UWC MAASTRICHT

UWC Primary Curriculum Guide 2024-2025

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UWC MAASTRICHT

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Chapter 1

Dear Parents and Students,

On behalf of the whole primary team, I would like to welcome you to the Primary section of United World College Maastricht.

The purpose of this curriculum guide is to provide both our parents and students with a brief description of our curriculum based on the International Baccalaureate Primary Years Programme (IB PYP).

This guide is updated and revised annually and is currently provided to all Primary UWC families in this pdf version. It will be available as a published downloadable version on our website and parent portal.

This year is a special one for us as a whole community. We have become an authorised IB Primary Year's Programme School for the first time in the history of our school and be a full continuum IB World School. There are only four UWC schools that offer Primary and 3 of them are now a PYP school. The PYP brings rigour and structure to learning and teaching but also a lot of excitement and fun.

Students do their best when they are happy and enjoy their journey of learning and success. Our aim is for students to be excited to come to school every day, to be happy and motivated in their learning and to share their experiences, ideas and cultures so that we all learn with and from each other.

As a Dutch international primary school, our population is transient. No matter how long students are with us, we aim to give the very best United World College experience and hope that the values and relationships fostered here, and the commitment to peace and sustainability, remain with them for the rest of their lives.

We are always so impressed with the capacity for engagement our primary students demonstrate when faced with global issues and academic challenges. We will continue to strive to make sure they have a range of different learning opportunities in which to question, explore, create, engage and reflect, so that they are able to lead rich, rewarding and meaningful contributions towards a better future in their world.

We also rely on you - the parents - to be part of this journey and work with us in partnership to ensure the very best for your child.

Thank you for your support!
Nilde Pais
Director of Primary

Chapter 2

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

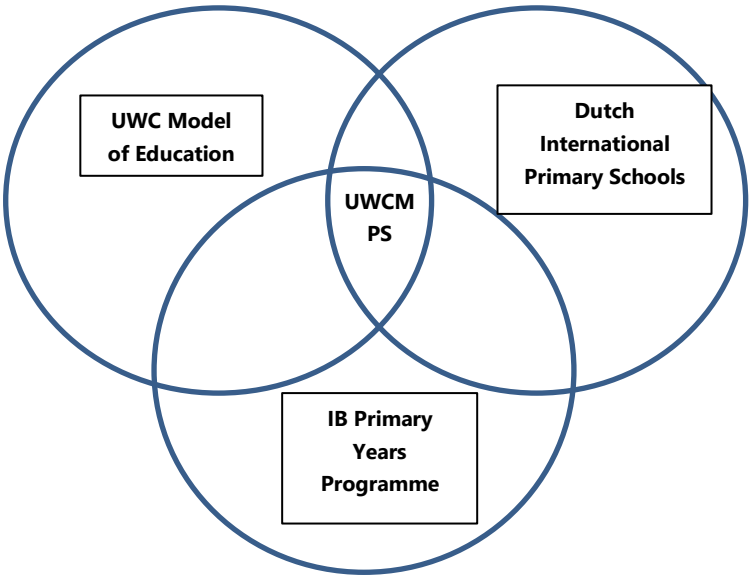
About United World College Maastricht

UWC Maastricht is unique in the movement as the only state-supported whole school, educating children from kindergarten through secondary school. Our diverse student body boasts representation from over 100 countries and territories including 200 residential students who are mostly selected through the UWC national committees' system to complete their final two years of secondary school with us.

At the heart of UWC is a belief in friendship - the conviction that the close ties forged between students of diverse nations in their developmental years will last a lifetime and provide the framework upon which peace and a sustainable future may be built. These bonds are not formed in the classroom alone - but equally through our co-curricular programme with its emphasis on service.

As a community, we believe in the growth mindset; that intelligence, personality and character can be developed, and a person's true potential is unknown (and unknowable). Teachers and students have much to learn from, and with, each other. We also believe in giving students appropriate and authentic responsibility as part of their learning journey, allowing them to develop their courage and capacity to test their limits - to try, fail and try again - in a safe environment. UWC students, staff and graduates are all committed to actively contribute to their communities and in so doing to make the world a better place.

The UWC Maastricht Primary School is one of the Dutch International Primary Schools (DIPS) in the Netherlands. Currently we have students from ages 4 - 11 at the Primary level, comprising approximately 300 students from all corners of the globe!



Chapter 3

The IB Mission and the Primary Years Programme (PYP)

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 organisation works with schools, governments and international organisations 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.
(IB mission statement)

The Primary Years Framework

The Primary School sets out to meet the diverse needs of the students through the Primary Years Programme, by ensuring that learning is engaging, relevant, challenging and significant. The school follows a transdisciplinary model, whereby themes of global significance frame the learning throughout the primary years, including early years. This means that students are encouraged to make connections between subject areas, and traditional curriculum areas are used as lenses to help students inquire into big ideas. The PYP is both a curriculum framework and a philosophy that facilitates structured inquiry. Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalise as part of their learning journey to construct meaning about the world around them. Students have the opportunity to explore significant local and global issues and are also encouraged to consider situations critically from multiple viewpoints.

