2025-2026

PRIMARY SCHOOL CURRICULUM GUIDE

Kindergarten

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.

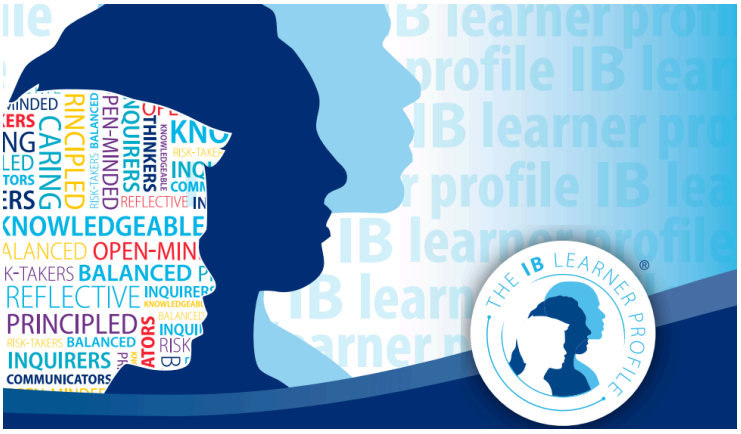
*Some of the information below and visuals have been sourced from the International Baccalaureate publications.

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.

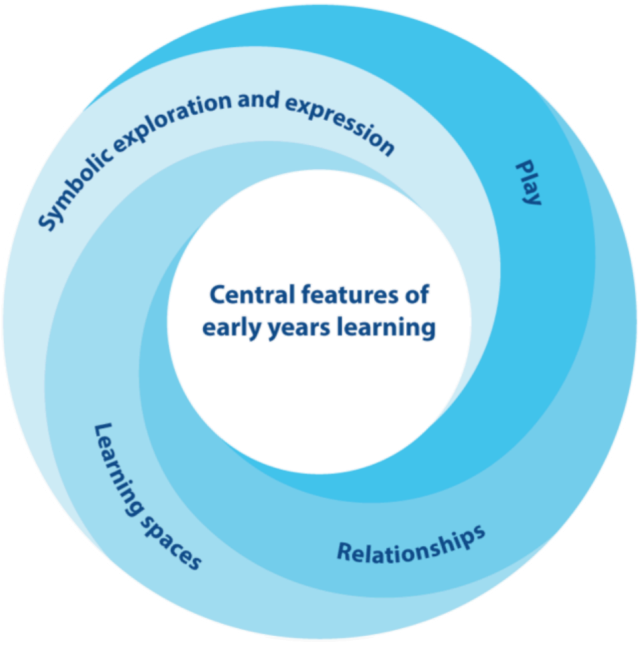
Play-Based Learning

The play-based learning approach is a holistic approach to learning for our children that honours their identity and their natural development. Children have natural stages of development as identified by the famous psychologist Piaget and play-based learning environments enable them to move through these stages at their own pace (Woolfolk, 2014). Another early childhood psychologist, Vygotsky, defined constructivism as children constructing their knowledge actively through social experiences and using tools rather than as passive receivers of knowledge (Woolfolk, 2014). Children have the right to learn and grow the way they learn best (IBO, 2018). The International Baccalaureate points to Froebel (1896) who said, "Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul" (IBO, 2018).

Children are natural inquirers from birth; they have the capacity to learn about, interact with and interpret the world around them. From birth, children possess all kinds of mental abilities uniquely suited to these early phases of learning and development. They are curious and capable learners with a sense of agency, rich in potential, bringing valid skills, preferences and understandings to the educational process.

We honour the image of a competent, capable child. We honour the way our children learn, communicate, develop and grow. We honour their ideas and thoughts. We grow and learn together as children and as a staff. We work together to provide play based learning opportunities that give our children freedom to explore the world around them at their own pace.

What does play-based learning look like?



It looks and feels like play. Do you remember making mud pies in the garden as a child? Do you remember being fascinated by watching ants carrying bits and pieces? Do you remember playing with sticks and acorns or other items you found as a child? It is imagination set loose.

