2025-2026

PRIMARY SCHOOL CURRICULUM GUIDE

Grade 4

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.

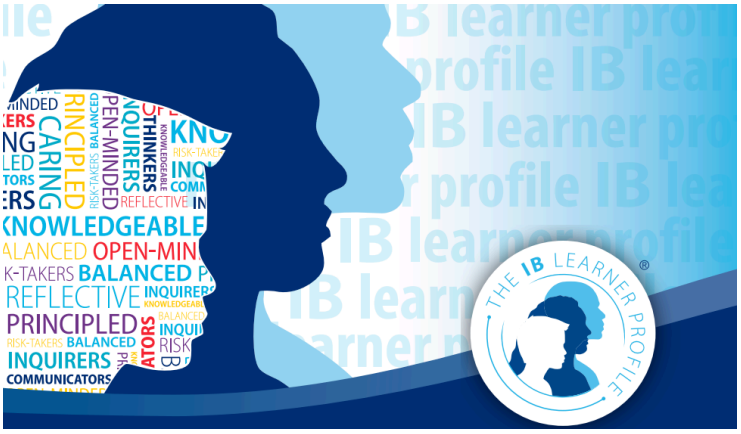
*Some of the information below and visuals have been sourced from the International Baccalaureate publications.

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

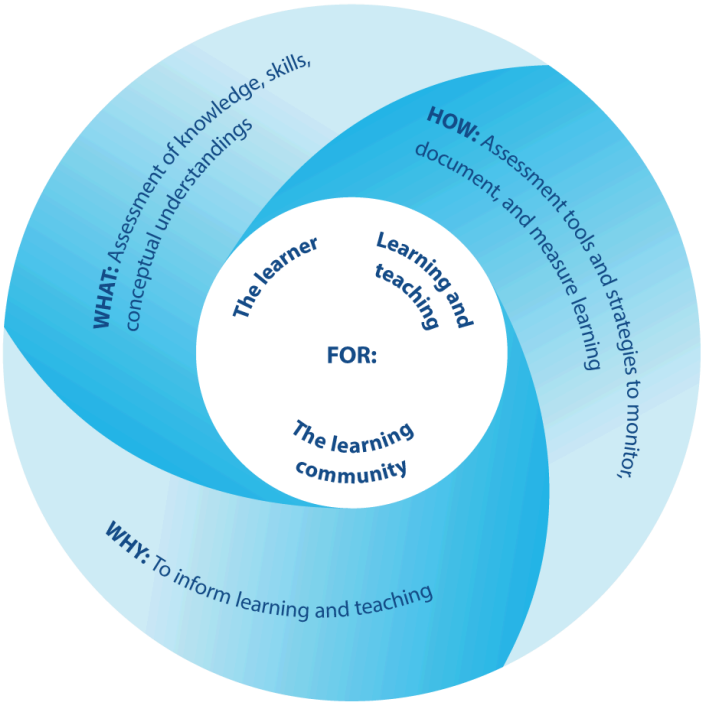
ACTION: (How do we want our students to act as a result of their learning?)

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 4 at MEF IS Primary

Unit of Inquiry Timeline

Dates		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 - June 12**
Transdisciplinary Themes		**How We Organize Ourselves**	**How The World Works**	**Who We Are**	**How We Express Ourselves**	**How The World Works**	**Sharing the Planet**
Unit Title		**Active Citizens**	**Characteristics of Earth**	**Wellbeing**	**Communication**	**Technology**	**Citizens of the World**
Grade 4	**Central Idea**	People work together to solve problems in their communities and respond to shared needs.	The Earth's structure and natural systems change over time, affecting environments and human activity.	Wellbeing of a person is dependent on a balance of interconnected physical, emotional and social factors.	Messages can be created and manipulated in a variety of ways to target specific audiences.	Human exploration of space reflects the desire to understand time, place, and our role in the universe.	Efforts towards reaching peaceful resolutions to conflict can lead to a better quality of life.
	Lines of Inquiry	➔ The issues people and communities face ➔ Ways people and organizations help communities ➔ What it means to be an active citizen	➔ The structure and natural features of the Earth ➔ How natural processes and disasters shape the Earth's surface and affect life ➔ How people respond to and interact with a changing Earth	➔ Body systems and how they work ➔ Interconnectedness between human body system ➔ Emotional and social factors that affect wellbeing and the ways to manage them ➔ How to maintain our health and wellbeing and support others	➔ Features of multimedia ➔ Impact of messages on a target audience ➔ Interpretations of messages	➔ The role of the Space Exploration and Human Journeys ➔ Innovation in Space Exploration ➔ Global Impact of Space Discoveries	➔ Evaluating rights, justice and peace from different perspectives ➔ The impact of conflicts on our lives and around the world. ➔ Ways to resolve conflict. ➔ Peaceful solutions to global conflicts and challenges

