Play English/
The Bilingual School of Monza

PYP
Parent Curriculum Guide
2015 - 2016

CONTENTS	PAGE

School Vision

We believe that every child has the right to an education which lays the foundation for a world of peace. Bilingual Education provides an academically rigorous educational model which embraces human communication, understanding, empathy and appreciation of diversity. Our school will exemplify the qualities of global citizenship as we prepare students for the demands of an ever-changing world.

School Mission

Play English and the Bilingual School of Monza aim to develop caring, inquiring, and responsible world citizens who are highly competent in both English and Italian.
We offer a Dual Language Partial Immersion model of education to both local and international learners. Our approach to teaching and learning promotes critical thinking and intercultural understanding and respect. The school is committed to establishing collaborative and caring learning communities amongst students, teachers and parents. We strive to continually reflect on and assess our practices and progress.

Our Goals

- to provide a model of Bilingual and International Education which is based on sound constructivist educational theories and scientific research.
- to create a community of lifelong learners who are caring, inquirers, knowledgeable, thinkers, communicators, reflective, risk-takers, balanced, principled, and open-minded
- to provide an educational experience to our learners that best prepares them to become world citizens
- to strive for student improved learning and ongoing school improvement
- to render this model of Education as open and accessible to all sectors of the local community
- to contribute to the existing evidence on the validity of the model
- to raise public awareness on the multiple benefits of Bilingualism and Bilingual Education
- to become a pioneer school on local territory and part of the world-wide Bilingual Education Movement
- to seek ways for communicating clearly and effectively our vision, mission and goals which will be understood and shared by the whole school community.

Educational Goals

The students will:

1. Develop their skills in listening, speaking, reading and writing in English and Italian for both academic and social purposes.
2. Develop socially, emotionally, physically and cognitively in order to succeed in Italian and English settings.
3. Acquire an understanding and develop appreciation of other languages and cultures, whilst building positive attitudes towards themselves and others.

Learning Principles

In order to enhance our students learning potential, our school believes in the following principles:

- Learning happens in emotionally secure environments
- Learning happens when based on prior knowledge and experiences
- Learning is driven by intrinsic motivation
- Learning needs to be meaningful, relevant, challenging and engaging
- Learning is active and developmental
- Learning is for understanding
- Learning needs to be visible and tangible
- Learning needs to be guided by goals and desirable outcomes which are measurable
- Learning requires regular, timely, meaningful, user-friendly feedback
- Learning needs to be reflective and to be reflected upon
- Learning is about taking risks, experimenting
- Learning needs to be personalised and differentiated
- Learning focuses on strengths
- Learning is transdisciplinary

The Primary Years Programme (PYP)
At the Bilingual School of Monza

In June 2010, the Bilingual School of Monza was fully authorised to offer the IBO Primary Years Programme (PYP). The school chose to adopt the PYP as the school curriculum because it is aligned with and supports the principles and practices of Bilingual Education, its academic rigour and its international nature.

A PYP school is one which, regardless of location, size or constitution, strives to develop internationally-minded people through promoting the attributes of the IB Learner Profile. By implementing the PYP we believe we are educating our students to recognise their common humanity, their shared guardianship of the planet and their ability to help create a better and more peaceful world.

Our students at BSM Monza are encouraged to wonder about the world in which we live and then to actively and purposefully pursue their 'wonderings': they seek out information from a range of sources and employ a range of skills in their search; as they progress in their learning, they formulate and reformulate questions to help uncover key issues and connections with prior knowledge; they also have numerous opportunities to share what they have learned and to demonstrate what they have understood.

Year by year, our students build on their learning by inquiring more and more deeply into the Programme's transdisciplinary themes through our units of inquiry, as well as through additional units of learning (e.g. in Language or Mathematics) which they are encouraged to explore in the same way.

# The International Baccalaureate Primary Years Programme

The Elementary School follows the International Baccalaureate (IB) Primary Years Programme (PYP). The PYP is a programme of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The PYP is designed for students aged 3 to 12 and with its focus on developing the whole child, it strives to foster in each child a passion for and commitment to life long learning.

The Bilingual School of Monza is fully authorised to deliver the PYP. This programme was chosen because it supports our goals of educating our students, through the medium of two languages within a framework that promotes high learning standards and international mindedness.

The PYP curriculum is comprised of three interrelated components 1) the written curriculum, 2) the taught curriculum and 3) the assessed curriculum. When these components are expressed as questions it becomes clearer how each one contributes to the child's learning journey.

- What do we want to learn?

The written curriculum – *the identification of a framework of what's worth knowing*

- How best will we learn?

The taught curriculum – *the theory and application of good classroom practice*

- How will we know what we learned?

