



AUSTRALIAN INTERNATIONAL SCHOOL  
*Leading to a Bright Future*

# PRIMARY SCHOOL CURRICULUM HANDBOOK



Cambridge Assessment  
International Education



# CONTENTS

WELCOME FROM THE PRINCIPAL.....	3
THE SCHOOL DAY.....	4
CURRICULUM OVERVIEW .....	4
PRIMARY YEARS PROGRAMME .....	5
THE PYP CURRICULUM MODEL.....	6
PROGRAMME OF INQUIRY .....	6
TRANSDISCIPLINARY THEMES.....	6
CONCEPTS.....	7
PROGRAMME OF INQUIRY .....	8
IB PYP LEARNER PROFILE.....	16
ATTITUDES .....	17
CURRICULUM OVERVIEWS.....	20
MATHEMATICS .....	21
SCIENCE AND TECHNOLOGY .....	21
SOCIAL STUDIES.....	22
LANGUAGES OTHER THAN ENGLISH .....	22
PHYSICAL EDUCATION .....	22
PERSONAL AND SOCIAL EDUCATION.....	23
THE ARTS.....	23
ASSESSMENT .....	23
STRATEGIES FOR EFFECTIVE ASSESSMENT .....	24
INTERVIEWS AND REPORTS.....	25
HOMEWORK POLICY .....	25
PHILOSOPHY .....	25
PURPOSE .....	25
PARENT TEACHER COMMUNICATION.....	26
AFTER SCHOOL ACTIVITIES (ASA).....	27
EXCURSIONS .....	27
SCHOOL CAMPS.....	27



**Rachel Perkins**  
Primary & Kindergarten  
Principal

## WELCOME FROM THE PRINCIPAL

Welcome to the Kindergarten & Primary Campus at the Australian International School (AIS).

AIS is a school that celebrates the individual child and the values, beliefs, gifts, talents and diversity of experiences each one contributes to our school community. We believe our community is our richest resource and we actively draw upon our diversity, both within our curriculum and in how we express who we are as a community.

We believe a child's experiences in an international school setting provide great opportunities for learning about the diversity and richness that exist in our world. One of the great benefits of being part of an international school is the opportunity it provides for us, as a community of adults and children to learn from each other's experiences and perspectives. In doing so, we build our understanding of what it means to be human and develop our own cross cultural understandings and cultural competencies.

In our school the child is central. Children are the reason we are here and they are the focus of our thinking in all decision making and curriculum design.

I hope you and your children will enjoy the experience of being a part of our vibrant community as we continue on our journey to a 'Bright Future'.



## THE SCHOOL DAY

Each class teacher will develop a specific PYP curriculum programme for the year group. This is a general guide to the students' school day.

Primary	
<b>Homeroom</b>	8.00am - 8.10am
<b>Period 1</b>	8.10am - 8.50am
<b>Period 2</b>	8.50am - 9.30am
<b>Period 3</b>	9.30am - 10.10am
<b>Morning recess</b>	10.10am - 10.40am
<b>Period 4</b>	10.40am - 11.20am
<b>Period 5</b>	11.20am - 12.00pm
<b>Lunch</b>	12.00pm - 12.40pm
<b>Period 6</b>	12.40pm - 1.20pm
<b>Period 7</b>	1.20pm - 2.00pm
<b>Period 8</b>	2.00pm - 2.40pm
<b>Bus departing</b>	2.50pm
<b>After School ASA, EAL, VNC programme</b>	2.50pm - 3.50pm
<b>Bus departing</b>	4.00pm

## CURRICULUM OVERVIEW

The Australian International School Saigon (AIS) curriculum is based on the International Baccalaureate Primary Years Programme (PYP).

The PYP is an international curriculum framework designed for students between the ages of 3 and 12 years of age. The PYP focuses on the total growth of the developing student and combines the best research and practice from a range of national systems to create a relevant and engaging educational programme.

The PYP offers a comprehensive inquiry-based approach to teaching and learning methodology. It incorporates guidelines on student learning styles, pedagogy and assessment strategies.

To compliment the PYP we use the mathematics and English outcomes from the Cambridge Primary Curriculum.

## PRIMARY YEARS PROGRAMME

The Australian International School (AIS) will continue implementing the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IB). The Programme at AIS is designed for students from Senior Dynotot through Year 6. The curriculum framework provides for the development of the whole child. The PYP is a uniquely international programme focusing on the total growth of the developing child; encompassing social, physical, emotional and cultural needs in addition to academics.

The PYP provides a shared, transdisciplinary curriculum for primary schools, with a balanced programme of concepts, knowledge, skills, attitudes and actions. The PYP transdisciplinary curriculum brings individual disciplines together into a coherent whole, while preserving the essence of each single subject.

The approach to learning focuses on children developing skills and acquiring knowledge that will assist them in becoming successful life-long learners. Children are encouraged to participate in the development of learning experiences and are challenged to hypothesise, reflect, question and test in order to construct their own understandings and thus gain further knowledge.

Across all curriculum areas, your child will:

