

Al Faris International School

Who We Are

At Al Faris International School, we aim to create an environment focused on academic excellence, mutual trust, and strong collaboration among staff, students, and parents. We are committed to offering outstanding education that is both exceptional and affordable, in a safe and inspiring setting. By utilizing the most advanced and effective resources, our goal is to nurture creative, independent leaders who will make a positive impact on both the local and global communities



PYP at FIS



مدارس الفارس العالمية
AI FARIS International School

Contact Us

Abi Saab Ibn Muhammad, At Taawun, Riyadh 12476

Phone: 011-454-9401 (Ext. 103, 303, 104)

Email: alfaris.connect@gmail.com

info@alfarisschools.com

Web: www.alfarisschools.com

Twitter: [@FIS_alfaris](https://twitter.com/FIS_alfaris)

Facebook: [Al Faris International School](https://www.facebook.com/AlFarisInternationalSchool)

Instagram: [fis_alfaris](https://www.instagram.com/fis_alfaris)

Table of Contents

Director’s Message	1
FIS and IB Mission Statement	2
Programmes Offered at FIS	2
What is an IB Education?	3
General curriculum Information	3-5
PYP Essential elements	5-8
Inquiry in PYP	9
Subject Areas in PYP	10-14
Programme of Inquiry in FIS	15-19
Assessment in PYP	20
Library Program, Holistic Learning	21
PYP Exhibition	22
How can Parents help building LP Attributes	23-24
What Makes our Students Stand Out	25
References	26

Director’s Message



Dear Parents and Students,

At FIS, our curriculum is designed to provide a well-rounded and enriching learning journey. Alongside core subjects, students explore computer skills, art, French, and physical education, ensuring a diverse and stimulating educational experience. Equally, we honor our culture and heritage through a structured and continuous Arabic language program.

Our approach integrates cutting-edge instructional programs and technology, including the Daily Five Literacy Program, Lucy Calkins Writing Workshop, McGraw Hill ConnectEd, and virtual connected classrooms, to enhance both engagement and achievement.

FIS maintains high academic standards, delivering an inquiry-based and research-driven curriculum aligned with the International Baccalaureate (IB) framework, Common Core Standards (CCSS) in Language Arts, Math, and Social Studies, and Next Generation Science Standards (NGSS) in Science. Additionally, our innovative STEAM (Science, Technology, Engineering, Art, Math) initiatives provide hands-on, future-ready learning experiences.

We firmly believe that a strong partnership between parents, students, and the school transforms potential into achievement. Your active participation, feedback, and insights are invaluable to our shared mission of fostering excellence.

Warm regards,

Sahar AlMarzouki

FIS Mission Statement

As a school committed to excellence, Al Faris International School strives to provide a rigorous programme based on measurable standards with a commitment to improving Teaching and Learning.

Al Faris International School aims to foster a diverse and inclusive community that supports, enhances, and nurtures the learners' own natural desire through approaches to learning skills (ATL skills)* that can lead to lifelong learning, hence cultivating them into global and ethical citizens with a sense of compassion for others in a world of differences.

* Approaches to learning skills (ATL Skills) include: Social, thinking, research, self-management, and communication skills

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Programmes Offered at FIS

Primary Years Programme



The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

Age range: 3 - 11

Middle Years Programme



A challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

Age range: 12 - 15

Diploma Programme



Research suggests many benefits to choosing the DP. The programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

Age range: 16-19

What is an IB Education?

An IB education is a transformative learning experience for students, educators, parents, and schools. Our international education programmes offer much more than academic preparation—they are uniquely designed to develop international-mindedness as well as students’ critical thinking and lifelong learning skills.

“... The International Baccalaureate (IB) is a non-profit foundation, motivated by its mission to create a better world through education”

IB students develop the global competencies needed to lead a successful life in the 21st century. Learners are at the centre of all IB programmes, which encourage both personal and academic achievement. Through inquiry and collaboration, IB students take ownership of their learning journey and grow to become active, compassionate citizens of the world.

Research shows that IB students are more likely than their peers to go on to higher education and perform better once there. IB programmes develop core skills that universities and employers value: creative and critical thinking skills, cultural understanding, time management and an appreciation for research, making them well-equipped to face the challenges of a rapidly changing world.

...The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...

General Curriculum Information

The International Baccalaureate Primary Years Program

In 2014 Al Faris International School embarked on the introduction of the International Baccalaureate Primary Years Program (IBPYP). The Primary Years Program (PYP) is designed for children between the ages of 3 and 12 years. In 2015 all primary teachers began using this program as a curriculum framework to provide for the development of each and every child. The IBPYP shares the same philosophy as the International Baccalaureate Middle Years Program (IBMYP), which operates in the Middle School, and the International Baccalaureate Diploma Program (IBDP), which operates in the Senior School.



