

PRIMARY YEARS PROGRAMME

English Primary Section Curriculum Guide 2024 -2025

1st Published August 2020

Latest Revision: July 2024

Next revision: July 2025



TABLE OF CONTENTS

| | |
|----|---------------------------------------------------------------------------------------|
| 03 | GESM Mission, Vision and Values International Baccalaureate (IB) Mission Statement |
| 04 | Preface |
| 05 | Overview The Enhanced PYP |
| 06 | What we want our students to learn: PYP Transdisciplinary Themes |
| 07 | What we want our students to learn: Key Concept |
| 08 | The value of Reflection in the Learning process. Reflection |
| 09 | What we want our students to strive to be: IB Learner Profiles |
| 10 | What do our students need to demonstrate to succeed? Approaches to Learning (ATL) |
| 11 | How best will our students learn? The Inquiry Cycle |
| 12 | How will we know what our students have learned? - Assessment |
| 13 | PYP Exhibition |
| 14 | Our Approach to Teaching and Learning |
| 19 | Single Subjects Music, Art, Sports, German as a Foreign Language (DaF) |
| 20 | Scope and Sequence |

Mission Statement of the GESM International Section

MOTTO: Learning together for our future!

VISION : GESM empowers global citizens as lifelong learners committed to a sustainable future.

MISSION : We are a learning community that provides our students with an excellent education in German and English, following the highest internationally accepted standards.

As part of Eurocampus in the Philippines, we offer exceptional opportunities for intercultural learning and understanding in the spirit of European educational traditions.

Our caring and nurturing environment allows students to develop their unique personalities and become independent and responsible individuals.

We prepare our students to successfully study, live and work in German speaking and other countries across the globe.

As professional practitioners, we reflect, learn, and grow together.

VALUES: Integrity, Respect, Compassion , Independence and Responsibility

Mission Statement of the International Baccalaureate (IB)

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.



German European School English Section curriculum is based on the International Baccalaureate Primary Years Programme (IB PYP) framework and is combined with the GESM Scope and Sequence (some parts derived from Cambridge Primary Curriculum) for the Core Learning areas. We are an IB World School authorised to offer the Primary Years Programme since 2011 and was awarded the status of a UNESCO School in 2018 as a school that supports international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