Connecting the learner

By design, the language and intent of the transdisciplinary themes encourage students to share their voices and to explore their common ground collaboratively, from the multiple perspectives of their individual experiences and backgrounds. This sharing of experience increases students' awareness of, and sensitivity to, the experiences of others beyond the local or national community. Unplanned and planned access to learning and content are now given the same status, hence promoting learning that is more learner-centric and more accessible to them (Beane 1995). In highlighting the importance of student voice, the PYP transdisciplinary model upholds the belief that students are better served when we support knowledge as a socially constructed process rather than an end goal, fixed and universal.

Connecting learning and teaching

By design, PYP inquiry and concept-based learning align neatly with, and contribute to, the transdisciplinary model. Supported by the subject scope and sequence guidance and the key programme elements, the transdisciplinary themes provide the means for students and members of the learning community to engage in genuine dialogues. Emerging through the inquiry process, these dialogues bridge subject knowledge and individual and collective experiences to articulate new visions and solutions for a more peaceful world. Specifically, students and teachers engage with:

- the programme of inquiry—the structure that articulates loosely what, when and how to explore the transdisciplinary themes from 4–11 years
- concepts that have relevance across, between and beyond the subjects and that connect a wide-ranging knowledge to arrive at conceptual understandings
- the approaches to learning and approaches to teaching that are crucial for exploring subject knowledge in context with the transdisciplinary themes
- the opportunities to reflect and take action to enhance individual and collective understanding and learning or to address local and/or global challenges

Connecting the learning community

The value of transdisciplinary learning is the integration of knowledge, concepts and experiences from different participants, disciplines and perspectives, and not merely those of any single individual. Transdisciplinarity calls for a collaborative, community-based approach to resolving issues, and to considering opportunities centred on common themes. Transdisciplinary learning is about the human subject, namely students, teachers, members of the wider learning community and the "emotional relations between them and the object of knowing." Many of the transdisciplinary themes, such as "Sharing the planet", "Where we are in place and time" and "How we express ourselves", signal a shared responsibility and invite communities to act based on collectively shared values and norms. Through the learning community, the PYP connects with the heritages of the host countries and with the principles of human development on which it is based. This sense and role of community in learning and teaching is a universal asset, particularly towards developing internationally minded individuals.

Chapter 4

Approaches to Teaching

In the PYP, teachers approach their teaching thoughtfully in order to support the development of knowledge, skills and understandings. Their approaches to their teaching will be heavily influenced by:

- Inquiry Teaching
- Focus on conceptual understanding
- Inclusion of local and global contexts
- Effective teamwork and collaboration
- Designed to remove barriers to learning
- Informed by assessment

The Early Years in PYP

The PYP recognises that students aged 4-6 have special considerations and requirements to develop holistically in an age-appropriate manner. While the Approaches to Teaching described above remain true for our students in the early years, there will be an emphasis placed upon:

- Play as the driver of Inquiry
- Flexible learning spaces which invite learners to explore
- Extended time for Inquiry (and therefore more flexible timetables)
- Symbolic exploration and expression
- Whole class experiences reserved for meaningful, instructional and reflective moments

Approaches to Learning

The search for understanding is central to the beliefs and practices of the PYP. However, the emphasis on the development of conceptual understanding does not preclude recognition of the importance of developing skills. The construction of meaning and understanding is complemented by the student's ability to acquire and apply a range of skills. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry.