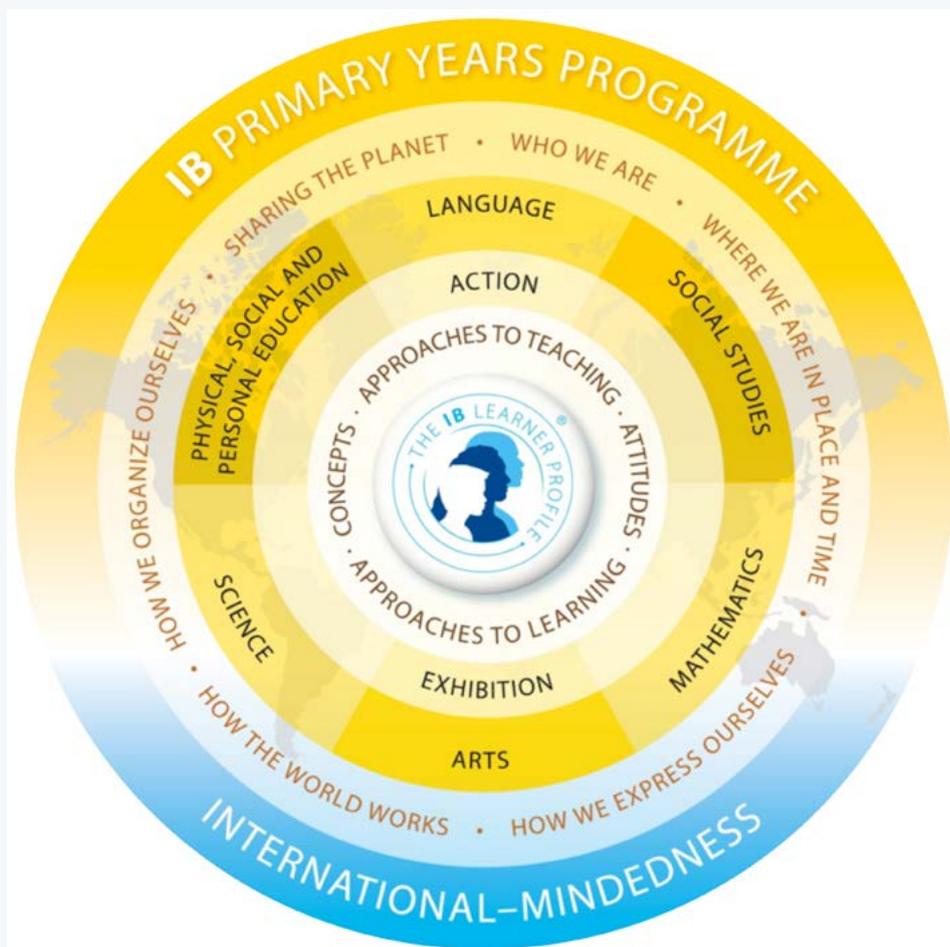
- develop a deep understanding of important concepts
  - Change
  - Connection
  - Form
  - Function
  - Perspective
  - Reflection
  - Causation
  - Responsibility
- conduct research into knowledge which has local and global significance
- acquire and practice a wide range of essential skills in Languages, Mathematics, Science, Social Studies, Technology, Art, Music, Physical Education (PE)
- learn more effectively by using the inquiry based learning approach
- learn and use the skills of a second language and
- be encouraged to develop positive attitudes towards learning, the environment and other people.

By balancing the PYP with concepts, knowledge, skills, attitudes and action, it becomes academically challenging, personally engaging and globally, nationally and locally relevant.

At AIS and through the PYP curriculum, we set high standards and high expectations, as teachers collaboratively plan the curriculum to ensure coherent education. Our curriculum incorporates a range of assessment, reporting and recording strategies in order to give parents clear information about their children's progress. AIS parents receive this information via newsletters, update letters, parent-teacher conferences, the sharing and displaying of student's work, student led conferences, parent information sessions and through the Primary Years Curriculum Guide.

At AIS your child will develop, will acquire and practise a range of essential skills and be encouraged to develop positive attitudes towards their own learning, the environment and others. Children at AIS will also have the opportunity to be involved in responsible action and social service.

## THE PYP CURRICULUM MODEL



## PROGRAMME OF INQUIRY

A key component of the PYP is the Programme of Inquiry. In the Kindergarten the children participate in 4 Units of Inquiry per year and from Year 1 to Year 6 participate in 6 units per year. The Programme of Inquiry is designed around six transdisciplinary themes with many inquiry based experiences used to integrate the curriculum. The children will complete one unit under each transdisciplinary theme each year, to continue to build their understanding within that theme by:

- having global significance—for all students in all cultures
- offering students the opportunity to explore the commonalities of human experience
- being supported by knowledge, concepts and skills from the traditional subject areas utilised in real life applications
- being revisited throughout the students’ years of schooling, so that the end result is immersion broad-ranging, in-depth, articulated curriculum content
- contributing to the common ground that unifies the curriculums in all PYP schools.

## TRANSDISCIPLINARY THEMES

(EACH YEAR LEVEL WILL COMPLETE ONE UNIT UNDER EACH THEME)

### 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 and 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 civilisations, from local and global perspectives.

## HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity and 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 ORGANISE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

## SHARING THE PLANET

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

## CONCEPTS

Eight fundamental concepts, expressed as key questions, propel the process of inquiry. They are broad in scope and are intended to define clusters of ideas. These powerful ideas drive the Units of Inquiry which are designed by teachers and students and lie at the heart of the curriculum model. By attaching 2 or 3 key concepts to each Unit of Inquiry, we allow for children to make meaningful connections with the body of knowledge and its applications and relevance in today's world.

### THESE KEY QUESTIONS ARE:

Form	What is it like?
Function	How does it work?
Causation	Why is it like it is?
Change	How is it changing?
Connection	How is it connected to other things?
Perspective	What are the points of view?
Responsibility	What is our responsibility?
Reflection	How do we know?

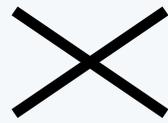
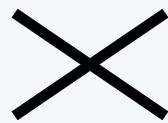
Related concepts derived from the key concepts and from the subject areas can also be inquired into throughout Units of Inquiry. They deepen an understanding of the subject areas while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and transdisciplinary learning.

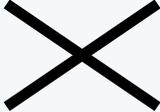
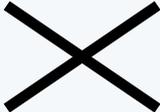
**Examples:** Relationships, Conflict, Sustainability, Choice, Lifestyle, Systems, Environment

PROGRAMME OF INQUIRY

<p><b>WHO WE ARE</b> 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.</p>	<p><b>WHERE WE ARE IN PLACE AND TIME</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b> 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 aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b> 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 the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b> 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 on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central Idea</b> We play together to learn, to discover and enjoy our relationships.</p>	<p><b>Central Idea</b> Stories can be told in many ways and create opportunities for new perspectives.</p>	<p><b>Central Idea</b> Water behaves in different ways and has different uses.</p>	<p><b>Central Idea</b> People use different types of transport to get from one place to another.</p>	<p><b>Central Idea</b> People use different types of transport to get from one place to another.</p>	<p><b>Central Idea</b> People use different types of transport to get from one place to another.</p>
<p><b>Key Concepts</b> Function, Reflection, Responsibility</p>	<p><b>Key Concepts</b> Form, Perspective, Reflection</p>	<p><b>Key Concepts</b> Form, Function, Connection</p>	<p><b>Key Concepts</b> Form, Function, Causation</p>	<p><b>Key Concepts</b> Form, Function, Causation</p>	<p><b>Key Concepts</b> Form, Function, Causation</p>
<p><b>Related Concepts</b> Belonging, Fair, Play, Cooperation</p>	<p><b>Related Concepts</b> Inference, Beliefs, Communication</p>	<p><b>Related Concepts</b> Play, Safety, Conservation</p>	<p><b>Related Concepts</b> Network, Systems</p>	<p><b>Related Concepts</b> Network, Systems</p>	<p><b>Related Concepts</b> Network, Systems</p>
<p><b>Lines of Inquiry</b> - How we play, learn, discover, and enjoy friends. - The connections between learning, play, discovery and friends - The social elements of play</p>	<p><b>Lines of Inquiry</b> - Different forms of stories - How people communicate through stories - Why people tell stories</p>	<p><b>Lines of Inquiry</b> - Properties of water - Water in our world - How water is used</p>	<p><b>Lines of Inquiry</b> - Forms of transport - Why people use different forms of transport - Similarities and differences between of transport systems</p>	<p><b>Lines of Inquiry</b> - Forms of transport - Why people use different forms of transport - Similarities and differences between of transport systems</p>	<p><b>Lines of Inquiry</b> - Forms of transport - Why people use different forms of transport - Similarities and differences between of transport systems</p>

