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# PRIMARY YEARS PROGRAMME



Primary Years  
Programme

# THE PYP

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. 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.

The PYP curriculum is a student-centered approach to education for children aged 3-12. The 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.



The IB learner profile represents a broad range of human dispositions, capacities and traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness.

The PYP is designed to focus on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as approaches to learning (ATL) skills. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme (MYP).

# LEARNING AND TEACHING THROUGH INQUIRY

Implements hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery

Scaffold connected opportunities for development of skills

Consider materials, fieldtrips, learning engagements as stimuli for inquiry

Generate routines, questions, strategies and systems that can be transferred across a range of contexts

Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development

Support thinking and metacognition (thinking about thinking) with prompts and tools

Create flexible and engaging learning spaces and promote independence and collaboration

Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning

Value students as capable inquirers

Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations

Extend learning with open-ended questions or problems

Use prior knowledge as launching point for new learning

Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations

Use real world contexts and primary experiences as significant activators of learning

Personalise learning by employing a range of strategies and flexible groupings

Understand the importance of collaborative learning and value the contributions of both individuals and groups

Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments

Support students to make deliberate connections within and between subjects

Monitor and document learning providing meaningful feedback throughout

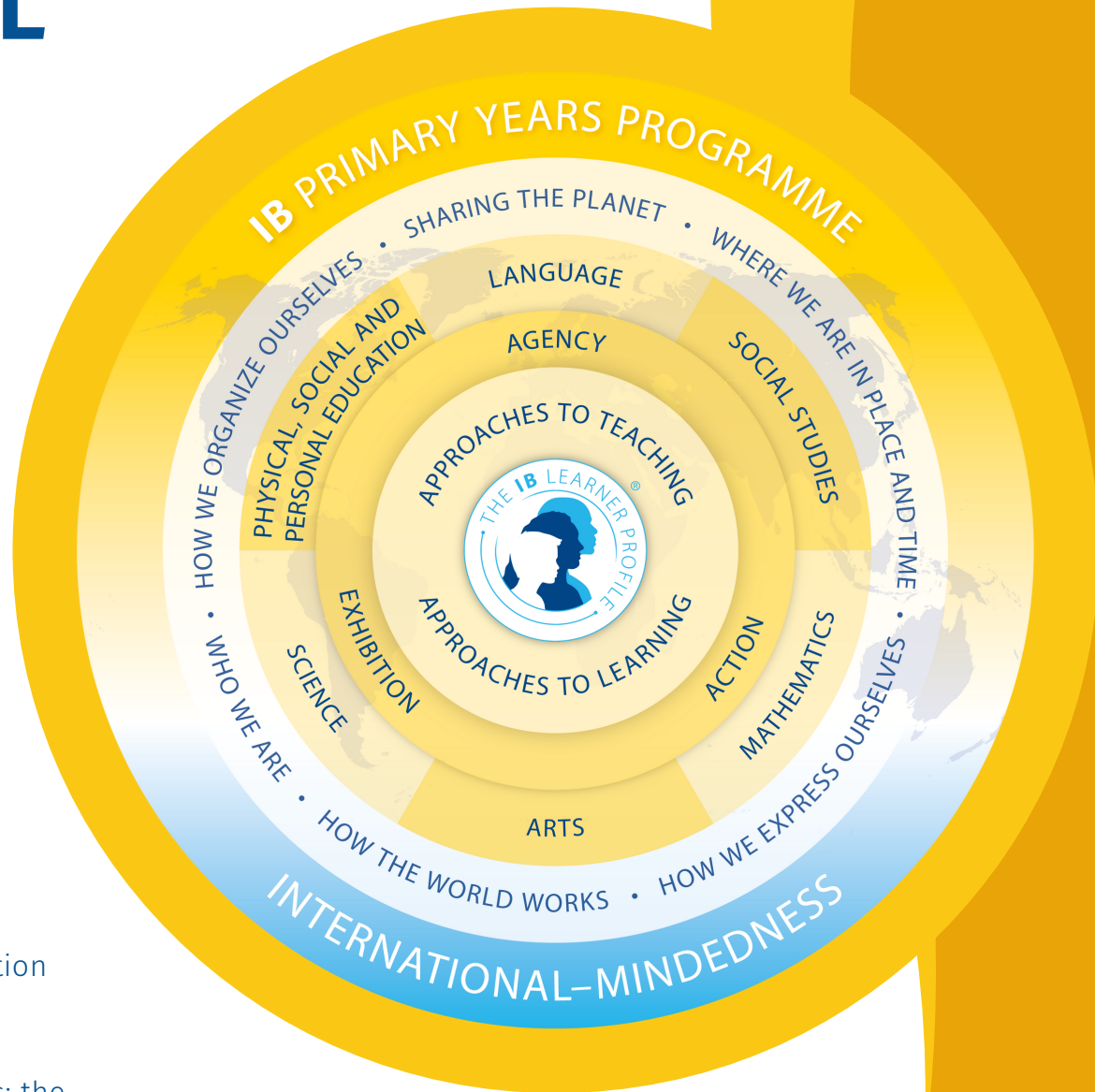
Measure the products of learning against established success criteria

# PROGRAM MODEL

- **Who we are**  
Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

- **Where we are in place and time**  
Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **How we express ourselves**  
Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.



- **How the world works**

Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- **How we organize ourselves**

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **Sharing the planet**

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students. (Students aged 3 to 6 engage with four of the themes each year.) These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way understand their roles and responsibilities in the learning process. PYP students know that a unit of inquiry involves in-depth exploration of an important idea. They partner with teachers to document and collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

## **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.



The PYP is organized around the six transdisciplinary themes. 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.

### The IB Primary Years Programme

- acknowledges learner agency and the importance of self-efficacy to enable students to become partners in the learning process.
- addresses students' academic, social and emotional well-being.
- encourages students to develop independence and to take responsibility for their own learning.
- supports students' efforts to gain understanding of the world and to function comfortably within it.
- helps students establish personal values as a foundation upon which international mindedness will develop and flourish.
- provides the opportunity to learn more than one language from the age of seven.

### The IB Primary Years Programme

- language
- social studies
- mathematics
- arts
- science
- personal, social and physical education