Children are using their imaginations, finding tools to problem-solve together and alone, participating in dramatic play and working to help each other nurture their environment with the beauty they create together. Our children are participating in field trips and messy play to interact with the arts and nature. Our students will dig and get their hands dirty with mud or sand for rich sensory experiences. They will be using their imaginations to be artists, chefs, scientists and nature experts. They build understandings through play, visits and engaging with the school and local community.

Central features
The process of learning and teaching are crafted to support students' individual and emergent pathways of development. Teachers support learning by:

- *planning uninterrupted time for play*
- *building strong relationships with students and their families*
- *creating and maintaining responsive spaces for play*
- *offering many opportunities for symbolic exploration and expression.*

Each of these elements are mutually supportive and are interwoven with the others in both theory and practice.

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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

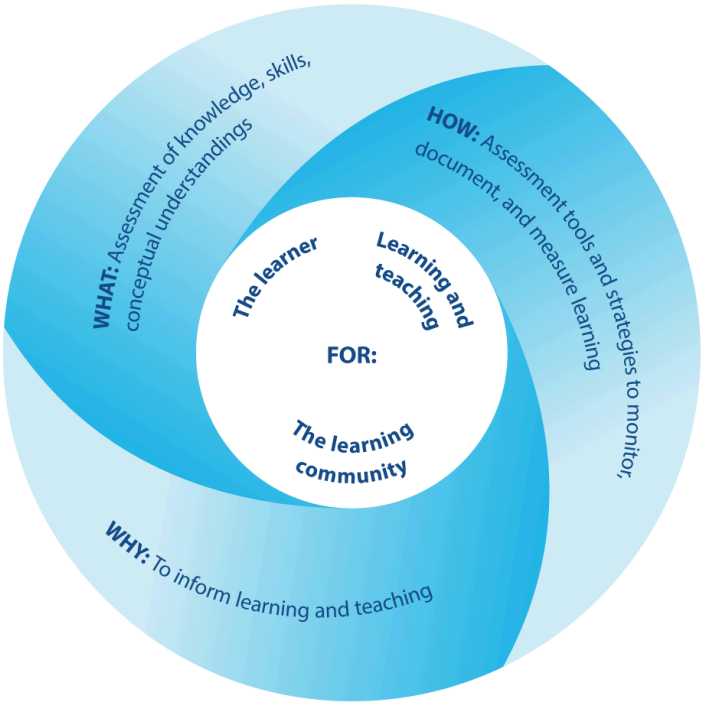
ACTION: (How do we want our students to act as a result of their learning?)

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.

Kindergarten at MEF IS Primary

Unit of Inquiry Timeline

Dates		Unit 1: **Sept. 8 - Nov. 7**	Unit 2 **Nov. 10 - Jan. 23**	Unit 3: **Jan. 26 - Apr. 10**	Unit 4: **Apr.13 - Jun. 12**
Transdisciplinary Themes		**Who We Are**	**How We Express Ourselves**	**Sharing The Planet**	**How We Organize Ourselves**
Unit Title		**Relationships**	**Stories**	**Living Things & Resources**	**Systems**
KG	**Central Idea**	Relationships can be built by sharing feelings and experiences.	Stories can be expressed and understood in different ways.	People's use of resources impacts living things.	Systems can unite a community.
	Lines of Inquiry	➔ Interactions with those around us ➔ How our behaviour affects our relationships ➔ Importance of making and developing friendships.	➔ What makes a story ➔ What stories can convey ➔ How stories are created and shared.	➔ Living, non-living, once living ➔ How we use resources and its impact on living things ➔ How living things depend on resources for survival.	➔ Systems and structures ➔ How people's actions affect how systems work ➔ How structures unite a community
	Specified concepts	Change, Causation, Responsibility	Form,Perspective,Function	Form, Causation, Connection	Function, Causation, Connection
	Additional Concepts	Feelings, interaction, relationships, conflict,friendships, families	creation, purpose, expression, communication, interpretation, performance	environment, habitats, natural resources, loss, conservation	Belonging, collaboration, routines, structures, system

	UN SDGs				
	Learner profile attributes	Communicators Principled Balanced	Thinkers Communicators Open-minded	Knowledgeable Reflective Caring	Inquirers Risk takers Principled
	ATL skills	Communication Skills Social skills Self management skills	Communication skills Thinking skills	Thinking skills Research skills	Self-management Social skills

*****Dates of units are subject to change.

In the Early Years, a **play-based approach is implemented in line with the developmental needs and age characteristics of the students. At this level, learning is organized around **four transdisciplinary themes**, selected to support young learners' curiosity and interests within the IB PYP framework.
In the Primary School, the learning program is structured around **six transdisciplinary themes**, all of which are explored by every student throughout the academic year.

