



Heidelberg International School

International Baccalaureate Primary Years Programme

PYP Curriculum
Early Primary – Grade 5

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1 | Heidelberg International School Guiding Statements



Mission

We, the H.I.S. community, work together to facilitate the intellectual, emotional and social development of our students, to promote international understanding and enable students to make a difference to the world in which they live.

Philosophy

We believe that education is the key to individuals becoming responsible global citizens. We believe that education should address all aspects of the students' development and that it should value and respect their individuality. The whole staff, parents and students themselves significantly contribute to the growth of the students' intellectual curiosity, understanding, creativity and international mindedness.



The H.I.S. Definition of International Mindedness

A Journey from Self to Other

Open-mindedness is our constant companion on this journey. We need to develop an active and sensitive frame of mind, a respecting and caring attitude and a desire to know and explore otherness without fear.

With our minds open, we need to be nourished with cumulative experiences that shape our world-view. Through opportunities, which are fully integrated into school life, we become part of a flourishing culture of new perspectives.

We start to demonstrate an understanding of our diversity, by appreciating and respecting ourselves and others, and celebrating our origins and differences.

By connecting and co-operating with others, locally and globally, we begin to realise the interdependence of the natural, cultural and social systems of which we are part.

International mindedness becomes a collaborative commitment to peaceful and sustainable action worldwide.



Core Values

Respect is a fundamental value of our school, which influences, and is the basis for, the environment of learning at H.I.S. Respect for self and others is an integral part of our community, be it in the way we learn, what we learn, why we learn, where we learn or from whom we learn.

We support respectful learning by encouraging everyone to appreciate and develop the International Baccalaureate Learner Profile (www.ibo.org).

2 | The International Baccalaureate Philosophy

IB Mission Statement

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."



IB Learner Profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPILED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination: we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

3 | The PYP at Heidelberg International School

H.I.S. is an IB World School and offers three IB programmes. The IB connects a worldwide community of learners who celebrate a common humanity and share a belief that education can help to build a better and more peaceful world.

3.1 The Primary Years Programme (PYP)

The PYP is for students aged 3 to 12 and begins with the premise that students are agents of their own learning and partners in the learning process. It prioritises people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

The programme emphasises the central principle of agency, which underpins the three pillars of school life:

1. The learner: Children inquire, question, wonder and theorise about themselves, others and the world around them. They are keen observers and explorers. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. Throughout the PYP, a student is an agent for their own and others' learning through the concept of learner agency. Our understanding of the learner is the foundation of our approach to learning and teaching.

2. Learning and teaching: Transdisciplinary learning in the PYP crosses many subject areas and begins and ends with a problem, an issue or a theme. Students' interests and questions, form the heart of this transdisciplinary learning and subjects become a tool to explore a theme, problem or concept in depth. Transdisciplinary learning acknowledges and fosters the physical, social, intellectual, aesthetic, and cultural growth of all students through engaging, relevant, challenging and significant themes.



3. The learning community: The learning community at H.I.S. recognises that education is a social endeavour, benefiting all its members, individually and collectively. We aim to foster an inclusive community that lives peacefully together by engaging with different ways of knowing and being, and assuming shared responsibility for learning, health and well-being. Every part of the H.I.S. community has voice, choice and ownership to impact learning and teaching.

3.2 A Transdisciplinary Model of Learning

The transdisciplinary model of the PYP aims to move students beyond looking for a “correct” solution towards a model that reflects the changing times. It encourages the integration of many forms of knowledge and perspectives from all members of the learning community to make sense of a world that has become “too big to know.”

The transdisciplinary model permeates all three pillars of the PYP curriculum framework—the learner, learning and teaching, and the learning community. The complex framework that creates the learning environment at H.I.S. can be broken down into essential elements:

Knowledge – significant and relevant content that we want to explore

Concepts – ideas that lead to a deeper understanding of subject areas

Dispositions – traits that encompass intellectual, personal, emotional and social growth

Skills – capabilities that we need in order to succeed in a challenging world

Action – applying our learning through responsible behavior to real-world situations

The staff at Heidelberg International School work together, to bring all aspects of the curriculum together through collaboration, training, innovation and reflection. We strive to develop partnerships with parents and legal guardians, in addition to members of the local and global community.



4 | The Learner

4.1 Learning at H.I.S.

The starting point for all learning is the student's current understanding. It is recognised that learners in PYP schools enter the program at different stages and with varying levels of experience. Inquiry allows each student's understanding of the world to develop in a manner and at a rate that is unique to that student. They do not necessarily develop in clear-cut progressive stages and might appear to float back and forth between stages before mastering a new concept. The learning journey is unique to each student.

Our understanding of the learner is the foundation of our approach to learning and teaching. Children inquire, question, wonder and theorise about themselves, others and the world around them. They are keen observers and explorers. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. Throughout the PYP, a student is an agent for their own and others' learning through the concept of learner agency. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy).