The assessed curriculum – *the theory and application of effective assessment*

From Making the PYP Happen 2009

Learners constructing meaning: the PYP definition of curriculum
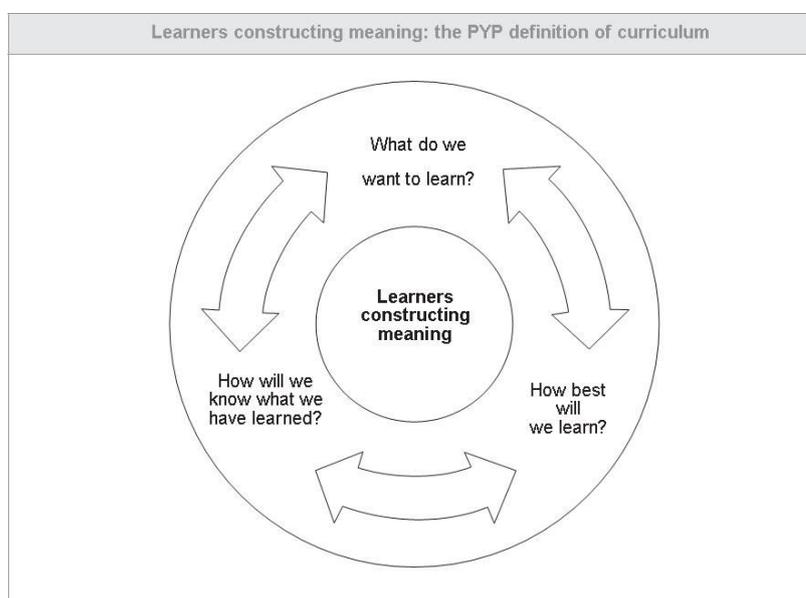
This diagram shows how each component feeds into and is fed by the others.

The Written Curriculum

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking responsible action.

In terms of achieving this balance, the five essential elements of the written curriculum are emphasised. These are shown below.

Essential Elements of the Written Curriculum	
Knowledge	Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.
Concepts	Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.
Skills	Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.
Attitudes	Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.
Action	Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.

From Making the PYP Happen 2009

The Programme of Inquiry

The programme of inquiry is comprised of six transdisciplinary themes; themes which promote much discussion, thought and interpretation and which enable both local and global perspectives to be considered and explored through the units that fall within each one of them.   (Adapted from Making the PYP Happen 2009)

Who we are	An Inquiry into the nature of the self; beliefs and values; personal, 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	An Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves	An 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	An 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 organise ourselves	An Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.
Sharing the planet	An Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From Making the PYP Happen 2009

The Units of Inquiry

Over the course of the year the students from Transition to Grade 5 engage in six units of inquiry – one unit for each of the six transdisciplinary themes. Each unit has a **central idea** and **lines of inquiry**. The central idea provides the outline for the student inquiries. The lines of inquiry give direction and thrust to the student learning; determining what is investigated depending on student interests and their growing understanding.

The PYP holds a strong commitment to allowing concepts to drive and support the inquiry. These are explored in the form of questions which enable students to make meaning and deepen their understanding of the world around them.

Concepts

Form	
Key Question	What is it like?
Definition	The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.
Function	
Key Question	How does it work?
Definition	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	
Key Question	Why is it like it is?
Definition	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
Change	
Key Question	How is it changing?
Definition	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	
Key Question	How is it connected to other things?
Definition	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	
Key Question	What are the points of view?
Definition	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
Responsibility	
Key Question	What is our responsibility?
Definition	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Reflection	
Key Question	How do we know?
Definition	The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.

The Transdisciplinary Skills

The construction of meaning and, therefore, of understanding is complemented by the students acquiring and applying a range of skills. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry. There are five transdisciplinary skills: thinking skills, social skills, communication skills, self-management skills and research skills.

```
        Communication                    Self-
           Skills                      Management
                                         Skills

                    Thinking Skills

        Research                         Social Skills
         Skills
```
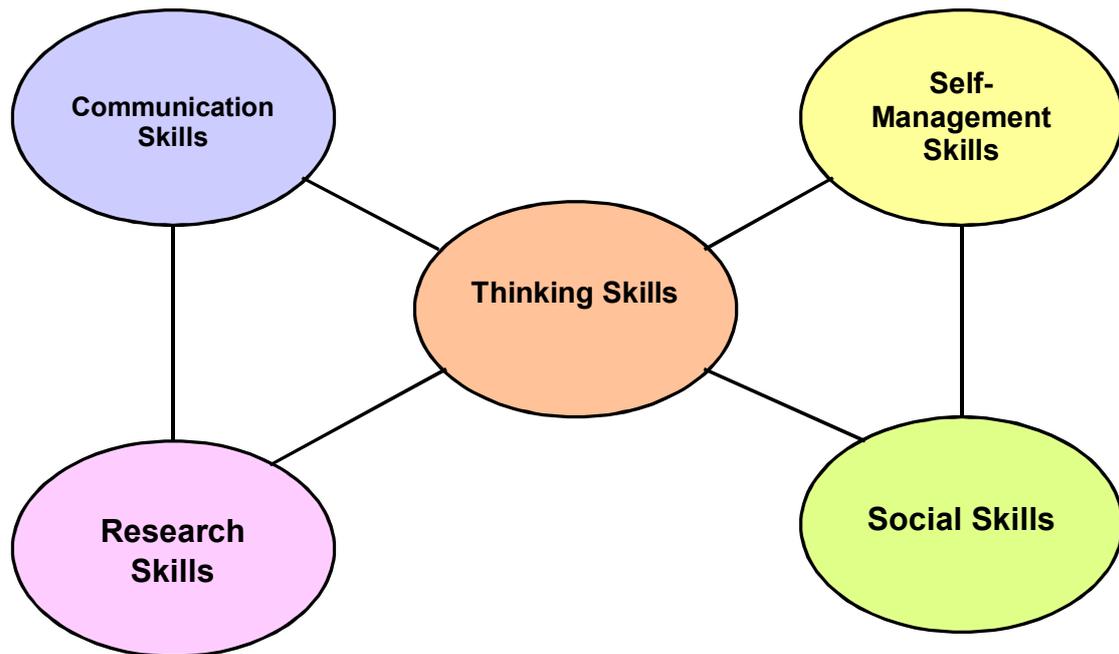
Attitudes

The promotion and cultivation of specific personal attitudes is an essential element of the PYP. '*It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning, attitudes that contribute to the well-being of the individual and the group.*'

From the IB Learner Profile Booklet

PYP attitudes	
In PYP schools, students should demonstrate:	
Appreciation	Appreciating the wonder and beauty of the world and its people.
Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility.
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.
Cooperation	Cooperating, collaborating, and leading or following as the situation demands.
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.
Enthusiasm	Enjoying learning and willingly putting the effort into the process.
Independence	Thinking and acting independently, making their own judgments based on reasoned argument, and being able to defend their judgments.
Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

The IB Learner Profile

'The IB learner profile' is an embodiment of what the IBO means by "international mindedness".
From the IB Learner Profile Booklet

PYP learner profile	
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 inthe 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.

