



Primary Years Programme*

Student & Family Handbook

Updated March 2020

*Oman Private School is a candidate school for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School. Only schools authorized by the IB can offer any of its four academic programmes: the Primary Years Programme (PYP). Candidate status give no guarantee that authorization will be granted.

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Dear parents, guardians and students,

On behalf of all staff and faculty, we would like to welcome you to the Oman Private School (OPS) Primary Years Programme (PYP). Whether you are new to our school or returning for another great year, we are pleased that you will be a part of our school community and that we will have the opportunity to work closely with you and your children this year.

OPS prides itself on creating an Islamic atmosphere where all students are safe, welcomed and supported. Our PYP staff and students come from variety of different nations and most of our school community is bilingual or even multilingual! This unique international community composition creates a platform for our students be exposed to a wealth of knowledge, languages and experiences.

We are currently in our second year of candidacy with the International Baccalaureate (IB) Organization and as such, we will continue to implement and strengthen our programme. Student to teacher ratios for all our classes are kept very low and additional teachers are provided where necessary to help support all our students. As part of the PYP, our Early Years Programme begins in Kindergarten. Upon completion of Grade 5, students will then move onto our Middle Years Programme (MYP), with a goal to see our students become compassionate, internationally-minded, critical thinkers, who are creative and effective communicators.

As caregivers, we know that you may have many questions regarding the education of your child. Please take time to read through the information in this handbook as it will provide valuable information about the vision of our school moving forward. Due to the diverse nature of our school, many families arrive from countries with different educational systems. Involving parents in understanding the PYP framework and the methodologies used at OPS is a priority. As such, there will also be parent information sessions and workshops periodically throughout the year to help keep parents informed about all the wonderful things happening at the school. We trust that this will be another outstanding year at OPS and once again, we welcome you to the OPS community. We look forward to our partnership with you throughout the year to provide the best possible education for your children.

For further questions, please feel free to book an appointment to see the PYP coordinator by calling the school office or you may send your queries via email.



Kara McCarty
PYP Coordinator
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Vision & Mission

Our mission is to provide inquiry-based learning and develop our students to become just, charitable, honest, critical thinkers. Our institute encourages students to develop their character as well as grow scholastically and spiritually so that they may contribute to the betterment of the world.

We strive to provide quality education that is acknowledged worldwide, so that our students as leaders can accomplish remarkable goals in life, grow closer to their innate roots, while being able to communicate in a multicultural world respectfully.

We provide guidance to facilitate our students to accept any challenge, make a positive contribution to society, and become esteemed humanitarians and lifelong learners.

Inclusive Education

OPS is an educationally inclusive school where the teaching and learning, achievements, attitudes and well being of every student is important. As part of our Inclusion Policy, our school takes pride in the different cultural and ethnic backgrounds that make up our staff and student body. Learning diversity will be recognised and planned for so that any barriers to learning and participation will be challenged so that all pupils will be provided with equal opportunities to perform activities required in daily life both physically and academically. Parents will be involved in the education of their children and they will be fully informed when special educational provision is being considered for their child.

Academic Integrity

Academic integrity at OPS is illustrated throughout the inquiry process as students conduct themselves as principled learners and critical thinkers who respect and give credit to the ideas and work of others. We strive to instill in the students what academic integrity is and its importance as outlined in our Academic Integrity Policy.

Student Expectations

The bar is set high for our students and there are clear expectations regarding student conduct. The IB advocates that our student body should reflect a culture of collaboration, support, production, open-mindedness, and mutual respect. Student attendance must be consistent and on time as tardiness will not be tolerated. The school calendar has been provided highlighting holidays and we strongly discourage absences from school on dates other than those scheduled school holidays. Absences and late arrivals have a direct impact on the academic progress of students and cause undue disruption to the class and routine. Kindergarten students have slightly modified timings.

7:10am	Remedial Language Group Sessions Commence
7:30am	Daily Assembly
7:45am - 10:00am	Unit of Inquiry
10:00am – 10:20am	1 st Recess
10:20am – 12:30pm	Unit of Inquiry
12:30pm – 1:00pm	2 nd Recess, Duhur Prayer
1:00pm – 2:30pm	Unit of Inquiry

As such, parents are requested to fulfill their obligation to ensure their child is present and on time daily and help their children strive for outstanding attendance rates:

ATTENDANCE RATES	Attendance Rates Per Term			
	Unsatisfactory	Acceptable	Good	Outstanding
	Below 92% attendance rate (6+ days absent)	92%-95% attendance rate (4-5 days absent)	96%-97% attendance rate (3 days absent)	98%-100% attendance rate (2 or fewer days absent)
Oman Private School strives to maintain a minimum of 92% attendance rate. This equates to no more than 14 days absent during the academic school year. With just 70+ school days during the term, missing 6 or more days in the term is considered unsatisfactory without a valid reason.	Attendance Rates Per Academic Calendar Year			
	Unsatisfactory	Acceptable	Good	Outstanding
	Below 92% attendance rate (14+ days absent)	92%-95% attendance rate (9-14 days absent)	96%-97% attendance rate (5-8 days absent)	98%-100% attendance rate (4 or fewer days absent)

We also expect all students to arrive to class prepared with all stationary and books as requested. As reading skills are at the foundation of academic success, all students should plan for time **daily** outside of school hours to read from a variety of genres and sources. Our school uniform helps instill a sense of school spirit, community and professionalism. As such, uniform compliance is mandatory for all students.

Please note that we have discussed the matter of celebrating birthdays in school. An official school policy has now been placed regarding this and based on a number of factors considered, we kindly ask your cooperation to refrain from sending any food or cakes on your child's birthday.

Lines of Communication

Parent participation in the school community is valued and OPS is open to parent volunteers helping in classes, reading stories to students, or helping with school events. There are many reputable studies providing evidence that a child who witnesses a healthy partnership between parents and the school will have a more positive attitude towards school and learning. Each class teacher is available to discuss how you may become involved in the life of the school and your children's learning. All important information pertinent to each class will be delivered via Class Dojo channels. There will be periodic circulars and additional forms or newsletters delivered to students. Communication with your child's class teacher and individual subject teachers is warmly welcomed. All teachers will provide their email addresses and are available through Class Dojo. Teachers are always available by appointment through our school office.

Regarding questions, issues or concerns, parents always have the right and responsibility to contact the school.

Safety and Security

The safety and security of our school community is paramount. OPS frequently conducts fire drills to train all staff and students proper exit procedures in the case of an emergency. To reduce the likelihood of infections spreading, we kindly ask all parents to refrain from sending children to school with visible signs of illness including, but not limited to: fever, rash, diarrhea, vomiting, untreated lice with viable nits and displaying a general unwell demeanour (unable to participate in class activities). Please report all absences directly to our school office and provide a medical certificate for prolonged absences. If your child has any allergies or other illnesses requiring medication, we kindly ask you to inform our school office.



We would like to kindly remind all parents and drivers to use extreme caution when dropping off and picking up children. There are designated areas for school buses to park. Please be mindful of your speed and be watchful for children before and after school.

The International Baccalaureate Primary Years Programme

As an International Baccalaureate (IB) candidate school, teaching at Oman Private School (OPS) is based on the Primary Years Programme (PYP). The PYP is a well-respected programme that is based on best practices drawn from research into how children learn most effectively to create a relevant and engaging framework for children. The curriculum framework provides for the development of the whole child encompassing social, physical, emotional and cultural needs in addition to academic benefit. It highlights the development of an international outlook in our students and prepares children for the skills they will need to be successful young contributors in the future. The PYP utilizes effective approaches to learning and teaching to enhance students' thinking skills and develop their understanding of themselves and the changing world. As an international school, OPS is committed to the concept of a cooperative learning community that includes our students, teachers and staff, caregivers and stakeholders. The values of the IB PYP should be modelled through implementation and maintenance of the programme.

