Subject Knowledge, Conceptual Understanding, Skills, Attitudes and Taking Action

The PYP is...



Student
centered



Rigorous




Based on best
teaching and
learning
practices



APPROACHES TO LEARNING


SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence




RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information




THINKING SKILLS

- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills




COMMUNICATION SKILLS

- Exchanging-information skills
- Literacy skills
- ICT skills



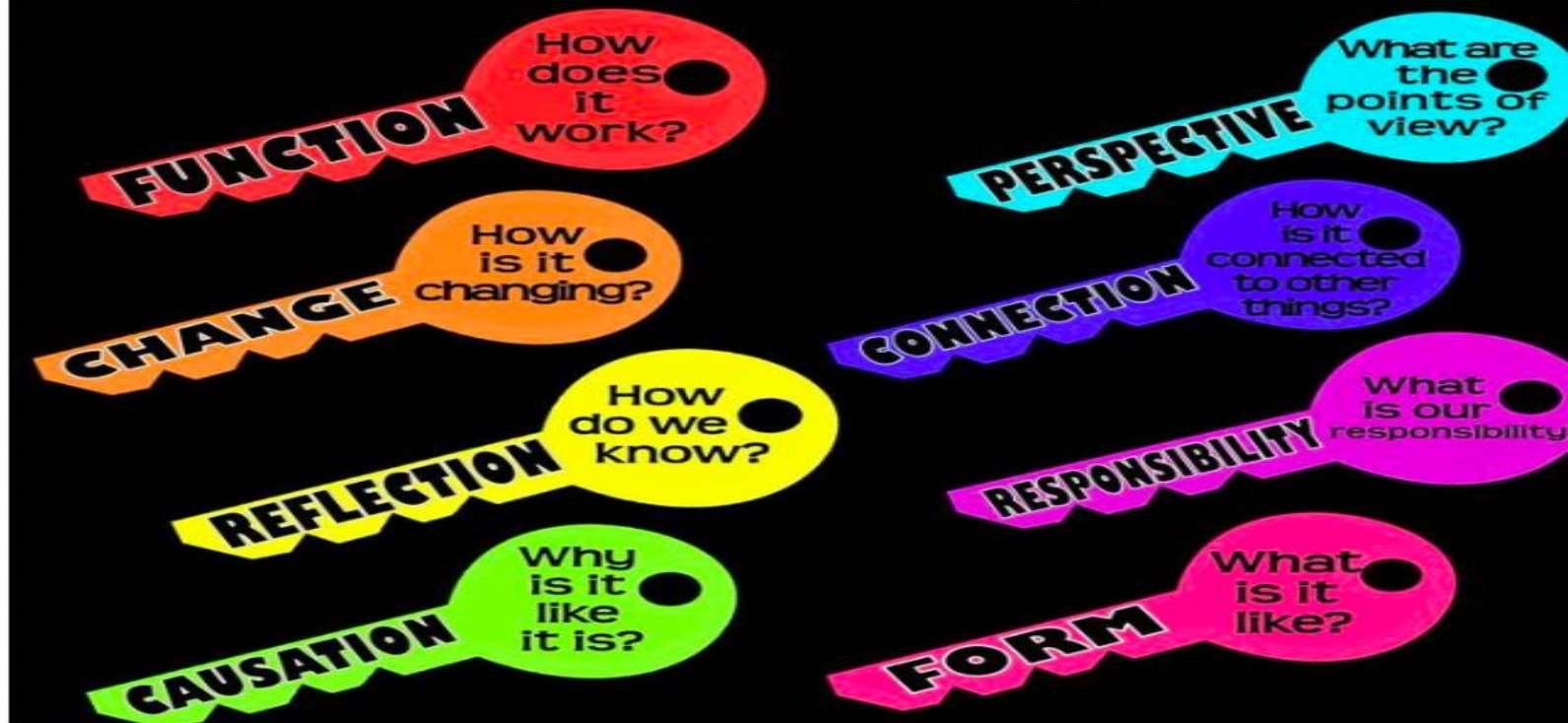
SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind

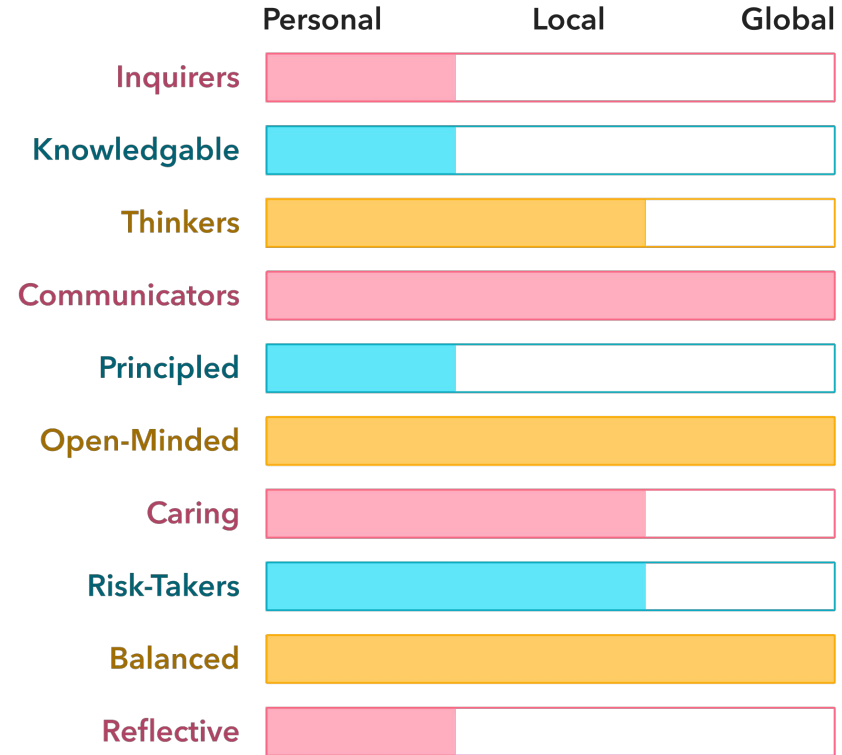


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Key Concepts



What is learner profile?



What is learner profile?



	Personal	Local	Global
Inquirers			✓
Knowledgeable			✓
Thinkers			✓
Communicators			✓
Principled			✓
Open-Minded			✓
Caring			✓
Risk-Takers			✓
Balanced			✓
Reflective			✓

Taking Action.



Students show understanding by taking action to make the world a better place.



Participation



Advocacy



Social Justice



Social Entrepreneurship



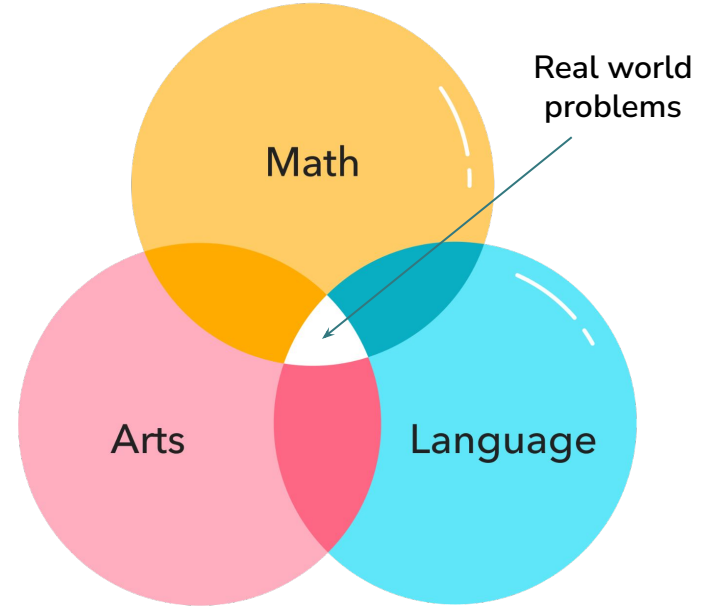
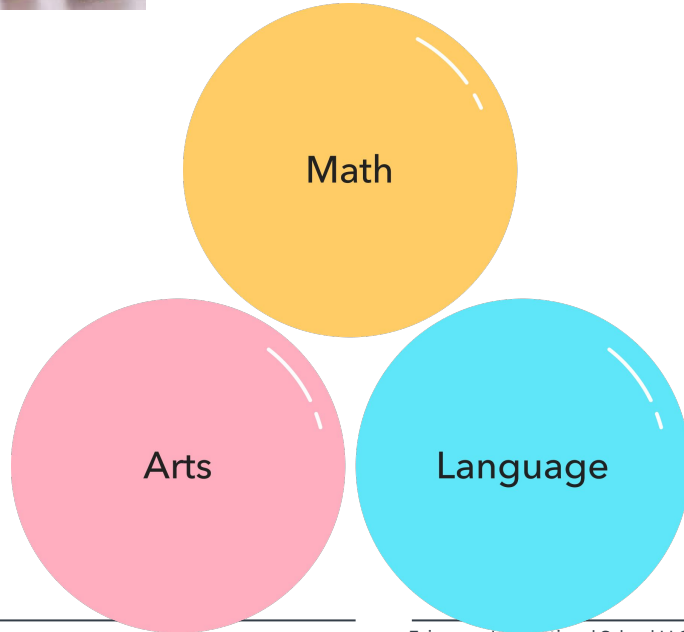
Lifestyle Choices

