

# GRADE 3 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.

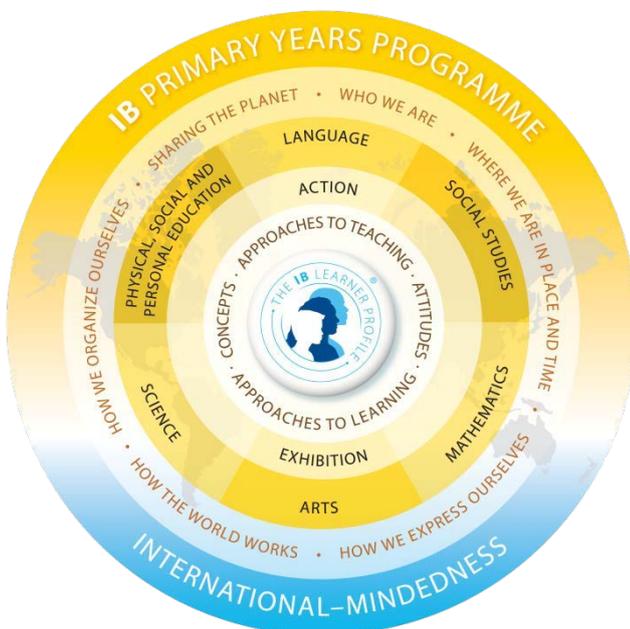


We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavour to lead by example.

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 3**

**Programme of Inquiry**

|  |   |  |  |   |   |
|--|---|--|--|---|---|
| <p><b>Who we are</b><br/>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><br/>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><br/>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><br/>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><br/>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><br/>People’s relationships with each other can have an impact on well-being</p>  | <p><b>Central Idea:</b><br/>Societies have always connected with each other through different types of transportation</p>   | <p><b>Central Idea:</b><br/>Celebrations reflect our beliefs and values as well as our cultures</p>  | <p><b>Central Idea:</b><br/>Human survival and adaptation is connected to understanding the continual changing nature of the Earth</p>   | <p><b>Central Idea:</b><br/>Consumption of goods and services impacts lives and the environment.</p>  | <p><b>Central Idea:</b><br/>Humans have an impact on habitats and other living things.</p>  |
| <p><b>Key concepts:</b><br/>causation , reflection, responsibility</p>   | <p><b>Key concepts:</b><br/>change, connection, form</p>  | <p><b>Key concepts:</b><br/>function, connection, perspective</p>  | <p><b>Key concepts:</b><br/>causation, change, reflection</p>  | <p><b>Key concepts:</b><br/>function, connection, responsibility</p>  | <p><b>Key concepts:</b><br/>causation, responsibility, change</p>   |
| <p><b>Related Concepts:</b><br/>consequences, roles, interdependence</p>   | <p><b>Related Concepts:</b><br/>Impact, locality, geography</p>   | <p><b>Related Concepts:</b><br/>beliefs, values, similarities and differences</p>  | <p><b>Related Concepts:</b><br/>geology, tectonic plates</p>   | <p><b>Related Concepts:</b><br/>interdependence, inequity, fair trade</p>   | <p><b>Related Concepts:</b><br/>consequences, habitats, diversity, interdependence</p>  |
| <p><b>Lines of inquiry:</b><br/>• How we develop relationships<br/>• How relationships affect us<br/>• Roles and behaviours within relationships</p>   | <p><b>Lines of inquiry:</b><br/>• How modes of transportation change throughout time<br/>• How transportation affects ways of life, locally and globally<br/>• How societies connect with each other through transport</p>  | <p><b>Lines of inquiry:</b><br/>• Reasons for celebration<br/>• Different ways to celebrate<br/>• Similarities/differences between celebrations and cultures</p>   | <p><b>Lines of inquiry:</b><br/>• How the different components of the earth are inter-related<br/>• How and why the earth has changed and continuing to change<br/>• Human responses to earth’s changes</p>  | <p><b>Lines of inquiry:</b><br/>• The role of supply and demand<br/>• The distribution of goods and services<br/>• Our responsibility as consumers</p>  | <p><b>Lines of inquiry:</b><br/>• Human impacts on natural habitats<br/>• The balance between rights and responsibilities when interacting with natural habitats<br/>• How living things respond to changing environmental conditions</p>   |
| <p><b>Transdisciplinary skills:</b><br/>Social skills<br/>• cooperating<br/>• resolving conflict<br/>• accepting responsibility<br/>• group decision making<br/>Communication skills<br/>• non-verbal<br/>Self-management, skills<br/>• codes of behavior</p>                        | <p><b>Transdisciplinary skills:</b><br/>Thinking skills<br/>• comprehension<br/>• acquisition of knowledge<br/>Research skills<br/>• collecting data<br/>• planning</p>   | <p><b>Transdisciplinary skills:</b><br/>Social skills<br/>• respecting others<br/>Communication<br/>• listening • speaking<br/>Research<br/>• observing, collecting data<br/>• presenting research</p>   | <p><b>Transdisciplinary skills:</b><br/>Thinking skills<br/>• acquisition of knowledge<br/>Research skills<br/>• collecting<br/>• recording<br/>• organizing<br/>• interpreting data<br/>• presenting research</p>   | <p><b>Transdisciplinary skills:</b> Research skills<br/>• observing, planning, presenting<br/>Thinking skills<br/>• application<br/>• evaluation<br/>Self-Management<br/>• time management<br/>organization, safety</p>   | <p><b>Transdisciplinary skills:</b><br/>Thinking skills<br/>• acquisition of knowledge<br/>• comprehension<br/>• dialectical thought<br/>Research skills<br/>• observing<br/>• collecting data<br/>• presenting research</p>  |
| <p><b>Learner Profile:</b><br/>communicator, caring, principled</p>  | <p><b>Learner Profile:</b> inquirers, reflective</p>  | <p><b>Learner Profile:</b> open minded, communicators, inquirers</p>   | <p><b>Learner Profile:</b> Inquirer, knowledgeable</p>   | <p><b>Learner Profile:</b> thinkers, inquirers, risk-takers</p>   | <p><b>Learner Profile:</b> Caring, knowledgeable, balanced</p>  |
| <p><b>Attitudes:</b><br/>cooperation, empathy, respect</p>   | <p><b>Attitudes:</b><br/>Independence, confidence</p>   | <p><b>Attitudes:</b><br/>curiosity, appreciation tolerance</p>   | <p><b>Attitudes:</b><br/>curiosity, confidence,</p>  | <p><b>Attitudes:</b><br/>creativity, enthusiasm, integrity</p>  | <p><b>Attitudes:</b><br/>commitment, empathy,</p>   |
| <p><b>Genre: Describe</b></p>  | <p><b>Procedure</b></p>   | <p><b>Report</b></p>   | <p><b>Exposition</b></p>   | <p><b>Persuade</b></p>  | <p><b>Recount</b></p>   |
| <p><b>Order: 1<sup>st</sup></b></p>  | <p><b>Order: 4<sup>th</sup></b></p>   | <p><b>Order: 3<sup>rd</sup></b></p>  | <p><b>Order: 6<sup>th</sup></b></p>  | <p><b>Order: 2<sup>nd</sup></b></p>   | <p><b>Order: 5<sup>th</sup></b></p>   |

