2025-2026

PRIMARY SCHOOL CURRICULUM GUIDE

Grade 5

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.

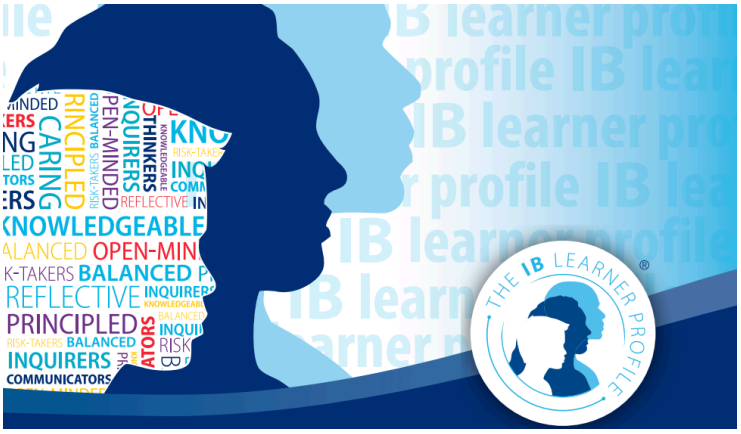
*Some of the information below and visuals have been sourced from the International Baccalaureate publications.

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

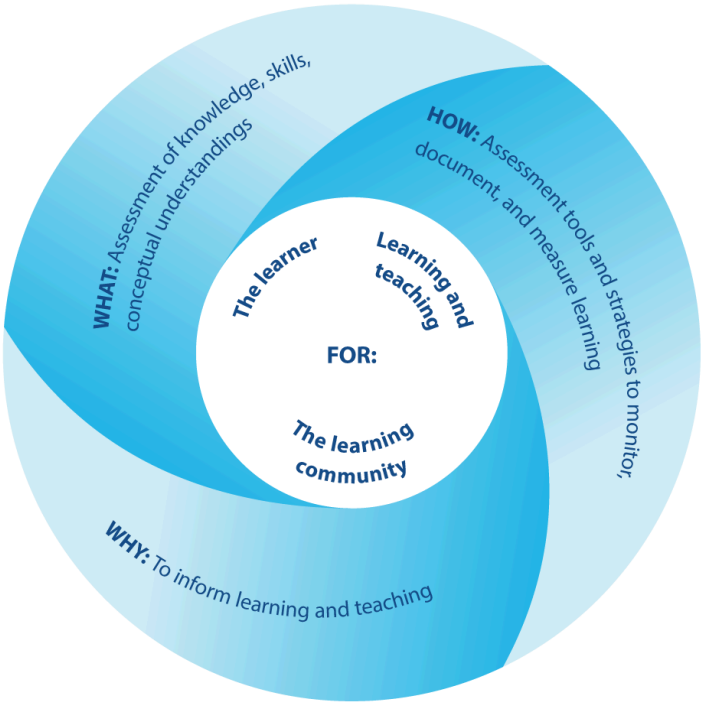
ACTION: (How do we want our students to act as a result of their learning?)

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.

PYP Exhibition

Grade 5 students participate in a culminating project to demonstrate their knowledge, understandings and skills about the elements of the PYP. Students will work together collaboratively to tackle real-life issues through research and investigation; working to find viable solutions. These solutions can be transformed into meaningful action. It is a collaborative project designed to provide students multiple opportunities to demonstrate social, organisational, research and communication skills. While mentors will be available to interact with students as coaches or guides throughout the exhibition, it is primarily a time where students are empowered to take complete ownership of their learning to create a project that integrates knowledge, concepts, skills, the learner profile attributes and action (IB, 2008).

Parents and students from MEF IS are invited to attend the Grade 5 Exhibition. We expect at least one parent or guardian to attend the Exhibition. Parent volunteers are welcome as guest speakers and to aid in facilitating personalised field trips