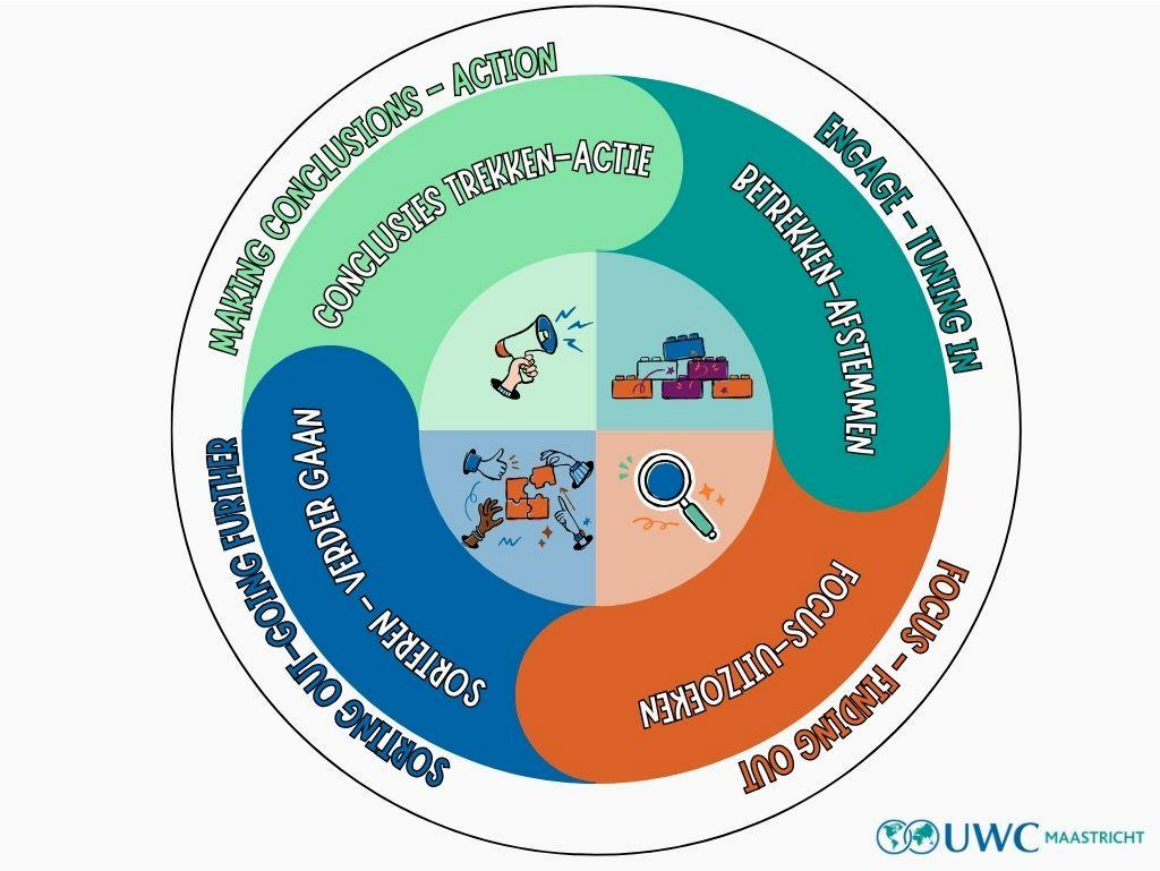
Within their learning throughout the programme, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills (see the chart below). These skills are valuable, not only in the units of inquiry, but also for any learning and teaching that goes on within the classroom, and in life outside the school.

Categories	Sub-skills
Thinking skills	• Critical-thinking skills • Creative-thinking skills • Transfer skills • Reflection/metacognitive skills
Research skills	• Information-literacy skills • Media-literacy skills • Ethical use of media/information
Communication skills	• Exchanging-information skills • Literacy skills • ICT (Information and Communication Technology) skills
Social skills	• Developing positive interpersonal relationships and collaboration skills • Developing social-emotional intelligence
Self-management skills	• Organisation skills • States of mind

