

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



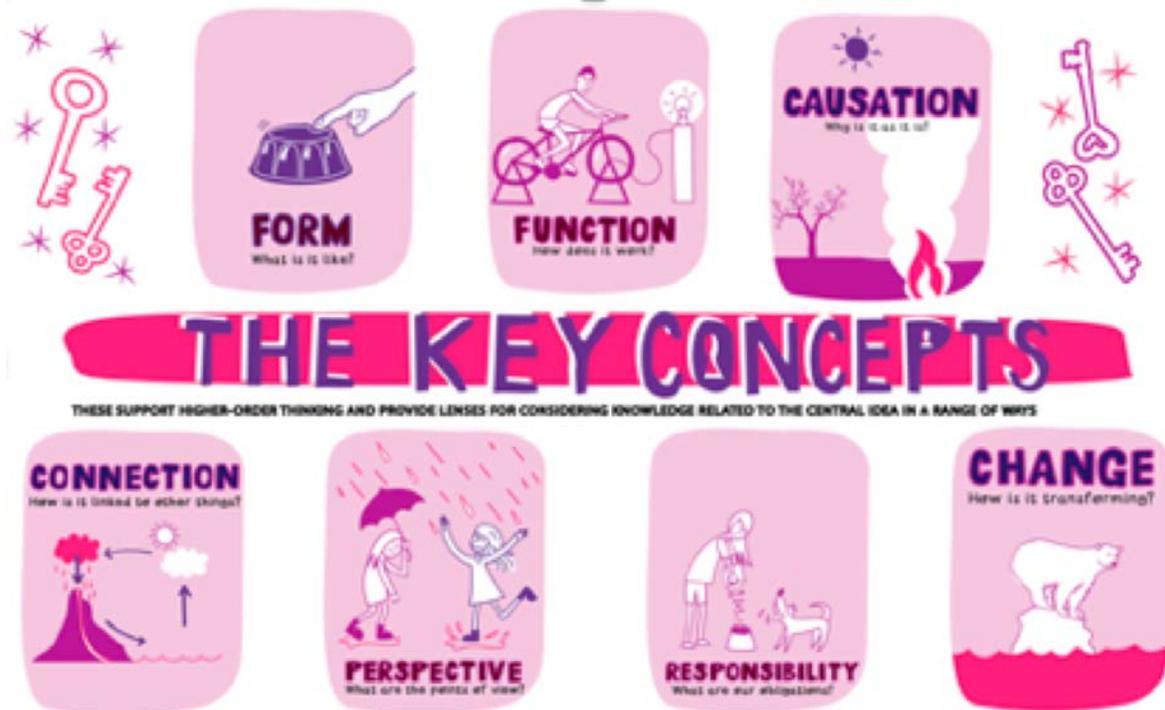
Transdisciplinary Themes



TRANSDISCIPLINARY THEMES



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 2

Transdisciplinary theme	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
Central Idea	Agency allows for ownership in an individual's learning and actions.	Our host country has its own unique identity.	People read and write for different purposes	Sound & light affect the way we experience the world.	People create systems of measurement to meet their needs in daily life.	Plants sustain life on Earth and play a role in our lives.
Key Concepts	Function, Responsibility, Perspective	Causation, Connection, Perspective	Form, Function, Connection	Form, Function, Change	Function, Connection, Causation	Form, Connection, Responsibility
Lines of Inquiry	-The role of agency -How ownership affects our choices -Our responsibility as learners	-Host country culture -Host country geography -The responsibility of visitors towards host country	-Forms of reading and writing -Reasons for reading & writing -Building habits and routines	-Forms of sound and light -Purposes of sound and light -Experimenting with sound and light (Manipulation)	-The systems of time, money, length, mass, temperature and capacity -The tools we use to measure -How we use measurement in our daily lives	-Parts of plants and their functions -How plants contribute to life on Earth -Conservation of plants
Learner profile attributes	Inquirer, Reflective	Knowledgeable Open-minded	Communicator Risk-Taker	Principled, Thinker	Balanced, Reflective	Caring, Knowledgeable