Grade 5 at MEF IS Primary

Dates		**Unit 1:** Sept 8 - Oct 10	**Unit2 :** Oct 13 - Nov 28	**Unit 3:** Dec 1 - Jan 23	**Unit 4:** Jan 26 - Mar 13	**Unit 5:** March 23 - April 22	**Unit 6:** April 27 - June 12 PYP X process will start in March.
Transdisciplinary Themes		**Where We Are In Place And Time**	**How We Organize Ourselves**	**How The World Works**	**Who We Are**	**How We Express Ourselves**	**Sharing The Planet**
Unit Title		**Migration**	**Social Systems**	**Innovations**	**Identity**	**Expression**	**PYP Exhibition**
Grade 5	**Central Idea**	Migration is a response to various factors and can lead to changes in individuals, communities, and cultures.	Social systems are created to organize communities, support decision-making, and respond to people's needs.	Through the process of experimentation, design and innovation, transformative discoveries can impact societies and the environment.	Identity can be influenced by genetic inheritance, personal growth, and social connections.	Diverse expressions can inspire passion and connect communities	Students will be selecting the global issues and concepts that they want to inquire into. They are expected to demonstrate all the ATL skills and attributes of the learner profile throughout their research processes.
	Lines of Inquiry	➔ Historical and current patterns of migration ➔ Rights and experiences of immigrants and refugees ➔ How migration affects individuals, families, and societies - and the responsibilities we share in responding to these	➔ The structure and purpose of different social systems ➔ How social systems influence individuals and communities – (impact, access, opportunities, limitations) ➔ Our roles and responsibilities within social systems ➔ How fairness and equity are promoted or challenged in social systems	➔ The role of the scientific process in developing new ideas ➔ How energy is used and transformed through design ➔ The implications of energy innovations for societies and the environment	➔ How genetic inheritance contributes to who we are ➔ The impact of personal growth and the **ways we learn** on our development and identity ➔ The influence of relationships and social connections on how we see ourselves	➔ Diverse expressions and their impact on community dynamics. ➔ The role of creative outlets and mediums in contributing to societal change. ➔ Influence of responsible expression on community development	

	Specified concepts	Connection, Perspective, Responsibility	Function ,Connection, Responsibility	Function, Causation, Change	Form, Change, Connection	Causation,Perspective , Responsibility	
	Additional Concepts	migration, displacement, political climate, region, challenges, risks, resilience, inclusion, rights	System, Purpose, Collaboration, Decision-Making, Interdependence, Equity , participation, power	Scientific process, Energy, Advancements, Innovation, Environment, Design	Inheritance, traits, patterns of change, learning, self awareness, identity, relationships	Social issues, emotions, aesthetics, freedom, freedom of expression, creative process	
	UN SDGs		-				
	Learner profile attributes	Reflective Thinkers Open-minded	Knowledgeable Communicators Principled	Inquirers Thinkers Risk-takers	Balanced Inquirers Caring	Open-minded, Communicators Risk-takers	
	ATL skills	Thinking skills: creative thinking- critical thinking- meta cognitive Research skills: Information literacy/Media literacy	Thinking skills: critical thinking and transfer Communication skills: Exchanging information literacy and ICT skills	Self Management Skills:set goals, manage time, resilience, Research skills: Formulating questions, analysing and interpreting data, synthesising	Self-management skills: states of mind Thinking skill - metacognition	Communication skills: exchanging information. Social skills: social intelligence	

*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 units of inquiry in meaningful, practical, "hands on" activities.

Students develop differently while learning science and teachers differentiate for each student's learning needs. During Grade Five, our students will build science skills while working through the scientific method as they inquire into reproductive cycles, life changes, and the scientific advancements through exploration. Students may also use scientific inquiry as part of their exhibition.

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 units of inquiry 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 social studies and teachers differentiate for each student's learning needs. While social studies may be integrated throughout inquiries during Grade Five, our students will . 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. They consıder the past, its influences on the present and its implications for the future; the distribution of power and authority. Students may also follow social studies inquiries as part of their exhibition.

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 the roles and responsibilities in communities. They obtain evidence from a variety of sources and consider the accuracy, validity and possible bias of sources.

Mathematics

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

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

Students develop differently while learning in mathematics and teachers differentiate for each student's learning needs. However by the end of Grade Five 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 ● Data can be presented effectively for valid interpretation and communication. ● Range, mode, median and mean can be used to analyse statistical data. ● Probability can be represented on a scale between 0–1 or 0%–100%. ● The probability of an event can be predicted theoretically.

Learning outcomes: Constructing meaning

- understand that different types of graphs have special purposes
- understand that the mode, median, mean and range can summarize a set of data
- understand that probability can be expressed in scale (0–1) or per cent (0%–100%)
- understand the difference between experimental and theoretical probability.

Learning outcomes: Transferring meaning into symbols

- collect, display and interpret data in circle graphs (pie charts) and line graphs
- identify, describe and explain the range, mode, median and mean in a set of data
- set up a spreadsheet using simple formulas to manipulate data and to create graphs
- express probabilities using scale (0–1)or per cent (0%–100%).