Kindergartn - Junior



	<p><b>WHO WE ARE</b></p> <p>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.</p>	<p><b>WHERE WE ARE IN PLACE AND TIME</b></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b></p> <p>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 aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b></p> <p>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 the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b></p> <p>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 on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Kindergarten - Senior</b></p>	<p><b>Central Idea</b></p> <p>We are all unique with different physical and personal attributes but alike as we use our bodies and senses to explore the world.</p> <p><b>Key Concepts</b></p> <p>Form, Function</p> <p><b>Related Concepts</b></p> <p>Systems, Identity, Interactions, Senses</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Similarities and differences between myself and others</li> <li>- Body parts and their functions</li> <li>- Using senses to explore the world</li> </ul>		<p><b>Central Idea</b></p> <p>People communicate their ideas and feelings in many different ways.</p> <p><b>Key Concepts</b></p> <p>Connection, Perspective</p> <p><b>Related Concepts</b></p> <p>Communication, Messages, Creativity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Different forms of communication</li> <li>- How we can convey and emphasise ideas and emotions</li> <li>- What makes communication effective</li> </ul>		<p><b>Central Idea</b></p> <p>People share spaces in our environment and safe interactions require choices about our actions.</p> <p><b>Key Concepts</b></p> <p>Function, Responsibility, Reflection</p> <p><b>Related Concepts</b></p> <p>Interactions, Communication, Safety, Choices, Environments,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Sharing spaces at school</li> <li>- How we observe and share our classroom systems</li> <li>- Safe interactions at school</li> </ul>	<p><b>Central Idea</b></p> <p>Small creatures play an important role in our world.</p> <p><b>Key Concepts</b></p> <p>Causation, Connection, responsibility</p> <p><b>Related Concepts</b></p> <p>Relationships, Consequences, Impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Small creatures in our environment</li> <li>- The role of small creatures</li> <li>- Responsibilities for caring for small creatures</li> </ul>

	<p><b>WHO WE ARE</b></p> <p>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.</p>	<p><b>WHERE WE ARE IN PLACE AND TIME</b></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b></p> <p>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 aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b></p> <p>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 the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b></p> <p>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 on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.</p>
<b>YEAR 1</b>	<p><b>Central Idea</b></p> <p>Healthy relationships depend on developing a variety of skills and attitudes.</p> <p><b>Key Concepts</b></p> <p>Function, Causation, Connection</p> <p><b>Related Concepts</b></p> <p>Relationships, Problem Solving, Cooperation, Fair-Play</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- How friends are made and kept</li> <li>- Why friends are needed</li> <li>- Characteristics that develop healthy relationships</li> </ul>	<p><b>Central Idea</b></p> <p>Our lives and personal histories are journeys.</p> <p><b>Key Concepts</b></p> <p>Change, Connection, Reflection</p> <p><b>Related Concepts</b></p> <p>Chronology, Self-Discovery, Identity,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- How we are connected</li> <li>- Personal changes from birth to now</li> <li>- Reflection on past experience</li> <li>- Ways of documenting personal histories</li> </ul>	<p><b>Central Idea</b></p> <p>Imagination allows us to think, create and express ourselves in new ways.</p> <p><b>Key Concepts</b></p> <p>Causation, Perspective Reflection</p> <p><b>Related Concepts</b></p> <p>Empathy, Invention, Transformation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- How we demonstrate and enjoy our imagination</li> <li>- How our imagination helps us to consider other people's views</li> <li>- How our imagination opens our minds creatively</li> </ul>	<p><b>Central Idea</b></p> <p>Understanding how materials behave and interact determines how people use them.</p> <p><b>Key Concepts</b></p> <p>Form, Change, Perspective</p> <p><b>Related Concepts</b></p> <p>Changes, State, Chemistry</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Attributes of materials</li> <li>- Exploration and classification of materials</li> <li>- How materials can change and be used in different ways</li> </ul>	<p><b>Central Idea</b></p> <p>Products we consume and use are a result of human-made processes.</p> <p><b>Key Concepts</b></p> <p>Connection, Function, Change</p> <p><b>Related Concepts</b></p> <p>Production, Needs, Geographical Location</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Origins of food products</li> <li>- Transportation and storage of food</li> <li>- Processes that change natural resources to suit human purposes and systems</li> </ul>	<p><b>Central Idea</b></p> <p>Interactions between living things are essential to our environment.</p> <p><b>Key Concepts</b></p> <p>Causation Connection, Responsibility</p> <p><b>Related Concepts</b></p> <p>Growth Cycles, Impact, Conservation, Impacts</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- How environmental factors influence living things</li> <li>- Human impact on the environment</li> <li>- Our responsibility for the well-being of other living things</li> </ul>

