

K2 Curriculum Handbook

BBS Vision and Mission

Our vision: A community of 'vibrant and global thinkers'.

Our mission is to serve the educational needs of the different communities in Berlin within a caring, challenging and inclusive culture. We aim for students to acquire the knowledge, understanding, skills and dispositions that will enable them to grow as life-long learners in a changing world. In addition to their intellectual development we aim for students to be self-confident, respectful, take responsibility for their choices and take action to make our world a better place.

The PYP Framework and Berliner Bildungsprogramm

The PYP programme offers an international curriculum, which addresses the whole child, catering for children's academic, social and emotional growth through an inquiry-based approach. The programme at BBS is a blend of the PYP together with the Foundation Stage Curriculum of England and Wales and the Berliner Bildungsprogramm. Each group has an English speaking teacher and a German speaking Erzieher/in.

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Personal Social and Health Education

Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. PSHE is the responsibility of all teachers and Erzieher and is interwoven throughout the different curriculum areas as well as being taught in discreet PSHE sessions when appropriate. In K2 students are introduced to the Zones of Regulation programme, which teaches self-regulation, and the Positive Discipline framework which supports the development of essential social skills.

There are three PSHE strands:

- Myself

Strand units: self identify; taking care of my body; growing and changing, safety and protection.

In K2 the students work towards developing a positive sense of self. They are encouraged to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They are taught to understand their own feelings and begin to regulate their behaviours accordingly. They learn how to look after their own bodies by eating healthily and managing personal needs.

- Myself and others

Strand units: myself and my family; my friends and other people; relating to others; resolving conflict.

Students in K2 work and play cooperatively and take turns with others. They form positive attachments to adults and learn how to make good friendships. Through a restorative justice approach, children in K2 learn how to resolve conflicts peacefully.

- Myself and the wider world

Strand units: developing citizenship; media education

In K2 students are introduced to the concept of 'community' and are encouraged to develop their awareness of the wider world through a range of experiences and celebrations.

Communication, Language and Literacy

Communication and Language

- **Listening, attention and understanding**

Communication requires two foundation skills: listening and understanding. Children develop these by observing and reacting to others. This influences communication and talking later in life. Listening is different to simply hearing. It means interpreting different sounds, while beginning to understand social interactions. Understanding means processing what is being communicated, beginning with simple ideas and vocabulary.

- **Speaking**

Children's back-and-forth interactions from an early age form the foundations for language and mental development. The number and quality of the conversations they have with adults and other children throughout the day in a language-rich environment is crucial. By commenting on what children are doing or interested in and echoing back what they say with new vocabulary added, we build upon children's language effectively.

In K2 we encourage conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher. Sensitive questioning invites students to elaborate, and become comfortable using a rich range of vocabulary and language structures.

Literacy

- **Reading Comprehension**

In K2 there are a wide range of reading experiences to help children develop a love of reading, curiosity and wonder about the world around them. We expose students to a range of different text types to help develop children's knowledge of language and how it works. We begin the journey towards creating fluent, passionate and lifelong readers.

- **Exploring Words**

- Phonological Awareness

- Vocabulary

- Expressive language, vocabulary, grammar and changes to words such as plurals

- Receptive language, the ability to understand what is said

At BBS we broadly follow the 'Letters and Sounds' sequence to help develop phonological awareness in our students. This aims to prepare children for learning to read by tuning in to sounds in general, as well as developing their phonic knowledge and skills. In K2 we revise Phase 1 of 'Letters and Sounds', covered in K1, and then begin to introduce Phase 2.

- **Writing**

Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves. Formal writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech) elements. In K2 we provide lots of meaningful opportunities for children to learn about the written word and to support them to understand that symbols carry meaning. We provide our students with opportunities to build their physical strength and control in the core, upper body, hands and fingers to enable them to use and control writing implements. Following the 'Letters and Sounds' programme, students begin to make the link between graphemes and phonemes and practise forming letters. Students are encouraged to orally compose a range of different text types, that teachers may then scribe for them.