All three programs have a similar pedagogical base and are learner-centred and inquiry-based. The aim of each program is to contribute to the development of well-rounded, reflective, and compassionate young adults.



In today’s world, students are confronted with a vast and often bewildering array of choice. Therefore, the goal of education at all levels is to provide young people with the values and opportunities that will enable them to develop sound judgement to become life-long learners and responsible members of a diverse world community.

General Curriculum Information

The IB PYP:

- is a uniquely, international program, focused on the total growth of the developing child. It touches hearts as well as minds and encompasses academic, social, physical, emotional and cultural needs;
- is a curriculum model, which includes guidelines on what students should learn;
- uses structured inquiry as a vehicle for learning. Six organizing statements provide the framework for the exploration of knowledge;
- allows students to explore different curriculum areas through these statements;
- encourages children to develop an understanding of important concepts, acquire essential skills and knowledge, develop positive attitudes and learn to act responsibly.



General Curriculum Information

The PYP Curriculum Model

What do we want the children to learn? The written curriculum incorporates five essential elements:

- concepts
- skills
- learner profile attributes
- action
- knowledge

The first four are relevant across the disciplines and provide the framework for structured and purposeful inquiry. They can have different applications and interpretations across the different curriculum areas. The fifth element is knowledge. The emphasis in the PYP is not on the acquisition of isolated facts and skills, but on a holistic understanding of ideas.

CONCEPTS	SKILLS	LP Attributes	ACTION	Knowledge
Form	Thinking	Inquirers	Reflection	English
Function	Communication	Knowledgeable	Choice	Mathematics
Causation	Social	Thinkers	Responsible	Science
Change	Research	Communicators	Action	Arabic
Connection	Self-management	Principled		Social Studies
Perspective		Open-minded		Arts
Responsibility		Caring		PSPE
Reflection		Risk-takers		
		Balanced		
		Reflective		

The IB Learner Profile

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.

As IB learners we 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 disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse 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 perspective 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.



As IB learners we strive to be:

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.



The PYP essential elements:

Knowledge: What do we want our students to know

“To be truly educated, a student must also make connections across the disciplines, discover ways to integrate the separate subjects, and ultimately relate what they learn to life” (Boyer 1995). Boyer’s work has been seminal to the development of the PYP. Debate and discussion, representing multiple perspectives, about this idea of human commonalities has led to the selection of six transdisciplinary themes that are considered essential in the context of a programme of international education. These themes:

- have global significance – for all students in all cultures
- offer students the opportunity to explore the commonalities of human experience
- are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning
- will be revisited throughout the students’ years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- contribute to the common ground that unifies the curriculum in all PYP schools.

The transdisciplinary themes are cognitively and developmentally appropriate for young learners because they have enduring importance, and children can identify with them. The PYP themes are broad in scope and timeless by nature. Children do not come to school knowing the departmentalization of disciplines because their daily lives are not compartmentalized. Therefore, subject delineation is neither necessary nor natural. Even as subject-specific teachers at PYP schools extend their support for students transitioning to interdisciplinary and disciplinary thinking in the next stage of education in the MYP or other programmes, students will be best served by adopting the habits and methods of a disciplinary thinker within the broader transdisciplinary themes

PYP Transdisciplinary Themes

Who we are

An inquiry into identity as individuals and as part of a collective through:

- physical, personal, social, mental, emotional and spiritual health and well-being;
- Relationships and belonging;
- learning and growing

Where we are in place and time

An inquiry into histories and orientation in place, space and time through:

- periods, events and artifacts;
- communities, heritage, culture and environment;
- natural and human drivers of movement, adaptation and transformation

How we express ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity;
- personal, social, and cultural notes and practices of communication.
- intentions, perceptions, interpretations, and responses

How the world works

An inquiry into the understandings of the world and phenomena through:

- patterns, cycles, systems;
- diverse practices, methods, and tools;
- discovery, design, innovation, possibilities, and impacts

How we organize ourselves

An inquiry into systems, structures, and networks through:

- interactions with and between social and ecological systems;
- approaches to livelihoods and trade practice- intended and unintended consequences;
- representation, collaboration, and decision-making

Sharing the planet

An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities, and dignity of all;
- pathways to just, peaceful, and reimagined futures;
- nature, complexity, coexistence, and wisdom

These units collectively constitute the school’s Programme of Inquiry (POI), The transdisciplinary themes provide a basis for much discussion and interpretation within a school and allow for both local and global perspectives to be explored in the units.

The PYP essential elements:

Concepts: what do we want students to understand?