<p style="text-align: center;"><b>Year 2</b></p>	<p><b>WHO WE ARE</b> 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.</p>	<p><b>Central Idea</b> Making informed choices contributes to having balanced lifestyles.</p> <p><b>Key Concepts</b> Causation, Perspective, Responsibility</p> <p><b>Related Concepts</b> Impact, Choices, Lifestyle</p> <p><b>Lines of Inquiry</b> - Factors that contribute to a balanced lifestyle - How choices impact peoples lifestyles - The impact of our choices</p>	<p><b>Central Idea</b> Over time the environment and technology change; this influences how people play.</p> <p><b>Key Concepts</b> Causation, Change, Connection</p> <p><b>Related Concepts</b> Chronology, History, Innovation, Progress, Materials,</p> <p><b>Lines of Inquiry</b> - How toys and games have changed - Changes in homes, clothes and daily lives - How the environment and technology have changed</p>	<p><b>HOW WE EXPRESS OURSELVES</b> 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 aesthetic.</p>	<p><b>Central Idea</b> Musical styles from around the world provide a reflection of cultures, beliefs and values.</p> <p><b>Key Concepts</b> Form, Perspective, Reflection</p> <p><b>Related Concepts</b> Pattern, Musical Styles, Traditions,</p> <p><b>Lines of Inquiry</b> - Musical styles from around the world - Understanding cultures, beliefs and values through music - How music is used to communicate feelings and emotions</p>	<p><b>HOW THE WORLD WORKS</b> 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 the environment.</p>	<p><b>Central Idea</b> There are many people in our community who help us in different ways.</p> <p><b>Key Concepts</b> Function, Connection, Responsibility</p> <p><b>Related Concepts</b> Roles, Networks, Citizenship</p> <p><b>Lines of Inquiry</b> - How do people help us in the community - Why we need people in the community to help us - Different organisations which cater for specific purposes</p>	<p><b>HOW WE ORGANISE OURSELVES</b> 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 on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.</p>
	<p><b>Central Idea</b> People use simple machines to make life easier.</p> <p><b>Key Concepts</b> Function, Causation, Reflection</p> <p><b>Related Concepts</b> Mechanics, Energy, Technological Advances, Cause And Effect, Relationships</p> <p><b>Lines of Inquiry</b> - How simple machines work - How simple machines help us - Uses of simple machines</p>	<p><b>Central Idea</b> People can establish practices in order to sustain and maintain the Earth's resources.</p> <p><b>Key Concepts</b> Change, Responsibility Reflection</p> <p><b>Related Concepts</b> Lifestyle, Choice, Sustainability</p> <p><b>Lines of Inquiry</b> - The limited nature of Earth's resources - Personal choices and their impact on sustainability - Reusing, reducing and recycling different materials</p>							

	<p><b>WHO WE ARE</b></p> <p>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.</p>	<p><b>WHERE WE ARE IN PLACE AND TIME</b></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b></p> <p>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 aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b></p> <p>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 the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b></p> <p>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 on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationship within them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Year 3</b></p>	<p><b>Central Idea</b></p> <p>Relationships are enhanced by learning about other people's perspectives and communicating our own.</p> <p><b>Key Concepts</b></p> <p>Perspective, Reflection</p> <p><b>Related Concepts</b></p> <p>Communication, Open Mindedness,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Social interactions</li> <li>- Understanding of your own perspective</li> <li>- Acknowledging other perspectives</li> </ul>	<p><b>Central Idea</b></p> <p>Regions of the world have distinctive features that represent people, places, ideas and historical events.</p> <p><b>Key Concepts</b></p> <p>Form, Function, Causation</p> <p><b>Related Concepts</b></p> <p>Materials, Structures, History, Civilizations</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Landmarks of regions in the world</li> <li>- The historical purpose and role of landmarks around the world</li> <li>- How history influences our lives today</li> </ul>	<p><b>Central Idea</b></p> <p>Authors use different text types for specific purposes.</p> <p><b>Key concepts</b></p> <p>Form, Causation, Connection</p> <p><b>Related Concepts</b></p> <p>Storytelling, Influences, Interpretation, Perspective</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Exploration of text types</li> <li>- Authors write for different purposes &amp; audiences</li> <li>- Personal experiences that enable responders to connect with texts</li> </ul>	<p><b>Central Idea</b></p> <p>Weather and climate are affected by seasons, geography and the atmosphere.</p> <p><b>Key Concepts</b></p> <p>Form, Function, Change</p> <p><b>Related Concepts</b></p> <p>Geography, Topography, Adaptation, Weather Systems</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- The elements of weather, climate and seasons</li> <li>- Variants in the weather and climate</li> <li>- The cause and effect relationships between seasons, geography and the atmosphere.</li> <li>- Different ways to predict and explain weather</li> </ul>	<p><b>Central Idea</b></p> <p>A variety of signs and symbols facilitate local and global communications.</p> <p><b>Key Concepts</b></p> <p>Form, Connection, Causation</p> <p><b>Related Concepts</b></p> <p>Culture, Media, Pattern</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Different signs and symbols</li> <li>- Reasons for the development of communication systems</li> <li>- Specialised systems of communication, including maps</li> </ul>	<p><b>Central Idea</b></p> <p>Human action affects habitats and ecosystems.</p> <p><b>Key Concepts</b></p> <p>Connection, Causation, Responsibility</p> <p><b>Related concepts</b></p> <p>Systems, Food Chains, Survival</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Connections between humans and ecosystems</li> <li>- How food chains impact on an animal's survival</li> <li>- How we can help ecosystems flourish</li> </ul>

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<p><b>Year 4</b></p>	<p><b>Central Idea</b></p> <p>The human body relies on interacting systems and external factors.</p> <p><b>Key Concepts</b></p> <p>Connection, Reflection, Function</p> <p><b>Related Concepts</b></p> <p>Systems, Choice, Health</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- The function of systems of the human body</li> <li>- The impacts of external factors on the body systems</li> <li>- The interconnection of body systems</li> <li>- The impact of personal choices on the body systems</li> </ul>	<p><b>Central Idea</b></p> <p>People influence the way we live through ideas, actions, and attitudes.</p> <p><b>Key Concepts</b></p> <p>Causation, Connection, Perspective</p> <p><b>Related Concepts</b></p> <p>Motivation, History, Character, Gender, Adversity, Hardship, Resilience</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- How ideas and actions of individual people have influenced others</li> <li>- Motivation of influential people</li> <li>- Impact of influential people on history</li> </ul>	<p><b>Central Idea</b></p> <p>Humour is a universal form of expression.</p> <p><b>Key Concepts</b></p> <p>Perspective, Form</p> <p><b>Related Concepts</b></p> <p>Self-Expression, Reflection, Imagination, Creativity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- How humor is communicated through the arts</li> <li>- The elements and styles of comic design</li> <li>- How there are humorous situations in everyday life</li> </ul>	<p><b>Central Idea</b></p> <p>Natural forces have an impact on the planet.</p> <p><b>Key Concepts</b></p> <p>Change, Causation, Connection</p> <p><b>Related Concepts</b></p> <p>Geography, Geology, Impact, Adaptation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Plate tectonics, volcanoes and earthquakes</li> <li>- How people adapt and prepare for natural disasters</li> <li>- The effect of natural forces on the world and people</li> </ul>	<p><b>Central Idea</b></p> <p>Systems have developed to meet the needs of people.</p> <p><b>Key Concepts</b></p> <p>Form, Function, Connection</p> <p><b>Related Concepts</b></p> <p>Materials, Sustainability, Finite, Resources</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- The components and organisation of systems</li> <li>- Different transport types serve unique functions</li> <li>- The impact of systems on people and the environment</li> </ul>	<p><b>Central Idea</b></p> <p>Water travels on a journey and is used and re-used along the way.</p> <p><b>Key Concepts</b></p> <p>Function, Responsibility, Reflection</p> <p><b>Related Concepts</b></p> <p>Conservation, Consumption,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Sources of water,</li> <li>- How water sustains life</li> <li>- Distribution of water between living things and communities</li> <li>- Responsibilities regarding water</li> </ul>