Maths

Developing a strong grounding in number is essential so that all students develop the necessary building blocks to excel mathematically. K2 children learn about the following Mathematics topics:

- Counting with one to one correspondence to 10
- Reading, writing, matching and modelling numbers to 10
- Addition - counting two sets of objects together
- Subtraction - Count a set of objects after some items have been removed
- Recognising halves and wholes
- Recognising coins
- Data - sorting objects into sets
- Data - creating pictographs
- Copying, continuing and describing patterns
- 2D and 3D shape
- Using a variety of non-standard measurement systems
- Comparing the weight and length of objects
- Time (full hour)
- The days of the week

K2 Programme of Inquiry

Children inquire into four transdisciplinary units. Each unit is explored in a block of approximately 8-10 weeks.

Theme	Who we are	How we express ourselves	How the world works	Sharing the Planet
Unit title	Friends and Family	Emotions	Light and Colour	Mini-beasts
Central idea	We learn from the people in our community.	Emotions can be expressed through the Arts	Understanding the properties of colour and light allows people to use them in different ways	Mini-beasts are an important part of life in the habitat in which they live.
Lines of inquiry	<p>The different ways we learn</p> <p>The people in our community</p> <p>How and what we learn from others</p>	<p>Different types of emotions</p> <p>How our experiences affect our emotions</p> <p>How feelings and emotions are shared through music, drama, dance and language</p>	<p>Sources of light</p> <p>The properties of light</p> <p>Colour and how we perceive it</p>	<p>Woodland habitats</p> <p>The needs, characteristics and behaviours of mini-beasts</p> <p>Life cycles of mini-beasts</p> <p>Human impact on animal habitats</p>
Key concepts	<p>Form</p> <p>Connection</p>	<p>Perspective</p> <p>Causation</p>	<p>Function</p> <p>Causation</p>	<p>Form</p> <p>Responsibility</p> <p>Change</p>
Learner Profile	<p>Reflective</p> <p>Open-minded</p>	<p>Communicator</p> <p>Reflective</p>	<p>Thinker</p> <p>Knowledgeable</p>	<p>Caring</p> <p>Inquirer</p>

K2 Science

Science learning takes place within the context of the units of inquiry. The science strands explored in K2 are:

- Living things
- Forces and energy
- Earth and space
- Materials and matter

In the 'living things' strand, children learn about: living things in the local environment, characteristics of minibeasts; and the basic needs of animals.

In the 'forces and energy' strand, children learn about light, shadow and colour, and simple circuits.

In the 'Earth in space' strand, children learn about the Sun as a source of light, and night and day.

In the 'materials and matter' strand, children learn about: the properties of materials (through cooking activities); and how light reflects off some surfaces and travels through some materials.

The science skills developed throughout the PYP science curriculum are:

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions

K2 Social Studies

Social Studies learning takes place within the context of the units of inquiry. The Social Studies strands are:

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

In the 'human systems and economic activities' strand, children learn about the communities they belong to, and how they learn from people in their community.

In the 'social organization and culture' strand, children explore how different families are similar and different.

In the 'continuity and change through time' strand, children learn about how their local environment changes over time.

In the 'human and natural environments' strand, children learn to identify and recognize major geographical features of local and other environments. They learn to understand and use symbols on maps.

In the 'resources and the environment' strand, children learn about how humans impact the natural environment.

The Social Studies skills developed throughout the PYP social studies curriculum are:

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

K2 German

Unser Ziel in K2 ist es, den Kindern, die nicht muttersprachlich Deutsch sind, einen ersten Eindruck der deutschen Sprache zu vermitteln. So können die Kinder einen stetig wachsenden Wortschatz aufbauen, damit sie sich auch in dieser Sprache ausdrücken können. Wer bereits einen guten Wortschatz besitzt, wird dabei unterstützt diesen weiter aufzubauen.

Des Weiteren stärken wir die Kinder, gemäß dem Berliner Bildungsprogramm, in den folgenden vier Kompetenzen:

- Ich-Kompetenz
- Sozialkompetenz
- Sachkompetenz
- Lernmethodische Kompetenzen

welche sie in den verschiedenen Bildungsbereichen und sich während unserer vier Themen im Jahr aneignen können.

