

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 3

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	The choices people make affect their health and wellbeing.	Exploration leads to discovery and develops new understandings.	Celebrations and traditions are expressions of shared beliefs and values.	Earth is a part of a solar system humans continue to explore.	In a workplace people share responsibility towards a common purpose.	Human actions have an impact on living things.
Lines of Inquiry	<ul style="list-style-type: none"> -What it means to have a balanced lifestyle -How the choices we make affect our health -Different sources of information that help us make choices 	<ul style="list-style-type: none"> -Reasons for exploration -Methods of exploration -The impact of explorers and explorations 	<ul style="list-style-type: none"> -Why people celebrate -Features of traditions and celebrations -Planning a celebration 	<ul style="list-style-type: none"> -Components of solar system -How gravity makes solar system work -The connection between the earth, the sun and the moon 	<ul style="list-style-type: none"> -Purpose of a workplace Interconnectedness of people in a workplace -Importance of a shared vision or common purpose 	<ul style="list-style-type: none"> -Ecosystems and interdependence of living things -Human impact on our planet -Our responsibility towards living things
Key Concepts	Form, Connection, Responsibility	Form, Causation, Connection	Causation, Form, Perspective	Function, Causation, Connection	Function, Causation, Connection	Connection, Causation, Responsibility
Learner profile attributes	Balanced, Caring, Open-Minded	Open-Minded, Thinker, Reflective	Communicator, Risk-taker, Reflective	Knowledgeable, Thinker	Open-Minded, Reflective	Knowledgeable, Caring, Principled

LEARNING OUTCOMES IN ENGLISH

Oral- Listening & Speaking

- use language to explain, inquire and compare
- recognize patterns in language(s) of instruction and use increasingly accurate grammar
- begin to understand that language use is influenced by its purpose and the audience
- understand and use specific vocabulary to suit different purposes
- hear and appreciate differences between languages
- listen attentively and speak appropriately in small and large group interactions
- listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail
- pick out main events and relevant points in oral texts
- follow multi-step directions
- retell familiar stories in sequence
- anticipate and predict when listening to text read aloud
- use language for a variety of personal purposes, for example, invitations
- express thoughts, ideas and opinions and discuss them, respecting contributions from others
- participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems

Oral- Viewing & Presenting

- realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding
- with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful
- use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact
- view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama
- realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance
- observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve
- view visual information and show understanding by asking relevant questions and discussing possible meaning
- discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently
- realize that visual information reflects and contributes to the understanding of context
- recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography
- observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness
- discuss personal experiences that connect with visual images
- use actions and body language to reinforce and add meaning to oral presentations

Written- Reading

- participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view
- wonder about texts and ask questions to try to understand what the author is saying to the reader
- read texts at an appropriate level, independently, confidently and with good understanding
- recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles
- identify and explain the basic structure of a story - beginning, middle and end; may use storyboards or comic strips to communicate elements
- make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses
- realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance
- recognize and use the different parts of a book, for example, title page, contents, index
- understand sound-symbol relationships and apply reliable phonetic strategies when decoding print
- use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another
- discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways
- discuss their own experiences and relate them to fiction and non-fiction text

Written- Writing

- use feedback from teachers and other students to improve their writing
- use a dictionary, a thesaurus and word banks to extend their use of language
- keep a log of ideas to write about
- over time, create examples of different types of writing and store them in their own writing folder
- participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement
- with teacher guidance, publish written work, in handwritten form or in digital format.
- engage confidently with the process of writing
- write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading
- use graphic organizers to plan writing, for example, Mind Maps, storyboards
- organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end
- use appropriate writing conventions, for example, word order, as required by the language(s) of instruction
- use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words
- use increasingly accurate grammatical constructs
- write legibly, and in a consistent style

LEARNING OUTCOMES IN MATHEMATICS

Numbers

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas
- add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $+$ =]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Shape and Space