Science

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

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

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

Science skills

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

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

Students develop differently while learning in science and teachers differentiate for each student's learning needs. While science may be integrated throughout inquiries during Kindergarten, the Units of Inquiry about materials and living things have a particular science focus. Students begin to study the objects around them, and make observations on their properties. During our unit on living things, we begin to identify living and non-living, and the needs of living things. Throughout Kindergarten, we encourage our students to begin developing an inquiring mind to "think like a scientist." We foster an environment that develops curiosity and thoughtfulness about how the world works.

In addition, during their inquiries throughout the curriculum, students are encouraged to develop their scientific skills of observation, questioning and thinking. They begin to carry out scientific investigations and make and test predictions.

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 Kindergarten, the Units of Inquiry about community roles and games have a particular social studies focus. Students begin to learn about people, communities, cultures and societies, the ways in which individuals, groups and societies interact with each other and about time; the past and its influences on the present.

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

Mathematics

All students learn about the following mathematical strands:

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

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

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

Data handling
Overall Expectations Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.
Conceptual Understandings ● Organizing objects and events helps us to solve problems. ● Events in daily life involve chance. ● We collect information to make sense of the world around us.
Learning outcomes, Constructing meaning ● Understand that information about themselves and their surroundings can be obtained in different ways ● Discuss chance in daily events (impossible, maybe, certain)
Learning outcomes, Transferring meaning into symbols ● Represent information through pictographs and tally marks ● Sort and label real objects by attributes
Learning outcomes, Applying with understanding ● Create pictographs and tally marks ● Create living graphs using real objects and people ● Describe real objects and events by attributes

Measurement
Overall Expectations Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.
Conceptual Understandings ● Events can be ordered and sequenced. ● Measurement involves comparing objects and events. ● Objects have attributes that can be measured using non-standard units.
Learning outcomes: Constructing meaning ● Understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder
Learning outcomes: Transferring meaning into symbols ● Identify, compare and describe attributes of real objects, for example, longer, shorter, heavier, empty, full, hotter, colder ● Compare the length, mass and capacity of objects using non- standard units ● Identify, describe and sequence events in their daily routine, for example, before, after, bedtime, storytime, today, tomorrow
Learning outcomes: Applying with understanding ● Describe observations about events and objects in real-life situations ● Use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity

Shape and Space
Overall Expectations The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.
Conceptual Understandings ● Shapes can be described and organized according to their properties. ● Objects in our immediate environment have a position in space that can be described according to a point of reference.
Learning outcomes: Constructing meaning ● Understand that 2D and 3D shapes have characteristics that can be described and compared ● Understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down
Learning outcomes: Transferring meaning into symbols ● Sort, describe and compare 3D shapes

● Describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down
Learning outcomes: Applying with understanding ● Explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down)

Pattern and Function
Overall Expectations Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.
Conceptual Understandings ● Patterns repeat and grow. ● Patterns and sequences occur in everyday situations.
Learning outcomes: Constructing meaning ● Understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature
Learning outcomes: Transferring meaning into symbols ● Describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers
Learning outcomes: Applying with understanding ● Extend and create patterns

Number
Overall Expectations Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.
Conceptual Understandings ● Numbers are a naming system. ● Making connections between our experiences with number can help us to develop number sense. ● Numbers are connected to each other through a variety of relationships. ● Numbers can be used in many ways for different purposes in the real world.
Learning outcomes:Constructing meaning ● Understand one-to-one correspondence ● Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set ● Understand that numbers can be constructed in multiple ways, for example, by

combining and partitioning.
- Understand conservation of numbers
- Understand the relative magnitude of whole numbers
- Recognize groups of zero to five objects without counting (subitizing)
- Understand whole-part relationships
- Use the language of mathematics to compare quantities, for example, more, less, first, second