What does transdisciplinary mean?

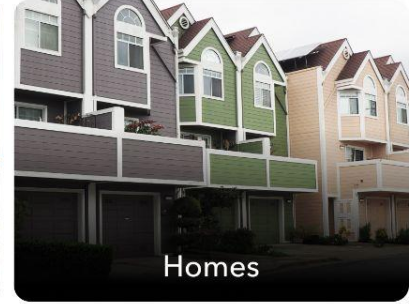
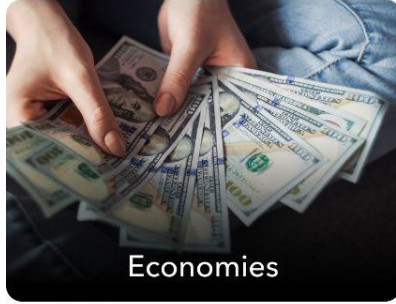


Traditional learning

Transdisciplinary learning



Transdisciplinary themes (Real world problems)



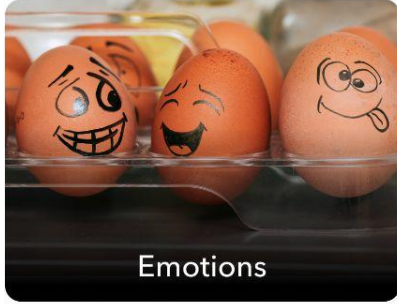
How We Organize Ourselves



Where We are In Place and Time



Transdisciplinary themes (Real world problems)



Emotions



Creativity



Resources



Equity



How We Express Ourselves



Sharing the Planet



Culture



Beliefs

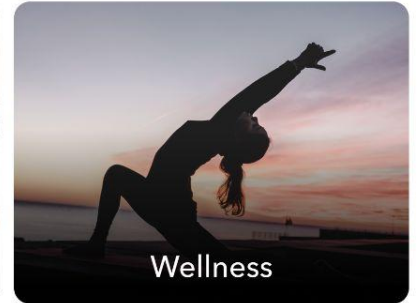
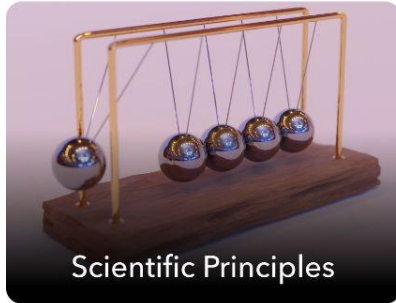
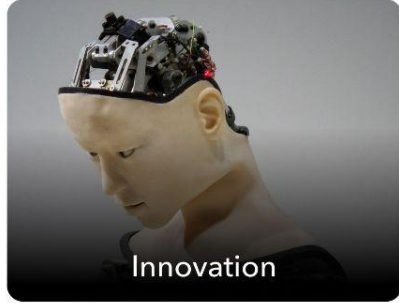


Conflict



Rights & Responsibility

Transdisciplinary themes (Real world problems)



One theme, many concepts!

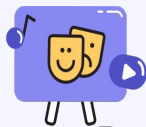


How we express ourselves

Personal & Cultural Expression

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.

