



Kazakhstan International School

Parent Information Brochure

Grade 1



Kazakhstan International School

More 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.

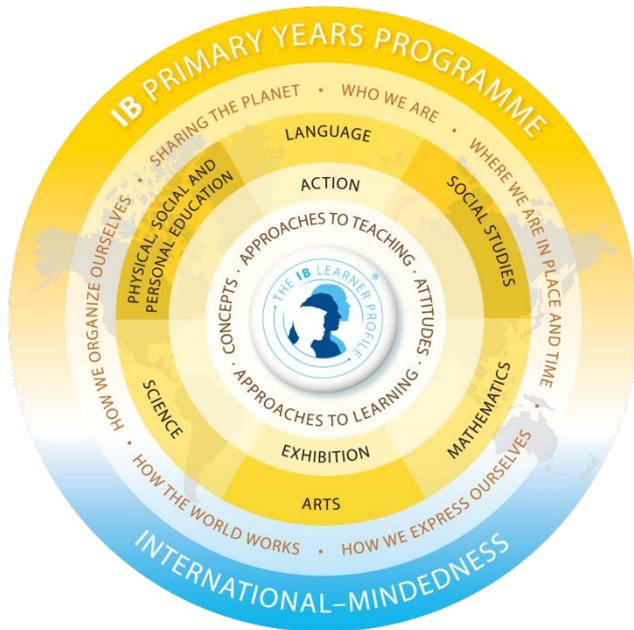
We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well balanced confident individuals, and lifelong independent learners.

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

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 Parent-Student 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 1

Programme of Inquiry

| 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 & 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. |
|--|---|--|--|---|--|
| Central Idea Our rights and responsibilities affect how we act in the school community. | Central Idea: Personal and family histories allow us to reflect on & celebrate who we are and where we come from | Central Idea: Exploring patterns, rhymes and rhythms can help us make connections with our world | Central Idea: All living things go through a process of change | Central Idea: People play different roles in their communities and help to meet our needs | Central Idea: People can make choices to support the sustainability of the Earth's resources |
| Key concepts: causation, connection | Key concepts: , perspective, responsibility | Key concepts: form, function, connection | Key concepts: change, form, reflection | Key concepts: Function, responsibility | Key concepts: reflection, responsibility |
| Related Concepts: communities, culture | Related Concepts: Identity, belonging | Related Concepts: pattern, rhyme, rhythm, sequence, Interpretation | Related Concepts: cycles, growth | Related Concepts: community, needs | Related Concepts: conservation, lifestyle, resources |
| Lines of inquiry: <ul style="list-style-type: none"> • What community is (form) • The communities we belong to (connection) • How our communities guide how we think and behave (causation) • What makes our communities special (connection) | Lines of inquiry: <ul style="list-style-type: none"> • Individuals and families (function) • Our personal and family histories (responsibilities) • Our origins and traditions (perspective, responsibility) | Lines of inquiry: <ul style="list-style-type: none"> • How patterns, rhymes and rhythms work (form, function) • How patterns, rhymes and rhythms are connected to each other and the world around us (connection) <ul style="list-style-type: none"> • Expressing ourselves using patterns, rhymes and rhythms (function) | Lines of inquiry: <ul style="list-style-type: none"> • Life cycles (form) • How living things change over their life time (change) • What living things need (reflection) | Lines of inquiry: <ul style="list-style-type: none"> • Needs of different communities (function) • Roles of people who are part of our communities (responsibilities) • How communities are organized (function/responsibility) | Lines of inquiry: <ul style="list-style-type: none"> • Earth's finite and infinite resources (form) • The impact of people's choices on the environment (reflection) • The balance between meeting human needs and the use of limited resources (responsibility) |
| Transdisciplinary skills: Thinking skills: <ul style="list-style-type: none"> • Acquisition of knowledge • Application • Evaluation Social skills: <ul style="list-style-type: none"> • Accepting responsibility • Respecting others • Cooperating | Transdisciplinary skills: Research skills: <ul style="list-style-type: none"> •Formulating questions •Planning •Collecting data •Presenting Communication skills: <ul style="list-style-type: none"> • Listening, Speaking, Writing | Transdisciplinary skills: Communication skills: <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Viewing • Non-verbal | Transdisciplinary skills: <ul style="list-style-type: none"> • Self management skills: Organization • Healthy lifestyle Research skills: <ul style="list-style-type: none"> • Recording data • Organizing data • Interpreting data • Presenting and Communication | Transdisciplinary skills: Self management skills: <ul style="list-style-type: none"> • Organization • Safety • Codes of behaviour • Informed choices | Transdisciplinary skills: Thinking skills: <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Evaluation • Dialectical thought |
| Learner Profile: open-minded, principled | Learner Profile: communicator, inquirer | Learner Profile: knowledgeable, risk-taker | Learner Profile: inquirer | Learner Profile: communicator, thinker | Learner Profile: balanced, caring, principled |
| Attitudes: cooperation, independence | Attitudes: appreciation, confidence | Attitudes: creativity, enthusiasm | Attitudes: curiosity, appreciation | Attitudes: cooperation, empathy, integrity | Attitudes: commitment, respect, tolerance |
| Genre Report Order: 2nd | Prose Order: 1st | Procedure Order: 6th | Recount Order: 3rd | Describe Order: 4th | Exposition - persuade Order: 5th |