Learning outcomes: Transferring meaning into symbols
- Connect number names and numerals to the quantities they represent

Learning outcomes: Applying with understanding
- Count to determine the number of objects in a set
- Use number words and numerals to represent quantities in real-life situations
- Use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second
- Subitize in real-life situations
- Use simple fraction names in real-life situations

English Language

English language learning includes:

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

When learning the English language, students engage in activities that use a rich variety of quality resources. English language learning happens throughout the school day as well as in specific English language lessons. 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. Our school is using the PYP Language scope and sequence document to guide the planning for our Kindergarten classes.

In the early years, children are developing behaviours for literacy through play and imagination as well as through participation in group activities for literacy such as read alouds or sharing stories.

The complexity of language

Children bring with them to school complex language knowledge, experience and meaning-making strategies from their early years at home. Students use language to:

- *explore*
- *examine*
- *question*
- *predict*
- *share*
- *investigate*
- *reflect*

in a sustained and deliberate manner, within a supportive collaborative setting.

Students use play to make meaning and understandings of the world, and to develop oral language and symbolic competence. They share personal experiences and understandings through talk, play, shared stories and collaborative exploration. By listening attentively, teachers discover students' language expertise and mental models. Using this knowledge, teachers plan and create learning experiences that extend students' language capabilities. This knowledge can then be documented on a student's language portrait.

When young students are involved in dramatic and cooperative play, language becomes more complex as it includes negotiating roles, taking turns, conveying desires and meeting the needs of others. Young students often use inner speech to play with elements of language while consolidating understandings of tasks and relationships with which they are engaged. Teachers support language learning by providing opportunities for physical movement, imaginary and cooperative play.

Young students are naturally curious about the world and, by interacting with different kinds of materials, they develop the language needed to share their understandings of the properties and

behaviour of the physical world. Teachers model language around these explorations through talk-alouds, and use observations about students' expressed interests to ensure a responsive learning environment.

Stories provide particular opportunities to develop language and comprehension and the foundations of literacy. When young students assume the roles of characters and play with elements of a story, comprehension increases, as do understandings of print media. Songs and rhymes accompanied by actions that support the development of concepts, sentence structure and vocabulary along with phonemic and graphemic awareness and memory. Young students relish play with sounds, voices and funny noises and also play with grammatical constructions, such as repeating patterns, and substituting words, asking questions, repeating lists of words, numbers and letters.

- Excerpt taken from IB PYP publication, *The learner*, 2018

Students develop differently when learning English and teachers differentiate for each student's learning needs. However by the end of Kindergarten it is expected that most students will demonstrate many of these literacy behaviors:

Listening and Speaking
Overall expectations Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.
Conceptual understandings ● Spoken words connect us with others. ● People listen and speak to share thoughts and feelings. ● People ask questions to learn from others.
Learning outcomes ● Use gestures, actions, body language and/or words to communicate needs and to express ideas ● Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words ● Name classmates, teachers and familiar classroom and playground objects. ● Interact effectively with peers and adults in familiar social settings ● Tell their own stories using words, gestures, and objects/artifacts ● Repeat/echo single words ● Use single words and two-word phrases in context ● Join in with poems, rhymes, songs and repeated phrases in shared books ● Understand simple questions and respond with actions or words ● Follow classroom directions and routines, using context cues ● Realize that people speak different languages ● Use the home language (with translation, if necessary) to express need and explain ideas ● Realize that word order can change from one language to another ● Use own grammar style as part of the process of developing grammatical awareness

Viewing and Presenting
Overall expectations Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.
Conceptual understandings ● Visual language is all around us. ● The pictures, images, and symbols in our environment have meaning. ● We can enjoy and learn form visual language.
Learning outcomes ● Attend to visual information showing understanding through play, gestures, facial expression ● Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise ● Observe visual cues that indicate context; show understanding by matching pictures with context ● Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences ● Make personal connections to visual texts, for example, a picture book about children making friends in a new situation ● Use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions ● Select and incorporate colours, shapes, symbols and images into visual presentations ● Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages ● Locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD play, television ● Listen to terminology associated with visual texts and understand terms such as colour, shape, size.