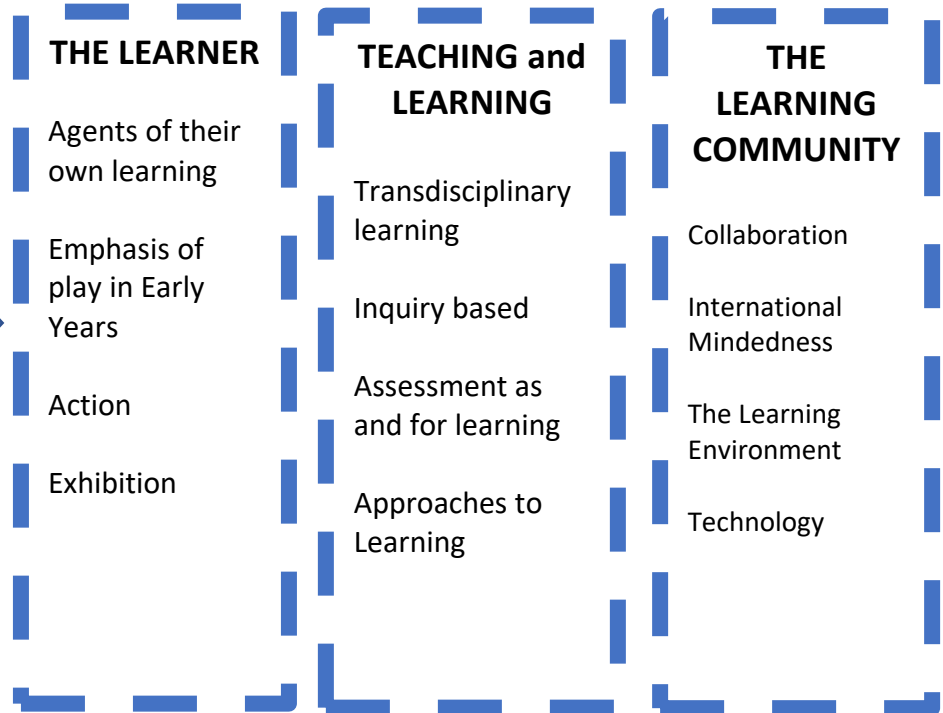
PREFACE

We are enthusiastic and dedicated to IB's approach and philosophy as they directly support our school's Mission & Visions of international mindedness, intercultural understanding and lifelong learning. GESM English Section offers PYP from 3-12 years of age. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by Six Transdisciplinary themes of global significance, explored using knowledge and skills derived from six subjects areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate, compare and contrast as part of their learning journey to construct meaning and make connections to the world around them. We have integrated the GESM Scope and Sequence in our teaching and learning to ensure that learners are well-supported at various levels of their development. This provides the teachers a comprehensive scope of development and sequence on when and how skills and content are presented throughout the Primary years. Students have the opportunity to explore significant local community and global issues and are also encouraged to consider situations critically from multiple perspectives.

We are committed to developing your child's social-emotional skills and critical thinking skills to prepare them to be global-minded, caring citizens of this world who are culturally sensitive yet respectful of each other's' differences. In GESM International Section, we encourage children to be active learners rather than spectators, exploring to discover learning with their teachers as their guides and facilitators, where they can practice critical thinking and problem solving skills.

By ensuring that learning is engaging, relevant, challenging and significant, we set out to meet the diverse needs of the students through the Primary Years Programme. We value student, parents and teachers' collaboration in developing a sense of international mindedness in creating a meaningful and impactful PYP action cycle that would help create a better and peaceful world.

The Enhanced PYP



Concept based inquiry remains the leading pedagogical approach of the **enhanced PYP** and is the basis for all learning and teaching in the programme. An explicit focus on agency–voice, choice and ownership–will encourage active, inquiring students to take responsibility for their own learning (IBO, 2018). Within the programme are the six transdisciplinary themes: ***Who we are, Where we are in place and time, How we express ourselves, How the world works, How we organize ourselves, and Sharing the planet.*** These themes are designed to meet the whole school community’s needs. Students are expected to inquire and learn about pressing global issues, which transform disconnected learning into a holistic approach in learning. At GESM International Section, approaches to learning such as communication, research, self-management, thinking, and social are incorporated to ensure a high quality of the teaching-learning process. These skills are developed alongside social, emotional, cognitive, adaptive, physical and language developmental domains.

What We Want Our Students To Learn?

At GESM English section, the students study Units of Inquiry (UOI). The units are based around organising themes (see Program of Inquiry Model on our webpage), which are covered throughout the school year. These themes act as a vehicle of learning, where the students make meaningful connections between theory and application in the real world. Units of inquiry and the themes elicit ideas of local and global significance that all of humanity shares in different parts of the world. The IB describes these themes below (IBO, 2009)

Who We Are

An exploration of the nature of self; of our beliefs and values; of personal health: physical, mental, social, spiritual; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.

Where we are in place and time

An exploration of our orientation in place and time, of our personal histories and geographies; of history and geography from local and global perspectives; of our homes and journeys – actual and spiritual; of the greater journeys of humankind – the discoveries, explorations and migrations; of human achievements and the contributions of individuals and civilizations; of the descent and ascent of humankind; of the state of the race.

How we express ourselves

An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.

How the world works

An exploration of the physical and materials world; of natural and human-made phenomena; of the world of science and technology.

How we organise ourselves

An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact, both personal and global.

Sharing the planet

An exploration of our rights and responsibilities as we strive to share finite resources with other people, with other species; of individuals and communities, human and animal; of the relationships within and among them.

