UWC MAASTRICHT

Curriculum Guide

UWC Maastricht - Primary School

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UWC MAASTRICHT

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1. Introduction

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.

UWCM Primary School Vision Statement

United World College Maastricht Primary School provides a holistic and integrated education that evokes wonder and excitement about learning and enables students to gain age-appropriate knowledge, skills and understanding about our world.

Moving through cycles of experience, inquiry, concept building and reflection, students apply their learning in a range of authentic community and service based tasks.

Deliberate pedagogical practices, close and supportive relationships and an understanding of each learner as an individual, empowers teachers to tailor make learning journeys.

Learning programmes support students to understand themselves, each other and the communities they belong to.

When a student leaves UWC Maastricht Primary, they remain ambassadors of the UWC values, believing in their ability, and having a skill set, to make a positive contribution in the pursuit of peace and a sustainable future

2. Approach to Education - UWC Model of Education

United world colleges were founded by Kurt Hahn to bring young people together to learn from and with each other in pursuit of the mission of peace and a sustainable future. The following is the UWC model of education.

At the centre of this diagram is a deliberately diverse, engaged and motivated community in pursuit of the UWC Mission.

Core Values

We use the following CORE VALUES to guide us and this is what we hold the whole community to:

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

3. UWC Maastricht Primary School Curriculum

Curriculum Introduction

The United World College Maastricht Primary School curriculum is a curriculum for ethical agency. Our values- based curriculum emphasizes a core of caring relationships with the view of striving to meet fundamental human needs locally, nationally and internationally and emphasizing student voice and choice.

The curriculum recognizes the power of education in balancing issues of insecurity and injustice, both social and environmental. Inspired by the words of John Dewey, “Education is not preparation for life; education is life itself”, an active curriculum strives to orient ways of being, knowing and living with the intention of making connections and constructing meaning for life-long learning.

The UWC community believes that the inquiry based practices involved in education for peace and sustainability can help students identify and develop the core capacities necessary for creating and responding to significant issues while synergistically learning how to form intercultural and international relationships.

As part of the UWC movement, in pursuit of peace and a sustainable future, the curriculum advocates for proactively forming and sustaining partnerships in service of co-creative processes. In promoting ethical agency across the Primary school both

students and teachers come to understand and value the design principle central to experiential education: **Nothing is separate; everything is interconnected.**

The essential components of this curriculum are set out under the headings below:

Values- What do we want our students to value, feel and demonstrate?

Concepts- What do we want our students to understand?

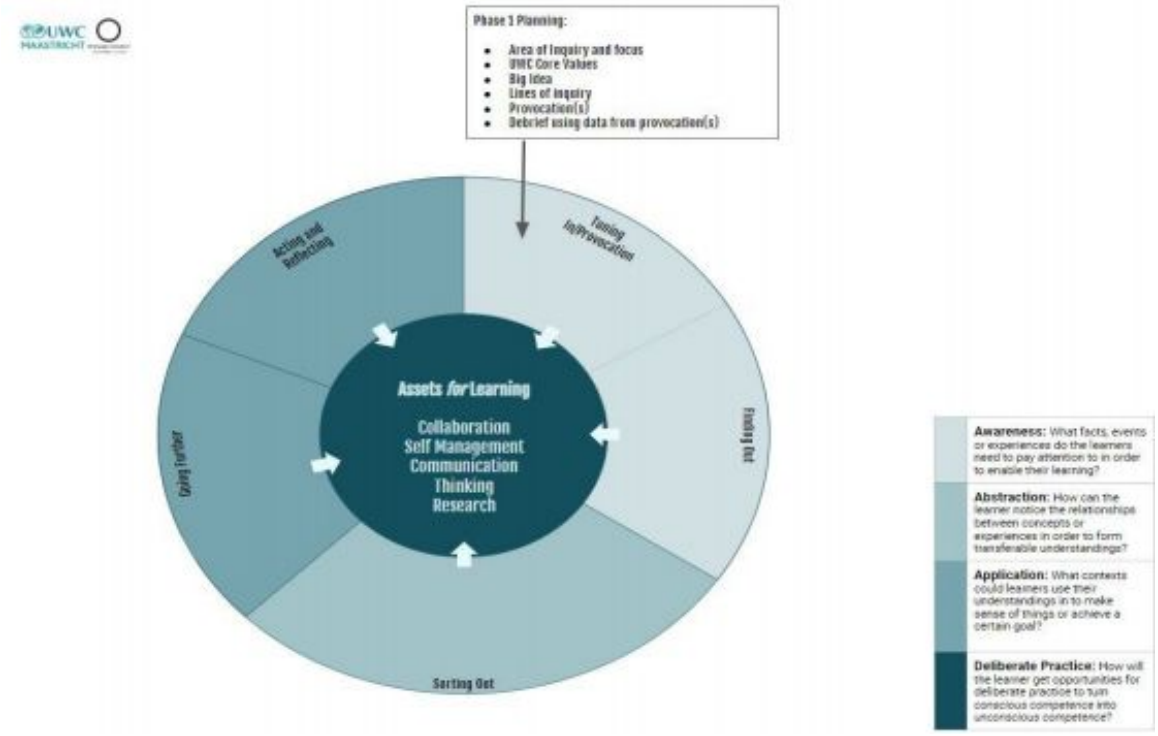
Knowledge acquisition- What do we want our students to know?

Skills- What do we want our students to be able to master?

Service- How do our students make decisions to act?

4. Curriculum Framework

The aim of UWCM primary is to create a curriculum that is stimulating, important, relevant and challenging for students. This is achieved through structured inquiry and the development of **knowledge, concepts, skills, UWC values and service.**



UWC Values: What do we want our students to value, feel and demonstrate?

- **International and intercultural understanding**

We are committed to building communities that are free from prejudice and intolerance, irrespective of people's gender, and socioeconomic, cultural, racial, religious or national background.

- **Celebration of difference**

We consciously create supportive environments where differences are valued and recognised for the strength they bring to communities.

- **Personal responsibility and integrity**

Personal responsibility, accountability and integrity are at the heart of the UWC experience. We expect the people we work with to behave in a similar way.

- **Mutual responsibility and respect**

We believe in collaboration and mutual support, and recognise that respect underpins the smooth functioning of any encounter or team. People who work with our members find them dependable and respectful.

- **Compassion and service**

Our actions and language communicate compassion and commitment to communities. We work at all levels – personally, locally, regionally, nationally – to make the world a better place.

- **Respect for the environment**

We recognise our interdependence with the environment and actively seek solutions that will contribute to a sustainable future. Our choices and actions demonstrate this commitment.

- **A sense of idealism**

We inspire our members to believe that it is possible to make a difference and work with others who share that belief.

- **Personal challenge**

We are committed to learning through doing. By taking the initiative and

taking on challenges, we learn about ourselves and those around us, developing a sense of responsibility for others.

- **Action and personal example**

We believe in the importance of acting on your beliefs and making your voice heard so your actions stand out.

Knowledge: What do we want students to know?