	Specified concepts	Form, Function, Responsibility	Form, Change, Connection	Function, Connection, Responsibility	Form, Perspective, Causation	Function, Change,Causation	Perspective, Causation, Responsibility
	Additional Concepts	citizenship, rights, service, organizations, initiative, cooperation, community, challenges,	cause and effect, landforms, natural phenomena, tectonic activity, natural disasters, geography, adaptation	Systems, Wellbeing, Health, Interconnectedness, Balance	Communication, media, audience, creation,meaning	Discoveries, Innovation, space, technology, historical events, timelines, consequences, impacts, opinions, , Progress Advancement, Evolution	Rights, consequences, justice, values, initiative, subjectivity, prejudice, opinion, peace, conflict resolution, empathy
	UN SDGs						
	Learner profile attributes	Principled Thinkers Risk-takers	Knowledgeable Risk-takers Communicators	Knowledgeable Balanced Caring	Inquirers Thinkers Communicators	Inquirers Principled Open-minded	Caring Open-minded Reflective
	ATL skills	Communication skills: all Self-management skills : all	Research skills: information and media literacy Communication skills : all	Research skills: information literacy and media literacy skills Self-management skills: state of mind	Thinking skills, Social skills: all Communication skills: all	Research skills: information and media literacy Thinking skills: all	Social skills Thinking skills

*Dates of units may be subject to change.

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 Four, while science may be integrated throughout inquiries, the Units of Inquiry about scientific knowledge and the uses of resources have a particular science focus. Students inquire into the properties, behaviours and uses of materials, energy, its origins, storage and transfer and consider the impact of science.

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 a variety of instruments and tools to measure data accurately and 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 Four, the Units of Inquiry about rights and responsibilities, human migrations and cities 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 the ways in which people connect locally and globally and the ways in which individuals, groups and societies interact with each other, the distinctive features that give a place its identity; how people adapt to and alter their environment, and how resources are allocated and managed. 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 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 which enable them to understand mathematical concepts. Once they have developed these understandings, they transfer this meaning into symbols such as pictures and diagrams and then learn to transfer them into conventional mathematical notation. They use what they have learnt to solve problems in realistic and real life situations. mathematical learning happens in separate lessons and is integrated into other learning .

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

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 unit of inquiry, through specialist's classes as well as in specific English language lessons.

Students develop differently while learning in the English language and teachers differentiate for each student's learning needs. However by the end of grade it is expected that most students will meet these learning objectives, showing they are able to:

Listening and Speaking
Overall expectations Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.
Conceptual understandings ● Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. ● Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. ● The grammatical structures of a language enable members of a language community to communicate with each other. ● Spoken communication is different from written communication—it has its own set of rules.
Learning outcomes ● listen appreciatively and responsively, presenting their own point of view and respecting the views of others ● listen for a specific purpose in a variety of situations ● identify and expand on main ideas in familiar oral texts ● listen reflectively to stories read aloud in order to identify story structures and ideas ● understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations. ● argue persuasively and defend a point of view ● explain and discuss their own writing with peers and adults ● begin to paraphrase and summarize ● organize thoughts and feelings before speaking ● use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context

- realize that grammatical structures can be irregular and begin to use them appropriately and consistently
- use oral language appropriately, confidently and with increasing accuracy
- verbalize their thinking and explain their reasoning
- recognize that different forms of grammar are used in different contexts
- appreciate that language is not always used literally; understand and use the figurative language of their own culture