The Six Transdisciplinary Themes

What Do We Want Our Students To Learn?

KEY CONCEPTS

The PYP incorporates concepts that are at the core of the curriculum. The whole Primary school goes through an inquiry-based unit, with the key questions acting as a vehicle to liberate thinking. These serve as the guide and direction of the units of inquiry (IBO, 2009). These concepts are

Form

Key Question: What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function

Key Question: How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation

Key Question: Why is it like it is?

The understanding that things do not just happen, that these are causal relationships at work, and that actions have consequences.

Change

Key Question: How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection

Key Question: How is it connected to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective

Key Question: What are the points of view?

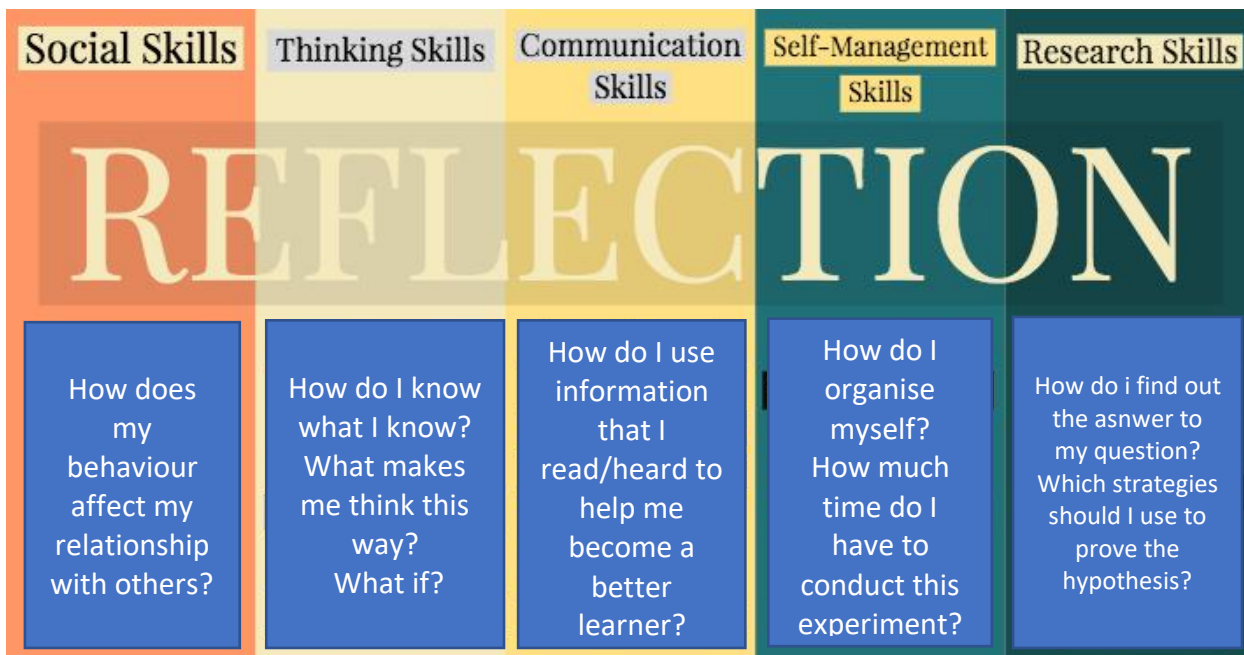
The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understanding and findings; perspectives may be individual, group, cultural or disciplinary.

Responsibility

Key Question: What is our responsibility?

The understanding that people make choices based on their understanding, and the actions they take as a result do make a difference.

**Reflection is integrated throughout all learning and teaching to strengthen the ongoing inquiry process.*



WHY?

Reflection *How do we know?* will be removed from the collection of key concepts. Integrated throughout the inquiry and planning process, both inside and outside the programme of inquiry, reflection will be interwoven with other aspects of the programme such as the learner profile and approaches to learning. For both teachers and students, reflection will become a more dynamic, ongoing process.

