

How are students engaged in learning in NLIS PYP classroom?

In the PYP, students engage in large, transdisciplinary themes organized as Units of Inquiry (UOIs). Throughout the UOI, the classroom becomes a centre of structured inquiry through which students acquire skills and build new knowledge. Each UOI provides significant, relevant, and challenging learning experiences, and involves students in a range of learning activities. A variety of methods and strategies are used to accommodate learners' needs and capitalize on teachers' expertise. With the UOI at its core, where Language (English & Norwegian), Mathematics, Social Studies, and Science benchmarks are addressed, the programme is complemented through Personal, Social, and Physical Education (PSPE), Visual Arts, Music and Information and Communication Technology (ICT).

Agency

PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others.



Elements of the PYP framework

The transdisciplinary elements of the PYP



Transdisciplinary Themes



PYP 1 will only have 4 Programs of Inquiry during the year.

Key Concepts

FORM
What is it like?

FUNCTION
How does it work?

CAUSATION
Why is it as it is?

CONNECTION
How is it linked to other things?

PERSPECTIVE
What are the points of view?

RESPONSIBILITY
What are our obligations?

CHANGE
How is it transforming?

THE KEY CONCEPTS

THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

Learner Profile Attributes

INQUIRERS

KNOWLEDGEABLE

THINKERS

COMMUNICATORS

PRINCIPLED

LEARNER PROFILE ATTRIBUTES

OPEN-MINDED

CARING

RISK-TAKERS

BALANCED

REFLECTIVE

Approaches to Learning

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



APPROACHES TO LEARNING

THINKING SKILLS



- Critical-thinking skills
- Creative-thinking skills
- Transfer skills
- Reflection/metacognitive skills

COMMUNICATION SKILLS



- Exchanging-information skills
- Literacy skills
- ICT skills

SELF-MANAGEMENT SKILLS

- Organization skills
- States of mind



Action in the PYP

PARTICIPATION
contributing as individual or group



ADVOCACY
action to support social / environmental / political change



SOCIAL JUSTICE
relation to rights, equality, social well-being and justice



SOCIAL ENTREPRENEURSHIP
innovative, resourceful and sustainable social change



LIFESTYLE CHOICES
eg. consumption, impact of choices



ACTION

PROGRAM OF INQUIRY GRADE 1

Transdisciplinary theme	Who we are	How we express ourselves	How the world works	Sharing the planet
Central Idea	Being aware of what we look like and how our interests impact our identities.	Learning a language helps to connect with others and express ourselves.	Living things respond to Earth's natural cycles.	Animals live in habitats that suit their needs.
Lines of Inquiry	<ul style="list-style-type: none"> -Our physical characteristics -Our personal abilities and interests -Our identity 	<ul style="list-style-type: none"> - Learning English as a language -Learning English as a tool to connect -Learning English as a tool to express 	<ul style="list-style-type: none"> -The Earth's natural cycles -The changing pattern of the Earth's cycles -Responses to the Earth's natural cycles 	<ul style="list-style-type: none"> -How animals are grouped -Where animals live . -What animals need to survive -Human responsibility to protect animals & habitats
Key Concepts	Form Perspective Connection	Form Connection Perspective	Function Change Connection	Connection Causation Responsibility
Learner profile attributes	Balanced Risk-Taker	Communicator Reflective	Thinker Knowledgeable	Caring Inquirer Principled

LEARNING OUTCOMES IN ENGLISH

Oral- Listening & Speaking

- tell their own stories using words, gestures, and objects/artifacts
- repeat/echo single words
- use single words and two- word phrases in context
- join in with poems, rhymes, songs and repeated phrases in shared books
- understand simple questions and respond with actions or words
- follow classroom directions and routines, using context cues
- realize that people speak different languages
- use the mother tongue (with translation, if necessary) to express needs and explain ideas
- realize that word order can change from one language to another
- use own grammar style as part of the process of developing grammatical awareness.
- use gestures, actions, body language and/or words to communicate needs and to express ideas
- listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words
- name classmates, teachers and familiar classroom and playground objects
- interact effectively with peers and adults in familiar social settings

Oral- Viewing & Presenting

- attend to visual information showing understanding through play, gestures, facial expression
- reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise
- observe visual cues that indicate context; show understanding by matching pictures with context
- recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences
- make personal connections to visual texts, for example, a picture book about children making friends in a new situation
- use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions
- select and incorporate colours, shapes, symbols and images into visual presentations
- show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages
- locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television
- listen to terminology associated with visual texts and understand terms such as colour, shape, size.

