



# GRADE 2 PARENT INFORMATION

MORE  
**KIS**  
THAN ACADEMICS



## Mission

At KIS, we nurture international mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

## Vision

We are a diverse community which aspires to:

- Learn enthusiastically.
- Inquire creatively and critically.
- Follow our passions.

## Objectives

We accomplish our Vision by:

- Being an IB World School offering an international curriculum.
- Welcoming and celebrating a multicultural community where each individual is valued and honoured.
- Using English as the principal language of instruction while other languages are taught and promoted.
- Providing excellent English language support for every student in order to participate fully in all aspects of school life.
- Recruiting, training and retaining well-qualified faculty and staff who are dedicated, caring, and experienced professionals helping each student achieve their potential.
- Providing essential Information and Communication Technology (ICT) skills suitable for the learning process at each grade level.
- Being self-sustainable, fiscally honest, transparent, responsible and accountable to each KIS stakeholder.
- Ensuring we provide learning experiences that encourage our students to exemplify the Learner Profile.

## What is the International Baccalaureate?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3 – 19 years:

**The Primary Years Programme (PYP) for 3–11 year olds.**

**The Middle Years Programme (MYP) for 12–15 year olds.**

**The Diploma Programme (DP) for 16–19 year olds.**

**The Career-related Programme (CP), also for 16–19 year olds.**

## What are these “Learner Profiles” that produce internationally-minded students?

**Inquirer** - 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.

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

**Communicator** - 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.

**Principled** - 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-taker** - 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 balance in 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.

## International Mindedness at KIS

In our KIS community, we strive towards international mindedness. We exhibit international mindedness by understanding, appreciating and accepting the world around us. We inquire into and are knowledgeable about different cultures. We are open-minded to different beliefs and values. We are caring and principled. We want to know what needs to be done to make our world a better place for every living thing, while reflecting on and communicating the needs of others. We are balanced in our respect and celebration of the differences that make up our world. We willingly take risks when action or leadership is needed in our global community.

## What will my child learn at KIS?

KIS is an authorized Primary Years Programme (PYP) school, authorized in April, 2011. KIS is committed to structured inquiry as the vehicle for learning. Six transdisciplinary themes provide the framework for the exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes — as they design Units of Inquiry for exploration and study. Through his process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well balanced confident individuals, and lifelong independent learners.

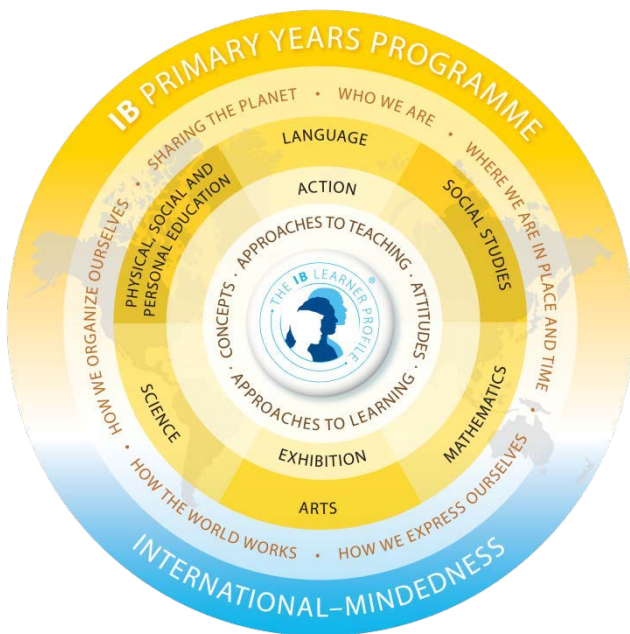
We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavour to lead by example.



We develop attitudes that make our learners caring and empathetic towards those less privileged and enable them to realise that they have the power to make a change.

We respect each child's individuality and uniqueness and are committed to enrich and widen their horizons.