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<p><b>Year 5</b></p>	<p><b>Central Idea</b></p> <p>Understanding different ways of learning allows people to respond to their own learning needs as well as those of others.</p> <p><b>Key concepts</b></p> <p>Form, Connection, Reflection</p> <p><b>Related concepts</b></p> <p>Leadership, Team Work, Goal Setting, Identity, Interaction</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- How the brain works</li> <li>- How people construct knowledge using different learning styles</li> <li>- How learning styles impact on the way people engage in a learning community</li> </ul>	<p><b>Central Idea</b></p> <p>Human migration is a response to challenges, risks and opportunities.</p> <p><b>Key Concepts</b></p> <p>Causation, Perspective, Reflection</p> <p><b>Related Concepts</b></p> <p>Population, Settlement, Impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Different perspectives and reasons why people migrate</li> <li>- Migration through history</li> <li>- Current day migration has an impact on communities, cultures and individuals</li> </ul>	<p><b>Central Idea</b></p> <p>The Arts is a unique way of expressing our feelings, beliefs and ideas.</p> <p><b>Key concepts</b></p> <p>Form, Connection, Perspective</p> <p><b>Related concepts</b></p> <p>Expression, Movement, Performance</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Different forms of performing arts</li> <li>- The use of elements to create performing arts</li> <li>- How people respond to performing arts</li> </ul>	<p><b>Central Idea</b></p> <p>Extraction, conversion &amp; consumption of energy affects communities and their environments.</p> <p><b>Key Concepts</b></p> <p>Function, Change, Responsibility</p> <p><b>Related concepts</b></p> <p>Pollution, Transformation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Forms and sources of energy</li> <li>- The way energy is transformed &amp; used</li> <li>- The effect of different forms of energy on our lives</li> </ul>	<p><b>Central Idea</b></p> <p>People create ways to buy and sell their goods and services.</p> <p><b>Key concepts</b></p> <p>Function, Connection, Reflection</p> <p><b>Related concepts</b></p> <p>Trade, Production, Consumption, Commodities</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Assigning value to goods and services</li> <li>- The structure and function of organizations</li> <li>- How technology and money systems impact each other</li> </ul>	<p><b>Central Idea</b></p> <p>Finding solutions to conflict leads to better quality of life.</p> <p><b>Key Concepts</b></p> <p>Responsibility, Causation, Perspective</p> <p><b>Related concepts</b></p> <p>Relationships, Consequences, Resolution</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Causes of conflict</li> <li>- Effects of conflict resolution</li> <li>- Responsibilities for living and working together peacefully</li> </ul>

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<p><b>Year 6</b></p>	<p><b>Central Idea</b></p> <p>During our lives there are changes that affect us physically and emotionally.</p> <p><b>Key Concepts</b></p> <p>Function, Change, Reflection</p> <p><b>Related Concepts</b></p> <p>Growth, Body Relationships</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- The physical changes that occur during our lives</li> <li>- The emotional changes that may occur as a result of these physical changes</li> <li>- Ways of managing these changes</li> </ul>	<p><b>Central Idea</b></p> <p>We are part of the Universe and are compelled to adapt to and explore it.</p> <p><b>Key Concepts</b></p> <p>Perspective, Responsibility, Reflection</p> <p><b>Related Concepts</b></p> <p>Consequences, Discovery, Technology</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- The impact of exploration on self and others</li> <li>- What motivates individuals to explore</li> <li>- Use of science and technology to aid exploration</li> <li>- Exploration</li> <li>- What we learn from exploration</li> </ul>	<p><b>Central Idea</b></p> <p>Digital Technology enables us to communicate powerful messages.</p> <p><b>Key Concepts</b></p> <p>Change, Form, Responsibility</p> <p><b>Related Concepts</b></p> <p>Social Media, 21C Learning</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Our responsibility when using digital technology</li> <li>- Different forms of digital technology and how its changing</li> <li>- Expressing ideas and powerful messages</li> </ul>	<p><b>Central Idea</b></p> <p>The physical and chemical properties of matter can be altered to address needs.</p> <p><b>Key Concepts</b></p> <p>Function, Causation, Reflections</p> <p><b>Related Concepts</b></p> <p>Properties, Structure, Interdependence, Transformation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- The chemical and physical properties of matter</li> <li>- processes that change matter</li> <li>- How matter is changed to meet our needs</li> </ul>	<p><b>Central Idea</b></p> <p>Leadership can be a social function that creates changes that benefit a community.</p> <p><b>Key Concepts</b></p> <p>Change, Perspective, Responsibility</p> <p><b>Related Concepts</b></p> <p>Leadership, Cooperation, Community, Tension</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- The notion of leadership</li> <li>- The qualities and functions of leadership</li> <li>- The role communities play in producing change to meet needs</li> <li>- The positives and negatives of different forms of leadership</li> </ul>	<p><b>Central Idea</b></p> <p>The circumstances of a child's life impacts on their present and future well-being.</p> <p><b>Key Concepts</b></p> <p>Change, Perspective, Responsibility</p> <p><b>Related Concepts</b></p> <p>Needs And Wants; Equal Opportunities.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>- Human rights and the action that can be taken to ensure they are being met</li> <li>- The changes that need to happen to improve the quality of children's education</li> <li>- Our shared responsibility for improving the quality of life of children in our community</li> </ul>

## IB PYP LEARNER PROFILE

The philosophy of the PYP, as it directly affects the child, is expressed in a series of desired attributes and traits that characterise students with an international perspective. Taken together they create a profile of PYP students, and therefore of AIS students.

<b>Inquirers</b>	Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
<b>Communicators</b>	They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
<b>Risk-takers</b>	They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
<b>Knowledgeable</b>	They have spent time in a school which has global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.
<b>Principled</b>	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
<b>Caring</b>	They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
<b>Open-minded</b>	They respect the views, values and traditions of other individuals and cultures, and are accustomed to seeking and considering a range of points of view.
<b>Balanced</b>	They understand the importance of physical and mental balance and personal well-being.
<b>Reflective</b>	They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

## ATTITUDES

While recognising the importance of concepts, knowledge and skills, the International Baccalaureate Organisation, through its PYP and AIS believe that these alone do not make an internationally educated person. It is vital that we also focus on the development of positive attitudes towards people, the environment and learning.