Whilst our curriculum acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content that transcends the boundaries of the traditional subjects and is relevant to students.

Our curriculum has five areas of inquiry that provide the framework for learning. These areas are globally significant and support the acquisition of knowledge, skills and concepts of traditional subjects. These are revisited throughout the students' time each year. Students inquire into, and learn about, these globally significant issues through units of inquiry, each of which address a big idea relevant to that area. Please refer to annex 1 and 2 for UWCM's program of inquiry for more information.

Concepts: What do we want students to understand?

The following driving concepts are used to support and structure the inquiries. The exploration of concepts leads to a deeper understanding and allows students to transfer knowledge learned in one area of the curriculum to another.

Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation	Why is it like it is? The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.
Change	How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	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	What are the points of view? The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Responsibility	What is our responsibility? The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Reflection	How do we know? The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning and the quality and the reliability of the evidence we have considered.

In addition to the above driving concepts, children will inquire into related concepts in all curriculum areas. Instead of simply gaining knowledge and skills in mathematics, for example, they will deepen their understanding of concepts such as pattern, multiplication, place value and bias.

Skills: What do we want students to be able to do?

Throughout their learning in the Primary School, students acquire and apply a set of skills that are valuable not only for the teaching and learning that goes on within the classroom but also in life outside the school. The UWCM primary identifies five sets of skills, or approaches to learning. Referred to as learning assets:

1. Thinking skills
2. Collaboration skills
3. Communication skills
4. Self-management skills
5. Research skills

Service: How do we want our students to act?

As agents of change we want students to relate and transfer what they know and what they can do to new situations that they encounter as learners. Through service students can actively participate in experiences that enable them to become empowered to take action, pursue values-based relationships and build more sustainable and peaceful communities in local and global contexts.

5. Assessment

UWCM Primary recognizes that teaching and learning are interdependent processes. Teachers work together to consistently align the written, taught and assessed curriculum. Assessment is carried out in order to:

● Build up a clear picture of the student and his or her interests;

● Identify what and how the student is thinking and learning;

● Assess the effectiveness of the environment on the student's learning; ● Extend the student's learning.

Students

● Have differing learning styles;

● Have different cultural experiences, expectations and needs;

● Perform differently according to the context of learning;

● See self-assessment and peer assessment as a natural part of the learning process; ● Need to know their achievements and areas for improvement in the learning process; ● Should receive feedback that is positive and constructive.

At UWCM, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, continuums and rubrics. Each student will be assessed by homeroom teachers and specialist teachers. Each student will share their assessments with their parents at regular intervals throughout the year via 3 way and student led conferences. Reports are sent twice a year. For further information please refer to your child's classroom teacher or the Primary Assessment Policy.

Student Services

In essence, the Student Services team at primary provides Care Plan level three support for students with formally identified learning needs and for students who have beginner to intermediate proficiency in the English Language. This provision is realised by way of

1:1 or small group stand alone support sessions and or integrated support in the classroom context. The needs of the individual student will determine the type of support provided.

This support is reviewed at regular intervals, in close collaboration with the class teachers and the primary leadership team. For further information please refer to the UWCM Care Plan.

6. Home Learning

Primary Home Learning Procedures

Home Tasks complement the dynamic learning that occurs in our classrooms at UWCM Primary. Learning is a life-long process, which does not stop at the school gate; students make important learning gains from regular, positive interactions with the family. Home Tasks should be an enjoyable experience and not too time-consuming.

Aims

The aims of Home Tasks are:

• To provide positive communication between the school and the home • To promote an understanding of the school program

• To foster and develop independent, regular study habits

• To extend learning that has taken place in school;

Guidelines

Home Tasks will cater for all students' needs.

Kindergarten, Year 1 and 2

Daily reading (any language) to parents, with parents and by parents, as well as real life numeracy activities related to numbers, counting and simple mental computation (adding and subtracting) should be part of family life. A consistent evening routine will adequately fulfil the above needs. There may be some times when there are 'one-off' tasks to complete or a series of tasks related to a unit of inquiry like a "take home adventure".

As a guideline Monday to Thursday - 15 to 20 mins as a maximum.

Years3-6

Reading and literature are important aspects of our programme. Years 3 - 6 students are expected to spend time on private reading each night. Math fluency (or mental computations) and games should also be part of daily routines.

As a guideline the times below are suggested times per night for specific Home tasks (four times a week). Year 3 - 15 minutes

Year 4 - 20 minutes

Year 5 - 30 minutes

Year 6 - 40 minutes

Each class will communicate via the diary or newsletter when home tasks are given and how and when they are to be completed. This allows for flexibility across levels.

There will be appropriate liaison between parents and teachers to ensure common understandings of the purpose, content and process for Home Tasks. This will be done through information nights, parent newsletters and parent/teacher discussions.

Occasionally, Home Tasks may be set by teachers other than the classroom teacher e.g. Dutch, Art, Music, P.E. Classroom teachers will take this into consideration when they are setting their home tasks.

Parents' roles

Parents are asked to:

• Provide a quiet area for children to complete their home tasks

• Be involved in the reading at home program by listening to, reading with and reading to the children (in equal amounts). Remember the teaching of reading is done at school: reading at home needs to be an enjoyable experience.

• Check that the work recorded in the diary is completed.

• Write a note in the diary or contact the teacher if there are any perceived problems

• Ensure that the children are thorough and careful in completing home tasks

• Discuss the task and guide the children but **avoid the temptation of doing it for them**

• Leave the activity and make note of this in the child's diary if there is an issue, which cannot be resolved using the above measures so that the teacher can address it the next day.

Remember Home Tasks should be an enjoyable experience for the child.

Parental Involvement

The school is a shared environment, which includes community, parents and teachers working together to enhance the experiences and education of the children at UWC Primary.

Research has shown that students perform at a higher level if their parents are involved in their education. This includes sharing their learning through discussion and homework, participating in school events and being involved (where possible) in the day-to-day programmes of the school.

Parents are encouraged to share their skills, knowledge and experiences with the students of the College. This can be through class invitations to support regular learning (e.g. reading stories, class celebrations, guest speaker) or by attendance on school events, camps and trips.

Due to the ongoing COVID pandemic all parents are currently not able to visit the campus for the start of the 2020-2021 school year. Any change of decision will be communicated throughout the school year.

7. UWCM Languages Philosophy

Our belief is that each student has the right to maintain his/her own language(s) whilst being empowered to acquire another including the host language of Dutch. Whilst the maintenance of the home language(s) is encouraged and opportunities to learn new languages are presented, a rigorous focus is placed on the development of English as the academic language of instruction and community building. The UWCM ethos undergirds the notion that advanced language competence is essential to develop higher level thinking skills in a community of international learners.

Languages should not be seen as separate entities and structures from one another. This is implied in the notion of 'translanguaging' which is a natural and effective bilingual and pedagogical resource. It allows students to transition from one language to another for purposes of accessing the curriculum and communicating with others (cf Garcia Orfelia, 2012).