Action

In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process.

From Making the PYP Happen

As part of the PYP exhibition the students made decorated bottle caps to sell.

After studying about recycling a grade one child used recycled materials to make a basket at home.

The Assessed Curriculum

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning; the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment is to provide feedback on the learning process. Assessment is essential for the promotion of student learning as it enables the refinement of planning, teaching and the learning process to meet the individual needs of each child. Assessment practices can be divided into three categories: pre- assessment, formative assessment and summative assessment.

Pre-Assessment is that which is conducted at the beginning of a unit to establish where each child is with their knowledge, skills and conceptual understanding within the context of the unit's central idea. Teachers and students use this pre-assessment information to support planning and to set goals for learning.

Formative Assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success. Formative assessment is an ongoing process that happens over the course of each unit of inquiry.

Summative Assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously; it informs and improves student learning and the teaching process. It measures understanding of the central idea, and prompts students towards action.

Bilingualism and Bilingual Education

The terms "bilingual" or "bilingualism" tend to be often misused and people have different perceptions of what a bilingual person or a bilingual educational model might be. Bilingualism can therefore be broadly defined as the ability to use two languages in varying degrees and contexts.

The acquisition of a second language can happen in many different ways; contexts, and at different times, and it is difficult to say which one would be more effective than the other.

The Bilingual model of education we have created promotes and aims to develop bilingualism in the following ways;

- We strive for **"additive bilingualism"** which entails the acquisition of a second language while the first one carries on being developed and nurtured within the school context.
- We recognize and appreciate the importance of home languages as a key to learning.

Aside from oral language communication skills, students will also develop bilingual literacy skills and will be able to perform in most curriculum subject areas in both languages, demonstrating academic language proficiency.

Bilingual Education Model

Our Bilingual Education model, is grounded in research and designed as a dual language immersion model where the instruction of the different curriculum areas take place through the medium of two languages; Italian and English.

We have invested time and resources into looking at different types of Bilingual Education across the world, consulting with experts in the field, attending conferences and seminars, bringing overseas and local expertise into the school for staff training and program evaluation. Our Bilingual Education model design is a result of all these efforts.
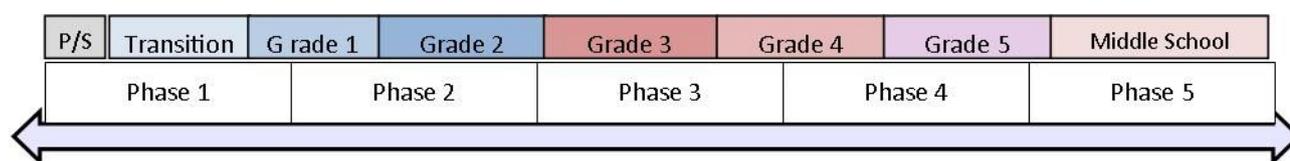
It is important for parents to understand that, in our school, all languages and cultures are valued and respected and as such students feel free and encouraged to express themselves in the language in which they feel most comfortable. Our use of interlingual teaching and learning in the classroom gives equal value to all students' home languages. "*Interlingual classrooms promote other languages rather than denying them." E. Gallagher* In the Interlingual classroom children not only learn their own mother-tongue but learn about all the other classroom languages as well

The Written Curriculum

Play English/The Bilingual school of Monza is an IB Primary Years Programme (PYP) authorised school. It follows the internationally recognised PYP curriculum delivered in both Italian and English. Learning is a developmental process and the core curriculum areas of Language, Math, PSPE (Personal, Social and Physical Education), Science, Social Studies, and Arts have been organised around "phases" showing a continuum of learning. Because learners within the same age group will have different proficiency levels and needs they will move through the phases at varying rates. However the grade level at which each phase is usually taught and learnt is shown by a diagram at the beginning of each curriculum area.

Language

Language is fundamental to learning, thinking, communicating, and permeates the whole curriculum. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP although other teaching strategies and styles may also be used. Play English/The Bilingual School of Monza, recognises that it has a special responsibility to support language development for all students so that they are enabled to participate fully in the academic programme and the social life of the school, as well as develop as individuals. Exposure to and experience with language, in all its richness and diversity, opens doors to key questions about life and learning, and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world. Language instruction is comprised of the following areas: oral, reading, written and visual communication. These areas feature across all subjects in meaningful contexts that provide a real purpose for these forms of communication.

P/S	Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School
	Phase 1		Phase 2		Phase 3	Phase 4	Phase 5

Oral Language – Listening and Speaking

Phase 1
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.

Phase 2
Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3
Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4
Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable, for negotiating understanding and for negotiating the social dimension.

Phase 5
Learners are able to understand the difference between literal and figurative language and 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

Visual Language – Viewing and Presenting
Phase 1
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.

Phase 2
Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3
Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations and to organize and represent information.

Phase 4
Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information or to tell a story.

Phase 5
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.

Written Language – Reading
Phase 1
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.

Phase 2
Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3
Learners show an understanding that text is used to convey meaning in different ways and for different purposes —they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5
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

Written Language – Writing
Phase 1
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.