Recognizing that students bring varying degrees of prior knowledge—and different personal and cultural perspectives and experiences to each inquiry—supports agency. These differences may also result in a range of conceptual understandings arising from a central idea and the associated concepts.



Fully integrating reflection throughout all aspects of learning and teaching will strengthen its iterative nature, and enrich learning experiences inside and outside the programme of inquiry.

(Source: Learning and Teaching in the Enhanced PYP - Part 2, March 18)

What Do We Want Our Students To Strive To Be?

IB LEARNER PROFILE ATTRIBUTES

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.

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.

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. enthusiasm and sustain our love of learning throughout life.

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.

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. enthusiasm and sustain our love of learning throughout life.

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.

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.

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.

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.

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.

What Do Our Students Need to Demonstrate to Succeed?

APPROACHES TO LEARNING (ATL)

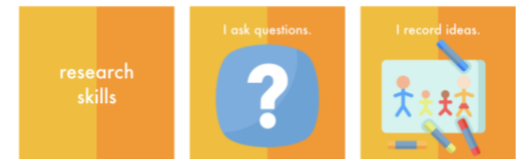
SOCIAL SKILLS

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



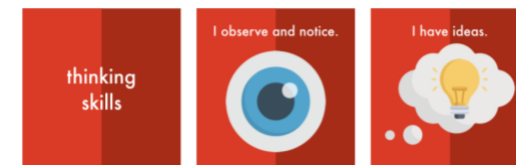
RESEARCH SKILLS

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



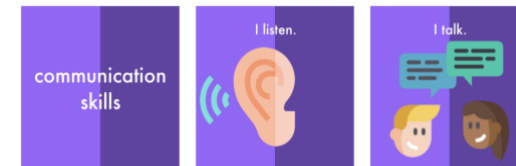
THINKING SKILLS

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



COMMUNICATION SKILLS

Exchanging information skills
Literacy
ICT skills



SELF_MANAGEMENT SKILLS

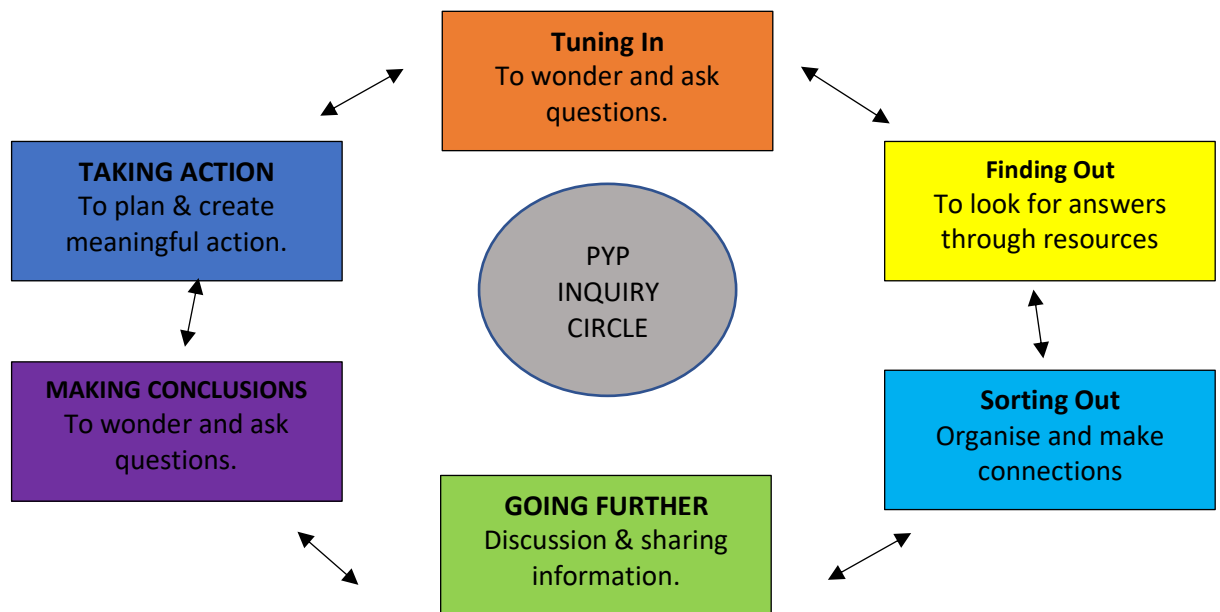
Organisation skills



How Best will our Students Learn?