Language Arts

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

- Appreciates that listening is important in both small and large groups (uses eye contact and turn taking)
- Listens with increasing concentration and consideration
- Picks out main events and relevant points of stories and non-print
- Predicts what will happen next in a story
- Makes oral presentations – e.g. show and share
- 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, rhymes, questions, explanations and instructions
- Identifies the beginning, medial and end of words, including blends and digraphs (th, wh, ch and sh)
- Gives instructions and follow directions
- Identifies and uses rhyming words
- Appropriately expresses thoughts, feelings and ideas
- Asks questions to gain information and respond to inquiries
- Participates in imaginative play, storytelling, role play and dramatization of stories and poems
- Recognizes different voice tones
- Begins to understand that language used is influenced by its purpose and the audience
- Begins to use grammatical rules of the language of instruction
- Uses language to explain, inquire and compare
- Listens with a purpose
- Explains their own writing with peers

Apply general skills and strategies of the reading process.

- Decodes using a variety of reading strategies, including phonics, syllabication, bank of high frequency words, personally significant words and recognition of work parts
- Expresses an opinion about a text and begin to justify it
- Selects materials to read for pleasure independently
- Draws upon a prior knowledge to comprehend e.g. sight vocabulary, concept and text structure knowledge, adjust reading rate, self questioning
- Discusses various character traits
- Reads aloud with fluency and accuracy from grade level appropriate material (F&P=A – I)
- Knows the difference between fiction and non-fiction and can explain them
- Uses glossary with assistance

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

- Reads a variety of simple fiction texts
- Connects reading to self and the world around them
- Demonstrates the understanding of a text by retelling the story or restating information from the text, including main idea and important events in accurate order
- Makes logical predictions about texts by using prior knowledge and illustrations
- Uses strategies to comprehend text (read on, sounding out, reread, and chunking)
- Compares and contrasts ideas, details in texts
- Creates rhyme and rhythm in words and phrases, clapping
- Reads and writes poetry types: shape

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

Reads a variety of simple informational texts for meaningful purposes

Begins to discover and use features to find and understand information (pictures, captions, headings)

Identifies structural patterns found in informational texts (sequential – chronological order)

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

Responds to information by relating to personal ideas and questions, showing new information with others and forming further questions for inquiry

Locates information from family, community or library books

Use the general skills and strategies of the writing process.

Uses simple strategies for generating, sharing and selecting ideas for writing

Uses simple strategies for grouping and developing ideas

Writes informally about their own ideas, experiences and feelings in a personal journal or diary (scribed or with pictures)

Reflects on writing of their own and others and offers and listens to meaningful feedback and attempts to correct own work

Creates published work with emphasis on narrative relating to own life

Writes informally about their own ideas, experiences and feelings in a personal journal or diary with sentences such as “I like... “ I can I went to...”

Participates in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions

Forms letters conventionally and legibly

Write a variety of narrative and descriptive compositions.