4.2 Learning through Inquiry

The PYP is committed to teaching through structured, purposeful inquiry that engages students actively in their own learning. Students are supported in becoming agents of their own learning as they construct meaning of the world around them.

Inquiry is the process initiated by students or teachers that moves students from their current level of understanding to a new and deeper level of understanding. This can entail any or all of the following:

Exploring, wondering and questioning
Experimenting and playing with possibilities
Making connections between previous learning and current learning
Making predictions and acting purposefully to see what happens
Collecting data and reporting findings
Clarifying existing ideas and reappraising perceptions of events
Deepening understanding through the application of a concepts
Making and testing theories
Researching and seeking information
Taking and defending a position
Solving problems in a variety of ways

4.3 Agency

Conceptualised by Bandura in social cognitive theory, agency “enable[s] people to play a part in their self-development, adaptation, and self-renewal with changing times” (Bandura 2001). PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief and, in conjunction with others, build a sense of community and awareness of the opinions, values and needs of others.

When learners have agency, the role of the teacher and student changes; the relationship between a teacher and a student is viewed as a partnership.

Students take initiative and express interest and wonderings. They make choices and are aware of their learning goals. They are actively engaged and monitor and adjust their learning as needed. Students offer feedback to others and consult on decisions that affect them. In school, students take responsibility for their learning and collaborate with teachers and other students to plan, present and assess learning needs.



Teachers recognise students’ capabilities through listening, respecting and responding to their ideas. They make thoughtful considerations and decisions with an emphasis on relationships, dialogue and respect for one another.



4.4 Learning through play

All PYP learners at H.I.S. are provided opportunities to explore social, emotional and academic learning in many ways including time to interact through structured and unstructured play.

Specifically in the early years and lower primary, we support hands-on learning through play as part of inquiry. During play, learners are observing, exploring, and constructing knowledge of the world around them. Play supports them in developing creativity, imagination, dexterity and physical, cognitive and emotional strength.

4.5 Technology in the PYP

Technology brings change to our world and our schools, and evolves our ways of thinking and doing. PYP technology learning and teaching immerses students in the interplay between learning technology, learning about technology and learning through technology.

Viewed broadly, as a tool or resource, technology facilitates and expands learning possibilities. It refers to devices such as a pencil, a laptop, a tablet, a camera, as well as resources such as a book, a website, a game, or an interactive story. As a concept, it incorporates coding, communication, information, design and innovation. As a learning extension, it supports the development of critical, creative and transfer thinking, in addition to systems and computational thinking.

4.6 Learning outdoors

Students natural wonder and curiosity is at its most obvious in the natural environment. The skills developed through observing and understanding our surroundings and how they are constantly changing and adapting can be applied to inquiry in other disciplines. Throughout the year, Primary students at H.I.S. are given regular opportunities to investigate the forests around Heidelberg and how they change through the seasons.



5 | Learning and Teaching

5.1 Elements of the PYP

Through the PYP, at H.I.S. we seek to strike a balance between the acquisition of essential knowledge and skills, the development of conceptual understanding, the development of the attributes of the learner profile and taking responsible action. The elements of the PYP clarify its nature as a holistic program, placing importance on overall student development and not merely the acquisition of knowledge. The resulting evidence of this overall development will be the presence of student-led action.

Knowledge	Significant, relevant content that we wish the students to explore and know about, taking into account their prior experience and understanding.
Concepts	Powerful ideas that have relevance within the subject areas but also transcend them, which students must explore and re-explore in order to develop a coherent, in-depth understanding.
Skills	Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.
Dispositions	Traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness.
Action	Demonstrations of deeper learning in responsible behavior through responsible action; a manifestation in practice of the other essential elements.

5.2 Knowledge

5.2.1 The PYP Transdisciplinary Themes

Each year, PYP students will conduct in-depth inquiries based on transdisciplinary themes considered essential in the context of a program of international education.

These themes:

- › have global significance for all students in all cultures
- › offer students the opportunity to explore the commonalities of human experience
- › are supported by knowledge, concepts and skills from the traditional subject areas but utilise them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning
- › will be revisited throughout the students' years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- › contribute to the common ground that unifies the curriculums in all IB PYP schools

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 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.

Students inquire into, and learn about, globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit.

These units collectively constitute the school's program of inquiry. They are vertically and horizontally balanced with the essential elements of the programme. Grades 1 to 5 complete one unit of inquiry for each theme per year. The Early Primary classes complete four units of inquiry. The full program of inquiry at HIS is dynamic and subject to minor changes as teachers adapt and plan collaboratively to meet the needs of their students and the changing context of the world around them.