Phase 2
Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading use the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3
Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.
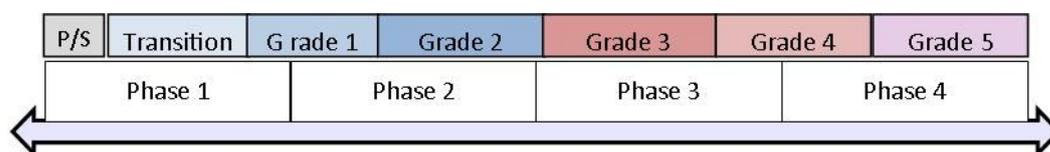
Phase 4
Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5
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

Mathematics

The mathematics component of the curriculum is comprised of the following strands: data handling, measurement, shape and space, pattern and function and number. Learning across these strands is driven by concepts and skills. Using meaningful, relevant contexts for inquiry, students are encouraged to develop and apply their skills and understanding in each of the above strands. Mathematics concepts and skills will also be applied to solve a variety of real-life problems in which students apply their mathematical reasoning in order to find an appropriate answer to the problems they wish to solve. Play and exploration have a vital role in this process and as such, the learning environment will be set up to support this. Students will therefore be actively involved in a range of activities that provide rich and wide ranging opportunities for the deepening of conceptual understanding and the refinement of core mathematical skills. Adequate reflection time is also a key element in this process of learning as it enables students to identify and reflect on 'big ideas' with and between the different strands of mathematics, the programme of inquiry and other subject areas.

P/S	Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Phase 1		Phase 2	Phase 3		Phase 4

Number

Phase 1
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.

Phase 2
Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Phase 3
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.

Phase 4
Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

Measurement

Phase 1
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.

Phase 2
Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Phase 3
Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter and area. 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 .

Phase 4
Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary.

Shape and Space

Phase 1
Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Phase 2
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.

Phase 3
Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. Learners will continue to develop their understanding of symmetry, They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Phase 4
Learners will understand the properties of regular and irregular polyhedra. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position

Pattern and Function

Phase 1
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.

Phase 2
Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Phase 3
Learners will analyse patterns and identify rules for patterns. 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.

Phase 4
Learners will understand that patterns can be represented, analyzed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, rules to analyze and represent patterns. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Data Handling

Phase 1
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.

Phase 2
Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.
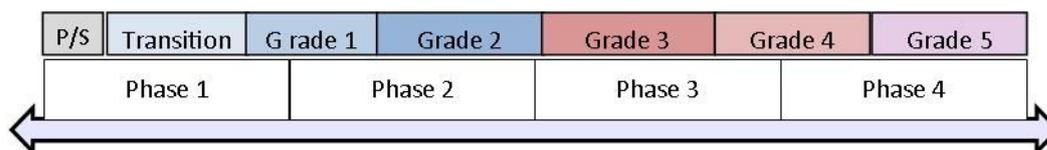
Phase 3
Learners will continue to collect, organize, display and analyze data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs.

Phase 4
Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically

PSPE

Personal, Social and Physical Education (PSPE) at Play English/The Bilingual School of Monza is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. PSPE is integral to teaching and learning in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded students and effective lifelong learners. PSPE instruction is comprised of the following areas: Identity, Active living and Interactions

P/S	Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Phase 1		Phase 2	Phase 3		Phase 4

Identity
Phase 1
Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Phase 2
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.

Phase 3
Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Phase 4
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 on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize 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.

Active living

Phase 1

Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the for safe participation when interacting in a range of physical contexts.

Phase 2

Learners recognize 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.

Phase 3

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

Phase 4

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Interactons

Phase 1

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Phase 2

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.
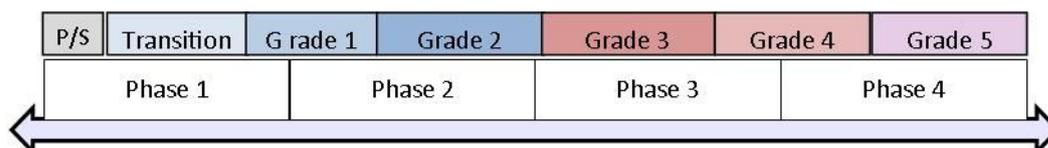
Phase 3

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Phase 4

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 recognize 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.

Science

In the Primary Years Programme science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The inclusion of science within the PYP leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world. Science instruction is comprised of the following areas: Living things, Earth and space; Materials and matter and Forces and energy.

P/S	Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Phase 1		Phase 2	Phase 3		Phase 4

Phase 1
Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Phase 2
Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.
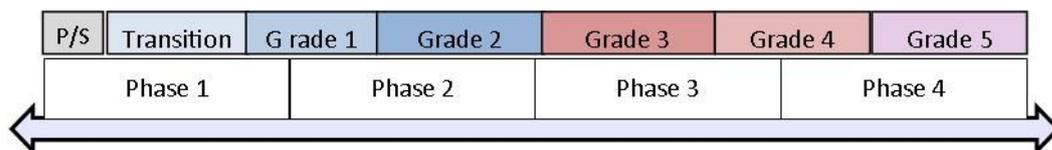
Phase 3
Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will examine how products
and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Phase 4

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Social Studies

The aim of social studies at Play English/The Bilingual School of Monza is to promote intercultural understanding and respect for individuals and their values and traditions. In the PYP, social studies is seen as the study of people's past, their present future, their environment and their society. Social studies encourages curiosity and develops an understanding of the world. Through social studies, students develop an understanding of their personal and cultural identities. The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions. In support of the IB mission statement, the social studies component of the PYP curriculum will encourage students to "understand that other people, with their differences, can also be right". Social studies instruction is comprised of the following areas: Human systems and economic activities; Social organization and culture; Continuity and change through time; Human and natural environments and Resources and the environment.