## What does “transdisciplinary” mean?



The word ‘transdisciplinary’ refers to connections that transcend individual disciplines. Transdisciplinary study involves the links or interconnections across disciplines. It is a reflection of the reality in which we live. A transdisciplinary concept may reach across disciplines such as Mathematics, Science, English and Social Studies, and link them all together; by definition, such a concept is not confined to one subject. For example, the concept of ‘change’ may feature in Mathematics, Science, English, and Geography. The Primary Years Programme reflects a transdisciplinary approach to teaching and learning, thus promoting understanding of the real world.

## What are the five elements of PYP?

The PYP has identified themes, or areas of knowledge, which are used to organize the six Units of Inquiry, taught from Nursery through Year Six. These Units of Inquiry provide the framework for a wide variety of resources to be explored.

**Knowledge Concepts Skills Attitudes Action**

## Knowledge

The PYP recognizes that it is inappropriate to dictate what every child should know in an international community.

### **Six Transdisciplinary Themes:**

#### **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.



## Concepts

These are the eight fundamental concepts expressed as key questions, to propel the process of inquiry.

**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?

**Reflection :** How do we know?

**Responsibility:** What is our responsibility?

## Skills

There are five sets of transdisciplinary skills acquired in the process of structured inquiry. These are:

**Thinking Communication Social Research Self-Management**

## Attitudes

The PYP promotes twelve attitudes that we want our students to feel, value, and demonstrate. They are the daily expressions of the “Learner Profile” used by teachers in teaching and by students in their learning.

**Appreciation** - Appreciating the wonder and beauty of the world and its people.

**Commitment** - Being committed to my learning, persevering and showing self-discipline and responsibility.

**Confidence** - Feeling confident in my ability as a learner, having the courage to take risks, applying what I have learned, and making appropriate decisions and choices.

**Cooperation** - Being able to work with others.

**Creativity** - Being creative and imaginative in my thinking and in my approach.

**Curiosity** - Being curious about the world around us, its people and cultures.

**Empathy** - Being able to put myself in someone else’s place.

**Enthusiasm** - Being excited about learning and life.

**Independence** - Taking ownership of my learning.

**Integrity** - Being fair and honest in all I do.

**Respect** - Showing respect for our world, others, and myself.

**Tolerance** - Understanding and celebrating differences in each other.



## Action

The programme encourages the students to reflect, to make informed choices and to take positive action that will help their peers, and the community. Students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.

### PYP Exhibition – What is it all about?

The exhibition is a culminating experience which reflects all the major features of the PYP. It offers the students the opportunity to explore knowledge conceptually, which is significant and relevant, to reflect on and apply their learning, to choose appropriate course of action and to display attitudes.

The PYP student is required to engage in a collaborative, trans disciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems.

The PYP exhibition has a number of key purposes:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide the students with an opportunity to explore multiple perspectives.
- Application and Reflection of learning through the PYP programme.
- To demonstrate how one can take action as a result of his/her learning.
- To unite the teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition from primary to middle school.

### Want to find out more?

For more information on the International Baccalaureate Organization, please visit [www.ibo.org](http://www.ibo.org) Please see the PYP Regulations for Parents at <http://www.ibo.org/globalassets/publications/become-an-ib-school/general-regulations-pyp-en.pdf>



## Home-School Communication

### Responsibilities

Good communication between the school and parents is absolutely necessary to facilitate the partnership of parents and teachers working in harmony to achieve the best education for each child. Therefore, the school has put into place a number of procedures and events to foster this communication. Parents are encouraged to contact the school staff and administration on a regular basis in order to be well-informed regarding their child's progress.

The language of instruction is English and all school documentation is sent out in this language with Russian translation. Parents should make sure that they understand all our correspondence. In case they do not grasp everything in a notice, they should contact the school as soon as possible. We want to make sure that communication between school and parents is good. Most often we use email as a medium to contact parents, which is why it is extremely important that parents provide us with current email addresses.