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Data Handling

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Pattern & Function

- understand that patterns can be found in numbers, for example, odd and even numbers, skip counting
- understand the inverse relationship between addition and subtraction understand the associative and commutative properties of addition
- represent patterns in a variety of ways, or example, using words, drawings, symbols, materials, actions, numbers
- describe number patterns, for example, odd and even numbers, skip counting
- extend and create patterns in numbers, for example, odd and even numbers, skip counting
- use number patterns to represent and understand real-life situations
- use the properties and relationships of addition and subtraction to solve problems

LEARNING OUTCOMES IN NORWEGIAN A

<p>Oral- Listening & Speaking</p> <ul style="list-style-type: none"> • Read and listen to stories, fairytales, song texts, fact books and other texts on Norwegian bokmål, nynorsk and translations of sami and other languages and talk about what the texts mean for the student. • Talk about the difference between opinions and facts in texts • Follow up input from others in subject related discussions and ask clarifying questions and questions going into depth • Use subject related language about verbs, nouns and adjectives in conversations about languages and about their own and other's texts. • Explore and talk about variation in language and diversity in the local environment 	<p>Muntlig - Lytte og snakke</p> <ul style="list-style-type: none"> • Lese og lytte til fortellinger, eventyr, sangtekster, faktabøker og andre tekster på bokmål og nynorsk og i oversettelse fra samiske og andre språk, og samtale om hva tekstene betyr for eleven • Samtale om forskjellen mellom meninger og fakta i tekster • Følge opp innspill fra andre i faglige samtaler og stille oppklarende og utdypende spørsmål • Bruke fagspråk om setningsoppbygning og bøyning av verb, substantiv og adjektiv i samtaler om språk og om egne og andres tekster • Utforske og samtale om språklig variasjon og mangfold i nærmiljøet
<p>Oral- Viewing & Presenting</p> <ul style="list-style-type: none"> • Explore and express a range of texts through conversations, writing, playing, movement and other ways of creative expression • Hold oral presentations with and without digital resources • Combine various forms of expression in multimodal texts • Reflect over how the use of language affect others, and how we adapt and change language in different situations 	<p>Muntlig - Vise og presentere</p> <ul style="list-style-type: none"> • Utforske og formidle tekster gjennom samtale, skrijving, lek, bevegelse og andre kreative uttrykk • Holde muntlige presentasjoner med og uten digitale ressurser • Kombinere ulike uttrykksformer i sammensatte tekster • Reflektere over hvordan språkbruken vår påvirker andre, og hvordan vi tilpasser og endrer språket i ulike situasjoner
<p>Written-Reading</p> <ul style="list-style-type: none"> • Choose library books regarding their own interests and reading skills • Read texts with flow and comprehension, and use reading strategies with the purpose of learning • Compare word and expressions in Norwegian and other languages 	<p>Skriftlig - Lese</p> <ul style="list-style-type: none"> • Velge bøker fra bibliotek ut fra egne interesser og leseferdigheter • Lese tekster med flyt og forståelse og bruke lesestrategier målrettet for å lære • Sammenligne ord og uttrykk i norsk og andre språk

<p>Written–Writing</p> <ul style="list-style-type: none"> • Describe, express and make arguments orally and written and use the language in creative ways. • Write texts with functional handwriting and with using keyboard • Using comma and other punctuation in texts • Explore differences and similarities between writing in Norwegian bokmal and Norwegian nynorsk 	<p>Skriftlig - Skrive</p> <ul style="list-style-type: none"> • Beskrive, fortelle og argumentere muntlig og skriftlig og bruke språket på kreative måter • Skrive tekster med funksjonell håndskrift og med tastatur • Bruke komma og andre skilletegn i tekster • Utforske forskjeller og likheter mellom skriving på hovedmål og sidemål
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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 students should be able to</p> <ul style="list-style-type: none"> - participate in conversations about everyday and professionally familiar topics - understand and discuss the main content of oral texts - pronounce words and sentences in an understandable way with functional use of pressure and intonation - use a suitable vocabulary for familiar academic topics - express their own opinions in writing and orally - conversation about how language can express and create attitudes - conversation about linguistic variation and diversity in Norway - describe art and cultural expressions from different countries and cultures and talk about similarities and differences 	<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
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			spoken language variants in Norway
Oral - Viewing and Presenting	<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, formwork and sentence structure - explore and use strategies that support the learning of linguistic content, form and use in Norwegian 	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> - use basic rules for Norwegian spelling, formwork and sentence structure - use strategies that support the learning of linguistic content, form and use in Norwegian - use all their overall language competence in their own learning work 	<p>After phase 3, the students 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 - 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"> - use digital resources and tools in communication and learning - read and convey the content of various fiction and academic texts - read simple tables and graphical representations - understand and use numbers and basic mathematical concepts 	<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	After phase 1, the students should be able to <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- write simple sentences and texts	After phase 2, the students should be able to <ul style="list-style-type: none">- write and structure different texts- express their own opinions in writing	After phase 3, the students should be able to <ul style="list-style-type: none">- write texts in different genres, with different purposes and with different forms of expression- justify and argue for own opinions in writing
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LEARNING OUTCOMES IN PSPE