Writes short accounts of personal experiences using sequential organization

Writes a simple story with a simple plot or pattern

Participates in using writing for different meaningful purposes (remember, entertain, request, inform, build relationships)

Realizes that fact and fiction (opinion) are different

Writing has form and ideas

Writes text types (recount, report)

Formulates and justifies a simple persuasive argument

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

Often spells correctly a core set of words used frequently in their own writing

Begins to discover and uses spelling patterns based on some common morphological and phoneme-grapheme correspondence rules

Uses resources (alphabet strips, word lists) to assist in spelling

Uses a small range of strategies to spell unknown words e.g. chunking, sounding out

Begins to use capital letters for things like pronoun “I”, common proper nouns, the beginning of sentences and in titles

Begins to discover how punctuation represents features of spoken language and begins to use punctuation mark (periods, commas, question marks and apostrophes) according to their own understanding of language and writing conventions

Writes simple sentences using correct punctuation

Makes attempts to edit their own writing and that of others based on their own growing understanding of grammatical and mechanical conventions

Uses nouns, verbs, adjectives

Tense is used to indicate time e.g. past, present and future

Knows all letters by name and their common sounds

Uses correct pencil grip, letter formation and word spacing when writing

Prints legibly, upper and lower case letters

Writes words to communicate ideas

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

Begins to explore and gather information from multiple sources (personal experience and observation, other peoples' ideas and other texts)

Uses some basic strategies to record information (pictures graphic representations, and simple written notes)

Uses basic strategies to organize, group, compare and understand information

Constructs various simple products to share information with others (displays, class books, posters)

With guidance from pre-assessed sites, uses the internet to access relevant information

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

Selects and incorporates colours, shape, images and symbols into visual presentations

Reads a range of signs in their environment

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

Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings

Mathematics

Number

Students know:

The forward and backward counting sequences of whole numbers to 100, at least.

The number before and after a given number in the 0-100 range.

The skip-counting sequences, forwards and backwards, in the range 0-100 for twos, fives and tens.

Symbols for halves, quarters (fourths), thirds and fifths.

Groupings with 10 eg 10 and 2, 10 and 3...and the pattern of '-teens.'

Groupings within 20 eg 12 and 8, 6 and 14.

The number of tens in decades eg tens in 40, in 60.

Addition and subtraction facts to 10, eg 4+3, 6+2, 7-3.

Doubles to 20 and corresponding halves eg 6+6, 7+7, $\frac{1}{2}$ of 14.

'Ten and' facts eg 10+4, 7+10.

Multiples of 10 that add to 100 eg 30+70, 40+60.

Students understand:

We can often see how many are in a collection just by looking and also by thinking of it in parts.

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

When we split something into two equal-sized parts, we say we have halved it and that each part is half the original thing.

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.

Students can:

Order numbers in the range 0-100.

Record the results of mental addition and subtraction using equations eg 4+5=9, 8-3=5.

Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions (eg using supporting materials or imagining the objects, counting forwards and backwards by ones, tracking counts using materials or finger or imagining).

Use symmetry to create halves, quarter (fourths), eighths etc.

Pattern & Function

Students know:

Patterns in numbers (twos, fives and tens) in the range 0-100.

Students understand:

We use regularity or pattern to infer one thing from another thing and to make predictions.

Students can:

Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers, and pictures.
Create and continue sequential patterns.

Measurement

Students know:

Attributes of measurement: length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.

Students understand:

We can compare things by how much of a particular attribute each has. Different attributes may result in different orders.

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.

We can directly compare objects and events to say which has more length, mass, capacity, area, volume, angle or time.

We can indirectly compare two objects by using other objects as go-betweens or by altering the objects in some way that doesn't affect the quantity.

Students can:

Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

Shape & Space

Students know:

Basic 2d and 3d shapes.

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.

Students can:

Give and follow instructions for movement that involves distances, directions, and half or quarter turns.

Describe their position relative to a person or object.

Communicate and record the results of translations, reflections, and rotations on plane shapes.

Data Handling – Chance & Data

Students know:

Simple vocabulary to describe probability: certain, impossible, likely, unlikely.

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

Interpret statements made by others from statistical investigations and probability activities.

Investigate situations that involve elements of chance, acknowledging and anticipating possible outcomes.

Visual Arts

Understands the visual arts in relation to history and cultures

Identifies that some individuals and cultural groups work with a variety of styles and purpose

Knows that artists create works based on their life experiences.