At UWCM language can be categorized into four inter-linked domains: academic language settings; community language settings, personal language profile/background and the local host language setting. It is within this context that our school educates a multilingual student population from the primary years through secondary education. The complexity of our language community inspires us to foster a 'locus' to denote 'home', where ideas for marking identity and cultural values can be expressed. Each member of our UWCM community brings a unique cultural identity, which we embrace in a spirit of international-mindedness.

Dutch as a Host Language

Dutch is our host language and the opportunity to learn this language is presented to all primary students. Understanding the local culture and its language supports our value of international and intercultural understanding, as well as complimenting our multilingual ethos.

The students' interactions with Dutch will vary depending on their proficiency in the language. Students arriving with Dutch will be supported to maintain their social and academic understanding of the language. Students who are new to Dutch will be supported to acquire basic communicative competence in the language.

Explicit, standalone support is provided to target the development of specific language skills from beginners to fully proficient users. Integrated support is offered in the classroom context so students can explore academic literacy and inquiry concepts in Dutch as well as English. The support will vary according to the age level and proficiency of the student.

The degree of proficiency obtained is strongly dependent on the student's engagement with the Dutch language outside of the school context alongside the Dutch provision at UWCM.

Academic Language setting:

At UWCM primary, English is our language of instruction, so as well as learning about the English language, students learn all subject content through English.

Community Language setting

In formal contexts, our community language is English. All communication methods and documentation are therefore conducted and recorded in English. Community members are strongly encouraged to use their home / best languages when interacting in social and informal settings by way of nurturing our multilingual philosophy.

8. Subject Areas

Languages

At UWCM, an inclusive environment is one in which the language learning experience is positive. Students engage in authentic and robust learning pathways, thus being enabled to develop critical literacy skills within a new academic (language) setting. These frameworks incorporate life-based scenarios thus encouraging students to make connections to specific contexts by way of inquiry. This results in learners becoming co-constructors of language and learning. We endeavor to provide a learning environment that nurtures curious and enthusiastic readers, writers, speakers and listeners for students to fully access the curriculum.

The key language practices listed below inform the language planning and learning experiences at each year level. These are adapted to support age-appropriate access.

Language Practices

- Using the writing process
- Using conventions appropriately
- Selecting from a variety of reading strategies to support comprehension and fluency
- Seeking a range of perspectives from multiple and varied sources
- Evaluating evidence and arguments
- Listening, communicating and responding effectively
- Using a variety of media to communicate with a range of audiences
- Exhibiting a positive attitude towards literacy and improve through self-and peer-reflection

For students who are beginner, pre-intermediate to intermediate proficiency in English and Dutch, separate language acquisition programmes are followed to build communicative competence in the areas of understanding, spoken interaction, spoken production, reading and writing at these proficiency levels. The Common European Framework of Reference (CEFR) is used to guide and track the language acquisition process.

The English Language Learning (ELL) and Dutch Language learning (DLL) specialists collaborate closely with the class teachers to ensure that meaningful and proficiency appropriate connections are made between the year level language practices and the language acquisition process. When a student reaches intermediate proficiency the student will be able to access the classroom language experiences with increasing independence.

Mathematics

At UWCM Primary, mathematics is viewed primarily as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. The power of mathematics for describing and analysing the world around us is such that it has become a highly effective tool for solving problems. It is also recognized that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as “authors” or “artists”, a school’s programme should also provide students with the opportunity to see themselves as “mathematicians”, where they enjoy and are enthusiastic when exploring and learning about mathematics.

Mathematics Strands

- Numbers
- Shape and Space
- Pattern and function
- Data Handling
- Measurement

Science

Science, engineering and technology permeate nearly every facet of modern life, and they also hold the key to meeting many of humanity’s most pressing current and future challenges. At UWCM primary, science is viewed as the exploration of the behaviors of, and the interrelationships among, the natural, physical and material worlds. Science in the curriculum encourages curiosity, develops an understanding of the world and

enables students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world. Students actively construct and challenge their understanding of the world around them by combining scientific knowledge with reasoning and thinking skills. The scientific process, by encouraging hands-on experience and inquiry, enables the student to make informed and responsible decisions. Our aim is to develop scientific concepts and knowledge through hypothesizing, making accurate observations and thinking critically about findings.

Science strands

- Physical sciences
- Life sciences
- Earth and space sciences
- Engineering, technology, and application of science

Social Studies

At UWCM Primary, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities. The aim of social studies is to promote intercultural understanding and respect for individuals and their values and traditions. In support of the UWC mission, the social studies component of our curriculum will encourage students to “unite with others from different backgrounds, nations and cultures to create a more peaceful and sustainable future”. Social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning. Evidence of student learning will be apparent in their willingness and ability to take action in order to make a difference in the world.

Social Studies Strands

- Intercultural understanding and society
- Social organisation
- Sustainable human and natural systems
- Futures,continuityand change
- Resources and economic activities

Personal, Social and Emotional Education

At UWCM Primary, personal, social and emotional education (PSE) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. Lifelong learners adopt a positive attitude to learning, develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new learning and skills in different contexts. In order to become successful learners, it is necessary for students to feel empowered by their learning, to value and take responsibility for their learning, to demonstrate resilience and to develop independence. Such learners are able to reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social and physical well-being. The development of a student's well-being can be implicitly and explicitly addressed through all areas of the PYP curriculum. Therefore, every teacher has a responsibility to support each student's personal, social and physical development through all learning engagements both within and outside the programme of inquiry. Our current programme is centred around 6 units a year:

- Being Me in my world
- Celebrating difference
- Dreams and goals
- Healthy me

- Relationships
- Changing me

Relationship and Sex Education

There are four main aims of teaching RSE:

• To enable children to understand and respect their bodies
• To help children develop positive and healthy relationships appropriate to their age and development
• To support children to have positive self-esteem and body image
• To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

• Kindergarten - Growing up: how we have changed since we were babies

• Year 1 - Boys' and girls' bodies; naming body parts

• Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is) • Year 3 - How babies grow and how boys' and girls' bodies change as they grow older

• Year 4 - Internal and external reproductive body parts,

• Year 5 - Puberty for boys and girls, and conception

• Year 6 - Puberty for boys and girls and body changes in girls and menstruation

Physical Health Education

Primary Physical and Health Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. P.H.E fosters the development of knowledge, basic/specific skills and attitudes that will contribute to a student's balanced and healthy lifestyle.

P.H.E focuses on both learning about and learning through physical activity. Our goal is to keep students active and that they understand the importance of exercise for body and mind. It will also develop the understanding regarding healthy behaviour for optimal growth, both physically and socially.

Throughout the year all students work on the following units adapting skills to their age level.

- Teamwork
- Games/Sports
- Gymnastics/Parkour
- Dance
- Fitness

PHE has access to different sports facilities both outside and inside. We also participate in yearly sports tournaments, events, sports days, local fun runs, musical & Dance performances.