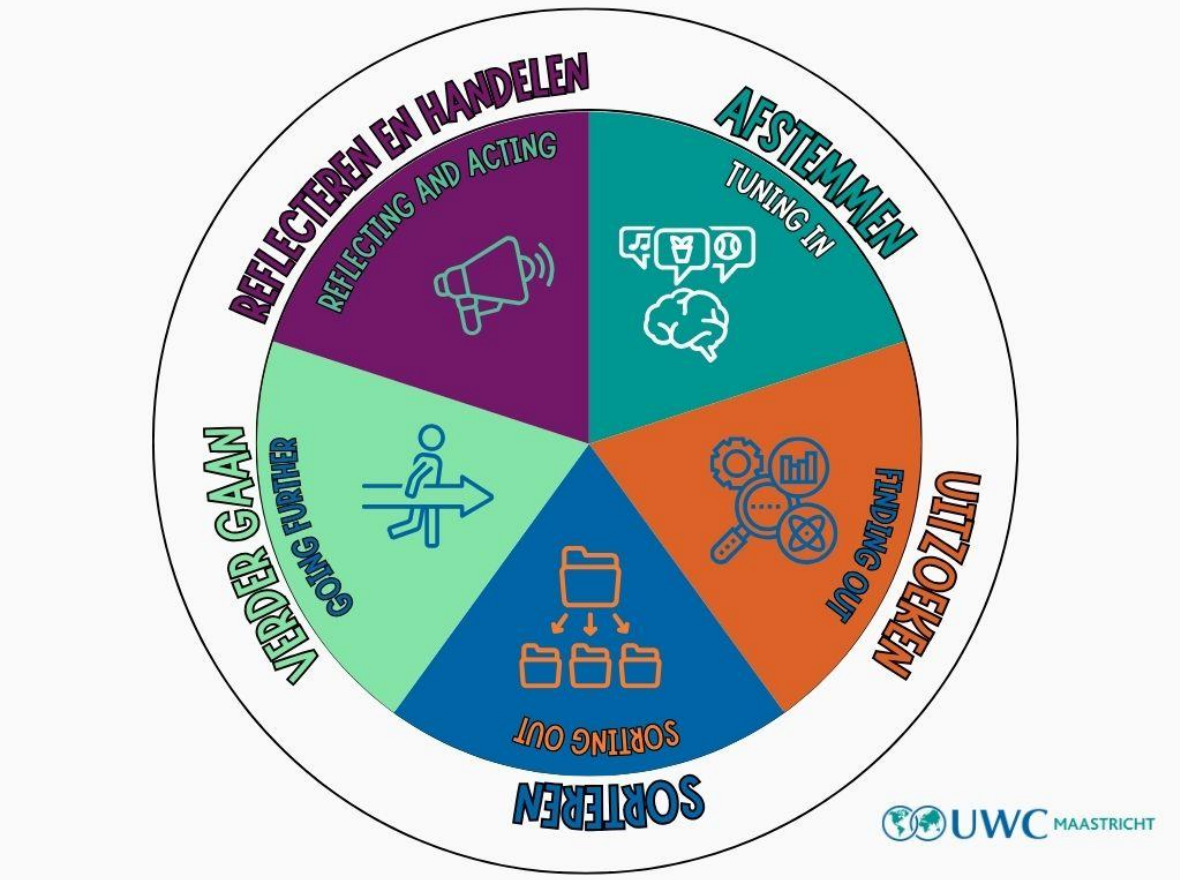
Inquiry Teaching

At UWC the students learn through asking questions and making sense of the world. Through inquiry they construct their meaning based upon their prior knowledge, challenging pre-existing ideas and developing new understandings. Inquiry is an important part of the PYP. Inquiry teaching follows a dynamic cycle where students are involved in the process of questioning, researching, investigating, problem solving, discovering and reflecting. It is often not a linear process, and the learning group will find its own fluid pathway. At UWC Maastricht, we have a simplified cycle in Early Years, and a more complex one for Upper Years.

Early Years Inquiry Cycle:



Upper Years Inquiry Cycle:



Learning through the transdisciplinary themes

The transdisciplinary themes mark the starting point of student inquiries. Within each theme's context, students explore related central ideas and assimilate knowledge. These themes engage the learning community in rich dialogues and ongoing

collaboration to build an understanding of themselves, their wider community, and the world. The six themes guide what students will inquire into. These themes:

- encapsulate our shared commonalities;
- indicate the complexity and the connectedness of the human condition globally;
- invite students to engage in dialogues about real issues in the world;
- allow for authentic embeddedness of subject areas;
- contribute to the uniqueness of the PYP.

Please see the appendix for further articulation of the Programme of Inquiry at UWC Maastricht Primary School.

PYP Transdisciplinary Themes

Theme	Description
Who We Are	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.
Where We Are in Place and Time	An inquiry into orientation in space and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between, and the interconnectedness of individuals and civilisations from local and global perspectives.
How We Express Ourselves	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
How We Organise Ourselves	An inquiry into the interconnectedness of human-0made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and the environment.
Sharing the Planet	An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
How the World Works	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Concepts and Conceptual Understanding

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. This is central to the Primary Years Programme (PYP) philosophy. A concept-driven curriculum is the means through which students develop their conceptual understandings. Students co-construct beliefs and mental models about how the world works based on their experiences and prior learning. They integrate new knowledge with their existing knowledge and apply these understandings in a variety of new contexts. They learn to

recognise patterns and see the connections between discrete examples to strengthen conceptual understandings. “A concept is a ‘big idea’—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time” (Erickson 2007). Concepts represent ideas that are broad, abstract, timeless, and universal. Concepts add depth and rigour in student thinking to the traditional ‘two-dimensional’ curriculum consisting of facts and skills. Concepts place no limits on the breadth of knowledge or on the depth of understanding and therefore are accessible to every student.

Concepts are powerful, broad and abstract organising ideas that may be transdisciplinary or subject-based. They represent the vehicle for students’ inquiry into the opportunities and challenges of local and global significance.

The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject specific learning. They are:

Form	
Key Question	What is it like?
Definition	The understanding that everything has a form with recognisable features that can be observed, identified, described and categorized.

Function	
Key Question	How does it work?
Definition	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?
Definition	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

Change	
Key Question	How is it changing?
Definition	The understanding that change is a process of movement from one state to another. It is universal and inevitable.

Connection	
Key Question	How is it connected to other things?
Definition	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?
Definition	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	
Key Question	What is our responsibility?
Definition	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

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.
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.
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.
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.
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.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and

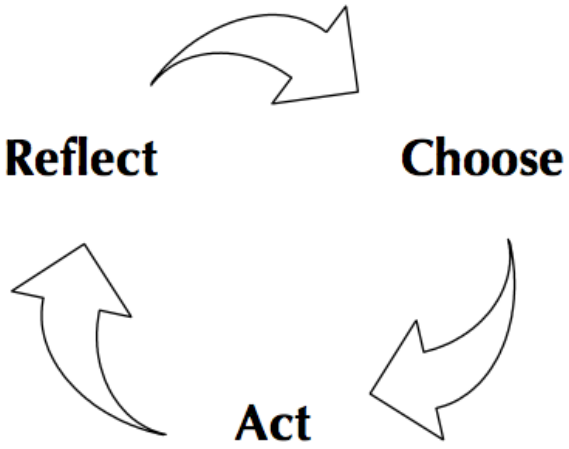
	evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought 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.
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 recognise our interdependence with other people and with the world in which we live.
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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.

