2025-2026

PRIMARY SCHOOL CURRICULUM GUIDE

Grade 1

MEF IS MOTTO

Building Bridges between Countries and Cultures.

MISSION STATEMENT

We inspire, nurture and challenge our students to realise their unique potential.

VISION

To be an open-minded community striving for creativity, innovation and excellence.

GUIDING PRINCIPLES

The MEF International School Community…

- promotes and cultivates global mindedness, developing an appreciation for individuals, groups, cultures and societies
- is empathetic, striving to understand and learn from the perspective of others
- uses reflective practice, striving for continuous improvement

Where learning…

- involves making connections, and extending the learner's understanding that results in action and change
- is experiential, fun, authentic, and collaborative
- engages learners in critical, analytical and creative thinking

Where teaching…

- depends on the positive relationship between teachers and learners
- supports individual learners, providing challenge and rigour
- allows for learner voice, choice and ownership
- fosters curiosity, exploration and experimentation
- integrates technology to enhance learning
- is innovative and creative, informed by research concerning educational practice

Welcome

Dear Families,

This curriculum guide is designed to give you an overview of the educational programme for your child's class at MEF International Primary School. This overview details the philosophy of our school, and the International Baccalaureate, emphasising transdisciplinary, conceptual, and inquiry-based learning that enables our students "to create a better and more peaceful world" (International Baccalaureate).

We encourage a close partnership between school and home to support your child's learning. This booklet is one of the methods we use to inform you. For other ways of receiving information and communicating with the school, please see the family handbook.

If you would like more information about the MEF IS curriculum please contact the PYP Coordinator. If you would like more information about your child's progress, please contact your child's class teacher.

We wish you and your family a wonderful 2025-2026 academic year.

MEF IS Teaching Team

TABLE OF CONTENTS

The International Baccalaureate

Primary Years Programme at MEF IS

Overview

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

MEF International School is authorised by the International Baccalaureate (IB) to offer Primary Years Programme (PYP). This programme is offered in many quality schools worldwide. It offers high quality education, enabling students to become lifelong learners and global citizens.

To maintain this authorisation the school is required to undertake regular evaluation by the IB to ensure the programme framework is being followed and the expected standards are being met.

PYP draws on international educational research to provide a framework of what the students need to learn and how they learn. In common with all IB programmes, the focus is on personal and academic achievement, challenging students to excel in their studies and in their personal development. The PYP curriculum is framed around knowledge, understandings and skills that students should attain and/or develop over time. Individual schools then use this framework to develop high quality curricula to suit their student populations and locations. For more information about the IB and PYP see the IB website.

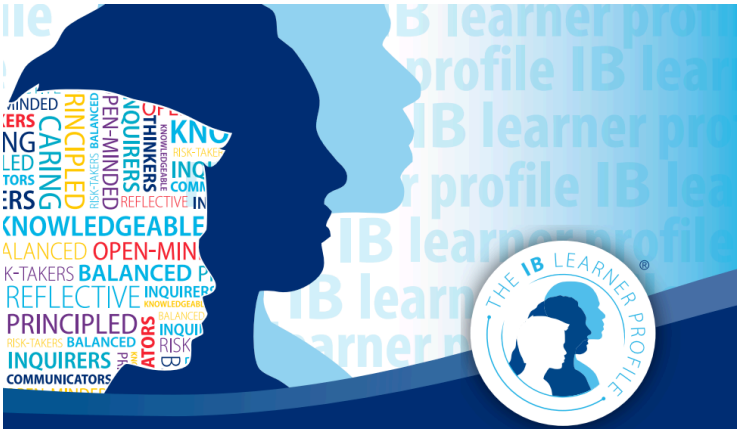
*Some of the information below and visuals have been sourced from the International Baccalaureate publications.

The IB Primary Years Programme (PYP) for children aged 3 – 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

IB LEARNER PROFILE – WHAT KIND OF INDIVIDUALS DO WE AIM OUR STUDENTS TO BECOME?



In all IB programmes learners strive to become individuals demonstrating the following attributes of the learner profile: **inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk takers, balanced and reflective**.

The learner profile is central to the PYP definition of what it means to be internationally minded.

As IB learners we strive to be:

Inquirers
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.

Thinkers
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators
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-takers
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 balancing 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.

THE PYP CURRICULUM FRAMEWORK

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

LEARNING AND TEACHING IN THE PYP

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding and taking of responsible action.

In our programme, our students will:

- inquire and try to acquire knowledge and values that are personally, locally and globally significant.
- get a deeper understanding of the concepts.
- develop a range of life skills.
- be given chances to take responsibility and participate in social service.

APPROACHES TO TEACHING (ATT): (What are the learning & teaching approaches that the programme is grounded on?)

- **Based on Inquiry:** Learning is driven by students' questions and interests. Teachers act as facilitators who guide students through an active process of exploring and developing understanding.
- **Focused on Conceptual Understanding:** Teaching moves beyond the memorization of facts. It emphasizes deep understanding of concepts that are transferable across subjects and contexts.
- **Developed in Local and Global Contexts:** Learning is relevant and meaningful. Teachers help students connect their learning to real-life situations in both local and global communities.
- **Focused on Effective Teamwork and Collaboration:** Collaboration is embedded at all levels—among students, teachers, and the wider school community. Teaching encourages shared responsibility and collective problem-solving.
- **Designed to Remove Barriers to Learning:** Inclusive practices are central. Teaching is differentiated and accessible to ensure all students can participate, engage, and succeed.