Written- Reading

- show empathy for characters in a story
- distinguish between pictures and written text, for example, can point to a picture when asked
- indicate printed text where the teacher should start reading
- handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end
- realize that the organization of on-screen text is different from how text is organized in a book
- join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.
- enjoy listening to stories
- choose and "read" picture books for pleasure
- locate and respond to aspects of interest in self- selected texts (pointing, examining pictures closely, commenting)
- show curiosity and ask questions about pictures or text
- listen attentively and respond to stories read aloud
- participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity
- make connections to their own experience when listening to or "reading" texts
- begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words
- recognize their own first name
- express opinions about the meaning of a story

Written- Writing

- experiment with writing using different writing implements and media
- choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party
- differentiate between illustrations and written text
- use their own experience as a stimulus when drawing and "writing"
- show curiosity and ask questions about written language
- participate in shared writing, observing the teacher's writing and making suggestions
- listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction
- begin to discriminate between letters/characters, numbers and symbols
- show an awareness of sound-symbol relationships and begin to recognize the way that some familiar sounds can be recorded
- write their own name independently.

LEARNING OUTCOMES IN MATHEMATICS

Numbers

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.
- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
Title: Box symbol - Description: Box representing a missing number in a mathematical equation.
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Shape and Space

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Data Handling

- collect, organize, and represent data with up to 3 categories using object graphs, picture graphs, t-charts, tallies, and bar graphs:
 - record data with tally charts, picture graphs, tables
 - which bar graph is correct?
- draw conclusions from given object graphs, picture graphs, t-charts, tallies, and bar graphs:
 - interpret data in tally charts, picture graphs, tables
 - interpret bar graphs

Measurement

- compare, describe and solve practical problems for:
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Pattern & Function

- understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature.
- describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers.
- extend and create patterns

LEARNING OUTCOMES IN NORWEGIAN

<p>Oral- Listening & Speaking</p> <ul style="list-style-type: none"> • Listen to and talk about fact and fiction in Norwegian bokmål • Talk about and describe how word we use can affect others • Listen, take the word when it's their time and reason their own opinions in conversations • Describe and express themselves orally and written • Explore and talk about the construction and the meaning of words and expressions • Explore their own mother tongue and talk about differences and similarities between oral and written language 	<p>Muntlig - Lytte og snakke</p> <ul style="list-style-type: none"> • Lytte til og samtale om skjønnlitteratur og sakprosa på bokmål og nynorsk • Samtale om og beskrive hvordan ord vi bruker, kan påvirke andre • Lytte, ta ordet etter tur og begrunne egne meninger i samtaler • Beskrive og fortelle muntlig og skriftlig • Utforske og samtale om oppbygningen av og betydningen til ord og uttrykk • Utforske eget talespråk og samtale om forskjeller og likheter mellom talespråk og skriftspråk
<p>Oral- Viewing & Presenting</p> <ul style="list-style-type: none"> • Express text experiences through playing, singing, drawing, writing and other creative activities • Play with rhymes and rhythm and listen out language sounds and syllables in words 	<p>Muntlig - Vise og presentere</p> <ul style="list-style-type: none"> • Uttrykke tekstopplevelser gjennom lek, sang, tegning, skriving og andre kreative aktiviteter • Leke med rim og rytme og lytte ut språkllyder og stavelser i ord
<p>Written-Reading</p> <ul style="list-style-type: none"> • Borrow and read books from the library • Connect letter sounds together to words when reading and writing • Read with flow and comprehension on paper and digital and use simple strategies for reading comprehension 	<p>Skriftlig - Lese</p> <ul style="list-style-type: none"> • låne og lese bøker fra biblioteket • Trekke bokstavlyder sammen til ord under lesing og skriving • Lese med sammenheng og forståelse på papir og digitalt og bruke enkle strategier for leseforståelse
<p>Written-Writing</p> <ul style="list-style-type: none"> • Connect letter sounds together to words when reading and writing • Write texts by hand and with keyboard • Use small and capital letters, dots, question marks and exclamation marks in texts and in discussions about their own and other's texts. • Create texts which combines written texts with pictures 	<p>Skriftlig - Skrive</p> <ul style="list-style-type: none"> • Trekke bokstavlyder sammen til ord under lesing og skriving • Skrive tekster for hånd og med tastatur • Bruke store og små bokstaver, punktum, spørsmålsteget og utropsteget i tekster og samtale om egne og andres tekster • Lage tekster som kombinerer skrift med bilder