Action in the PYP

Action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and to the programme's overarching outcome of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose. When students see tangible actions that they can choose to take to make a difference, they see themselves as competent, capable and active agents of change.

Action might come in the form of **participation, advocacy, social justice, social entrepreneurship or life choices.** This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. PYP schools can, and should, meet the challenge of offering all learners the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.



Action is:

- Connected to agency, the learner profile and international-mindedness.
- Student-initiated and can be individual and collective.
- Authentic, meaningful and mindful.
- Supported by the learning community.
- Action can happen at any time; it can be short or long term, revisited or ongoing.
- Demonstrations of action include participation, advocacy, social justice, social entrepreneurship, or lifestyle choices.

The PYP Learning Phases

The PYP curriculum is organised in continuums – continuous sequences of steps – and the children progress through a number of phases as they move along the continuum for each subject. This provides a structure for developing their learning and understanding, while at the same time giving us the flexibility to cater for individual students' learning needs. For each phase, there are overall expectations for a student's learning, including their understanding of particular concepts and their application of skills and knowledge. There are specific learning outcomes for each phase, which, through the use of relevant assessments, guide our planning for teaching and learning.

On the following pages you will find the PYP Learning Phases for learning strands within each subject. The PYP Learning Phases are not restricted to grade groupings, but they develop with the learning needs of each child; students may be anywhere on this continuum of Learning Phases. However, we have added a phase guide in the appendix for further clarification.

Language

Oral Language: Listening and Speaking

Phase 1: Learners show an understanding of the value of speaking and listening to communicate. They recognise that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2: Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognisant about the high degree of variability of language and its uses.

Phase 3: Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4: Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Phase 5: Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Visual Language: Viewing and Presenting

Phase 1: Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2: Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3: Learners show an understanding that visual text may represent reality or fantasy. They recognise that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information.

Phase 4: Learners show open-mindedness about the use of a range of visual text resources to access information. They think critically and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Phase 5: Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their

learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Written Language: Reading

Phase 1: Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a "book", and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are "reading" to construct meaning.

Phase 2: Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognise them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3: Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognise that the structure and organisation of text conveys meaning.

Phase 4: Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5: Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access, it provides them to further knowledge about, and understanding of, the world.

Written Language: Writing

Phase 1: Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2: Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3: Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4: Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story

structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5: Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Math

Data Handling

Phase 1: Learners will develop an understanding of how the collection and organisation of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Phase 2: Learners will understand how information can be expressed as organised and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Phase 3: Learners will continue to collect, organise, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarise a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

Phase 4: Learners will collect, organise and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Measurement

Phase 1: Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Phase 2: Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Phase 3: Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Phase 4: Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

Shape and Space

Phase 1: Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Phase 2: Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Phase 3: Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Phase 4: Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualise and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Pattern and Function

Phase 1: Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Phase 2: Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of

pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Phase 3: Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Phase 4: Learners will understand that patterns can be represented, analysed and generalised using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Number

Phase 1: Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number and be able to count and use number words and numerals to represent quantities.

Phase 2: Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Phase 3: Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Phase 4: Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Science

Living Things, Earth and Space, Materials and Matter, Forces and Energy

(Please note that in the PYP Science and Social Studies scope and sequence documents, the continuums are arranged in ages. However, this will also be changed to phases in future modifications of the documents.)

Ages 4-5: Learners will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function and will recognise basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary.

Ages 5-7: Learners will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods and will recognise that more than one variable may affect change. They will be aware of different perspectives and ways of organising the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Ages 7-9: Learners will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time and will recognise that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organising the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Ages 9-11: Learners will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognise that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organising the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Human Systems and Economic Activities, Social Organization and Culture, Continuity and Change Throughout Time, Human and Natural Environments, Resources and the Environment

Ages 4-5: Learners will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organise themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognise important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Ages 5-7: Learners will increase their understanding of their world, focussing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfil and the different ways that people interact within groups. They will recognise connections within and between systems by which people organise themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognising important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Ages 7-9: Learners will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organised within communities, and the ways in which communities reflect the cultures and

customs of their people. They will recognise the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Ages 9-11: Learners will recognise different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organised within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realise the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognising how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Physical, Social and Personal Education (PSPE)

Identity

Phase 1: Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Phase 2: Learners understand that there are many factors that contribute to a person's identity, and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Phase 3: Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact

positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Phase 4: Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognise and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active Living

Phase 1: Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognise the need for safe participation when interacting in a range of physical contexts.

Phase 2: Learners recognise the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Phase 3: Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximise enjoyment and promote safety.

