

## 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.

### The PYP is...

-  Student centered
-  Rigorous
-  Based on best teaching and learning practices



## Elements of the PYP framework

The transdisciplinary elements of the PYP



## Transdisciplinary Themes



## Key Concepts



## Learner Profile Attributes



## Approaches to Learning

### 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

#### THINKING SKILLS

- CRITICAL-THINKING SKILLS
- CREATIVE-THINKING SKILLS
- TRANSFER SKILLS
- REFLECTION/METACOGNITIVE SKILLS

#### COMMUNICATION SKILLS

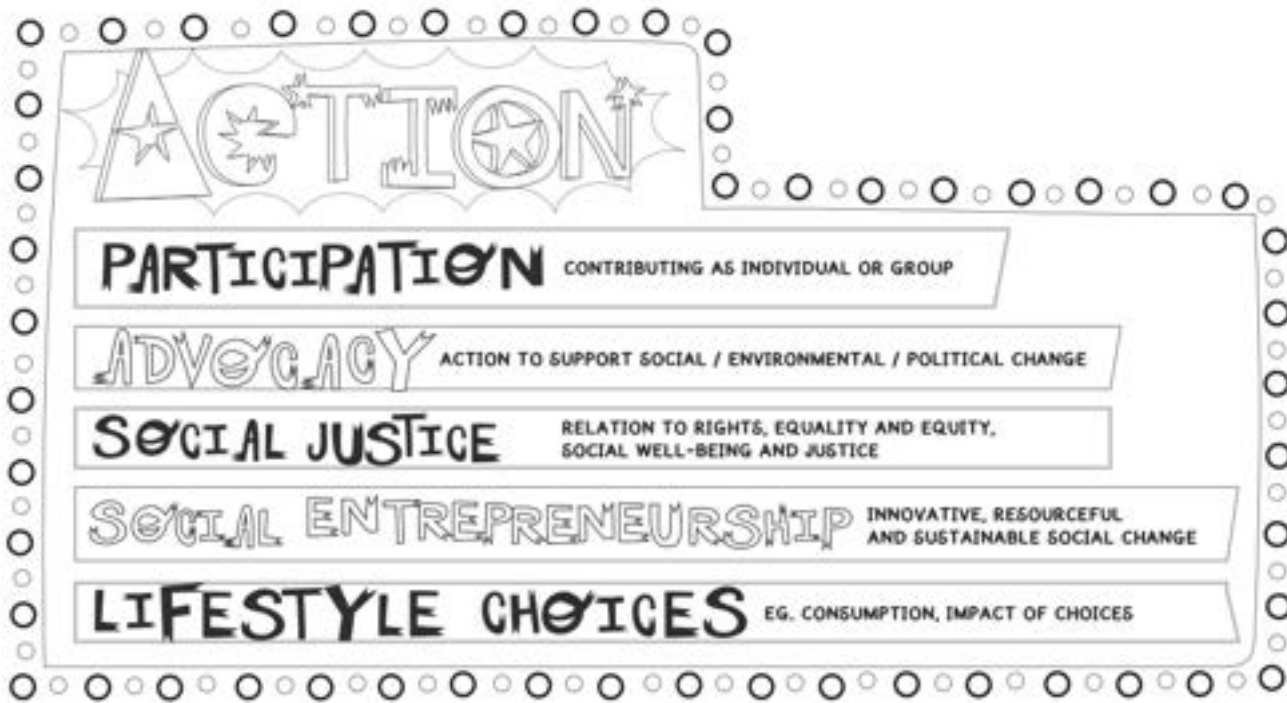
- EXCHANGING-INFORMATION SKILLS
- LITERACY SKILLS
- ICT SKILLS

#### SELF-MANAGEMENT SKILLS

- ORGANIZATION SKILLS
- STATES OF MIND



## Action in the PYP



## PROGRAM OF INQUIRY GRADE 4

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>	The effective interactions between human body systems contribute to health and survival.	Interpretation of artifacts contributes to the understanding of peoples' histories.	Stories can engage an audience and communicate meaning.	Energy can be transformed and used for human purposes	Having an understanding of numbers helps people solve problems and make connections to the world around them.	People have a responsibility to use natural resources conservatively.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>-Body systems and how they work</li> <li>-Interdependence of body systems</li> <li>-Impact of lifestyle choices on the body</li> </ul>	<ul style="list-style-type: none"> <li>-How people analyse artifacts</li> <li>-How artifacts contribute to our understanding of the past</li> <li>-Why people keep or discard artifacts</li> </ul>	<ul style="list-style-type: none"> <li>- Elements of a well written story</li> <li>- Creating and sharing stories</li> <li>- Stories convey and evoke a variety of feelings</li> </ul>	<ul style="list-style-type: none"> <li>-Different forms of energy</li> <li>-Transfer of energy</li> <li>- Conscious use of energy</li> </ul>	<ul style="list-style-type: none"> <li>-Number sense is the ability to understand, relate, and connect numbers</li> <li>-People develop strategies to solve mathematical problems</li> <li>-Numbers are vital to understanding the world and oneself</li> </ul>	<ul style="list-style-type: none"> <li>- Natural resources and their variety of uses</li> <li>-Maps help people understand the impact to natural resources</li> <li>-Consequences of using natural resources</li> </ul>
<b>Key Concepts</b>	Function, Causation, Responsibility	Function, Connection, Perspective	Form, Connection, Perspective	Form, Change, Causation	Function, Connection, Perspective	Function, Connection, Responsibility
<b>Learner profile attributes</b>	Balanced, Caring	Inquirer, Reflective	Communicator, Open-minded	Knowledgeable, Thinker	Knowledgeable Risk Taker	Principled, Thinker
<b>ATL Skills</b>	Social skills	Research skills	Communication skills	Thinking skills	Self-management skills	Research skills