In addition to the programme of inquiry, the H.I.S. PYP Scope and Sequence provides subject-specific learning outcomes that can be taught within or even outside of the programme of inquiry. The Scope and Sequence provide a continuum of learning development structured around conceptual understandings that all learners need to develop understanding of a subject. A short summary, by subject is detailed in the following pages. The full H.I.S. PYP Scope and Sequence is available as an appendix to the H.I.S. PYP Curriculum.

5.2.2 Language

The language scope and sequence is structured around broad, transferable ideas and conceptual understandings that all learners need to understand to become confident, creative and effective communicators.

For language there are several different curriculum strands described below.

Language Strands	
Oral language (speaking and listening)	<p>Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers.</p> <p>Examples of oral language conceptual understandings: recognising that sounds are associated with objects; asking questions to gain specific information; understanding that spoken language varies according to the purpose and audience; taking time to reflect on what we hear and say helps us make informed judgments and form new opinions; drawing on using language to build on previous experience and construct new meaning.</p>
Visual language (viewing and presenting)	<p>Viewing (the receptive process) and presenting (the expressive process) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences.</p> <p>Examples of visual language conceptual understandings: understanding that pictures and images in our environment have meaning, using body language to communicate ideas and feelings visually; exploring different visual techniques to produce different effects; understanding visual texts have the power to influence our thinking and behavior; realising that individual interpret visual information according to their personal experiences and different perspectives.</p>
Written language (reading)	<p>Children learn to read by reading. Reading helps us to clarify our ideas, feelings, thoughts and opinions. Literature offers us a means of understanding ourselves and others, and has the power to influence and structure thinking. Reading is a developmental process that involves constructing of meaning from text.</p> <p>Examples of reading conceptual understandings: understanding that print conveys meaning; consistent ways of recording words or ideas enable members of a language community to communicate; identifying the main ideas in text helps us understand what is important; synthesising ideas and information from texts leads to new ideas and understanding.</p>

Written language (writing)

From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organise and communicate thoughts, ideas and information in a visible and tangible way. Children learn to write by writing. Over time, writing involves developing a variety of structures, strategies and literary techniques (spelling, grammar, plot, character, punctuation, voice) and applying them with increasing skill and effectiveness.

Examples of writing conceptual understandings: understanding that the sounds of spoken language can be represented visually; understanding that people write to communicate; using a range of strategies to self-monitor and self-correct; showing awareness of different audiences and adapting writing properly; writing independently and with confidence, showing the development of their own voice and style.

Student Language Portraits

The student language portrait is a broad compilation of information that together paints a detailed picture of a student's language background. Students have diverse language learning experiences and often have complex language profiles. Their linguistic repertoire is a resource for teachers and students that can be leveraged to support learning and well-being.

English Support

During the application process to H.I.S., families are asked about their child's ability to communicate and learn in English. If beginning their journey of learning and expressing themselves in English, students are enrolled in our English Support Programme. This allows them to build up their knowledge of vocabulary, grammar, syntax for the language of instruction.

German at H.I.S.

When confident in English, students enter our differentiated German Programme. The German Programme is designed to enable students to communicate in the language of the host country. By developing their German language skills, students learn to appreciate Germany's traditions and customs, and develop their understanding of internationalism. It involves developing tolerance, acquiring new perspectives and learning about different cultures.

Students new to the German language are enrolled in the German Additional Language Programme (GAL). Immersed in German dialogue, songs, games, and some language drills, students are supported in learning a new language through play and experiential learning. The GAL programme follows the Units of Inquiry, which are planned collaboratively with class and subject teachers, when the links are meaningful.

Students that speak German fluently or are native-speakers participate in the Advanced German Programme (AGP). In addition to experiential learning through dialogue, songs and games, AGP students are also introduced to German literature appropriate to their age and stage of learning development. The AGP programme also follows the Units of Inquiry, and the teacher works closely alongside the GAL teacher, and homeroom teacher to plan learning experiences for the students collaboratively.

5.2.3 Mathematics

The mathematics scope and sequence is structured around how children learn math: through constructing meaning based on their previous experiences and understandings, transferring meaning into symbols, and applying understanding through authentic activities. The subject is delivered across several different curriculum strands described below.

Mathematics Strands	
Number	<p>Our number system is a language for describing quantities and the relationships between quantities. For example, the value attributed to a digit depends on its place within a base system. Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.</p> <p>Examples of related concepts: number sense, equivalence, quantity, place value, money, operations, relationships, representations</p>
Data handling	<p>Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know. Data can be collected, organized, represented and summarized in a variety of ways to highlight similarities, differences and trends; the chosen format should illustrate the information without bias or distortion. Probability can be expressed qualitatively by using terms such as “unlikely”, “certain” or “impossible”. It can be expressed quantitatively on a numerical scale.</p> <p>Examples of related concepts: patterns, representations, proportion, organization, relationships</p>
Measurement	<p>To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.</p> <p>Examples of related concepts: quantity, accuracy, scale, proportion, equivalence</p>
Shape and space	<p>The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) worlds.</p> <p>Examples of related concepts: patterns, space, relationships, scale</p>
Pattern and function	<p>To identify patterns is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation within our PYP students for the later study of algebra.</p> <p>Examples of related concepts: models, patterns, generalisations, simplification, algebra, function, repetition</p>

5.2.4 Science

In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. Inquiry is central to scientific investigation and understanding. Students actively construct and challenge their understanding of the world around them. An outline of the science strands is included below.