### Written Communication with School

KIS recognizes the need for clear communication channels between parents and the school.

We particularly support the opportunity for parents and teachers to communicate directly via e-mail.

E-mail addresses of teachers will be e-mailed to families separately at the beginning of the school year.

Please note the following parental guidelines in the use of any e-mail communication with the school:

- E-mails can be used to inform the teachers of something that happened at home or ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it will be better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some e-mails only being answered the next day but we will try to answer all e-mails within 24 hours.
- Any urgent issues that need to be dealt with the same day need to be communicated via the registrars.
- Any communication by e-mail between home and school should always be cordial and respectful.

### Meetings with Teachers

Good communication between parents and school is essential in providing quality education for all students. It is highly encouraged that all staff members contact parents and have good communication with them. The



school schedules two parent conference sessions during the school year plus the Back to school evenings in September. It is imperative that if a student is having problems, the teacher consult with the guidance counselor and contact the parents as soon as possible members can readily access phone numbers and email addresses of parents from our registrar While we promote and use a ParentStudent Journal to help in communication, direct contact is always best when a student is having difficulties. Teachers are encouraged to use email to advise parents of student progress.

Parent-teacher meetings are scheduled for two afternoons a year, usually following interim report cards. All teachers are expected to be present for appointments. Parents are to make appointments with teachers through the school receptionist. Appointments are usually 15 minutes for Primary parents and 10 minutes per subject teacher in Secondary.

### **Procedure for Parental Concerns**

KIS recognizes the need for the home and the school to address concerns effectively and provides them with a procedure for constructive discussion. The steps below are to be followed strictly.

**Step One:** The parents should confer with the subject or homeroom teacher.

**Step Two:** The parents have the right to confer with the relevant Programme Coordinator if, after seeing the teacher, they require further discussion.

**Step Three:** If, after seeing the relevant Coordinator, the matter is not resolved and the parents require further discussion, an appointment may be set with the Principal. The parents may reasonably expect a response within two working days.

**Step Four:** If the parents feel the issue is not addressed, they may bring the matter to the Principal whose decision is final. Once again an appointment must be made through the school Registrar. The Principal will respond within two (2) working days.

### **Monthly Newsletter**

KIS Buzz, our school newsletter is uploaded on to the school website monthly and each family is advised by email. The newsletter is intended to provide a variety of information about school activities and events. It is very important that parents take the time to read the newsletter, as this is a major source of communication.

### **Parent Conduct Policy**

KIS is an orderly and safe school, where relationships between staff and parents must demonstrate mutual respect and recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.



However, in a minority of cases, the behavior of a few parents can cause severe disruption or worse, result in abusive or aggressive behavior towards staff. The KIS governing body is responsible for protecting the health and safety of school staff and students.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behavior and abuse against school staff or other members of the school community will not be tolerated. Such acts include but are not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats of legal or police action, shouting, swearing or inappropriate emails.

Where such behavior does occur, school staff must know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A written warning to parents from the Principal
2. Referral to the board which may result in a parent being temporarily suspended from campus
3. Referral to the Board which may result in expulsion of the student from the School.