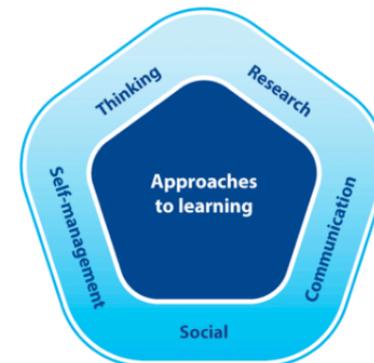
Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry. The decision to structure the PYP curriculum around important concepts is driven by the following beliefs.

- Education for the understanding of significant ideas has often been sacrificed for the memorization of isolated facts and the mastery of skills out of context. The expansion of the curriculum and the pressure to cover the syllabus have resulted in many students leaving school with superficial levels of understanding.
- By starting with the students' prior knowledge, and by confronting and developing their earlier conceptions and constructs, teachers can begin to promote real understanding.
- The exploration and re-exploration of concepts lead students towards an appreciation of ideas that transcend disciplinary boundaries, as well as towards a sense of the essence of each subject area. Students gradually work towards a deepening of their conceptual understanding as they approach those concepts from a range of perspectives
- Transdisciplinary units, where concepts are used to support and structure the inquiries, provide a context in which students can understand and, at the same time, acquire essential knowledge, skills and attitudes.
- A concept-driven curriculum helps the learner to construct meaning through improved critical thinking and the transfer of knowledge.
- Transdisciplinary concepts increase coherence across the curriculum.

Key Concepts	Understanding
Form	What is it like?
Function	How does it work?
Causation	Why is it as it is?
Change	How is it transformed?
Connection	How is it linked to other things?
Perspective	What are the points of view?
Responsibility	What is our obligations?
Reflection	How do we know?

Approaches to Learning (ATL) Skills: What do we want students to be able to do?

Approaches to learning (ATL) are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding and inquiry. These skills are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process.



The PYP essential elements:

The construction of meaning and, therefore, of understanding is complemented by the students acquiring and applying a range of skills. These skills are best developed in the context of authentic situations such as those offered through the PYP units of inquiry.

When learning about and through the subject areas, students acquire the particular skills that define the discipline of those subjects. The PYP position is that, in order to conduct purposeful inquiry and in order to be well prepared for lifelong learning, students need to master a whole range of skills beyond those normally referred to as basic. These include skills, relevant to all the subject areas and also transcending them, needed to support fully the complexities of the lives of the students. These ATL skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

The IB's ATL aim to support student agency and the development of cognitive and metacognitive skills and dispositions so that students view learning as something that they "do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching" (Zimmerman 2000: 65). Together, these ATL help students think, research, communicate, socialize and manage themselves effectively. Embedded within the ATL are digital literacy skills that can be an invaluable resource for information gathering or processing, as well as for critical and creative thinking, communication and collaboration. By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners.

Self-regulated learners are agents of their own learning. They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary

Categories	Sub-skills
Thinking Skills	<ul style="list-style-type: none">• Critical-thinking skills (analysing 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 and interpreting, evaluating and communicating)• 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)

The PYP essential elements:

Action: How do we want students to act?

Action is connected to agency, the learner profile and international mindedness. Action is authentic, meaningful, and mindful. It is student-initiated and can be individual and collective. It can happen at any time; it can be short or long term, revisited or ongoing. Action is supported by the learning community.

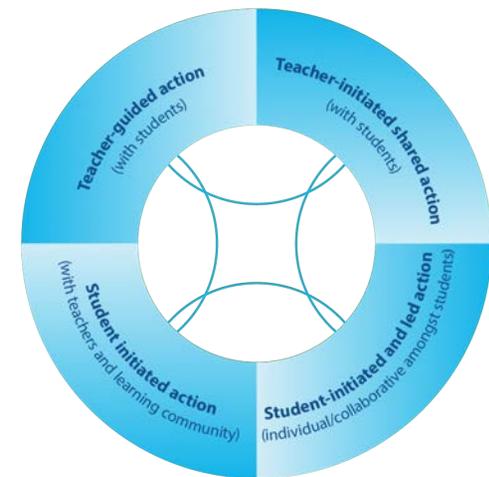
In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. This action will extend the student's learning, or it may have a wider social impact, and will clearly look different within each age range. PYP schools can and should meet the challenge of offering all learners the opportunity and the power to choose to act; to decide on their actions; and to reflect on these actions in order to make a difference in and to the world.