Music

Sing, say, dance, and play! Students experience music through singing, speech, movement, body percussion, drama, and instrumental play. Our music education program embraces several philosophies, including the principles of Orff Schulwerk and the Kodály approach to reading rhythms. Students are active music makers from Kindergarten through Year 6 experiencing music through imitation, exploration, improvisation, and visualization. The five major conceptual areas in which lessons, units, and repertoire choices are based upon include: rhythm, melody, harmony, form, and timbre. Students experience music through nursery rhymes, singing games, and folk music. Many song arrangements incorporate barred Orff instruments, unpitched percussion, and recorders. Active music making is always at the core of our practice.

(Music enrichment groups and extra performance opportunities are available for students in Years 5 and 6).

Year to year skills and learning objectives (categorized by rhythm, melody, harmony, form, and timbre) are adapted from the GAMEPLAN (Kriske & DeLelles) curriculum.

Art

Art is a natural and enjoyable way of extending and enriching the student's experience of the world. Art activities enable the student to make connections between their imagination, creativity and the world and to organise and express ideas, feelings, culture and experiences in visual, tangible form. In drawing, painting, constructing and inventing, the student responds to experience and tries to make sense of it. Art education provides a creative and aesthetic experience through exploring, investigating, experimenting, inventing, designing and making in a range of media. At UWCM our art programme allows our ELL students to express themselves safely - art is a universal language and can help them to demonstrate their culture and identity. Art promotes observation and ways of seeing and helps the student to acquire sensitivity to the visual, spatial and tactile world and to aesthetic experience. Creativity in art contributes to a sense of personal identity and self-esteem and helps to create cultural awareness and empathy.

Our art curriculum uses the following mediums as an accessible route for expression through which the student can explore, respond to and interpret the world visually. Some of these activities will be explored by every year group and others may only be undertaken by one or two year groups throughout the school year.

- Drawing
- Painting and colour
- Printing
- Clay
- Construction
- Fabric and fibre.

Drawing

Drawing is an instinctive way for the student to communicate understanding, feelings and his/her imaginative life. The developing student quite naturally invents symbols to

represent the human figure, animals and a variety of observed objects. Later, the need to progress beyond repeated symbols and to express a growing sense of individuality becomes apparent. Developing the ability to look with curiosity and concentration at qualities of line, rhythm, texture and colour and tone in the student's surroundings and in the work of artists is essential to developing drawing potential and enjoyment. Drawing has particular importance in the curriculum.

Painting and colour

Paint is an ideal medium for developing the student's sensitivity to colour, because it is fluid and the effects are immediate. It is important to explore the expressive and descriptive effects of a variety of colour media and to encourage adventurous use. Colour awareness promotes sensitivity to and enjoyment of colour in the student's surroundings and is further enhanced when the student has opportunities to look at the work of artists.

Printing

Print-making extends the student's range of expression. Print-making activities provide additional opportunities for developing awareness of the interrelationships between shapes and colours and the impact they can have, and for experimenting with pattern. They also draw attention to the use of print in everyday objects and help to expand understanding of the image-making processes in evidence in the student's surroundings.

Clay

Clay is a versatile medium for free imaginative expression. Students begin to understand its inherent possibilities for three-dimensional expression as they model with it and change it. Papier mâché is also an accessible medium for expressing ideas in three -dimensional form. It complements work in clay and is an additional way of exploring form, particularly useful on a large scale.

Construction

Construction activities with a variety of three-dimensional materials can help the student to become more spatially aware, can encourage inventiveness and can help to promote sensitivity to structure in the immediate and wider environments. The student can draw inspiration from a range of sources, which would include everyday household items, street furniture, local architecture and public sculpture.

The **8 Studio Habits of Mind** describe the thinking that teachers intend for their students to learn during the process of creating.

Develop Craft

Learning to use and care for tools (e.g.,viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing).

Engage & Persist

Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

Envision

Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

Express

Learning to create works that convey an idea, a feeling, or a personal meaning.

Observe

Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that otherwise might not be seen.

Stretch and Explore

Learning to reach beyond one’s capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

Reflect

Question & Explain: Learning to think and talk with others about an aspect of one’s work or working process.

Evaluate

Learning to judge one's own work and working process and the work of others in relation to standards of the field.

Understanding the Art World

Learning about art history and current practice. Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organisations, and across the art field) and within the broader society.

Information and Communication Technology (ICT)

Our school recognizes the ever-increasing impact of information and communication technologies (ICT) on teaching and learning. We believe that when used appropriately, technology provides opportunities to support, engage, enhance and transform student learning.

The Primary School strives to create learning experiences where technology is integrated through all curriculum areas and are learned in meaningful ways in the context of classroom learning. We aim to equip students with the skills and knowledge they need as they prepare to learn and live productively in an increasingly digital world.

Information Literacy

- Formulating and planning
- Gathering and Recording
- Synthesising and Interpreting
- Evaluating and Communicating

Digital Literacy Practices

Media Literacy

- Consuming and processing
- Considering online perspectives ● Creating

Ethical Use

- Privacy and security
- Reliability of sources

Library

The library/literacy centre is seen as the hub of our primary school in which students develop essential information and literacy skills by accessing a range of media and texts.

Students will visit the library on a scheduled basis with their class once a week. All students will borrow books to take home during this time.

Multilingual Library

Our belief is that each student has the right to maintain his/her own language(s) whilst being empowered to acquire another including the host language. The Multilingual library encourages the maintenance of the home language(s) and provides an opportunity to explore the many other languages represented in our community. This has the potential to raise metalinguistic awareness as our students interact with the different language structures. The UWCM ethos undergirds the notion that advanced language competence is essential to develop higher level thinking skills in a community of international learners, so the Multilingual library provides a safe and welcoming space in which to nurture this healthy linguistic curiosity.

UWC MAASTRICHT

Curriculum Guide - Annex

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Annex 1: Programme of Inquiry Primary

