

K3 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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Language

In K3, we build on speaking and listening skills, and introduce sounds for reading and writing. The reading and writing lessons are often linked with the units of inquiry.

Speaking and Listening

In K3, children learn that sounds are associated with objects, events and ideas, and also with symbolic representations of themselves and others. They are aware that an object or symbol may have different sounds or words associated with it in many different languages.

Children will talk about stories, writing, pictures and models that they have created. They will learn to construct simple grammatically correct sentences.

Reading

In K3, children have many opportunities to read. Some of the reading takes place through games and activities in connection with their phonics work. Those with a sound knowledge of the first 23 phonemes are placed on a reading book; an Oxford Reading Tree levelled reader. With this reader, the teacher will provide a communication log to inform the parents about their child's next steps and reading goals. Children should be reading at home regularly and we encourage parents to read and take time to share stories with their children. They have a Library session each week.

Writing

Children have opportunities to write in a range of styles, often in the context of the unit of inquiry. Writing styles explored in K3 include:

- Narrative fiction
- Procedural writing
- Explanation texts
- Poetry

Viewing and Presenting

Children learn that people use visual texts to communicate ideas and information. They use these visual texts to create their own presentations.

Children who require extra additional English language support (EAL) work together in small groups with a qualified teacher to develop their vocabulary and grammar skills.

For a fuller breakdown of language learning objectives, please refer to the curriculum documents on the school website.

German

Unser Ziel in K3 ist es, dass der Übergang vom Kindergarten in die Schule reibungslos verläuft. Da manche Fächer ab Grade 1 auch auf Deutsch unterrichtet werden, ist es wichtig, dass die nötigen Sprachkenntnisse vorhanden sind. Wir legen Wert auf Kontinuität des Lernprozesses auf allen Ebenen der Bildung. Zu den Feinzielen gehören, die schon vorhandenen Sprachkenntnisse der Kinder aufzubauen und zu erweitern. Die genannten Ziele versuchen wir zu erreichen, indem wir folgende Hauptthemen bearbeiten. In jedem Thema muss bestimmtes Wissen und Wortschatz erworben werden.

Bildungsbereiche

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

Thema:	Berufe	Sinne	Jahreszeiten und Wetter & Kleidung	Naturkunde: Umwelt und Natur	Mülltrennung	Verkehrsmittel
Wissen:	Kennenlernen von verschiedenen Berufen und deren Tätigkeiten; <i>Berufe in meiner Familie</i>	Kennenlernen von 5 Sinnen und ihre Funktion und wie wir sie benutzen	Erlernen die Besonderheiten jeder Jahreszeit. Kennenlernen von verschiedenen Kleidungsstücke und deren Material; Kleidung für verschiedene Anlässe, unterschiedliche Wetterbedingungen	Kennenlernen von verschiedenen Naturprozesse, Materialien aus Natur und von den Menschen, Umweltschutz: Mensch und Natur Klimawandel	Erforschen von verschiedenen Lebensmitteln Prozesse und die Mülltrennung der Verpackungen	Erlernen von Verkehrsschildern, Transportmittel/ Verkehrsmittel, Sicherheit
Wortschatz:	Berufsarten und Jobs	Begriffe zu unseren 5 Sinnen (hören, riechen, schmecken, fühlen usw.)	Wetterbeschreibung Namen von Kleidungsstücken und deren Materialien Bekleidung für verschiedene Anlässe (nationale Feiertage, Karneval etc.)	Begriffe zum Thema Natur Klima auf der Erde, Naturveränderungen Materialien aus der Natur und vom Menschen Beschreibung der Materialien (Adjektive)	Begriffe zum Thema Mülltrennung; Recycling, Lebensprozesse	Vokabeln von den Verkehrsschildern und den Verkehrsmitteln
In Bezug auf:	UOI: Personal histories	UOI: Me and my senses	UOI: Celebrations	UOI: Materials	UOI: Waste	UOI: transport

Maths

K3 children learn about the following Mathematics topics:

- Reading, writing and modeling numbers within 20
- Number bonds to 10 and 20
- Addition and subtraction with numbers to 20
- Sharing small numbers into equal groups
- Recognising wholes, halves and quarters
- Data - sorting objects into sets
- Tally charts, bar graphs and pictograms
- Patterns and sequences
- 2D and 3D shape
- Symmetry
- Standard and non-standard measurement
- Time to the hour and half hour

Unit of Inquiry

Children inquire into six transdisciplinary units. Each unit is explored in a block of approximately 6 weeks.

Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Unit title	Me and My Senses	Personal Histories	Celebrations	Materials	Transport	Waste
Central idea	We use our senses to find out about the world.	Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.	Celebrations are a recognition of significant events and people around the world	Materials come from different sources and their properties influence how they are used.	Different types of transportation systems help us go from one place to another	Choices we make in our use of resources can help preserve the environment
Lines of inquiry	<p>How we use our senses</p> <p>How we learn new things with our senses</p> <p>How people experience with world without one of the senses</p>	<p>Significant people and places in my life</p> <p>Personal change from birth to present</p> <p>Reflecting on past experience</p>	<p>The events people celebrate</p> <p>The different ways people celebrate significant events</p> <p>The similarities and differences between the celebrations of different cultures</p> <p>The role of the Arts in celebrations</p>	<p>Sources of everyday materials</p> <p>Properties of different materials</p> <p>How different materials are used</p>	<p>The features of different modes of transport</p> <p>How transport systems help us live our lives</p> <p>How transportation has changed over time</p>	<p>The waste we make and what happens to it</p> <p>How different materials can be reused and recycled</p> <p>How our family, school and local Berlin community deal with their waste</p> <p>How our choices impact the environment</p>
Key concepts	Form Connection Function	Form Change Perspective	Form Perspective Connection	Form Function Change	Form Function Change	Form Causation Responsibility
Learner Profile	Communicator Risk Taker	Reflective Thinker	Communicator Open-minded	Knowledgeable Inquirer	Knowledgeable Reflective	Caring Principled

Science

Science learning takes place within the context of the units of inquiry. The science strands explored in K3 are:

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

In the 'living things' strand, children learn about: the five senses and how they help us learn about the world and keep us safe; the physical properties of objects that are detected by the senses.

In the 'forces and energy' strand, children learn about how different forms of transport move.

In the 'materials and matter' strand, children learn: the properties of familiar materials; the three states of water; and how processing natural materials changes their properties and uses.

In the 'Earth in space' strand, children learn about how the Earth's natural resources are used, and how resources can be recycled.

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

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 organisation 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 how transport systems influence lifestyles and communities.

In the 'social organisation and culture' strand, children learn about celebrations in their own lives and in the lives of others.

In the 'continuity and change through time' strand, children learn about changes they have undergone from birth to present; how family history can be documented; and how and why transport has changed 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 the effect waste management has on the built and natural environment and about ways we can reduce waste.

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

Visual Arts

When creating works of art, children in K3 use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

When responding to works of art, learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Children in K3 will further develop their awareness of line, shape, form, colour, texture and value. They do so through a variety of media such as drawing, painting, printing, textiles, 3D modelling and construction.

Physical Education

Learners will recognise the importance of regular exercise in the development of well-being and identify healthy food choices. They will communicate their understanding of the need for good hygiene practices and reflect on the interaction between body systems during exercise. They will explain how the body's capacity for movement develops as it grows and use and adapt basic movement skills (gross and fine motor) in a variety of activities. They will explore different movements that can be linked to create sequences and display creative movements in response to stimuli and express different feelings, emotions and ideas. They will reflect upon the aesthetic value of movement and movement sequences. Learners will understand the need to act responsibly to help ensure the safety of themselves and others. They cooperate in group and team activities and are able to communicate verbally and non verbally. They will develop the basic skills needed to play a variety of team games. They will be introduced to basic strategies of team games.

The Physical Education strands are:

- Individual pursuits (athletics, pedometer challenge)
- Movement composition (gymnastics, dance)
- Games
- Adventure challenges (team building)
- Health-related fitness (pedometer challenge)

Music

K3 children will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will sing and play a variety of songs and pieces with an awareness of *beat*. Students will have the opportunity to experiment with sounds in *composition* tasks and to make expressive use of musical *elements* such as *pitch* and *rhythm*. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures and be able to describe and compare sounds using simple appropriate musical vocabulary.

The Music strands are:

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

Personal Social and Health Education

PSHE is the responsibility of all teachers and is interwoven throughout the different curriculum areas as well as being taught in discreet PSHE lessons when appropriate. Our PSHE framework also encompasses 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
- Myself and others
Strand units: myself and my family; my friends and other people; relating to others; resolving conflict
- Myself and the wider world
Strand units: developing citizenship; media education