



Linden Park Primary School

IB PYP at Linden Park Primary School Reception

At LPPS we are proud to be an International Baccalaureate school. The Philosophy underlying the Primary Years Program encompasses global education, intercultural communication and international mindedness. We encourage our students to build a better world through intercultural understanding and respect. Through an inquiry approach, we guide students to be active, compassionate and lifelong learners with global perspectives. Each year students are provided with the opportunity to formally share their learning and understanding with others via the means of a learning journey. Students are able to verbalise and demonstrate their knowledge, conceptual understanding and skills. This year we are having to make some adaptations to our usual proceedings as we navigate the challenges of social distancing requirements. You will receive some communication from your child's teacher about how you can interact with your child at home to provide an opportunity for them to share their understandings. Skoolbag will also provide a link to view a montage of your child's classroom, learning activities and displays.

Learning Journeys are one method used to communicate on "how we know what students have learned".

Other methods that involve parents, students and teachers as partners include;

- The 3-way conference
- Portfolios
- Formal written reports

What makes up the IB PYP?

Transdisciplinary themes

Students inquire into globally significant issues in the context of units of inquiry, that addresses a central idea based around 6 particular transdisciplinary themes. These are;

- Who we are
- Where we are in place and time
- How we express ourselves
- **How the world works**
- How we organise ourselves
- Sharing the Planet

These themes are transdisciplinary because they focus on issues that are integrated across all learning areas. The transdisciplinary theme helps the teacher to develop investigations into important ideas, which require high levels of involvement on the part of students.

This Reception Unit of Inquiry focuses on '**How the World Works**'. It is an inquiry into;

- the natural world and its laws
- the interaction between the natural world and human societies

What do we want students to learn?

Central Idea

'Changes in the environment affect life'.

Key concepts

Central to the philosophy of the PYP is that it is a concept-driven curriculum to support inquiry. The use of concepts helps the learner to construct a deeper understanding of their learning.

There are **8 concepts**, also expressed as key questions that help teachers and students to consider ways of thinking and learning about the world. They act as a provocation to deepen student inquiry. The concepts drive the inquiry in the form of broad, open-ended questions.

- Form
- Function
- **Causation**
- **Change**
- Connection
- Perspective
- Responsibility
- Reflection

Key concept for this Unit of Inquiry is **Causation and Change**.

Lines of Inquiry

These are the main ideas we want students to focus on:

Changes in the environment (Change)

Different ways the environment affects life (Causation)

Choices made to suit changes in the environment (Causation and Change)

Teacher questions

How can the environment change?

How can the environment affect life?

What choices can be made to suit changes in the environment?

The Learner Profile

The aim of the IB programmes is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet and help to create a better and more peaceful world.

Aspects of the learner profile are the dispositions that students who are learning using IB approaches should be developing. We strive for students to be;

- **Inquirers**
- **Knowledgeable**
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

Learner profiles for this Unit of Inquiry include;

Inquirers

Knowledgeable

Approaches to learning

Lastly teaching the skills to learn is paramount to successful learning. What skills do we want the students to master to develop as life-long learners? Also, how will they be able to learn? These are known as the Approaches to learning.

PYP Approaches to Learning ¹				
<u>Thinking skills</u>	Social skills	Communication skills	Self-management skills	<u>Research Skills</u>
Acquisition of knowledge	Accepting responsibility	Listening	Gross-motor skills	Formulating questions
Comprehension	Respecting others	Speaking	Fine motor skills	Observing
Application	Cooperating	Reading	Spatial awareness	Planning
Analysis	Resolving conflict	Writing	Organization	Collecting data
Synthesis	Group decision-making	Viewing	Time management	Recording data
Evaluation	Adopting a variety of group roles	Presenting	Safety	Organizing data
Dialectical thought		Non-verbal communication	Healthy lifestyle	Interpreting data
Metacognition			Codes of behaviour	Presenting research findings
			Informed choices	

This unit's focus;

Thinking skills: critical thinking, evaluating and forming decisions.

Research skills: information literacy, formulating and planning, data gathering and reporting, synthesizing and interpreting, and evaluating and communicating.

We hope you enjoy participating in your child's learning. Please don't hesitate to contact your child's teacher with any further questions.

Kind regards,

Nicole Scrivener

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