Science Strands	
Living things	<p>The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.</p> <p>Examples of related concepts: adaptation, animals, biodiversity, biology, classification, conservation, ecosystems, evolution, genetics, growth, habitat, homeostasis, organism, plants, systems (digestive, nervous, reproductive, respiratory).</p>
Earth and space	<p>The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.</p> <p>Examples of related concepts: atmosphere, climate, erosion, evidence, geography, geology, gravity, renewable and non-renewable energy sources, resources, seasons, space, sustainability, systems (solar, water cycle, weather), tectonic plate movement, theory of origin.</p>
Materials and matter	<p>The study of the 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.</p> <p>Examples of related concepts: changes of state, chemical and physical changes, conduction and convection, density, gases, liquids, properties and uses of materials, solids, structures, sustainability.</p>
Forces and energy	<p>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.</p> <p>Examples of related concepts: conservation of energy, efficiency, equilibrium, forms of energy (electricity, heat, kinetic, light, potential, sound), magnetism, mechanics, physics, pollution, power, technological advances, transformation of energy.</p>

5.2.5 Social Studies

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. In support of the IB mission statement, the social studies component of the PYP curriculum will encourage students to “understand that other people, with their differences, can also be right”, through the curriculum strands describe below.

Social Studies Strands	
Human systems and economic activities	<p>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.</p> <p>Examples of related concepts: communications, conflict, cooperation, education, employment, freedom, governments, justice, legislation, production, transportation, truth.</p>
Social organisation and culture	<p>The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.</p> <p>Examples of related concepts: artifacts, authority, citizenship, communication, conflict, diversity, family, identity, networks, prejudice, religion, rights, roles, traditions.</p>
Continuity and change through time	<p>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.</p> <p>Examples of related concepts: chronology, civilisations, conflict, discovery, exploration, history, innovation, migration, progress, revolution.</p>
Human and natural environments	<p>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.</p> <p>Examples of related concepts: amenities, borders (natural, social and political), dependence, geography, impact, landscape, locality, ownership, population, regions, settlements.</p>
Resources and the environment	<p>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.</p> <p>Examples of related concepts: conservation, consumption, distribution, ecology, energy, interdependence, pollution, poverty, sustainability, wealth.</p>

5.2.6 Personal, Social and Physical Education

Personal, social and physical education (PSPE) is concerned with the individual's well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. The students are given guidance to help develop positive attitudes and behaviours, to support them to meet challenges, make healthy lifestyle choices, and serve as responsible, respectful members of society. The development of overall well-being is defined through three curriculum strands described below.

PSPE Strands	
Identity	<p>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 their approach to learning and how they interact with others.</p> <p>Examples of related concepts: autonomy, character, diversity, ethnicity, fulfillment, gender, heritage, image, initiative, perseverance, resilience, self-regulation, sexuality, spirituality, trust.</p>
Active living	<p>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 ill health; 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.</p> <p>Examples of related concepts: aesthetics, biomechanics, body control, body form, challenge, competition, energy, flexibility, flow, growth, goal setting, improvement, leisure, mastery, overload, physiology, power, rest, spatial awareness, strength and endurance, stress.</p>
Interactions	<p>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.</p> <p>Examples of related concepts: belonging, citizenship, community, conflict, conformity, control, culture, discrimination, fair play, interdependence, justice, leadership, peace, preservation, reparation, safety, stereotype, team work.</p>

5.2.7 The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. In the PYP, arts are identified as dance, drama, music and visual arts. Each of these arts is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum.

Dance

Dance is an integral part of many cultures and plays an important role in society as it brings people and communities together. As an art form, dance explores how we express ourselves through movement. To understand and respond to dance, students need to understand how dance is used in cultural, ritual and social contexts. Students are given opportunities to view a wide variety of dance from various sources, such as live performance, peer choreography, guest dance artists, and recordings.

Drama

Drama explores how we express ourselves physically and vocally. In creating, students explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories. Students are exposed to a variety of dramatic forms including creative movement, impersonation, improvisation, mask work, mime, musical, role play, pantomime, puppetry, re-enactment, scripted drama, and skit. In responding, H.I.S. students will experience a wide variety of scripts and stories from different times, cultures and places and, where possible, access live theatre performances and presentations. Students have opportunities to present their creative work to an audience, to witness their peers in performance and through this become critically aware audience members.