- **Informed by Assessment:** Assessment is ongoing and integral to the learning process. Teachers use assessment data to inform and adjust teaching, provide feedback, and support student progress.

Learner agency is strongly encouraged in the PYP. Students demonstrate agency when they take responsibility for their learning and actively collaborate with teachers and peers throughout all phases of the learning process. When students' have agency, the relationship between the teacher and students becomes a partnership.

Transdisciplinary Learning

Transdisciplinary learning in the PYP conveys learning that has relevance between, across and beyond subjects and transcends borders connecting to what is real in the world.

PYP students learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole. They can reflect on the significance of their learning to take meaningful action in their community and beyond.

Through this process of learning in the PYP, students become competent learners, self-driven to have the cognitive, affective and social tools to engage in lifelong learning.

Organized around transdisciplinary themes of personal and societal significance, explored collaboratively by the students and teachers, and supported by the learning community and rigorous approaches to learning and approaches to teaching, the PYP framework:

- inspires a coherent educational experience that is broad, balanced and holistic
- incorporates the needs and developmental stages of students
- considers the knowledge, conceptual understandings, skills and dispositions students need to engage in a changing world
- embraces the principles of an equitable education.

WHAT DO OUR STUDENTS LEARN AND DEVELOP IN THE PYP?

KNOWLEDGE: (What do we want our students to know?)

Our aim is to make students inquire into interesting, challenging, relevant and significant topics. Students inquire into, and learn about globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to one of the following **transdisciplinary themes:**

TRANSDISCIPLINARY THEMES AND DESCRIPTORS:

Who We Are: An inquiry into identity as individuals and as part of a collective through:

- physical, emotional, social and spiritual health and well-being
- relationships and belonging
- learning and growing

Where We Are In Place And Time: An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation

How We Express Ourselves: An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

How The World Works: An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation: possibilities and impacts

How We Organize Ourselves: An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration and decision-making

Sharing the Planet: An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities and dignity of all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

The Transdisciplinary Units of Inquiry: Each class engages in units of inquiry that guide learning throughout the year. In our Early Childhood Centre, students explore four units of inquiry, allowing time for extended investigations and emerging inquiries based on children's own interests within a play-based environment. From Grade 1 to Grade 5, students engage in six units of inquiry, providing a broad and balanced exploration across transdisciplinary themes.

The Subject Areas: Students study six subject areas. These subject areas are:

- Language
- Social Studies
- Mathematics
- The Arts
- Science
- Personal, Social and Physical Education

CONCEPTS: (What do we want our students to understand?)

Within each transdisciplinary theme, we develop a unit of inquiry with central ideas and lines of inquiry. Creating units of inquiry using concepts enables learners to develop conceptual understanding across, between and beyond the transdisciplinary themes.

The PYP identifies seven **specified concepts** that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. These concepts are:

- **Form**– What is it like?
- **Function** – How does it work?
- **Causation** – Why is it like it is?
- **Change**– How does it change?
- **Connection** – How is it connected to other things?
- **Perspective** – What are the points of view?
- **Responsibility**– What is our responsibility?

Alongside the specified concepts, **additional concepts** (drawn from the different disciplines) are explored within and outside of units of inquiry. Together, these concepts drive the inquiries that are situated at the heart of the PYP curriculum.

APPROACHES TO LEARNING (ATL Skills): (What do we want our students to be able to do?)

Within their learning throughout the programme, students acquire and apply a set of skills: **social skills, communication skills, thinking skills, research skills and self-management skills**. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

ATL Skills We Want Our Students to Develop Over the Years

Thinking Skills	
Critical-thinking skills	Analysing and evaluating issues and ideas
Creative-thinking skills	Generating novel ideas and considering new perspectives
Information transfer skills	Using skills and knowledge in multiple contexts
Reflection & Metacognitive skills	Considering the process of learning

Research Skills	
Information-literacy skills	Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating
Media-literacy skills	Interacting with media to use and create ideas and information
Ethical use of media/information	Understanding and applying social and ethical technology

Communication Skills	
Exchanging-information skills	Listening, interpreting, speaking
Literacy skills	Reading, writing and using language to gather and communicate information
ICT skills	Using technology to gather, investigate and communicate information

Social Skills	
Interpersonal relationships	• practice empathy and care for others • listen closely to others' perspectives • be respectful to others • learn cooperatively in a group • help others to succeed • build consensus and negotiate effectively • make fair and equitable decisions • encourage others to contribute • take on a variety of roles in group learning • advocate for one's own rights and needs, and those of others.
Social and Emotional intelligence	• be aware of own and others' emotions • manage anger and resolve conflict • be self and socially aware • be aware of own and others' impact as a member of a learning group

Self-Management Skills	
Organisation	Managing time and tasks effectively
States of Mind	• Mindfulness • Perseverance • Emotional Management • Self-Motivation • Resilience

ACTION: (How do we want our students to act as a result of their learning?)

