Foundation / Year One Newsletter - Who we are

Term Three Week Nine September 2020

What is a PYP school?

The International Baccalaureate Primary Years Programme (PYP) is a Primary School curriculum that provides the knowledge, concepts, skills, personal attributes and the capacity to take action that students need to equip them for successful lives, both now and in the future.

Students learn through inquiry, conducting investigations across traditional subject areas, which strengthens their knowledge and understanding as they explore global, topical and relevant 'big picture' questions.

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- Social and emotional wellbeing
- Independence, as they take responsibility for their own learning
- International mindedness
- Understanding of the world and their ability to function in it
- Attitudes and style of learning
- Ability to make judgements, and make decisions based on their learning
- Develop skills in a second language (German)

The PYP framework is compatible with many other learning approaches including Montessori, Reggio and Waldorf and also provides the added dimension of international mindedness within a quality assured and research informed framework for learners.

Professional development for teachers together with a rigorous process of authorization and regular evaluation ensure that IB World Schools deliver the best possible education for PYP students.

Transdisciplinary Theme

Learning in the PYP is underpinned by **six transdisciplinary themes**, each selected for their relevance to the real world. Young learners explore the commonalities of human experience by investigating these themes through a programme of inquiry.

Where we are in place and time

An exploration of our orientation in place and time; of our personal histories and geographies; 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.
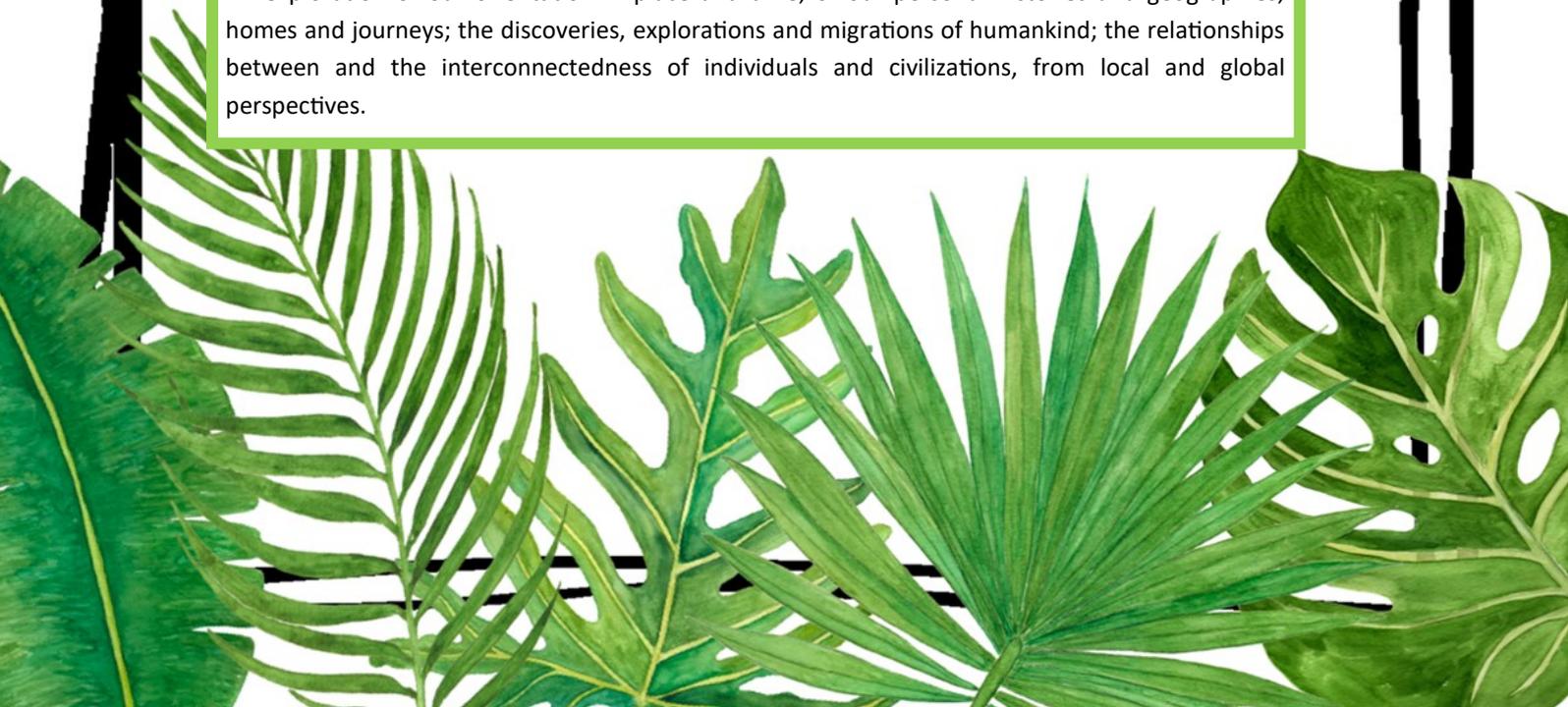
Central Idea

Artefacts help us to understand our past and present

Lines of Inquiry

- How artefacts help us understand the past and present
- Why people keep or discard artefacts
- Types of artefacts

Learning Areas and Australian Curriculum Achievement Standards

Language – English
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- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)
- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

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- Respond to texts drawn from a range of cultures and experiences (ACELY1655)
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)
- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

Mathematics
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- Answer yes/no questions to collect information and make simple inferences (ACMSP011)

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- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)

Social Studies

- Collect data and information from observations and identify information and data from sources provided (ACHASSI002)
- Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)
- How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)

Christian Studies
Christian Beliefs 1.2

- share Bible stories of Jesus
- identify pictures of Jesus in a picture Bible
- recreate stories of Jesus' interaction with people
- share what they are learning about Jesus

Arts

- **personal observations, sensory expression and imagination**
- **drawing, painting, sculpture, printmaking, fibre crafts and digital imaging**

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HASS (Humanities and Social Studies) Learning Experiences

- Collect information about the past from people, photographs, artefacts and personal exploration
- Compare objects from the past with those from the present and consider how places have changed over time
- Communicate information about the past showing how an artefact has changed over time

Language - English Learning Experiences

- Listening to and respond orally to texts, videos and photographs
- Asking questions to discover information about the past
- Use comprehension strategies to develop an understanding of the past
- Write recounts
- Record information about the past from a variety of sources and draw on their knowledge of text structure, grammar and punctuation.

The Arts (Visual Arts) Learning Experiences

- Consider how art works can be used to provide information about the past

Mathematics Learning Experiences

- Collecting, organising and displaying data
- Interpreting data

Christian Studies Christian Beliefs 1.2 Learning Experiences

- share what they are learning about Jesus
- Consider Christian artefacts such as the Bible and crucifix