What do we want the students to become? *International Baccalaureate Learner Profile*

Learner Profile		How can you help at home?
Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.	Encourage your child to take interest in wondering about the world around them. Engage them in discussions about a variety of topics. Model being an inquirer. Admit when you don't know the answer to a problem or a question and seek out answers in front of your child.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	Encourage your child to read books at home about different topics, including fiction. Ask your child about what they are learning in school and engage them in conversations about it and make connections. Ask open-ended questions and help your child to become familiar with current events by reading the newspaper.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.	Encourage your child to try to think of solutions to problems independently. Pose different real-life problems and questions to your child. Ask questions that will require thoughtful responses such as: What if...? I wonder.... What do you think...?
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.	Ask your child thought provoking questions and discuss possible responses. Create opportunities for your child to communicate their feelings and ideas by communicating your own ideas and feelings to them. Remember being a good listener is an important part of communicating with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	Talk to your child about making ethical decisions and making right choices in everything they do. Compliment them for being honest (even if it means that there will be a consequence), when they have behaved inappropriately. Teach them the importance of honesty, trust and fairness.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.	Encourage your child to try new things – new foods, new games and new activities. Expose them to different people by interacting with others of varying cultural backgrounds. Encourage your child to really listen to others when they speak and to see different perspectives.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.	Role model the caring behavior you would like to see in your child all the time. Using kind words, helping people without being asked, being an active listener, helping the less fortunate, show your child that you care about people.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.	Encourage your child to try new experiences and activities. Explain to your child the difference between trying new things and becoming involved in things that may potentially harm themselves or others. Help them overcome their fears and insecurities.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.	Ensure your family engages in healthy lifestyle and eat healthy food. Make sure your child is getting enough exercise, rest and sleep. Spend time as a parent or family doing many different things.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	Set aside a time daily to discuss what they have learned in and outside the school. Talk about their strengths and areas for improvement. Together discuss the goals that your child could set for themselves. Share memories together and discuss the impact different experiences have had on your life.

The Written Curriculum

These are the five essential elements to the IB PYP curriculum: *Attitudes, Knowledge, Key Concepts, Skills, and Action*



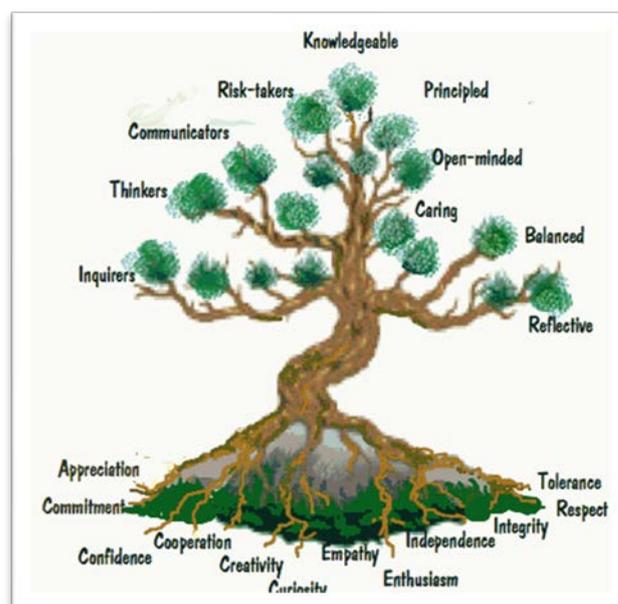
**What do we want the students to feel and value?
PYP Attitudes**

It is very important to develop students' attitudes to their learning and to other people. We aim to develop their:

- appreciation
- integrity
- creativity
- commitment
- respect
- curiosity
- confidence
- tolerance
- empathy
- independence
- cooperation
- enthusiasm

**What do we want the students to know?
Transdisciplinary Learning**

Using structured inquiry, the PYP gives children a strong foundation in languages, mathematics, social studies, science and technology, arts, and personal, social and physical education (PSPE). OPS has developed a Programme of Inquiry that includes 6 themed units of inquiry over the course of the year for each grade level (with the exception of Kindergarten 1 and 2, where there are 4 themed units of inquiry over the year).



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 place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, 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 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.
How we organize ourselves	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact of humankind and the environment.
Sharing the planet	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

What do we want the students to understand? *Concept Building*

An important aspect of the PYP is the focus on *concepts*. OPS would like our students to develop a deep understanding of important concepts within and beyond specific subjects, which are identified in the PYP as:

Form - What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and catalogued.
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.

Making the PYP Happen page 18-20, 2009

What do we want the students to be able to do? *Approaches to Learning*

As well as academic skills, several essential skills are embedded in all areas of learning and life beyond school. They are important acquired life skills for our students to become balanced and educated people. These skills are not taught in isolation but are developed through participation in the life of the school. The five approaches to learning focussed on in the process of structured inquiry are:

Thinking Skills	
Acquisition of knowledge	Gaining specific facts, ideas, vocabulary; remembering in a similar form.
Comprehension	Grasping meaning from material learned; communicating and interpreting learning.
Application	Making use of previously acquired knowledge in practical or new ways.
Analysis	Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics.
Synthesis	Combining parts to create wholes; creating, designing, developing and innovating.
Evaluation	Making judgments or decisions based on chosen criteria; standards and conditions.
Dialectical thought	Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view.
Metacognition	Analysing one's own and others' thought processes; thinking about how one thinks and how one learns.

Social Skills	
Accepting responsibility	Taking on and completing tasks in an appropriate manner; being willing to assume a share of the responsibility.
Respecting others	Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.
Cooperating	Working cooperatively in a group; being courteous to others; sharing materials; taking turns.
Resolving conflict	Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair.
Group decision-making	Listening to others; discussing ideas; asking questions; working towards and obtaining consensus.
Adopting a variety of group roles	Understanding what behaviour is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

Communication Skills	
Listening	Listening to directions; listening to others; listening for information.
Speaking	Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions.
Reading	Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.
Writing	Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.
Viewing	Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.
Presenting	Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.
Non-verbal communication	Recognising the meaning of visual and kinesthetic communication; recognising and creating signs; interpreting and utilising symbols.

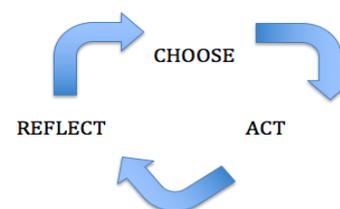
Self-Management Skills	
Gross motor skills	Exhibiting skills in which groups of large muscles are used and the factor of strength is primary.
Fine motor skills	Exhibiting skills in which precision in delicate muscle systems is required.
Spatial awareness	Displaying a sensitivity to the position of objects in relation to oneself or each other.
Organisation	Planning and carrying out activities effectively.
Time management	Using time effectively and appropriately.
Safety	Engaging in personal behaviour that avoids placing oneself or others in danger or at risk.
Healthy lifestyle	Making informed choices to achieve a balance of nutrition, rest, relaxation and exercise; practising appropriate hygiene and self-care.
Codes of behaviour	Knowing and applying appropriate rules or operating procedures of groups of people.
Informed choices	Selecting an appropriate course of action or behaviour based on fact or opinion.

Research Skills	
Formulating questions	Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.
Observing	Using all the senses to notice relevant details.
Planning	Developing a course of action; writing out an outline; devising ways of finding out necessary information.
Collecting data	Gathering information from a variety of first and second hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.
Recording data	Describing and recording observations by drawing, note taking, making charts, tallying, writing statements.
Organising data	Sorting and categorising information; arranging into understandable forms such as narrative descriptions, tables, timelines, graphs and diagrams.
Interpreting data	Drawing conclusions from relationships and patterns that emerge from organised data.
Presenting research findings	Effectively communicating what has been learned; choosing appropriate media.

Making the PYP Happen page 23, 2009

How do we want the students to act? *Action*

Successful inquiry should lead to action. OPS strives to provide students with *age-appropriate* opportunities to choose, act, and reflect on their actions, which encourages students to see their learning as a series of valuable experiences that can have a meaningful global impact.