### WE WANT STUDENTS TO DEVELOP

<b>Appreciation</b>	appreciating the wonder and beauty of the world and its people.
<b>Commitment</b>	being committed to their learning, persevering and showing self-discipline and responsibility.
<b>Confidence</b>	feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions.
<b>Cooperation</b>	cooperating, collaborating and leading or following as the situation demands.
<b>Creativity</b>	being creative and imaginative in their thinking and in their approach to problems and dilemmas.
<b>Curiosity</b>	being curious about the nature of learning and of the world, its people and cultures.
<b>Empathy</b>	imaginatively projecting themselves into another's situation, in order to understand his/her thoughts, reasoning and emotions.
<b>Enthusiasm</b>	enjoying learning.
<b>Independence</b>	thinking and acting independently, making their own judgments based on reasoned principles and being able to defend their judgments.
<b>Integrity</b>	having integrity and a firm sense of fairness and honesty.
<b>Respect</b>	respecting themselves, others and the world around them.
<b>Tolerance</b>	feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

## TRANSDISCIPLINARY SKILLS

These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry.

All our teachers foster and support the development of skills by providing opportunities embedded in authentic learning experiences, relevant for students to interpret this expectation in age appropriate ways

When learning about and through the subject areas, students acquire the particular skills that define the discipline of those subjects. For example, in language the students become literate, and in mathematics they become numerate. The acquisition of literacy and numeracy, in its broadest sense, is essential, as these skills provide students with the tools of inquiry.

Nonetheless, the PYP position is that, in order to conduct purposeful inquiry and in order to be well prepared for lifelong learning, students need to master a whole range of skills beyond those normally referred to as basic. These include skills, relevant to all the subject areas and also transcending them, needed to support fully the complexities of the lives of the students.

- social skills
- communication skills
- thinking skills
- research skills
- self-management skills

These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

## THINKING SKILLS

- Acquisition of knowledge
- Comprehension
- Application Analysis
- Synthesis Evaluation Dialectical thought
- Metacognition
- Gaining specific facts, ideas, vocabulary; remembering in a similar form
- Grasping meaning from material learned; communicating and interpreting learning
- Making use of previously acquired knowledge in practical or new ways
- Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics
- Combining parts to create wholes; creating, designing, developing and innovating
- Making judgments or decisions based on chosen criteria; standards and conditions
- 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
- Analysing one's own and others' thought processes; thinking about how one thinks and how one learns

## SOCIAL SKILLS

- Accepting responsibility
- Respecting others
- Cooperating and resolving conflict
- Group decision-making
- Adopting a variety of group roles
- Taking on and completing tasks in an appropriate manner; being willing to assume a share of the

responsibility

- 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
- Working cooperatively in a group; being courteous to others; sharing materials; taking turns
- Listening carefully to others; compromising; reacting reasonably to the situation; accepting responsibility appropriately; being fair
- Listening to others; discussing ideas; asking questions; working towards and obtaining consensus
- 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 and Speaking
- Reading Writing and Viewing
- Presenting
- Non-verbal communication
- Listening to directions; listening to others; listening to information
- Speaking clearly; giving oral reports to small and large groups; expressing ideas clearly and logically; stating opinions
- Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions
- Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record
- 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
- 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
- Recognising the meaning of visual and kinesthetic communication; recognising and creating signs; interpreting and utilising symbols

## SELF-MANAGEMENT SKILLS

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

## RESEARCH SKILLS

- Formulating questions
- Observing Planning

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

## CURRICULUM OVERVIEWS

At AIS our curriculum has a focus on languages (English, Chinese, and Vietnamese), Mathematics, Science and Technology, Social Studies, Personal and Physical Education and Performing and Visual Arts.

### LANGUAGE

At AIS our language of instruction is English. For the purposes of planning and assessment we segregate English into 3 sections; oral communication (speaking and listening), written communication (reading and writing) and viewing. We develop comprehensive programmes that move our students through the stages of know, understand and use. We acknowledge the differing levels of language ability and we differentiate our curriculum to cater for individual abilities.

Cambridge Primary English informs the Language planning. This enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this curriculum framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

We view English as an inclusive language and we encourage students to use English at all times during the school day. Our students come from a variety of language backgrounds but the one language they have in common is English. To help build and establish healthy relationships, English must be used as it includes the largest section of our school community.

The PYP recognises that language, our major means of thinking and communicating, is fundamental to learning. It underpins and permeates the whole curriculum. We nurture an appreciation of the richness of language, including a love of literature. Whilst the areas of language can be listed and observed separately, we view them as interrelated and interactive, with learning in one area supporting learning in the others. This is of particular relevance in an international school where every teacher is a language teacher.

Language does much more than promote cognitive growth. At AIS, we believe that mother tongue language development is crucial for maintaining cultural identity and emotional stability. The acquisition of more than one language enriches personal growth and helps facilitate inter-cultural understanding. International schools have a special responsibility to recognise and support each and every aspect of language development.

### ASPECTS OF LANGUAGE

- Oral communication – Speaking and Listening
- Written communication – Reading and Writing
- Visual communication

## MATHEMATICS

Our rapidly changing technological world is placing ever increasing demands of the mathematical skills and understandings of its citizens. As the PYP has considered how it can help students meet these demands, it has become clear that the place of mathematics in the curriculum is as a service discipline providing global language through which we make sense of the world around us. Such is the power of mathematics in describing and analysing that it has become a highly effective tool for solving problems.

Cambridge Primary Mathematics informs the mathematics planning. The mathematics curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.

At AIS we want our students to become fluent users of the language of mathematics and look upon mathematics as a way of thinking rather than a fixed body of knowledge. It is our conviction that students acquire mathematical understanding by constructing their own meaning, concept by concept, through ever increasing levels of abstraction. Moreover, it is fundamental to the PYP's philosophy that, since it is to be used in context, mathematics needs to be taught in relevant and realistic contexts.

Even though we believe computational abilities are important, it is now obvious that obtaining right answers by single standard paper and pencil methods is not sufficient. In today's society we need the flexibility of choosing among available resources, be they computer or calculator, pencil and paper or mental computation methods. Students also need to have the capability to judge the reasonableness of answers through estimation or cross-checking with alternative methods. Furthermore, decision making ability is required to apply the correct computational procedure to problems not previously experienced.

