

## 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*



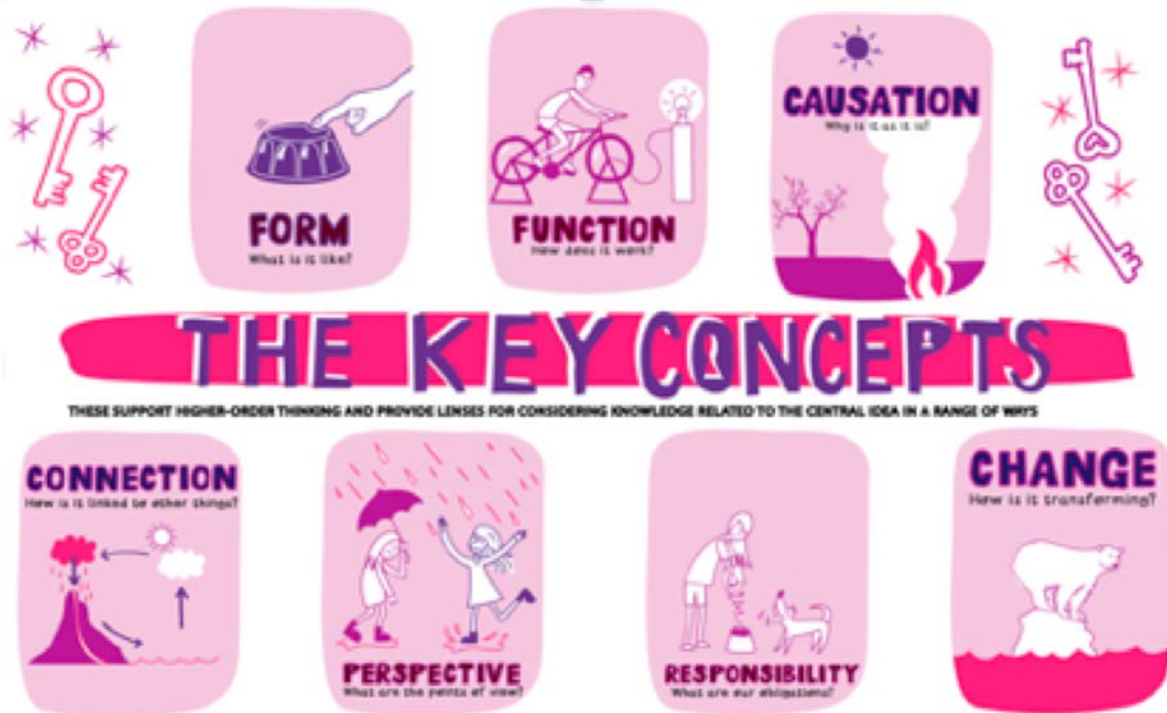
## Transdisciplinary Themes



# TRANSDISCIPLINARY THEMES



## Key Concepts



## Learner Profile Attributes



## 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 5

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
<b>Central Idea</b>	Knowing the physical and emotional changes that occur during puberty can help us better manage these changes.	Human migration is a response to challenges, risks and opportunities.	People convey ideas and thoughts through the use of poetry.	Humans use their scientific understanding of the forces of motion to create inventions that impact everyday life.	People have developed systems for producing and distributing food around the world.	Biodiversity relies on interdependent balance of organisms within systems.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>- Hormonal, physical and emotional changes</li> <li>- The connection between these changes</li> <li>- Ways of managing these changes</li> </ul>	<ul style="list-style-type: none"> <li>-The reasons why people migrate</li> <li>-Our journeys and movements</li> <li>-Effects of migration on individuals.</li> </ul>	<ul style="list-style-type: none"> <li>-Various poetic devices</li> <li>-What poetry can convey</li> <li>-Expressing ourselves as poets</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding forces</li> <li>-Inventions &amp; machines .</li> <li>-Importance of machines</li> </ul>	<ul style="list-style-type: none"> <li>-Food production and distribution</li> <li>- Sustainable practices in food production</li> <li>- Varying diets around the world</li> </ul>	<ul style="list-style-type: none"> <li>-Interdependence within ecosystems, biomes and environments</li> <li>-Ways in which organisms are interconnected in nature</li> <li>-How human interaction with the environment can affect the balance of systems</li> </ul>
<b>Key Concepts</b>	Function, Connection Perspective	Change, Causation Perspective	Form, Connection Perspective	Form, Function Change	Form, Responsibility Perspective	Form Connection Responsibility
<b>Learner profile attributes</b>	Caring Knowledgeable	Communicator Inquirer Reflective	Communicator Risk Taker	Inquirer Thinker	Inquirer Balanced Reflective	Caring Reflective Thinker