At GESM, students have various opportunities that tap into their natural curiosities. They inquire, discover and think about ideas that are a result of provoking questions and situations created in the learning environment. A student centered, collaborative environment is in effect in our PYP classrooms. When students work together, they move away from competition and work towards teamwork and collaboration that help them reach their shared goal. This setup promotes skills that students can utilize as lifelong learners. In the real world, they will be able to apply skills such as researching, communicating, socializing, which are essential tools for success. A collaborative environment encourages students to pursue knowledge as they problem solve, evaluate and reflect on their approach to learning.

The teaching-learning process for each of our units of inquiry goes through the inquiry cycle, developed by the IB. The cycle encourages students to think about concepts and ideas as they share previous knowledge, which serve as a springboard to learning. Throughout the cycle, the students inquire, create and evaluate ideas to attain a better understanding of the world.



How Will We Know What Our Students Have Learned?

ASSESSMENT

Assessment in the PYP plays a key role to teaching and learning. Through effective assessment, students enrich their knowledge, understanding of concepts, skills, attitudes and decision-making skills to take action. In a PYP classroom, both the student and the teacher participate in assessing progress and development with the goal of promoting reflection and self-evaluation. This process ensures the attainment of each one's maximum potential.

GESM English Section utilizes a variety of assessment strategies and tools to cater to the needs of all kinds of students. This gives students a chance to explore ways in which they learn concepts and even their own strengths. In line with this, the whole school community must adhere to the Academic Honesty Policy during assessment and instruction. This covers proper citing and referencing of other's works and ideas, which are essential for good scholarship and responsible global citizenship. Assessments include, but are not limited to the following:

| ASSESSMENT TOOLS AND STRATEGIES (IBO, 2009) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rubrics: An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics at times are developed by students. The rubrics are used in all formative and summative assessments. |
| Exemplars: Samples of students' work serve as concrete standards against which other samples are judged. Generally, there is a benchmark for each achievement level in a scoring rubric. Teachers are encouraged to set benchmarks that are appropriate and usable within the particular unit context. |

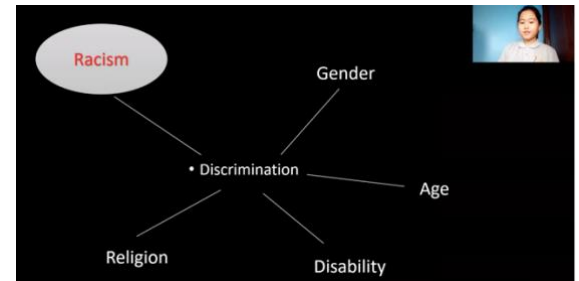
Reporting and documentation done through:

- Ongoing regular feedback to students and parents,
- Conferences (teacher-parent, student-led, goal setting),
- Written reports (Mid-year and Year End),
- The Grade 5 PYP Exhibition,
- Productions and performances,
- Student portfolios and e-portfolios through Class Dojo.

PYP EXHIBITION

In the final year of the PYP, our Grade 5 students will undertake an extended, in-depth, collaborative or individual project known as the PYP exhibition.

Students will be working collaboratively to conduct an in-depth inquiry into their choice of real life issues or problems. They collectively inquire, gather evidence and synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. The exhibition will provide teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. This will also be an opportunity for the whole school community to celebrate the transition of our Grade 5 students to the next phase of their learning journey - Middle School.