Self and Community	Past to Present	The Web of Life	Discovery and Innovation	Cultures and Creativity
The study of human behaviour; individual and collective well-being, health and happiness; interactions and relationships; community roles, rights and responsibilities; consumption and production; current affairs. **Related Concepts:** Characteristics, Values, Beliefs, Identity, Relationships, Responsibility, Awareness, Resilience, Emotional intelligence, Network, Humanity, Personality, Attitude, Diversity, Roles, Rights, Fulfilment, Autonomy, Image, Heritage, Perseverance, Trust, Distribution, Social Justice, Well-Being, Belonging, Authority, Community, Identity, Systems, Empathy, Compassion, Choice, Cooperation, Equity, Balance, Markets	**The study of human evolution; significant events, ideas and people; patterns and trends from local, regional and global perspectives; personal histories; causes and consequences of human interactions.** **Related concepts:** History, Movement, Migration, Human Events, Human Affairs, Discovery, Exploration, Peace, Conflict, Justice, Leadership, Progress, Revolution, Civilizations, Traditions, Culture, Populations, Borders (natural, social, political), Poverty, Wealth, Society, Change, Perspective, Social Justice, Faith, Oral Tradition, Indigenous Knowledge, Authority, Global Interactions, Causality, Power, Cooperation, Ideology, Revolution, Significance	**The study of natural environments and their inhabitants; the diversity, complexity and beauty of the natural world; features and behaviours of living things; the interconnectedness of ecosystems and the importance of harmony and biodiversity.** **Related concepts:** Nature, Biodiversity, Life-forms, Flora, Fauna, Geography, Landscape, Adaptation, Evolution, Biology, Energy, Conservation, Growth, Habitat, Body Systems, Climate, Erosion, Resources, Seasons, Geology, Gravity, Renewable and non-renewable resources, Indigenous Knowledge, Reciprocity, Cycle, Connection, Place, Compassion, Choice, Diversity, Management, Interdependence, Balance, Adaptation	**The study of human ingenuity; design and innovation; physical, mechanical and digital tools, design for sustainability; ethical, societal and environmental implications of science and technology.** **Related Concepts:** Design, Responsibility, Progress Creating, Science, Technology, Forms of Energy (kinetic, potential), Magnetism, Mechanics, Pollution, Interdependence, Ecology, Power, Experimentation, Process, Peer Review, Ethical Responsibility, Patterns, Trends, Evidence, Data, Social Justice, Time, Space, Creativity, Reason, Causality, Innovation,Revolution, Transfer, Function, Models, Transformation, Measurement, Invention	**The study of human expression; cultural heritage, identity and representation; methodology in visual and performing arts; social context, commentary and challenge; aesthetic and artistic appreciation.** **Related concepts:** Expression, Communication, Creating, Response, Interpretation, Values, Emotion, Audience, Movement, Dance, Music, Drama, Visual Arts, Words, Imagination, Culture, Heritage, Perspective, Context, Belonging, Faith, Tradition, Ritual, Oral Tradition, Storytelling, Indigenous Knowledge, Praxis, Aesthetics, Creativity, Form, Cross-Cultural Interactions, Cultural Identity, Meaning, Diversity, Representation, Boundaries

Programme of Inquiry- Year 6

Self and Community	Past to Present	Web of Life	Discovery and Innovation	Cultures and Creativity
Area of Inquiry Focus: Individual and collective well-being, health and happiness	**Area of Inquiry Focus:** Causes and consequences of human interactions	**Area of Inquiry Focus:** The interconnectedness of ecosystems and the importance of harmony and biodiversity	**Area of Inquiry Focus:** Ethical, societal and environmental implications of science and technology	**Area of Inquiry Focus:** Cultural heritage, identity and representation
UWC Focus Personal Responsibility and Integrity Celebration of Difference	**UWC Focus** Action and personal example Compassion and Service	**UWC Focus** Respect for the environment Celebration of difference	**UWC Focus** Sense of Idealism Personal Challenge	**UWC Focus** International and Intercultural understanding Mutual Responsibility and Respect
Driving Concepts Causation Perspective	**Driving Concepts** Change Causation	**Driving Concepts** Responsibility Form Function	**Driving Concepts** Change Function Responsibility	**Driving Concepts** Connection Reflection Perspective
Big Idea Human identities evolve in relation to multiple connections and relationships.	**Big Idea** Curating historical evidence to gain insights into the lives of people from the past	**Big Idea** Caring for the communities of life in local places	**Big Idea** Designers, engineers and scientists often work together to create a more sustainable way of living	**Big Idea** Sharing the responsibility of creating communities of peace
Lines of inquiry: **Students will inquire into** • How people change through multiple connections, relationships and movement. • How humans respond to risk, challenges and opportunities. • How perspectives shape events into experiences	**Lines of inquiry:** **Students will inquire into** • How historical sources provide insight to the past • How the past connects to the present and how we know • How we curate historical sources to tell stories of the past. • How we interact causes change.	**Lines of inquiry:** **Students will inquire into** • How people and nature interact with one another • How people can combine the needs of humans and nature • How/why ecosystems form a complex web	**Lines of inquiry:** **Students will inquire into** • How working together becomes the best strategy for pursuing our goals • How ideas work and can be changed • How our knowledge interests and experiences help us in the design process for change	**Lines of inquiry:** **Students will inquire into** • How culture has tangible and intangible features. • We all belong to many cultures at the same time • How time and space changes cultural heritage representation. • How reflection on the past can influence relationships across cultural groups

Subject Strands: **Social Studies:** Social organisation **Mathematics:**Measurement Shape and Space **Languages:** Using the writing process Seeking a range of perspectives from multiple and varied sources Listening, communicating and responding effectively	**Subject Strands:** **Social Studies:** Futures, continuity and change **Mathematics:** Pattern and function Number **Languages:** Using conventions appropriately Using the writing process	**Subject Strands:** **Social Studies:** Sustainable human and natural systems **Mathematics:** Measurement Shape and Space **Science:** Life sciences **Languages:** Using the writing process Listening, communicating and responding effectively	**Subject Strands:** **Social Studies:** Resources and economic activities **Mathematics:** Data Handling Number **Science:** Physical sciences Engineering, technology, and application of science **Languages:** Evaluating evidence and arguments Selecting from a variety of reading strategies to support comprehension and fluency Exhibiting a positive attitude towards literacy and improvement through self-and peer-reflection	**Subject Strands:** **Social Studies:** Intercultural understanding and society **Mathematics:** Pattern and function **Science:** **Languages:** Listening, communicating and responding effectively Using a variety of media to communicate with a range of audiences
Related Concepts: Identity, Migration, Force-Push and Pull	**Related Concepts:** Human Rights/Rights of the child Leadership	**Related Concepts:** Biodiversity Interrelationships	**Related Concepts:** Energy Interdependency	**Related Concepts:** Individual and cultural identity, Compassion, Justice and Peace Performance

Programme of Inquiry-Year 5

Self and Community	Past to Present	Web of Life	Discovery and Innovation	Cultures and Creativity
Area of Inquiry Focus: Community roles, rights and responsibilities	**Area of Inquiry Focus:** Personal histories	**Area of Inquiry Focus:** The study of natural environments and their inhabitants.	**Area of Inquiry Focus:** Design and innovation	**Area of Inquiry Focus:** The study of human expression
UWC Focus Compassion and service Action and personal example	**UWC Focus** A sense of idealism Personal Challenge	**UWC Focus** Respect for the environment Action and personal example	**UWC Focus** Mutual responsibility and Respect Personal responsibility and Integrity	**UWC Focus** Celebration of difference International and Intercultural understanding
Driving Concepts Connection Responsibility	**Driving Concepts** Causation Perspective	**Driving Concepts** Causation Change Responsibility	**Driving Concepts** Form Function	**Driving Concepts** Form Function
Big Idea Working together to meet the needs of the community so that human rights are upheld.	**Big Idea** Changemakers create stories to respond to and make a positive difference.	**Big Idea** People's actions influence our world climate	**Big Idea** Exploring and understanding how forces and aerodynamics work to produce more innovative designs.	**Big Idea** Visual artists use a variety of tools and materials to express themselves
Lines of Inquiry: • Importance of networking in communities • Responsible actions can make a difference in communities	**Lines of Inquiry:** • Through causation students will come to understand that changemakers bring about a positive impact. • Through perspective students will come to understand that different perspectives lead to different interpretations.	**Lines of Inquiry:** • Through *causation*, students will come to understand what causes change in the world climate. • Through *change* students will come to understand how climate change influences our world. • Through *responsibility* students will come to understand that their actions can counteract climate	**Lines of Inquiry:** • Through function students will come to understand that aerodynamics can enhance design. • Through form students will come to understand that design can enhance effectiveness.	**Lines of Inquiry:** • Artists make stylistic choices to influence meaning • Ideas are strengthened through a process of change and development