				
Participation	Advocacy	Social Justice	Social Entrepreneurship	Lifestyle Choices
Being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group.	Taking action individually or collectively to publicly support positive social, environmental or political change.	Taking action for positive change, relating to human rights, equality and equity. Being concerned with the advantages	Supporting positive social change through responding to the needs of local, national and global communities; applying prior knowledge and skills to identify and address challenges and opportunities in innovative, resourceful and sustainable ways.	Making positive lifestyle changes in response to learning

Supporting action

Teachers and other members of the learning community can support student action by:

- acknowledging the various forms of action that occur
- helping students connect action with lived /personal experiences
- engaging students in dialogue around what action is
- analysing the scope of possibilities for action
- encouraging students to consider the appropriateness and impact of their actions
- guiding students to reflect on their actions and adjust their course of action when necessary
- planning for inquiry that supports making informed choices
- providing opportunities for skills development that facilitates action
- collaborating as needed, to plan and carry out action
- allotting time for students to apply their learning about action
- supporting students in establishing and maintaining connections to local and wider communities by providing service learning opportunities, in response to need, such as volunteering.



Inquiry in PYP

Inquiry, as the leading pedagogical approach of the Primary Years Programme (PYP) recognizes students as being actively involved in their own learning and as taking responsibility for that learning. PYP learning is approached with a spirit of inquiry. Drawing from the transdisciplinary themes and students' interests, inquiry is an authentic way for students to relate to, explore and understand the world around them.

Inquiry is purposeful and authentic. It incorporates problem solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. By situating inquiry in meaningful contexts, connections are made between personal experiences to local and global opportunities and challenges.

Connecting passion with intention, the inquiry process builds capacity through student agency where voice, choice and ownership feature strongly. Through the inquiry process, students move from current understandings to new and deeper understandings.

This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position.

Model inquiry and continually inquire into their teaching practices and learning processes of students as a source of professional development	Support thinking and metacognition (thinking about thinking) with prompts and tools	Implement hands-on learning, recognizing that a child's hands, eyes and ears are infinite sources of discovery	Scaffold connected opportunities for the development of skills	Create flexible and engaging learning spaces that promote independence and collaboration	Provide time for learners to wonder, explore, build and revise theories, engage in research and reflect on learning
Value students as capable inquirers	Are open-minded about the process of inquiry, using conceptual understandings to anchor sustained investigations	<h2>Inquiry teachers</h2>		Extend learning with open-ended questions or problems	Use prior knowledge as launching point for new learning
Engage curiosity through meaningful learning engagements to launch and re-launch conceptual investigations	Use real world contexts and primary experiences as significant activators of learning			Personalise learning by employing a range of strategies and flexible groupings	Understand the importance of collaborative learning and value the contributions of both individuals and groups
Reserve whole-class experiences for meaningful instructional, collaborative and reflective moments	Support students to make deliberate connections within and between subjects	Consider materials, fieldtrips, learning engagements as stimuli for inquiry	Generate routines, questions, strategies and systems that can be transferred across a range of contexts	Monitor and document learning providing meaningful feedback throughout	Measure the products of learning against established success criteria
Are curious and engage in learning	Are resourceful and resilient	Learn independently and collaborate with others	Pose and pursue open-ended questions	Use the learning community as a resource	Reflect on learning
Select materials to support investigations	Collect and analyse data as a result of inquiry questions	<h2>Inquiry students</h2>		Use observation as a vital tool in learning	Build, communicate, test, and adapt theories
Engage in critical and creative thinking	Develop skills for inquiry and research			Consider opportunities to develop learner profile attributes	Make deliberate links between knowledge discovered and conceptual understandings
Transfer understandings across contexts and subjects	Represent and share understandings in meaningful and significant ways	Seek new perspectives	Take action	See learning as joyful and learn with enthusiasm	Sustain love for lifelong learning.

Subject Areas in PYP

Languages

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

Language plays a vital role in the construction of meaning. It empowers the learner and provides an intellectual framework to support conceptual development and critical thinking. In the PYP, it is recognized that the teaching of language should be in response to the previous experience, needs and interests of the student, rather than the consequence of a predetermined, prescriptive model for delivering language. Fragmenting learning into the acquisition of isolated skill sets can create difficulties for learners.

Language is the major connecting element across the curriculum. Therefore, in a PYP school the focus is not only on language for its own sake, but also on its application across the subject areas and throughout the transdisciplinary programme of inquiry. It also facilitates connections with the wider community. This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position.

Strand	Receptive – receiving and constructing meaning	Expressive – creating and sharing meaning
Oral language	Listening ←	→ Speaking
Visual language	Viewing ←	→ Presenting
Written language	Reading	Writing

Oral Language: Listening and Speaking

Oral language encompasses all aspects of listening and speaking – skills that are essential for ongoing language development, for learning and for relating to others. Listening (the receptive mode) and speaking (the expressive mode) work together in a transactional process between listeners and speakers.

Visual Language: Viewing and Presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. The receptive processes (viewing) and expressive processes (presenting) are connected and allow for reciprocal growth in understanding; neither process has meaning except in relation to the other.