PYPX on Anatomy and Medicine

By Giulliana Paige Garcia, Future MD
Medical Virologist from GESM



OUR APPROACH to Teaching & Learning

GESM is one of the very few international schools that took part in the pilot face-to-face opening last December 2020. As a data-driven school, we were given the approval to re-open and worked with the Department of Education to help pave the way to the safe re-opening of schools.

As a result of our early opening where we reflected on systems, policies and procedures that worked well and would need improvement, this year's approaches to teaching and learning are the following - keeping in mind Health and Safety of our school community and the student-centered, inquiry-based and transdisciplinary approach of the Primary Years Programme as our framework integrating the GESM Scope and Sequence where we would focus on the most essential life and learning skills to deliver in our teaching and learning: **(1) lesson delivery, (2) assessment & reporting, (3) curricular and non-curricular events and (4) home-school collaboration.** these are the systems, policies and procedures of International Primary,

PART 1: TEACHING AND LEARNING

1. How will lessons be delivered this school year?

Daily lesson delivery: Lessons will be delivered on full face-to-face modality. Classes will start promptly at 7:30am and end at 2:00PM from Grade 1 to Grade 5. Daily time table has 6 to 7 periods for Unit learning and 1 to 2 period/s for collaboration and support.

No homework policy is implemented in Lower Primary for a balanced school-home life for our students and their families. For tasks that need completion, they can be done during "Study Time." However, your teacher may provide online reading in RAZ as reading for pleasure rather than a mandatory reading assignment. Upper Primary will be an exception to this policy to enable them to prepare fully for the PYP Exhibition.

Study Time is scheduled MWF during the last period. During ST, students will be supervised by their Homeroom teachers and /or Specialist teachers to finish incomplete tasks. Teachers can also give more advanced students challenging tasks to practice their skills in various subjects.

Collaboration Time happens 4 periods/week. Two periods will be used for the Houses while the other two are for Learners' Support (LS) or for Assembly rehearsals.

OUR APPROACH to Teaching & Learning

PART 2: ASSESSMENT

1. How will we assess our students?

English Primary has a combined curricula of PYP as our framework where our learners inquire into the 6 transdisciplinary themes, using the 4 other PYP elements while having the knowledge derived from the GESM Scope and Sequence in core learning areas, that have relevance to the theme.

Assessment in the PYP plays a key role in teaching and learning. Through effective assessment, students enrich their knowledge, understanding of concepts, skills, attitudes and decision-making skills to take action. In a PYP classroom, both the student and the teacher participate in assessing progress and development with the goal of promoting reflection and self-evaluation. This process ensures the attainment of each one's maximum potential. Assessments include, but are not limited to the following:

Grades 1 to 5: Formative assessment throughout the teaching and learning process to determine what the students know, their level of understanding and what support they need. Every end of the unit, a reflection form must be accomplished by all students to be able to self-assess their learning during that unit and understand how the unit has helped him/her understand the world around him/her and what actions can he/she undertake. An end of unit reflection will likewise be sent to parents to help the teachers understand how their child is applying what they have learned at home and in their community.

Grades 1 and 2: End of Unit Assessment in lower primary will be a project that would show evidence of learning in the unit inquired into.

Grades 3 to 5: In previous years, end of unit assessment in Upper Primary was a pencil and paper teacher-crafted assessment using various types of questions. Beginning 2023-2024, after close collaboration with teachers and parents, end of unit assessment will be a project that would show evidence of learning in the unit inquired into using student-teacher crafted rubrics to assess their work.

2 Major Assessments in Upper Primary:

- Mid Term Assessment - a paper and pencil teacher-crafted test given at the end of Unit 3, covering Units 1 to 3 in all core subjects plus DaF.
- Year End Progression test - a paper and pencil teacher-crafted test given at the end of the year, covering Units 1 to 6 in all core subjects plus DaF.