		change.		
Subject Strands: **Languages:** Listening, communicating and responding effectively. **Math:** Numbers **Social Studies:** Resources and economic activities	**Subject Strands:** **Languages:** Seeking a range of perspectives from multiple and varied sources.Evaluating evidence and arguments **Math:** Numbers Data Handling **Social Studies:** Futures, continuity and change	**Subject Strands:** **Languages:** Understanding Text, Responding toText,Producing Text, Critiquing Text **Math:** Shape and Space Measurement **Science:** Earth science **Social Studies:** Sustainable human and natural systems	**Subject Strands:** **Languages:** Using the writing process Evaluating evidence and arguments. **Math:** Data Handling Measurement **Science:** Engineering, technology, and application of science **Social Studies:** Social organisation	**Subject Strands:** **Languages:** Using a variety of media to communicate with a range of audiences **Math:** Pattern and function **Social Studies:** Intercultural understanding and society
Related Concepts: Awareness, Social justice,Community	**Related Concepts:** Human Events, Chang,e Ideology	**Related Concepts:** Climate, Nature	**Related Concepts:** Design, Innovation, Function	**Related Concepts:** Expression ,Visual Art,Form

Programme of Inquiry-Year 4

Self and Community	Past to Present	Web of Life	Discovery and Innovation	Cultures and Creativity
Area of Inquiry Focus: The Study of Human Behaviour	**Area of Inquiry Focus:** Significant events, ideas and people	**Area of Inquiry Focus:** The interconnectedness of ecosystems and the importance of harmony and biodiversity	**Area of Inquiry Focus:** Design for sustainability	**Area of Inquiry Focus:** Aesthetic and artistic appreciation
UWC Focus: Action and personal example Mutual responsibility and respect	**UWC Focus:** Action and personal example Compassion and service	**UWC Focus:** Respect for the environment Personal responsibility and integrity	**UWC Focus:** A sense of idealism	**UWC Focus:** International and intercultural understanding Celebration of difference and integrity
Driving Concepts: Causation Responsibility	**Driving Concepts:** Connection Causation Change	**Driving Concepts:** Connection Responsibility	**Driving Concepts:** Function Connection Responsibility	**Driving Concepts:** Connection Reflection Perspective
Big Idea: Students are aware of their behaviour, choices, know that they can impact others with their actions and that they can carry responsibility for proper conduct.	**Big Idea:** Evidence of past civilizations can be used to make connections to present-day societies	**Big Idea:** Developing respect for and an understanding of an ecosystem fosters a sense of responsibility	**Big Idea:** Humankind is exploring beyond the confines of our own planet preparing for a sustainable future	**Big Idea:** Artists and societies across cultures value aesthetic and artistic appreciation
Lines of Inquiry: • How we behave differently in different situations. • How does our behaviour impact others • Why do we behave differently in certain situations	**Lines of Inquiry:** • How do Historians use evidence from the past to connect to present day society • How do significant people/events and ideas from the past leave a legacy • What significant ideas from the past have changed over time for various reasons	**Lines of Inquiry:** • How different life forms connect in an ecosystem • How humans impact an ecosystem • What action(s)can be taken to maintain an ecosystem	**Lines of Inquiry:** • How our place on Earth is part of a system within the universe Why living organisms need certain life condition in order to stay alive • Why and how mankind has been exploring the space for many years	**Lines of Inquiry:** • How Art is valued across cultures and society • Why Artistic appreciation is influenced by the different ways people view art

Subject Strands:	Subject Strands:	Subject Strands:	Subject Strands:	Subject Strands:
Languages: Understanding text, Responding to text Producing text **Social Emotional** Social Awareness, Self Awareness, Self-Management **Math** Number System	**Languages:** Responding to text, Understanding text Producing text **Social Studies** Social organization, Intercultural understanding society, Future continuity change **Math** Numbers (roman numerals) Measurement	**Languages:** Understanding Text, Responding to Text, Producing Text, Critiquing Text **Science:** Earth Science **Social Studies:** Sustainable Human & Natural Systems **Math**	**Languages:** Understanding responding producing text **Math:** Measurement **Social Studies** Future continuity change, sustainable human & natural systems **Science:** Earth space science, engineering, technology & application of science, physical science & life science	**Languages:** Understanding Text, Responding to Text, Producing Text, Critiquing Text **Math:** Measurements & geometry **Social studies:** intercultural understanding & society
Related Concepts Responsibility, choice, empathy, attitude, values	**Related Concepts** History, civilizations, society, change, human events, past, present, facts, sources	**Related Concepts** Nature, biodiversity, balance, interdependence, flora, fauna, habitat	**Related Concepts** Design Technology Space	**Related Concepts** Visual arts, emotion, aesthetics, creativity, perspective, expression

Programme of Inquiry-Year 3

Self and Community	Past to Present	Web of Life	Discovery and Innovation	Cultures and Creativity
Area of Inquiry Focus: Community roles, rights and responsibilities	**Area of Inquiry Focus:** society, Human Events, change	**Area of Inquiry Focus:** Features and behaviours of living things	**Area of Inquiry Focus:** Design and innovation	**Area of Inquiry Focus:** Cultural heritage, identity and representation
UWC Focus: Mutual responsibility and respect Personal responsibility and integrity	**UWC Focus:** Action and personal example Compassion and service	**UWC Focus:** Respect for the environment	**UWC Focus:** Respect for the environment Personal challenge	**UWC Focus:** International and intercultural understanding Celebration of difference and integrity
Driving Concepts: Reflection Responsibility Connection	**Driving Concepts:** Change Causation Reflection	**Driving Concepts:** Form Causation Responsibility	**Driving Concepts:** Form Function Change	**Driving Concepts:** Perspective Connection
Big Idea: Global citizenship brings rights along with responsibilities.	**Big Idea:** Evidence of the past provides insight into life in the past.	**Big Idea:** Appreciating natural phenomena can help us cultivate a feeling of responsibility and respect.	**Big Idea:** The world and everything we use is made from matter and we have a responsibility to ensure a sustainable future.	**Big Idea:** Our cultural identity can be expressed through stories and this enhances
Lines of inquiry: **Students will inquire into:** • What rights and responsibilities are • What the connections are between children's rights and responsibilities • How change impacts rights and responsibilities.	**Lines of inquiry:** **Students will inquire into:** • How people's daily lives have changed over time. (Change) • What are the reasons why there have been changes in people's daily lives(Causation) • What is the impact of changes on people's daily lives (Reflection)	**Lines of inquiry:** **Students will inquire into:** • Where and how natural phenomena occur • What the beauty of the natural world is • How the natural world has an impact on our daily lives	**Lines of inquiry:** **Students will inquire into:** • What the differences are between human made and natural materials • What the difference is between reversible and irreversible changes in matter	**Lines of inquiry:** **Students will inquire into** • What the elements of culture • How Cultural identity is expressed through story