Viewing and Presenting
Overall expectations Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.
Conceptual understandings ● Visual texts have the power to influence thinking and behaviour. ● Interpreting visual texts involves making an informed judgment about the intention of the message. ● To enhance learning we need to be efficient and constructive users of the internet. ● Different visual techniques produce different effects and are used to present different types of information
Learning outcomes ● View, respond to and describe visual information, communicating understanding in oral, written and visual form ● Describe personal reactions to visual messages; reflect on why others may perceive the images differently ● Understand and explain how visual effects can be used to reflect a particular context ● Recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards ● Interpret visual cues in order to analyse and make inferences about the intention of the message ● Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response ● Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters ● Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved ● Discuss a newspaper report and tell how the words and pictures work together to convey a particular message ● Prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications ● Discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition ● Experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects

- Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects
- Realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience.

Reading
Overall expectations Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.
Conceptual understandings ● Reading and thinking work together to enable us to make meaning. ● Checking, rereading and correcting our own reading as we go enables us to read new and more complex texts. ● Identifying the main ideas in the text helps us to understand what is important. ● Knowing what we aim to achieve helps us to select useful reference material to conduct research.
Learning outcomes ● read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals ● distinguish between fiction and non-fiction and select books appropriate to specific purposes ● understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters ● recognize the author's purpose, for example, to inform, entertain, persuade, instruct ● understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome ● appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories ● use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility ● know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail ● as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials ● identify relevant, reliable and useful information and decide on appropriate ways to use it ● access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis ● know when and how to use the internet and multimedia resources for research ● understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy

Writing
Overall Expectations: Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.
Conceptual understandings ● Writing and thinking work together to enable us to express ideas and convey meaning. ● Asking questions of ourselves and others helps to make our writing more focused and purposeful. ● The way we structure and organize our writing helps others to understand and appreciate it. ● Rereading and editing our own writing enables us to express what we want to say more clearly.
Learning outcomes ● write independently and with confidence, demonstrating a personal voice as a writer ● write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing ● show awareness of different audiences and adapt writing appropriately ● select vocabulary and supporting details to achieve desired effects ● organize ideas in a logical sequence ● reread, edit and revise to improve their own writing, for example, content, language, organization ● respond to the writing of others sensitively ● use appropriate punctuation to support meaning ● use knowledge of written code patterns to accurately spell high-frequency and familiar words ● use a range of strategies to record words/ideas of increasing complexity ● realize that writers ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?" ● check punctuation, variety of sentence starters, spelling, presentation ● use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing ● work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors ● work independently, to produce written work that is legible and well-presented, written either by hand 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 while learning in the arts and teachers differentiate for each student's learning needs. By the end of Grade Four, 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 similarities and differences between the art from different cultures.

PYP Phase 4 Responding (Grades 4-5)

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognise that there are many ways to enjoy and interpret arts. They accept feedback from others.

Conceptual Understandings	● Through exploring arts across cultures, places and times we can appreciate that people innovate. ● People communicate across cultures, places and times through arts. ● The arts provide us with multiple perspectives. ● We reflect and act on the responses to our creative work.
Drama	***Learning outcomes:*** ● describe how drama plays an innovative role in communicating ideas within cultures and societies ● understand the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives ● reflect on a variety of dramatic forms to identify new understandings within the arts ● recognise and explore some of the different roles in theatre ● use responses to drama to adapt and improve work, considering the original intention.
Music	***Learning outcomes:*** • share and compare their experiences as audience members at various performances • describe the process used to create their own music and compare it with others, in order to improve their compositions • analyse different compositions describing how the musical elements enhance the message

	• reflect upon how their music expresses their personal voice and the impact it has on others.
Visual Arts	***Learning Outcomes:*** ● understand the role and relevance of visual arts in society ● reflect on the factors that influence personal reactions to artwork ● reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities ● critique and make informed judgments about artworks.