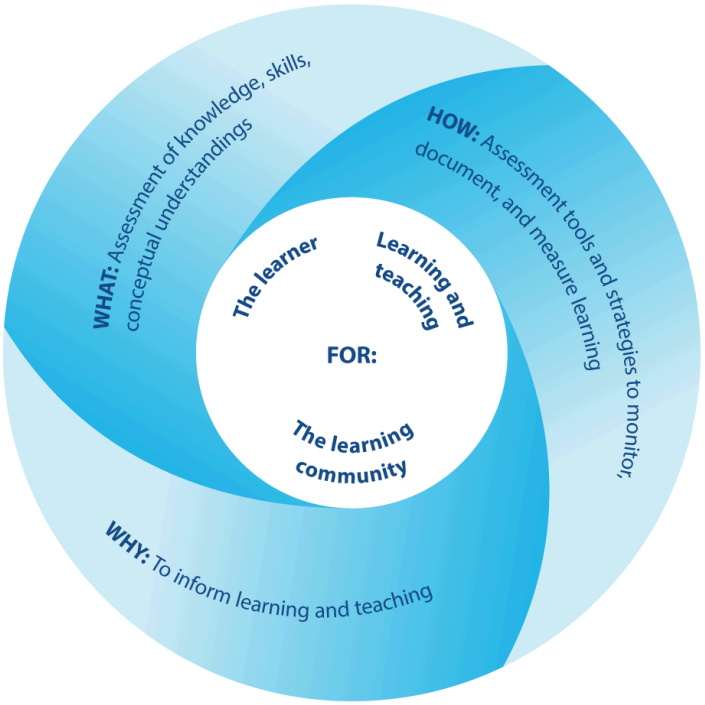
Action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and to the programme's overarching outcome of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with

others for a shared purpose. When students see tangible actions that they can choose to take to make a difference, they see themselves as competent,capable and active agents of change. Students taking action in response to their inquiries lays a strong foundation for community service.

* For more information about the PYP Framework you the International Baccalaureate has prepared the PYP Playlist.

ASSESSMENT IN THE PYP

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.



PYP assessment practices are ongoing, embedded in the learning process, and aim to support and enhance student learning. These practices involve continuously **monitoring student progress, documenting learning through various tools and strategies, reporting to share insights with students and parents, and measuring learning against success criteria**. Rather than being a one-time event, assessment in the PYP is an integral part of teaching and learning that informs next steps and empowers students to take ownership of their progress.

MEF IS Primary teachers also employ a variety of informal assessment tools. For example, teachers regularly assess how students respond to questions and prompts about their understanding and tailor their teaching accordingly. Teachers also employ check-ins when students are working independently or in groups. The variety of tools used allows for more authentic assessment of student progress.

Reporting of Student Progress

Regular and informative reporting is essential to student progress. At MEF IS, we use multiple feedback mechanisms to ensure students and families receive timely and substantive information about student progress.

- **Parent teacher meetings:** these can be requested by either party whenever the need arises
- **Semester reports:** twice a year at the end of Semesters 1 & 2
- **Toddle:** Ongoing and regular feedback about your child's learning will be shared through this digital portfolio.
- **Student-Led Conference:** held once per year.
- **3-way conferences:** held once per year.

The classroom teacher will regularly share the results of assessments with you and you are welcome to contact the classroom teacher with any questions you may have via portfolios, and conferences. Please stay in contact with your classroom teacher via email or make appointments directly with the teachers to discuss any concerns you may have. MEF IS values parent partnerships and strives to nurture our community.

Grade 1 at MEF IS Primary

Unit of Inquiry Timeline

Date		Unit 1: **Sept. 8 - Oct. 10**	Unit 2: **Oct. 27 - Nov. 28**	Unit 3: **Dec. 1 - Jan. 23**	Unit 4: **Feb. 9 - Apr. 10**	Unit 5: **Apr. 20 - May. 30**	Year Long - Focus Weeks: **Oct.13-17, Jan. 26-Feb.6, Apr. 13-17, Jun.8-12**
Transdisciplinary Themes		**How We Organize Ourselves**	**Who We Are**	**How The World Works**	**Where We Are In Place And Time**	**Sharing the Planet**	**How We Express Ourselves**
Unit Title		**Decision Making**	**My Identity**	**Transformation**	**Mapping Our World**	**Life on Earth**	**Celebrations**
Grade 1	**Central Idea**	Communities make decisions in different ways to stay fair and connected.	As individuals grow, the people and communities around them help shape who they are.	The materials around us undergo change and can be used in creative ways to solve problems and to innovate.	Exploring and mapping places helps us understand how they change over time.	People's actions can impact other living things and natural habitats.	Celebrations reflect people's values and the events they care about.
	Lines of Inquiry	➔ Different ways groups make decisions ➔ Roles of leaders and members in decision-making ➔ How fairness affects a community	➔ Ways individuals change and grow over time ➔ Our similarities and differences ➔ The role of family, friends, and school in shaping identity ➔ How experiences influence personal identity	➔ Properties of materials found in our environment ➔ How and why materials change ➔ How people use materials in different ways to solve problems and create.	➔ How maps help us explore and understand places ➔ The ways and reasons places can change over time ➔ Our responsibility in how we interact with and shape our surroundings	➔ How living things depend on each other and on resources in order to survive ➔ Impact of human interaction on natural habitats ➔ Evaluating the living conditions of animals from different perspectives (case studies ➔ Rights and responsibilities when	➔ Celebrations around the world ➔ How and why people celebrate ➔ Similarities and differences between various celebrations ➔ How celebrations reflect cultural identity and values

						interacting with natural habitats	
	Specified concepts	Connection, Causation, Responsibility	Form, Causation, Perspective	Form, Function, Change	Function, Change, Responsibility	Connection, Perspective, Responsibility	Form, Connection, Perspective
	Additional Concepts	Decision making, roles, fairness, belonging, agreement	Similarities, differences, families, diversity, growth, identity	Properties, matter, states of matter, transformation	Place, time, journey, structures, timelines, maps	Extinction, adaptation, survival, habitat, consumption, food chain, interdependence, ecosystems	Culture, values, diversity, identity
	UN SDGs					 	
	Learner profile attributes		Thinkers Balanced Open-minded	Inquirers Knowledgeable Thinkers	Risk-takers Communicators Reflective	Caring Principled Inquirers	Open-minded Communicators Caring
	ATL skills		Thinking skills Social skills	Research skills - Information literacy Creative thinking skills - generating ideas	Self-management skills (organization) Research skills (gathering and recording data)	Thinking skills (critical) Research skills (media literacy) Communication skills: ICT skills	Communication skills: exchanging information Research skills: Media literacy

*Dates of units may be adjusted.