Learning in the PYP

At the core of the Primary Years Programme's philosophy is a commitment to inquiry with emphasis on learning universal concepts as a vehicle for learning which means to:

- Develop and refine understanding and skills in meaningful contexts that apply to real life
- Make connections between existing knowledge and new experiences through reflection
- Create pieces of work that demonstrate student abilities through ongoing assessment, which students, teachers and parents can see collected together in a student portfolio
- Encourage children to be 'risk takers' and embrace challenges
- Develop personal and social skills as well as an international perspective
- Demonstrate both independent and collaborative learning.

The Taught Curriculum



What is a Unit of Inquiry?

Each of the 6 units covered over the course of the school year lasts approximately four to six weeks. The children will dive deep into the inquiry by looking at a significant issues, formulating driving questions, researching, organizing, analysing and finally reflecting and taking action. The key concepts and skills transcend through the subjects of English, Arabic, mathematics, science, social studies, while integrating ICT skills, visual and performing arts and physical education.

Why are there no set textbooks/workbooks in PYP?

To truly teach children through authentic *inquiry*, OPS is not textbook-driven but rather uses a wide range of primary and secondary resources to support individual learning styles – one size does not fit all. To foster the development of critical thinking skills and help students become agents of their own learning and not just passively receive fact-based knowledge, we want our students to understand that success is not just about gaining knowledge, but to value and portray the attitudes and characteristics that encompass successful lifelong learners. Students need to learn how to find answers using a plethora of resources.

What resources do we use?

For reading and writing, our primary years students are exposed to age-appropriate genres including both fictional and non-fictional works. To create continuity between the grade levels, students learn to read using the award-winning program *Hooked On Phonics*. OPS also has a subscription to *RAZ Kids*, *Reading A-Z*, accounts with *ReadTheory*, *ReadWorks*, *Writing Throughout the Year Workshops*, *Language Power Now* series and a continuously developing library. For mathematics, we develop collaborative problem-solving skills foundational to real life through our units of inquiry. Skill building for math concepts is supported through the Oxford Primary Years Programme math books. OPS also uses the Junior Assessment for Mathematics Interview Assessment program, and the Global Strategy Stage Numeracy Interviews Assessment program. Many reputable website resources such as *National Geographic*, *Discovery Kids*, *BBC Schools*, *ScienceNetLinks*, *Discovery Education* and *Time Magazine for Kids* are also utilized. Various internationally acclaimed resources for teachers are utilized as supported by research of best practices in education for young children. Teacher's resources also include works published by Cambridge and Oxford.

What does inquiry look like?

Teachers begin by gauging the students' current understanding of a relevant topic by exploring, wondering and questioning. They may discuss ideas which leads to the formulation of student and teacher questions that can be investigated. Students will begin to experiment and play with possibilities to make connections between their previous understanding and new learning. Through making predictions, testing theories and researching students can act with purpose to discover what happens. Data collection and reporting findings is used to clarify existing ideas and evaluating perceptions. By learning through the lens of a concept, learners begin to deepen their understanding and take action to defend a position and solve complex problems in a variety of ways.

How does traditional planning, teaching and assessing compare to PYP methods? *Working towards implementing best practices*

Lesson Planning		Teaching		Assessing	
Increased Emphasis ✓	Decreased Emphasis x	Increased Emphasis ✓	Decreased Emphasis x	Increased Emphasis ✓	Decreased Emphasis x
planning collaboratively	planning in isolation from other teachers	using a range and balance of teaching strategies	over-reliance on curriculum text/workbooks	viewing planning, teaching and assessing as interconnected processes	viewing planning, teaching and assessing as isolated processes
planning based on a coherent school-wide programme	planning disconnected from the overall curriculum	grouping and regrouping students for a variety of learning situations	over-reliance on one grouping strategy	using a range and balance of assessment strategies and tools	over-reliance on one assessment strategy or tool
involving students in planning for their own learning and assessing	the teacher making all the decisions	viewing students as thinkers with emerging theories of the world	viewing the teacher as the sole authority	involving students in self- and peer-assessment	viewing assessment as the sole prerogative of the teacher
planning that builds upon students' prior knowledge and experience	planning that ignores students' prior knowledge and experience	building on what students know	focusing on what students do not know	using a range and balance of recording and reporting strategies	over-reliance on one strategy of recording and reporting
planning fewer inquiries, to be explored in depth	planning a large number of activities that will be covered superficially	using multiple resources representing multiple perspectives	over-reliance on one teaching resource from one culture	seeking student responses in order to understand their current understanding	seeking student responses solely to identify the right answer
addressing assessment issues throughout the planning process	addressing assessment issues at the conclusion of the planning process	empowering students to feel responsible and to take action	teaching about responsibility and the need for action by others	using formative assessment to give students regular and ongoing feedback throughout the unit	concluding each term only by a term examination
planning that emphasizes the connections between and beyond the subject areas	planning that presents the curriculum as separate, isolated subject areas	involving students actively in their own learning	viewing students as passive recipients	enabling students to see assessment as a means of describing learning and improving learning	assessing for the sole purpose of assigning grades
planning that recognizes a variety of levels of language competency	planning that assumes a single level of language competency	pursuing open-ended inquiry and real-life investigations	a teacher-directed focus on rigid objectives	assessing the levels of students' current knowledge and experience before embarking on new learning	embarking on new learning before assessing the levels of students' current knowledge and experience
planning that recognizes a range of ability levels	planning that assumes a single level of ability	maintaining constant awareness of the needs of additional-language learners	employing teaching strategies suitable only for students whose mother tongue is the language of instruction	evaluating collaboratively using an agreed, flexible system	evaluating units in isolation from other teachers
planning inquiries that explore similarities and differences between cultures/places	planning activities that focus on one culture/place	addressing the needs of students with different levels and types of ability	employing teaching strategies suitable for one level and type of ability		
planning inquiries that explore broad human experiences from a range of perspectives	planning activities where the cross-cultural dimension is superficial and the international aspect is tacked on				

The Assessed Curriculum

Assessment is integral to all teaching and learning. It is not something that only happens during report card times. Children should be excited to share their learning experiences and demonstrate their knowledge and skills with their peers, teachers and caregivers. Learners should be given the opportunity during assessments to use a variety of learning styles, express different points of view, apply multiple intelligences and demonstrate individual strengths while sharing their understanding of learning outcomes. Assessments should give parents an opportunity to celebrate student learning in a healthy and positive manner.

PYP teachers understand that assessing the process is just as important as assessing the product and consider the following as part of assessing a student:

- Are the students asking questions of more depth and relevance?
- Are learners make connections between different subjects and integrating knowledge to help them solve real problems?
- Are students demonstrating mastery of skills?
- Are learners increasing in concrete knowledge?
- Are students able to work independently and contribute effectively during collaboration?

How do we discover what the students know and have learned?

Beginning with pre-assessment tasks, teachers get a picture of what the children already know as a starting point for the inquiry process. Assessment must be *ongoing* and inform the learning process to adjust lessons appropriately throughout the units (formative assessment). This style of assessment is connected directly to teaching and planning the next steps for the unit. Summative assessments are designed to give students an opportunity to demonstrate what they have learned by the end of a unit of inquiry based on criteria and identified learning outcomes for that unit. PYP assessments report on what students know, can do and feel during the learning process. These tasks give students choices in how they will demonstrate their understanding of the learning outcomes and central idea for a given unit while simultaneously giving students a platform to take action using their new understanding. Predetermined outcomes are shared with students at the beginning of a unit so they know what goals they have for a unit and understand the standard they should strive for.