## LEARNING OUTCOMES IN ENGLISH

### Oral- Listening & Speaking

- understand and use figurative language such as simile, personification and metaphor
- use oral language to formulate and communicate possibilities and theories
- use standard grammatical structures competently in appropriate situations
- use register, tone, voice level and intonation to enhance meaning
- appreciate that people speak and respond according to personal and cultural perspectives
- participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations
- generate, develop and modify ideas and opinions through discussion
- listen and respond appropriately to instructions, questions and explanations
- use speech responsibly to inform, entertain and influence others
- reflect on communication to monitor and assess their own learning
- infer meanings, draw conclusions and make judgments about oral presentations
- use an increasing vocabulary and more complex sentence structures with a high level of specificity
- argue persuasively and justify a point of view
- show open-minded attitudes when listening to other points of view

### Oral- Viewing & Presenting

- reflect on ways in which understanding the intention of a visual message can influence personal responses
- view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- analyse and interpret the ways in which visual effects are used to establish context
- realize that individuals interpret visual information according to their personal experiences and different perspectives
- show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
- examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit
- navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations
- use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion
- analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolise
- identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages

## Written- Reading

- make inferences and be able to justify them
- identify and describe elements of a story - plot, setting, characters, theme - and explain how they contribute to its effectiveness
- compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact
- distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- use a range of strategies to solve comprehension problems and deepen their understanding of a text
- consistently and confidently use a range of resources to find information and support their inquiries
- participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
- use the internet responsibly and knowledgeably, appreciating its uses and limitations
- locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community
- read a wide range of texts confidently, independently and with understanding
- work in cooperative groups to locate and select texts appropriate to purpose and audience
- participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author
- identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres
- appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing

## Written- Writing

- write independently and with confidence, showing the development of their own voice and style
- choose to publish written work in handwritten form or in digital format independently
- use written language as a means of reflecting on their own learning
- identify and describe elements of a story - setting, plot, character, theme
- locate, organize, synthesize and present written information obtained from a variety of valid sources
- use a range of tools and techniques to produce written work that is attractively and effectively presented
- write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive
- adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader
- use appropriate paragraphing to organize ideas
- use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood
- use planning, drafting, editing and reviewing processes independently and with increasing competence
- critique the writing of peers sensitively; offer constructive suggestions
- vary sentence structure and length
- demonstrate an increasing understanding of how grammar works
- use standard spelling for most words and use appropriate resources to check spelling

## LEARNING OUTCOMES IN MATHEMATICS

### Numbers

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements  $> 1$  as a mixed number [for example,  $+ = = 1$ ]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example,  $0.71 =$  ]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of , , , , and those fractions with a denominator of a multiple of 10 or 25.



## Shape and Space

- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- identify angles at a point and one whole turn (total 360o)
- identify angles at a point on a straight line and a turn (total 180o)
- identify other multiples of 90o
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

## Data Handling

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables

## Measurement

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- solve problems involving converting between units of time

## Pattern & Function

- understand that patterns can be generalized by a rule
- understand exponents as repeated multiplication
- understand the inverse relationship between exponents and roots
- represent the rule of a pattern by using a function
- analyse pattern and function using words, tables and graphs, and, when possible, symbolic rules
- select appropriate methods to analyse patterns and identify rules
- use functions to solve problems

## LEARNING OUTCOMES IN NORWEGIAN A

### Oral- Listening & Speaking

- Read poetry, short stories, factual texts and other types of facts and fiction in Norwegian bokmål, Norwegian nynorsk, Swedish, Danish and talk about purpose, form and content.
- Read Sami texts translated into Norwegian and talk about the values which are expressed, and how names of places and persons which contain Sami letters are pronounced.
- Listen to and develop inputs from others and reason their own opinions in conversations.
- Describe, express, argument and reflect in a range of oral and written genres and with different purposes.
- Give feedback on peers texts out of given criterias and use feedback when they edit their own texts.
- Use subject related language and knowledge about word groups and sentence structure in conversations about their own and other's texts.