Science

During their time at MEF IS, students learn about science from the following strands:

- **Living things**
- **Earth and space**
- **Materials and matter**
- **Forces and energy**

They learn skills to enable them to be scientists as they carry out inquiries.

Science skills

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

Science learning is integrated into unit inquiries in meaningful, practical, "hands on" activities.

Students develop differently in science learning and teachers differentiate for each student's learning needs. While science may be integrated throughout inquiries during Grade One, the Units of Inquiry about Senses, and Living Things have a particular science focus. Students begin to study natural phenomena and systems and the properties of materials. They inquire into human systems and the interactions and relationships between and among living things and with their environment.

In addition, during their inquiries throughout the curriculum, students are encouraged to develop their scientific skills of observation, questioning and thinking. They begin to plan and carry out scientific investigations, make and test predictions and interpret data gathered in order to draw conclusions.

Social Studies

During their time at MEF IS, students learn about social studies from the following strands:

- **Human systems and economic activities**
- **Social organisation and culture**
- **Continuity and change through time**
- **Human and natural environments**
- **Resources and the environment**

They learn skills relevant to social studies. Social studies learning is integrated into unit inquiries in ways that are relevant to the individual students, our current location and the wider world.

PYP Social Studies skills

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources.
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society.
- Assess the accuracy, validity and possible bias of sources.

Students develop differently in social studies learning and teachers differentiate for each student's learning needs. While social studies may be integrated throughout inquiries during Grade One, the Units of Inquiry about a sense of time and place, celebrations and families have a particular social studies focus. Students learn how to use and analyse evidence from a variety of historical, geographical and societal sources and about their place in relation to place and time.

In addition, during their inquiries throughout the curriculum students are encouraged to develop their observation, questioning and thinking skills, orientate themselves in place and time and understand roles and responsibilities in communities. They begin to obtain evidence from a variety of sources.

Mathematics

All students learn about the following mathematical strands:

- **Data handling**
- **Measurement**
- **Shape and space**
- **Pattern and function**
- **Number**

When learning about mathematics, students take part in activities which enable them to understand mathematical concepts. Once they have developed these understandings, they transfer this meaning into symbols such as pictures and diagrams and then learn to transfer them into conventional mathematical notation. They use what they have learnt to solve problems in realistic and real life situations. Mathematical learning happens in separate lessons and is integrated into other learning .

Students develop differently in mathematical learning and teachers differentiate for each student's learning needs. However by the end of grade it is expected that most students will meet these learning objectives.

Data handling
Overall Expectations Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.
Conceptual Understandings Information can be expressed as organised and structured data. Objects and events can be organised in different ways. Some events in daily life are more likely to happen than others.
Learning outcomes, Constructing meaning ● Understand that sets can be organized by one or more attributes ● Understand that information about themselves and their surroundings can be collected and recorded in different ways ● Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain)
Learning outcomes, Transferring meaning into symbols ● Collect and represent data in different types of graphs, for example, tally marks, bar graphs ● Represent the relationship between objects in sets using tree, Venn and Carroll diagrams

- Express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain)

Learning outcomes, Applying with understanding

- Collect, display and interpret data for the purpose of answering questions
- Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)
- Use tree, Venn and Carroll diagrams to explore relationships between data
- Identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain)

Measurement
Overall Expectations Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.
Conceptual Understandings ● Standard units allow us to have a common language to identify, compare, order and sequence objects and events. ● We use tools to measure the attributes of objects and events. ● Estimation allows us to measure with different levels of accuracy.
Learning outcomes, Constructing meaning ● Understand the use of standard units to measure, for example, length, mass, money, time, temperature ● Understand that tools can be used to measure ● Understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year ● Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds
Learning outcomes, Transferring meaning into symbols ● Estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature ● Read and write the time to the hour, half hour and quarter hour ● Estimate and compare lengths of time: second, minute, hour, day, week and month
Learning outcomes, Applying with understanding ● Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature ● Use measures of time to assist with problem solving in real-life situations

Shape and Space
Overall Expectations Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.
Conceptual Understandings ● Shapes are classified and named according to their properties. ● Some shapes are made up of parts that repeat in some way. ● Specific vocabulary can be used to describe an object's position in space. ● Changing the position of a shape does not alter its properties.
Learning outcomes, Constructing meaning ● Understand that there are relationships among and between 2D and 3D shapes ● Understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes ● Understand that examples of symmetry and transformations can be found in their immediate environment ● Understand that geometric shapes are useful for representing real-world situations ● Understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment
Learning outcomes, Transferring meaning into symbols ● Sort, describe and label 2D and 3D shapes ● Analyse and describe the relationships between 2D and 3D shapes ● Create and describe symmetrical and tessellating patterns ● Identify lines of reflective symmetry ● Represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modelling, labelling ● Interpret and create simple directions, describing paths, regions, positions and boundaries of their immediate environment
Learning outcomes, Applying with understanding ● Analyse and use what they know about 3D shapes to describe and work with 2D shapes ● Recognize and explain simple symmetrical designs in the environment ● Apply knowledge of symmetry to problem-solving situations ● Interpret and use simple directions, describing paths, regions, positions and boundaries of their immediate environment

Pattern and Function
Overall Expectations Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to

use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Conceptual Understandings

- Whole numbers exhibit patterns and relationships that can be observed and described.
- Patterns can be represented using numbers and other symbols.