Towards the end of Unit 6, a Year End Progression Test for English, Maths and Science will be given to Grade 3, 4 & 5 students to identify the strengths and areas of focus as a reference for the next year level's teacher. Result of the Year End Progression Test will be published in the Year End Report based on the attained score.

| Subject Areas | Bronze 0 to 49% | Silver 50 - 70% | Gold 71- 100% | Average |
|---------------|--------------------|--------------------|------------------|---------|
| English | | | | |
| Math | | | | |
| Science | | | | |
| UOI | | | | |
| DaF | | | | |

II. How will we report student progress?



Reporting: Mid-Year and Year End Reports will measure students' engagement in learning through the ATLs or the 21st Century skills.

Mid Term Report is released at the end of Term 1, covering Units 1, 2 and 3.

Year End report is released on the last day of school covering Units 4, 5 and 6.

Conferences: Student-Led conferences are held during or days in advance prior the release of the Mid-Term Reports where students share evidence of his/her work progress with his/her family members. Students are in-charge from start to finish. Parent-Teacher conferences happen 1 to 2 week/s prior the end of the School Year where teachers discuss the student's holistic progress throughout the year.

OUR APPROACH to Teaching & Learning

OUR APPROACH to Teaching & Learning

Grading System:

Student performances are assessed according to the four-part grading system utilizing: Exceeding, Meeting, Approaching and Beginning. The following definitions accompany these grades.

| | |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Exceeding | Students who show persistence, sustainable inquiry and unprompted transfer of understanding beyond standards and expectations. |
| Meeting | Students who meet grade-level expectations and can work independently. |
| Approaching | Students who show effort and progress towards grade-level expectations but would require adult supervision. |
| Beginning | Students who are challenged meeting expectations and/or make minimal attempt to demonstrate inquiry and productivity. |

PART 3: CURRICULAR & NON-CURRICULAR EVENTS

1. What are the events and activities in English Primary?

1. End of Unit Assembly - to celebrate the hard work and discovery learning of our students, every end of unit, all International Primary students will hold an assembly for knowledge sharing and to celebrate learning. A grade level will be assigned to share what they have learned and actions they have taken and will be taking as a result of their inquiry. This will also be a time for us to appreciate and recognise exemplary students who have excelled in various learning areas and have exhibited the IB Learner Profiles in Focus.

2. Host culture and host country events - as part of cultural learning and to hone international mindedness, there will be activities to celebrate both German traditions as our host culture and being a German school, as well as Filipino traditions for being our school's host country.

3. Inter-House Competitions - To foster the spirit of camaraderie and interaction amongst students, a House System is implemented across Primary in both International and German sections where students will be mixed from all grade levels. There will be opportunities for our students to interact not just in their same age group level but across all levels.

There are Six Houses which are named after German cities. With the different house teams, we conduct in-campus academic and UOI related events. - Geo Olympiad, Spelling Quiz Bee, Science Investigatory Challenge- to name a few which are spread across the year. The houses will also work on a project that would help address social or environmental problems.

OUR APPROACH to Teaching & Learning

Teachers and management may award points to respective Houses if a member of their team showed a good example of the school values - integrity, compassion, independence, respect, responsibility. The House with the highest points at the end of the year will be awarded and their logo displayed at the school lobby.

In addition, peer to peer learning will take place within the Houses where students from a higher level will help tutor children from the lower age level. It is through active learning and meaningful interaction with others will students be able to take responsibility of their own learning.

PART 4: HOME-SCHOOL COLLABORATION

We value having our class parents as our partners in developing the children into well-rounded global citizens who exhibit the GESM values and the IB Learner Profile Attributes. Your support and involvement in your child's learning journey with us is very much appreciated. Below are some ways you can support your child's learning and what your class teachers will be providing you.

Timely and relevant information will be emailed to parents on the following occasions:

- a. Transdisciplinary (TD) Unit Map - every beginning of the unit, a TD Unit Map will be emailed to parents to provide an overview of the central idea, lines of inquiry and topics that will be covered for that unit across all disciplines. A sample of a TD Map may be viewed [here](#).
- b. Parents as Readers and Resource Speakers - there are members of our school community who could help us enrich unit learning. Depending on the Unit of Inquiry, your teachers will invite you to read a story to the class or be a resource speaker in topics that you are most knowledgeable about.



