

## **CURRICULUM - Primary**

### **What curriculum does ISL follow in the Primary Years?**

At ISL we are in the process of implementing the I.B. Primary Years Programme throughout all the primary classes, from the Early Childhood Programme to Year Six. Using the PYP we are able to provide students with an International Curriculum, which focuses on developing the whole child.



### **How old are the children following the Primary Programme?**

The children are ages five to eleven years.

### **What approach to teaching do you take in the Primary section of the school?**

The Primary Years Programme is a child-centred, inquiry-based approach to teaching and learning. Students develop knowledge, skills and attitudes through a carefully structured programme of inquiry. We believe that our approach to teaching and learning at ISL is designed to support each child's academic, social, physical, emotional and cultural development.

### **What are the essential elements of the Primary Years Programme?**

#### **The PYP Profile**

The PYP suggests that schools should be proud to have students exemplify the qualities in the PYP profile and should strive towards developing the international person. From the PYP's perspective it is a person with the ten attributes and dispositions described in the student profile below.

At ISL we help and encourage our students to grow, develop and be sent out into the adult world as: *Inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, well-balanced, and reflective.*



### **Eight Concepts**

These are powerful ideas which have relevance within and across the discipline and which students must explore and re-explore in order to develop understanding. The eight concepts are: *Form, Function, Causation, Change, Connection, Perspective, Responsibility, and Reflection.*

### **Knowledge**

These are significant, relevant, subject matter we wish the students to explore and know about The subject areas are:

- Languages
- Mathematics
- Science and Technology
- Social Studies
- Visual Art, Music and Drama
- Personal, Social and Physical Education



The PYP provide a range of transdisciplinary units of inquiry that are organised under the following six organising themes: *Who we are? Where we are In Time and Place? How We Express Ourselves? How the world works? How we organise ourselves? and Sharing the Planet.*

We have specialist teachers for Physical Education, Music, IT, Mother tongues and library. Core subjects and visual art are taken by the homeroom teachers. Students in Years 4, 5 and 6 (who do not take mother tongue) can take French as a foreign language.

## Skills

There are five major groups of transdisciplinary skills emphasised in the PYP. These transdisciplinary skills are intended to complement and supplement discipline-specific skills which are also being taught. Each group is divided into sub-skills that are incorporated into the teaching and learning across the PYP.

The five major groups of transdisciplinary skills are: *thinking skills, communication skills, research skills, social skills and self-management skills.*

## Attitudes

These are the dispositions which are expressions of fundamental values, beliefs and feelings about learning, the environment, and people. The following twelve attitudes are being considered to have particular relevance, although it is recognised that they are not exclusive and that there is an overlap between them. At ISL we help and encourage our students to demonstrate: *Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.*



## Action

This is about the demonstration of deeper learning in responsible behaviour through positive action and service; a manifestation in practice of the other essential elements.

### **What kinds of assessment and reporting procedures are used in the Primary Years Programme?**

In the PYP we use a range of formative and summative assessment methods and procedures. We report on our students progress through informal discussions, bi-annual written reports, parent/teacher interviews, students led conferences and portfolio samples.

### **How is the primary section organised?**

We have one class per year group in the primary school. Students may join ISL at anytime during the academic year and enter the year level as maybe appropriate to their age groups. Because of the International nature of our school we have new students joining and leaving our school each year. It is always sad to say goodbye but equally nice to meet new students and make new friends.

At the start of the day we gather in the school hall at 8:20 with students being greeted by all teachers and then sent to classes. Lessons are from 8:35 – 15:35. We have a twenty minute mid-morning break at 10:20 and fruit is provided as a snack. Lunch is from 11:50 to 12:55 and we have another twenty minute break in the afternoon between 14:10 – 14:30.

After morning registration students begin working on their programme for the day. Lessons are carefully planned and timetabled and each half term teachers provide parents with a brief outline of the class programme. ISL also usually employs teacher assistants who provide help to different classes across the

Primary School.

### **Do you have field trips?**

We enhance and support our educational programmes by using the excellent facilities of London and its environs. Classes participate in excursions or on-site workshops, which include theatre performances, poetry and drama workshops and visits to museums and other special attractions, such as the Zoo. Each year the students and teachers from Years 4 - 6 participate in 3- 4 day residential school journeys in the first term of school. These journeys include an exciting and enjoyable programme of visits and excursions, which provide a valuable opportunity to develop relationships and experience British geography firsthand.



### **My child does not speak any English. Can you help?**

Every year a good number of pupils join ISL with little or no English. They are taught English as a Second Language (ESL) by the immersion method, alongside the rest of their class, and are supported by their teacher and their fellow pupils. At the same time, to supplement this learning, our beginners follow a special programme of study in English, provided by a specialist ESL teacher.

The emergent ESL pupils are divided into small groups and receive several ESL lessons per week. Pupils come to these classes to develop their English language skills, to acquire knowledge of the basic vocabulary that they need to communicate with confidence and to develop their ideas. The ESL classes give them the opportunity to concentrate on basic topics that are essential for self-expression, both orally and in writing.

### **We are from country X and wish to continue studying language X. How can you help?**

The aim of the mother tongue lessons is to give students the opportunity to maintain and develop their home language and culture. Lessons focus on reading and writing, speaking and listening. Teachers use a wide variety of resources including worksheets, tape-recorders, texts and videos. Students are taught songs, games and drama to enhance their learning. We currently offer tuition in more than a dozen different mother tongues at the Primary level alone. We are always willing to consider opening new mother tongue classes in line with new enrolment and changing needs as they emerge.

### **What kinds of Extra-curricular activities do you offer in the Primary at ISL?**

A wide range of extra- curricular and clubs options are offered in the Primary section. These include activities during school hours, lunch breaks and after school. Included amongst our extra – curricular and clubs options are: Primary Choir, String Orchestra, Instrumental Private teaching, Gymnastics, Football, Dance, Drama, Crafts and others.