We use representative examples of student's work to provide information about student understanding, documenting the process of learning and the outcomes using teachers notes and observation records, having students involved in reflecting on their work and the work of their peers, collaboratively designing rubrics and keeping records of tests, quizzes and task results. Assessment design should give teachers opportunities to evaluate student understanding that is both analytical (showing separate scores for different aspects of the work) and holistic (single scores). Upon completion of a unit, teachers must also reflect on the efficacy of the learning engagements and summative tasks as a means to provide ample information to make a judgement as to whether the learning outcomes were achieved, should there be changes to the assessment tools and strategies, and how should teaching be modified as a result of the assessment.

How do we choose to collect and analyse that data?

A variety of assessment techniques are used that enable teachers and students to have a clear idea of their learning, which can then be communicated to caregivers through conferences, progress reports and written communication. The tools and strategies OPS uses to assess the students include:

Assessment strategies and tools						
Assessment strategies \ Assessment tools	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums	
Observations	✓		✓	✓	✓	
Performance assessments	✓	✓		✓	✓	
Process-focused assessments	✓		✓	✓	✓	
Selected responses		✓	✓		✓	
Open-ended tasks	✓	✓		✓	✓	

Making the PYP Happen page 47, 2009

Assessment Strategies

Observations	Teachers are continuously making observations of their students in class. Observations are done at different times to assess student ability within the whole class, a smaller group and individually.
Performance assessments	Using established criteria, students work towards achieving a certain goal within a task. Students are presented with a problem or scenario that may have multiple approaches and solutions. It is rare that there would only be 1 correct answer. This strategies requires students to draw upon multiple skills and maybe recorded through audio, video or narrative records.
Process-focused assessments	Taking note of specific behaviours (both typical and non-typical) in a variety of contexts through checklists, inventories and learning logs are common tools to be used with this strategy.
Selected responses	Tests and quizzes are used to assess one-dimension or single occasion understanding. This is not the most effective method to assess students in real life contexts that are authentic.
Open-ended tasks	After presenting students with a stimulus, they can communicate their own response through a brief written answer, a drawing, diagram, etc. These snapshots of student work are often showcased in student portfolios.

Assessment Tools

Rubrics	Using an established set of criteria and determining descriptors for different scales. Rubrics can be created by teachers but are often done collaboratively with students to give them a sense of ownership for their work.
Exemplars	Looking at samples of exemplary student work gives learners a concrete standard against which their own work can be judged.
Checklists	Creating lists or requirements that should be present in a student's work. A mark scheme is a type of checklist.
Anecdotal records	Anecdotal records are brief written notes based on observations of students within different subject groups or contexts.
Continuums	Creating a visual that displays progression and development within different stages of learning. These are revisited several times throughout an activity or unit to have students reassess their progress and achievements.

The following tests have been selected by OPS in order to assess progression of learning within the PYP:

GLOSS	Global Strategy Stage Numeracy Interviews
JAM	Junior Assessment of Mathematics Interviews
RAZ-Kids	Comprehensive Leveled Reading

How do we communicate the results to parents?

Conferences

Reporting through report cards is supplemented with 3 meetings a year:

Term 1 Report Cards:	Parent-teacher conferences.
Term 2 Report Cards:	Parent-teacher-student conferences.
Term 3 Report Cards:	Student-led conferences. This is a meeting in which the students use their portfolio as a basis for discussion about their learning with their custodians as facilitated by their teacher. The conferences allow students to play an active role in the reporting process and communicate their progress to their caregivers.
Anytime:	Conferences by appointment.

Please remember that parents are welcome to request a conference with any teacher at any point during the school year. If you would like to meet with a teacher, you may either call the school office to set up an appointment or email the teacher directly.

إنجاز Achievement Codes For Learning Outcomes*

Level Indicators مؤشر المستوى	Descriptor	Ministry of Education Equivalency	
		Percentage	Grade
E Excellent ممتاز	Thorough understanding of grade/phase specific standards. Expresses the objective clearly, independently and with confidence. Consistently produces high quality work. فهم شامل لمعايير المحددة للصف أو المرحلة. يعبر عن الهدف بوضوح وثقة. يظهر باستمرار عمل ذات جودة عالية	90%-100%	A
S Substantial جيد جدا	Considerable understanding of grade/phase specific standards. Evidence of competent understanding of the objective and able to express ideas independently. فهم كثير لمعايير المحددة للصف أو المرحلة. في دليل على فهم الهدف وقادر على تعبير الأفكار بشكل مستقل	80%-89%	B
G Good جيد	Satisfactory demonstration of grade/phase specific standards. Evidence of competent understanding of the objective and able to express ideas with minimal guidance. مظاهرة مرضية لمعايير الصف أو المرحلة المحددة. في دليل على فهم الهدف والقدرة على تعبير الأفكار مع أدنى التوجيه	70%-79%	C
A Adequate مقبول	Demonstrates development towards the understanding of grade/phase specific standards. Attempts to display application of the objective with some effectiveness. يظهر تطوير نحو فهم المعايير المحددة للصف أو المرحلة. يحاول أن يظهر تطبيق الهدف مع بعض الفاعلية	65%-69%	
L Limited غير كاف	Demonstrates little to no development towards understanding of grade/phase specific standards. Attempts to demonstrate the objective with limited effectiveness. يظهر تطورًا بسيطًا أو معدومًا نحو فهم المعايير المحددة للصف أو المرحلة. يحاول أن يظهر تطبيق الهدف بفاعلية محدودة	50%-59%	D
NA Not Assessed	Student did not complete the assessment criteria. لم يكمل الطالب معايير التقييم	NA	F

*Students will be assessed using predetermined assessment criteria, which the teacher will have shared or created with the students prior to their assessment. This will help the students to reflect on their progress and set goals and learning targets.

Approaches to Learning (Skills) مهارات التعلم

Grade	Descriptor
EE	Exceeding Expectations: The student's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The student's progress against the ATL is meeting expectations.
AE	Approaching Expectations: The student's progress against the ATL is approaching expectations.
BE	Below Expectations: The student's progress against the ATL is below expectations.

Portfolios

Portfolios are collections of works that have been selected with reason throughout the year by the student, sometimes guided by the teacher. Students regularly review their work, select products that show progress and reflect on them. This assists the students in becoming self-assessors. Descriptions, explanations, context and links to the curriculum may be noted. PYP students use portfolios to compile, reflect on, and share their learning.

Exhibition

Students conclude their journey through the Primary Years Programme in grade 5 by conducting personal and group inquiries into an area of global significance and that is meaningful to the student based on the UN Global Goals for Sustainable Development. Students will need to keep in mind all the important aspects and essential elements of the PYP when planning and presenting this culminating inquiry project: knowledge, concepts, approaches to learning (skills), attitudes, learner profile and action.

How can parents help, support and be involved?

Your support and ability to volunteer your time is always welcomed and appreciated. Show interest in your child's learning by asking them about the theme, central idea, concepts and skills they are inquiring into. Always encourage children to "find out" and do some research rather than providing direct answers for them. Draw attention to examples of the learner profile and attitudes noticed in themselves and others through their actions and speech. Encourage as much reading as possible. Supporting your child to complete their homework or projects should not go beyond helping them get the supplies they need. ALL homework and projects must be authentically the students' work for a teacher to truly gauge their understanding of the concepts and objectives for the unit. Teachers cannot assist students to reach their goals if they cannot identify areas that need to be addressed because of work being submitted by someone other than the student.

LANGUAGES

With English as the medium of teaching and learning, students are exposed to a variety of subject areas according to International Baccalaureate (IB) standards. A strong Arabic programme that is embedded within the IB transdisciplinary units of inquiry help develop and interrelate the skills of listening, speaking, reading and writing Arabic.

Subject Area			Strands					
Languages*			Oral language—listening and speaking Visual language—viewing and presenting Written language—reading Written language—writing					
								KG 1&2
Phase 1		Phase 2		Phase 3		Phase 4		Phase 5

Students work through 5 phases of complexity starting from constructing meaning, leading to a depth of understanding. Language transcends all subject areas of the curriculum. There are specific learning outcomes defined for each of the phases.