Bildungsbereiche

Gesundheit	Soziales und kulturelles Leben	Kommunikation: Sprachen, Medien, Schriftkultur
Kunst: Bildnerisches Gestalten, Musik, Theater	Mathematik	Natur - Umwelt - Technik

Themen in K2

Thema	Was kann ich schon?	Körper und Familie	Räumlichkeiten
Wissen	Farben, Formen, Zahlen auf Deutsch benennen	<p>Die Kinder sollen hier Körperwahrnehmung entwickeln und zur Sprache bringen können.</p> <p>Dazu gehört auch das Grundwissen über den eigenen Körper.</p> <p>Zusätzlich soll das Thema Familie angeschnitten werden, damit die Kinder unterschiedliche Familienstrukturen kennenlernen.</p>	<p>Hier sollen die Kinder lernen, verschiedene Räume wahrzunehmen und zu benennen. Dies soll zur Orientierungshilfe beitragen, die Kreativität fördern und den Wortschatz erweitern.</p>
Wort-schatz	Farben, Formen (Dreieck, Kreis, Quadrat, Rechteck, Viereck), Zahlen (0-10)	<p>Körperteile benennen, Bedürfnisse äußern, Familienmitglieder und Unterschiede bzw. Gemeinsamkeiten benennen.</p>	<p>Teile eines Hauses und die dazugehörigen Räume benennen und einzelne Dinge, die sich in diesen Räumen befinden.</p>
In Bezug zu		Uol: Who we are	

Thema	Gefühle	Wochentage und Monate	Natur
Wissen	<p>Verschiedene Arten von Emotionen</p> <p>Wie unsere Erfahrungen unsere Emotionen beeinflussen</p>	<p>Hier sollen die Kinder das klassische Konzept einer Woche und eines Jahres erlernen. Sie sollen imstande sein, die Tage in der richtigen Reihenfolge, wie zum Beispiel auch den Monat, in dem sie geboren wurden, zu benennen. Außerdem werden die Tageszeiten behandelt und was zu diesen Zeiten gemacht wird.</p>	<p>Besonders hier sollen die Kinder die umgebende Natur, beispielsweise die einheimischen Bäume und Pflanzen, kennenlernen. Dies soll nicht nur theoretisch, sondern in der Praxis in Form eines Blumenprojektes stattfinden, welches die Aussaat, Begleitung und das Benennen des Resultats einbezieht.</p>
Wortschatz	<p>Benennung der verschiedenen Gefühle (glücklich, traurig, wütend, sauer, böse, aufgeregt, verliebt)</p>	<p>Die Wochentage, Monate und Tageszeiten benennen.</p>	<p>Die einheimischen Bäume (Tanne, Kastanie, Kiefer, Apfelbaum, Kirschbaum, Eiche) erkennen und benennen, sowie auch einzelne Teile des Baumes (Blätter, Nadeln, Stamm, Baumkrone, Kastanien, Eicheln...)</p>
In Bezug zu	<p>Uol: How we express ourselves</p>	<p>Uol: How the world works</p>	<p>Uol: Sharing the planet</p>

K2 The Arts

When creating works of art, children in K2 show an understanding that they can express themselves through dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

When responding to works of art, learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Physical Education

K2 children will engage in a variety of different physical activities. They will demonstrate an awareness of basic hygiene in their daily routines. They will identify some of the effects of different physical activity on the body. They will develop a range of fine and gross motor skills and explore creative movements in response to different stimuli. Learners will recognise that acting upon instructions and being aware of others helps to ensure safety.

The Physical Education strands are:

- Body control and spatial awareness
- Movement composition (gymnastics, dance)
- Games
- Adventure challenges
- Health-related activities

Music

K2 children will join together in musical activities, using their voices and simple instruments to develop concepts about sound and musical awareness. They will participate both individually and in groups in games, songs, and creative movement activities. Children will develop musical ideas in composition using simple musical notation. They will begin to develop an awareness and appreciation of music from different cultures.

The Music strands are:

- Performing: singing
- Performing: playing instruments
- Creating and composing
- Notation
- Listening and appreciation