LEARNING OUTCOMES IN PSPE

Identity:

- identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)
- describe how they have grown and changed
- describe some physical and personal characteristics and personal preferences
- talk about similarities and differences between themselves and others
- identify their feelings and emotions and explain possible causes
- recognize that others have emotions, feelings and perspectives that may be different from their own
- identify and explore strategies that help them to cope with change
- identify positive thoughts and attitudes in themselves and others
- willingly approach and persevere with new situations
- reflect on their experiences in order to build a deeper understanding of self
- demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.

Active Living:

- engage in a variety of different physical activities
- demonstrate an awareness of how being active contributes to good health
- demonstrate an awareness of basic hygiene in their daily routines
- identify some of the effects of different physical activity on the body
- develop a range of fine and gross motor skills
- explore creative movements in response to different stimuli
- recognize that acting upon instructions and being aware of others helps to ensure safety.

Interactions:

- enjoy interacting, playing and engaging with others
- take turns
- listen respectfully to others
- share their own relevant ideas and feelings in an appropriate manner
- ask questions
- celebrate the accomplishments of others
- reach out for help when it is needed for themselves or others
- identify when their actions have impacted on others
- talk about their interactions with the environment.

The students will achieve these learning outcomes through the following:

<p>Basic Abilities:</p> <ul style="list-style-type: none"> - Hops, gallops, jogs and slides using a mature pattern. - Demonstrates at least 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings. - Demonstrates at least 2 of the 5 critical elements for jumping and landing in a vertical plane. 	<p>Ball Games:</p> <ul style="list-style-type: none"> - Throws underhand, demonstrating at least 2 of the 5 critical elements of a mature pattern. - Catches a soft object from a self-toss before it bounces. - Catches various sizes of balls self-tossed or tossed by a skilled thrower. - Dribbles continuously in self-space using the preferred hand. - Taps or dribbles a ball using the inside of the foot while walking in general space. - Approaches a stationary ball and kicks it forward, demonstrating at least 2 of the 5 critical elements of a mature pattern. - Volleys an object with an open palm, sending it upward. - Strikes a ball with a short-handled implement, sending it upward.
<p>Cooperative Games:</p> <ul style="list-style-type: none"> - Works independently with others in a variety of class environments. - Exhibits the established protocols for class activities. - Follows teacher directions for safe participation and proper use of equipment without teacher reminders. 	<p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> - Maintains stillness on different bases of support with different body shapes. - Transfers weight from one body part to another in self-space in dance and gymnastics. - Rolls with either a narrow or curled body shape. - Demonstrates twisting, curling, bending and stretching actions. - Travels demonstrating low, middle and high levels. - Travels demonstrating a variety of relationships with objects. - Combines locomotor and non-locomotory skills in a teacher designed dance. - Moves in self-space and general space in response to designated beats or rhythms.
<p>Winter Sports:</p> <ul style="list-style-type: none"> - Uses previously learned locomotor and non-locomotor skills in winter sport activities/games. - Adapts to diverse weather situations. - Open to new situations with a sense of optimism. 	<p>Athletics:</p> <ul style="list-style-type: none"> - Differentiates between fast and slow speeds. - Differentiates between strong and light force. - Accepts personal responsibility by using equipment and space appropriately. - Follows the rules and parameters of the learning environment. - Responds appropriately to general feedback from the teacher.