Phase 4: Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Interactions

Phase 1: Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Phase 2: Learners recognise the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

Phase 3: Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilising the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Phase 4: Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognise that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

The Arts: Visual Arts, Music and Performing Arts

Responding

Phase 1: Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Phase 2: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognise that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating artworks. They are aware that arts may be created with a specific audience in mind.

Phase 3: Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4: Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognise that there are many ways to enjoy and interpret arts. They accept feedback from others.

Creating

Phase 1: Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create

in arts comes from their own experiences and imagination. They recognise that they use symbols and representations to convey meaning in their work.

Phase 2: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Phase 3: Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognise that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Phase 4: Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognise that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand.

Outdoor Learning

Exploration, Orienteering and Navigation

Phase 1: Learners investigate under bark and stone, returning these objects to their original position, and exploring ponds and the moat. Learners develop curiosity and discuss nature. Learners build stamina for walks on and off campus.

Phase 2: Learners investigate nature, explore our natural environment and experiment with tools in nature such as bug catchers and binoculars. Learners build stamina for walks on and off campus.

Phase 3: Learners are introduced to outdoor spaces further afield and to hazards in our natural environment. Learners build upon curiosity, identifying and facing fears of outdoor environments and actively discussing nature. Learners demonstrate behaviours that reflect school values on and off campus.

Phase 4: Learners build upon their knowledge and curiosity about outdoor environments. They use tools such as a compass, map and directions to determine distances, orient themselves and others in outdoor environments. Learners plan and participate in excursions with teacher support. Student dress appropriately for the outdoors and demonstrate behaviours that are consistent with school values on and off campus.

Outdoor Living Knowledge and Skills

Phase 1: Learners practise safety procedures around the campfire. Learners use their hands to build.

Phase 2: Learners practise safety procedures around the fire. With teacher supervision, learners can cook on the campfire. Learners use their hands to build.

Phase 3: Learners practise safety procedures around the fire. With teacher supervision, learners can cook safely and hygienically on the campfire. Learners understand the principles of building a fire. Learners use their hands and tools to build and construct.

Phase 4: Learners practise safety procedures around the fire. With teacher supervision, learners can cook safely and hygienically on the campfire. Learners understand the principles of building a fire. Learners use their hands and tools to build and construct.

Tools, Crafts and Horticulture

Phase 1: Learners learn basic gardening skills with teacher guidance. Learners observe plant growth and signs of needs of plants. Learners use their hands as tools. Learners develop knowledge of common names of flora and fauna.

Phase 2: Learners learn basic gardening skills with teacher guidance. Learners observe plant growth and signs of needs of plants. Learners begin to use a trowel and shovel. Learners recognise common flora and fauna.

Phase 3: Learners build upon understanding of gardening skills with teacher guidance, taking on more responsibility of the care of our outdoor spaces. Learners use tools independently including secuters and hedge trimmers. Learners sow seeds and understand changing needs of plants. Learners are able to identify local flora and fauna.

Phase 4: Learners build upon understanding of gardening skills with teacher guidance, taking on more responsibility of the care of our outdoor spaces. Learners use tools independently including secuters and hedge trimmers. Learners sow seeds and understand changing needs of plants. Learners are able to identify local flora and fauna.

Assessment

All IB programmes are informed by assessment, as indicated in the IB approaches to teaching. While assessments look different in each programme, all IB assessment methods are varied and fit for purpose. Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability. For further information, please refer to the UWCM Primary Assessment Policy.

Types of Assessment that are used at UWC Maastricht Primary School:

- Observations
- Anecdotal Records
- Rubrics
- Checklists
- Self-Assessments
- Peer Assessments
- Performance Assessments
- Interviews/Discussions
- ISAs (Upper Primary)
- Portfolios
- Written Reports
- Conferences
- Work Samples

The Year 6 PYP Exhibition

At UWC, students in their final year of the PYP (Year 6) participate in the Exhibition that represents a significant event in the life of a PYP school and student, synthesising the essential elements of the PYP and sharing them with the whole school community. As a culminating experience, it is an opportunity for students to exhibit the attributes of the International Baccalaureate (IB) learner profile developed throughout their engagement with the PYP. Parents and students from UWC are invited to attend the Year 6 Exhibition. This is a requirement for all schools that have gone through the Authorisation in the PYP.

Chapter 5: Appendix

The Programme of Inquiry

During the year, the students in Year 2 through Year 6, inquire into six globally significant transdisciplinary themes, each one through a carefully thought-out unit of inquiry. Kindergarten and Year 1, complete only four units of inquiry. Each unit of inquiry is clearly expressed by a conceptually based central idea that is meaningful and challenging to all students.

