2025-2026

PRIMARY SCHOOL CURRICULUM GUIDE

Grade 3

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.

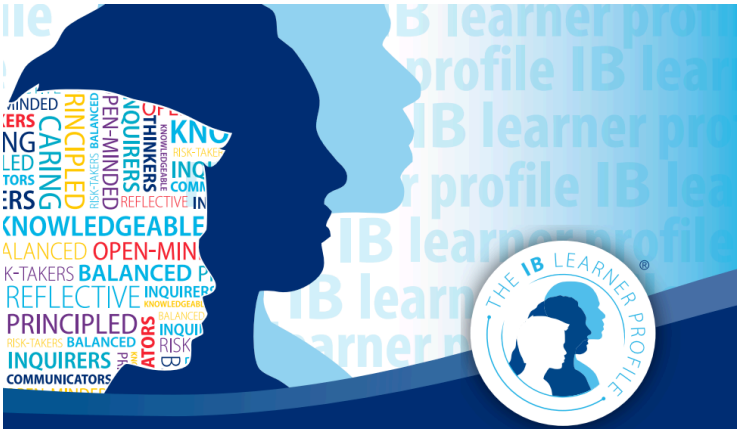
*Some of the information below and visuals have been sourced from the International Baccalaureate publications.

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

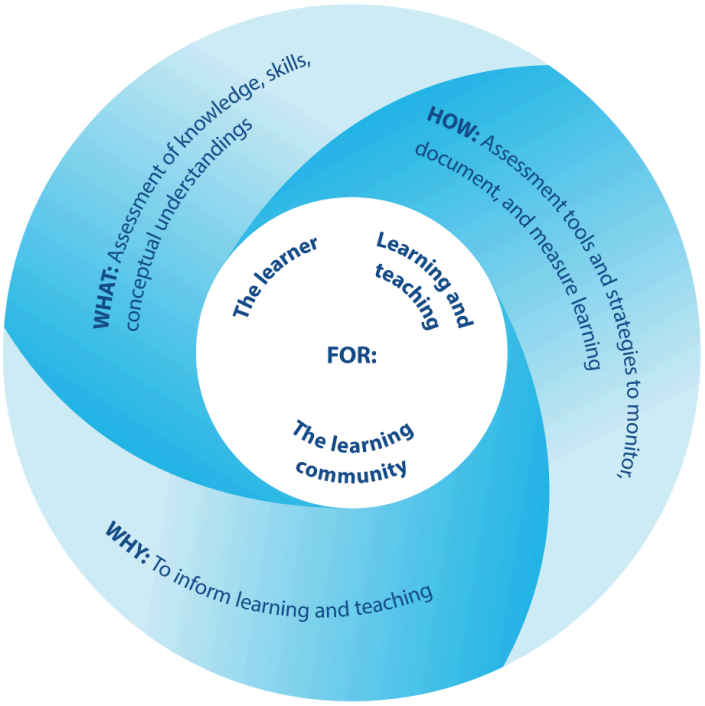
ACTION: (How do we want our students to act as a result of their learning?)

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 3 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**	**Sharing The Planet**	**How The World Works**	**How We Express Ourselves**	**Where We Are In Place And Time**	**How We Organize Ourselves**
Unit Title		**Cultural Identities**	**Finite and Infinite Resources**	**Force and Motion**	**Telling the World Through Stories**	**From Past to Present**	**Sustainable entrepreneurs**
Grade 3	**Central Idea**	People contribute to peaceful and inclusive communities by understanding and valuing cultural identities.	Finite resources drive societies to explore renewable energies.	Movement, whether natural or human-made, is influenced by forces and shaped by purpose.	People use stories to explain the world, share culture, and express creativity.	Ancient civilizations can help shape the present, and can inform decisions about the future.	Economic activity relies on systems of production, exchange and consumption of goods and services.
	Lines of Inquiry	➔ Cultural diversity and shared values ➔ How culture shapes identity and belonging ➔ How respect and understanding support harmony in local and global communities	➔ Renewable and non-renewable resources ➔ Impact of exploiting finite resources ➔ Sustainable energy practices and our responsibilities	➔ Types of forces and how they affect movement ➔ Ways people and systems use force and movement to meet needs ➔ How understanding movement helps us solve problems and make decisions	➔ Features of stories ➔ The role of traditional stories in preserving cultural identity ➔ How stories help people make sense of nature and the world around them ➔ Using artistic expression to create and share stories	➔ Civilizations from the past ➔ How past civilizations affect our day through inventions and discoveries ➔ How present-day knowledge could influence the future	➔ Goods and services ➔ Changes in demand and supply dynamics over time ➔ Being a conscious consumer