Subject Strands:	Subject Strands:	Subject Strands:	Subject Strands:	Subject Strands:
Languages: Understanding text Responding to text Producing text **Social Studies:** Intercultural Understanding & Society Social Organization **Mathematics:** Statistics & Probability Measurement	**Languages:** Understanding text Responding to text Producing text **Social Studies:** Futures, Continuity & Change **Mathematics:** Measurement Shape and Space	**Languages:** Understanding text Responding to text Producing text **Social Studies:** Sustainable Human & Natural Systems **Mathematics:** Measurement Geometry **Science:** Physical Science Life Science Earth & Space Science	**Languages:** Understanding text Responding to text Producing text **Social Studies:** Sustainable Human & Natural Systems Resources & Economic Activities **Mathematics:** Statistics & Probability Measurement Geometry **Science:** Physical Science	**Languages:** Understanding text Responding to text Producing text **Social Studies:** Intercultural Understanding & Society **Mathematics:** Numbers
Related Concepts: Rights Responsibilities Equity Roles	**Related Concepts:** History Society Poverty Change	**Related Concepts:** Nature Season Climate Weather	**Related Concepts:** Experimentation Science Creativity Transformation	**Related Concepts:** Culture Cultural identity

Programme of Inquiry-Year 2

Self and Community	Past to Present	Web of Life	Discovery and Innovation	Cultures and Creativity
Area of inquiry focus: Individual and collective well-being	**Area of inquiry focus:** Patterns and trends from local, regional and global perspectives	**Area of inquiry focus:** The study of natural environments and their inhabitants	**Area of inquiry focus:** The study of human ingenuity; design and innovation	**Area of inquiry focus:** Aesthetic and artistic appreciation
UWC focus: Compassion and Service Sense of Idealism Action and Personal Example	**UWC focus:** International and Intercultural Understanding Celebration of difference	**UWC focus:** Respect for the environment Personal responsibility and integrity	**UWC focus:** International and intercultural understanding Celebration of difference Mutual responsibility and respect Respect for the environment	**UWC focus:** Mutual responsibility and integrity Personal challenge
Driving Concepts: Responsibility Connection Reflection	**Driving Concepts:** Perspective Change Causation	**Driving Concepts:** Connection Responsibility Function	**Driving Concepts:** Form Function Connection	**Driving Concepts:** Perspective Responsibility Function
Big Idea: Fictional superheroes exist in every culture in order to teach important messages about individual and collective well-being.	**Big Idea:** There are many celebrations around the world that focus on the importance of light and / or fire.	**Big Idea:** Animals and plants have features to help them make the most of their habitat.	**Big Idea:** Buildings and structures can benefit individuals but also communities. Construction is a collaborative process.	**Big Idea:** In all cultures artistic expression is a way of communicating important ideas and or feelings
Lines of Inquiry: Students will inquire into: • What constitutes a superhero? • What are the patterns of superhero stories • What heroes can be seen in our community	**Lines of Inquiry:** Students will inquire into: • How there are similarities between the celebrations that have been passed down in different cultures • How people saw in the dark before electricity / light	**Lines of Inquiry:** Students will inquire into: • Different types of plant and animal habitats • How habitats support plant and animal life. • How animals and plants adapt to their habitat.	**Lines of Inquiry:** Students will inquire into: How we use the word structure • Which buildings are in our school's local area / home local area?	**Lines of Inquiry:** Students will inquire into: • How stories are shared? • How did you know what the story was about given that they didn't use any words? (play in Amby NYX)

• How can we be heroes?	• bulbs were invented • Which special days do you and your family celebrate? • How candles are used during those celebrations	• How people affect plant and animal habitats	• How we can improve our school community • What houses look like in different countries • How many people does it take to make a building	• What we need to know and do in order to put on a successful performance?
Subject Strands: **Languages:** Using the writing process Listening, communicating and responding effectively **Mathematics:** Numbers Shape and Space Pattern and Function Data Handling **Science:** Life science **Social studies:** Intercultural understanding & society, Social organisation, Futures, Continuity and Change	**Subject Strands:** **Languages:** Using conventions appropriately Using a variety of media to communicate with a range of audiences **Mathematics:** Numbers Data Handling Measurement **Science:** Physical science, Earth & space science, Engineering, technology and application of science **Social studies:** Intercultural understanding & society, Futures, continuity & change	**Subject Strands:** **Languages:** Evaluating evidence and arguments Exhibiting a positive attitude towards literacy and improve through self-and peer-reflection **Mathematics:** Numbers Data Handling Measurement **Science:** Life Sciences **Social studies:** Social organisation Sustainable Human & Natural Systems	**Subject Strands:** **Languages:** Using the writing process Selecting from a variety of reading strategies to support comprehension and fluency **Mathematics:** Numbers Shape and Space Pattern and Function Measurement **Science:** Physical science, engineering, technology and application of science **Social studies:** Intercultural understanding & society, Social organisation, Sustainable human & natural systems, Resources & economic activities	**Subject Strands::** **Languages:** Listening, communicating and responding effectively Selecting from a variety of reading strategies to support comprehension and fluency **Mathematics:** Numbers Data Handling **Science:** Life science **Social studies:** Social organization Futures, continuity and change, Resources & Economic Activities
Self and Community **Related concepts:** identity community citizenship	**Past to Present** **Related concepts:** culture ceremony tradition	**Web of life** **Related concepts:** habitats conservation ecosystems	**Discovery and Innovation** **Related concepts:** design purpose	**Cultures and Creativity** **Related concepts:** performance expression culture

Programme of Inquiry-Year 1

Self and Community	Past to Present	Web of Life	Discovery and Innovation	Cultures and Creativity
Area of Inquiry Focus: Community roles, rights and responsibilities	**Area of Inquiry Focus:** The study of human evolution	**Area of Inquiry Focus:** The diversity, complexity and beauty of the natural world	**Area of Inquiry Focus:** Ethical, societal and environmental implications of science and technology	**Area of Inquiry Focus:** Methodology in visual and performing arts
UWC Values Focus: Mutual responsibility and respect Action and personal example	**UWC Values Focus:** Mutual responsibility and respect A sense of idealism	**UWC Values Focus:** Respect for the environment Personal responsibility and integrity	**UWC Values Focus:** A sense of idealism Compassion and Service	**UWC Values Focus:** Celebration of difference Personal challenge International and intercultural understanding