Emergent communicator	Phase 1	<p>Overall Expectations:</p> <p>Learners show an understanding of the value of speaking and listening to communicate. They recognize 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. 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. 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. 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.</p>
		<p>Conceptual Understandings:</p> <p>Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others. Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language. Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organizing books. Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand.</p>
	Phase 2	<p>Overall Expectations:</p> <p>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 cognizant about the high degree of variability of language and its uses. 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. 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 recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning. 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.</p>
		<p>Conceptual Understandings:</p> <p>The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to. People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations. The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>

Capable communicator	Phase 3	<p>Overall Expectations:</p> <p>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. Learners show an understanding that visual text may represent reality or fantasy. They recognize 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 organize and represent information. 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 recognize that the structure and organization of text conveys meaning. 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.</p>
		<p>Conceptual Understandings:</p> <p>Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules. Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information. Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning. We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>
	Phase 4	<p>Overall Expectations:</p> <p>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. Learners show an 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. 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. 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.</p>
		<p>Conceptual Understandings:</p> <p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other. Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet. Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference materials to conduct research. Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</p>

Proficient communicator	Phase 5	<p>Overall Expectations:</p> <p>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. 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. 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. 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. Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>
		<p>Conceptual Understandings:</p> <p>Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear. The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding. Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.</p>

Remedial Language Support

As per our Language Policy, we offer a focused and carefully planned support program for students who are second language learners. These students will be immersed in the IB programme with their peers while supported by language teachers to acquire the appropriate language skills needed to properly integrate with their grade level proficiently.

MATHEMATICS

Mathematics is taught through five content strands: Number, Shape and Space, Pattern and Function, Measurement, and Data Handling, both explicitly in stand-alone units, as well as integrated within the current unit of inquiry. Students justify and discuss their mathematical thinking, identify problem-solving strategies and reflect on the most efficient strategies. Working through various methods or strategies to solving a problem is as valuable as finding the answer itself.

Awareness of number sense and confidence in understanding how to compare and manipulate numbers, is the core of mathematics at OPS. Students are expected to achieve automaticity (in both speed and accuracy) of basic facts in the four operations. In the IB Primary Years Programme, mathematics is viewed 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 begin to use it as a way of thinking. Rote learning though memorization of facts does not show understanding of math conceptually (International Baccalaureate Organisation, 2009).

Mathematics resources used in classrooms include a wide variety of mathematics manipulatives such as blocks, pattern puzzles, geoboards, STEAM bins and measuring devices. Students become familiar with and develop number sense. In addition, a variety of online and text resources support our inquiry-based math programme.

Subject Area		Strands				
Mathematics		Data handling Measurement Shape and space Pattern and function Number				
Phase 1		Phase 2		Phase 3		Phase 4

Students work through 4 phases of complexity learning mathematics through an approach that presents mathematics as integral to everyday life that is relevant and meaningful and not as a set of memorized facts with no context.

NUMBER

Phase 1

Overall Expectations **KG 1 & 2:** Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of the one-to-one correspondence and conservation of numbers and be able to count and use number words and numerals to represent quantities. Numbers are a naming system. Numbers can be used in many ways for different purposes in the real world and are connected to each other through a variety of relationships. Making connections between our experiences with numbers can help us to develop number sense. To conserve, in mathematical terms, means the amount stays the same regardless of the arrangement. Learners who have been encouraged to select their own apparatus and methods, and who become accustomed to discussing and questioning their work, will have confidence in looking for alternative approaches when an initial attempt is unsuccessful. Estimation is a skill that will develop with experience and will help children gain a “feel” for numbers. Children must be given the opportunity to check their estimates so that they are able to further refine and improve their estimation skills. There are many opportunities in the units of inquiry and during the school day for students to practice and apply number concepts authentically.

Phase 2

Overall Expectations **Grade 1 to Grade 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. The base 10 place value system is used to represent numbers and number relationships. Fractions are ways of representing whole part relationships. The operations of addition, subtraction, multiplication, and division are related to each other and are used to process information to solve problems. Number operations can be modelled in a variety of ways. There are many mental methods that can be applied for exact and approximate computations. Modelling involves using concrete materials to represent numbers or number operations, for example, the use of pattern blocks or fraction pieces to represent fractions and the use of base 10 blocks to represent number operations. Students need to use numbers in many situations in order to apply their understanding to new situations. In addition to the units of inquiry, children’s literature also provides rich opportunities for developing number concepts. To be useful, addition and subtraction facts need to be recalled automatically. Research clearly indicates that there are more effective ways to do this than “drill and practice.” Counting on, using doubles and using 10s are good strategies, although learners frequently invent methods that work equally well for themselves. Difficulties with fractions can arise when fractional notation is introduced before students have fully constructed meaning about fraction concepts.

Phase 3

Overall Expectations **Grade 3 to Grade 4:** Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modeling 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. The base 10 place value system can be extended to represent magnitude. Fractions and decimals are ways of representing whole-part relationships. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation. Modelling using manipulatives provides a

valuable scaffold for constructing meaning about mathematical concepts. There should be regular opportunities for learners to work with a range of manipulatives and to discuss and negotiate their developing understandings with others.

Phase 4

Overall Expectations Grade 4 to Grade 5: Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modeling 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. The base 10 place value system extends infinitely in two directions. Fractions, decimal fractions and percentages are ways of representing whole-part relationships. For fractional and decimal computation, the ideas developed for whole-number computation can apply. Learners should have little difficulty in extending the place value system once they have understood the grouping pattern up to 1,000. There are a number of websites where virtual manipulatives can be utilized for working with larger numbers. Estimation plays a key role in checking the feasibility of answers. The method of multiplying numbers and ignoring the decimal point, then adjusting the answer by counting decimal places, does not give the learner an understanding of why it is done. Application of place value knowledge must precede this application of pattern. Measurement is an excellent way of exploring the use of fractions and decimals and their interchange. Students should be given many opportunities to discover the link between fractions and division. A thorough understanding of multiplication, factors and large numbers is required before working with exponents.

SHAPE AND SPACE

Phase 1

Overall Expectations KG 1 & 2: 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. Shapes can be described and organized according to their properties. Objects in our immediate environment have a position in space that can be described according to a point of reference. Learners need many opportunities to experience shape and space in a direct kinesthetic manner, for example, through play, construction and movement. The manipulatives that they interact with include a range of 3D shapes, in particular the real-life objects with which children are familiar. 2D shapes (plane shapes) are a more abstract concept but can be understood as faces of 3D shapes.

Phase 2

Overall Expectations Grade 1 to Grade 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. Some shapes are made up of parts that repeat in some way. Specific vocabulary can be used to describe an object's position in space. Learners need to understand the properties of 2D and 3D shapes before the mathematical vocabulary associated with shapes makes sense to them. Through creating and manipulating shapes, learners align their natural vocabulary with more formal mathematical vocabulary and begin to appreciate the need for this precision.

Phase 3

Overall Expectations Grade 3 to Grade 4: 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. Changing the position of a shape does not alter its properties. Shapes can be transformed in different ways. Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations. Computer and web-based applications can be used to explore shape and space concepts such as symmetry, angles and coordinates. The units of inquiry can provide authentic contexts for developing understanding of concepts relating to location and directions.

Phase 4

Overall Expectations Grade 4 to Grade 5: Learners will understand the properties of regular and irregular polyhedrons. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize 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. Manipulation of shape and space takes place for a particular purpose. Consolidating what we know of geometric concepts allows us to make sense of and interact with our world. Geometric tools and methods can be used to solve problems relating to shape and space. Tools such as compasses and protractors are commonly used to solve problems in real-life situations. However, care should be taken to ensure that students have a strong understanding of the concepts embedded in the problem to ensure meaningful engagement with the tools and full understanding of the solution.