	Specified concepts	Function, Connection,Perspective	Form, Causation, Responsibility	Function, Causation, Connection	Form, Function, Perspective	Form, Causation, Change	Form, Change, Responsibility
	UN SDGs						
	Additional Concepts	community, culture, belonging, diversity, voice, uniqueness, beliefs, values, empathy, global citizenship, harmony, rights	consequences, geography, energy, sustainability, resources, power, conflicts	forces, equilibrium, movement, balance, motion, simple, magnetism, scientific method, migration, purpose	myths, legends, heroes, folktales, fables, cultures, nature, expression, storytelling, interpretation, symbolism	Historical periods, civilizations, timelines,transformation, adaptation, interdependence, heritage, place	Trade, supply, giving, taking, paying, and demand, human-made systems, relationships
	Learner profile attributes	Open-Minded Reflective Caring	Knowledgeable Principled Balanced	Communicator Risk-takers Inquirers	Open-minded Communicators Thinkers	Knowledgeable Communicators Inquirers	Principled Balanced Thinkers
	ATL skills	• Self-management skills: state of mind-organization • Social skills: developing positive interpersonal relationship	• Research skills: information and media literacy. Data gathering and recording. Evaluating and communicating • Communication skills • Thinking Skills	• Research skills: information and literacy skills • Social skills - Collaboration	• Communication skills- exchanging information • Thinking skills: reflection metacognitive skills	• Thinking skills • Research skills	• Self-management skills. • Thinking skills (transfer thinking 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. During Grade Three, while science may be integrated throughout inquiries the Units of Inquiry about inventions and ecosystems have a particular science focus. Students inquire into 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 plan and carry out scientific investigations, make and test predictions and interpret and evaluate data gathered in order to draw conclusions. They are expected to use scientific vocabulary to explain their observations and experiences.

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 Three , the Units of Inquiry about economic activity and Children's rights have a particular social studies focus. Students learn how to use and analyse evidence from a variety of historical, geographical and societal sources. They inquire into how and why people construct organisations and systems; the ways in which people connect locally and globally; the ways in which individuals, groups and societies interact with each other. They consider the past, its influences on the present and implications for the future.

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 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 in mathematics and teachers differentiate for each student's learning needs. However, by the end of Grade Three, it is expected that most students will meet these learning objectives. Please see overall expectations (taken the IB PYP scope and sequence documents and the overview of the mathematics program.

Data handling
Overall Expectations Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.
Conceptual Understandings ● Probability can be expressed in numerical notations. ● Probability can be based on experimental events in daily life. ● Different graph forms highlight different aspects of data more efficiently. ● Data can be collected, organized, displayed and analyzed in different ways.
Learning outcomes: Constructing meaning ● Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs ● Understand that scale can represent different quantities in graphs ● Understand that the mode can be used to summarize a set of data ● Understand that one of the purposes of a database is to answer questions and solve problems ● Understand that probability is based on experimental events
Learning outcomes: Transferring meaning into symbols ● Collect, display and interpret data using simple graphs, for example, bar graphs, line graphs

- Identify, read and interpret range and scale on graphs
- Identify the mode of a set of data
- Use tree diagrams to express probability using simple fractions

Learning outcomes: Applying with understanding

- Design a survey and systematically collect, organize and display data in pictographs and bar graphs
- Select appropriate graph form(s) to display data
- Interpret range and scale on graphs
- Use probability to determine mathematically fair and unfair games and to explain possible outcomes
- Express probability using simple fractions

Measurement
Overall Expectations Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.
Conceptual Understandings ● Relationships exist between standard units that measure the same attributes. ● Objects and events have attributes that can be measured using appropriate tools.
Learning outcomes: Constructing meaning ● Understand the use of standard units to measure perimeter, area and volume ● Understand that measures can fall between numbers on a measurement scale, for example, 3½ kg, between 4 cm and 5 cm ● Understand relationships between units, for example, metres, centimetres and millimetres ● Understand an angle as a measure of rotation
Learning outcomes:Transferring meaning into symbols ● Estimate and measure using standard units of measurement: perimeter, area and volume ● Describe measures that fall between numbers on a scale ● Read and write digital and analogue time on 12-hour and 24-hour clocks
Learning outcomes: Applying with understanding ● Use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume ● Select appropriate tools and units of measurement ● Use timelines in units of inquiry and other 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 the common language used to describe shapes ● Understand the properties of regular and irregular polygons ● Understand congruent or similar shapes ● Understand that lines and axes of reflective and rotational symmetry assist with the construction of shapes ● Understand an angle as a measure of rotation ● Understand that directions for location can be represented by coordinates on a grid ● Understand that visualization of shape and space is a strategy for solving problems
Learning outcomes: Transferring meaning into symbols ● Sort, describe and model regular and irregular polygons ● Describe and model congruency and similarity in 2D shapes ● Analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass ● Locate features on a grid using coordinates ● Describe and/or represent mental images of objects, patterns, and paths
Learning outcomes: Applying with understanding ● Analyse and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary ● Identify, describe and model congruency and similarity in 2D shapes ● Recognize and explain symmetrical patterns, including tessellation, in the environment ● Apply knowledge of transformations to problem-solving situations

