2025-2026

PRIMARY SCHOOL CURRICULUM GUIDE

Grade 2

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

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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.

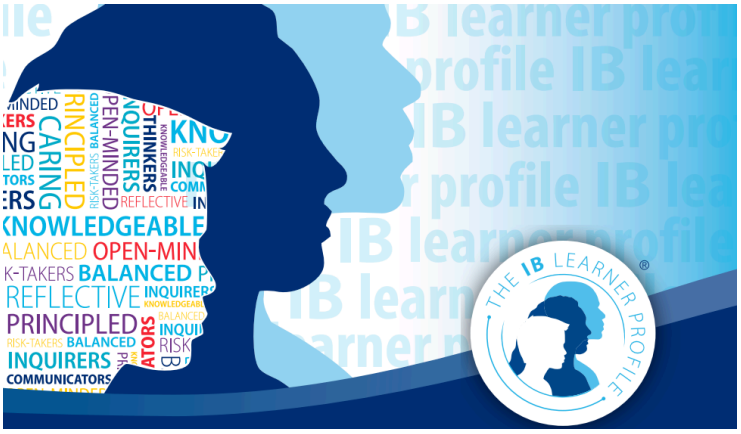
*Some of the information below and visuals have been sourced from the International Baccalaureate publications.

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

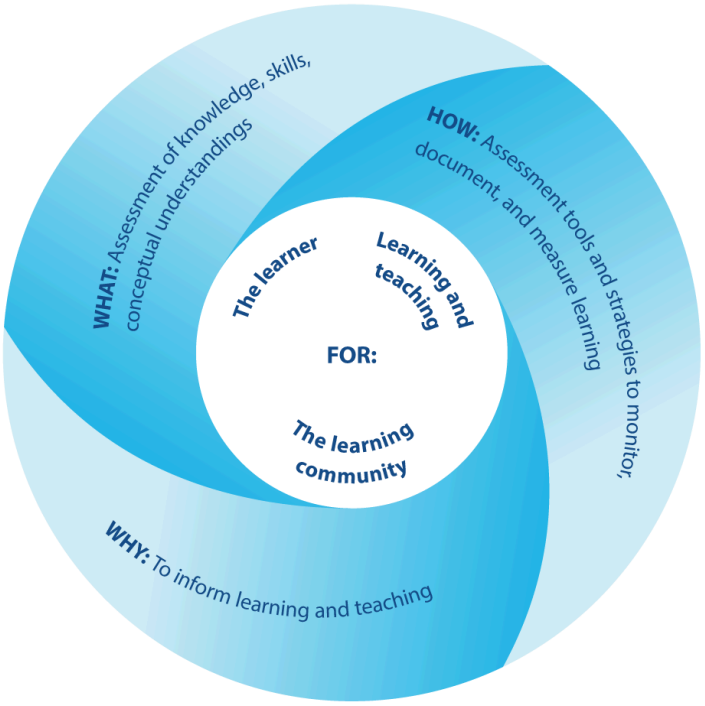
ACTION: (How do we want our students to act as a result of their learning?)