Learning outcomes: Applying with understanding

- design a survey and systematically collect, record, organize and display the data in a bar graph, circle graph, line graph
- identify, describe and explain the range, mode, median and mean in a set of data
- create and manipulate an electronic database for their own purposes
- determine the theoretical probability of an event and explain why it might differ from experimental probability.

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 ● Accuracy of measurements depends on the situation and the precision of the tool. ● Conversion of units and measurements allows us to make sense of the world we live in. ● A range of procedures exists to measure different attributes of objects and events.

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, 31⁄2 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

- develop and describe formulas for finding perimeter, area and volume
- use decimal and fraction notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles
- read and interpret scales on a range of measuring instruments
- measure and construct angles in degrees using a protractor
- carry out simple unit conversions within a system of measurement (metric or customary).

Learning outcomes: Applying with understanding

- select and use appropriate units of measurement and tools to solve problems in real-life situations
- determine and justify the level of accuracy required to solve real-life problems involving measurement use decimal and fractional notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles
- use timetables and schedules (12- hour and 24-hour clocks) in real-life situations determine times worldwide

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

- Manipulation of shape and space takes place for a particular purpose.
- Consolidating what we know of geometric concepts allows us to make sense of and interact with our world.
- Geometric tools and methods can be used to solve problems relating to shape and space..

Learning outcomes: Constructing meaning

- understand the common language used to describe shapes
- understand the properties of regular and irregular polyhedra
- understand the properties of circles
- understand how scale (ratios) is used to enlarge and reduce shapes
- understand systems for describing position and direction
- understand that 2D representations of 3D objects can be used to visualize and solve problems
- understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life.

Learning outcomes: Transferring meaning into symbols

- analyse, describe, classify and visualize 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary
- describe lines and angles using geometric vocabulary
- identify and use scale (ratios) to enlarge and reduce shapes
- identify and use the language and notation of bearing to describe direction and position
- create and model how a 2D net converts into a 3D shape and vice versa
- explore the use of geometric ideas and relationships to solve problems in other areas of mathematics

Learning outcomes: Applying with understanding

- use geometric vocabulary when describing shape and space in mathematical situations and beyond
- use scale (ratios) to enlarge and reduce shapes
- apply the language and notation of bearing to describe direction and position
- use 2D representations of 3D objects to visualize and solve problems, for example using drawings or models.

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 ● Patterns can often be generalized using algebraic expressions, equations or functions. ● Exponential notation is a powerful way to express repeated products of the same number.
Learning outcomes: Constructing meaning ● understand that patterns can be generalized by a rule ● understand exponents as repeated multiplication understand the inverse relationship between exponents and roots ● understand that patterns can be represented, analysed and generalized using tables, graphs, words, and, when possible, symbolic rules. **Learning outcomes: Transferring meaning into symbols** ● represent the rule of a pattern by using a function ● analyse pattern and function using words, tables and graphs, and, when possible, symbolic rules. **Learning outcomes: Applying with understanding** ● select appropriate methods to analyse patterns and identify rules ● use functions to solve problems

Numbers
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 ● The base 10 place value system extends infinitely in two directions. ● Fractions, decimal fractions and percentages are ways of representing whole-part relationships. ● For fractional and decimal computation, the ideas developed for whole-number computation can apply. ● Ratios are a comparison of two numbers or quantities.
Learning outcomes: Constructing meaning ● model numbers to millions or beyond using the base 10 place value system model ratios. ● model integers in appropriate contexts model exponents and square roots. ● model improper fractions and mixed numbers simplify fractions using manipulatives. ● model decimal fractions to thousandths or beyond model percentages ● understand the relationship between fractions, decimals and percentages ● model addition, subtraction,multiplication and division of fractions model addition, subtraction,multiplication and division of decimals. **Learning outcomes: Transferring meaning into symbols** ● read, write, compare and order whole numbers up to millions or beyond read and write ratios ● read and write integers in appropriate contexts read and write exponents and square roots

- convert improper fractions to mixed numbers and vice versa
- simplify fractions in mental and written form
- read, write, compare and order decimal fractions to thousandths or beyond
- read, write, compare and order percentages
- convert between fractions, decimals and percentages.