Written Language

Reading: Children learn to read by reading. To develop lifelong reading habits, learners need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As learners engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

Subject Areas in PYP

Writing: Is a way of expressing ourselves. It is a personal act that grows and develops with the individual. From the earliest lines and marks of young learners to the expression of mature writers, it allows us to organize and communicate thoughts, ideas and information in a visible and tangible way. Writing is primarily concerned with communicating meaning and intention. When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual.

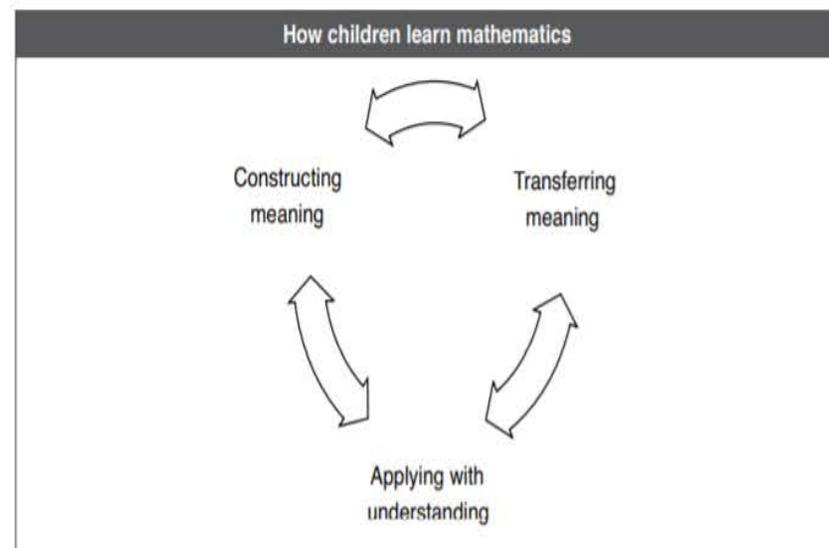
Math

In PYP mathematics is viewed primarily as a vehicle to support Inquiry, a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics and begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. Mathematics is a highly effective tool for analyzing and solving problems around us.

The math content is organized into five strands, they are:

- **Data handling:** Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.
- **Measurement:** To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.
- **Shape and Space:** The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

- **Pattern and Function:** To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation for the later study of algebra.
- **Number:** Our number system is a language for describing quantities and the relationships between quantities. Numbers are used to interpret information, make decisions and solve problems.



Subject Areas in PYP

Science

The importance of science in an international curriculum is recognized as universal and transcends the boundaries of gender, cultural, linguistic and national biases. The inclusion of science within the curriculum develops an understanding of, and competence in using, the facilities of a rapidly changing scientific and technological world while gaining a positive image of science and its contribution to the quality of life today. It also involves the development of an appreciation for the scientific contributions of people from various cultures and backgrounds.

Science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The knowledge component of science in the PYP is arranged into three strands

- **Living things:** An exploration of the sustainability, complexity and interconnectedness of life on our planet. Through scientific and traditional knowledges, learners explore the natural world, the patterns and characteristics that defines it, and the ways in which living things change and grow over time; how living things are organized, each with its own unique phenomena and behaviours, and how living things adapt to changes in their environment over time; the ways in which we rely on each other to thrive and survive. Learners investigate the relationships and interdependencies that exist between different species including ourselves; a deeper understanding of the living things that surround us, helping us to become informed and responsible stewards of our planet.
- **Earth and space:** An exploration of the structure of our planet and its position in the solar system; an understanding of the properties, characteristics and changes of our planet, including diverse ecosystems, natural cycles and the use of resources that shape our planet. Learners inquire into the interconnectedness of Earth's systems and how natural phenomena and human activity impact Earth, and how humans and other living things have adapted to changes in the environment. Learners reflect on the importance of sustainability to maintain a healthy planet for future generations; how humans observe

and gather data to appreciate where our understanding has come from, and how models help explain the development of the universe over time.

- **Physical and chemical science:** An exploration of physical objects and chemical substances, matter and materials, as well as the laws governing their behaviour; properties of matter as well as processes that change these properties, and how we can manipulate them to create new materials or products; how people can explain and predict the behaviours of various substances, and help us develop new materials with specific properties; the ways in which people design technologies and applications, and reflect on the potential impact of these on society and the environment.

Social Studies

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their communities.

Social studies guide students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. Learning social studies provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning. In the PYP Social Studies is divided into 4 strands:

- **Ways of knowing and systems:** An exploration into multiple ways of knowing; local and global connections within diverse communities; the ways in which past and present systems and structures (policy, practice, law, trade, livelihood) impact decision-making; how humans acknowledge uncertainty, seek alternative possibilities, access localized research methods and processes, and develop emerging theories in a range of local and global contexts; how humans interpret or imagine incoming knowledge

Subject Areas in PYP

with what is yet unknown; the ways in which humans carry intuitive connection and wonder through generations of living, entwined in and with the world.