## LEARNING OUTCOMES IN ENGLISH

### Oral- Listening & Speaking

- verbalize their thinking and explain their reasoning
- recognize that different forms of grammar are used in different contexts
- appreciate that language is not always used literally; understand and use the figurative language of their own culture.
- listen appreciatively and responsively, presenting their own point of view and respecting the views of others
- listen for a specific purpose in a variety of situations
- identify and expand on main ideas in familiar oral texts
- listen reflectively to stories read aloud in order to identify story structures and ideas
- understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations
- argue persuasively and defend a point of view
- explain and discuss their own writing with peers and adults
- begin to paraphrase and summarize
- organize thoughts and feelings before speaking
- use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context
- realize that grammatical structures can be irregular and begin to use them appropriately and consistently

### Oral- Viewing & Presenting

- view, respond to and describe visual information, communicating understanding in oral, written and visual form
- experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects
- observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects
- realize that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience.
- describe personal reactions to visual messages; reflect on why others may perceive the images differently
- understand and explain how visual effects can be used to reflect a particular context
- recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards
- interpret visual cues in order to analyse and make inferences about the intention of the message
- explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response
- identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters
- design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved

- discuss a newspaper report and tell how the words and pictures work together to convey a particular message
- prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications terminology, for example, image, symbol, graphics, balance, techniques, composition

## Written- Reading

- understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters
- recognize the author's purpose, for example, to inform, entertain, persuade, instruct
- understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome
- appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories
- use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility
- know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail
- as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials
- identify relevant, reliable and useful information and decide on appropriate ways to use it
- access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis
- know when and how to use the internet and multimedia resources for research
- understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy

## Written- Writing

- organize ideas in a logical sequence
- reread, edit and revise to improve their own writing, for example, content, language, organization
- respond to the writing of others sensitively
- use appropriate punctuation to support meaning
- use knowledge of written code patterns to accurately spell high-frequency and familiar words
- use a range of strategies to record words/ideas of increasing complexity
- realize that writers ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?"
- check punctuation, variety of sentence starters, spelling, presentation
- use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing
- work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors
- write independently and with confidence, demonstrating a personal voice as a writer
- write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing
- show awareness of different audiences and adapt writing appropriately
- select vocabulary and supporting details to achieve desired effects



## LEARNING OUTCOMES IN MATHEMATICS

### Numbers

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

## Shape and Space

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

## Data Handling

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

## Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

## Pattern & Function

- Understand that patterns can be analysed and rules identified
- Understand that multiplication is repeated addition and division is repeated subtraction
- Understand the inverse relationship between multiplication and division
- Describe the rule for a pattern in a variety of ways
- Represent rules for patterns using words, symbols and tables
- Identify a sequence of operations relating one set of numbers to another set

## LEARNING OUTCOMES IN NORWEGIAN A

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

<p><b>Written–Writing</b></p> <ul style="list-style-type: none"> <li>• Describe, express and make arguments orally and written and use the language in creative ways.</li> <li>• Write texts with functional handwriting and with using keyboard</li> <li>• Using comma and other punctuation in texts</li> <li>• Explore differences and similarities between writing in Norwegian bokmal and Norwegian nynorsk</li> </ul>	<p><b>Skriftlig - Skrive</b></p> <ul style="list-style-type: none"> <li>• Beskrive, fortelle og argumentere muntlig og skriftlig og bruke språket på kreative måter</li> <li>• Skrive tekster med funksjonell håndskrift og med tastatur</li> <li>• Bruke komma og andre skilletegn i tekster</li> <li>• Utforske forskjeller og likheter mellom skriving på hovedmål og sidemål</li> </ul>
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## 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> </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</li> </ul>
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		<ul style="list-style-type: none"> <li>- describe art and cultural expressions from different countries and cultures and talk about similarities and differences</li> </ul>	<p>express and create attitudes towards individuals and groups</p> <ul style="list-style-type: none"> <li>- conversation about attitudes to different languages and spoken language variants in Norway</li> </ul>
<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, framework 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> </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> </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> </ul>