PYP Phase 4 Creating (Grades 4-5)

Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in the arts. They consider the feedback from others in improving their work. They recognise that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

Conceptual Understandings	● We act on the responses to our artwork to inform and challenge our artistic development. ● We explore a range of possibilities and perspectives to communicate in broader ways through our creative work. ● Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.
Drama	***Learning outcomes:*** ● manipulate a variety of different drama strategies and techniques to create informed scripts, characterizations and contexts ● work to develop each other's ideas during the creative process ● create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms ● consider the skills and techniques used by a range of drama practitioners in the performing arts ● show an awareness of audience and adapt performances accordingly ● consider the advice and feedback of others as an essential part of the creative process exploring writing for performance.
Music	***Learning Outcomes:*** • create and perform a movement sequence using known musical elements • improvise upon a basic pattern to reinforce the importance of the individual within the group • create and record a composition focusing on form, structure and style to give more meaning to their message • express themselves as individuals through musical composition • read and write music using non-traditional notation..
Visual Arts	***Learning Outcomes:***

	● become increasingly independent in the realization of the creative process ● adjust and refine their creative process in response to constructive criticism ● select, research and develop an idea or theme for an artwork ● develop an awareness of their personal preferences

Information and Communication Technology

Throughout the school, Information and Communication Technology (ICT) learning is structured around key domains:

- **Coding and Game Design**
- **Creative Digital Design and Storytelling**
- **Digital Citizenship and Ethics**
- **Digital Literacy and Productivity Tools**
- **Exploring AI and Smart Tools**
- **Immersive Technologies and 3D Design**

With a strong emphasis on empowering students as **creators rather than consumers**, ICT is positioned as a tool for **creative problem-solving, innovation, and communication**. Students use technology to publish projects, design interactive content, and build solutions. This process often involves **tinkering**, exploration, and applying concepts of **engineering, design, and collaboration**.

Learners also develop the ability to **critically evaluate digital tools**, selecting appropriate technologies for various tasks. This approach encourages thoughtful, ethical, and purposeful use of digital resources in a connected world.

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

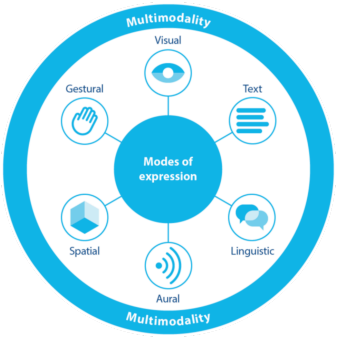
Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

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 the teaching by ICT specialist teachers.

Students develop differently while learning in ICT and teachers differentiate for each student's learning needs. In Grade Four, students learn how to use different forms of technology to develop their ideas and apply their skills throughout the curriculum. They will be using design engineering practices and exploring Science, Technology, Engineering and Mathematics (STEM) as it relates to their units of inquiry. They are expected to show responsibility as digital citizens making wise choices about technology use.

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 4, students continue to grow as language learners in MFL, with teachers differentiating to support their individual learning needs and approaches. They expand their vocabulary and phrases through authentic contexts such as the home, rooms, furniture, directions, city places, transport and health. These topics help learners make meaningful connections to their own environment and daily life.

In French, students begin to use prepositions of place, articles, *il y a*, *c'est*, and verbs in present tense. In Spanish, they explore prepositions, articles, *hay*, *es*, and verbs in present tense.

Students strengthen their listening skills by following familiar classroom instructions and understanding simple descriptions of locations. They also learn how to describe homes and towns, ask for and give directions, and read simple descriptions, maps, and short stories. Writing skills are further developed as they create sentences and short paragraphs to describe different places and contexts.

Turkish Language and Culture

At MEF IS, we prioritize building bridges across countries and cultures. Learning the local language of Türkiye enhances communication, social interaction, and cultural understanding. Throughout their time at MEF IS, students gain insight into Turkish people and culture by exploring its history, geography, language, traditions, arts, literature, and daily life, all while learning Turkish through practical, real-life activities.

In Grade 4, the focus of Turkish language learning is on listening, speaking, viewing, presenting, reading, and writing. Students expand their vocabulary and phrases related to their units of inquiry, making learning meaningful and engaging. They learn about numbers, weather expressions, clothing, feelings, transportation, and cities in Türkiye, and practice forming questions and sentences.

