



PLEDGE HARBOR
INTERNATIONAL SCHOOL



PRIMARY YEARS CURRICULUM INFORMATION

PLEDGE HARBOR INTERNATIONAL SCHOOL



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

PHIS Mission Statement

The mission of PHIS is to challenge and enable students to reach their individual potential in mind, body and spirit while building responsible global citizens.

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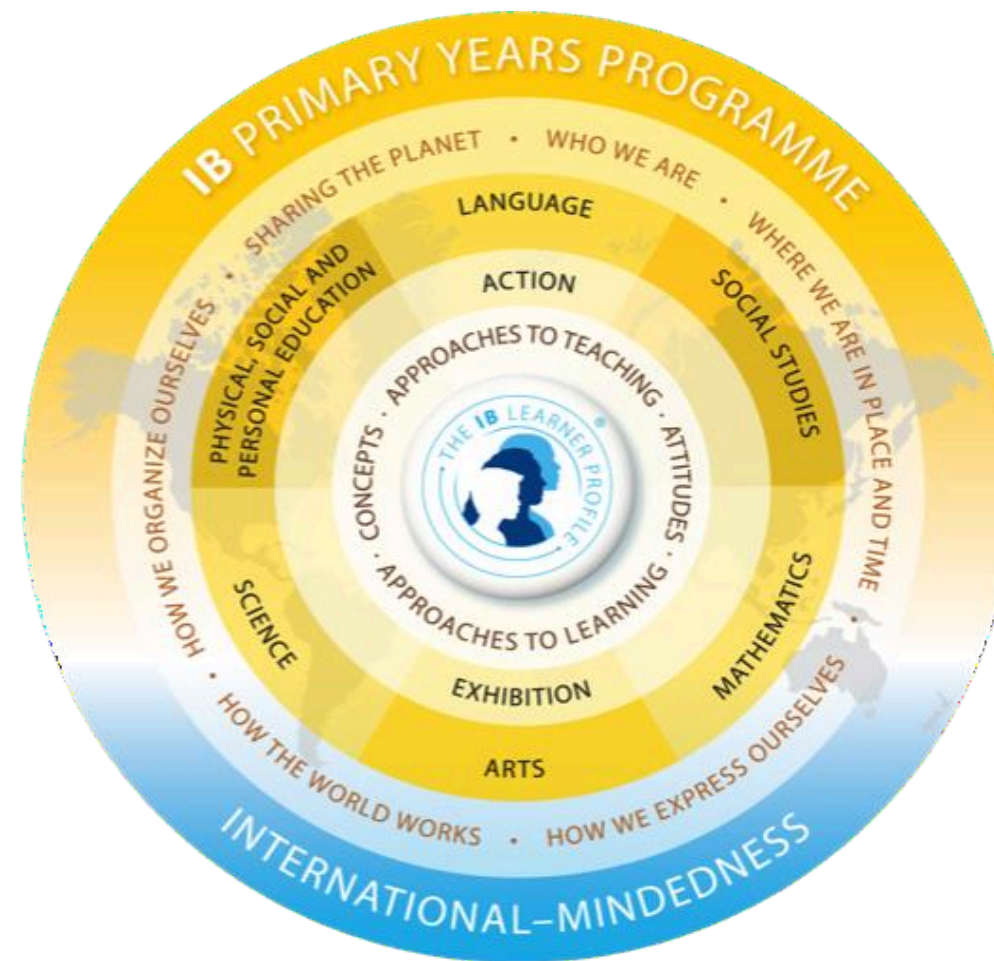
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INTRODUCTION

The **International Baccalaureate Primary Years Programme (PYP)** offers an inquiry-based, transdisciplinary curriculum framework designed to build **conceptual understanding**. It is a **student-centered approach** to education for children aged 3 to 12, reflecting the best of educational research, thought leadership, and the collective experience of IB World Schools.

At **Pledge Harbor International School**, our curriculum is guided by the philosophical framework of the PYP. This framework promotes a rich body of significant knowledge across all cultures and disciplines, covering six principal areas: languages, social studies, mathematics, arts, science, personal, social, and physical education. The PYP represents an internationally recognized educational framework built on best practices in teaching and learning.



Wherever possible, learning takes place within **Units of Inquiry**, ensuring that knowledge is connected and meaningful. Even in cases where standalone elements of a subject are taught, inquiry remains the core pedagogical approach. PYP students also engage in specialist classes in Bangla, sports, performing arts, and music, with authentic connections to the Units of Inquiry.

At the heart of the PYP is a commitment to **inquiry-driven learning**. Students actively engage in problem-solving, ask questions, seek explanations, and develop hypotheses and generalizations—all within a constructivist learning environment that nurtures curiosity, critical thinking, and a lifelong love of learning.

IB Learner Profile Attributes

The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Every day, students engage in relevant, significant and age-appropriate learning experiences. The philosophy of the PYP supports this by ensuring that we meet the academic, social, emotional, cultural, linguistic and physical needs of each child's educational journey. The programme is anchored by the IB Learner Profile Attributes, which is a core set of values that define what it means to be internationally-minded, the students and the adults in our community strive to be:



Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

PHIS Programme of Inquiry

Our Programme of Inquiry is built around six transdisciplinary themes:

<p>Who we are An inquiry into the nature of the self, beliefs and values; personal physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures, rights and responsibilities, what it means to be human.</p>	<p>How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>
<p>Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind, the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>How We Organize Ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
<p>How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Sharing the Planet An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>

The transdisciplinary themes are the vehicles through which subject area disciplines are explored and developed. The programme is guided by a series of transdisciplinary themes that fit in with the different subject domains: *Who we are*, *Where we are in time and place*, *How we express ourselves*, *How the world works*, *How we organize ourselves*, and *Sharing the planet*. From Grade 1 through 5, students take part in six units of inquiry, one for each transdisciplinary theme. In the Early Years (ages 3-6), children inquire within four units throughout the year. This is done through the lens of the central idea of a unit, the lines of inquiry, and through key concepts.