### Muntlig - Lytte og snakke

- Lese lyrikk, noveller, fagtekster og annen skjønnlitteratur og sakprosa på bokmål og nynorsk, svensk og dansk og samtale om formål, form og innhold
- Lese samiske tekster på norsk og samtale om verdiene som kommer til uttrykk, og hvordan stedsnavn og personnavn som inneholder de samiske bokstavene, uttales
- Lytte til og videreutvikle innspill fra andre og begrunne egne standpunkter i samtaler
- Beskrive, fortelle, argumentere og reflektere i ulike muntlige og skriftlige sjangre og for ulike formål
- Gi tilbakemelding på medelevers tekster ut fra kriterier og bruke tilbakemeldinger i bearbeiding av egne tekster
- Bruke fagspråk og kunnskap om ordklasser og setningsoppbygging i samtale om egne og andres tekster

### Oral- Viewing & Presenting

- Have ethical reflections about the student present him/herself and others in social media.
- Present subject related topics orally with and without digital resources.
- Play with the language and test out different tools and production methods in oral and written texts.
- Compare ways of talking in the local environment with other ways of speaking in Norway and with neighbouring languages.
- Explore and reflect on the connection between language and identity.

### Muntlig - Vise og presentere

- Reflektere etisk over hvordan eleven framstiller seg selv og andre i digitale medier
- Presentere faglige emner muntlig med og uten digitale ressurser
- Leke med språket og prøve ut ulike virkemidler og framstillingsmåter i muntlige og skriftlige tekster
- Sammenligne talespråk i nærmiljøet med andre talespråkvarianter i Norge og med nabospråk
- Utforske og reflektere over sammenhengen mellom språk og identitet

## Written–Reading

- Read poetry, short stories, factual texts and other types of facts and fiction in Norwegian bokmål, Norwegian nynorsk, Swedish, Danish and talk about purpose, form and content.
- Read Sami texts translated into Norwegian and talk about the values which are expressed, and how names of places and persons which contain Sami letters are pronounced.
- Orient themselves in subject related sources in the library and digitally, consider how reliable the sources are, and refer to sources in their own texts.
- Use reading strategies appropriate for the purpose of the reading.

## Skriftlig - lese

- Lese lyrikk, noveller, fagtekster og annen skjønnlitteratur og sakprosa på bokmål og nynorsk, svensk og dansk og samtale om formål, form og innhold
- Lese samiske tekster på norsk og samtale om verdiene som kommer til uttrykk, og hvordan stedsnavn og personnavn som inneholder de samiske bokstavene, uttales
- Orienter seg i faglige kilder på bibliotek og digitalt, vurdere hvor pålitelige kildene er, og vise til kilder i egne tekster
- Bruke lesestrategier tilpasset formålet med lesingen

## Written–Writing

- Describe, express, argument and reflect in a range of oral and written genres and with different purposes.
- Write texts with a clear structure and cope with central rules for writing, grammar and punctuation.
- Explore and describe the interaction between written text, pictures and other ways of expression and make their own multimodal texts.
- Testing to write texts in Norwegian nynorsk.
- Describe, express, argument and reflect on varied oral and written genres with different purposes

## Skriftlig - Skrive

- Skrive tekster med funksjonell håndskrift og med flyt på tastatur
- Skrive tekster med tydelig struktur og mestre sentrale regler for rettskriving, ordbøying og tegnsetting
- Utforske og beskrive samspillet mellom skrift, bilder og andre uttrykksformer og lage egne sammensatte tekster
- Prøve ut skrivning av tekster på sidemål
- Beskrive, fortelle, argumentere og reflektere i ulike muntlige og skriftlige sjangre og for ulike formål