Music

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us and allows students to communicate in a unique way. Musical experiences and learning begin with the voice. Students are given opportunities to discover a broad range of music experiences including classifying and analysing sounds, composing, listening, playing instruments, singing, notation, reading music, and song-writing. In creating, students use their imagination and musical experiences to organise sounds, natural and technological, into various forms that communicate specific ideas or moods. In responding, students are given the opportunity to respond to different styles of music, as well as to music from different times and cultures. By exposing students to a wide and varied repertoire of musical styles, they can begin to construct an understanding of their environment, their surroundings and structures, and begin to develop personal connections with them.

Visual Arts

The term “visual arts” is used to describe practices that have been more traditionally described in education as “art, craft and design”. When creating art, students are given opportunities to develop control of tools, materials and process, and explore the formal elements of art in a variety of forms. When responding to art, they practice making personal connections, investigate the purpose of art from different times, places and range of cultures, and learn to critique and make informed judgements.

Art Strands

<p>Creating</p>	<p>The process of creating provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.</p> <p>Examples of related concepts: interpretation, performance, imagination, techniques, symbols, expression, movement, space, creativity, purpose, audience, beliefs, values, tempos, influence</p>
<p>Responding</p>	<p>The process of responding provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes. The responding strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, HIS students become more mindful of their own artistic development and the role that arts play in the world around them.</p> <p>Examples of related concepts: presenting, sharing, communicating, style, rhythm, line, angle, method, relationship, reaction, choice, strategies, style, pattern, harmony, audience, emphasis</p>

5.3 Concepts

What do we want students to understand?

"A concept is a 'big idea'—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time." (Erickson 2008). Concepts represent ideas that are broad, abstract, timeless and universal. Concepts add depth and rigour in student thinking to the traditional "two-dimensional" curriculum consisting of facts and skills. Concepts place no limits on breadth of knowledge or on the depth of understanding, and therefore are accessible to every student.

Concepts help to:

- › explore the essence of a subject
- › add coherence to the curriculum
- › deepen disciplinary understanding
- › build the capacity to engage with complex ideas
- › build understandings across, between and beyond subjects
- › integrate and transfer learning to new contexts.

Concepts are powerful, broad and abstract organising ideas that may be transdisciplinary or subject-based. They represent the vehicle for students' inquiry into the opportunities and challenges of local and global significance. Concepts are concise; they are usually represented by one or two words. The table on the following page outlines the 7 Key Concepts that help drive the PYP curriculum at H.I.S.



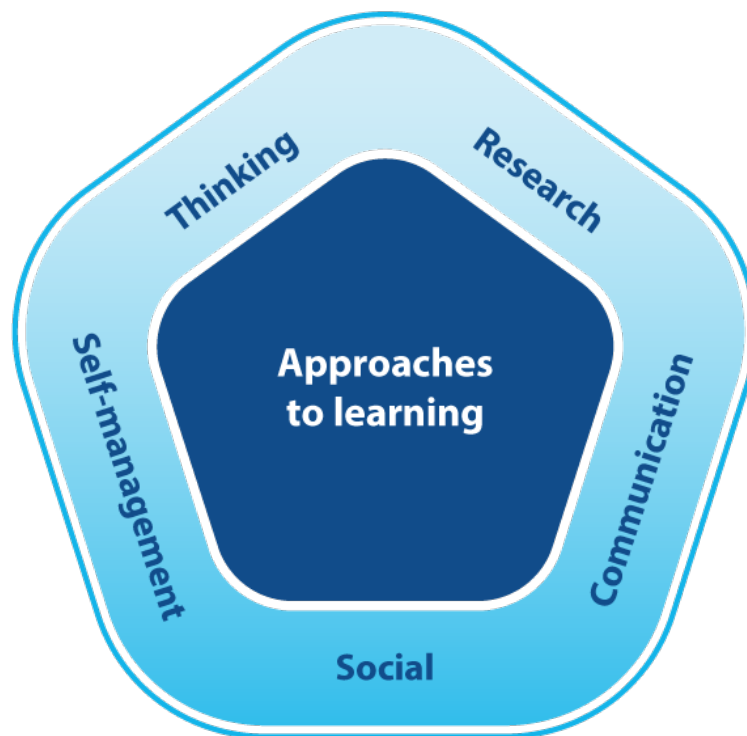
Key Concepts

	Key Question	Definition
Form	What is it like?	The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
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.
Change	How is it changing?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
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.
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.

5.4 Approaches to Learning (ATLs)

What do we want students to be able to do?

The approaches to learning develop cognitive and metacognitive skills, which are transferable to different types of learning and school contexts. When combined with the learner profile, ATL skills help the student learn how to learn! They become self-regulative, active, and agents of their own learning.