Pattern and Function
Overall Expectations Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make

sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Conceptual Understandings

- By analyzing patterns and identifying rules for patterns it is possible to make predictions.
- Functions are relationships or rules that uniquely associate members of one set with members of another set.

Learning outcomes: Constructing meaning

- Understand that patterns can be analysed and rules identified
- Understand that multiplication is repeated addition and that division
- Understand the inverse relationship between multiplication and division
- Understand the associative and commutative properties of multiplication

Learning outcomes: Transferring meaning into symbols

- Describe number patterns, for example, odd and even numbers, skip counting
- Describe the rule for a pattern in a variety of ways
- Represent rules for patterns using words, symbols and tables
- Identify a sequence of operations relating one set of numbers to another set

Learning outcomes: Applying with understanding

- Select appropriate methods for representing patterns, for example using words, symbols and tables
- Use number patterns to make predictions and solve problems
- Use the properties and relationships of the four operations to solve problems

Number

Overall Expectations

Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Conceptual Understandings

- Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation.
- The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.
- Fractions and decimals are ways of representing whole-part relationships.
- Even complex operations can be modelled in a variety of ways
- The base 10 place value system can be extended to represent magnitude.

Learning outcomes: Constructing meaning

- Model numbers to thousands or beyond using the base 10 place value system
- Model equivalent fractions
- Use the language of fractions, for example, numerator, denominator
- Model decimal fractions to hundredths or beyond
- Model multiplication and division of whole numbers
- Use the language of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite number
- Model addition and subtraction of fractions with related denominators
- Model addition and subtraction of decimals

Learning outcomes: Transferring meaning into symbols

- Read, write, compare and order whole numbers up to thousands or beyond
- Develop strategies for memorizing addition, subtraction, multiplication and division number facts
- Read, write, compare and order fractions
- Read and write equivalent fractions
- Read, write, compare and order fractions to hundredths or beyond
- Describe mental and written strategies for multiplication and division

Learning outcomes: Applying with understanding

- Use whole numbers up to thousands or beyond in real-life situations
- Use fast recall of multiplication and division number facts in real-life situations
- Use decimal fractions in real-life situations
- Use mental and written strategies for multiplication and division in real-life situations
- Select an efficient 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
- Add and subtract fractions with related denominators in real-life situations
- Add and subtract decimals in real-life situations, including money
- Estimate sum, difference, product and quotient in real-life situations, including fractions and decimals

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 when learning the English language and teachers differentiate for each student's learning needs. However by the end of Grade Three it is expected that most students will meet these learning objectives. Please see the next page for details.

Listening and Speaking
Overall expectations Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.
Conceptual understandings ● Spoken language varies according to purpose and audience. ● People interpret messages according to their unique experiences and ways of understanding. ● Spoken communication is different from written communication - it has its own set of rules. ● Taking time to reflect on what we hear and say helps us to make informed judgements and form new opinions
Learning outcomes ● listen attentively and speak appropriately in small and large group interactions ● listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail ● pick out main events and relevant points in oral texts ● follow multi-step directions ● retell familiar stories in sequence ● anticipate and predict when listening to text read aloud ● use language for a variety of personal purposes, for example, invitations ● express thoughts, ideas and opinions and discuss them, respecting contributions from others ● participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems ● use language to explain, inquire and compare ● recognize patterns in language(s) of instruction and use increasingly accurate grammar ● begin to understand that language use is influenced by its purpose and the audience ● understand and use specific vocabulary to suit different purposes

- hear and appreciate differences between languages

Viewing and Presenting
Overall expectations Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.
Conceptual understandings ● Visual texts can expand our database of sources of information. ● Visual texts provide alternative means to develop new levels of understanding. ● Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. ● Different visual techniques produce different effects and are used to present different types of information.
Learning outcomes ● View visual information and show understanding by asking relevant questions and discussing possible meaning ● Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently ● Realize that visual information reflects and contributes to the understanding of context ● Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography ● Observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness ● Discuss personal experiences that connect with visual images ● Use actions and body language to reinforce and add meaning to oral presentations ● Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles ● Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding ● With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful ● Use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact ● View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama ● Realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance ● Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.