## Language Arts

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

Summarizes main events in a story

Retells in sequence key events from stories, personal and familiar experiences and interests with increasing detail

Realizes that word order in a sentence is different in different languages

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 and detail

Blends irregular sound combinations into words

Gives instructions, directions and messages and responds to the instruction of others (multi step directions)

Expresses thoughts, feelings, ideas and opinions and discusses them respecting contributions from others

Contributes to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen

Asks questions to gain information and respond to inquiries directed to themselves or to the class and previous learning experiences

Recognizes and relates to different voice tones, and use tone, volume and intonation to enhance meaning

Demonstrates the understanding that language used is influenced by its purpose and the audience

Recognizes patterns in the language of instruction and use increasingly accurate grammar

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.**

Decodes and recognizes words by utilizing a variety of strategies (applies letter patterns, word families, multi-syllable words, rereads, self-corrects)

Uses a variety of strategies to determine the meanings of words (knowledge of antonyms, synonyms, homophones, homographs, word and sentence context, knowledge of suffixes and roots) Expresses an opinion about a text and gives supporting details and examples

Appropriately selects reading materials based on his/here reading level and personal preferences

Uses a variety of strategies for comprehension of grade level text (asks and answers questions, extracts appropriate information from text, recalls major points and modifies predictions, summarizes, recognizes cause and effect)

Discusses various character traits and compare and contrast them

Reads narrative and expository text aloud with fluency, accuracy and appropriate pacing, intonation and expression (F&P = I – Q)

Recognizes the author's purpose ; to inform and persuade

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, nonfiction, fairytales, folktales, legends, fables, myths, biographies)

Demonstrates the understanding of a variety of 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 some related details

Makes logical predictions about texts by using prior knowledge, illustrations, titles, key plot elements

Uses strategies to comprehend text (skimming, scanning)

Compares and contrasts ideas, details, formats, structure of texts

Identifies and uses literary terminology and techniques (alliteration, simile, onomatopoeia) Reads and writes poetry types: acrostic, bio, visual, haiku

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

Develops vocabulary by reading independently and listening and discussing both familiar and conceptually challenging selection