By the end of Grade 4, students will be able to understand short stories and simple conversations, follow audio descriptions about weather or transportation, recognize clothing and feelings in context, discuss their feelings, routines, and activities, describe their outfits, and role-play simple situations such as giving a weather report or shopping. They will also read short texts and storybooks with picture support, identify main ideas and details, read signs, labels, and maps, and write simple diary entries, captions, or complete sentences using the correct vocabulary.

Cultural learning includes exploring Turkish holidays and traditions (such as Ramadan Bayram and 23rd April Children's Day), as well as famous Turkish cities and their significance. This helps students connect the language with daily life and culture 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 on 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 and Health Education (PSHE), and teachers differentiate for each student's learning needs. During Grade Four, students are expected to reflect on their experiences to learn and understand themselves better. They are expected to identify and understand their emotions to regulate their emotional responses and apply different strategies that help them approach challenges and new situations with confidence.

They take personal responsibility and interact, play, and learn with others. They assume different roles and responsibilities in groups and cooperate to achieve a goal. 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 while learning in PE, and teachers differentiate for each student's learning needs. During their time in Grade Four, students will develop skills in different physical activities. They develop and apply 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 begin to understand the importance of personal fitness and their responsibilities towards maintaining this. 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 4 Identity (Grades 4-5)

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs, and norms within society can impact an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognise and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge, and adversity in their lives.

Conceptual Understandings	• Many different and conflicting cultures influence identity formation. • The physical changes people experience at different stages in their lives affect their evolving identities. • Stereotyping or prejudging can lead to misconceptions and conflict. • The values, beliefs, and norms of a society can impact an individual's self-concept and self-worth. • Being emotionally aware helps us to manage relationships and support each other. • A person's self-worth is reinforced and reflected in engagement with and/or service to others. • A strong sense of self-efficacy enhances human accomplishments and personal well-being.

	● Coping with situations of change, challenge, and adversity develops our resilience.
	Learning outcomes: ● examine the complexity of their own evolving identities ● recognise how a person's identity affects self-worth ● recognise how a person's identity affects how they are perceived by others and influences interactions ● analyse how society can influence our concept of self-worth (for example, through the media and advertising) ● identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests, and activities pursued ● analyse how assumptions can lead to misconceptions, recognise, analyse, and apply different strategies to cope with adversity ● accept and appreciate the diversity of cultures, experiences, and perspectives of others ● identify causal relationships and understand how they impact the experience of individuals and groups ● use emotional awareness and personal skills to relate to and help others ● identify how their self-knowledge can continue to support the ● growth and development of identity ● understand the role of and strategies for optimism in the development of their own well-being ● analyse self-talk and use it constructively ● embrace a strong sense of self-efficacy that enhances their ● accomplishments, attitudes, and personal well-being.

PYP PSPE Phase 4 Movement (Grades 4-5)

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

Conceptual Understandings	● Different fitness components are achieved in all types of physical activity and play. ● Identified movement skills, techniques and strategies can be achieved through regular practice and play with others. ● Movement and its elements provide artistic value to a performance.

Learning Outcomes	• Choose and participate in activities that improve physical health and fitness • identify and understand the health- and skill-related components to well-being • identify and understand different gross- and *fine*-body movements, balances distributing weight, as well as locomotor skills • understand and perform the most efficient gross-motor manipulative skills in different contexts • identify risks and opportunities in technique and strategy to assess solutions to movement challenges • reflect on the importance of the development of the non-dominant side • understand how body expression sends a message to others in motor and non-motor contexts.

PYP PSPE Phase 4 Interactions (Grades 4-5)

Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and can apply strategies independently to resolve conflict as it arises. They recognise that people have an interdependent relationship with the environment and other living things, and take action to restore and repair when harm has been done.

Conceptual Understandings	• An effective group can accomplish more than a set of individuals. • An individual can experience both intrinsic satisfaction and personal growth from interactions. • Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. • People are interdependent with, and have a custodial responsibility towards, the environment in which they live. • People have a responsibility to repair and restore relationships and environments where harm has taken place.
	Learning outcomes: • reflect critically on the effectiveness of the group during and at the end of the process • build on previous experiences to improve group performance • independently use different strategies to resolve conflict • work towards a consensus, understanding the need to negotiate and compromise • take action to support reparation in relationships and in the environment when harm has been done.

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