## LEARNING OUTCOMES IN NORWEGIAN B

<p><b>Oral - Listening and Speaking</b></p>	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> <li>- use words and expressions to greet, introduce oneself, ask for something, thank and express feelings and needs</li> <li>- Use phrases on personal and everyday topics</li> <li>- understand and use basic concepts and keywords</li> <li>- participate in simple conversations about familiar topics from everyday life and from various subjects with support from context and conversation partner</li> <li>- conversation about some art and cultural expressions from different countries and cultures</li> </ul>	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> <li>- participate in conversations about everyday and professionally familiar topics</li> <li>- understand and discuss the main content of oral texts</li> <li>- pronounce words and sentences in an understandable way with functional use of pressure and intonation</li> <li>- use a suitable vocabulary for familiar academic topics</li> <li>- express their own opinions in writing and orally</li> <li>- conversation about how language can express and create attitudes</li> <li>- conversation about linguistic variation and diversity in Norway</li> <li>- describe art and cultural expressions from different countries and cultures and talk about similarities and differences</li> </ul>	<p>After phase 3, the students should be able to</p> <ul style="list-style-type: none"> <li>- speak Norwegian with functional pronunciation</li> <li>- retell the main content of oral texts</li> <li>- express themselves with context</li> <li>- follow up and build on others' conversation contributions in everyday and professional conversations</li> <li>- use a professional vocabulary</li> <li>- justify and argue for own opinions orally</li> <li>- compare humor, irony and metaphors in different languages and cultures</li> <li>- reflect on how language can express and create attitudes towards individuals and groups</li> <li>- conversation about attitudes to different languages and spoken language variants in Norway</li> </ul>
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<p><b>Oral - Viewing and Presenting</b></p>	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> <li>- recognize and explore Norwegian language sounds and Norwegian syllable structure, pressure and intonation</li> <li>- explore basic patterns for Norwegian spelling, formwork and sentence structure</li> <li>- explore and use strategies that support the learning of linguistic content, form and use in Norwegian</li> </ul>	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> <li>- use basic rules for Norwegian spelling, formwork and sentence structure</li> <li>- use strategies that support the learning of linguistic content, form and use in Norwegian</li> <li>- use all their overall language competence in their own learning work</li> </ul>	<p>After phase 3, the students should be able to</p> <ul style="list-style-type: none"> <li>- recognize tools in different oral and written genres</li> <li>- explore common forms of ambiguous communication in Norwegian</li> <li>- use key rules for spelling, formwork and sentence structure</li> <li>- reflect on one's own multilingualism and its significance for one's own learning of subjects and language</li> <li>- reflect on the content, form and purpose of different texts</li> <li>- use strategies that support the learning of linguistic content, form and use in Norwegian</li> </ul>
<p><b>Written - Reading</b></p>	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> <li>- read simple age-appropriate texts on familiar topics and with academic content</li> <li>- pronounce, read and use Norwegian numbers</li> <li>- explore various digital resources and tools in communication, and as support in language and subject learning</li> <li>- compare words and expressions in Norwegian with</li> </ul>	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> <li>- use digital resources and tools in communication and learning</li> <li>- read and convey the content of various fiction and academic texts</li> <li>- read simple tables and graphical representations</li> <li>- understand and use numbers and basic mathematical concepts</li> </ul>	<p>After phase 3, the students should be able to</p> <ul style="list-style-type: none"> <li>- read to experience, gain insight and learn</li> <li>- read graphic representations</li> <li>- use and evaluate various digital resources in communication and learning work</li> <li>- explore a selection of art and cultural expressions from different countries and cultures</li> </ul>

	other languages the student knows		
<b>Written – Writing</b>	<p>After phase 1, the students should be able to</p> <ul style="list-style-type: none"> <li>- use uppercase and lowercase letters</li> <li>- associate letters with sounds and pull sounds together into words in reading and writing</li> <li>- write simple sentences and texts</li> </ul>	<p>After phase 2, the students should be able to</p> <ul style="list-style-type: none"> <li>- write and structure different texts</li> <li>- express their own opinions in writing and orally</li> </ul>	<p>After phase 3, the students should be able to</p> <p>write texts in different genres, with different purposes and with different forms of expression justify and argue for own opinions in writing</p>

## LEARNING OUTCOMES IN PSPE

### Identity:

- explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time
- examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)
- identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions
- recognize personal qualities, strengths and limitations
- analyse how they are connected to the wider community
- reflect on how they cope with change in order to approach and manage situations of adversity
- reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others
- use understanding of their own emotions to interact positively with others
- embrace optimism to shape a positive attitude towards themselves and their future
- explain how self-talk can influence their behaviour and their approach to learning
- motivate themselves intrinsically and behave with belief in themselves
- work and learn with increasing independence.