Learning outcomes: Applying with understanding

- use whole numbers up to millions or beyond in real-life situations
- use ratios in real-life situations
- use integers in real-life situations
- convert improper fractions to mixed numbers and vice versa in real-life situation
- simplify fractions in computation answers
- use fractions, decimals and percentages interchangeably in real- life situations
- select and use an appropriate sequence of operations to solve word problems
- select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator use strategies to evaluate the reasonableness of answers
- use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations
- estimate and make approximations in real-life situations involving fractions, decimals and percentages

English Language

English language learning includes:

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

When learning the English language, students engage in activities which use a rich variety of quality resources. English language learning happens throughout the school day through transdisciplinary learning integrated with the units of inquiry, through specialist classes as well as in specific English language lessons.

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

Listening and Speaking
Overall expectations Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.
Conceptual understandings ● Spoken language can be used to persuade and influence people ● Metaphorical language creates strong visual images in our imaginations ● Listeners identify key ideas in spoken language and synthesize them to create their own understanding. ● People draw on what they already know in order to infer new meaning from what they hear. ● The grammatical structures of language enable members of a language community to communicate with each other.

Learning outcomes

- participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations
- generate, develop and modify ideas and opinions through discussion
- listen and respond appropriately to instructions, questions and explanations
- infer meanings, draw conclusions and make judgments about oral presentations
- use an increasing vocabulary and more complex sentence structures with a high level of specificity
- argue persuasively and justify a point of view
- show open-minded attitudes when listening to other points of view
- paraphrase and summarize when communicating orally
- understand and use figurative language such as simile, personification and metaphor
- use oral language to formulate and communicate possibilities and theories
- use standard grammatical structures competently in appropriate situations
- use register, tone, voice level and intonation to enhance meaning
- appreciate that people speak and respond according to personal and cultural perspectives
- use speech responsibly to inform, entertain and influence others
- reflect on communication to monitor and assess their own learning

Viewing and Presenting
Overall expectations Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Conceptual understandings

- To enhance learning we need to be efficient and constructive users of the internet.
- The aim of commercial media is to influence and persuade viewers.
- Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.
- Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.
- Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

Learning outcomes

- View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel
- Analyse and interpret the ways in which visual effects are used to establish context
- Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects
- Realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols
- Realize that individuals interpret visual information according to their personal experiences and different perspectives
- Show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
- Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit
- Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations

- Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion
- Analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism
- Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages
- Reflect on ways in which understanding the intention of a visual message can influence personal responses.

Reading
Overall expectations Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.
Conceptual understandings ● Knowing what we aim to achieve helps us to select useful reference material to conduct research. ● Authors structure stories around significant themes. ● Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear. ● Synthesizing ideas and information from texts leads to new ideas and understanding. ● Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.
Learning outcomes ● read a wide range of texts confidently, independently and with understanding ● work in cooperative groups to locate and select texts appropriate to purpose and audience ● participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author ● identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres ● appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing

- appreciate authors' use of language and interpret meaning beyond the literal
- understand that authors use words and literary devices to evoke mental images
- recognize and understand figurative language, for example, similes, metaphors, idioms
- make inferences and be able to justify them
- identify and describe elements of a story - plot, setting, characters, theme - and explain how they contribute to its effectiveness
- compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact
- distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- use a range of strategies to solve comprehension problems and deepen their understanding of a text
- consistently and confidently use a range of resources to find information and support their inquiries
- participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
- use the internet responsibly and knowledgeably, appreciating its uses and limitations
- locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community

Writing
Overall Expectations: Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Conceptual understandings

- Stories that people want to read are built around themes to which they can make connections.
- Effective stories have a purpose and structure that help to make the author's intention clear.
- Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.
- Knowing what we aim to achieve helps us to plan and develop different forms of writing.
- Through the process of planning, drafting, editing and revising, our writing improves over time.

Learning outcomes

- write independently and with confidence, showing the development of their own voice and style
- write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive
- adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader
- use appropriate paragraphing to organize ideas
- use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood
- use planning, drafting, editing and reviewing processes independently and with increasing competence
- critique the writing of peers sensitively; offer constructive suggestions
- vary sentence structure and length
- demonstrate an increasing understanding of how grammar works
- use standard spelling for most words and use appropriate resources to check spelling
- use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing
- choose to publish written work in handwritten form or in digital format independently
- use written language as a means of reflecting on their own learning
- recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration
- identify and describe elements of a story - setting, plot, character, theme
- locate, organize, synthesize and present written information obtained from a variety of valid sources
- use a range of tools and techniques to produce written work that is attractively and effectively presented

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 Five, 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. Students may also follow arts inquiries as part of their exhibition.