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 2 at MEF IS Primary

Unit of Inquiry Timeline

Date		Unit 1: **Sept. 8 - Oct. 10**	Unit 2: **Oct. 13 - Nov. 28**	Unit 3: **Dec. 1 - Jan. 23**	Unit 4: **Jan. 26 - Mar. 13**	Unit 5: **Mar. 23 - Apr. 30**	Unit 6: **May 4 - Jun. 12**
Transdisciplinary Themes		**Who We Are**	**Where We Are In Place And Time**	**Sharing The Planet**	**How The World Works**	**How We Organize Ourselves**	**How We Express Ourselves**
Unit Title		**Our Choices**	**Artifacts, Experiences and Histories**	**Waste management**	**Natural cycles**	**Cities**	**Signs and Symbols**
Grade 2	**Central Idea**	The choices people make reflect their values and influence their well-being and who they become.	Exploring the past through artifacts and experiences helps us understand how people's lives and perspectives have changed over time.	Cooperation between communities in waste management affects sustainability.	The Earth's natural cycles influence the activity of living things.	Cities can be designed to meet the different needs of people.	People create and use symbols to communicate meaning, express identity, and make sense of the world.
	Lines of Inquiry	-What influences our everyday choices (e.g., peers, role models, media) -How our choices affect our physical, emotional, and social well-being -How values guide ethical decision-making -Considering the impact of choices on ourselves and others	-Similarities and differences between being a child now and then -How artifacts contribute to our understanding of people's history -The impact of the change in time on our lives and perspectives	-Identifying different types of waste -The similarities and differences of the waste disposal systems in different communities -How collaboration in managing waste can transform habits and systems	-Natural cycles (eg. Night and day, weather patterns, seasons) -The actions living things take in response to Earth's natural cycles -Patterns of behaviour in living things and how living things adapt to different seasons, types of weather and day & night	-Common features and systems found in cities -The different needs of people living in the same city -How design and planning can help cities meet people's needs -How people benefit from cities and help improve them	-The purpose and use of symbols in different contexts -How signs and symbols are used and created to share information in different environments -How people create and apply systems of symbols to communicate

	Specified concepts	Causation, Perspective, Responsibility	Form, Change, Perspective	Form, Causation, Change	Function, Causation, Change	Form, Connection, Responsibility	Form, Function, Perspective
	Additional Concepts	Informed choice, wellbeing, health, consequences, decision-making, values, ethics, role models	artifacts, history, chronology, time, storytelling	consequences, initiative, pollution, sustainability, waste management, transformation	cycles, patterns, observation and recording, adaptation	Systems, inclusion, organization, planning, access, challenges, collaboration, service	Language, symbols, sign, communication, purpose, meaning
	UN SDGs						
	Learner profile attributes	Principled Reflective Balanced	Open-minded Reflective Communicators	Knowledgeable Principled Caring	Knowledgeable Inquirers Thinkers	Thinkers Risk-takers Caring	Communicators Risk-takers Thinkers
	ATL skills	Thinking: Reflection Social:Developing positive relationship - Social & emotional intelligence Self-management skills: states of mind	Research skills: Information literacy / Media literacy and ethical use Communication skills:	Thinking skills: Transfer and critical thinking Self-management skills: organization Research skills: Info-literacy- Media literacy and ethical use	Research skills (Information literacy) Thinking skills (analyzing and evaluating issues and ideas) Communication: ICT	Research skills (media literacy) Communication skills Self-management: Organization	Communication skills: Social skills:

*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 while learning in science and teachers differentiate for each student’s learning needs. While science may be integrated throughout inquiries during Grade Two, the Units of Inquiry about the Earth's resources, and natural processes have a particular science focus. Students inquire into human systems, materials, forces and energy.

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 and evaluate 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 while learning in social studies and teachers differentiate for each student's learning needs. While social studies may be integrated throughout inquiries during Grade Two, the Units of Inquiry about family histories and planning and organisation have 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 obtain evidence from a variety of sources and begin to consider the accuracy, validity and possible bias 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 that 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 then 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 while learning mathematics and teachers differentiate for each student's learning needs. However, by the end of Grade Two 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 that 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 when learning the English language and teachers differentiate for each student's learning needs. However, by the end of Grade Two, it is expected that most students will meet these learning objectives, showing they are able to:

Listening and Speaking
Overall expectations 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 ● memorize 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. Homeroom 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 in arts learning and teachers differentiate for each student's learning needs. By the end of Grade Two, it is expected that 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 understand that the arts can be used to communicate ideas, feeling and experiences. They reflect on their work and consider how it might be improved.