P/S	Transition	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	Phase 1		Phase 2	Phase 3		Phase 4

Phase 1

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the groups to which they belong and be aware of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Phase 2

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will learn the reasons why people belong to groups, the roles they fulfil and the different ways that people interact within groups. They will recognize connections within and between human made systems which help to organise us. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities are influenced by the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time,

recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Phase 3
Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized, and the ways in which communities reflect the cultures and customs of their people. They will recognize the way systems function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Phase 4
Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized, and how participation within groups involves both rights and responsibilities. They will understand how systems are connected and how they function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and responsibility towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and understanding how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Atelier

The Atelier is a creative space where students share ideas, personal experiences and understandings. In this way, it provides an opportunity and a space for discovery, through which students' knowledge and understanding of the world around them grows as they interact with others and with the art materials. The choice of materials, their presentation and the nature of the space are all designed to harness the child's natural curiosity and promote awe and wonder. Students think, discover, choose and decide; using and applying the language of creativity. By engaging in the creative process, by exploring and experimenting, by combining materials in new and different ways each child's perspective and view of the world evolves and their minds are opened to new possibilities for creative problem-solving.

Drama

Drama is a fabulous tool to help develop confidence and explore issues related to everyday. It helps develop and build on the Learner Profiles and Attitudes, encouraging the students to take risks and work in an environment different from a structured class. Throughout the year in Drama, the students will work on projects related to their units of inquiry. The Drama program is comprised of the following areas: Creative exploration and expression; Technical incorporation; Performance, Personal and social development; Reflection, evaluation and appreciation; and Drama in society

English as an Additional Language EAL
and Italian as an Additional Language IAL

Students who are new to either English, Italian or both will benefit from additional language learning support in accordance with their levels of proficiency and individual needs. When students from grade 2 onwards first join the school provision of support is made both in classroom and in small pull-out groups to enable the students to gain confidence and proficiency in the languages of instruction as quickly as possible.

When basic social and academic proficiency has been reached, additional language learning support will be gradually phased out.
In a PYP school all teachers are also language teachers and as such, they are expected to cater for the development of their students' language skills and knowledge in all subject areas.

The Grade 5 Exhibition

Students in their final year of the PYP (Grade 5), participate in a culminating project, the Grade 5 PYP Exhibition. It is not only a celebration of the end of their elementary schooling but it is also an opportunity for the students to demonstrate their ability to use the five essential elements of the PYP: knowledge, concepts, skills, attitudes and action. Students engage in a collaborative, transdisciplinary inquiry in which they need to identify, investigate and offer solutions to real-life issues or problems. Students work with mentors, other school staff who are not the classroom teachers, who help them with advice and direction. The work culminates in an open exhibition to which mentors, parents and other classes are invited.

Information Communication Technology (ICT)

Information Communication Technology (ICT) is fully integrated into the daily learning and teaching of the PYP. It is viewed as one of the many tools that can be used to support and enhance inquiry into the six transdisciplinary themes of the curriculum. All students have access to computers to assist them with their inquiries and presentation of their work. Students from grade 3 up are part of an iPad program which enables students to access the internet from their desk and to use a variety of purpose designed apps. There is a particular focus on the use of ICT as a tool in the presentation and sharing of information, which students will learn to do in a variety of ways using different programmes and software packages. By researching and publishing information, students will learn not only how to find, sort and use relevant information and to evaluate the veracity of websites.

Library

The school library has two key functions within the Programme of Inquiry. The first of these is as a resource for research and the second is as a place to promote reading for pleasure. While using the library for research, students will learn how to locate books that are relevant to their inquiries and how to assess the value of these books. Aside from this, students will also be invited to use the library to explore, share, read and enjoy books purely for pleasure. The promotion of reading for pleasure is further supported by the service of book loans that the library offers to each child during their time at school. Each week they will be invited to browse the library's collection and choose a set number of books in English and Italian, to take home to read and share with parents. There is also a selection of books in languages other English and Italian to support and promote the different languages spoken by our student population and reinforce the values of multilingualism.

Music

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; it allows students to communicate in a unique way. Musical experiences and learning begin with the voice which is the most immediately available instrument for most students. Students have the opportunity to sing a wide range of songs in different styles and from different countries. They also explore the musical world playing instruments, reading music, listening, composing, exploring body music, song writing, classifying and analysing sounds and recording. Individually and collaboratively, students have the opportunity to create and respond to musical ideas. By exposing students to a wide and varied repertoire of musical styles, they can begin to construct an understanding of their environment, their surroundings and structures, and begin to develop personal connections with them.
Music is part of everyday life. Listening to and performing music can be considered a social activity. The rhythm and the use of patterns can help students in their language and mathematics learning processes.
Music is both an active and reflective process when making and listening to it. The opportunity to participate in live performances – informal as well as formal – allows students to work collaboratively and gain awareness of an audience.
The music room is an environment that stimulates and challenges students; it is resourced with various instruments and musical tools that the students can use during the lessons

Physical Education

PE has an important role to play in various aspects of human development; physical, social, personal and emotional. Through planned activities, students can increase their confidence and cooperation skills. They develop an understanding of the role of physical activity in a healthy lifestyle in order to make informed choices.

Students are exposed to a wide variety of physical and health-related activities and experiences so that they can make informed choices throughout their lives. They participate in movement activities using equipment or apparatus to develop a range of skills. Where ever possible, links will be made between the units of inquiry and the PE learning and teaching that takes place.