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:*** sing individually and in harmony • explain the role and relevance of music in their own culture, its uses and associations through place and time • interpret and explain the cultural and/or historical perspectives of a musical composition • modify their practices and/or compositions based on the audiences' responses • explore different artistic presentations that are/ were innovative and their implications.
Visual Arts	***Learning outcomes:*** ● understand the role and relevance of visual arts in society ● critique and make informed judgements about artworks ● reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities

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 the 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 ● 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

Music	***Learning outcomes:*** • create music that will be continually refined after being shared with others • present, in small groups, innovative musical performances on a selected issue • incorporate the other arts and available resources in order to broaden their creative expression • read and write music in traditional and/or nontraditional notation.
Visual Arts	***Learning outcomes:*** ● become increasingly independent in the realization of the creative process ● identify factors to be considered when displaying an artwork ● utilise a broad range of ways to make meaning ● 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 six 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**

Technology learning emphasizes students becoming **creators rather than consumers**. Students engage in solving problems, communicating ideas, designing original content, and exploring innovations using a range of tools. They learn to make thoughtful, ethical, and creative decisions about the digital tools they use.

ICT is not just a standalone subject—it integrates with broader learning goals. Whether creating games, designing websites, exploring AI, or navigating digital environments, students build key skills in **collaboration, design thinking, critical evaluation**, and **digital responsibility**. These experiences develop agency, problem-solving, and future-ready competencies.

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

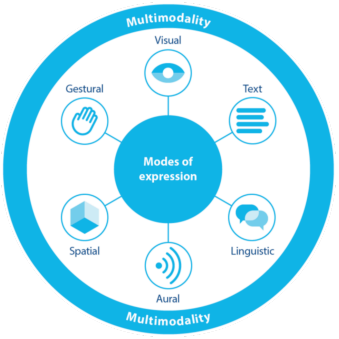
Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

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 mathematical 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.

Students develop differently while learning in MFL and teachers differentiate for each student's learning needs. During Grade Five, students learn to use vocabulary and phrases relating to a range of topics such as school subjects, places and roles, hobbies, daily routines, environment vocabulary, emotions, and different community helpers. They learn how to express personal feelings, needs and preferences and use the language on social occasions.

During Grade 5, they also review the conjugation of the regular and irregular verbs in present tense; the reflexive verbs; and the use of "there is/there are", connectors and conjunctions.

They are able to understand multi-step oral instructions; comprehend short audio texts and dialogues, engage in extended conversations, describe routines, and express opinions with reasons. Grade 5 students can read and analyze short paragraphs and authentic texts (menus, schedules, posters), as well as to write descriptive texts, simple opinion paragraphs, letters, and emails.

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 and real-life activities.

In Grade 5, the focus of Turkish learning is on listening, speaking, viewing, presenting, reading, and writing. Students expand their vocabulary and phrases related to their units of inquiry, which include topics such as numbers, habits, family and friends, school subjects, places and roles, hobbies, daily routines, environmental vocabulary, emotions, and various community helpers. They practice asking questions, forming sentences, and expressing opinions, as well as likes and dislikes.

By the end of Grade 5, students will be able to understand classroom discussions, short videos, and instructions, follow simple stories and brief interviews, talk about weekend activities, routines, family dynamics, likes, dislikes, and share opinions with supporting reasons. They will also be able to present short projects orally, read simple texts, answer questions based on additional short passages, write paragraphs about themselves and their routines, and create opinion sentences, labeling and describing projects with titles and concise descriptions.

Cultural learning includes exploring Turkish sports and national athletes, family life and celebrations, as well as healthy lifestyles in Türkiye, such as traditional foods and outdoor activities. This approach helps students connect their language learning with everyday life and cultural experiences.

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
- Adolescence Period

Students develop differently while learning in Personal and Social Education (PSPE) and teachers differentiate for each student's learning needs. During Grade Five students are expected to reflect on their experiences in order to learn and understand themselves better. They are expected 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 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. Students may also follow PSPE inquiries as part of their exhibition.

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 Five, 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. Students may also follow PE inquiries as part of their exhibition.

NOTE: PYP Personal, Social and Physical Education Scope and Sequence are used by PSPE, 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 on 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 on 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 wellbeing ● 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 are able to 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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