PYP Phase 3 Responding

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Conceptual Understandings	• When experiencing arts, we make connections between different • cultures, places and times. • People explore issues, beliefs and values through arts. • There are different kinds of audiences responding to different arts. • We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.
Drama	***Learning outcomes:*** • discuss aspects of drama that illustrate relationships between culture, history and location • explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community • consider the composition of an audience when preparing an effective formal and/or informal presentation • reflect on achievement and challenges and how they can incorporate these influences in future work • recognise and discuss how the consequences and actions of a performance teach audience members and performers life lessons.
Music	***Learning outcomes:*** • explore individually or collectively a musical response to a narrated story • reflect on and communicate their reactions to music using musical vocabulary • record and share the stages of the process of creating a composition

	• share performances with each other and give constructive criticism.
Visual Arts	***Learning Outcomes:*** ● compare, contrast and categorize artworks from a range of cultures, places and times ● identify and consider the contexts in which artworks were made ● reflect on their own and others' creative processes to inform their thinking ● use relevant and insightful questions to extend their understanding

PYP Phase 3 Creating

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognise that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Conceptual Understandings	● Arts have the power to influence thinking and behaviour. ● We make connections between our artwork and that of others to extend our thinking. ● We can explore our personal interests, beliefs and values through arts.
Drama	***Learning outcomes:*** ● create a devised or scripted performance for a particular audience or purpose ● make artistic choices about role, situation and context ● identify how cultural connections can be made with different types of drama ● identify and develop the personal and related skills encountered through the drama experience ● find appropriate ways to communicate specific meaning using dramatic action ● express their unique values, beliefs and interests through a dramatic form ● interpret written dialogues or scenarios.
Music	***Learning Outcomes*** • create a soundscape based on personal experiences • collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) • read, write and perform simple musical patterns and phrases • create music for different purposes.
Visual Arts	***Learning Outcomes:*** ● make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures ● use a personal interest, belief or value as the starting point to create

	a piece of artwork ● use a range of strategies to solve problems during the creative process.

Information and Communication Technology

Throughout the school, Information and Communication Technology (ICT) learning is integrated across the curriculum through four key strands:

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

ICT empowers students to become **creators, problem-solvers, and critical thinkers**. Technology is used as a purposeful tool to support inquiry, communication, and collaboration. Learners engage in tasks that involve designing games, creating digital media, exploring virtual environments, and building foundational computing skills.

Students are encouraged to **make informed decisions** about which tools best suit their learning goals. Whether coding animations or crafting multimedia presentations, learners develop agency and responsibility as digital citizens, while exploring real-world applications of technology through **tinkering, designing, and reflecting**.

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

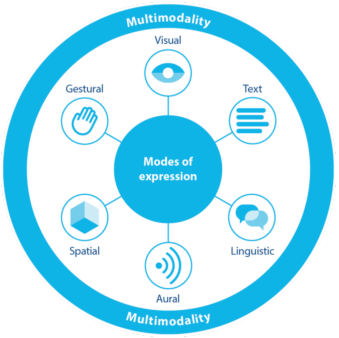
Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

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 in ICT learning and teachers differentiate for each student's learning needs. In Grade Two, students learn how to use different types of ICT for learning and communicate their ideas and apply their skills throughout the curriculum. They begin to understand what it means to be a responsible digital citizen.

Modern Foreign Languages

French or Spanish

At MEF IS, students build bridges across cultures by learning Spanish and French, which supports communication, social interaction, and cultural understanding.

In Grade 2, students learn vocabulary related to numbers from 0 to 50, days, months, seasons, feelings, parts of the body and simple objects. They also learn how to use simple present verbs and basic sentence structures, as well as follow simple instructions; recognize days, numbers, and feelings in context.

During Grade 2, they also introduce themselves and say their age, feelings, and describe their body parts. They can also read short illustrated stories and calendars, label diagrams and write basic phrases.

Learning focuses on listening, speaking, reading, writing, viewing, and presenting through role plays, songs, chants, short dialogues, and practical activities connected to real life. Students also deepen their understanding of Spanish and French culture through geography, celebrations, and traditional foods.