Spanish

To enrich personal growth and help facilitate open mindedness and intercultural understanding, the Bilingual School of Monza provides its students (from Grade 1 to Grade 8) with the opportunity to learn Spanish as an additional language along with the core languages of instruction.

The main aim is to encourage students to gain competence in Spanish as well as Italian/English/mother tongue, with the long-term goal of facilitating balanced multilingualism. The curriculum emphasizes language as a means of communication, to express and share ideas, to learn about oneself and to inquire and learn about different cultures.

A course syllabus has been developed for all grade levels. This is based on the PYP/MYP units of study from the school's Program of Inquiry and lessons are integrated into these units.

On the following pages is an example of the Programme of Inquiry:

Preschool Year 2

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.	An 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.	An 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.	An 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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities ; peace and conflict resolution.
Discipline Focus: Social Studies, PSPE, language	**Discipline Focus**: Science, Mathematic	Discipline Focus: **Arts, Language**	**Discipline Focus**: Science, Mathematics	**Discipline Focus**: Social Studies, Science, Math (data, graph)	**Discipline Focus**: Science: Living Things, Earth & Space, Language
Central Idea: We are all unique individuals who are part of a family	**Central Idea**: Spaces and places in our environment have been made for specific purposes.	**Central Idea**: Through story telling we can explore language and culture	**Central Idea:** We explore the world around us through our senses.	**Central Idea:** People in the community share the responsibility for keeping us safe.	**Central Idea:** Plants and animals in the environment depend on each other
An inquiry into: •Who I am •My role in my family •Different types of families, similarities and differences •How language helps us relate to each other and establish relationships	**An inquiry into**: •Spaces and places in our environment •Design features in spaces and places •How we use the spaces and places	**An inquiry into**: •Similarities and differences between various tales around the world •The connections that traditional stories have to real life and cultures. •Language used in traditional tales	**An inquiry into:** • Our senses • Using our senses to explore the world around us • Coping without one or more senses	**An Inquiry into:** •People who help to keep us safe •How these people keep us safe •How we can contribute to our own safety	**An inquiry into**: •Plants and insects in our environment •Connection between plants and insects •The importance of taking care of our environment
Concepts: Form, Connection	**Concepts**: Reflection, Form	**Concepts**: Form, Causation	**Concepts**: Perspective, Causation	**Concepts**: Responsibility, Function	**Concepts**: Connection, Change
Related Concepts: Similarities, differences, relationships	**Related Concepts**: System, Networks, Properties, Structure	**Related Concepts**: Differences, Communication	**Related concepts**: Subjectivity, similarities, differences	**Related Concepts**: Systems, Relationship, citizenship	**Related Concepts:** Relationships, Interdependence, Transformation, Cycle
Unit no: 2*	**Unit no:**	**Unit no: 1***	**Unit no:**	**Unit no: 3***	**Unit no: 4**

Transition

Who We Are	Where We Are in Time and Place	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations, of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An 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 aestetic.	An 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.	An 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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities ; peace and conflict resolution.
Focus: Science: Living Things, Social Studies: Society, PSPE	**Focus:** Social Studies, Society, PSPE	**Focus:** Language, Society, History, Art	**Focus:** Science and Technology	**Focus:** PSPE, Society, Social Studies	**Focus:** Science, Math,
Central Idea: We form relationships and bond with each other through our language and culture	**Central Idea :** Inventions have changed the way we live today	**Central Idea:** We use our creativity to communicate in many ways.	**Central Idea:** Shadows are created by objects in light and can change.	**Central Idea:** Our school is a community of people working together	**Central Idea:** Plants can grow and change and need specific things to survive and keep healthy.
An Inquiry into: • How language helps us bond with our family • How we relate to and communicate with our friends • How knowing and appreciating others' languages and cultures enriches our relationships	**An inquiry into** : • What inventions are • Inventions in time and place (games, technologies) • How these have changed our life over the years	**An inquiry into**: • How we express ourselves in creative ways • How communication is based on shared understanding • How, through our culture, we understand, develop and appreciate our creativity	**An inquiry into:** • How shadows are formed • How the shapes of shadows can change • The connections between light sources and shadows	**An inquiry into:** • The organization of our classroom • Roles and responsibilities in our classroom and in school • Agreements and routines and why we have them	**An** inquiry into: • Plants as a living organism • Growth and change and reproduction of plants • Our responsibility for taking care of plants
Concepts Function, Connection	**Concepts**: Change, causation	**Concepts**: perspective, reflection	**Concepts**: Form, Change	**Concepts:** reflection, responsibility	**Concepts:** causation, responsibility.
Related concepts: System, Networks, Values	**Related Concepts:** impact, transformations, consequences	**Related Concepts**: beliefs, evidence	**Related Concepts**: Properties, transformation.	**Related concepts:** Citizenship, responsibility	**Related Concepts:** Consequences, Initiative.
Unit no: 1*	**Unit no: 3***	**Unit no: 4***	**Unit no: 6**	**Unit no: 2**	**Unit no: 5**