Pledge Harbor International School Primary Years Programme of Inquiry
Units are consistently being reviewed and will be updated accordingly

Grade Levels	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Kinder garten 1	<p>Central Idea: Through play we discover new ideas and understandings about ourselves, others and the world around us.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>We learn about ourselves through play (Connection)</p> <p>We discover new ideas and interests through play (Perspective)</p> <p>Play helps us to make connections (Function)</p>	<p>Central Idea: Our homes and transport are influenced by a variety of factors</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Different type of homes and transport around the world. (Form)</p> <p>Things which influence homes and transportation (Connection)</p> <p>Timeline of homes and transport (Change)</p>	<p>Central Idea: People may express feelings and ideas in different ways.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>How we use different colours, media and techniques to express ourselves (Form)</p> <p>How we represent people, places, and emotions in visual and performing arts (Function)</p> <p>How artists use different colours, media and techniques in their work to express ideas. (Reflection)</p>	<p>Central Idea: Water exists in different forms and has different uses.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Properties of water in its different forms (Form)</p> <p>How water changes from one state to another (Change)</p> <p>Different ways water is used. Where we find water (Function)</p>	<p>Central Idea: People have roles to help communities function</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Roles people have in different kinds of jobs (Form)</p> <p>Equipment workers use (Function)</p> <p>How people with jobs help others (Connection)</p>	<p>Central Idea: Our Earth is Our home</p> <p>Lines of Inquiry & Key Concepts:</p> <p><u>1.Air, land & Water on Earth (Form) / change</u></p> <p><u>2.Living and Non-living things (Connection)</u></p> <p><u>3.Our Responsibility towards Environment (Responsibility)</u></p>

Grade Levels	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Kinder garten 2	<p>Central Idea: Humans use their senses to make observations and choices.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>1.Exploring our senses(Function,)</p> <p>2.Using our senses to make connections(Responsibility)</p> <p>3. Caring for our senses(Connection)</p>		<p>Central Idea:Celebrations and traditions are expressions of shared beliefs and values</p> <p>Lines of Inquiry & Key Concepts:</p> <p>1. Types of Celebrations(Form)</p> <p>2. Features of traditions and celebrations(Perspective)</p> <p>3. Symbolic representations of celebrations and traditions(Causation)</p>	<p>Central Idea: Light impacts the world we live in</p> <p>Lines of Inquiry & Key Concepts:</p> <p>1. Sources and functions of light(Connection).</p> <p>2. How light affects living things(Causation).</p> <p>3. The connections of light with colour and shadow(Function).</p>	<p>Central Idea: Products go through a process before they are used.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>The origins of products (Form)</p> <p>The process that products go through (Change)</p> <p>How we can develop a process to create a product (Function)</p>	<p>Central Idea:Animals and people interact in different ways.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>1. The changing roles of animals in human life(Change).</p> <p>2.Suitability of particular animals for specific functions(Connection).</p> <p>3. Our responsibility for the well-being of animals.(Responsibility).</p>

Grade Levels	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Grade 1	<p>Central Idea: Through play we discover new ideas and understandings about ourselves, others and the world around us.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>We learn about ourselves through play (Connection)</p> <p>We discover new ideas and interests through play (Perspective)</p> <p>Play helps us to make connections (Function)</p>	<p>Central Idea: Personal journeys can lead to change and new opportunities</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> Important events that lead to change (Causation) We have changed over the year (Connection) Journeys foster empathy and personal growth (Perspective) 	<p>Central Idea: People may express feelings and ideas in different ways.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>How we use different colours, media and techniques to express ourselves (Form)</p> <p>How we represent people, places, and emotions in visual and performing arts (Function)</p> <p>How artists use different colours, media and techniques in their work to express ideas. (Reflection)</p>	<p>Central Idea: Water exists in different forms and has different uses.</p> <p>Lines of Inquiry & Key Concepts: Properties of water in its different forms (Form)</p> <p>How water changes from one state to another (Change)</p> <p>Different ways water is used. Where we find water (Function)</p>	<p>Central Idea: People have roles to help communities function</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Roles people have in different kinds of jobs (Form)</p> <p>Equipment workers use (Function)</p> <p>How people with jobs help others (Connection)</p>	<p>Central Idea: Our Waste affects our environment</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> Destination of the waste (Form) Impact of waste on our environment (Causation) Importance of the environment/earth's resources (Responsibility)

Grade Levels	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Grade 2	<p>Central Idea: Understanding an Individuals' identity can provide opportunities to connect with others and may lead to a more inclusive community.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> Our rights and responsibilities (Connection) Qualities of a good citizen(Responsibility) Contribution of citizens to develop a better world (Perspective) <ul style="list-style-type: none"> Key concepts: <ul style="list-style-type: none"> connection, responsibility perspective 	<p>Central idea : Locations show our own special place in the world.</p> <p>Lines of inquiry :</p> <ol style="list-style-type: none"> Shape and Structure of Maps and globes (Form) Landforms and their characteristics. Uses of geographical tools in our everyday life(Connection) <p>Key Concepts:</p> <ul style="list-style-type: none"> Form Function Connection 	<p>Central idea : Appreciation for the natural world expressed in many different ways</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Beauty of the natural world Celebration of the natural world Natural world through the arts <p>Key concepts:</p> <ol style="list-style-type: none"> Perspective, Form Connection 	<p>Central idea: Forces affect the movement of objects</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Different types of forces Investigating forces The impact of simple machines in our daily Lives. <p>Key concepts:</p> <ol style="list-style-type: none"> Causation, form, Connection 	<p>Central idea: Our decisions affect our life styles</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> The process of farm to table Responsible choices as producers and consumers Food and Health Relationships <p>Key concepts:</p> <ol style="list-style-type: none"> Function, Responsibility connection 	<p>Central idea: Unequal distribution of water around the world impacts communities.</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> The states of water Living things need water The importance of clean water <p>Key concepts:</p> <ol style="list-style-type: none"> Change, responsibility , causation