- **Critical global citizenship and culture:** An exploration into people, communities, relationships and cultures; the ways in which race, gender, society and law intersect; the ways in which people confront inequalities, inequities and privilege, mainstream assumptions, norms and discourses; how people develop an awareness and engage with diverse and divergent ideas, knowledge traditions, ethics and values in local and global contexts; the ways in which people relate to, connect with and appreciate cultures and societies; how people foster advocacy for ethical solidarity while preparing for multiple overlapping crises; how people construct shared responsibilities in ethical, reciprocal and compassionate ways, considering social, cultural and historical local and global contexts.
- **Continuity and change for reimagined futures:** An exploration into time, place and space in past, present and future contexts; the ways in which reflection and reflexivity open up space for active exploration, examination and engagement in complex and unjust systems, uncertain futures and power dynamics; the ways in which people engage in and challenge modernity and coloniality in structures and institutions; revitalization of lost stories; how people and individuals imagine different futures and events; how people access and take into account intergenerational knowledge in everyday activities, places and spaces; how people generate active hope and responsibility for decisions and actions;
- **Interconnected places, spaces and relationships:** An exploration into the critical reflection of people's sense of place and connection to places; how people perceive, experience and represent place; the interconnectedness and transformation of physical systems in social and ecological contexts; the distinctive features of places and spaces; the ways in which land, place and people are seen as one living being; the ways in which people and all living things can survive, thrive and co-evolve together in reciprocity and mutual flourishing.

PSPE

In the PYP, personal, social and physical education (PSPE) is concerned with the individual's wellbeing through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

- **Identity:** An understanding of who we are, values, attitudes, beliefs, emotions, experiences, skills, abilities, and the impact of growth, cultural heritage and social environment; the recognition and inclusivity of strengths, limitations and challenges, as well as the ability to cope with change and adversity; how the learner's concept of self and feelings of self-worth impact their self-image; how identity impacts interactions with others and the world; the ability to build and manage a healthy identity as a digital citizen with integrity.
- **Wellness:** The knowledge, conceptual understandings, skills and behaviours that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of nutrition, sleep, the mind-body connection and the balanced use of technology; understanding the causes and possible prevention of illness; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices, evaluating consequences, and taking action for healthy living now and in the future.
- **Movement:** An understanding of the importance of regular physical activity for health-related fitness outcomes (cardiovascular fitness, muscular strength and endurance, and flexibility); the importance of developing fundamental movement skills, motor patterns and manipulative skills; a sense of body awareness and an understanding of the body's unlimited potential for expression through movement, active play and physical activity.

Subject Areas in PYP



Interactions: An understanding of how individuals and groups interact with each other, other living things and the local and global environment; behaviours, rights and responsibilities of individuals and collectives in their relational ways of being with humans and the world around them; the awareness, understanding, appreciation and acceptance of similarities and diversity; an understanding of how to collaborate, cooperate and communicate in a range of contexts, including the rights and responsibilities of being a digital citizen; an appreciation of the environment and an understanding of, and commitment to, individual and collective responsibility as global citizens of the Earth.

Personal, Social, and Physical Education

It's a transdisciplinary component of the PYP that focuses on:

- Personal development: self-awareness, emotional regulation, and decision-making
- Social development: relationships, collaboration, empathy, and community responsibility
- Physical education: fitness, coordination, health, and well-being



Essentially, PSPE aims to develop the whole child, supporting not just academic growth but also emotional, social, and physical skills—which aligns perfectly with the IB learner profile.

Age-appropriate Physical Education programme:

- **Grade 1-3** - Fun/ action – acceptance, participation, connect with self and earth (Games, play)
- **Grade 4-5** - Skill building, teams, moral values, develop and good human beings (Games, teams moving to skills)

Physical activities:

- Fitness (All)
- Fundamental Movements (Grade -Prek-2)
- Adventure Activities (Grade - Prek-2)
- Recreational Activities (Grade - Prek-3)

Team sports:

- Basketball (Grade - 3-12)
- Football (Grade - 3-12)

Individual sports:

- Tennis (Grade - 4-12)
- Athletics (All)
- Table tennis (Grade - 4-12)
- Swimming (Grade -Prek -12)
- Ballet (Grade -Prek -3 Girls)
- Gymnastics (Grade -Prek -6)



Subject Areas in PYP

The Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language, and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions.

In the PYP, arts are identified as dance, drama, music and visual arts. Each of these arts is a significant discipline in its own right, but the transdisciplinary nature of arts gives them relevance throughout the curriculum. Arts promote attitudes such as empathy and appreciation, and skills such as analysis, that help us to see the uniqueness of each person as well as explore the commonalities that connect us.