The five interrelated skills and sample sub-skills

	Sample sub-skills
Thinking Skills	<ul style="list-style-type: none"> › Critical-thinking skills (analysing and evaluating issues and ideas) › Creative-thinking skills (generating novel ideas and considering new perspectives) › Transfer skills (using skills and knowledge in multiple contexts) › Reflection/metacognitive skills (considering the process of learning)
Communication Skills	<ul style="list-style-type: none"> › Exchanging-information skills (listening, interpreting, speaking) › Literacy skills (reading, writing and using language to gather and communicate information) › ICT skills (using technology to gather, investigate and communicate information)
Research Skills	<ul style="list-style-type: none"> › Information-literacy skills (formulating and planning, data gathering and recording, synthesising and interpreting, evaluating and communicating) › Media-literacy skills (interacting with media to use and create ideas and information) › Ethical use of media/information (understanding and applying social and ethical technology)
Social Skills	<ul style="list-style-type: none"> › Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) › Developing social-emotional intelligence
Self-Management	<ul style="list-style-type: none"> › States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience) › Organisation skills (managing time and tasks effectively)

5.5 Action

How do we want students to act?

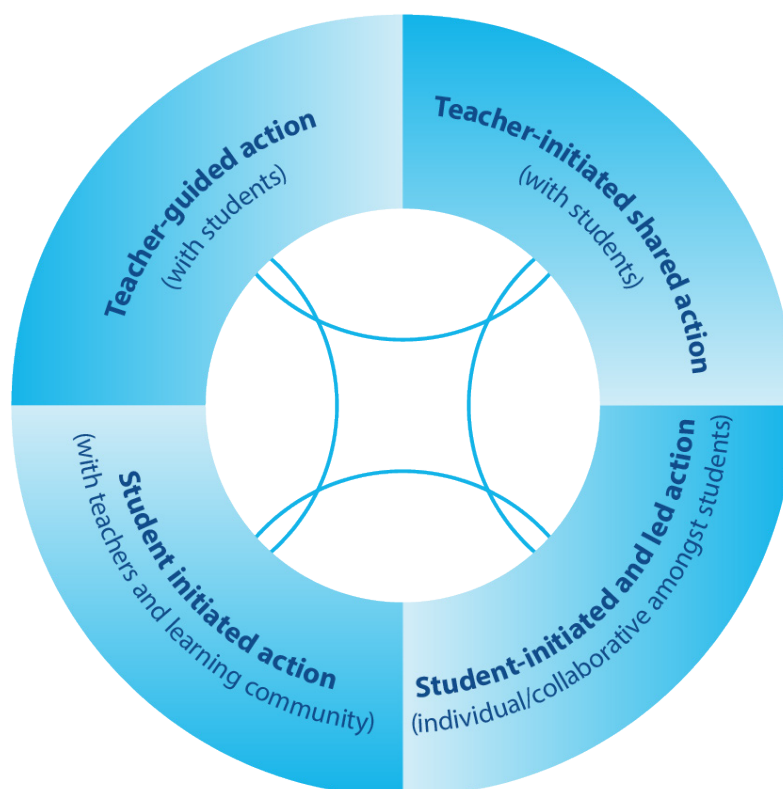
At H.I.S., action is integral to the learning process and part of the programme's overarching goal of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose. "When students see tangible actions that they can choose to make a difference, they see themselves as competent, capable and active agents of change." (Oxfam 2015).

PYP action is authentic, meaningful, mindful, responsible and responsive. It should be initiated by the students themselves.

Action could be:

- › a change in attitude
- › a consideration or plan for action in the future
- › a demonstration of responsibility, or of respect for self, others and the environment
- › a commitment to leading or participating in a youth advocacy group
- › an engagement in school decision-making or an expression of support in the community, local and global decision-making.

Members of the learning community support this understanding by modelling the appropriate use of language and social behaviors. Action may start with small adjustments of behaviour, which may include the development of responsible dispositions towards themselves and others, and in making appropriate choices. Action is responsive to experiences that are personally meaningful and, as with all action, is authentic, reflective and mindful.