Grade Levels	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Grade 3	<p>Central Idea: Beliefs and values can shape people's identity.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Our beliefs and values (form) 2. Understanding the values and beliefs of individuals and a community (perspective) 3. Impact of Beliefs and Values (causation) 	<p>Central Idea: Exploration leads to discoveries.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Explorations and discoveries (connection) 2. Impact of Exploration and discoveries (causation) 3. Ethical uses of scientific inventions (responsibility) 	<p>Central Idea: Imagination sparks our creativity.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Different ways of expressions (form) 2. Creativity and imagination (change) 3. Performance in art (perspective) 	<p>Central Idea: Exploration of the Earth and other heavenly bodies in the solar system.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. The dynamics of Solar System (connection) 2. Effects of Rotation of the Earth (causation) 3. Space exploration (perspective) 	<p>Central Idea: Choices and necessities can drive the economic system.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Medium of exchanges in various marketplaces (function) 2. Good and services (connection) 3. Economic choices (change) 	<p>Central Idea: Interaction among organisms influence our ecosystem.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. The components of an ecosystem (form) 2. Food chains and interdependence (causation) 3. Factors that affect the balance of an ecosystem (responsibility)

Grade Levels	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Grade 4	<p>Central Idea: The interdependence of body systems is important for a healthy lifestyle.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Body systems and how they work (Function) 2. Body systems work together (Connection) 3. Impact of lifestyle choices on the body (Causation) 	<p>Central Idea: Migration is a response to challenges, risks and opportunities.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Types of migration (Form) 2. Reasons for migration (Causation) 3. Migration helps us explore different cultures (Perspective) 	<p>Central Idea: Creativity enhances through different expressions.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Conveying messages through words and images (Perspective) 2. World of advertisements (Function) 3. Making the right choice (Responsibility) 	<p>Central Idea: Motion affects objects around us.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Types of motion, force and energy. (Form) 2. Application of motion, force and energy in our lives (Connection) 3. Changes in motion affect us (Change) 	<p>Central Idea: Communities benefit from transportation systems.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Purpose of transportation systems (Function) 2. Impact of Transportation on the Economy, Society and Environment (Connection) 3. Supporting our transport system (Responsibility) 	<p>Central Idea: Humans have a responsibility to preserve Earth's resources.</p> <p>Lines of Inquiry & Key Concepts:</p> <ol style="list-style-type: none"> 1. Limited nature of the Earth's resources (Change) 2. Sustainable use of resources (Responsibility) 3. The need to manage our waste. (Function)

Grade Levels	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
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<p>Grade 5</p>	<p>Central Idea: The evolving sense of self is influenced by the transformations individuals undergo during various stages of their lives.</p> <p>Lines of Inquiry & Key Concepts:</p> <p>The physical, social, emotional and intellectual changes that occur throughout life (Change)</p> <p>Factors that contribute to well-being during adolescence (Function)</p> <p>Relationships contribute to our self-concept (Responsibility)</p>	<p>Central Idea: Evidence of ancient civilizations connects us with modern society</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Ancient civilizations and their characteristics (Form)</p> <p>Civilizations change or develop over time (Change)</p> <p>The connection between the past and the present. (Connection)</p>	<p>Central Idea: People express their uniqueness through different forms of Art</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Influence of cultural and social environment in which people express themselves (Causation)</p> <p>The role and appreciation of art in culture and society (Function)</p> <p>Creative movements and concepts (Perspective)</p>	<p>Central Idea: Scientific principles help us solve problems to improve the quality of life</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Scientific and technological advancement (Form)</p> <p>Influence of technology on society and environment (Change)</p> <p>Factors to consider when pursuing scientific advancement (Responsibilities)</p>	<p>Central Idea: Government systems influence the lives of citizens</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Different types of Government Systems (Form)</p> <p>Purpose of a government (Function)</p> <p>Responsibilities of a Citizen (Responsibility)</p>	<p>Central Idea: Resolving conflicts can bring harmony</p> <p>Lines of Inquiry & Key Concepts:</p> <p>Causes of conflict (Causation)</p> <p>Impact of Conflict (Change)</p> <p>Resolution of conflict (Responsibility)</p>
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Learner Agency

Children are natural inquirers, they question, wonder and theorize about themselves, others and the world around them. Through their experiences and interactions, they naturally develop intricate, multi-layered perceptions and understandings. At PHIS, students in the PYP are the agents for their own learning and show this through the concept of learner agency. They take responsibility and ownership of their learning by using their own initiative and will. The relationship between teacher and student is viewed as a partnership. Students have voice, choice and ownership for their own learning.



Approaches to Learning

Learning how to learn is fundamental to students' education. The approaches to learning have five categories of interrelated skills and associated subskills that support all students to be self-regulated learners as well as to support their sense of agency. Teachers collaboratively plan opportunities for students to develop these skills.