Drama

Drama explores how we express ourselves physically and vocally. In creating, students should explore the use of facial expressions, gestures, movement, posture and vocal techniques to convey emotional or cultural meaning to both characters and stories. It is important that students are exposed to a variety of dramatic forms including creative movement, impersonation, improvisation, mask work, mime, musical, role play, pantomime, puppetry, re-enactment, scripted drama, and skit. In responding, students should experience a wide variety of scripts and stories from different times, cultures and places and, where possible, access live theatre performances and presentations. Students should have opportunities to present their creative work to an audience, to witness their peers in performance and through this.

Visual arts

The term “visual arts” is used to describe practices that have been more traditionally described in education as “art, craft and design”. It is important that students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork.

The transdisciplinary elements of the PYP



The Programme of Inquiry

The Transdisciplinary themes table, mentioned before, will be studied at each year level. The units describe the knowledge and concepts to be built and developed. The Central Idea clearly identifies the concept, idea or pattern that will be the focus of the study in each unit. The 'inquiry into' section outlines the direction which the inquiry will take, and the scope of information that will help the student to build an understanding of the concept, idea or the recognition of a pattern. The Program of Inquiry has been designed to establish a broad and varied knowledge of concept for our students through their years in the Junior School. These units have been arranged in a sequence to ensure that concepts are developed systematically and form a firm foundation on which new knowledge can be successfully built at subsequent year levels.

FIS PROGRAMME OF INQUIRY 2025 – 2026

FIS PROGRAMME OF INQUIRY 2025 – 2026						
	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, personal, social, mental, emotional and spiritual health and well-being; Relationships and belonging; learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artifacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication. intentions, perceptions, interpretations, and responses 	How the world works An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts 	How we organize ourselves An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> interactions with and between social and ecological systems; approaches to livelihoods and trade practice- intended and unintended consequences; representation, collaboration, and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom
Preschool	<p>Central idea Friends have traits that can help each other learn and grow.</p> <p>Key concepts Form, connection, responsibility</p> <p>Related concepts traits, growth,, communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Traits of a good friend How friends help each other Developing new friendships 		<p>Central idea Creativity can be expressed in different ways.</p> <p>Key concepts Form, perspective, change</p> <p>Related concepts Creativity, interpretation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Different types of art materials. How I can be creative through music and movement. Sharing our emotions through the arts. 	<p>Central idea Children use their senses to explore themselves and the world.</p> <p>Key concepts Form, function, perspective</p> <p>Related concepts Living things, exploration</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Exploring senses How senses work Understanding the world through senses 	<p>Central idea Signs and symbols can be used to communicate with people.</p> <p>Key concepts Form, causation, connection</p> <p>Related concepts Symbols, communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Signs and symbols around us Reasons for signs and symbols Features used to communicate locally and globally 	

KG 1

<p>Who we are An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> physical, personal, social, mental, emotional and spiritual health and well-being; Relationships and belonging; learning and growing 	<p>Where we are in place and time An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> periods, events and artifacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation 	<p>How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication. intentions, perceptions, interpretations, and responses 	<p>How the world works An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts 	<p>How we organize ourselves An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> interactions with and between social and ecological systems; approaches to livelihoods and trade practice- intended and unintended consequences; representation, collaboration, and decision-making 	<p>Sharing the planet An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom
--	--	---	--	--	---

Central idea
People develop relationships that impact their lives.

Key concepts
Function, responsibility, connection

Related concepts
Behavior, relationship, community

Lines of inquiry

- Human relationships
- Promoting and implementing manners through the learner profile attributes
- How relationships impact us

Central idea
Imagination involves thoughts, creativity, and expressions.

Key concepts
Form, perspective, change

Related concepts
Imagination, expression, creativity

Lines of inquiry

- Imagination through performing arts
- Expressing messages through role play
- Creating new ideas from our imagination

Central idea
A school community functions through daily rules, routines, and responsibilities.

Key concepts
Form, causation, responsibility

Related concepts
Rules, community

Lines of inquiry

- People who work in my school
- School routines and rules
- My responsibilities at school (educational, social, and emotional)

Central idea
People’s actions promote animal survival and safety.

Key concepts
Function, perspective, responsibility

Related concepts
Survival safety

Lines of inquiry

- Different roles animals play in people’s lives
- Sustainability of animals
- Our responsibility for the well-being of animals

KG 2

Central idea
Discovering the parts and functions of our body helps us understand ourselves and use our bodies responsibly to interact with others.

Key concepts
Form, function, connection

Related concepts
Body parts, structure, interaction

Lines of inquiry

- Different parts of the body
- Function of body parts
- Using my body to interact

Central idea
Exploring personal histories and cultural traditions helps us see who we are and appreciate others with respect and value diversity.