- Each theme is studied from a **different perspective** each year by students
- There are **no “right answers”** and students are encouraged to use their unique perspective to form connections and new understandings
- There is an emphasis on our **shared humanity and solving global problems**



How we express ourselves

Personal & Cultural Expression

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.

G5: We can express words, ideas, feelings and values through art.

G3: How can we express ourselves through the arts.

G1: Imagination is a tool for extending our ability to think, create and express ourselves.

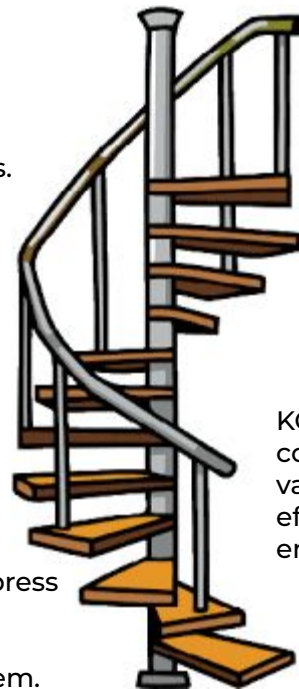
KG1: Humans express themselves in response to the world around them.

G4: Appreciating the diversity of languages helps us to appreciate and understand each other

G2: Environmental Art supports sustainability.

KG2: We communicate in a variety of ways to effectively share our emotions.

PreK: Play helps us learn.



Sorting Out.

	Who We Are	Sharing the Planet	How the world works	Where We are in Place and Time	How We Organise Ourselves	How We Express Ourselves
Grade 1						
Grade 5						

	Who We Are	Sharing the Planet	How the world works	Where We are in Place and Time	How We Organise Ourselves	How We Express Ourselves
Grade 1	Choices people make change their health and wellbeing.	We can make an impact on the environment by making sustainable choices	Plants and animals have unique features which allow them to survive within their natural environments.	People form a sense of belonging by creating relationships and a feeling of home.	Roles and responsibilities create healthy, safe, and happy communities	Imagination is a tool for extending our ability to think, create, and express ourselves.
Grade 5	Our roles and responsibilities in our communities allow us to take and inspire meaningful action.	Biodiversity relies on organisms (including humans) interacting with their environment and each other.	The way we use resources and energy contributes to a sustainable future.	How human development has been influenced by the geography and resources of different regions?	Knowledge of the future reduces anxiety and stress which allows us to maximize learning opportunities.	We can express words, ideas, feelings and values through art.



**But.. is the PYP as rigorous
as a traditional school?**

Curriculum Knowledge in EYP



Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021



Development Matters

- *Personal Social & Emotional Development*
- *Physical Development*
- *Communication and Language*
- *Literacy*
- *Maths*
- *Expressive Arts and Design*
- *Understanding the World*

PreK - KG1 curriculum content

The early years foundation stage



End of year
expectations
for KG1.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

PYP Curriculum - Programme of Inquiry Knowledge



National
Curriculum

- British National Standards for core subjects (English, Maths, Science)
- IB Scope and Sequence for Music and the arts
- IB Scope and Sequence/NC/Shape standards from USA- PE
- European Framework for Foreign Language B - French
- Ministry of Education- Arabic, Moral Education and Social Studies

English-PYP

Based on learning
continuums

- Spoken Language
- Reading
- Writing
- Vocabulary,
grammar and
punctuation

Spoken Language	KG2-Spoken Language	Grade 1-Spoken Language	Grade 2-Spoken Language	Grade 3-Spoken Language	Grade 4-Spoken Language	Grade 5-Spoken Language
Reading	KG2-Reading	Grade 1-Reading	Grade 2-Reading	Grade 3-Reading	Grade 4-Reading	Grade 5-Reading
Writing	KG2-Writing	Grade 1-Writing	Grade 2-Writing	Grade 3-Writing	Grade 4-Writing	Grade 5-Writing
Vocabulary, grammar and punctuation	KG2-Vocab, gram and Punct	Grade 1-Vocab, gram and Punct	Grade 2-Vocab, gram and Punct	Grade 3-Vocab, gram and Punct	Grade 4-Vocab, gram and Punct	Grade 5-Vocab, gram and Punct

