

(Source: *Making the PYP Happen*, IBO, Dec2009)

Language

There are 3 strands in Language – *Oral Language*, *Visual Language (viewing and presenting)* and *Written Language (reading and writing)*. Learning Outcomes are organized in developmental phases within the Scope and Sequence document. The Programme of Inquiry provides an authentic context for learners to develop and use language. Specific reading skills can be taught as stand alone lessons. 'First Steps' is the Language resource used to support the Language development.

Teachers to:

- Promote integrated language development
- View writing as a process
- Focus on meaning when teaching reading and writing
- Use a literature-based approach when teaching reading
- Teach literature as a means of understanding and exploring
- Encourage students to select own books according to interest level

Mathematics

There are 5 strands in Mathematics – *Number*, *Shape and Space*, *Algebra*, *Data Handling* and *Measurement*. Learning Outcomes are organized in developmental phases within the Scope and Sequence document. Wherever possible, Mathematics is taught through the relevant, authentic context of the units of inquiry. However, this is not always possible. Structured, purposeful inquiry is the main approach but a range of strategies for learning Mathematical skills is also taught. A variety of Mathematic texts are used as a resource to support the Mathematics scope and sequence.

Teachers:

- Engage students in real-life problem solving
- Use a variety of strategies for possible multiple solutions – emphasis on process
- Use manipulatives to make mathematics understandable to students
- Engage in mathematical discourse with students
- Promote use of journals to justify and explain thinking
- Encourage students to speculate and investigate ideas
- Use calculators and computers for appropriate purposes

Science

Our Science programme has four strands of study which are taught through the Units of Inquiry. The strands are: *Living things*, *Earth and Space*, *Materials and Matter* and *Forces and Energy*. Students are encouraged to act and think like scientists.

Teachers create opportunities for students to:

- observe carefully in order to gather data

- use a variety of instruments and tools to measure data accurately
- use scientific vocabulary to explain their observations and experiences
- identify or generate a question or problem to be explored
- plan and carry out systematic investigations, manipulating variables as necessary
- make and test predictions
- interpret and evaluate data gathered in order to draw conclusions
- consider scientific models and applications of these models (including their limitations).

Social Studies

Our Social Studies programme has five strands of study which are taught through the Units of Inquiry. The strands are: *Human systems and economic activities*, *Social organization and culture*, *Continuity and change through time*, *Human and natural environments* and *Resources and the environment*.

Teachers create opportunities for students to:

- learn how to ask compelling and relevant questions that can be researched
- gain a secure understanding of their own identity and their place in the world
- develop an understanding of other cultural groups and an appreciation of other ideas and beliefs
- gain knowledge that is of genuine importance in understanding the human condition through the exploration of themes that have significance for all students in all cultures
- gain conceptual understanding through participating in learning experiences that foster sensitivity, creativity and initiative, leading to socially responsible action
- gain a sense of time and place in relation to their own experience and the experience of other people
- gain an understanding of humankind's role in, and dependence on, the natural and constructed world, and learn to apply this knowledge in responsible ways.

Information and Communication Technology (ICT)

The use of ICT provides students with a range of tools to; store, organize and present their learning, find information and communicate with a wide-ranging audience. ICT is taught by the homeroom teacher and is used as a tool to support learning within the units of inquiry. Some activities will also support learning in other areas of the curriculum.