Types of Action

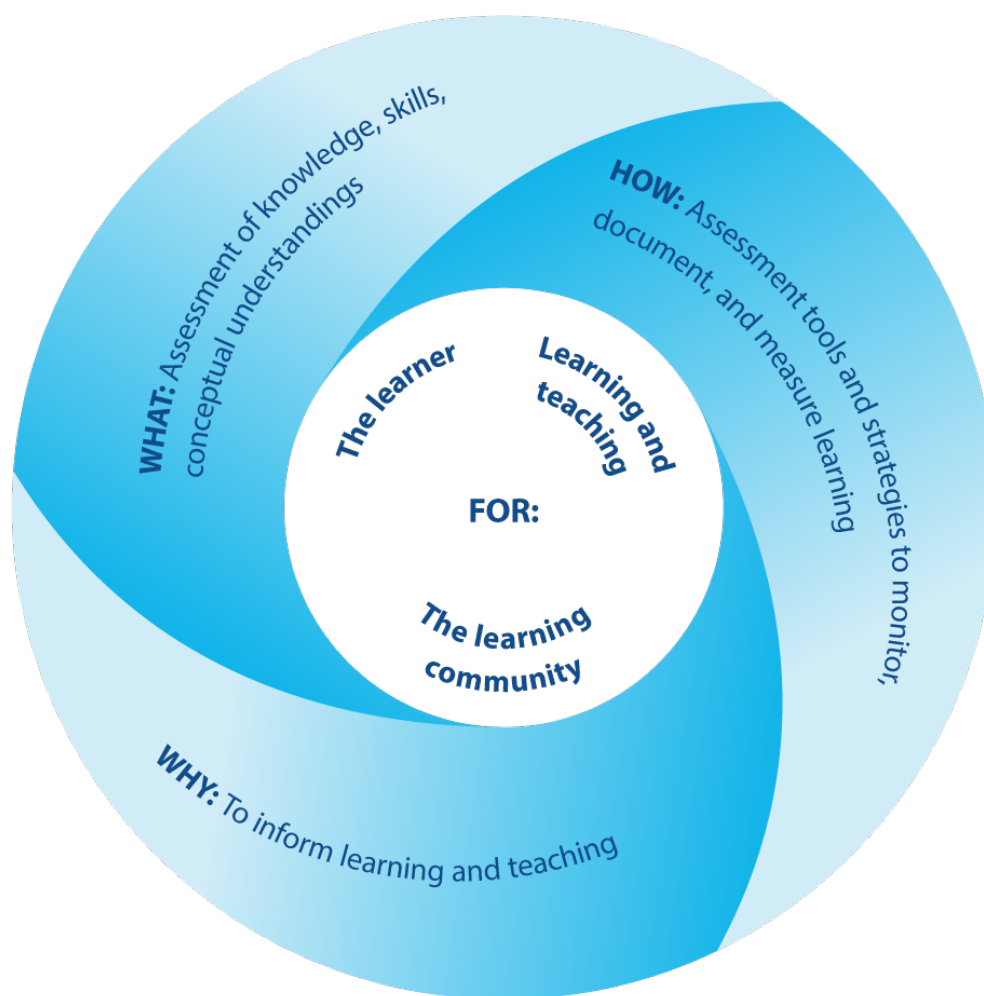
Action	Description
Participation	Being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group.
Advocacy	Taking action individually or collectively to publicly support positive social, environmental or political change.
Social justice	Taking action for positive change relating to human rights, equality and equity. Being concerned with the advantages and disadvantages within society, and with social well-being and justice for all.
Social entrepreneurship	Supporting positive social change through responding to the needs of local, national and global communities; applying prior knowledge and skills to identify and address challenges and opportunities in innovative, resourceful and sustainable ways.
Lifestyle choices	Making positive lifestyle changes in response to learning.



6 | Assessment in the PYP

6.1 Assessment

The purpose of assessment is to support the learner on their learning journey, reflect on teaching and learning, and inform families and the learning community. It involves the gathering and analysis of information from many sources, to help identify what students know, understand and can do at different stages of the learning process.



It is recognised that learners in PYP schools enter the programme at different stages and with varying levels of experience. Students bring knowledge from past experiences that they adapt and make sense of in the light of new experience. They do not necessarily develop in clear-cut progressive stages and might appear to float back and forth between stages before mastering a new concept. A curriculum based on a sequence of developmental phases enables teachers to accurately identify current levels of student development and plan learning experiences leading onto subsequent phases. The continuum of learning based on these phases of development provide the basis of the H.I.S. PYP Scope and Sequence.

The H.I.S. PYP Scope and Sequence is available as an appendix to the H.I.S. PYP Curriculum.

How do we discover what students have learned?

Student learning is promoted through planning and refining the teaching and learning processes to meet individual or group needs. Assessing the students' prior knowledge and experience, as well as monitoring their achievement during the teaching period, enables teachers to plan and refine their teaching accordingly.

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment aims to promote learning by giving regular and frequent feedback. This helps learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success.

Examples of some assessment in an H.I.S. PYP classroom:

- › Collecting evidence of student understanding and thinking
- › Documenting the learning process of groups and individuals
- › Providing individual feedback to feedforward
- › Engaging students in the reflection process
- › Students assessing work produced by themselves and by others (peer assessment)
- › Developing clear rubrics, and checklists
- › Recording and analysing test/task results



6.2 Communicating and Reporting on Learning

How do we communicate and report on learning?

Timely reporting of progress in student learning enables all parties to celebrate success and share information on areas for growth. The H.I.S. staff are dedicated to sharing the learning process with families through a range of communication strategies described below.