PATTERN AND FUNCTION

Phase 1

Overall Expectations KG 1 & 2: 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. Patterns and sequences occur in everyday situations. Patterns repeat and grow. The world is filled with pattern and there will be many opportunities for learners to make this connection across the curriculum. A range of manipulatives can be used to explore patterns including pattern blocks, attribute blocks, colour tiles, calculators, number charts, beans and buttons.

Phase 2

Overall Expectations Grade 1 to Grade 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. Whole numbers exhibit patterns and relationships that can be observed and described. Patterns can be represented using numbers and other symbols. Students will apply their understanding of pattern to the numbers they already know. The patterns they find will help to deepen their understanding of a range of number concepts.

Phase 3

Overall Expectations **Grade 3 to Grade 4:** Learners will analyze 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 make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Functions are relationships or rules that uniquely associate members of one set with members of another set. By analysing patterns and identifying rules for patterns it is possible to make predictions. Patterns are central to the understanding of all concepts in mathematics. They are the basis of how our number system is organized. Searching for and identifying patterns helps us to see relationships, make generalizations, and is a powerful strategy for problem solving. Functions develop from the study of patterns and make it possible to predict in mathematics problems.

Phase 4

Overall Expectations **Grade 4 to Grade 5:** Learners will understand that patterns can be represented, analysed and generalized 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. Patterns can often be generalized using algebraic expressions, equations or functions. Exponential notation is a powerful way to express repeated products of the same number. Algebra is a mathematical language using numbers and symbols to express relationships. When the same relationship works with any number, algebra uses letters to represent the generalization. Letters can be used to represent the quantity.

MEASUREMENT

Phase 1

Overall Expectations **KG 1 & 2:** 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. Measurement involves comparing objects and events. Objects have attributes that can be measured using non-standard units. Events can be ordered and sequenced. Learners need many opportunities to experience and quantify measurement in a direct, kinesthetic manner. They will develop understanding of measurement by using manipulatives and materials from their immediate environment, for example, containers of different sizes, sand, water, beads, corks and beans.

Phase 2

Overall Expectations **Grade 1 to Grade 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. Standard units allow us to identify, compare, order and sequence objects and events. We use tools to measure the attributes of objects and events. Estimation allows us to measure with different levels of accuracy. Using materials from their immediate environment, learners can investigate how units are used for measurement and how measurements vary depending on the unit that is used. Learners will refine their estimation and measurement skills by basing estimations on prior knowledge, measuring the object and comparing actual measurements with their estimations.

Phase 3

Overall Expectations **Grade 3 to Grade 4:** 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. Learners will be given the opportunity to construct meaning about the concepts of an angle as a measure of rotation. Objects and events have attributes that can be measured using appropriate tools. Relationships exist between standard units that measure the same attributes. In order to use measurement more authentically, learners should have the opportunity to measure real objects in real situations. The units of inquiry can often provide these realistic contexts. A wide range of measuring tools should be available to the students, for example, rulers, trundle wheels, tape measures, bathroom scales, kitchen scales, timers, analogue clocks, digital clocks, stopwatches and calendars. There are increasing numbers of computer and web-based applications available for students to use in authentic contexts. Please note that outcomes relating to angles also appear in the shape and space strand.

Phase 4

Overall Expectations **Grade 4 to Grade 5:** 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. Accuracy of measurements depends on the situation and the precision of the tool. Conversion of units and measurements allows us to make sense of the world we live in. A range of procedures exists to measure different attributes of objects and events. Learners generalize their measuring experiences as they devise procedures and formulas for working out perimeter, area and volume. While the emphasis for understanding is on measurement systems commonly used in the learner's world, it is worthwhile being aware of the existence of other systems and how conversions between systems help us to make sense of them.

DATA HANDLING

Phase 1

Overall Expectations **KG 1 & 2:** Learners will develop an understanding of how the collection and organization 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. Organizing objects and events helps us to solve problems and events in daily life involve chance. Units of inquiry will be rich in opportunities for collecting and organizing information. Teachers may provide scaffolds, such as questions for exploration, and the modelling of graphs and diagrams. Living graphs refer to data that is organized by physically moving and arranging students or actual materials in such a way as to show and compare quantities.

Phase 2

Overall Expectations **Grade 1 to Grade 2:** Learners will understand how information can be expressed as organized 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. Information can be expressed as organized and structured data. Objects and events can be organized in different ways. Some events in daily life are more likely to happen than others. An increasing number of computer and web-based applications are available that enable learners to manipulate data in order to create graphs. Students will experience organizing data in a variety of ways and discuss the advantages and disadvantages of each.

Phase 3

Overall Expectations **Grade 3 to Grade 4:** Learners will continue to collect, organize, display and analyze 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 summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically. Data can be collected, organized, displayed and analysed in different ways. Different graph forms highlight different aspects of data more efficiently. Probability can be based on experimental events in daily life. Probability can be expressed in numerical notations. Using data that has been collected and saved is a simple way to begin discussing the mode. A further extension of mode is to formulate theories about why a certain choice is the mode. Students should have the opportunity to use databases, ideally, those created using data collected by the students then entered into a database by the teacher or together.

Phase 4

Overall Expectations **Grade 4 to Grade 5:** Learners will collect, organize 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. Data can be presented effectively for valid interpretation and communication. Range, mode, median and mean can be used to analyse statistical data. A database is a collection of data, where the data can be displayed in many forms. The data can be changed at any time. A spreadsheet is a type of database where information is set out in a table. Using a common set of data is a good way for students to start to set up their own databases. A unit of inquiry would be an excellent source of common data for student practice. Technology gives us the option of creating a graph at the press of a key. Being able to generate different types of graphs allows learners to explore and appreciate the attributes of each type of graph and its efficacy in displaying the data. Technology also gives us the possibility of rapidly replicating random events. Computer and web-based applications can be used to toss coins, roll dice, and tabulate and graph the results.

SCIENCE

There are four science strands integrated within the transdisciplinary units where appropriate and carefully planned to provide a balanced and cohesive curriculum throughout the primary years. Our learning outcomes are kept up to date in consultation with the Science Strands from the IB PYP Scope and Sequence documents.

LIVING THINGS

The study of characteristics, systems and behaviors of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.

EARTH AND SPACE

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the systems, distinctive features and natural phenomena that shape and identify the planet; the infinite and finite resources of the planet.

MATERIALS AND MATTER

The study of properties, behaviors and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.

FORCES AND MACHINES

The study of energy, its origins storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines.

Subject Area	Strands	Skills
Sciences	1. Living things 2. Earth and space 3. Materials and matter 4. Forces and energy	1. Observe carefully in order to gather data 2. Use a variety of instruments and tools to measure data accurately 3. Use scientific vocabulary to explain their observations and experiences 4. Identify or generate a question or problem to be explored 5. Plan and carry out systematic investigations, manipulating variables as necessary 6. Make and test predictions 7. Interpret and evaluate data gathered in order to draw conclusions 8. Consider scientific models and their application (including their limitations)
<i>Students learn about the sciences through 4 strands and 8 skills woven through the PYP Programme of Inquiry from Kindergarten 1 through Grade 5.</i>		

OVERALL EXPECTATIONS: **KG 1&2**

Students 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 recognize 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.

OVERALL EXPECTATIONS: **Grade 1**

Students 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 recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing 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.

OVERALL EXPECTATIONS: **Grade 2 to Grade 3**

Students 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 recognize 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 organizing 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.

OVERALL EXPECTATIONS: **Grade 4 to Grade 5**

Students 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 recognize 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 organizing 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.

SOCIAL STUDIES

Social studies is integrated within the transdisciplinary units where appropriate and carefully planned to provide a balanced and cohesive curriculum throughout the primary years. There are five strands outlined in the social studies program:

HUMAN SYSTEMS AND ECONOMIC ACTIVITIES

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

SOCIAL ORGANIZATIONS AND CULTURE

The study of people, communities, culture and societies; the ways in which individuals, groups and societies interact with each other.