Learning outcomes, Constructing meaning

- Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting
- Understand the inverse relationship between addition and subtraction
- Understand the associative and commutative properties of addition

Learning outcomes, Transferring meaning into symbols

Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers

Learning outcomes, Applying with understanding

- Extend and create patterns in numbers, for example, odd and even numbers, skip counting
- Use number patterns to represent and understand real-life situations
- Use the properties and relationships of addition and subtraction to solve problems

Number

Overall Expectations

Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Conceptual Understandings

- Fractions are ways of representing whole- part relationships.
- The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.
- Number operations can be modelled in a variety of ways.
- There are many mental methods that can be applied for exact and approximate computations.
- The base 10 place value system is used to represent numbers and number relationships.

Learning outcomes, Constructing meaning

- Model numbers to hundreds or beyond using the base 10 place value system (Phase 2)
- Estimate quantities to 100 or beyond (Phase 2)
- Model simple fraction relationships
- Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference

- Model addition and subtraction of whole numbers
- Develop strategies for memorizing addition and subtraction number facts
- Estimate sums and differences
- Understand situations that involve multiplication and division
- Model addition and subtraction of fractions with the same denominator

Learning outcomes, Transferring meaning into symbols

- Read and write whole numbers up to hundreds or beyond
- Read, write, compare and order cardinal and ordinal numbers
- Describe mental and written strategies for adding and subtracting two-digit numbers

Learning outcomes, Applying with understanding

- Use whole numbers up to hundreds or beyond in real-life situations
- Use cardinal and ordinal numbers in real-life situations
- Use fast recall of addition and subtraction number facts in real-life situations
- Use fractions in real-life situations
- Use mental and written strategies for addition and subtraction of two- digit numbers or beyond in real-life situations
- Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- Use strategies to evaluate the reasonableness of answers

English Language

English language learning includes:

- **speaking and listening,**
- **viewing and presenting**
- **reading and writing**

When learning the English language, students engage in activities which use a rich variety of quality resources. English language learning happens throughout the school day through transdisciplinary learning integrated with the units of inquiry, through specialist classes as well as in specific English language lessons. Students develop differently while learning the English language and teachers differentiate for each student's learning needs. However by the end of Grade One it is expected that most students will meet these learning objectives, showing they are able to:

Listening and Speaking
PYP Overall expectations (Phase 2) Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.
Conceptual understandings ● The sounds of language are a symbolic way of representing ideas and objects. ● People communicate using different languages. ● Everyone has the right to speak and be listened to.
Learning outcomes ● listen and respond in small or large groups for increasing periods of time ● listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form ● memorise and join in with poems, rhymes and songs ● follow classroom instructions, showing understanding ● describe personal experiences ● obtain simple information from accessible spoken texts ● distinguish beginning, medial and ending sounds of words with increasing accuracy ● follow two-step directions ● predict likely outcomes when listening to texts read aloud ● use language to address their needs, express feelings and opinions ● ask questions to gain information and respond to inquiries directed to themselves or the class ● use oral language to communicate during classroom activities, conversations and imaginative play ● talk about the stories, writing, pictures and models they have created ● begin to communicate in more than one language ● use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage)

Viewing and Presenting
Overall expectations Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.
Conceptual understandings ● People use static and moving images to communicate ideas and information. ● Visual texts can immediately gain our attention. ● Viewing and talking about the images others have created helps us to understand and create our own presentations.
Learning outcomes ● talk about their own feelings in response to visual messages; show empathy for the way others might feel ● relate to different contexts presented in visual texts according to their own experiences, for example, "that looks like my uncle's farm." ● locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products ● show their understanding that visual messages influence our behaviour (Phase 2) ● connect visual information with their own experiences to construct their own meaning, for example, when taking a trip ● use body language in mime and role play to communicate ideas and feelings visually ● realize that shapes, symbols and colours have meaning and include them in presentations ● use a variety of implements to practise and develop handwriting and presentation skills ● observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed ● recognize ICT iconography and follow prompts to access programs or activate devices ● through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame ● view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story ● become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story ● observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. ● attend to visual information showing understanding through discussion, role play, illustrations

Reading
Overall expectations Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.
Conceptual understandings ● The sounds of spoken language can be represented visually ● Written language works differently from spoken language ● Consistent ways of recording words or ideas enables members of a language community to communicate. ● People read to learn ● The words we see and hear enable us to create pictures in our minds
Learning outcomes ● select and reread favourite texts for enjoyment ● understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts ● participate in shared reading, posing and responding to questions and joining in the refrains ● participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group ● listen attentively and respond actively to read- aloud situations; make predictions, anticipate possible outcomes ● read and understand the meaning of self-selected and teacher-selected texts at an appropriate level ● use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed) ● read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography ● make connections between personal experience and storybook characters ● understand sound-symbol relationships and recognize familiar sounds/symbols/words of the language community ● instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols ● have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation ● participate in learning engagements involving reading aloud - taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.