Identifies and describes various subject matter in art (e.g. landscapes, seascapes, portraits, still life)

Views and then describes art from various cultures

Identifies and discusses how art is used in events and celebrations in various cultures, past and present, including the use in their own lives

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

Recognizes that art may be used for individual or group expression

Uses sketchbooks as a means of recording and developing their work

Responds to the artwork of others as a starting point for their own work

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

Develops an understanding that the choice of different tools and materials results in different outcomes

Identifies the different elements of art and design and how these elements create specific effects, for example colour to express emotion

Identifies some elements of art and design and begins to describe how these elements are used by artists

Identifies various media when looking at works of art (e.g., clay, paints, drawing materials)

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

Uses texture in two-dimensional and three-dimensional works of art

Mixes secondary colors from primary colors and describe the process

Demonstrates beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier mache to create form and texture in works of art

Creates a representational sculpture based on people, animals, or buildings

Draws or paint a still life, using secondary colors

Uses visual and actual texture in original works of art

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

Discusses works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).

Identifies and describes various reasons for making art

Describes how and why they made a selected work of art, focusing on the media and technique

Selects something they like about their work of art and something they would change

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

Distinguishes between functional and non-functional art

Identifies different careers artist may have

Uses good observation and listening 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.

Sing simple songs

Reproduce the tonic pitch (i.e., resting tone) in melodies

Sing simple intervals – sol, mi, la

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

Reproduce patterns on pitched and unpitched instruments

Perform instrumental ostinati while others sing a melody

Maintain steady beat with instruments and/or movement while singing a melody

Create own basic musical instruments

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

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

Students will read and notate music.

Read and performs solfège syllables (sol, mi, la) and rhythmic symbols (quarter notes, 2 eighth notes and quarter rest) in 2/4 and 4/4 meter

Students will listen to, describe and analyze music.

Recognize musical phrases that are the same, similar and different

Relate the sound of an instrument to a feeling, idea or character

Students will evaluate music and music performances.

Monitor a composition and/or performance using provided criteria

Devise simple criteria for evaluating performances and compositions

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

Explain personal musical preferences using appropriate music terminology

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

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

Identify ways in which the subject matter of music and other disciplines are interrelated

Identify various uses of music in daily experience

Identify various uses of music for personal expression

Move their bodies to express the mood of the music

Students will understand music in relation to history and culture.

Sing songs and play musical games from various cultures

Sing songs from more than one historical period

Listen to music from more than one historical period

Physical Education

Individual Pursuits

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

Movement Composition

Develop 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
Be exposed to different apparatus and small equipment using various body parts
Begin to 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
Create simple individual movement sequences
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
Begin to combine locomotor and non-locomotor skills while using small equipment

Games

Begin to combine locomotor and non-locomotor skills while using small equipment
Travel in different ways, beginning to change speed and direction while maintaining body control
Explore different apparatus and small equipment using various body parts
Participate in, and follow instructions for, simple games requiring little or no equipment

Adventure Challenges

Solve challenges with or without apparatus
Participate in small group activities to accomplish a common goal

Health-related Fitness

Recognize the elements and the benefits of a healthy lifestyle
Recognize basic changes that occur to their bodies when exercising
Demonstrate safety when exercising

Information Technology

Defining the Problem

Brainstorm topics in groups
Identify simple key words independently
Formulate questions about topics
Explain what is essential to accomplish in a project

Selecting Resources

Identify the physical components of a computer
Select resources by browsing from pre-selected material
Demonstrate alphabetical skills to second place
Ask 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 Resources

Visit the Library with confidence
Explain the difference between fiction and non-fiction books
Use of program menu
Use of keyboard
Identify the main features of a book
Retell a story/information
Write a story or report

Demonstrate respect for the work of others

Identify basic word processing terms

Use a simple multimedia program

Recording Information

Use appropriate medium to record information

Take a digital photograph under teacher supervision

Record information as a group

Presenting Findings

Present information logically, sequentially

Answer questions about a presentation

Use various aspects of multimedia applications

Share reading experiences

Assessing the Process and Outcomes

Talk about themselves as researchers

Evaluate pieces of work