Identity:

- describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- describe how personal growth has resulted in new skills and abilities
- explain how different experiences can result in different emotions
- identify feelings and begin to understand how these are related to behaviour
- express hopes, goals and aspirations
- solve problems and overcome difficulties with a sense of optimism
- examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help
- recognize others' perspectives and accommodate these to shape a broader view of the world
- identify and understand the consequences of actions
- are aware of their emotions and begin to regulate their emotional responses and behaviour
- reflect on inner thoughts and self-talk
- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.

Active Living:

- recognize the importance of regular exercise in the development of well-being
- identify healthy food choices
- communicate their understanding of the need for good hygiene practices
- reflect on the interaction between body systems during exercise
- explain how the body's capacity for movement develops as it grows
- use and adapt basic movement skills (gross and fine motor) in a variety of activities
- explore different movements that can be linked to create sequences
- display creative movements in response to stimuli and express different feelings, emotions and ideas

- reflect upon the aesthetic value of movement and movement sequences
- understand the need to act responsibly to help ensure the safety of themselves and others

Interactions

- value interacting, playing and learning with others
- discuss and set goals for group interactions
- cooperate with others
- ask questions and express wonderings
- recognize the different group roles and responsibilities
- assume responsibility for a role in a group
- celebrate the accomplishment of the group
- share ideas clearly and confidently
- seek adult support in situations of conflict reflect on the process of achievement and value the achievements of others
- understand the impact of their actions on each other and the environment

The students will achieve these learning outcomes through the following:

<p>Basic Abilities:</p> <ul style="list-style-type: none"> - Leaps using a mature pattern. - Travels showing differentiation between sprinting and running. - Jumps and lands in the horizontal and vertical planes using a mature pattern. 	<p>Ball Games:</p> <ul style="list-style-type: none"> - Throws underhand to a partner or target with reasonable accuracy. - Throws overhand, demonstrating at least 3 of the 5 critical elements of a mature pattern, in non-dynamic environments, for distance and/or force. - Catches a gently tossed hand-size ball from a partner, demonstrating at least 4 of the 5 critical elements of a mature pattern. - Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. - Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body. - Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass. - Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating at least 4 of the 5 critical elements of a mature pattern for each. - Uses a continuous running approach and kicks a stationary ball for accuracy. - Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating at least 4 of the 5 critical elements of a mature pattern. - Strikes an object with a short-handled implement, sending it forward over a low net or to a wall. - Strikes an object with a short-handled implement while demonstrating at least 3 of the 5 critical elements of a mature pattern. - Strikes a ball with a long-handled implement, sending it forward, while using proper grip for the implement.
<p>Cooperative Games:</p> <ul style="list-style-type: none"> - Applies simple strategies and tactics in chasing activities. - Applies simple strategies in fleeing activities. - Exhibits personal responsibility in teacher-directed activities. - Works independently for extended periods of time. - Accepts and implements specific corrective feedback from the teacher. - Works cooperatively with others. 	<p>Gymnastics/Dance:</p> <ul style="list-style-type: none"> - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. - Transfers weight from feet to hands for momentary weight support. - Moves into and out of gymnastics balances with curling, twisting and stretching actions. - Performs teacher selected and developmentally appropriate dance steps and movement patterns. - Combines locomotor skills and movement