CONTINUITY AND CHANGE THROUGH TIME

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

HUMAN AND NATURAL ENVIRONMENTS

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place: the impact of natural disasters on people and the built environment.

RESOURCES AND THE ENVIRONMENT

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

Subject Area	Strands	Skills
Social Studies	1. Human systems and economic activities 2. Social organization and culture 3. Continuity and change through time 4. Human and natural environments 5. Resources and the environment	1. Formulate and ask questions about the past, the future, places and society 2. Use and analyse evidence from a variety of historical, geographical and societal sources 3. Orientate in relation to place and time 4. Identify roles, rights and responsibilities in society 5. Assess the accuracy, validity and possible bias of sources
<i>Students learn about social studies through 5 strands and 5 skills woven through the PYP Programme of Inquiry from Kindergarten 1 through Grade 5.</i>		

OVERALL EXPECTATIONS: KG 1 & 2

Students 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 organize 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 recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

OVERALL EXPECTATIONS: Grade 1

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize 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, recognizing 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.

OVERALL EXPECTATIONS: Grade 2 to Grade 3

Students 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 organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize 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.

OVERALL EXPECTATIONS: Grade 4 to Grade 5

Students will recognize 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 organized 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 realize 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, recognizing 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.

PERSONAL, SOCIAL AND PHYSICAL EDUCATION (PSPE)

The PSPE programme engages children in physical and mental activities that lead to a healthy lifestyle and promote mindfulness, cooperation, and the importance of rules, boundaries and safety. In order to support the overall development of children personally, socially and physically, the PYP has identified three common strands to focus on as follows.

Subject Area			Strands			
Personal, Social and Physical Education			Identity Active living Interactions Individual pursuits Movement composition Games Adventure challenges Health-related fitness Physical Literacy			
KG 1&2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Phase 1	Phase 2	Phase 3		Phase 4		
<i>Throughout 4 phases, students discover the physical abilities of their bodies, learn about sportsmanship, use various equipment, develop motor skills and embrace a healthy and active lifestyle.</i>						

1. Identity - An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approaches to learning and how he or she interacts with others.
2. Active living - An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of illness; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.
3. Interactions - An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

IDENTITY

Phase 1

Overall Expectations **KG 1**: Learners have an awareness of themselves and how they are similar to and different than 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.

Conceptual Understanding: Each person is an individual. As people grow and change they develop new skills, understandings and abilities. Emotions, attitudes and beliefs influence the way we act. Positive thoughts help us to develop a positive attitude. Knowing how we are similar to and different from others helps shape our understanding of self. Reflecting on our experiences helps us to understand ourselves better. Developing independence builds self-worth and personal responsibility. Self-worth is the view that individuals have of themselves and their perceptions of their own worth (positive or negative) as a person.

Phase 2

Overall Expectations **KG2 to Grade 1**: 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 behaviours. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Conceptual Understanding: There are many factors that contribute to a person's individual identity. Understanding and respecting other peoples' perspectives helps us to develop empathy. Identifying and understanding our emotions helps us to regulate our behaviour. A positive attitude helps us to overcome challenges and approach problems. A person's self-concept can change and grow with experience. Using self-knowledge allows us to embrace new situations with confidence. Different challenges and situations require different strategies. Self-concept is an idea of the self constructed from the beliefs a person holds about himself or herself. Self-knowledge is the knowledge a person has of his or her own qualities, abilities, character and characteristics. Self-talk describes thoughts that an individual has, as if in dialogue with himself or herself; these thoughts can have an impact on an individual's emotions, actions and behaviour.

Phase 3

Overall Expectations **Grade 2 to Grade 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.

Conceptual Understanding: A person's identity evolves as a result of many cultural influences. A person's self-concept is influenced by how others regard and treat him or her. Embracing and developing optimism helps us to have confidence in ourselves and our future. Understanding ourselves helps us to understand and empathize with others. Self-efficacy influences the way people feel, think and motivate themselves, and behave. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. Self-efficacy is the knowledge a person has of his or her own skills and abilities to perform in a certain manner to attain certain goals.

Phase 4

Overall Expectations Grade 4 to Grade 5: 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 recognize 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.

Conceptual Understanding: A person's identity evolves as a result of many cultural influences. A person's self-concept is influenced by how others regard and treat him or her. Embracing and developing optimism helps us to have confidence in ourselves and our future. Understanding ourselves helps us to understand and empathize with others. Self-efficacy influences the way people feel, think and motivate themselves, and behave. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. Self-worth is the view that individuals have of themselves and their perceptions of their own worth (positive or negative) as a person. Self-concept is an idea of the self constructed from the beliefs a person holds about himself or herself. Self-knowledge is the knowledge a person has of his or her own qualities, abilities, character and characteristics. Self-talk describes thoughts that an individual has, as if in dialogue with himself or herself; these thoughts can have an impact on an individual's emotions, actions and behaviour. Self-efficacy is the knowledge a person has of his or her own skills and abilities to perform in a certain manner to attain certain goals.

ACTIVE LIVING

Phase 1

Overall Expectations KG 1 & 2: 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 recognize the need for safe participation when interacting in a range of physical contexts. **Conceptual Understanding:** Our daily practices can have an impact on our well-being. We can observe changes in our bodies when we exercise. Our bodies change as we grow. We can explore our body's capacity for movement. Our bodies can move creatively in response to different stimuli. Safe participation requires sharing space and following rules.

Phase 2

Overall Expectations Grade 1: Learners recognize 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.

Conceptual Understanding: Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Maintaining good hygiene can help to prevent illness. Growth can be measured through changes in capability as well as through physical changes. We can apply a range of fundamental movement skills to a variety of activities. Movements can be used to convey feelings, attitudes, ideas or emotions. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.

Phase 3

Overall Expectations Grade 2 to Grade 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 maximize enjoyment and promote safety.

Conceptual Understanding: Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. We can develop and maintain physical fitness by applying basic training principles. People go through different life stages, developing at different rates from one another. Attention to technique and regular practice can improve the effectiveness of our movements. A dynamic cycle of plan, perform and reflect can influence a creative movement composition. There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.

Phase 4

Overall Expectations Grade 4 to Grade 5: Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, 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.

Conceptual Understanding: Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. There is a connection between exercise, nutrition and physical well-being. Setting personal goals and developing plans to achieve these goals can enhance performance. There are physical, social and emotional changes associated with puberty. Appropriate application of skills is vital to effective performance. Complexity and style adds aesthetic value to a performance. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.

INTERACTIONS

Phase 1

Overall Expectations KG 1 & 2: 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.

Conceptual Understanding: Interacting with others can be fun. Group experiences depend on cooperation of group members. Ideas and feelings can be communicated with others in a variety of modes. Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend). Our behaviour affects others. Caring for local environments fosters appreciation. Depending on the context for learning, "group" could refer to a team, a family group, the whole class, smaller work groups, social groups and play groups.

Phase 2

Overall Expectations Grade 1: Learners recognize 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.

Conceptual Understanding: Participation in a group can require group members to take on different roles and responsibilities. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Accepting others into a group builds open-mindedness. Relationships require nurturing. Our actions towards others influence their actions towards us. Responsible citizenship involves conservation and preservation of the local environment. Depending on the context for learning, "group" could refer to a team, a family group, the whole class, smaller work groups, social groups and play groups.

Phase 3

Overall Expectations Grade 2 to Grade 3: Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing 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.

Conceptual Understanding: A plan of action is a necessary strategy for a group to achieve its goal. An effective group capitalizes on the strengths of its individual members. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. Behaviour can be modified by applying deliberate strategies. Communities and societies have their own norms, rules and regulations. Communities and their citizens have a collective responsibility to care for local and global environments. Depending on the context for learning, "group" could refer to a team, a family group, the whole class, smaller work groups, social groups and play groups.

Phase 4

Overall Expectations Grade 4 to Grade 5: 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 recognize 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.