Uses heading, topic and summary sentences, and graphic features to determine main ideas of a text and to locate information

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

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

Distinguishes between fact and opinion in informational texts

Distinguishes main idea and supporting details

Locates and organizes information from a variety of sources including the internet **Use**

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

Uses pre-writing strategies, including brainstorming, webbing and outlining

Creates topic sentences and paragraphs and supporting details to make a paragraph

Considers audience and purpose

Revises drafts to improve grammar, spelling, capitalization and punctuation

Conferences with teacher and peers to improve writing

Publishes a variety of texts

Writes sequentially and includes setting, main characters, problems and solution in narrative text

Prints legible and in a consistent style

Begins cursive writing

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

Writes paragraphs that describe and explain familiar objects, events and experiences

Writes narratives that provide a context within which an action takes place, including well-chosen detail to develop the plot and provide insight into why this incident is memorable

Begins to write a variety of written genre including letters, directions, recount, recipes, instructions, etc. for formal and informal purposes

Distinguishes between and correctly applies fact and opinion

Write with form, ideas, organization, word choice and sentence fluency



Writes text types (recount, report, procedure, explanation)

Writes a simple persuasive paragraph including main idea, three supporting details and concluding sentence **Use grammatical and mechanical conventions in written compositions and oral presentations.**

Spells correctly one and two-syllable words that have blends, contractions, compounds and orthographic patterns (constant doubling, qu, change y to i) and common homophones (hair-hare)

Knows how to spell sight words

Uses a variety of spelling strategies

Capitalizes geographical names, holidays, dates, titles, special events correctly

Punctuates sentences correctly using periods, question marks, exclamation points and quotation marks

Uses past, present and future verb tenses

Uses regular verbs correctly

Writes legibly in cursive, adhering to margins and correct spacing between letters in a word and words in a SENTENCE

Identifies and uses subject and predicate of simple sentences

Uses complete and correct declarative, interrogative, imperative and exclamatory sentences

Writes paragraphs with topic sentences and supporting ideas

Identifies and uses subject/verb agreement, pronouns, adjectives, compound words and articles

Uses conventional structures e.g. chronological order, similarity and difference, cause and effect

Edits and revises to improve coherence and progression eg. Adding, deleting, rearranging text, with teacher and /or peer assistance

Exhibits a rich emergent vocabulary for narrative writing

**Conduct research by gathering, evaluating, synthesizing, and presenting information from a variety of sources.**

Selects appropriate information from multiple sources (text and visual)

Understands the structures and organization of various reference materials (dictionary, thesaurus, atlas, encyclopedia)

Uses basic bibliographies

Begins to use the internet independently to access relevant information on teacher chosen sites and search engines

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

Demonstrates the fact that communication involves visual as well as verbal features in their presentations

Creates audio recordings of stories and poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

Realizes that shapes, symbols and colours have meaning and can be used to communicate with an audience, includes them in 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 in reference materials work together to convey information, and can explain how this enhances understanding

Makes inferences about what a character could be like by observing body language, facial expressions, gestures, clothing, and the way other characters respond to them

Identifies different visual terminology: image, symbol, graphics

## Mathematics

### Number

#### Students know:

The forward and backward counting sequences of whole numbers to 10,000, at least.

The basic addition and subtraction facts.

Some multiplication facts up to  $10 \times 10$ .

Fractions in everyday use.

#### Students understand:

The whole numbers are in a particular order, and there are patterns which help us to remember the order.

There are patterns in the way we write whole numbers that help us remember their order.

Place value helps us to think of the same whole number in different ways and this can be useful.

We can extend the patterns in the way we write whole numbers to write decimals.

Partitioning numbers into part-part-whole helps us relate addition and subtraction and understand their properties.

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.

Multiplying numbers is useful when we:

- repeat equal quantities
- use rates
- make ratio comparisons or changes, e.g. scales
- make arrays and combinations
- need products of measures

Repeating equal quantities and partitioning a quantity into equal parts helps us relate multiplication and division and understand their properties

Place value and basic number facts together allow us to calculate with any whole or decimal numbers.

#### Students can:

Use simple additive strategies with whole numbers and fractions.

Understand and begin to use multiplication strategies such as arrays.

### Pattern & Function

#### Students know:

#### Students understand:

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

Some numbers have interesting or useful properties. Investigating the patterns in these special numbers can help us to understand them better.

#### Students can:

Generalise that whole numbers can be partitioned in many ways.

## Measurement

### Students know:

Standard units of measurement for length, area, volume and capacity, weight, turn (angle), temperature 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:

Choose 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.

To measure consistently we need to use our instrument in a way that ensures a good match of the unit with the object to be measured.

## Shape & Space

### Students know:

### Students understand:

We can imagine how a thing will look after we move all or part of it or change our view of it.