<ul style="list-style-type: none"> - Praises others for their success in movement performance. - Recognizes the role of rules and etiquette in physical activity with peers. - Works independently and safely in physical activity settings. 	<p>concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.</p> <ul style="list-style-type: none"> - Combines balance and weight transfers with movement concepts to create and perform a dance.
<p>Winter Sports:</p> <ul style="list-style-type: none"> - Select and use effective movement skills, tactics, and strategies while participating in alternate environment activities (hiking, tobogganing, skiing). 	<p>Athletics:</p> <p>Demonstrate:</p> <ul style="list-style-type: none"> - Controlled movements and body actions in response to specific instructions - Agility and speed - Jumping for height and distance with control and balance - Throwing with speed and power and applying appropriate force

LEARNING OUTCOMES IN MUSIC

Responding

- sing individually and in unison
- recognize music from a basic range of cultures and styles
- express their responses to music from different cultures and styles
- create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)
- explore individually or collectively a musical response to a narrated story
- reflect on and communicate their reactions to music using musical vocabulary
- record and share the stages of the process of creating a composition
- share performances with each other and give constructive criticism.

Creating

- explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings
- express one or more moods/feelings in a musical composition
- create music to represent different cultures and styles
- create a soundscape based on personal experiences
- collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)
- read, write and perform simple musical patterns and phrases
- create music for different purposes.

The students will achieve these learning outcomes through the following:

- Fundamentals of melody & rhythm - solfege, rhythm syllables, sing, move, read, compose, play. Sing songs and use vocal warm-ups.
- Understand how sounds are created using different instruments.
- Elements of performance - instrument techniques, stage presence. Develop a sense of ensemble with the other class members.
- Composition- Improvise using call and response. Create personal compositions using various guidelines.
- Instruments - symphonic orchestra, families, timbre. Play recorder in small groups. Simple rhythm recognition and playing using bodies and percussion instruments.
- Storytelling with music - expression, dynamics, instrumentation
- Music of the world - Sing songs from a variety of cultures.

LEARNING OUTCOMES IN VISUAL ART

Responding

- investigate the purposes of artwork from different times, places and a range of cultures including their own
- sharpen their powers of observation
- identify the formal elements of an artwork
- use appropriate terminology to discuss artwork
- describe similarities and differences between artworks
- identify the stages of their own and others' creative processes
- become an engaged and responsive audience for a variety of art forms

Creating

- identify, plan and make specific choices of materials, tools and processes
- sharpen their powers of observation
- demonstrate control of tools, materials and processes
- make predictions, experiment, and anticipate possible outcomes
- combine a variety of formal elements to communicate ideas, feelings and/or experiences
- identify the stages of their own and others' creative processes
- consider their audience when creating artwork.

The students will achieve these learning outcomes through the following:

- Patterns and Colour in art and culture:
- Art History
- A 2D sculptural response.
- Colour theory: Primary and Secondary Colours
- Andy Goldsworthy and environmental art: Artist study and reproduction of a personally chosen artwork outside in the Norwegian nature.
- Recycling and upcycling applied art

LEARNING OUTCOMES IN ICT

KNOW: What will the students know	UNDERSTAND: What will the students understand
Learners will work with images	Save an image from the internet to a specific location
Work with Google Docs & Google Slides	Write about the UOI topic and copy and paste an image from the internet Copies and Inserts images for a purpose Make a slide show of 3 slides and make presentation to class
Students will be familiar with the icons and tools on Google Drive (Google Docs, Google Slides & Google Sheets)	Collaborative teamwork
Begins to work with different kinds of graphs	Excel spreadsheets, Creating bar graphs
Further develops understanding of internet searches	Expose students to a variety of search engines Demo on how to use search engines. Slide show on menu, search engine, web address

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 the inquiry units. Students will also develop their understanding of how to find 'just right' books, where different genres are in the library and begin to find books independently.

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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