## GRADE 2

## 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 &amp; time</b> 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.</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 the 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 on the environment.</p>	<p><b>How we organize 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central Idea:</b> To keep healthy and balanced, we need to eat well, exercise, keep clean and rest</p>	<p><b>Central Idea:</b> Homes reflect the local environment, human ingenuity and available materials</p>	<p><b>Central Idea:</b> Sounds can be used to communicate different emotions and ideas creatively</p>	<p><b>Central Idea:</b> People apply their understandings of forces and energy to solve problems and innovate</p>	<p><b>Central Idea:</b> Different measurement systems help us to make effective decisions in our world</p>	<p><b>Central Idea:</b> Plants sustain life on Earth and play a role in our lives</p>
<p><b>Key concepts:</b> reflection, responsibility</p>	<p><b>Key concepts:</b> causation, form, perspective</p>	<p><b>Key concepts:</b> connection, function</p>	<p><b>Key concepts:</b> causation, form, function,</p>	<p><b>Key concepts:</b> causation, change, function</p>	<p><b>Key concepts:</b> connection, reflection, responsibility</p>
<p><b>Related Concepts:</b> choices, health</p>	<p><b>Related Concepts:</b> diversity, ingenuity</p>	<p><b>Related Concepts:</b> communication, emotions</p>	<p><b>Related Concepts:</b> technology, energy, forces</p>	<p><b>Related Concepts:</b> standard/non-standard, system, unit</p>	<p><b>Related Concepts:</b> consequences, sustainability</p>
<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What it means to be balanced and healthy</li> <li>• The factors that help to maintain health</li> <li>• Our responsibility for staying healthy</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How homes meet people's needs</li> <li>• How homes use available materials</li> <li>• The impact of our homes on the environment</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Sounds can tell stories and change or reflect emotions</li> <li>• Creative use of sounds</li> <li>• Creating ambiance</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Push and pull forces</li> <li>• Simple Machines</li> <li>• How simple and compound machines are used in our world</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How we measure in real life</li> <li>• Comparing different systems of measurement</li> <li>• Why it is important to measure</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Caring for plants</li> <li>• Products we derive from plants</li> <li>• How plants contribute to life on Earth</li> <li>• Our responsibility for plants</li> </ul>
<p><b>Transdisciplinary skills:</b> Self-management skills:</p> <ul style="list-style-type: none"> <li>• Gross motor, Fine motor, Healthy lifestyles, Spatial awareness, Organization</li> <li>• Time management</li> <li>• Codes of behaviour</li> <li>• Informed choices</li> </ul>	<p><b>Transdisciplinary skills:</b> Research skills:</p> <ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Observing</li> <li>• Collecting data</li> <li>• Organizing data</li> </ul>	<p><b>Transdisciplinary skills:</b> Communication skills:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Non verbal Social skills:</li> <li>• Cooperating</li> <li>• Variety of group roles</li> <li>• Group decision making</li> </ul>	<p><b>Transdisciplinary skills:</b> Communication skills:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Viewing</li> </ul> <p>Research skills</p> <ul style="list-style-type: none"> <li>• Observing, Collecting, recording, organising</li> </ul>	<p><b>Transdisciplinary skills:</b> Research skills:</p> <ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Observing</li> <li>• Planning</li> <li>• Collecting data</li> <li>• Recording data</li> </ul>	<p><b>Transdisciplinary skills:</b> Thinking skills:</p> <ul style="list-style-type: none"> <li>• Dialectical thought</li> <li>• Evaluation • Metacognition</li> </ul> <p>Research skills:</p> <ul style="list-style-type: none"> <li>• Organizing data</li> <li>• Interpreting data</li> <li>• presenting</li> </ul>
<p><b>Learner Profile:</b> balanced, caring</p>	<p><b>Learner Profile:</b> inquirers, open-minded</p>	<p><b>Learner Profile:</b> communicator, risk-taker</p>	<p><b>Learner Profile:</b> knowledgeable, thinker</p>	<p><b>Learner Profile:</b> communicator, inquirer</p>	<p><b>Learner Profile:</b> caring, principled</p>
<p><b>Attitudes:</b> commitment, independence, integrity</p>	<p><b>Attitudes:</b> appreciation, empathy</p>	<p><b>Attitudes:</b> cooperation, creativity, curiosity</p>	<p><b>Attitudes:</b> appreciation, confidence, enthusiasm</p>	<p><b>Attitudes:</b> commitment, confidence, independence</p>	<p><b>Attitudes:</b> cooperation, respect, tolerance</p>
<p><b>Genre:</b> Explain</p>	<p><b>Exposition - persuade</b></p>	<p><b>Poetry Describe</b></p>	<p><b>Recount</b></p>	<p><b>Procedure</b></p>	<p><b>Report</b></p>
<p><b>Order:</b> 1st</p>	<p><b>Order:</b> 4<sup>th</sup></p>	<p><b>Order:</b> 3rd</p>	<p><b>Order:</b> 6th</p>	<p><b>Order:</b> 5th</p>	<p><b>Order:</b> 2nd</p>