Conceptual Understanding: An effective group can accomplish more than a set of individuals. An individual can experience both intrinsic satisfaction and personal growth from interactions. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. People are interdependent with, and have a custodial responsibility towards, the environment in which they live. People have a responsibility to repair and restore relationships and environments where harm has taken place. Depending on the context for learning, "group" could refer to a team, a family group, the whole class, smaller work groups, social groups and play groups.

The curriculum aims to develop habits of healthy, balanced living, as well as gross motor skills through:

GAMES

Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.

HEALTH-RELATED FITNESS

Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

INDIVIDUAL PURSUITS

The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.

MOVEMENT COMPOSITION

Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, martial arts).

ADVENTURE CHALLENGES

A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

VISUAL AND PERFORMING ARTS

It is the view of OPS that visual art and drama are wonderful means of personal expression. Students are given a personal voice using an artistic means of communication, which leads to international mindedness. Our visual and performing arts department is dedicated to providing our students with various modes of artistic outlets that play an integral part in the PYP.

Subject Area			Strands & Skills			
Arts			Responding Creating		Visual Arts Drama	
KG 1&2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Phase 1	Phase 2		Phase 3		Phase 4	
<i>Throughout 4 phases, students develop their creativity and artistic ability in addition to learning about critical analysis, expression, reflection, and problem solving.</i>						

Scope and Sequence Documents, 2009

RESPONDING

Phase 1

Overall Expectations KG 1: Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that drama 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.

Conceptual Understanding: We enjoy and experience different forms of arts. Art is a means of communication and expression. People make meaning through the use of symbols. People share art with others. We express our responses to art in a variety of ways. We reflect on our artwork and the work of others.

Phase 2

Overall Expectations KG 2 to Grade 1: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Conceptual Understanding: We are receptive to art practices and artworks from different cultures, places and times (including our own). People communicate ideas, feelings and experiences through the arts. We can reflect on and learn from the different stages of creating. There is a relationship between the artist and the audience.

Phase 3

Overall Expectations Grade 2 to Grade 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.

Conceptual Understanding: When experiencing arts, we make connections between different cultures, places and times. People explore issues, beliefs and values through arts. There are different kinds of audiences responding to different arts. We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.

Phase 4

Overall Expectations Grade 4 to Grade 5: 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 recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Conceptual Understanding: Through exploring arts across cultures, places and times we can appreciate that people innovate. People communicate across cultures, places and times through arts. The arts provide us with multiple perspectives. We reflect and act on the responses to our creative work.

CREATING

Phase 1

Overall Expectations KG 1: Learners show an understanding that they can express themselves by creating artworks in drama and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Conceptual Understanding: We can enjoy and learn from creating art. The creative process involves joining in, exploring and taking risks. In creating art, people make choices to construct meaning about the world around them. We can express ourselves through arts. Our experiences and imagination can inspire us to create.

Phase 2

Overall Expectations K2 to Grade 1: 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.

Conceptual Understanding: We can communicate our ideas, feelings and experiences through our artwork. We solve problems during the creative process by thinking critically and imaginatively. Applying a range of strategies helps us to express ourselves. We are receptive to the value of working individually and collaboratively to create art.

Phase 3

Overall Expectations **Grade 2 to Grade 3:** Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize 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.

Conceptual Understanding: Arts have the power to influence thinking and behaviour. We make connections between our artwork and that of others to extend our thinking. We can explore our personal interests, beliefs and values through arts.

Phase 4

Overall Expectations **Grade 4 to Grade 5:** Learners show an understanding that their own creative work in drama 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 recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

Conceptual Understanding: We act on the responses to our artwork to inform and challenge our artistic development. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work. Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.

INFORMATION AND COMMUNICATION TECHNOLOGY

OPS views technology as an integral part of learning and teaching. We believe technology to be an exciting and essential tool with which to investigate, create, communicate, collaborate and organize information. Students will learn to apply skills in a variety of ways to interpret and present information. Digital citizenship and appropriate use of technology will be stressed to the students. With our expanding library, students will have the opportunity to be exposed to a variety to literature and gain an appreciation for authorship.

Subject Area	Skills
Technology	Technology is integral to all teaching and learning within the PYP. As such, ICT is not taught as an individual subject area, rather it is used as a tool to support the Programme of Inquiry.

The role of ICT in the PYP, 2011

OVERALL EXPECTATIONS Kindergarten 1 & 2:

Digital Systems

Recognise and explore digital systems (hardware and software components) for a purpose

Following Instructions

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems

Online Safety

Investigating and defining Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems

Evaluating

Explore how people safely use common information systems to meet information, communication and recreation needs

Collaborating and Managing

Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments

OVERALL EXPECTATIONS Grade 1:

Digital Systems

Recognise and explore digital systems (hardware and software components) for a purpose **Following Instructions**

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems

Online Safety

Investigating and defining

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems

Evaluating

Explore how people safely use common information systems to meet information, communication and recreation needs

Collaborating and Managing

Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments

OVERALL EXPECTATIONS Grade 2:

Digital Systems

Recognise and explore digital systems (hardware and software components) for a purpose

Following Instructions

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems

Online Safety

Investigating and defining

Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems

Evaluating

Explore how people safely use common information systems to meet information, communication and recreation needs

Collaborating and Managing

Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments

Exploring Data

Representation of data

Recognise and explore patterns in data and represent data as pictures, symbols and diagrams

Collecting, Managing and Analysing Data

Collect, explore and sort data, and use digital systems to present the data creatively

OVERALL EXPECTATIONS Grade 3:

Digital Systems

Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data

Representation of Data

Recognise different types of data and explore how the same data can be represented in different ways

Investigating and Defining

Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them

Producing and Implementing

Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input

Evaluating

Explain how student solutions and existing information systems meet common personal, school or community needs

Collaborating and Managing

Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols

OVERALL EXPECTATIONS **Grade 4:**

Digital Systems

Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data

Representation of Data

Recognise different types of data and explore how the same data can be represented in different ways

Investigating and Defining

Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them

Producing and Implementing

Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input

Evaluating

Explain how student solutions and existing information systems meet common personal, school or community needs

Collaborating and Managing

Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols

OVERALL EXPECTATIONS **Grade 5:**

Digital Systems

Examine the main components of common digital systems and how they may connect together to form networks to transmit data

Representation of Data

Examine how whole numbers are used to represent all data in digital systems

Collecting, Managing and Analysing Data

Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information

Investigating and Defining

Define problems in terms of data and functional requirements drawing on previously solved problems

Generating and Designing

Design, modify and follow simple algorithms involving sequences of steps, branching, and iteration (repetition)

Producing and Implementing

Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input

Evaluating

Explain how student solutions and existing information systems are sustainable and meet current and future local community needs

Collaborating and Managing

Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols

OTHER IMPORTANT SCHOOL DOCUMENTS TO REFER TO

- Oman Private School Guidelines and Procedures (including Admission Guidelines, Transportation Guidelines, Bus Policy, Attendance and Punctuation Guidelines, Discipline Policy, Uniform Policy, Homework Policy, Honor Roll Guidelines, Social Media Policy, Illness/Communicable Diseases Guidelines, School Volunteer Guidelines and Emergency School Closure Procedures)
- Oman Private School Inclusion Policy
- Oman Private School Language Policy
- Oman Private School Academic Integrity Policy
- Oman Private School PYP Assessment Policy
- Oman Private School MYP Assessment Policy
- Oman Private School Electronic Devices Policy

النسخة العربية قريبا





PARENT/GUARDIAN & STUDENT ACKNOWLEDGEMENT OF RECEIPT

PLEASE RETURN THIS SIGNED FORM TO RECEPTION

By signing this page, I agree that it is my responsibility to read and understand all contents of the Student & Family Handbook. My signature below indicates my understanding of the handbook's contents and my agreement to follow the guidelines herein.

Parent Name: _____

Parent Signature: _____

Student Name: _____

Student Signature: _____

Date: _____ Teacher's Name: _____ Grade Level: _____