### Active Living:

- identify ways to live a healthier lifestyle
- understand how daily practices influence short- and long-term health
- understand that there are substances that can cause harm to health
- demonstrate an understanding of the principles of training in developing and maintaining fitness
- identify different stages of life and how these can affect physical performance
- develop plans to improve performance through technique refinement and practice
- demonstrate greater body control when performing movements
- self-assess performance and respond to feedback on performance from others
- plan, perform and reflect on movement sequences in order to improve
- identify potential personal and group outcomes for risk-taking behaviours.

### Interactions:

- recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes
- identify individual strengths that can contribute to shared goals
- develop a shared plan of action for group work that incorporates each individual's experiences and strengths
- adopt a variety of roles for the needs of the group, for example, leader, presenter
- discuss ideas and ask questions to clarify meaning
- reflect on the perspectives and ideas of others
- apply different strategies when attempting to resolve conflict
- reflect on shared and collaborative performance.

The students will achieve these learning outcomes through the following:

<p><b>Basic Abilities:</b></p> <ul style="list-style-type: none"> <li>- Demonstrates a progression towards control in complex movement skills that combine locomotor skills with non-locomotor to be used in body management activities and games.</li> <li>- Uses appropriate pacing for a variety of running distances.</li> <li>- Combines jumping and landing patterns with locomotor and manipulative skills used in dance, gymnastics and small-sided practice tasks in games environments.</li> </ul>	<p><b>Ball Games:</b></p> <ul style="list-style-type: none"> <li>- Throws underhand using a mature pattern in non-dynamic environments, with different sizes and types of objects.</li> <li>- Throws underhand to a large target with accuracy.</li> <li>- Throws overhand using a mature pattern in non-dynamic environments, with different sizes and types of balls.</li> <li>- Throws overhand to a large target with accuracy.</li> <li>- Throws with accuracy, both partners moving.</li> <li>- Throws with reasonable accuracy in dynamic, small-sided practice tasks.</li> <li>- Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a non-dynamic environment.</li> <li>- Catches with accuracy, both partners moving.</li> <li>- Catches with reasonable accuracy in dynamic, small-sided practice tasks.</li> <li>- Combines hand dribbling with other skills during 1v1 practice tasks.</li> <li>- Combines foot dribbling with other skills in 1v1 practice tasks.</li> <li>- Passes with the feet using a mature pattern as both partners travel.</li> <li>- Receives a pass with the feet using a mature pattern as both partners travel.</li> <li>- Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.</li> <li>- Demonstrates mature patterns in kicking and punting in small-sided practice task environments.</li> <li>- Volleys a ball using a two-hand pattern, sending it upward to a target.</li> <li>- Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.</li> <li>- Strikes a pitched ball with a bat using a mature pattern.</li> <li>- Combines striking with a long implement with receiving and traveling skills in a small-sided game.</li> <li>- Combines manipulative skills and traveling for execution to a target.</li> </ul>
<p><b>Cooperative Games:</b></p> <ul style="list-style-type: none"> <li>- Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.</li> <li>- Applies basic offensive and defensive strategies and tactics in net and wall small-sided practice tasks.</li> <li>- Recognizes the type of throw, volley or striking</li> </ul>	<p><b>Gymnastics/Dance:</b></p> <ul style="list-style-type: none"> <li>- Combines balance and transferring weight in a gymnastics sequence or dance with a partner.</li> <li>- Transfers weight in gymnastics and dance environments.</li> <li>- Performs curling, twisting and stretching actions with correct application in dance, gymnastics,</li> </ul>



<p>action needed for different games and sports situations.</p> <ul style="list-style-type: none"> <li>- Engages in physical activity with responsible interpersonal behavior.</li> <li>- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.</li> <li>- Exhibits respect for self with appropriate behavior while engaging in physical activity.</li> <li>- Gives corrective feedback respectfully to peers.</li> <li>- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.</li> <li>- Critiques the etiquette involved in rules of various game activities.</li> <li>- Applies safety principles with age-appropriate physical activities.</li> </ul>	<p>small-sided practice tasks and games environments.</p> <ul style="list-style-type: none"> <li>- Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern.</li> <li>- Combines actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.</li> </ul>
<p><b>Winter Sports:</b></p> <ul style="list-style-type: none"> <li>- Refine selected movement skills, tactics, and strategies while participating in alternate environment activities (hiking, tobogganing, skiing).</li> </ul>	<p><b>Athletics:</b></p> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>- Sustained pace over short and longer distances, such as running 100m and running for 2 minutes</li> <li>- Ability to run as part of a relay team working at their maximum speed</li> <li>- A range of jumps and throws demonstrating increasing power and accuracy</li> </ul>