Reading
Overall expectations Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.
Conceptual understandings ● Illustrations convey meaning. ● Print conveys meaning. ● People read for pleasure.

- Stories can tell about imagined worlds.
- Printed information can tell about the real world.
- There are established ways of setting out print and organizing books.

Learning outcomes

- Enjoy listening to stories
- Choose and "read" picture books for pleasure
- Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)
- Show curiosity and ask questions about pictures or text
- Listen attentively and respond to stories read aloud
- Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity
- Make connections to their own experience when listening to or "reading" texts
- Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words
- Recognize their own first name
- Express opinions about the meaning of a story
- Show empathy for characters in a story
- Distinguish between pictures and written text, for example, can point to a picture when asked
- Indicate printed text where the teacher should start reading
- Handle books, showing an understanding of how book works, for example cover beginning, directional movement, end
- Realize that the organization of on-screen texts is different from how text is organized in a book
- Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction

Writing

Overall Expectations:
Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual understandings

- Writing conveys meaning.
- People write to tell about their experiences, ideas and feelings.
- Everyone can express themselves in writing.
- Talking about our stories and pictures helps other people to understand and enjoy them.

Learning outcomes

- Experiment with writing using different writing implements and media
- Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party
- Differentiate between illustrations and written text
- Use their own experience as a stimulus when drawing and "writing"

- Show curiosity and ask questions about written language
- Participate in shared writing, observing the teacher's writing and making suggestions
- Listen and respond to shared books (enlarged texts), observing conventions of print according to the language(s) of instruction
- Begin to discriminate between letters/characters, numbers and symbols
- Show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded
- Write their own name independently.

The Arts

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

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

PYP Phase 2 Responding (Grades K-1)

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

Conceptual Understandings	• We are receptive to art practices and artworks from different cultures, places and times (including our own). • People communicate ideas, feelings and experiences through the arts. • We can reflect on and learn from the different stages of creating. • There is a relationship between the artist and the audience.
Drama	***Learning outcomes:*** • compare varied styles of performance with drama from their own culture • use drama performance to tell stories about people and events from various cultures, including their own • discuss and explain the way ideas, feelings and experiences can be communicated through stories and performance • describe and evaluate the learning and understandings developed through their exploration of drama • describe the dynamic connection between the audience and performer.
Music	***Learning outcomes:*** • listen to music and create their own work in response • express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) • explore body and untuned percussion instrument sounds • recognize different sources of music in daily life • distinguish the sounds of different instruments in music story

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Visual Arts	***Learning Outcomes:*** ● sharpen their powers of observation ● identify the formal elements of an artwork ● describe similarities and differences between artworks ● become an engaged and responsive audience for a variety of art forms.

PYP Phase 2 Creating (Grades K-1)

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

Conceptual Understandings	● We can communicate our ideas, feelings and experiences through our artwork. ● We solve problems during the creative process by thinking critically and imaginatively. ● Applying a range of strategies helps us to express ourselves. ● We are receptive to the value of working individually and collaboratively to create art.
Drama	***Learning outcomes:*** ● share drama with different audiences by participating, listening and watching ● identify with characters through role-play development ● use performance as a problem-solving tool ● work cooperatively towards a common goal, taking an active part in a creative experience ● make use of simple performance conventions to share ideas ● consider and maintain appropriate behaviours in drama, as an audience member or as a performer ● value and develop imaginary roles or situations.
Music	***Learning Outcomes:*** explore sound as a means of expressing imaginative ideas • recreate sounds from familiar experiences participate in performing and creating music both individually and collectively • record their personal, visual interpretation of elements of sound (for example, loud/ soft, high/low, fast/slow) • create their own basic musical instruments.
Visual Arts	***Learning Outcomes:*** ● demonstrate control of tools, materials and processes ● combine a variety of formal elements to communicate ideas,

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

Information and Communication Technology

Information and Communication Technology (ICT) learning at our school is structured around the following strands:

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

ICT empowers students to become creators, problem-solvers, and responsible digital citizens. Learning experiences are designed to build technical proficiency, creativity, collaboration, and critical thinking. Technology is treated as a tool for expression, innovation, and communication, with emphasis on **age-appropriate, hands-on learning** that evolves from basic skills in early years to advanced applications like AI and immersive technologies in later grades.