Click on the image to access the English Curriculum

KG2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5				
Students will understand	Students will understand	Students will understand	Students will understand	Students will understand	Students will understand				
	<p>People read for pleasure. There are established ways of setting out print and organizing books. The sounds of spoken language can be represented visually. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. Applying a range of strategies helps us to read and understand new texts.</p>	<p>Different types of texts serve different purposes. What we already know enables us to understand what we read. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.</p>	<p>Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>				
	Students will:	Students will:	Students will:	Students will:	Students will:				
En.KG2.2.1a apply phonic knowledge and skills as the route to decode words	En.G1.2.1a continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	En.G2.2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	En.G3.2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	En.G4.2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	En.G5.2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet				
En.KG2.2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for	En.G1.2.1b read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	En.G2.2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	En.G3.2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.						

[Link to Appendix](#)

Based on learning
continuum

-Number

-Measurement

-Geometry

-Statistics

-Ratio/Proportion

Algebra

Click below to go to the Science component full continuum.	KG2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Number	KG2-Number	Grade 1-Number	Grade 2-Number	Grade 3-Number	Grade 4-Number	Grade 5-Number
Measurement	KG2-Measurement	Grade 1-Measurement	Grade 2-Measurement	Grade 3-Measurement	Grade 4-Measurement	Grade 5-Measurement
Geometry	KG2-Geometry	Grade 1-Geometry	Grade 2-Geometry	Grade 3-Geometry	Grade 4-Geometry	Grade 5-Geometry
Statistics	KG2-Statistics	Grade 1-Statistics	Grade 2-Statistics	Grade 3-Statistics	Grade 4-Statistics	Grade 5-Statistics
Ratio and Proportion/Algebra						Grade 5-R and P/Algebra

Grade 1 Number Standards

PV.G1.1a count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward

PV.G1.1b recognise the place value of each digit in a two-digit number (10s, 1s)

PV.G1.1c identify, represent and estimate numbers using different representations, including the number line

PV.G1.1d compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs

PV.G1.1e read and write numbers to at least 100 in numerals and in words

PV.G1.1f use place value and number facts to solve problems.

AS.G1.2a solve problems with addition and subtraction:

"using concrete objects and pictorial representations, including those involving numbers, quantities and measures

~~and using their increasing knowledge of mental and written methods"~~

AS.G1.2b recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

AS.G1.2c add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

-a two-digit number and 1s

-a two-digit number and 10s

-a two-digit number and 10s

-2 two-digit numbers

-adding 3 one-digit numbers

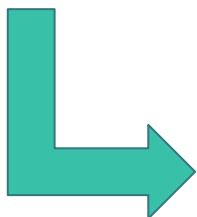
AS.G1.2d show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot

AS.G1.2e recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

MD.G1.3a recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

Science-PYP

Click below to go to the Science component full continuum.	KG2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Knowledge and Understanding	<u>KG2 Knowledge and Understanding</u>	<u>Grade 1 Knowledge and Understanding</u>	<u>Grade 2 Knowledge and Understanding</u>	<u>Grade 3 Knowledge and Understanding</u>	<u>Grade 4 Knowledge and Understanding</u>	<u>Grade 5 Knowledge and Understanding</u>
Thinking Scientifically	<u>KG2 Thinking Scientifically</u>	<u>Grade 1 Thinking Scientifically</u>	<u>Grade 2 Thinking Scientifically</u>	<u>Grade 3 Thinking Scientifically</u>	<u>Grade 4 Thinking Scientifically</u>	<u>Grade 5 Thinking Scientifically</u>



BACK HOME						
Concepts	Students will:	Students will:	Students will:	Students will:	Students will:	Students will:
Observe	WSO.KG2.1-ask simple questions and recognising that they can be answered in different ways	WSO.G2.1-Use the senses to explore the local environment to pose interesting questions and make predictions about what will happen	WSO.G2.1-Make systematic and careful observations	WSO.G3.1-Choose questions to investigate from a list of possibilities developed from observations made	WSO.G4.1-Use test results to make predictions to set up further comparative and fair tests	WSO.G5.1-Acknowledge and use information from others and previous observations to guide the formulation of investigable questions
	WSO.KG2.2-observe closely, use simple equipment		WSO.G2.2-Use the senses to explore the local environment to pose interesting questions, make inferences and predictions	WSO.G3.2-List shared experiences as a whole class and identify possible investigations	WSO.G4.2-Consider familiar situations in order to think about possible areas for investigation	WSO.G5.2-Consider familiar situations in order to think about possible areas for investigation
					WSO.G4.3-Choose questions to investigate from a list of possibilities	WSO.G5.3-Choose questions to investigate from a list of possibilities developed collaboratively