Reading
Overall expectations Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.
Conceptual understandings ● Different types of texts serve different purposes. ● What we already know enables us to understand what we read. ● Applying a range of strategies helps us to read and understand new texts. ● Wondering about texts and asking questions helps us to understand the meaning. ● The structure and organization of written language influences and conveys meaning.
Learning outcomes ● read texts at an appropriate level, independently, confidently and with good understanding ● recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles ● identify and explain the basic structure of a story - beginning, middle and end; may use storyboards or comic strips to communicate elements ● make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses ● realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance ● recognize and use the different parts of a book, for example, title page, contents, index ● understand sound-symbol relationships and apply reliable phonetic strategies when decoding print ● use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another ● discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways ● discuss their own experiences and relate them to fiction and non-fiction texts ● participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view ● wonder about texts and ask questions to try to understand what the author is saying to the reader ● develop personal preferences, selecting books for pleasure and information

Writing
Overall Expectations: Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Conceptual understandings

- We write in different ways for different purposes.
- The structure of different types of texts includes identifiable features.
- Applying a range of strategies helps us to express ourselves so that others can enjoy our writing
- Thinking about storybook characters and people in real life helps us to develop characters in our own stories.
- When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
- People write to communicate.

Learning outcomes

- engage confidently with the process of writing
- write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading
- use graphic organizers to plan writing, for example, Mind Maps, storyboards
- organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end
- use appropriate writing conventions, for example, word order, as required by the language(s) of instruction
- use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high- interest words
- use increasingly accurate grammatical constructs
- write legibly, and in a consistent style
- proofread their own writing and make some corrections and improvements
- use feedback from teachers and other students to improve their writing
- use a dictionary, a thesaurus and word banks to extend their use of language keep a log of ideas to write about
- over time, create examples of different types of writing and store them in their own writing folder
- participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement
- with teacher guidance, publish written work, in handwritten form or in digital format

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 when learning in the arts and teachers differentiate for each student's learning needs. By the end of Grade Three, 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, feelings and experiences. They reflect on their work and consider how it might be improved. They are aware of some of the similarities and differences between the art from different cultures.

PYP Phase 3 Responding (Grades 2-3)

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:*** sing with accuracy and control focusing awareness on the musical elements • sing partner songs • discuss music that relates to social issues and/or values

	• compare aspects of music from different times and places • create and perform a movement sequence accompanied by music that they have created
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 ● use their knowledge and experiences to make informed interpretations of artworks ● reflect on their own and others' creative processes to inform their thinking ● provide constructive criticism when responding to artwork.

PYP Phase 3 Creating (Grades 2-3)

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 musical composition expressing their own ideas and feelings on a social issue • deliver a musical message to different audiences (for example, peace message to parents, younger children, friends •create and perform a movement sequence using known musical elements • read and write music using non-traditional notation.
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

Information and Communication Technology (ICT) learning at our school is structured around four dynamic 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)*

Across these strands, learners engage in purposeful, inquiry-driven experiences that empower them as **creators, thinkers, and digital citizens**. ICT is integrated into authentic learning tasks—whether designing a 3D model, creating a digital poster, coding an interactive game, or engaging with virtual reality to explore the world.

Students are encouraged to **tinker, explore, and collaborate**, making informed decisions about the most appropriate technologies to solve problems, communicate ideas, and enhance their learning. The emphasis is on **agency and real-world relevance**, ensuring students develop confidence and fluency in both using and understanding technology.

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

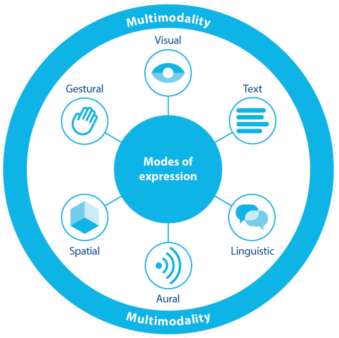
Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

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 Three students learn how to use different types of ICT for learning and communicate their ideas and apply their skills throughout the curriculum. Emphasis is placed on responsibility as digital citizens.