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

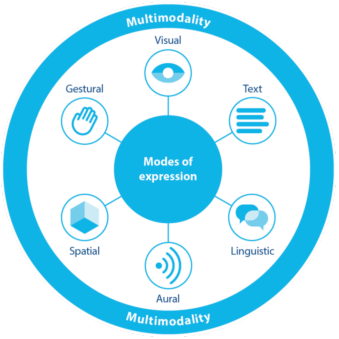
Technology supports the IB position on language, literacy and multiliteracies, that develop students' ability to engage with multiple texts in multiple modes.

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. Through play-based learning, students will explore loose parts to experiment and learn about the properties of materials. This will be further supported by teaching by ICT specialist teachers through integration during the play-based learning times.

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

Modern Foreign Languages

French or Spanish

Throughout their time at MEF IS, students develop their understanding of the people and culture of Spanish and French speaking countries by exploring its history, geography, language, traditions, arts, literature, and daily life. In Kindergarten, learning focuses on listening and speaking, helping students develop an ear for Spanish and French sounds through songs, chants, stories, dialogs, and play-based activities connected to real-life situations.

Students develop differently while learning in MFL and teachers differentiate for each student's learning needs.

During Kindergarten, students learn greetings, magic words, and simple phrases to introduce themselves. They also learn how to use vocabulary and phrases relating to a range of topics including colours, numbers from 0-10, basic objects, basic family members, animals, days of the week, months and seasons. They also learn how to respond verbally to basic greetings and questions, follow simple two-step instructions and understand simple stories.

Turkish Language and Culture

Throughout their time at MEF IS, students develop their understanding of the people and culture of Türkiye by exploring its history, geography, language, traditions, arts, literature, and daily life.

In Kindergarten, learning focuses on listening and speaking, helping students develop an ear for Turkish sounds through songs, chants, stories, dialogs, and play-based activities connected to real-life situations.

Students enjoy Turkish stories, folktales, celebrations, and traditions while learning simple words and phrases for introductions, family members, feelings, daily actions, and food. They also practice colors, numbers, and school objects.

Classroom language includes greetings, courtesy expressions, asking and answering, giving and following simple commands, and locating objects. Students begin to use appropriate phrases to express likes and preferences.

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.

Students develop differently, while learning in Personal Social and Health Education (PSHE) and teachers will differentiate for each student's learning needs.

During Kindergarten, students are encouraged to reflect on their experiences in order to understand themselves better. They are encouraged to take personal responsibility and begin to recognise the value of interacting, playing and learning with others. They begin to assume different roles and responsibilities in groups and are expected to show a willingness to cooperate.

Physical Education

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

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

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

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

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

PYP PSPE Phase 2 Identity (Grades K-1)

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

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

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

PYP PSPE Phase 2 Active Living (Grades K-1)

Learners recognise the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Conceptual Understandings	● Regular exercise is part of a healthy lifestyle. ● Food choices can affect our health. ● Maintaining good hygiene can help to prevent illness. ● Growth can be measured through changes in capability as well as through physical changes. ● We can apply a range of fundamental movement skills to a variety of activities. ● Movements can be used to convey feelings, attitudes, ideas or emotions. ● The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.
	Learning outcomes: ● recognise the importance of regular exercise in the ● development of well-being ● identify healthy food choices ● communicate their understanding of the need for good hygiene practices ● reflect on the interaction between body systems during exercise ● explain how the body's capacity for movement develops as it grows ● use and adapt basic movement skills (gross and fine motor) in a variety of activities

	● explore different movements that can be linked to create sequences ● display creative movements in response to stimuli and express different feelings, emotions and ideas ● reflect upon the aesthetic value of movement and movement sequences ● understand the need to act responsibly to help ensure the safety of themselves and others.

PYP PSPE Phase 2 Interactions (Grades K-1)

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

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

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