Categories	Subskills
Thinking Skills	<ul style="list-style-type: none"> ● Critical-thinking skills (analyzing and evaluating issues and ideas) ● Creative-thinking skills (generating novel ideas and considering new perspectives) ● Transfer skills (using skills and knowledge in multiple contexts) ● Reflection/metacognitive skills ((re)considering the process of learning)
Research Skills	<ul style="list-style-type: none"> ● Information-literacy skills (formulating and planning, data gathering and recording, synthesizing) ● Media - literacy skills (interacting with media to use and create ideas and information) ● Ethical use of media/information (understanding and applying social and ethical technology)
Communication Skills	<ul style="list-style-type: none"> ● Exchanging-information skills (listening, interpreting, speaking) ● Literacy skills (reading, writing and using language to gather and communicate information) ● ICT skills (using technology to gather, investigate and communicate information)
Social Skills	<ul style="list-style-type: none"> ● Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) ● Developing social-emotional intelligence
Self-Management Skills	<ul style="list-style-type: none"> ● Organization skills (managing time and tasks effectively) ● States of mind (mindfulness, perseverance, emotional management, self -motivation, resilience)

Key Concepts

Concept-based inquiry drives the learning as it promotes meaning and understanding and it challenges students to engage in significant ideas. The PYP is a concept-driven curriculum that promotes ideas, intellectual depth, the transfer of concepts between subject areas, and perhaps most importantly, develops the intellect and skills to think flexibly within an ever-changing world. Concepts are accessible to every student as there are no limits on the breadth of knowledge or on the depth of understanding.

Key concepts are identified and investigated through open-ended questions that allow students to think critically about big ideas and this is done through collaboration between students and teachers. In contrast to the key concepts, related concepts are more narrow in focus and they allow for students to explore the key concepts in greater detail and they add depth to the programme.

Key concepts	Key questions	Definition	Example Related Concepts
Form	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	<ul style="list-style-type: none"> ● Properties ● Structure ● Similarities ● Differences ● Pattern
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	<ul style="list-style-type: none"> ● Behaviour ● Communication ● Pattern ● Role ● Systems
Causation	Why is it as it is?	The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.	<ul style="list-style-type: none"> ● Consequences ● Sequences ● Pattern ● Impact

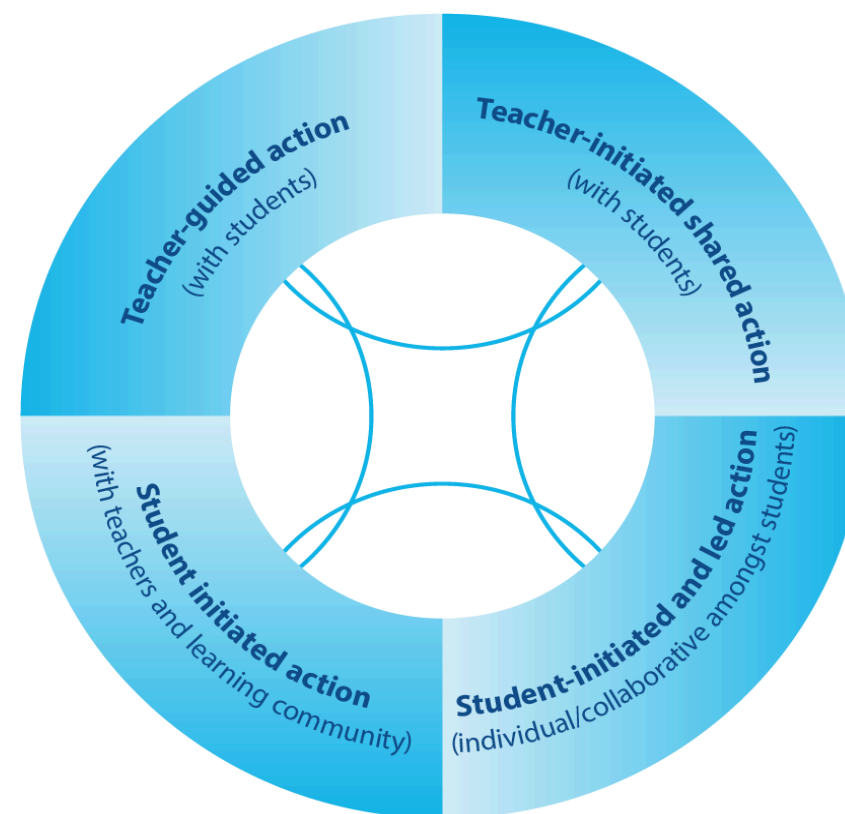
Change	How is it transforming?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.	<ul style="list-style-type: none"> ● Adaptation ● Growth ● Cycles ● Sequences ● Transformation
Connection	How is it linked to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	<ul style="list-style-type: none"> ● Systems ● Relationships ● Networks ● Homeostasis ● Interdependence
Perspective	What are the points of view?	The understanding that knowledge is moderated by different points of view which leads to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.	<ul style="list-style-type: none"> ● Subjectivity ● Truth ● Beliefs ● Opinion ● Prejudice
Responsibility	What are our obligations?	The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.	<ul style="list-style-type: none"> ● Rights ● Citizenship ● Values ● Justice ● Initiative

Action

Action, the core of student agency, is integral to the PYP learning process and to the programmes overarching outcome of international-mindedness. Through actions, students develop a sense of belonging to local and global communities. In the PYP, action is initiated by the students and it is authentic, meaningful, mindful, responsible and responsive. Action could be:

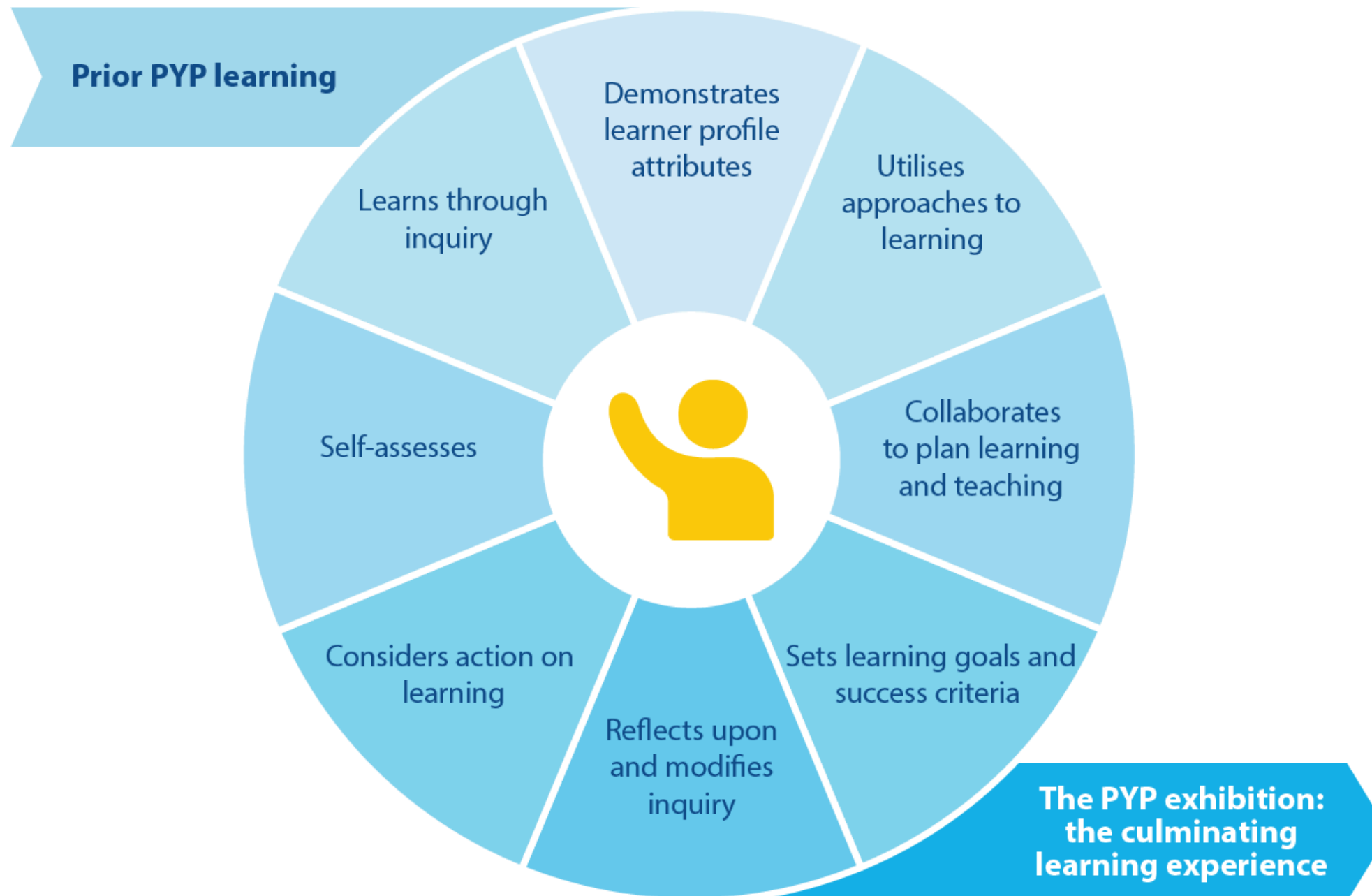
- a change in attitude
- a consideration or plan for action for the future
- a demonstration of responsibility, or respect for self, others and the environment
- a commitment to leading or participating in a youth advocacy group
- an engagement in school decision-making or an expression of support in community, local and global decision - making

As an integral part of the learning process, action can happen at any time and take many forms. It is dependent on individual development, learning and experiences and can be short term or long term, revisited or ongoing. It can be individual or collective, small or large scale and may take place at home, at school or in local or wider communities.



The Exhibition

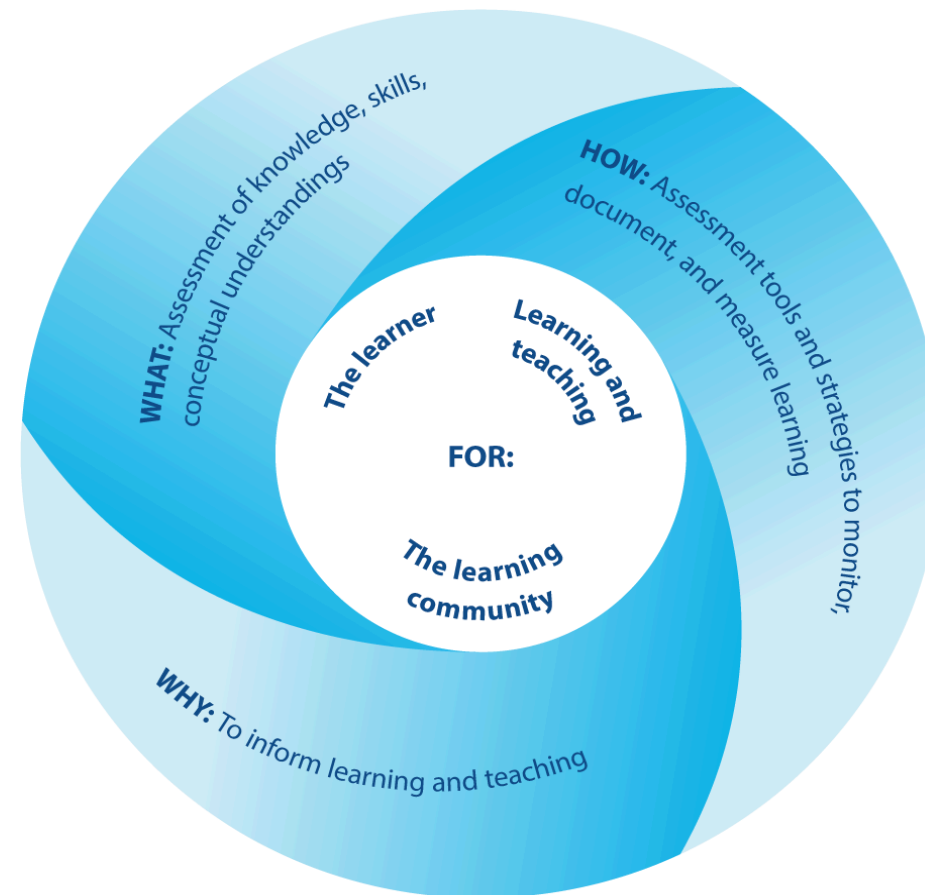
The exhibition is the culminating, collaborative experience in the final year of the PYP which is Grade 5 at PHIS. It is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. The students undertake investigations independently and collaboratively with their peers with the guidance of a mentor as well as their homeroom teachers. Through the exhibition, students demonstrate their ability for learning and their capacity to take action as they are actively engaged in planning, presenting and assessing learning.