## Language Arts

### **Use a range of speaking and listening skills for communication and learning.**

- Picks out main events and relevant points of stories, poems, songs, and non-print
- Retells in sequence key events from stories, personal and familiar experiences and interests with increasing detail
- Realizes that word order can change from one language to another
- Uses appropriate language depending on the context – e.g. playground language, Science language, etcetera
- Uses their mother tongue (with translation) to express their needs and explain ideas
- Listens to and talks about stories, poems, rhymes, questions, explanations and instructions with increasing confidence
- Blends sound components into words
- Gives instructions, directions and messages and responds to the instruction of others (two step directions)
- Creates own rhyming words and combinations
- Expresses thoughts, feelings, ideas and opinions and discusses them respecting contributions from others
- Asks questions to gain information and respond to inquiries directed to themselves or to the class
- Participates in imaginative play, storytelling, role play and dramatization of stories and poems
- Recognizes and uses different tones, volumes and intonations to enhance meaning
- Demonstrates the understanding that language used is influenced by its purpose and the audience
- Uses grammatical rules of the language of instruction with more accuracy
- Uses language to explain, inquire and compare
- Listens for specific purpose in a variety of situations
- Explains their own writing with peers

### **Apply general skills and strategies of the reading process.**

- Applies the knowledge of beginning letters and spelling patterns in single and multi-syllable words as visual cues for decoding
- Uses a variety of cues (word order, prefixes, suffixes, verb endings, spelling patterns) to decode unfamiliar words
- Expresses an opinion about a text and gives supporting detail
- Selects materials to read for pleasure independently based on reading level and personal preferences
- Draws upon a strategies such as predictions, asking questions and cause and effect for comprehension
- Discusses various character traits and select some to compare
- Reads aloud with fluency, expression, and accuracy from grade level appropriate material (F&P = E-N)
- Recognizes the author's purpose to entertain or instruct
- Uses a dictionary and glossary with assistance

### **Read, understand, analyze and respond to a variety of literary texts.**

- Knows basic characteristics of a variety of genres (stories, fiction, fairytales, folktales, fables)
- Connects reading to self, the world around them and other texts
- Demonstrates the understanding of a text by retelling the story or restating information from the text, with the inclusion of main idea and important events in accurate order plus the inclusion of a few interesting details
- Makes logical predictions about texts by using prior knowledge, illustrations, titles
- Uses strategies to comprehend text (reread, chunking)
- Compares and contrasts ideas, details, formats

Identifies the use of rhyme, rhythm, and alliteration in poetry

Reads and writes poetry types: shape, acrostic, bio, visual

**Read, understand, analyze and respond to a variety of informational texts.**

Reads a variety of simple informational texts for meaningful purposes

Uses a variety of context cues to construct meaning and find information (illustrations, diagrams, information from story, titles, table of contents, headings, sequence)

Identifies structural patterns found in informational texts ( sequential – chronological order, compare and contrast)

Recognizes and uses the different part of a book (title page, contents page, page numbers, glossary, dedication page, author page)

Uses specific ideas, details and information from text to answer comprehension questions

Locates information from books and organize for presentation from a variety of sources **Use**

**the general skills and strategies of the writing process.**

Generates ideas before writing on self-selected topics and assigned tasks

Uses strategies to support ideas in writing including graphic organizers

Edits writing to improve details and word choice by adding or substituting text

Considers readers' / listeners' / viewers' questions / comments and begin to use such responses to assess and extend their learning