Turkish Language and Culture

At MEF IS, students build bridges across cultures by learning Turkish, which supports communication, social interaction, and cultural understanding.

In Grade 2, students explore their location in Türkiye and Istanbul, enjoy Turkish stories, and learn vocabulary related to health, family, numbers 1–50, shapes, sizes, weather expressions, transportation, animals, and simple actions. They practice greetings, ask and answer simple questions, and form sentences.

Learning focuses on listening, speaking, reading, writing, viewing, and presenting through role plays, songs, chants, short dialogues, and practical activities connected to real life. Students also deepen their understanding of Turkish culture through geography, local holidays, celebrations, and traditional foods.

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 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
- Career Awareness
- Emotional intelligence
- Choices and Self-regulation
- Mindfulness
- Skills and strategies for learning
- Healthy Lifestyle choices

Students develop differently while learning Personal Social Education (PSPE) and teachers differentiate for each student's learning needs. During Grade Two, students are expected to reflect on their experiences in order to understand themselves better. They are 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 assume different roles and responsibilities in groups and are willing to cooperate. They independently share ideas, celebrate success and offer and seek support as needed.

Physical Education

Physical Education 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 while learning in PE and teachers differentiate for each student's learning needs. During their time in Grade Two, students will develop skills in using a range of movement skills in different physical activities. They develop their skills 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 3 Identity (Grades 2-3)

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Conceptual Understandings	● A person's identity evolves as a result of many cultural influences. ● A person's self-concept is influenced by how others regard and treat him or her. ● Embracing and developing optimism helps us to have confidence in ourselves and our future. ● Understanding ourselves helps us to understand and empathize with others. ● Self-efficacy influences the way people feel, think and motivate themselves, and behave. ● Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. ● Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.

	Learning outcomes: ● explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time ● examine different factors (heritable and non-heritable) that shape an identity (for example, gender, nationality, language group) ● identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions ● recognise personal qualities, strengths and limitations ● analyse how they are connected to the wider community ● reflect on how they cope with change in order to approach and ● manage situations of adversity ● reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others ● use understanding of their own emotions to interact positively with others ● embrace optimism to shape a positive attitude towards themselves and their future ● explain how self-talk can influence their behaviour and their approach to learning ● motivate themselves intrinsically and behave with belief in ● themselves ● work and learn with increasing independence.

PYP PSPE Phase 2 Movement (Grades 2)

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.

	● Physical health and fitness are made up of different components (for example, sleep, concentration, strength, endurance) that respond to physical activity and play. ● Moving in different ways across different environments helps develop overall movement skill and motor patterns. ● Movement can express feelings, attitudes and emotions.
	Learning outcomes: ● identify different intensities of physical activity and use these in

	different activities and contexts ● demonstrate health- and skill-related • components of physical fitness ● explore and recall gross-body • coordination through locomotor movements and non-locomotor movements ● explore and recall fine and gross- motor manipulative skills ● use trial and error to safely explore options and solutions with materials • and situations ● recognize and identify a dominant side in themselves, being able to identify left versus right ● follow rhythmic activities ● use the body to express feelings, attitudes and emotions.

PYP PSPE Phase 3 Interactions (Grades 2-3)

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Conceptual Understandings	● A plan of action is a necessary strategy for a group to achieve its goal. ● An effective group capitalizes on the strengths of its individual members. ● Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. ● Behaviour can be modified by applying deliberate strategies. ● Communities and societies have their own norms, rules and regulations. ● Communities and their citizens have a collective responsibility to care for local and global environments.
	Learning outcomes: ● recognise that committing to shared goals in group situations improves individual and shared experiences and outcomes ● identify individual strengths that can contribute to shared goals

	develop a shared plan of action for group work that incorporates each individual's experiences and strengths ● adopt a variety of roles for the needs of the group, for example, leader, presenter ● discuss ideas and ask questions to clarify meaning ● reflect on the perspectives and ideas of others ● apply different strategies when attempting to resolve conflict ● reflect on shared and collaborative performance.

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