Standards for Social Studies for Non-Arabs (Standard Track) K-9

Standard 1: History	Students will identify significant people, event, developments that shaped communities and regions around the world in different periods. Students explore the effects of technological developments on societies and social change over time.
Standard 2: Civics	Students will identify responsibilities and privileges of belonging to communities inside and outside the UAE. Students will explain the factors that shape nations and governing structures in the larger global community.
Standard 3: Geography	Students will identify important features of the earth, including surface structures, natural resources, and climates. Students will explain how human activities affect the earth and how human activities are affected by it.
Standard 4: Sociology	Students will explain how and why communities and societies are formed. Students will identify reasons for social change and describe social transitions across geographical regions and time periods.
Standard 5: Economics	Students will describe economic principles, markets, and systems. Students will explain the role of the government in developing national and international economies.
Standard 6: Information Literacy	Students will identify and evaluate sources. Students will provide evidence to support their claims using appropriate sources.
Standard 7: Information Processing (Research)	Students will collect data and information on various topics using a range of methods, which may include digital and technology-based applications. Students will work collaboratively with others. Students will prepare arguments and explanations, arrive at conclusions, and critique their own conclusions and the conclusions of others.

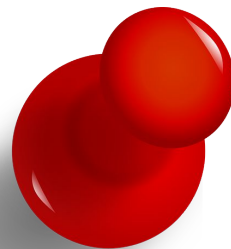
Standard 8: Moral Education

Students will demonstrate an awareness of moral principles to assist them in ethical reasoning and decision-making based on fairness and tolerance.

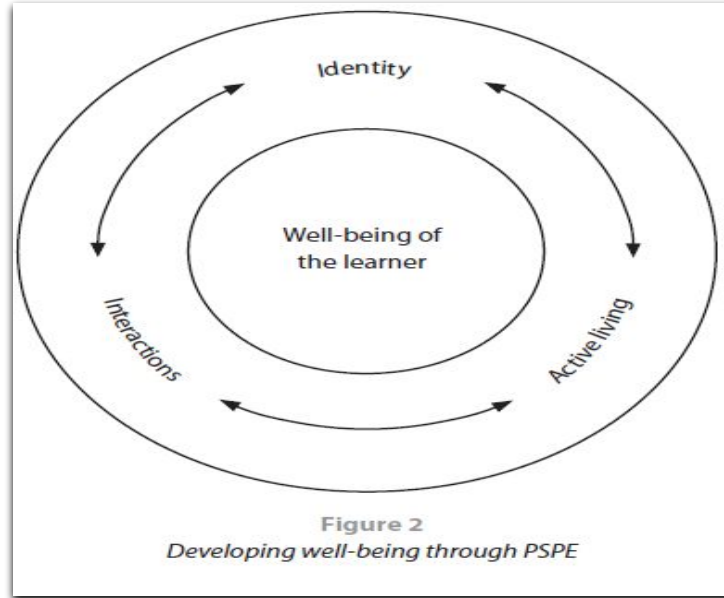
Standard 9: UAE Culture, Heritage, and Tolerance

Students will identify milestones of UAE national development and elements of its heritage by participating in heritage events and activities. Students will explain the responsibilities and privileges of living in the UAE and demonstrate a sense of belonging to the UAE community as a citizen or resident.

*Expected by
the UAE
Ministry of
Education*



PSPE-Working together



Physical Education



Social/Emotional Education

Becoming a PYP family



Use the learner profile
words at home



Know your child's
central idea- ask
them about it!



Go on trips together
or talk about about
the concepts they are
learning in class



Volunteer in class or
help to organize a
field trip



Look for examples or
opportunities to take
action in your local
community!



Ms. Murphy
IBCP Coordinated

and the students learn to always think about others