Driving Concepts Function Responsibility	**Driving Concepts** Causation Change	**Driving Concepts** Form Function Connection	**Driving Concepts** Reflection Responsibility	**Driving Concepts** Perspective Connection
Big Idea Our school community depends on members to cooperate and take responsibility.	**Big Idea** The needs of society affect where and how people lived then and now.	**Big Idea** I value the beauty and diversity of gardens	**Big Idea** Protecting ocean habitats requires humans taking responsibility.	**Big Idea** Music and visual art provide an insight into different beliefs and cultures
Lines of Inquiry: Students will inquire into: • How communities have defined roles and responsibilities • How cooperation is important for communities to function well • How people have the right to belong to their communities	**Lines of Inquiry:** Students will inquire into: • How significant ideas, events and people of a place helps us to understand how people lived.	**Lines of Inquiry:** Students will inquire into: • How different types of gardens exist for a variety of reasons. • How an ecosystem, gardens require particular elements to grow and thrive. • How a garden ecosystem plants and/or animals are connected in a web of life. • How humans value gardens in different ways for their well-being.	**Lines of Inquiry:** Students will inquire into: • Oceans are an important ecological system that needs to be protected • The world's oceans are in danger and changing rapidly. • Humans have a responsibility to find solutions.	**Lines of Inquiry:** Students will inquire into: • Different cultures express their beliefs in different ways through visual arts, music and dance • There are differences and similarities in folk art (visuals arts, music and dance).
Subject Strands: **Languages:** Using the writing process Exhibiting a positive attitude towards literacy and improve through self-and peer-reflection **Mathematics:** Numbers Shape and Space Pattern and Function Data Handling **Science:** Life science **Social studies:** Intercultural understanding & society,	**Subject Strands:** **Languages:** Evaluating evidence and arguments Using conventions appropriately **Mathematics:** Numbers Shape and Space Pattern and Function Data Handling **Science:** Life science **Social studies:** Social organisation, Futures, Continuity and Change	**Subject Strands:** **Languages:** Listening, communicating and responding effectively Evaluating evidence and arguments **Mathematics:** Numbers Shape and Space Pattern and Function Data Handling **Science:** Life science **Social studies:** Intercultural understanding & society, Social organisation, Futures, Continuity	**Subject Strands:** **Languages:** Selecting from a variety of reading strategies to support comprehension and fluency Using a variety of media to communicate with a range of audiences **Mathematics:** Numbers Shape and Space Pattern and Function Data Handling **Science:** Life science Engineering, technology and	**Subject Strands:** **Languages:** Listening, communicating and responding effectively Selecting from a variety of reading strategies to support comprehension and fluency **Mathematics:** Numbers Shape and Space Pattern and Function Data Handling **Science:** Life science **Social studies:**

Social organisation		and Change	applications of science **Social studies:** Intercultural understanding & society, Social organisation, Futures, Continuity and Change	Intercultural understanding & society
Related Concepts: Community Roles Responsibilities Belonging	**Related Concepts:** Human events History Significance	**Related Concepts:** Growth Nature Ecosystems Biodiversity	**Related Concepts:** Responsibilities Pollution Process Causality	**Related Concepts:** Patterns Culture

Programme of Inquiry-Year KG

Self and Community	Past to Present	Web of Life	Discovery and Innovation	Cultures and Creativity
Area of inquiry focus: Interactions and relationships	**Area of inquiry focus:** Patterns and trends from local, regional and global perspectives	**Area of inquiry focus:** Features and behaviours of living things	**Area of inquiry focus:** The study of human ingenuity	**Area of inquiry focus:** The study of human expression
UWC Values Focus: Celebration of difference Personal responsibility and integrity	**UWC Values Focus:** International and intercultural understanding Respect for the environment	**UWC Values Focus:** Respect for the environment Personal responsibility and integrity	**UWC Values Focus:** Personal challenge Personal responsibility and integrity	**UWC Values Focus:** Celebration of difference International and intercultural understanding

Driving Concepts: Connection Perspective	**Driving Concepts:** Connection Perspective Change	**Driving Concepts:** Connection Change Responsibility	**Driving Concepts:** Function Causation Reflection	**Driving Concepts:** Reflection Causation Perspective
Big Idea: Learning about ourselves and the groups to which we belong.	**Big Idea:** The world changes throughout time.	**Big Idea:** Nature is an integral part of life.	**Big Idea:** Ingenuity helps us explore ideas.	**Big Idea:** People around the world create stories to express emotions, ideas, and values.
Lines of Inquiry: Students will inquire into • How they belong to different groups. • How groups have expectations. • How people share similarities and differences. • How different communities are equally important.	**Lines of Inquiry:** Students will inquire into • How people, places, and things change through time.	**Lines of Inquiry:** Students will inquire into • How the natural world around us changes all the time. • How living things are affected by these changes. • How People have a responsibility to look after our natural world.	**Lines of Inquiry:** Students will inquire into • How they learn by observation. • How they discover by experimenting. • How they are capable of finding solutions.	**Lines of Inquiry:** Students will inquire into How authors tell a story with a purpose. How they can also be authors. Stories come from all around the world.
Subject Strands: **Languages:** Using the writing process Exhibiting a positive attitude towards literacy and improve through self-and peer-reflection **Mathematics:** Numbers Data Handling Measurement **Science:** Life science **Social Studies:** Intercultural understanding and society Social organisation **Outdoor Ed:**	**Subject Strands:** **Languages:** Using conventions appropriately Using a variety of media to communicate with a range of audiences **Mathematics:** Numbers Pattern and Function Measurement **Science:** Physical science, Life science Earth science **Social Studies:** Futures, continuity & change **Outdoor Ed:**	**Subject Strands:** **Languages:** Listening, communicating and responding effectively Selecting from a variety of reading strategies to support comprehension and fluency **Mathematics:** Numbers Shape and Space Measurement **Science:** Life science Earth Science **Social Studies:** Futures, continuity & change.	**Subject Strands:** **Languages:** Evaluating evidence and arguments Selecting from a variety of reading strategies to support comprehension and fluency **Mathematics:** Numbers Data Handling Measurement **Science:** Physical science Engineering, technology and application of science **Social Studies:** Resources and economic activities	**Subject Strands:** **Languages:** Using a variety of media to communicate with a range of audiences Using conventions appropriately **Mathematics:** Numbers Pattern and Function **Science:** Life science **Social Studies:** Intercultural understanding and society **Outdoor Ed:**

Interaction with nature, independence & boundaries, Environmental awareness	Interaction with nature, independence & boundaries, Environmental awareness	Sustainable human and natural systems **Outdoor Ed:** Interaction with nature, education for sustainability, Independence & boundaries, environmental awareness	Sustainable human and natural systems **Outdoor Ed:** Interaction with nature, Education for sustainability Environmental awareness	Interaction with nature, independence & boundaries
Related Concepts: relationships diversity belonging	**Related Concepts:** movement change	**Related Concepts:** nature cycles seasons	**Related Concepts:** creativity experimentation	**Related Concepts:** story telling communication tradition