LEARNING OUTCOMES IN ENGLISH

Oral- Listening & Speaking

- listen and respond in small or large groups for increasing periods of time
- listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- memorize and join in with poems, rhymes and songs
- follow classroom instructions, showing understanding
- describe personal experiences
- obtain simple information from accessible spoken texts
- distinguish beginning, medial and ending sounds of words with increasing accuracy
- follow two-step directions
- predict likely outcomes when listening to texts read aloud
- use language to address their needs, express feelings and opinions
- ask questions to gain information and respond to inquiries directed to themselves or the class
- use oral language to communicate during classroom activities, conversations and imaginative play
- talk about the stories, writing, pictures and models they have created begin to communicate in more than one language

Oral- Viewing & Presenting

- talk about their own feelings in response to visual messages; show empathy for the way others might feel
- relate to different contexts presented in visual texts according to their own experiences, for example, "that looks like my uncle's farm."
- locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products
- show their understanding that visual messages influence our behaviour
- connect visual information with their own experiences to construct their own meaning, for example, when taking a trip
- use body language in mime and role play to communicate ideas and feelings visually
- realize that shapes, symbols and colours have meaning and include them in presentations
- use a variety of implements to practise and develop handwriting and presentation skills
- observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed
- recognize ICT iconography and follow prompts to access programs or activate devices through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame
- view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story
- become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story
- observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes

Written- Reading

- select and reread favourite texts for enjoyment
- understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts
- participate in shared reading, posing and responding to questions and joining in the refrains
- participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group
- listen attentively and respond actively to read- aloud situations; make predictions, anticipate possible outcomes
- read and understand the meaning of self-selected and teacher-selected texts at an appropriate level
- use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)
- read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography
- make connections between personal experience and storybook characters
- understand sound-symbol relationships and recognize familiar sounds/symbols/words of the language community
- instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbol
- have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation

Written- Writing

- write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story
- create illustrations to match their own written text
- demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality
- connect written codes with the sounds of spoken language and reflect this understanding when recording ideas
- form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community
- discriminate between types of code, for example, letters, numbers, symbols, words/characters
- enjoy writing and value their own efforts
- write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."
- read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged

LEARNING OUTCOMES IN MATHEMATICS

Numbers

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use and = signs · read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems. · solve problems with addition and subtraction
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two digit numbers, adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Shape and Space

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

Data Handling

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data

Measurement

- choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

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 A

<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 språklyder 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 NORWEGIAN B

<p>Oral - Listening and Speaking</p>	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> - use words and expressions to greet, introduce oneself, ask for something, thank and express feelings and needs - Use phrases on personal and everyday topics - understand and use basic concepts and keywords - participate in simple conversations about familiar topics from everyday life and from various subjects with support from context and conversation partner - conversation about some art and cultural expressions from different countries and cultures 	<p>After phase 2, the student should be able to</p> <ul style="list-style-type: none"> - use words and expressions to greet, introduce oneself, ask for something, thank and express feelings and needs - Use phrases on personal and everyday topics - understand and use basic concepts and keywords - participate in simple conversations about familiar topics from everyday life and from various subjects with support from context and conversation partner - conversation about some art and cultural expressions from different countries and cultures 	<p>After phase 3, the students should be able To</p> <ul style="list-style-type: none"> - speak Norwegian with functional pronunciation - retell the main content of oral texts - express themselves with context - follow up and build on others' conversation contributions in everyday and professional conversations - use a professional vocabulary - justify and argue for own opinions orally - compare humor, irony and metaphors in different languages and cultures - reflect on how language can express and create attitudes towards individuals and groups - conversation about attitudes to different languages and spoken language variants in Norway
<p>Oral - Viewing and Presenting</p>	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> - recognize and explore Norwegian language sounds and Norwegian syllable structure, pressure and intonation - explore basic patterns for Norwegian spelling, 	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> - recognize and explore Norwegian language sounds and Norwegian syllable structure, pressure and intonation 	<p>After phase 3, the student should be able to</p> <ul style="list-style-type: none"> - recognize tools in different oral and written genres - explore common forms of ambiguous communication in Norwegian