Grade 1

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	**An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations, of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.**	**An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.**	**An 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.**	**An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.**	**An inquiry into rights and responsibilities in the struggle to share finite resources with other people, and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.**
Focus: PSPE, Society, Social Studies, Language	**Focus**: Maths, English, History, PSPE	**Focus**: Language, Society, PSPE, Art	**Focus**: Science: Matter and Materials, Maths, Society	**Focus**: Social Studies: Society, Language.	**Focus**: Citizenship, Social Studies, Science.
Central Idea: Our languages and cultures make up who we are.	**Central Idea**: Every person has a unique personal history which gives them a sense of belonging.	**Central Idea:** Through stories children can develop an understanding of our ideas and feelings.	**Central Idea:** Materials have properties and characteristics that determine their use.	**Central Idea**: Communities need structure and collaboration to function.	**Central Idea:** Our choices and actions can affect the environment.
An inquiry into: • How our culture and languages shape who we are.(Identity) • How different languages and cultures help us learn and communicate with other people • Why it is important to maintain/safeguard our languages and culture	**An inquiry into:** • Our own family origins and history • The similarities and differences of our personal histories • Relationship of our personal histories and cultures	**An inquiry into:** • How people form ideas. • How we form our own ideas. • How feelings are expressed through stories.	**An inquiry into:** • The characteristics and properties of materials • The relationship between properties and function • The use of materials in a variety of ways	**An inquiry into:** • What makes up a community • What organised structures we need in a community and how they connect to each other • What man-made communities/systems are	**An inquiry into:** • How personal choices and habits impact the environment • How people recycle • What the consequences of pollution are
Concepts: Reflection, Connection,	**Concepts:** Perspective, Change	**Concepts:** Connection, Perspective,	**Concepts:** Form, Function, Change	**Concepts:** Responsibility, Connection	**Concepts:** Causation, Responsibility
Related Concepts:, Responsibility	**Related Concepts:** Growth, family, identity, diversity	**Related concepts:** interpretation, perception, Relationships	**Related concepts: ,** Properties, Similarities, Differences	**Related concepts:** Systems, networks, Interdependence,	**Related concepts:** initiative, impact
Unit no: 1	**Unit no: 2***	**Unit no: 4**	**Unit no: 3***	**Unit no: 6***	**Unit no: 5**

Grade 2

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations, of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An 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.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people, and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Focus: PSPE, Science: Living Things	**Focus:** Social Studies: Society, History, PSPE, Geography	**Focus:** Language, Society, PSPE, Art	**Focus:** Maths, Science: Forces and Energy	**Focus:** Social Studies: Society, Geography;	**Focus:** Maths, Science
Central Idea: The body requires nutrition, hygiene, exercise and rest to work properly.	**Central Idea:** Artefacts tell us about life in the past.	**Central Idea:** The more languages we speak, the more opportunities we have to express ourselves and appreciate diversity.	**Central Idea:** Forces can be used to make work easier	**Central Idea:** Human made systems require specific organization in order to function efficiently.	**Central Idea:** Water is essential to life and is a valuable resource
An inquiry into: • Exercise and rest • Different kinds of foods and their value • Keeping clean • Keeping healthy	**An inquiry into:** • Information that can be learned from artifacts • A comparison between artifacts from the past and the present • The way artifacts help us to understand how life has changed overtime	**An inquiry into:** • Languages present in our environment • Benefits of being plurilingual • Similarities and differences between languages and cultures	**An inquiry into:** • Forces in nature • What are scientific principles • Tools and simple machines we use to make work easier	**An inquiry into:** • Features of a human made system • Systems in nature and human made systems • Structures and functions of an organisation	**An inquiry into:** • Sources and use of water • The water cycle • How we can use water responsibly
Concepts: Causation, responsibility	**Concepts:** Change reflection	**Concepts:** Connection, Perspective,	**Concepts:** Causation, Form	**Concepts:** Connection, function	**Concepts:** Causation, responsibility
Related Concepts:, Impact, consequences, rights	**Related Concepts:** Review, evidence, adaptation, growth	**Related concepts:** interpretation, perception, Relationships	**Related concepts:** , impact, consequences, properties, patterns	**Related concepts:** Systems, pattern, networks	**Related concepts:** conservation, impact, values
Unit no: 2 *	**Unit no: 4** *	**Unit no: 1**	**Unit no: 3**	**Unit no: 6** *	**Unit no: 5**

Grade 3

Who We Are	Where We Are in Time and Place	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations, of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.	An 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 aestetic.	An 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.	An 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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities ; peace and conflict resolution.
Focus: PSPE, Social Studies, Society, History	**Focus:** Society, History, Geography	**Focus:** Language, PSPE, Society	**Focus:** Science and Technology, Social Studies	**Focus:** History, Society	**Focus:** Science: Earth and Space, Living Things, Geography
Central idea: Through traditions and customs people transmit their values and cultures	**Central idea**: Unravelling the history of our ancestors helps us understand and make connections with the present.	**Central Idea:** Poetry and songs are a way of discovering ours and others linguistic and cultural heritage.	**Central Idea:** Our Solar System is part of a larger universe which affects life on Earth	**Central Idea:** Money is used as a system of exchange throughout the world.	**Central Idea:** Ecosystems are delicate balances of plants and animals in nature that can be altered by development or natural events.
An inquiry into: • The traditions we and others have, personal, religious, national or social • The reasons these traditions exist • Similarities and differences in traditions across the world	An inquiry into: • The importance of being aware and informed about our past • The cause and effect relationship between the past and the present • Preserving our heritage	An inquiry into: • Different forms of poetry • Use of Mother tongue in poetry and songs to express our identity • Linguistic and cultural diversity in poetry and songs across the world • How diversity enriches our lives	An inquiry into: •The characteristics of a planet (a body in space) •Planets of our solar system •Earth's rotation and revolution	An inquiry into: • How money has developed as a system of exchange • How people earn and use money • Different currencies and their value	An inquiry into: • Ecosystems • Interdependence and balance • Human influence on ecosystems • Our rights and responsibilities to maintain and restore balance in ecosystems
Concepts: Form, causation	**Concepts:** Connection, responsibility, change	**Concepts:** Function, perspective	**Concepts:** Function	**Concepts:** Function	**Concepts:** Responsibility, reflection
Related concepts: identity, family, culture, traditions, , religion, belief and perspective	**Related concepts:** evolution, exploration, discovery, acceptance, perceptions,	**Related concepts:** pattern, communication, beliefs, subjectivity.	**Related concepts:** systems, exploration, discovery.	**Related concepts:** systems, values, responsibility.	**Related concepts:** ecosystems, conservation, changes, cycles.
Unit no: 6 *	**Unit no**: 4	**Unit no**: 1*	**Unit no**: 3*	**Unit no**: 5	**Unit no**: 2