SINGLE SUBJECT OFFERING

ARTS

In GESM English Primary section, we hone students' creativity through the various discipline of art - visual arts, music and drama. We foster creativity through exploration and expression of ideas

- Visual Arts - creative process, elements and principle of arts and design, visual arts in society, reflection and appreciation
- Music - performing, singing, playing of musical instrument, creating and composing, notation and listening and appreciation
- Drama: creative exploration and expression, technical incorporation, performance, personal and social development, reflection, evaluation and appreciation and drama in society

Physical Education

Our PE program is an integral part of a student's well-being. We train our students not just to be ready and prepared to participate in games and competitions but as well as to develop transferable skills to hone all aspects of holistic development, contribute to healthy living and have an understanding of the cultural significance of physical activities to individuals and community.

Activities we offer: Development of motor skills, movement composition, games, adventure challenges and health-related fitness.

GERMAN AS A FOREIGN LANGUAGE (Deutsch als Fremdsprache or DaF)

In the English Section, German as a Foreign Language is offered to children aged 3-11 in the Primary Years Programme. DaF is taught Five times per week in grades 1 to 5. Learning a language other than their mother tongue requires careful planning and attention, to help the students acquire the knowledge and skill set to properly use the language (IBO,2008). The “Learning in a Language other than Mother Tongue in IB Programmes” document states:

The IB offers three high quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through intercultural understanding and respect. Crucial for the success of the programmes is a rich development of language and literacy for all learners. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. Consequently, this requirement is built into the standards and practices of all three IB programmes as well as the IB learner profile. Recognizing that the language profiles of IB learners are diverse, and that sometimes one language may be more dominant than another in the same individual, IB programmes offer a variety of opportunities for learning more than one language. Learners accessing an IB programme in a language other than their mother tongue are potentially able to become balanced bilinguals who are highly proficient, literate and knowledgeable in two or more languages.

SCOPE AND SEQUENCE

The Scope and Sequence is a year - long map of what curriculum expectations will be taught and when they will be taught. The curriculum expectations used to develop this scope and sequence primarily come from 2 sources - IB Primary Years Programme and GESM Scope & Sequence (some parts derived from Cambridge International Primary), both having the same inquiry based approach to learning and set global standards for international education

1. IB Primary Years Programme (Programmes of Inquiry - Social Studies)
2. GESM Scope and Sequence (English, Math, Science and ICT)
3. German as a Foreign Language (DaF)

There are 6 units of Inquiry for each year level which are accessed through our Programs of Inquiry Scope and Sequence. The unit topics have been selected from the PYP. Within a unit, all subjects from the Scope and Sequence are integrated to support the understanding of the Central Idea and Lines of Inquiry. Throughout the topic per unit, we ensure that we use the various approaches to learning. - Research skills, Thinking skills, Social skills, Communications skills, and Self-management skills. While we value the importance of supporting knowledgeable students, we ensure that we also foster good citizenship through the PYP Learner Profile Attributes.

Our Primary Scope and Sequence may be viewed here.

[ENGLISH Scope and Sequence](#)

[MATH Scope and Sequence](#)

[SCIENCE Scope and Sequence](#)

[SOCIAL STUDIES Scope and Sequence](#)

[DaF Scope and Sequence](#)

[ICT Scope and Sequence](#)

[PE Scope and Sequence](#)

[ARTS Scope and Sequence](#)

[MUSIC Scope and Sequence](#)

First Published: August 2020; Revised on: July 2022; Last revision on July 2023, Next revision on July 2024

Revision Content by: English Primary Teaching Team 2022-2023;

Prepared by: Mrs. Viola Buck

Head of ENGLISH Primary & IB PYP Coordinator