Creates published work with emphasis on both narrative and expository texts

Writes both informally and formally about own ideas

Prints legibly to publish a completed piece of writing

**Write a variety of narrative, descriptive, expository and persuasive compositions.**

Focuses on a main idea and supporting details with or without illustrations

Uses a paragraph to organize ideas

Writes a story that includes common story elements (character, setting, sequence of events, problem, solution)

Writes a variety of written genre including transactional type writing (letter, instructions, directions, recount)

Distinguishes between fact and opinion

Write with form, ideas and organization

Writes text types (recount, report, procedure)

Formulates and justifies a simple persuasive argument using supporting details

**Use grammatical and mechanical conventions in written compositions and oral presentations.**

Spells frequently uses words correctly

Uses conventions of punctuation (periods, question marks, exclamation points, quotation marks, commas, series of words in greetings and closing of letters and apostrophes)

Revises and edits for appropriate usage of nouns, verbs, adjectives and adverbs

Uses regular verbs correctly

Uses pronouns and personal pronouns correctly

Prints legibly, upper and lower case words using proper spacing and slant

Constructs simple a sentences



Writes a brief paragraph with main idea and supporting detail  
Generally uses correct subject-verb agreement  
Uses the modeled generic structure e.g. procedures, stories and descriptions  
Uses conventional structures e.g. chronological order, similarity and difference  
Uses descriptive words that add interest and meaning to writing

**Use visual language (viewing and presenting) to construct and interpret visuals for a variety of situations and a range of purposes and audiences.**

Understands that communication involves visual as well as verbal features and begin to compare the relationships  
Creates audio recordings of stories and poems; add drawings or other visual displays to stories when appropriate to help clarify ideas, thoughts and feelings  
Selects and incorporates colours, shape, images and symbols into visual presentations  
Understands that signs, symbols and icons carry meaning and incorporate them into visual presentations  
Uses a range of communications media e.g. computers, drama, photography, texts with different types of layout to locate, present and record information  
Realizes that text and illustrations work together to convey information both in fiction and non-fiction texts

## Mathematics

### Number

#### Students know:

The forward and backward counting sequences of whole numbers to 1000, at least.  
The basic addition and subtraction facts.  
Simple fractions in everyday use.

#### Students understand:

There are patterns in the way we write whole numbers that help us remember their order.  
Place value and basic number facts together allow us to calculate with any whole or decimal numbers Adding and subtracting numbers are useful when we:

- change a quantity by adding more or taking some away
- think of a quantity as combined of parts
- equalise or compare two quantities

Partitioning numbers into part-part-whole helps us relate addition and subtraction and understand their properties. We can partition objects and collections into two or more equal-sized parts and the partitioning can be done in different ways.

We can think of a number as a sum or difference in different ways. We can rearrange the parts of an addition without changing the quantity.

#### Students can:

Use simple additive strategies with whole numbers and fractions.

## Pattern & Function

### Students know:

The basic addition and subtraction facts. **Students**

### understand:

There are strategies that help us become better at recognising common types of patterns.

Our numeration system has a lot of specially built-in patterns that make working with numbers easier.

### Students can:

Communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols.

Generalise that whole numbers can be partitioned in many ways. Find

rules for the next member in a sequential pattern.

## Measurement

### Students know:

Basic standard units of measurement of length, weight and time.

### Students understand:

To measure something means to say how much of a particular attribute it has. We measure by choosing a unit and working out how many of the unit it takes to match the thing.

The instrument we choose to represent our unit should relate well to the attribute to be measured and be easy to repeat to match the thing to be measured.

### Students can:

Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.

Partition and/or combine like measures and communicate them, using numbers and units.

## Shape & Space

### Students know:

### Students understand:

Things can be the same in some ways and different in other ways. When we classify, we sort things into groups that are the same in specified ways.

People have developed useful ways to classify shapes. Knowing that a shape is one of the standard types can tell us a lot about it.