We can move things around in space by reflecting, translating and rotating. These do not change size or shape.

Symmetrical things have component parts which can be matched by rotating, reflecting or translating.

Some maps or diagrams show the order of things and what comes between what. Others also represent distances and directions between things.

### Students can:

Create and use simple maps to show position and direction.

Describe different views and pathways from locations on a map. Identify and describe the plane shapes found in objects.

## 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.

We can display data visually; some graphs and plots show how many or how much is in each category or group.

### 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 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**

Analyzes the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists

Compares and describes various works of art that have a similar theme and were created at different time periods

Identifies artists from his or her, own community, county, or local environment and discuss local or regional art traditions

Distinguishes and describes representational, abstract, and nonrepresentational works of art.

Identifies and describes objects of art from different parts of the world observed in visits to a museum or gallery (e.g., puppets, masks, containers)

### **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.

Becomes 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.

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

Demonstrates an awareness of the proper and controlled use of tools, materials and techniques, singly and in combination.

Begins to discover the interrelationship between the different elements and principles of art and design

Perceives and describes rhythm and movement in works of art and in the environment.

Describes how artists use tints and shades in painting

Identifies and describes how foreground, middle ground, and background are used to create the illusion of space

Compares and contrasts two works of art made by the use of different art tools and media (e.g., watercolor, tempera, computer)

Identifies and describes elements of art in works of art, emphasizing line, color, shape/ form, texture, space, and value

Mixes and applies tempera paints to create tints, shades, and neutral colors

Paints or draws a landscape, seascape, or cityscape that shows the illusion of space



Creates a work of art based on the observation of objects and scenes in daily life, emphasizing value changes  
Creates an imaginative clay sculpture based on an organic form  
Creates an original work of art emphasizing rhythm and movement, using a selected printing process  
Compares and contrasts selected works of art and describe them, using appropriate vocabulary of art  
Identifies successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them  
Selects an artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities

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

Discusses the influence of artists on the quality of everyday life.  
Knows the types of tasks performed by various artists and some of the required training  
Understands the similarities and differences and the various contributions of galleries, studios, and museums

## Music

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

Sings 2-part rounds  
Sings responding to the cues of a conductor  
Sings simple intervals – sol, mi, la, do, re

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

Performs simple melodies on the recorder  
Performs rounds on pitched or unpitched instrument  
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.**

Improvise simple melodies vocally or instrumentally  
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 re) and rhythmic symbols (add whole notes, whole rests, dotted half notes, dotted half rests) in standard notation  
Reads in 3/4 meter

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

Identifies the basic elements of form in songs (i.e. ABA, verse and refrain)  
Recognizes timbre of specific orchestral instruments and voices  
Recognizes timbre of a variety of folk instruments

Uses appropriate terminology to describe basic elements of 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

Describes how music makes them feel

**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

Introduce the basic techniques of jumping, throwing and running events

Learn the basic rules of athletic events

Be introduced to collecting and recording results

Introduce the basic safety rules in athletic events

### Movement Composition

Begin to combine locomotor and non-locomotor skills in order to improve rhythmic responses

Respond through movement to a range of stimuli

Express feelings and moods using imagination and original ideas

Create simple movement sequences

Master a dance containing basic step patterns with a partner

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

Combine simple movements to create short sequences

Improve 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

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

Combine locomotor and non-locomotor skills while using small equipment

### **Games**

- Develop coordination, manipulation, balance and spatial awareness
- Participate in activities that develop spatial awareness and locomotor skills
- Handle different apparatus and small equipment using various body parts
- Be introduced to simple modified games
- Begin to develop their own simple games

### **Adventure Challenges**

- Solve challenging problems, individually, in pairs
- Solve challenges with or without apparatus
- Participate in paired activities to accomplish a common goal

### **Health-related Fitness**

- Identify and recognize the elements and benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise etc)
- Be aware of the importance of physical activity in daily life
- Recognize the physical changes that occur to their bodies when exercising Demonstrate safety when exercising

## **Information Technology**

### **Defining the Problem**

- Brainstorm and organize topics in groups, in pairs, and independently
- Identify key words and use them as a means to further search the library catalogue
- Formulate questions about topics
- Explain what is essential to accomplish in a project
- Develop the steps of the inquiry based process with assistance
- 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 either as input, output or processing device
- Demonstrate alphabetical skills
- Know numerical order – tens
- Select printer
- 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 keyboard

Use of word processing

Identify the main features of a book

Retell a story/information

Write a story or report

Demonstrate respect for the work of others Create basic multimedia project.

Develop skills of using the on-line encyclopedia and library catalogue (Internet sites). Introduction to the internet

Work with two or more applications at the same time

### **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