GENERAL INFORMATION

Assessment

The purpose of assessment is to inform teaching and learning. It involves gathering and analyzing information about student learning to inform teaching practice. Effective assessment provides valuable information as it helps all members of the learning community to understand what learning is and how to support it. Students become self-regulated learners where they are actively engaged in assessment and they act upon constructive feedback. They are able to reflect on their learning, set goals and make decisions on how they will achieve these goals. Teachers learn about what students know and can do. They use these assessments to reflect upon their practice and offer feedback to support students in their learning. Parents and guardians become more informed as they understand the goals that their child is working on and the progress that they are making.



Assessment is varied and informs teaching and learning in order to help teachers understand how to differentiate learning engagements to meet the needs of their students. Teachers and students use a variety of assessment tools that may include but are not limited to observations, anecdotal notes, diagnostic assessments, rubrics, peer-assessment, self-assessments, checklists, quizzes, exit tickets, descriptive feedback, portfolio collections, and reflections. The components of our assessment program which we use to provide information about student learning are our report cards (issued mid-year and in June), parent conferences (in fall), student portfolios, and our student-led conferences (in spring). There are also mid-term progress reports issued for KG 1 - Grade 5 students in the fall, prior to parent conferences.

Report Cards

Report cards are issued twice each year. Report cards reflect the elements of the PYP: knowledge, approaches to learning, conceptual understanding, and action. Each subject area, including the units of inquiry, contains a written evaluation of a child's achievements and areas for growth, in addition to a rubric that outlines each child's progress according to grade-level expectations (Grade 1 - 5):

<p><i>Beginning Level</i> The student is at an introductory level of understanding or skills and requires continuous instruction and support throughout the learning process. The student has difficulty explaining mistakes.</p>	<p><i>Approaching Grade Level Expectations</i> The student works with moderate support continues to develop an understanding of concepts and skills. Errors detract from communicating understanding, but the student is able to explain some mistakes.</p>	<p><i>Meeting Grade Level Expectations</i> The student has a substantial understanding of concepts and successfully completes tasks with general accuracy, and works with minimal assistance. Students are able to explain minor mistakes.</p>	<p><i>Exceeding Grade Level Expectations</i> The student consistently works independently, performs skills or explains grade-level concepts with a high degree of effectiveness, and complete accuracy.</p>
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The progress of children in K1 - K5 is not assessed on a rubric. K1 and PK2 students receive a written report twice a year based on anecdotal comments reflective of their self-management and social skills. PK3/4 and K5 students also receive a report twice a year which includes a written report on each of the following areas: Social, Emotional and Personal Development Literacy and Language Skills ,Cognition and Numeracy Skills Physical Education Performing Arts , Units of Inquiry

CURRICULUM INFORMATION

English Language and Literacy

Language development is essential to communication and supports and enhances our ability to construct and make meaning of the world. Language is a fundamental element of our identity and culture and plays a pivotal role in providing students with the intellectual and academic framework to support critical thinking and conceptual development. Students engage in developmentally appropriate literacy experiences that support their love and growth in reading, writing, listening and speaking. Language experiences are built into the Programme of Inquiry and support the development of strong communication and academic language skills. We understand that language learning is a process of learning language, learning about language and learning through language. PHIS recognizes that all teachers are language teachers who facilitate language acquisition and promote communication skills and literacy.

Mathematics

Integral to the philosophy of the PYP is that mathematics is used and learned in real-life contexts. Students construct, transfer and apply skills as they develop their understanding of mathematical concepts. Wherever possible, mathematics is taught within the unit of inquiry so that students can develop their skills in meaningful ways that connect mathematics to greater conceptual understanding and other subject areas. Mathematics is divided into six strands:

- Data handling and probability
- Measurement
- Pattern and function
- Geometry - shape and space
- Number
- Operations and computation

Science and Social Studies

All science and social studies are taught within the Programme of Inquiry, although elements of both areas may be explored and developed in specialist or other subject areas (i.e. Bangla, performing arts, visual arts) in ways that support transdisciplinary learning. The six transdisciplinary themes of the PYP lend themselves to inquiries in both science and social studies. Science and social studies are an integral part of our units of inquiry.