Writing
Overall Expectations: Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.
Conceptual understandings ● People write to communicate ● The sounds of spoken language can be represented visually(letters, symbols and characters). ● Consistent ways of recording words or ideas enables members of a language community to understand each other's writing ● Written language works differently from spoken language.
Learning outcomes ● enjoy writing and value their own efforts ● write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ..." , "I went to ...", "I am going to ..." ● read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged ● participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions ● write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story ● create illustrations to match their own written text ● demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality ● connect written codes with the sounds of spoken language and reflect this understanding when recording ideas ● form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community ● discriminate between types of code, for example, letters, numbers, symbols, words/characters ● write an increasing number of frequently used words or ideas independently ● illustrate their own writing and contribute to a class book or collection of published writing

The Arts

Students learn to respond to and create different forms of art. Specialist teachers teach Music and visual art. This learning may integrate into the units of inquiry or be specifically related to stand alone music or art units. Class teachers also include aspects of art and music within their class programmes. Drama and Dance teaching may be integrated, where meaningful, into units of inquiry.

Students develop differently while learning in the arts and teachers differentiate for each student's learning needs. By the end of Grade One it is expected that most students will have experienced listening to different types of music from a variety of times and places. They will have participated in different types of music making. They will have seen different examples of visual art from a variety of sources and used different techniques and media to produce their own works of art. They begin to understand that the arts can be used to communicate ideas, feelings and experiences. They reflect on their work and consider how it might be improved.

PYP Phase 2 Responding (Grades K-1)

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Conceptual Understandings	• We are receptive to art practices and artworks from different cultures, places and times (including our own). • People communicate ideas, feelings and experiences through the arts. • We can reflect on and learn from the different stages of creating. • There is a relationship between the artist and the audience.
Drama	***Learning outcomes:*** • compare varied styles of performance with drama from their own culture • use drama performance to tell stories about people and events from various cultures, including their own • discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance • describe and evaluate the learning and understandings developed through their exploration of drama • describe the dynamic connection between the audience and performer.
Music	***Learning outcomes:*** • recognize that sound can be notated in a variety of ways .• sing individually and in unison • recognize music from a basic range of cultures and styles • express their responses to music from different cultures and styles • create a musical composition to match the mood of a visual image (paintings, photographs, or film)

Visual Arts	***Learning Outcomes:*** ● investigate the purposes of artwork from different times, places and a range of cultures including their own ● describe similarities and differences between artworks ● identify the stages of their own and others' creative processes ● become an engaged and responsive audience for a variety of art forms.

PYP Phase 2 Creating (Grades K-1)

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Conceptual Understandings	● We can communicate our ideas, feelings and experiences through our artwork. ● We solve problems during the creative process by thinking critically and imaginatively. ● Applying a range of strategies helps us to express ourselves. ● We are receptive to the value of working individually and collaboratively to create art.
Drama	***Learning outcomes:*** ● share drama with different audiences by participating, listening and watching ● identify with characters through role-play development ● use performance as a problem-solving tool ● work cooperatively towards a common goal, taking an active part in a creative experience ● make use of simple performance conventions to share ideas ● consider and maintain appropriate behaviours in drama, as an audience member or as a performer ● value and develop imaginary roles or situations.
Music	***Learning outcomes:*** •explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings • express one or more moods/feelings in a musical composition • create music to represent different cultures and styles
Visual Arts	***Learning Outcomes:*** ● identify, plan and make specific choices of materials, tools and processes ● sharpen their powers of observation ● demonstrate control of tools, materials and processes ● combine a variety of formal elements to communicate ideas,

	feelings and/or experiences ● identify the stages of their own and others' creative processes

Information and Communication Technology

In Grade 1, learners engage with Information and Communication Technology (ICT) through four interconnected strands:

- **Digital Literacy and Productivity Tools**
- **Creative Digital Design and Storytelling**
- **Digital Citizenship and Ethics**
- **Coding and Game Design**
- **Immersive Technologies and 3D Design**
- **Exploring AI and Smart Tools** *(introduced in upper grades)*

These strands reflect a shift from tool-based skills toward conceptual, transdisciplinary integration and **student agency**. Technology is viewed as a tool for inquiry, expression, and innovation; not an end in itself. Students become **creators, designers, and critical thinkers**, engaging in real-world tasks across subject areas and within transdisciplinary themes.

Learning about Technology

As a concept, technology helps learners inquire into the world. Just as learning about biology helps students understand how the human body functions, exploring the evolution of existing technologies helps to make sense of how things work. For example, "electricity" is a technology with which people found ways to advance society by creating generators and light bulbs. This reinforces the definition of technology as a concept and acknowledges that technologies change as well as emerge.

There are multiple opportunities for students to learn about technology concepts, both digital and non-digital, for example, through robotics, machining and coding, or non-digital advancements in the sciences, individuals and societies, arts and physical, social and personal education (PSPE), such as papers, sports equipment telescopes, textiles and transport.

Technology literacy

Technology literacy is achievable irrespective of the tools available and is demonstrated through ways of thinking when exploring the transdisciplinary themes or subject-specific inquiries. What technology may be depends on school context. For example, protractors and rulers may be more appropriate for learning about measurement than digital measuring tools; colouring pencils for early learners to colour with may be more appropriate to support fine motor development than a colouring application on a tablet.

Members of the learning community actively choose and use multiple technologies in the classroom. This supports a key aspect of technology literacy: the capability to discern appropriate technologies based on the desired outcomes of the learning activity or inquiry (Davies, 2011).