The study of mathematics should also provide students with the opportunity to make mathematical connections. Making connections assist students in using mathematics as an integrated whole rather than as an isolated set of topics and to acknowledge its relevance and usefulness both in and out of school. The mathematics curriculum provides students with the opportunity to recognise relationships among different topics of mathematics, as well as to other disciplines such as Art, Music, Science and Business.

## SCIENCE AND TECHNOLOGY

### SCIENCE

Science is the exploration of behaviour and the interrelationship among the natural, physical and material world using the rational process of scientific theory.

Both knowledge and problem-solving skills are necessary to identify and solve real world problems. The scientific process is a problem-solving activity that requires the use of critical thinking and decision making. Students are taught to use problem-solving skills to improve their own lives and deal responsibly with science related societal issues.

### TECHNOLOGY

The technologically literate citizen appreciates the value of technology in society and understands its limitations. Students need to understand the relationship involved between technology and society; and how society influences and controls our technological world; and how technology changes our society and the way we live our lives.

### ASPECTS OF SCIENCE AND TECHNOLOGY

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

## SOCIAL STUDIES

Social Studies is a diverse subject area drawing on several overlapping and complementing disciplines. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as a citizen of a multicultural society in an interdependent world. Future citizens need to be humane, rational, contributing members of society in a world that is rapidly changing and increasingly interdependent. Students need to learn to adapt to continual change in the world.

Social Studies at AIS is international. It teaches respect of views, values and traditions of other individuals and cultures, where students become accustomed to seeking and considering a range of points of view. Emphasis is placed on celebrating and exploring diversity in other cultures and traditions and developing a depth of intercultural understanding.

### ASPECTS OF SOCIAL STUDIES

- History
- Geography
- Society

## LANGUAGES OTHER THAN ENGLISH

All Primary students have access to Vietnamese through the Vietnamese National Curriculum (VNC) for Vietnamese nationals or Vietnamese Language and Culture for non-Vietnamese students.

Mandarin is taught from Years 2-6.

The focus of language learning at AIS is to expose students to additional languages and develop appropriate vocabulary. Students entering the Middle School will have the opportunity to study these languages in greater depth.

## PHYSICAL EDUCATION

Through Physical Education (PE), students learn about the complexities of physical movement and explore the skills associated with different areas of PE. They learn to understand what they can and cannot do physically and become aware of their own strengths and weaknesses in this discipline. Physical activity is an essential aspect of a well-balanced, healthy lifestyle and learning through PE helps to build self-esteem, confidence, cooperation and fitness.

At AIS the children participate in weekly PE lessons taken by a specialist teacher. These lessons focus on gross motor, skill development, team work and physical fitness. Children participate in modified and rule based games and have the opportunity to participate in competitions against other schools.

Swimming and water safety are important aspects of a child's development. All children from Years 1-6 participate in a swimming programme with qualified swim instructors. Kindergarten participate in a water confidence and familiarisation programme.

### ASPECTS OF PHYSICAL EDUCATION

- Body control and spatial awareness
- Adventure challenge
- Athletics
- Movement to music
- Games
- Gymnastics
- Health-related activities

## PERSONAL AND SOCIAL EDUCATION

Personal and social education is concerned with developing the attributes and dispositions embodied in the Learner Profile of the PYP, together with the Attitudes.

Students need to be prepared to address moral issues in their lives and should act upon a set of positive values such as justice, respect for human rights and dignity. It is through exposure to new and difficult issues in a non-threatening environment that students are able to develop their own positive values and prepare for their role as international citizens.

### ASPECTS OF PERSONAL AND SOCIAL EDUCATION

- Self-concept
- Health and safety
- Interaction with others
- Organisation for learning

## THE ARTS

The Arts at AIS consists of both Performing and Visual Arts. The Arts are an important curriculum area as we consider them to be a powerful language for expressing and processing feelings and understandings.

Children receive specialist instruction in Music and Visual Arts and learn about performance, creativity of expression and musical notation. In Music the children have the opportunity to learn recorder and participate in percussion and choral activities.

### ASPECTS OF VISUAL ARTS

- Creative process
- Elements of art and design
- Visual art in society
- Reflection and appreciation

### ASPECTS OF MUSIC

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

### ASPECTS OF DRAMA

- Creative exploration and expression
- Technical incorporation
- Performance
- Personal and social development
- Reflection and evaluation
- Drama in society

## ASSESSMENT

In the Primary School at AIS, we believe that assessment is an integral part of the teaching and learning process. It is the gathering and analysis of information about the student's performance. Assessment identifies what students

can do, what they know, what they understand and how they feel at different stages in the learning process. Assessments allow children to demonstrate newly acquired skills and knowledge through a variety of media.

Assessment is central to our aim of catering for individual needs and helping students achieve their personal best. It helps teachers identify a point at which student performance begins to break down. The information gathered is used to adapt future learning programmes and scaffold experiences to allow individuals to improve performance.

Assessment occurs in all facets of school experience and is instrumental in the achievement of the PYP's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action.

## STRATEGIES FOR EFFECTIVE ASSESSMENT

### OBSERVATION

All children are observed often. They are observed in the context of the whole class and individually. Observations are recorded in a variety of ways depending on the context. The larger the number of relevant observations, the richer the available evidence, and the more dependable the conclusion about a child's development. The contexts in which children are being observed are, wherever possible, meaningful and interesting to the child.

### PERFORMANCE ASSESSMENTS

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response.

### PROCESS-FOCUSSED ASSESSMENTS

The students' transdisciplinary skills are regularly observed and these observations are documented in a variety of formats.

### OPEN-ENDED TASKS

In structuring open-ended tasks, teachers are able to gauge how far students are able to go with a specific activity. Thought is given to the types of responses children make and the information this gives.

### SUMMATIVE ASSESSMENT

We use a range of summative assessment strategies. These include the Cambridge Primary Curriculum Progress tests and Year 6 Check Point Test.

Cambridge Primary Progression Tests provide valid internal assessment of knowledge, skills and understanding in English and mathematics. The tests:

- Enable learning to be assessed each year

- Provide detailed information about the performance of each learner for stages 3, 4, 5 and 6

- Enable teachers to give structured feedback to learners and parents

- Enable teachers to compare strengths and weaknesses of individuals and groups

Cambridge Primary Checkpoint is a diagnostic testing service that helps your learners by giving comprehensive feedback on their strengths and weaknesses in each subject area.