Bangla Language and Literacy

The development of the mother language is essential for effective communication and plays a significant role in helping students understand and express their identity and culture. It is fundamental to their intellectual and academic growth, providing a solid foundation for critical thinking and conceptual understanding. Students engage in age-appropriate literacy experiences that nurture their love for reading, writing, listening, and speaking in their first language. These language experiences are woven into the Programme of Inquiry, fostering the development of strong communication and academic language skills. We recognize that learning a mother language involves not only acquiring the language itself but also understanding its nuances and using it as a medium for broader learning. Our school emphasizes that all teachers are language educators who support language acquisition and enhance communication skills in both the mother language and additional languages.

Spanish Language Program

Our school offer a foundational Spanish language course for K4 and K5 students, with lessons conducted once a week. This program introduces young learners to the basics of the Spanish language, fostering early language skills and cultural appreciation in a fun and engaging environment.

EAL Support (English as an Additional Language)

Our English as an Additional Language (EAL) support programme is available for students from Grade 1 - Grade 5 who come to PHIS and may understand, speak or be literate in more than one language but have limited or no experience of English language proficiency. All teachers support these students' transition, their social and academic English to enable them to participate confidently and happily in all aspects of the life of the school, to access the curriculum and to achieve their full potential. Factors such as age, previous educational experience, knowledge of other languages and levels of literacy in their first language will all impact the development of student's language skills and their learning across the curriculum. The level of EAL support is tailored according to the individual language needs of the students. Our EAL specialists work closely together with the homeroom teachers to help differentiate instruction according to the needs of students. All students from Grades 1-5, who come to PHIS with no experience of English and Banglalanguage proficiency will be supported, during an initial transition time, by an additional EAL in lieu of Bangla Acquisition Language class.

Parents are strongly encouraged to help their children maintain and develop their mother tongues. We are committed to fostering a strong partnership between home and school in order to facilitate language learning.

The Arts

Performing Arts

Students from K5 - Grade 5 enjoy classes in the performing arts twice every week. Drama provides many opportunities for students to practise communicating with different audiences for a variety of purposes, through moving, speaking and writing in role. Wherever possible, the performing arts programme is linked to the Programme of Inquiry, either through continued exploration of the current transdisciplinary theme or through exploration and development of the key concepts. Students in Grade 4 help to plan and participate in a musical.

Visual Arts

The visual arts curriculum is intended to help students develop their creativity, as well as the ability to communicate their understanding of the world around them through visual arts. The visual arts curriculum is rooted in the experience of art-making. Visual arts provide ways of describing, exploring, and responding, and can be used to express ideas, experiences, feelings, and provides ways to develop and demonstrate conceptual understanding. Visual arts helps support subject-specific areas (i.e. mathematics) and is also pivotal in developing conceptual understandings and exploring unit related idea

Music

Music enables students to communicate in ways that go beyond their oral language abilities. Music delights and stimulates, soothes and comforts us; music allows students to communicate in a unique way. Musical experiences and learning begin with the voice. It is important that students are given opportunities to discover a broad range of music experiences including classifying and analyzing sounds, composing, exploring body music, harmonizing, listening, playing instruments, singing, notation, reading music, songwriting and recording.

Physical Education

Students from Kindergarten - Grade 2 have either one period of swimming and one period of sport per week or 2 periods of sport.

Students from Grade 3 - Grade 5 have 3 periods of sport every week. All periods are led by teachers from our specialist Physical Education teaching team. During lessons, students identify and develop appropriate skills and strategies for taking part in games. They focus on the development of necessary locomotor and manipulative skills needed for a range of athletic activities and have opportunities to create their own sequences of physical movement in the form of dances and gymnastic routines. Wherever possible, sports lessons are linked with the Programme of Inquiry by making connections with the concepts and the transdisciplinary themes that are currently being addressed in class. Units, where PYP students cooperate and work closely together with our older MYP students, are implemented and help both- MYP and PYP students to use interpersonal skills in an authentic and meaningful way.

Home Learning

Home learning in the Primary School at PHIS:

- Supports lifelong learning as part of our PHIS mission to create self-sufficient individuals.
- Promotes learner agency and is accessible for all learners
- Is optional and therefore supports a balance between home and school life
- Complements and reinforces school learning
- Acknowledges that learning also happens outside of school and through a variety of activities

Independent Reading, Reading Together, Listening to Reading

Reading for pleasure has consistently been proven to have a large impact on learning and academic achievement across all subject areas. In the Primary School we encourage and support a culture of reading and are advocates for the International Reading Association's 'Right to Read' declaration. Reading is an act that promotes learning and growth. It is expected that each student is engaged in reading every night.

Home Language Learning

As a diverse, international community, our students are multilingual, often speaking more than one language. At PHIS, we acknowledge the importance of home languages as the foundation of all other language learning. Families play a crucial role in maintaining and developing a student's home language. Students often need extra opportunities to practice, consolidate and extend their home language.

- Additional support for home learning in Bangla will be provided by the Bangla teachers in consultation with families.
- We encourage families who have home languages other than Bangla to also seek learning opportunities to support their children at home.

Home Learning Activities for each Grade level might look like: K5:

- Engage in daily reading with family members.
- Students will bring books home from the school library and their classrooms.
- Family members are encouraged to read with and to their children to support literacy development

Grade 1:

- Engage in daily reading.
- Students will bring books home from the school library and their classrooms. Teachers will send books home.
- Family members are encouraged to read with and to their children to support literacy development.
- Students who receive EAL support will take home books to supplement the ones they borrow from the library for daily reading.

Grade 2 - Grade 3:

- Engage in daily reading.
- Students will bring books home from the school library and their classrooms.
- Explore and reinforce concepts taught in class further at home as suggested in the “Home Learning Ideas” section of parent/teacher communication. Home learning activities might include maths practice, spelling patterns in English and Bangla or handwriting/typing practice.
- All daily class tasks are assigned through Managebac, and teachers facilitate class discussions to engage with parents effectively.