We can move things around in space by reflecting, translating and rotating. These do not change size or shape. We describe where things are in relation to other things. There are special words, phrases and symbols that help us with this.

### Students can:

Sort objects by their spatial features, with justification.

Identify and describe the plane shapes found in objects.

Predict & communicate the results of translations, reflections, and rotations on plane shapes.

## Data Handling – Chance & Data

### Students know:

### Students understand:

We can answer some questions (and test some predictions) by using data.

We can produce data by: counting or measuring things, asking groups of people, watching what happens, or reworking existing data.

Some things we are sure will or will not happen and other things we are unsure about.

There are special words and phrases we use to describe how likely we think things are to happen.

### Students can:

Conduct investigations using the statistical enquiry cycle:

- posing and answering questions;
- gathering, sorting and counting, and displaying category data;
- discussing the results

Compare statements with the features of simple data displays from statistical investigation or probability activities undertaken by others

Investigate simple situations that involve elements of chance, recognizing equal and different likelihoods and acknowledging uncertainty.

## Visual Arts

### Understands the visual arts in relation to history and cultures

Explains how artists use their work to share experiences or communicate ideas

Recognizes and uses the vocabulary of art to describe art objects from various cultures and time periods

Identifies art objects (e.g. Balinese traditional painting, Japanese screen painting, Mexican tin art, African masks) from various cultures and describe what they have in common and how they differ

### Understands and applies media techniques and processes related to the visual arts

Recognizes that other people express themselves using art, in a variety of styles

Is more familiar with the different stages of the creative process, from gathering the initial ideas to the completion of an idea

Uses a sketchbook as a reflective tool to record ideas and observations

Uses a variety of media, including IT, to explore and express ideas

Creates 2D and 3D works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes to specific audiences

Identifies the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, pattern, texture and space

Demonstrates beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage and stencils

Creates a painting or drawing, using warm or cool colors expressively

**Reflects on characteristics and merits of one's own artwork and the artwork of others.**

Compares ideas expressed through their own works of art with ideas expressed in the work of others

Compares different responses to the same work of art

Uses the vocabulary of art ( i.e. discusses use of line or shape) to talk about what they wanted to do in their own works of art and how they succeeded

Uses appropriate vocabulary of art to describe the successful use of an element of art in a work of art

Compares different responses to the same work of art

Uses the vocabulary of art ( i.e. discusses use of line or shape) to talk about what they wanted to do in their own works of art and how they succeeded

Uses appropriate vocabulary of art to describe the successful use of an element of art in a work of art

**Makes connections between the visual arts, other disciplines and daily life.**

Compares and contrasts functional and non-functional art

Discusses reasons why people create works of art

Discusses diverse careers available to artists (for example, animator, museum curator, fashion designer)

Uses good observation, listening, and questioning skills during a guest artist visit, museum visit, and /or classroom art presentations

## Music

**Students will sing, alone and with others, a varied repertoire of music.**

Sings expressively with appropriate dynamics and interpretation

Sings from memory songs representing genres and styles from diverse cultures  
Sings ostinati

Sings simple intervals – sol, mi, la, do

**Students will play, alone and with others, a varied repertoire of instrumental music.**

Performs simple melodies

Performs instrumental ostinati while moving and/or singing

Creates own basic musical instruments

Expresses one or more moods/feelings in a musical composition

**Students will improvise and/or compose melodies, variations and accompaniments.**

Improvises simple melodic phrases vocally, instrumentally and/or kinesthetically based on familiar verbal, rhythmic, or melodic material

Creates music to represent different cultures and styles

Creates a soundscape based on personal experiences

Collaboratively creates a musical sequence using known musical elements (for example, rhythm, melody, contrast)

Creates music for different purposes

**Students will read and notate music.**

Reads and performs solfège syllables (add do) and rhythmic symbols (add half notes and half rests) in standard notation