Communication	Description
Student Portfolios	At H.I.S. we use Seesaw as our portfolio of student learning. The students' Seesaw journals demonstrate success, growth, creativity, and reflection and are a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. At H.I.S., our Seesaw journals focus on process over product. Regular time is dedicated for students, teachers, and occasionally parents to review and reflect on the students' learning journey. Some physical samples of work may also be kept in addition to the Seesaw electronic content.
Unit Reports	Unit reports are issued following each Unit of Inquiry* and provide teacher assessment on the development of the learner throughout the inquiry. Students provide their own reflections on their learning and share the significant knowledge they have gained and how they are developing as an IB Learner. * A unit report is not issued for the final Unit of Inquiry. Teachers report on the final unit through Seesaw or other communication channels.
Summative Written Reports	Summative reports are issued mid-year and at the end of the year. These reports provide a picture of where the student is in their learning at that particular point in time. They are subject-specific and all teachers have input into the comments. Learning goals will also be communicated.
Bulletins	Each classroom reports on their learning experiences, questions, and wonderings with families through electronic bulletins. Here, teachers and students reflect on the week and share and document learning experiences. It is also a place parents can go if they would like ideas of how to support at home. A bulletin is sent home regularly in all Primary classes.

6.3 Conferences

Conferencing is an integral part of the reporting process. It brings together the learning community to discuss progress, goals and areas that need further discussion and understanding to improve student learning. Conferences can be set up in various ways, but the focus always remains the student and their development.

In the Primary School at H.I.S. there are two main forms of conference involving parents:

Parent-Teacher Conferences

Parent-Teacher Conferences are held during the month of October. Teachers take this opportunity to gather background information, answer parents' questions and address concerns and to help define their role in the learning process. Parents take the opportunity to provide the teacher with the cultural context of the student's learning. After receiving mid-year reports, or end of year reports, parents can also choose to schedule a conference with their child's teacher.

Three-Way Conferences

Three-way conferences are held at the beginning of the second semester and involve three participants - the student, the parents and the teacher. The student is the leader, and discusses their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples that they have previously selected with guidance and support from the teacher. These could be from the student's portfolio. The student, the parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all participants determining how they can support the achievement of the goals. All of the participants must understand the format and their roles prior to the conference.

In addition, there are regular opportunities for student-teacher and student-student conferences within school time. This approach enables students to be open and honest about their learning progress and goals and to regularly take time to reflect on their development.

7 | The Learning Community

The IB learning community views the world as the broadest context for learning, where everyone involved in the life of the school is recognised: students and their families, all school staff members, other important adults in the students' lives and the community at large. Learning communities build shared understandings and agreements for highest quality learning and teaching, and for the well-being of their members.



7.1 Meetings and Workshops

Meet the Teachers

To help new and returning families prepare for the new school year, all families are invited for a meeting of introductions and information in the first few weeks of the school year. During this time parents receive an introduction to the school and teachers and parents have a chance to make acquaintances. Afterwards, presentations are held by each of the classroom teams to help provide information about the upcoming school year, and answer any questions parents might have.

In-class workshops

How does inquiry and concept-based learning work in the classroom? This question and more is answered, as parents are invited to participate in an in-class workshop designed by the classroom teacher. Parents can take the place of their child and be part of the learning process, sometimes even working with their child. These workshops are usually held throughout the month of November.

PYP Meetings and Workshops

PYP Curriculum meetings provide more information on the programme and insight into how the students learn in various settings. An introductory meeting is usually held within the first month of school and later in the year a workshop will be held with a defined focus on a particular aspect of the programme.

7.2 Parent Involvement

Parents are a significant and valued component of the teaching and learning process and are acknowledged as the prime educators of their children, a responsibility shared with teachers. H.I.S. encourages active involvement by parents in school life by providing numerous opportunities throughout the year to participate in events.

Some of the ways parents can be involved in the H.I.S. community are:

- › Guest speaking. You may be able to share your profession, special skills, interest and family cultures with our students during units of inquiry
- › Volunteering for small group work-teachers greatly appreciate having parents assist either one on one or in a small group with literacy and maths
- › Helping with supervision on field trips where needed is a valuable help
- › Becoming a member of the Parent Teacher Group (PTG)
- › Participating in and supporting events and fundraisers
- › Joining a parent community group. Other than the PTG, examples have included a book club, a walking and running group and Yoga courses.

For more information about the PYP at H.I.S.

H.I.S. Newsletter

- › Weekly information about upcoming events, important dates to mark in your calendar, and community news

H.I.S. Class Bulletins

- › Information specific to Primary School Classes sent to families on a regular basis

H.I.S. Information Boards

- › Boards in the school foyer and corridors

School Blog

- › www.his-makingadifference.com

General information about the IB Programmes

- › www.ibo.org

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