Grade 4 - Grade 5:

- Engage in daily reading.
- Students will bring books home from the school library and their classrooms.
- Explore and reinforce concepts taught in class further at home as suggested in the “Home Learning Ideas” online resource webpage. Home learning activities might include maths practice, spelling patterns in English and Bangla or handwriting/typing practice.
- Students who receive EAL support will take home books to supplement the ones they borrow from the library for daily reading.
- All daily class tasks are assigned through Managebac, and teachers facilitate class discussions to engage with parents effectively.

Field Trips

We are fortunate in PHIS to have so many exciting field trip opportunities close by. Field trips provide meaningful opportunities to connect school-based inquiries to the larger community. Field trips may be on-site (i.e. guest speakers) or off-site (museums, parks, galleries, theatres, etc).

Co-Curricular Programme

PYP students from K5 - Grade 5 may choose from a variety of clubs and activities offered. Students are encouraged to choose a variety of activities in different areas: the arts, academics, clubs, and athletics. Co-curricular programmes are offered by PHIS.

IB PYP Glossary of Terms

1. Action	Taking responsible, ethical, and meaningful steps as a result of learning. International Mindedness Associated words: The action cycle- A process involving choosing, acting, reflecting, and demonstrating the impact of one's actions. How do we want students to act?; reflect, choose, act
2. Additional Concepts	A concept is a “big idea”—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erickson 2008). Concepts represent ideas that are broad, abstract, timeless and universal.
3. Agency	Voice, choice, and ownership. When learners have agency, the role of the teacher and student changes; the relationship between a teacher and a student is viewed as a partnership.
4. Approaches to Learning (ATLs)	Skills that help students become self-regulated learners, that students develop across subject areas and apply to real-world situations. These are thinking, research, self-management, social, and communication skills.
5. Assessment	The process of evaluating and gathering information about an individual's or a group's understanding, knowledge, and skills. Associated: four dimensions of assessment: MONITORING, documenting, measuring, and reporting.
6. Assessment Criteria	Descriptors outlining levels of achievement for different aspects of learning.
7. Central Idea	A statement summarizing the main concept addressed in a unit of inquiry. The central must: Central ideas are written to be globally significant, provoke student inquiry and should be broad, timeless, universal and abstract.
8. Collaboration	Planning and reflecting together—inquiring into the effectiveness of their teaching, and reflecting on its impact on learning.
9. Concept-Based Learning	Focusing on big ideas and enduring understandings rather than isolated facts.
10. Conceptual Understanding	Grasping the deeper, abstract ideas that connect and organize knowledge.
11. Differentiation	Adapting teaching strategies to meet the diverse needs of learners.
12. Disciplinary	Refers to anything related to a specific field of study or discipline.
13. Early Learner	Experiences during the early years (3–6-year-olds) lay the foundation for positive social and cognitive learning in future years (McCoy et al. 2017).
14. Formative Assessment	Ongoing assessment during the learning process to provide feedback and inform instruction.
15. Global Contexts	Overarching themes that provide a framework for exploring real-world issues and making connections to the transdisciplinary themes.

16. Inquiry	A teaching and learning approach that encourages actively engaging in the process of exploring, questioning, and investigating the world around them. Associated: Inquiry Cycle: The process of inquiry involving exploring, engaging, explaining, and reflecting.
17. Interdisciplinary	This approach promotes collaboration and the blending of knowledge from different areas to create new insights, foster innovation, and solve problems in a more comprehensive way.
18. International Mindedness	A concept promoting understanding, respect, and appreciation for different cultures and perspectives.
19. Learner Agency	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 through voice and choice.
20. Learner Profile Attributes	Dispositions that contribute to the well-being of individuals and the learning community. A set of attributes that learners are encouraged to develop, reflecting the IB mission and values. International Mindedness These are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced, reflective.
21. Learning Environment	The physical, social, and psychological context in which learning takes place.
22. Lines of Inquiry	Specific aspects or perspectives of a central idea explored during a unit of inquiry. These are fact/knowledge-driven and support the understanding of the central idea.
23. Multidisciplinary	The IB definition: Multidisciplinary learning begins and ends with subject-based content and skills (Beane 1997). The boundaries among the subjects remain.
24. Play-Based Learning	An educational approach that uses play as the primary method for teaching and learning. It is rooted in the belief that play is a vital part of a child's development, fostering cognitive, social, emotional, and physical growth.
25. PYP Exhibition	A culminating project in the final year of the PYP, where students demonstrate their understanding and take action on a real-world issue.
26. Specified Concepts	Fundamental concepts that form the basis of understanding within the PYP. These are: form, function, causation, change, connection, perspective, responsibility (and reflection - which should be part of all learning).
27. Summative Assessment	Evaluation of learning at the end of a unit or period.
28. Transdisciplinary	A curriculum-organizing principle to offer students a broad, balanced, conceptual and connected learning experience. Transdisciplinarity transcends subjects. It begins and ends with a problem, an issue or a theme. Students' interests and questions form the heart of transdisciplinary learning. IB definition: "with the links and the transfer of knowledge, methods, concepts and models from one discipline to another".
29. Transdisciplinary Theme	Broad, organizing ideas that guide inquiry across multiple subject areas. These are: Who We Are*, Where We are in Place and Time, How We Express Ourselves*, How the World Works, How We Organize Ourselves, and Sharing the Planet (*2 of the 4 units taught in Early Years)
30. Translanguaging	Translanguaging is a process in which students draw on known languages, naturally and flexibly, combining their elements to meet communicative and social needs.
31. Unit of Inquiry (UOI)	The planned, taught, and assessed units at each grade level under the 6 (or 4 for EY) Transdisciplinary Themes.