LEARNING OUTCOMES IN MUSIC

Responding

- use voice to imitate sounds and learn songs
- bring music from home to share
- describe the differences in music
- move their bodies to express the mood of the music
- describe how music makes them feel
- distinguish the sounds of different instruments in music
- listen to music and create their own work in response
- express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- explore body and untuned percussion instrument sounds
- recognize different sources of music in daily life
- recognize that sound can be notated in a variety of ways

Creating

- use vocal sounds, rhythms and instruments to express feelings or ideas
- create and accompany music using a variety of sounds and instruments
- play un tuned percussion instruments in time with a beat
- use the voice and body to create musical patterns
- explore sound as a means of expressing imaginative ideas
- recreate sounds from familiar experiences
- participate in performing and creating music both individually and collectively
- record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- create their own basic musical instruments.

The students will achieve these learning outcomes through the following:

- Fundamentals of melody & rhythm - solfege, rhythm syllables, sing, move, and play. Copy simple rhythms when clapped by the teacher. Practice using expressive words to describe what we hear in music. Listen to music attentively.
- Elements of performance - Create vocal sounds through imitation. Play several different types of percussion instruments in groups. Sing fun songs with movement and actions.
- Instruments - symphonic orchestra, families, basic instrument identification. Use classroom instruments with respect and control.
- Storytelling with music - choose and create sounds to complement a story or theme. Use improvisation as a form of self-expression and communication.
- Music of the world - listen to and sing songs from a variety of different cultures.

LEARNING OUTCOMES IN VISUAL ART

Responding

- enjoy experiencing artworks
- show curiosity and ask questions about artworks
- describe what they notice about an artwork
- identify the materials and processes used in the creation of an artwork
- analyse the relationships within an artwork and construct meanings
- communicate their initial responses to an artwork in visual, oral or physical modes
- make personal connections to artworks
- express opinions about an artwork
- create artwork in response to a variety of stimuli.

Creating

- engage with, and enjoy a variety of visual arts experiences
- select tools, materials and processes for specific purposes
- combine different formal elements to create a specific effect
- realize that their artwork has meaning
- use their imagination and experiences to inform their art making
- create artwork in response to a range of stimuli
- take responsibility for the care of tools and materials
- take responsibility for their own and others' safety in the working environment
- participate in individual and collaborative creative experiences.

The students will achieve these learning outcomes through the following:

- Aboriginal art and culture: Symbols, costume and body adornment. We will explore what indigenous means in visual culture, that is to say: researching art existing in a land from the earliest times or from before the arrival of colonists with particular emphasis on Australia and the Americas.
- Day of the Dead/Dias de los muertos in our cultures today.
- Constructing a Vessel using a mould
- Colour theory: Primary and Secondary Colours
- Andy Goldsworthy and environment art: Artist study and reproduction of a personally chosen artwork
- Recycling and upcycling to produce an applied art or decorative piece of art with a practical purpose.

LEARNING OUTCOMES IN ICT

KNOW: What will the students know	UNDERSTAND: What will the students understand
Understands the different functions of a computer	Class discussion /Brainstorming Students will be able to understand what a computer is, what are its main parts, How does a computer help us, How should we use it safely?
Extends understanding of keyboard	General discussion of keys and keyboard Learners will learn to alphabet & number keys, use shift, enter and backspace keys
Uses different functions on Word	Open a word file, type letters and numbers, save and close the file
Working with texts	Students will learn to copy and paste letters/ numbers, delete letters/ numbers, select and delete words.
Edits text to suit for a purpose	Typing games
Use games to problem solve	Play online interactive games
Begins to use the Internet to find information	Image search and word search

Additional elements to support our curriculum

- **School Library lessons:** Children at NLIS are supported during library lessons to develop a love of reading for pleasure. In addition lessons are designed to strengthen and support reading, writing, listening and speaking learning goals and build upon inquiry units throughout the year. Students will also be supported to use the library and find 'just right' books.
- **Field visits:** This is a part of using community as a resource to enhance the learning process. Children at NLIS are given exposure to various places during the course of each unit to gather more information for their inquiry process.
- **Guest speakers:** NLIS invites specialists to share their knowledge of the ongoing unit with the children. This is another through which the school uses community as a resource.
- **Research projects:** Children are mentored to carry out their individual research which enhances their research skills.
- **Food & Health Lessons (Mat og Helse):** Food and health lessons are important for the physical and mental health as well as social well-being of the students. It promotes good eating habits. It helps students to reflect on their individual choices, cultural expressions and are thus a central part of our identity. In a multicultural society, it is important to have knowledge of and respect for food traditions in different cultures.

References:

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