**Students will listen to, describe and analyze music.**

Recognizes the timbre of orchestral instruments that are the same, similar and different

Responds through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

**Students will evaluate music and music performances.**

Monitors a composition and/or performance using provided criteria

Devises simple criteria for evaluating performances and compositions

Demonstrates audience behavior appropriate for the content and style of the music performed

Explains personal musical preferences using appropriate music terminology **Students**

**will make connections between music, other disciplines and daily life.**

Identifies ways in which the elements and principles of music are interrelated with other disciplines

Identifies ways in which the subject matter of music and other disciplines are interrelated Identifies various uses of music in daily experience

Identifies various uses of music for personal expression

Moves their bodies to express the mood of the music

**Students will understand music in relation to history and culture.**

Sings songs, play musical games and perform dances from various Western and non-Western cultures Listens to and discuss characteristics from more than one historical period and world culture

## Physical Education

### Individual Pursuits

At this age athletics (jumping, throwing and running) should be introduced through the other PE content areas

### Movement Composition

Develop and demonstrate an awareness of space, direction and levels in relation to others and to their working environment

Travel in different ways, changing speed and direction with control

Handle different apparatus and small equipment using various body parts

Hold their body weight using various body parts as bases (balance and stability)

Combine locomotor and non-locomotor skills in order to develop rhythmic responses

Respond through movement to a range of stimuli

Express feelings and moods using imagination and original ideas

Create more complex individual movement sequences

Master a dance containing basic step patterns, which has a beginning, middle and end

Interpret and answer movement tasks in their own way, and at their own level, using apparatus-in groups



Combine locomotor and non-locomotor skills while using small equipment  
Develop the traditional gymnastic skills, involving physical agility, flexibility, strength and coordination  
Interpret and answer movement tasks in their own way, and at their own level, on the floor-in groups

### **Games**

Demonstrate coordination, manipulation and balance  
Travel in different ways, changing speed and direction while maintaining body control  
Use different apparatus and small equipment using various body parts  
Participate in, and follow instructions for, more structured games requiring little or no equipment

### **Adventure Challenges**

Solve challenging problems, individually, in pairs or in small groups  
Solve challenges with or without apparatus  
Participate in small group activities to accomplish a common goal

### **Health-related Fitness**

Demonstrate the elements and the benefits of a healthy lifestyle  
Become aware of the importance of physical activities in daily life  
Recognize changes that occur to their bodies when exercising  
Demonstrate safety when exercising

## **Information Technology**

### **Defining the Problem**

Brainstorm topics in pairs  
Identify key words independently  
Formulate questions about topics  
Explain what is essential to accomplish in a project  
Introduce, as a class, the steps of the inquiry based process  
Defining the problem selecting the resources using the  
resources recording the information presenting the  
findings assessing the process and outcomes

### **Selecting the Resources**

Identify the physical components of a computer system.  
Identify the function of physical components of a computer system  
Demonstrate alphabetical skills  
Ask Library staff for assistance  
Know numerical order – hundreds  
Identify areas in the Library  
Demonstrate correct care and use of computers/books

Identify some basic terms associated with resources and the Library

### **Using the Resources**

Visit the Library with confidence

Explain difference between fiction/non-fiction and information books Use of program menu.

Use of keyboard

Identify the main features of a book

Use cassette recorders

Retell a story/information

Write a story or report

Never use/copy the work of others without permission Identify basic word processing terms.

Use of simple multimedia program

Introduction to online encyclopedia and card catalogue.

### **Recording the Information**

Write a basic bibliography.

Use appropriate medium to record information

Take a digital photograph under teacher supervision and view images.

Record information as a group

### **Presenting The Findings**

Answer questions about presentation.

Share reading experiences

Use various aspects of multimedia applications

Present information logically, sequentially

### **Assessing the Process and Outcomes**

Talk about themselves as researchers Evaluate pieces of work.