	<ul style="list-style-type: none"> <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 other languages the student knows</li> </ul>	<ul style="list-style-type: none"> <li>- read simple tables and graphical representations</li> <li>- understand and use numbers and basic mathematical concepts</li> </ul>	<ul style="list-style-type: none"> <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>
<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> <ul style="list-style-type: none"> <li>- write texts in different genres, with different purposes and with different forms of expression</li> <li>- justify and argue for own opinions in writing</li> </ul>

## 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><b>Basic Abilities:</b></p> <ul style="list-style-type: none"> <li>- Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.</li> <li>- Runs for distance using a mature pattern.</li> <li>- Uses spring-and-step take-offs and landings specific to gymnastics.</li> </ul>	<p><b>Ball Games:</b></p> <ul style="list-style-type: none"> <li>- Throws overhand using a mature pattern in non-dynamic environments.</li> <li>- Throws overhand to a partner or at a target with accuracy at a reasonable distance.</li> <li>- Throws to a moving partner with reasonable accuracy in a non-dynamic environment.</li> <li>- Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment.</li> <li>- Dribbles in self-space with both the preferred and the non-preferred hands using a mature pattern.</li> <li>- Dribbles in general space with control of ball and body while increasing and decreasing speed.</li> <li>- Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.</li> <li>- Passes and receives a ball with the insides of the feet to a moving partner in a non-dynamic environment.</li> <li>- Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.</li> <li>- Dribbles with hands or feet in combination with other skills.</li> <li>- Kicks along the ground and in the air, and punts using mature patterns.</li> <li>- Volleys underhand using a mature pattern, in a dynamic environment.</li> <li>- Strikes an object with a short-handled implement while demonstrating a mature pattern.</li> <li>- Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.</li> <li>- Strikes an object with a long-handled implement, while demonstrating at least 3 of the 5 critical elements of a mature pattern for the implement.</li> <li>- Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher and/or student-designed small-sided practice-task environments.</li> </ul>
<p><b>Cooperative Games:</b></p> <ul style="list-style-type: none"> <li>- Applies simple offensive strategies and tactics in chasing and fleeing activities.</li> <li>- Applies simple defensive strategies and tactics in chasing and fleeing activities.</li> <li>- Recognizes the types of kicks needed for different games and sports situations.</li> <li>- Exhibits responsible behavior in independent group situations.</li> </ul>	<p><b>Gymnastics/Dance:</b></p> <ul style="list-style-type: none"> <li>- Balances on different bases of support on apparatus, demonstrating levels and shapes.</li> <li>- Transfers weight from feet to hands, varying speed and using large extensions.</li> <li>- Moves into and out of balances on apparatus with curling, twisting and stretching actions.</li> <li>- Combines locomotor movement patterns and dance steps to create and perform an original</li> </ul>



<ul style="list-style-type: none"> <li>- Reflects on personal social behavior in physical activity.</li> <li>- Listens respectfully to corrective feedback from others.</li> <li>- Praises the movement performance of others both more skilled and less skilled.</li> <li>- Accepts players of all skill levels into the physical activity.</li> <li>- Exhibits etiquette and adherence to rules in a variety of physical activities.</li> <li>- Works safely with peers and equipment in physical activity settings.</li> </ul>	<p>dance.</p> <ul style="list-style-type: none"> <li>- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.</li> <li>- Combines traveling with balance and weight transfers to create a gymnastics sequence with and without 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>- Running, jumping and throwing, and different ways of performing these activities</li> <li>- Using a variety of equipment, ways of measuring and timing, and comparing the effectiveness of different styles of runs, jumps and throws</li> </ul>

## LEARNING OUTCOMES IN MUSIC

### Responding

- sing individually and in unison
- recognize music and musical instruments 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:

- Melody and Rhythm: begin to learn music notations and rhythm syllables. Practice ensemble skills for singing and instruments.
- Use the Hornbostel-Sachs system to understand the music instruments from various cultural traditions and how sounds are created. Learn different instruments with the understanding of sound principles.
- Composition: compose music in response to stimuli. Use music notation to communicate ideas. Improvise using call and response.
- Performance: instrument techniques, stage presence, use music notations to learn and perform a piece of music.
- 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.
- Understand form in music and practice describing music using appropriate vocabulary.

## 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:

- How we express ourselves (gratitude)
- Making cards (hands)
- The formal elements of art; lines, colour theory (primary, secondary and tertiary colours), lines, patterns, texture, form, shape
- Using materials from nature to create art
- Art History. Explore various artists from different times and cultures
- Recycling and upcycling applied art

## 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.

**Coding:** At NLIS we follow Code.org. It is an education innovation helping children explore and learn computer science through grade appropriate projects.

## References:

- PYP Resources. (n.d.). Retrieved October 2022, from <https://resources.ibo.org/pyp>
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