Modern Foreign Languages

French or Spanish

At MEF International School, we are dedicated to cultivating global citizens by building bridges between diverse countries and cultures. Our Modern Foreign Languages (MFL) program, with a focus on French and Spanish, is meticulously crafted to equip students with the skills for effective communication, social interaction, and a profound understanding of global cultures. The curriculum integrates an exploration of French and Spanish cultures, including their history, geography, language, traditions, arts, literature, and daily life. Through engaging, practical, and real-life activities, students acquire linguistic proficiency while developing a holistic appreciation for the societies they study.

In Grade 3, students continue to develop their learning in MFL at their own pace, with teachers differentiating to support individual needs and learning styles. Through French and Spanish, students expand their vocabulary and phrases in meaningful contexts. They inquire into topics such as family, pets, physical descriptions, clothing, and weather, making connections to their own daily lives and experiences.

In French, students begin to use the verbs “avoir” and “être”, apply adjectives with correct gender and number agreement, and form simple negations. In Spanish, they work with “tener” and “ser/estar”, explore adjective use, and practice basic negation.

Across both languages, students develop their listening skills by understanding short spoken descriptions and identifying key vocabulary. They describe people and clothing, share simple weather reports, and match words with images to build comprehension. They also practice writing simple descriptive sentences and personal information, strengthening their ability to communicate in another language.

Turkish Language and Culture

At MEF IS, we value building bridges across countries and cultures, and learning the local language of Türkiye supports communication, social interaction, and cultural understanding. Throughout their time at MEF IS, students develop an understanding of Turkish people and culture by exploring its history, geography, language, traditions, arts, literature, and aspects of daily life, while learning Turkish through practical, real-life activities.

In Grade 3, learning focuses on listening, speaking, viewing, presenting, reading, and writing, supported by role plays, basic conversations, songs, chants, and collaborative activities. Students expand vocabulary and phrases related to their units of inquiry, including traditional stories, fables, and ancient civilizations, as well as numbers, hobbies, foods and drinks, daily routines , days and times, and places. They practice expressing likes and dislikes, talking about activities, and sharing favorites.

By the end of Grade 3, students can understand short conversations and classroom instructions, follow songs and rhymes, recognize key vocabulary in audio stories, talk about routines, foods, and hobbies, ask and answer simple questions, read simple texts, match words to pictures, and write short paragraphs about themselves and their favorites, labeling drawings or completing guided sentences.

Cultural learning includes exploring Turkish cities and regions, Atatürk and Republic Day (October 29), daily life and foods, famous places like Istanbul and Kapadokya, and traditional children's games and school life in Türkiye.

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
- Digital Citizenship
- Friendships / conflict
- 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 Three 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 (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 Three, students will develop skills in using different physical activities. They develop their knowledge and skills in different team games They take part in challenges requiring cooperation. 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 empathise 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 3 Wellness and Movement (Grades 2-3)

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximise enjoyment and promote safety.

Conceptual Understandings	● Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. ● We can develop and maintain physical fitness by applying basic training principles. ● People go through different life stages, developing at different rates from one another. ● Attention to technique and regular practice can improve the effectiveness of our movements. ● A dynamic cycle of plan, perform and reflect can influence a creative movement composition. ● There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximise enjoyment and promote safety.

	Learning outcomes: ● identify ways to live a healthier lifestyle ● understand how daily practices influence short- and long-term health ● understand that there are substances that can cause harm to health ● demonstrate an understanding of the principles of training in developing and maintaining fitness ● identify different stages of life and how these can affect physical performance ● develop plans to improve performance through technique refinement and practice ● demonstrate greater body control when performing movements ● self-assess performance and respond to feedback on performance from others ● plan, perform and reflect on movement sequences in order to improve ● identify potential personal and group outcomes for risk-taking behaviours.

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 utilising 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	Maintaining fitness and well-being is related to active participation in physical activity and play. The choice of movement, technique and strategy is a response to the environment and situation. Movement can be expressed creatively in response to different external stimuli.
	Learning outcomes: ● recognize the benefits that different activities produce in their

	physical health and fitness ● use external stimuli to influence how the body responds through movement. ● create simple choreographies individually ● perform skills with a dominant side and recognize a dominant side in others, and then apply this to strategy in games ● trial various techniques and strategies across contexts to help solve a movement challenge ● identify and perform gross-motor manipulative skills from different directions and distances ● recall and identify *gross-body movement* through locomotor movements and balance distributing weight ● recall and identify the health- and skill- related components of physical fitness ● recognize the benefits that different activities produce in their physical health and fitness

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