Programme of Inquiry (POI) Overview 2024-25

How We Express Ourselves

Year Level	Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes	ATLs (Approaches to Learning)
Kindergarten	Storytellers around the world tell stories	- Stories connect people - Stories consist of different elements - Stories can be told in different ways	Connection, Form	Communicators, Open-Minded	Thinking, Social, Communication
Year 1	Imagination and experiences inspire creativity	- The process of creating - Sources of inspiration - The relationship between inspiration and the creative process	Form, Perspective, Causation	Risk-Takers, Reflective, Communicators	Self-Management, Thinking
Year 2	Feelings can be expressed through visual and performing arts	- Emotions we have - Expression of feelings through stories, visual, and performing arts	Form	Risk-Takers, Communicators	Social, Communication
Year 3	Our cultural identity can be expressed through stories	- Characteristics of culture - Cultural identity can be expressed through story	Connection, Perspective	Reflective, Thinkers, Communicators	Social, Communication, Self-Management, Thinking
Year 4	Appreciation of artwork is enriched by the techniques used	- Dutch culture has influenced visual art - We appreciate art in different ways - Techniques of past masters	Form, Perspective	Reflective, Open-Minded	Self-Management, Thinking
Year 5	People express meaning through art	- The elements of art and art techniques - Artists use elements and techniques to convey meaning - Cultural meanings	Form, Perspective	Reflective, Thinkers, Communicators	Social, Thinking, Communication
Year 6	The heritage of a culture shapes our values and beliefs now and into the future	- Culture has tangible and intangible features - Time and space influence cultural heritage - Perspectives contribute to cultural significance	Form, Perspective, Connection	Reflective, Knowledgeable, Inquirers	Thinking, Communication

How The World Works

Grade Level	Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes	ATLs (Approaches to Learning)
Kindergarten	The everchanging natural world affects living things	Observation of changes Witnessing life cycles of plants and animals	Change, Connection, Caustaion	Caring, Knowledgeable, Inquirers	Research, Thinking, Social, Communication
Year 1	Living things are affected by and often adapt to the natural world	Living things have needs Each habitat has its own features Habitats need to support the needs of living things Living things adapt to the natural world	Form, Connection, Causation	Caring, Inquirers	Research, Thinking
Year 2	People use design features to create purposeful structures	Structures in our community and their purpose The design features of structures Designing and creating our own structure for a purpose	Form, Function	Reflective, Thinkers, Inquirers	Research, Thinking, Social, Communication, Self-Management
Year 3	Our world and everything we use/interact with is made from matter	The properties of materials Reversible and irreversible changes When materials are used and why	Form, Change	Knowledegable, Inquirers	Research, Thinking, Social, Communication
Year 4	Space exploration leads to our understanding of our place in the universe	Earth is a part of a system within the universe The use of space technology and its impact on our lives How exploration supports us in adapting to new environments	Form, Function	Knowlegeable, Inquirers, Risk-Takers	Research, Self-Management
Year 5	Forces are used to design and innovate	Newton's three laws of motion The four forces of flight Aerodynamics can enhance design	Form, Function	Thinkers, Risk-Takers	Thinking, Social
Year 6	Designers, Engineers and Scientists often work together to create a more sustainable way of living	The different forms of energy and its sources People take action in different ways to contribute towards a more sustainable future Processes and systems create a more sustainable world	Form, Function, Causation	Knowledgeable, Inquirers, Risk-Takers	Communication, Research, Thinking

How We Organise Ourselves

Year Level	Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes	ATLs (Approaches to Learning)
Year 2	Community workers have roles to support the function of a community	The roles of community workers and how they work together Community workers, services they perform and the tools they use	Function, Connection	Inquirers, Reflective	Self-Management, Research, Communication
Year 3	Organisations use individual contributions and interdependent systems to pursue their mission	Structure and purpose of organisations Organisationsal and community interactions Individual and group responsibility	Function, Connection, Responsibility	Communicators, Thinkers	Thinking
Year 4	Signs and symbols are a part of human-made systems that facilitate local and global communication	The features of signs and symbols How language facilitates communication Specialised systems of communication	Function, Form, Connection	Communicators, Open-Minded	Social, Communication
Year 5	Understanding the impact of hunger, promoting equality and advocating for human rights	Hunger affects individuals and communities around the world The responsibilities of individuals, communities and governments in addressing hunger and promtoing fairness and equality The role human rights play in advocating for the well-being and dignity of all individuals	Causation, Responsibility	Principled	Social, Communication
Year 6	Sustainable economies rely on circular systems of production, exchange and consumption of goods and services	How a circular economy works People depend on one another for products and services The economic, environmental and social/ethical advantages of a circular economy	Connection, Function, Responsibility	Knowledgeable, Reflective, Communicators	Social, Self-Management