Grade 4

Who We Are	Where We Are in Time and Place	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	**An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations, of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.**	**An 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 aestetic.**	**An 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.**	**An 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.**	**An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities ; peace and conflict resolution.**
Focus: PSPE, Social Studies: Society, History	**Focus**: Society, History, Geography	**Focus**: Language, Society and History	**Focus**: Science: Forces and Energy, Society	**Focus**: Society, Mathematics, Geography	**Focus**: Geography, Science
Central Idea: All humans have rights and responsibilities related to preserving their linguistic and cultural heritage.	**Central Idea:** Throughout history our world has been reshaped by the regular movement of people, away from the known and into the unknown.	**Central Idea:** Through myths and legends we express our cultural and linguistic heritage and we enrich our understanding of our own values and beliefs.	**Central Idea**: Energy exists in different forms and is changed, used and stored in different ways.	**Central Idea**: A variety of markets are established to meet the consumer demands of a community.	**Central Idea:** There is unequal access to our planet's finite resources which may lead to conflicts.
An inquiry into: •rights and responsibilities •dialects and linguistic communities •language diversity	**An inquiry into:** •forced migration from hostile situations •migrations for new opportunities •organized resettlement	**An inquiry into**: • culture, beliefs and values through myths and legends • cultural and linguistic differences and similarities in selected myths and legends • how and if myths and legends have continued over the years to transmit the same values, beliefs and cultures.	**An Inquiry into:** •how we use energy and where it comes from •the different forms of energy •the impact of energy use on the society and environment •our role as consumers and conservers of energy	**An inquiry into**: •differences and similarities between local and international markets •the development of markets over time •how people turn ideas into a reality	**An inquiry into:** •.Examples of finite resources •Equal and unequal access to finite resources •The way limited access to finite resources can cause conflicts
Concepts: Perspective, Reflection.	**Concepts:** Change, connection.	**Concepts:** Perspective, Reflection.	**Concepts:** Function, causation.	**Concepts:** , Form, function.	**Concepts:** Responsibility, form
Related Concepts: beliefs, truth, prejudice; values.	**Related Concepts:** conflict, justice, diversity, rights.	**Related Concepts:** patterns, impact, values.	**Related Concepts:** conservation, sustainability, transformation.	**Related Concepts:** systems, production, impact, consequences	**Related Concepts:** conservation, changes.
Unit no: 1	**Unit no: 2**	**Unit no: 4** *	**Unit no: 3** *	**Unit no: 6** *	**Unit no: 5**

Grade 5

Who We Are	Where We Are in Time and Place	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	**An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations, of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.**	**An 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 aestetic.**	**An 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.**	**An 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.**	**An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities ; peace and conflict resolution.**
Focus: PSPE, Social Studies: Society, History.	**Focus:** PSPE, Social Studies: Society, History.	**Focus**: language, drama, music, art.	**Focus**: Science: matter and materials.	**Focus**: History, Society, Technology	**Focus**: Society, Science: Earth and Space, Geography
Central Idea: Education shapes our beliefs and values and changes the lives of individuals and communities.	**Central Idea**: The geography, geology, history and society of a country make it unique in its past, present and future.	**Central Idea**: Languages and cultures can enhance or stand as barriers to human relationships and communication	**Central Idea**: Humans use their understanding of science in many ways.	**Central Idea** The systems for leading and governing people vary within different communities and societies.	**Central Idea:** The actions of individuals and groups can affect our world climate
An inquiry into • Education as a right • Education as a means of change • Education Initiatives of organizations and governments • Equal opportunity to education	**An inquiry into** • The geology of Italy, Europe and the world • History of Italy, Europe and the world • Society of Italy, Europe and the world	**An inquiry into**: • The role of language and culture in effective communication • Media and the poser of language • Building peaceful communities by avoiding cross cultural misunderstandings	**An inquiry into**: The function of scientific principles and concepts The way science and technology have been applied to impact on our way of life The impact of these uses on society and the environment	**An Inquiry into:** • Different governing and leadership systems • Societal decision making • The role of the ombudsman	**An inquiry into**: • Causes of global warming and its effects on our world • Current and possible strategies for reducing the effects of global warming • How the world's most significant climate patterns interact and determine the long term weather of different countries
Concepts: perspective, responsibility,	**Concepts:**, change, reflection	**Concepts:** connection, perspective	**Concepts:** causation, function, form	**Concepts:** ,connection,. function	**Concepts:** Causation, perspective responsibility.
Related concepts: rights, citizenship, impact, initiative	**Related concepts:** sequences, impact, rights, citizenship	**Related concepts:** Impact, consequences, values.	**Related concepts:** properties consequences, transformation.	**Related concepts:** communication, networks	**Related concepts:** Impact, conservation, consequences.
Unit no: 2	**Unit no: 4***	**Unit no: 1**	**Unit no: 3***	**Unit no: 5**	**Unit no: 6***