## LEARNING OUTCOMES IN MUSIC

### Responding

- sing with accuracy and control focusing awareness on the musical elements
- sing partner songs
- discuss music that relates to social issues and/or values
- compare aspects of music from different times and places
- create and perform a movement sequence accompanied by music that they have created
- share and compare their experiences as audience members at various performances
- describe the process used to create their own music and compare it with others, in order to improve their compositions
- analyse different compositions describing how the musical elements enhance the message
- reflect upon how their music expresses their personal voice and the impact it has on others.

### Creating

- create a musical composition expressing their own ideas and feelings on a social issue
- deliver a musical message to different audiences (for example, peace message to parents, younger children, friends)
- create and perform a movement sequence using known musical elements
- improvise upon a basic pattern to reinforce the importance of the individual within the group
- create and record a composition focusing on form, structure and style to give more meaning to their message
- express themselves as individuals through musical composition
- read and write music using non-traditional notation

### The students will achieve these learning outcomes through the following:

- Melody and Rhythm: Have a strong understanding of solfege, and rhythm syllables. Sing more complex songs with harmonising parts.
- Composition: Compose music in response to stimuli. Use music notation to communicate ideas. Listen to and analyze music from a range of composers.
- Performance - instrument techniques, perform increasingly complex rhythms, stage presence
- Ukulele - basic chords, strumming patterns, practice techniques, play ukulele as a group.
- Storytelling with music - expression, dynamics, instrumentation, composition-small group work to build a performance.
- Music of the world - sing, play, and listen to music from a variety of cultures and time periods.

## LEARNING OUTCOMES IN VISUAL ART

### Responding

- compare, contrast and categorize artworks from a range of cultures, places and times
- identify and consider the contexts in which artworks were made
- use their knowledge and experiences to make informed interpretations of artworks
- reflect on their own and others' creative processes to inform their thinking
- use relevant and insightful questions to extend their understanding
- recognize that different audiences respond in different ways to artworks
- provide constructive criticism when responding to artwork

### Creating

- show awareness of the affective power of visual arts
- make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures
- create artwork for a specific audience
- use a personal interest, belief or value as the starting point to create a piece of artwork
- use a range of strategies to solve problems during the creative process

### The students will achieve these learning outcomes through the following:

- Pop Art:
- Art History and the popular culture explosion
- A 2D or 3D 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

<b>KNOW: What will the students know</b>	<b>UNDERSTAND: What will the students understand</b>
Effective use of Google Docs, Google sheets and Google slides	Students will use these platforms in all the subjects
Tables & Graphs	Students will explore parts of a table and graph. They will make different types of graphs in Google sheets. They will learn to label different parts of a graph. .
Organizing: Learners make connections, transfer existing knowledge and independently explore new technologies.	Organizing is the ability to structure or arrange connected items. Learners understand that ICT systems can be used to inform, adapt, manage and problem-solve during their creative, communicative, collaborative and investigative processes. Creates newsletters/brochures work to support UOI using photographs.
Investigating: Investigating is to carry out a purposeful inquiry or research, to test existing understanding, discover new information and create new understanding.	Through investigation, learners critically evaluate a variety of sources, making connections and synthesizing findings to apply knowledge to real-life contexts. Learners will understand what it means to edit and format
Communicating: Communicating is the exchange of information with various audiences using a range of media and formats.	Effective communicators contribute to cross-cultural understanding, make informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.
Creating: Creating is a process through which learners are provided with an opportunity to innovate and test boundaries.	Students will understand that in a globally connected digital world, learners are empowered to be responsible for their actions, to value others' rights and to practise safe and legal behaviours.
Uses the internet to research	Students will use research to support the inquiry process
Learners will use a range of multimedia to show their learning.	Choosing a type of media to show learning

## 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 develop confidence in using the library independently and in finding books that are 'just right'. They will explore books from a range of genres.

**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:

- (2012). *Developing a transdisciplinary program of inquiry*
- (2009). *Making the PYP happen: A curriculum framework for international primary education*. [www.ibo.org](http://www.ibo.org)
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