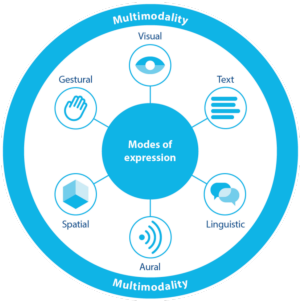
Multiliteracies

Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

Examples of multiliteracies include:

- ***digital literacy:*** *knowing and using a range of digital devices, including networking, as well as computing devices such as tablets, laptops, smartphones and so on.*
- ***media literacy:*** *knowing how to access, analyse, evaluate and create media*
- ***information literacy:*** *collecting, exploring and using information, data and evidence*
- ***critical literacy:*** *critical thinking through digital technologies, questioning and comparing what aids, extends and hinders learning*
- ***design literacy:*** *knowing that the world has been designed to aid and extend. For example, maintaining the focus on play by structuring early learning spaces with technological design choices that aid or extend children's play.*

Multimodality



Technology literacy also encourages multimodality. This is the ability to understand and communicate effectively using universal "modes" of expression, including visual, textual, linguistic, spatial, aural and gestural. With technology, today's classrooms are considered multimodal. Teachers and students call upon many modes of expression (prints, images, sounds, gestures and animated images) in the process of learning and teaching to make meaning of, and communicate, content (Ryan et al, 2010).

Computational thinking

Technology literacy includes an understanding of the fundamental concepts of computational thinking. This is a term coined by Wing (2006) and adapted here for early and primary learners. It refers to the thought processes involved in formulating a problem and expressing its solution in precise steps that a person or machine can effectively carry out. For example, exploring coding to determine how to move a robot in different directions. The steps involved in computational thinking are quite similar to those involved in solving a mathematic challenge (Sedlacek, 2016).

- *State a problem clearly*
- *Break the problem down into a number of well-defined smaller problems*
- *Devise a step-by-step solution to solve each of the smaller problems*

Supporting young learners' development of computational thinking skills begins with algorithmic thinking - the ability to follow a series of ordered steps to solve a problem. For early learners, teachers and parents might consider introducing students to algorithmic thinking using tangible objects, which students could manipulate by following symbols or sounds or basic coding principles (Futschek & Moschitz, 2011). For primary years learners with a slightly more developed algorithmic skill, the learning community might consider suitable programming environments such as Logo, Alice, Scratch, and so on.

Design

Design involves ideating and creating products or artifacts relating to an inquiry. Design thinking, an approach integral to the design process (Koh et al., 2015) moves students beyond following directions and replicating a given procedure to applying their knowledge and skills to find creative and

innovative solutions to address opportunities and challenges. Characteristic of constructivist learning, the process of design encourages students to explore and to be open to new ideas (Scheer et al., 2012). Through the process, students build metacognitive skills (Koh et al., 2015).

The design thinking process develops the skills to construct a solution based on:

- *Analysis of information and evidence*
- *Logical and critical reasoning*
- *Collaboration to negotiate solutions*
- *Self-organization to internalize understandings*

Excerpt taken from IB Publication, *The learning community*, 2018

Learning about ICT is led by all teachers throughout the curriculum and responsible digital citizenship is emphasised throughout ICT use. This is further supported by teaching by ICT specialist teachers.

Students develop differently while learning in ICT and teachers differentiate for each student's learning needs. In Grade 1 students learn how to use different types of ICT for learning and communicate their ideas and apply their skills throughout the curriculum.

Modern Foreign Languages

French or Spanish

At MEF IS, we prioritize building bridges across cultures, and one of the ways we achieve this is by participating in Spanish and French (MFL) lessons to enhance communication and cultural understanding.

In Grade 1, students explore their surroundings in French and Spanish languages, enjoying stories and songs, while learning about special days, celebrations, and games. The focus of learning is on listening, speaking, reading, and writing through various activities such as role-plays, songs, chants, and storytelling.

During Grade 1, students review and learn greetings, an extended list of the vocabulary of colors, numbers from 0-10, the days of the week, the weather, basic objects, animals and descriptive words to describe them. They also learn simple sentences with subject-verb-object structure, the use of adjectives to describe nouns, basic questions with different interrogative pronouns and the use of there is/are.

Turkish Language and Culture

At MEF IS, we prioritize building bridges across cultures, and one of the ways we achieve this is by participating in Turkish Language and Culture (TLC) lessons to enhance communication and cultural understanding.

In Grade 1, students explore their surroundings in Türkiye and Istanbul, enjoying Turkish stories, songs, and folktales while learning about special days, celebrations, and games. The focus of learning is on listening, speaking, reading, and writing through various activities such as role-plays, songs, chants, and storytelling.

Students develop vocabulary related to community helpers, places, objects, animals, body parts, clothing, emotions, colors, numbers, days of the week, and weather, while incorporating polite expressions. They practice greetings, asking and answering questions, expressing likes and dislikes, and constructing simple sentences with adjectives.

By the end of Grade 1, students will be able to introduce themselves, discuss their families, follow instructions, engage in short role-plays, and read and write simple sentences. They will also gain an understanding of Turkish culture through food, professions, and daily life.