	<p>formwork and sentence structure</p> <ul style="list-style-type: none"> - explore and use strategies that support the learning of linguistic content, form and use in Norwegian 	<ul style="list-style-type: none"> - explore basic patterns for Norwegian spelling, formwork and sentence structure - explore and use strategies that support the learning of linguistic content, form and use in Norwegian 	<ul style="list-style-type: none"> - use key rules for spelling, formwork and sentence structure - reflect on one's own multilingualism and its significance for one's own learning of subjects and language - reflect on the content, form and purpose of different texts - use strategies that support the learning of linguistic content, form and use in Norwegian
Written - Reading	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> - read simple age-appropriate texts on familiar topics and with academic content - pronounce, read and use Norwegian numbers - explore various digital resources and tools in communication, and as support in language and subject learning - compare words and expressions in Norwegian with other languages the student knows 	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> - read simple age-appropriate texts on familiar topics and with academic content - pronounce, read and use Norwegian numbers - explore various digital resources and tools in communication, and as support in language and subject learning - compare words and expressions in Norwegian with other languages the student knows 	<p>After phase 3, the students should be able to</p> <ul style="list-style-type: none"> - read to experience, gain insight and learn - read graphic representations - use and evaluate various digital resources in communication and learning work - explore a selection of art and cultural expressions from different countries and cultures
Written – Writing	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> - use uppercase and lowercase letters - associate letters with sounds and pull sounds together into words in reading and writing 	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> - use uppercase and lowercase letters - associate letters with sounds and 	<p>After phase 3, the students should be able to</p> <ul style="list-style-type: none"> - write texts in different genres, with different purposes and with

	<ul style="list-style-type: none">- write simple sentences and texts	<p>pull sounds together into words in reading and writing</p> <ul style="list-style-type: none">- write simple sentences and texts	<p>different forms of expression</p> <ul style="list-style-type: none">- justify and argue for own opinions in writing
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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"> - Skips using a mature pattern. - Runs with a mature pattern. - Travels showing differentiation between jogging and sprinting. - Demonstrates at least 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot take-offs and landings. - Demonstrates at least 4 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 using a mature pattern. - Throws overhand, demonstrating at least 2 of the 5 critical elements of a mature pattern. - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. - Dribbles in self-space with preferred hand demonstrating a mature pattern. - Dribbles using the preferred hand while walking in general space. - Dribbles with the feet in general space with control of ball and body. - Uses a continuous running approach and kicks a moving ball, demonstrating at least 3 of the 5 critical elements of a mature pattern. - Volleys an object upward with consecutive hits. - Strikes an object upward with a short-handled implement, using consecutive hits. - Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.
<p>Cooperative Games:</p> <ul style="list-style-type: none"> - Works independently with others in partner environments. - Recognizes the role of rules and etiquette in teacher-designed physical activities. - Works independently and safely in physical education. - Works safely with physical education equipment. 	<p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> - Balances on different bases of support, combining levels and shapes. - Balances in an inverted position with stillness and supportive base. - Transfers weight from feet to different body parts/bases of support for balance. - Rolls in different directions with either a narrow or curled body shape. - Differentiates among twisting, curling, bending and stretching actions. - Combines balances and transfers into a three-part sequence. - Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. - Combines locomotor skills in general space to a rhythm. - Combines shapes, levels and pathways into simple travel, dance and gymnastic sequences.
<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"> - Varies time and force with gradual increases and decreases. - Accepts responsibility for class protocols with behavior and performance actions. - Accepts specific corrective 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 untuned 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, read, compose, play. Begin to understand tempo and beat by clapping simple rhythms. Practice using expressive words to describe what we hear in music. Begin to recognize musical notation.
- Elements of performance - Create vocal sounds through imitation. Play several different types of percussion instruments.
- Instruments - symphonic orchestra, families, basic instrument identification.
- 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 including:

- Day of the Dead/Dias de los muertos in our cultures today.
- Dream paintings
- 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
Begins to organize data	Creates a folder and names it
Introduction to Google Slides	Can open Google Slide, Type letters & numbers, Save and close
Understands key vocabulary used with the internet	Visit websites and work on forward, backward, and other links

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.

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