We offer Cambridge Primary Checkpoint tests twice a year and they are usually taken at the end of Cambridge Primary. The tests are marked in Cambridge and each learner receives a statement of achievement and a diagnostic report.

## INTERVIEWS AND REPORTS

AIS uses a range of strategies to communicate and discuss student progress with parents:

- Settling in interviews are held in the first month of the school year to gather information about students and to inform parents of how each child is adjusting to their new class
- Student Led Conferences at the end of Term 3
- Unit of Inquiry reports are sent home at the end of each Semester. These reports are comprehensive reviews of each student’s performance in key areas studied throughout the Unit of Inquiry

## HOMEWORK POLICY

Homework can serve several purposes. It affords a valuable link between school and home, keeping parents informed of the kind of work being done at school.

## PHILOSOPHY

We believe that homework, when given in small amounts, can have a benefit to the learning of children. The type of homework given should always consolidate and build upon work already covered in class. The homework given in AIS Primary should be a small part of a balanced after-school time for children. Through only giving small amounts of homework we aim to protect the important time for children to exercise, build relationships with family and neighbours and engage in creative and unstructured play.

## PURPOSE

- To build upon or revise concepts being explored in classrooms
- To rehearse skills taught in class time
- To facilitate independent research skills
- To help children develop independent study skills

It is recommended that parents remain aware of their children's homework, course work and research commitments. Helping to ensure that time is set aside and that there is a quiet place to study is of particular assistance in establishing good study habits.

### YEAR 1

- |  |                     |
|--|---------------------|
| • Nightly shared reading with parents                          | 40 minutes per week |
| • Practise of sight words                                      | 20 minutes per week |
| • Teacher initiated tasks related to Reading, Mathematics, UOI | 30 minutes per week |
| • Weekly spelling as appropriate                               | 10 minutes per week |

### YEAR 2

- |  |                     |
|--|---------------------|
| • Nightly shared reading with parents                          | 40 minutes per week |
| • Practise of sight words                                      | 20 minutes per week |
| • Teacher initiated tasks related to Reading, Mathematics, UOI | 40 minutes per week |
| • Weekly spelling as appropriate                               | 20 minutes per week |

### YEAR 3

- |  |                     |
|--|---------------------|
| • 15 minutes of sustained independent reading each night | 60 minutes per week |
| • 5 minutes of shared reading                            | 20 minutes per week |
| • PYP-based homework spread over the week                | 30 minutes per week |
| • Consolidation of Mathematics concepts                  | 20 minutes per week |

- Weekly spelling as appropriate 20 minutes per week

#### YEAR 4

- 20 minutes of sustained independent reading each night 80 minutes per week
- PYP-based homework spread over the week 40 minutes per week
- Consolidation of Mathematics concepts 30 minutes per week
- Weekly spelling 20 minutes per week

#### YEAR 5

- 25 minutes of sustained independent reading each night 100 minutes per week
- PYP-based homework spread over the week 40 minutes per week
- Consolidation of Mathematics concepts 30 minutes per week
- Weekly spelling 20 minutes per week

#### YEAR 6

- 30 minutes sustained independent reading each night 120 minutes per week
- PYP- based homework spread over the week 50 minutes per week
- Consolidation of Mathematics concepts 30 minutes per week
- Weekly spelling 20 minutes per week

Appropriate online learning (Reading Eggs, Mathletics) to support in-class programmes can be assigned as an on-going task.

Spelling City may be used from Year 3 to build weekly spelling lists.

## PARENT TEACHER COMMUNICATION

The potential for learning is enhanced when there is open dialogue between the home and school environment. AIS works closely with parents through open and regular communication.

The School communicates with parents in a variety of ways. These include:

- ‘Meet the teacher’ information evening at the beginning of the academic year
- Regular letters and newsletters to parents
- Parent Teacher formal interviews twice a year
- Comprehensive academic reports at the end of each Unit of Inquiry
- Progress learning reports
- Individual interviews at the request of a parent or teacher
- PYP related workshops for parents
- Parent information evenings
- Email communication between parents and teachers
- Portfolio sharing
- Using the communication diary
- See Saw

Communication between home and school is vitally important and we encourage parents to be informed and to ask questions or share concerns whenever necessary.

In order to maintain a professional relationship between staff and parents at all times, we would ask all parents to be aware of and to follow the protocols below in communicating with Primary School staff.

## AFTER SCHOOL ACTIVITIES (ASA)

ECAs are offered each day of the week in Semester 1 and in Semester 2. Information about ECAs is sent out to parents prior to each Semester and students sign up for 1 or more activities each week.

Examples of what is available includes:

- GLEE Club
- Gymnastics
- Art
- Craft
- Math Club
- Chess
- Lego
- Junk Modeling
- Cards
- Basketball
- Soccer
- Netball
- Swim Squad

Please note: classes have minimum and maximum sizes so it is not always possible for students to be in their first choice activity.

## EXCURSIONS

Excursions and fieldtrips are an integral part of the school curriculum and attendance is compulsory. The cost of visiting performers or speakers and other activities is covered by the school. Parents will be advised in advance of any scheduled trips. We commit to providing experiential learning opportunities for the students which support classroom programmes. Parents may be asked to join an excursion to provide increased adult supervision.

## SCHOOL CAMPS

Children from Year 2 – Year 6 attend school camps. School camps vary from 1 – 4 nights depending on the age and year level of children. School camps are an integral part of the academic and outdoor education programme at AIS and as such are considered compulsory. School camps are facilitated by experienced outdoor education companies operating in Vietnam and attended by teachers and support teachers from AIS.

Camps are an opportunity for children to develop independence and self esteem and parents are requested not to attend camps or stay at venues where camps will take place. The cost of these trips, including accommodation and transportation is covered within tuition fees.

All camp information will be communicated to parents one month prior to the camp taking place. If parents have any queries or concerns about proposed camps they should make an appointment to discuss these with the organising teacher or Primary Principal.



### **Thu Thiem Campus**

*(Kindergarten – Year 13)*

264 Mai Chi Tho (East-West Highway) | An Phu Ward | District 2 | HCMC | Vietnam  
t: +84 28 3742 4040

### **Thao Dien Campus**

*(Kindergarten – Year 6)*

APSC Compound | 36 Thao Dien Road | Thao Dien Ward | District 2 | HCMC | Vietnam  
t: +84 28 3744 6960

### **Xi Campus**

*(Kindergarten)*

190 Nguyen Van Huong Street | Thao Dien Ward | District 2 | HCMC | Vietnam  
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