Personal, Social and Health Education

Throughout their time at MEF IS, emphasis is placed on students learning about their own identities and how to interact effectively with others. All teachers share responsibility for this both in class and around the school. In addition, the school counselor takes each class for one lesson a week. The school counselor will focus on the following areas across the school curriculum:

- Anti-bullying
- Global Citizenship
- Friendships and conflict resolution
- UN Rights of the Child
- Issues with Child Protection
- Self-esteem and growth mindset
- Emotional intelligence
- Choices and Self-regulation
- Mindfulness
- Healthy Lifestyle choices

Students develop differently, and while learning Personal Social and Health Education (PSHE) teachers differentiate for each student's learning needs. During Grade One, students are encouraged to reflect on their experiences in order to understand themselves better. They begin to be able to identify and understand their emotions in order to regulate their emotional responses and apply different strategies that help them approach challenges and new situations with confidence.

They are encouraged to take personal responsibility and recognise the value of interacting, playing and learning with others. They can assume different roles and responsibilities in groups and show willingness to cooperate. They share ideas, celebrate success and offer and seek support as needed.

Physical Education

Physical Education (PE) at MEF IS includes the following strands:

- Individual pursuits - The development of basic motor skills and the body's capacity for movement
- Movement composition - linking and refining movements(for example in gymnastics)
- Games
- Adventure challenges - A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups including challenges that require groups to work together collaboratively
- Health-related fitness

It is acknowledged that students develop differently in PE learning and teachers differentiate for each student's learning needs.

During their time in Grade One, students explore and use a range of movement skills in different physical activities. They learn how to take part in different games. They learn about their personal responsibilities to themselves and others in relation to safety practices. They take part in a swimming instruction programme.

NOTE: PYP Personal, Social and Physical Education (PSPE) Scope and Sequence are used by PPE, PE and Homeroom teachers.

PYP PSPE Phase 2 Identity (Grades K-1)

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Conceptual Understandings	• There are many factors that contribute to a person's individual identity. • Understanding and respecting other people's' perspectives helps us to develop empathy. • Identifying and understanding our emotions helps us to regulate our behaviour. • A positive attitude helps us to overcome challenges and approach problems. • A person's self-concept can change and grow with experience. • Using self- knowledge allows us to embrace new situations with confidence. • Different challenges and situations require different strategies.
	Learning outcomes: • describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • describe how personal growth has resulted in new skills and abilities • explain how different experiences can result in different emotions

	● identify feelings and begin to understand how these are related to behaviour ● express hopes, goals and aspirations ● solve problems and overcome difficulties with a sense of optimism ● examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help ● recognise others' perspectives and accommodate these to shape a broader view of the world ● identify and understand the consequences of actions ● are aware of their emotions and begin to regulate their emotional responses and behaviour ● reflect on inner thoughts and self-talk ● demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.

PYP PSPE Phase 1 Movement (Grades K-1)

An understanding of the importance of regular physical activity for *health-related fitness* outcomes (cardiovascular fitness, muscular strength and endurance, and flexibility); the importance of developing fundamental movement skills, motor patterns and manipulative skills; a sense of *body awareness* and an understanding of the body's unlimited potential for expression through movement, active play and physical activity.

Conceptual Understandings	● People's bodies influence how they can be physically active and play. ● Activities that develop new skills can impact the ways that bodies move. ● Body awareness is developed through movement and expression.
	● engage in active play ● engage in health- and *skill-related components of physical fitness* ● explore *gross-body coordination* through *locomotor movements* and *non-locomotor movements* ● explore *fine* and *gross-motor manipulative skills* ● explore new materials, environments and situations ● express a dominant side and begin to perform tasks consistently with it ● explore and attempt to follow different rhythmic activities ● use the body as a mode of expression.

PYP PSPE Phase 2 Interactions (Grades K-1)

Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

Conceptual Understandings	● Participation in a group can require group members to take on different roles and responsibilities. ● There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. ● Accepting others into a group builds open-mindedness. ● Relationships require nurturing. ● Our actions towards others influence their actions towards us. ● Responsible citizenship involves conservation and preservation of the local environment.
	Learning outcomes: ● value interacting, playing and learning with others ● discuss and set goals for group interactions ● cooperate with others ● ask questions and express wonderings ● recognise the different group roles and responsibilities ● assume responsibility for a role in a group ● celebrate the accomplishment of the group ● share ideas clearly and confidently ● seek adult support in situations of conflict ● reflect on the process of achievement and value the achievements of others ● understand the impact of their actions on each other and the ● environment.

Bibliography

- International Baccalaureate (2025). *Primary years programme: Social Subject Continuums.* Cardiff, Wales: IBO.
- International Baccalaureate (2025). *Primary years programme: Science Subject Continuums.* Cardiff, Wales: IBO.
- International Baccalaureate (2018). *PYP: From Principles into Practice.* Cardiff, Wales: IBO
- International Baccalaureate (2025). *Primary years programme: Language Subject Continuums.* Cardiff, Wales: IBO.
- International Baccalaureate (2025). *Primary years programme: Mathematics Subject Continuums.* Cardiff, Wales: IBO.
- International Baccalaureate (2025). *Primary years programme: Personal, social and physical education Subject Continuums.* Cardiff, Wales: IBO.
- International Baccalaureate (2025). *Primary years programme: Arts Subject Continuums.* Cardiff, Wales: IBO.
- International Baccalaureate (2011). *Primary years programme: The role of ICT in the PYP.* Cardiff, Wales: IBO.
- Erickson, L., Lanning, L., and French, R. (2016). *Concept-based curriculum and instruction for the thinking classroom*, 2nd Ed. Thousand Oaks, CA: Corwin.
- International Baccalaureate (2008). *Towards a continuum of international education*. Cardiff, Wales: Antony Rowe, Ltd.