Who We Are

Grade Level	Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes	ATLs (Approaches to Learning)
Kindergarten	Relationships build communities	- The relationships we have - Importance of relationships - Roles and responsibilities	Function, Form, Responsibility	Caring, Balanced, Open-Minded	Self-Management, Social, Communication
Year 1	Making healthy food choices helps our bodies grow strong and healthy	- Different foods support our bodies - Healthy habits - Food choices vary across families, cultures, seasons	Function, Form, Change, Responsibility	Risk-Taker, Reflective, Knowledgeable, Balanced	Self-Management, Social, Thinking
Year 2	The different parts of our body work together	- Major body functions - Nutrition, exercise, hygiene - Senses and environment - Role of bodies in identity	Function, Connection, Responsibility	Caring, Balanced, Inquirers	Self-Management, Communication, Thinking, Research
Year 3	Identity is shaped by shared experiences	- Experiences connect us - Rich perspectives of community	Connection, Perspective	Caring, Reflective, Open-Minded	Communication, Social, Thinking
Year 4	Individual behavior guides others' choices	- Behavior in different situations - Impact of attitude - Adapting behavior based on influences	Causation, Responsibility	Caring, Principled	Communication, Social, Self-Management
Year 5	Beliefs and values influence how we live	- Shared community values - Beliefs shape identity - Importance of helping others	Connection, Perspective	Balanced, Open-Minded	Social
Year 6	Creating meaning from experiences shapes our identities	- Identity through experiences - Positive relationships - Physical and emotional transitions	Change, Function, Form	Balanced, Caring, Reflective	Social, Self-Management

Where We Are In Place and Time

Grade Level	Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes	ATLs (Approaches to Learning)
Year 2	Celebrations reflect the time and place in which they occur	Continuity and change of celebrations over time Traditions within celbrations connect people The influence of time and place on how celebrations occur	Change, Connection, Perspective	Communicators, Inquirers, Open-Minded	Research, Social, Communication
Year 3	Geography and cultural contexts impacts relationships within and across homes	Where people live can affect their identity Geography affects the design of homes Cultural contexts determine relationship within and across homes	Causation, Function, Perspective	Inquirers, Thinking, Caring	Thinking, Communication
Year 4	Evidence of past civilisations can be used to make connections to present day	The characteristics of ancient civilisations Historians use artifacts to explore evidence from the past Past civilisations have left a legacy on modern society	Change, Connection	Knowlegeable, Reflective	Research, Communication
Year 5	Changemakers can affect positive change	Changemakers have specific skills, qualities and follow a roadmap to make a positive change The actions of changemakers solve problems across time and space	Change, Connection	Knowledgeable, Open-Minded	Research
Year 6	Human migration is a dynamic and ongoing phenomemon that shapes our understanding of ourselves and the world	The reasons people migrate The opportunities, risks and challenges that arise from migration Human migration throughout history	Change, Perspective, Causation	Risk-Takers, Reflective, Open-Minded	Research, Communication, Thinking

Sharing The Planet

Grade Level	Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes	ATLs (Approaches to Learning)
Kindergarten	Humans share the world with insects	Characteristics of insects Where insects live The role of Insects Human Responsibility	Responsibility, Connection	Caring, Knowledgeable	Research, Thinking, Communication
Year 1	Protecting ocean habitats requires humans taking responsibility	Ocean habitats and how they work How plastic waste imapcts oceans and marine life How humans can work to improve the plastic soup issue	Function, Responsibility, Causation	Thinking Principled	Social, Thinking
Year 2	Understanding water promotes its conservation	Who needs water and types of water Why living things need water Elements of the water cycle Reasons and methods to conserve water	Connection, Causation, Responsibility	Knowledgeable, Principled, Inquirers	Research, Thinking, Communication
Year 3	Fairtrade helps make the world a more equitable place	Positive and negative impact on the natural world Our choices impact the lives of others What action can we take to make a difference in terms of advocacy and personal choice	Connection, Responsibility	Caring, Principled	Sel-Management, Thinking, Social, Communication
Year 4	Developing respect for and an understanding of an eco system fosters a sense of responsibility	Ecosystems; their interdependent components Food webs and the transfer of energy and matter Humans have an impact on an ecosystem Actions can be taken to maintain and disrupt an ecosystem	Connection, Responsibility	Thinkers, Inquirers, Caring	Research, Thinking, Social
Year 5	Peoples actions influence our world climate	Changes in weather and climate The impact of weather and climate on human life Society's responsibility for the care of the planet	Change, Causation, Responsibility	Caring, Inquirers	Research, Self-Management
Year 6	Peace and conflict can be transformative, helping to achieve aspiring ideals	Sustainable futures depend on positive peace People contribute in different ways to create the conditions for positive peace Conflict can be transformative, but becomes negative when it leads to violence	Connection, Perspective, Responsibility	Reflective, Caring, Principled	Social, Self-Management

PYP Phases Framework

Language Phase Expectations

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
KG					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					

Math, PSPE, Arts, OL Phase Expectations

	Phase 1	Phase 2	Phase 3	Phase 4
KG				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				

	Student working in this phase at the end of the year are below expected standards and may require additional support		Student working in this phase at the end of the year are meeting expected standards		Student working in this phase at the end of the year are exceeding expected standards		It is not recommended that students at this age be extended into these phases

PYP Informational Videos

PYP Learners create meaning for themselves

PYP in the Early Years

PYP Learners develop important skills

Inside the IB School Experience

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