Key concepts
Form, causation, perspective

Related concepts
history, diversity, culture

Lines of inquiry

- Places we come from
- Different cultural celebrations
- Traditions and values

Central idea
We can share and understand feelings in different ways to build kindness and empathize with others.

Key concepts
Form, connection, perspective

Related concepts
Expressions, creativity, perspective

Lines of inquiry

- Identifying and expressing different feelings
- Communication through role plays
- Expressing ourselves with and without words

Central idea
Plants sustain life on Earth and contribute to people’s lives.

Key concepts
Causation, change, responsibility

Related concepts
Living things, Sustainability

Lines of inquiry

- How plants contribute to life on Earth
- Products we derive from plants (rope, food, medicine, etc.)
- Caring for plants

	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, personal, social, mental, emotional and spiritual health and well-being; Relationships and belonging; learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artifacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication. intentions, perceptions, interpretations, and responses 	How the world works An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts 	How we organize ourselves An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> interactions with and between social and ecological systems; approaches to livelihoods and trade practice- intended and unintended consequences; representation, collaboration, and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom
	<p>Central idea Relationships shape how individuals develop and grow.</p> <p>Key concepts Form, responsibility, causation</p> <p>Related concepts Family, roles, relationship</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Structure of families, communities, and neighbourhood The roles and responsibilities of individuals within these structures. The effect of families, communities, and neighbourhoods on people. 	<p>Central idea People’s ways of living, learning, and playing are shaped by time, culture and global connections.</p> <p>Key concepts Change, responsibility, causation</p> <p>Related concepts Time, culture, connection</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> changes in lifestyle and learning student’s responsibility then and now impact of these advances 	<p>Central idea Stories are created and shared to express ideas, beliefs and perspectives for many purposes.</p> <p>Key concepts Form, perspective, connection</p> <p>Related concepts Stories, meaning</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Story elements and structures Interpreting stories’ morals and purposes Effects of those stories on people’s lives 	<p>Central idea Discovering how light and sound works can lead to new possibilities within one’s environment.</p> <p>Key concepts Connection, causation, function</p> <p>Related concepts Transfer, energy</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Exploring sound and light around us (Different sources of light and sound energy) Causes of light and sound energy Possible ways of using light and sound energy 	<p>Central idea Food undergoes processes of change that connect production, distribution and consumption.</p> <p>Key concepts change, connection, perspective</p> <p>Related concepts Patterns, processes, interaction</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Origins of products Different processes that food goes through Distribution and transportation of food with certain times How people select the food products (organic, processed, etc.) 	<p>Central idea Living things are part of interconnected systems that undergo continuous change,</p> <p>Key concepts Function, responsibility, change</p> <p>Related concepts Systems/cycles, change, living things</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Patterns of growth The changes of living things over time Factors influencing life cycles
	<p>Central idea Choices contribute to people’s well-being lifestyles.</p> <p>Key concepts causation, perspective. responsibility</p> <p>Related concepts Choices, lifestyle, wellness</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Selection of foods Fitness, our bodies, and lifestyles Responsibilities for well being 	<p>Central idea People utilize/use representations to explore their world.</p> <p>Key concepts Form, function, connection</p> <p>Related concepts Location. places</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Elements of maps and globes Using maps - Reasons for finding locations Relationship between landforms, landmarks, and places on Earth 	<p>Central idea Humor serves as an interpretive form of expression.</p> <p>Key concepts connection, perspective, function</p> <p>Related concepts Self-expression, humor, interpretation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Humor communicated through arts Expressions through multiple perspectives Humorous situations in everyday life 	<p>Central idea Substances’ interactions, lead to changes in properties of matter.</p> <p>Key concepts Form, change, responsibility</p> <p>Related concepts Matter/materials, properties, interaction</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Properties and states of matter Changes and interaction of matter Uses of matter and how to minimize harm to the environment 	<p>Central idea Communities structure people’s lives and roles.</p> <p>Key concepts Form, causation, responsibility</p> <p>Related concepts Community, structure, roles</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Urban, rural, and suburban communities Community helpers and their roles Impact of the structure of the community on people 	<p>Central idea The relationship between living things and their habitats impacts sustainability.</p> <p>Key concepts Form, change, perspective</p> <p>Related concepts Living things, habitats, sustainability</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Kinds of habitats Change of habitats Human impact on habitats and their responsibility towards sustaining habitats (positively and negatively)

Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, personal, social, mental, emotional and spiritual health and well-being; Relationships and belonging; learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artifacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication. intentions, perceptions, interpretations, and responses 	How the world works An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts 	How we organize ourselves An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> interactions with and between social and ecological systems; approaches to livelihoods and trade practice- intended and unintended consequences; representation, collaboration, and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom
Central idea Discoveries transform communities by shaping and developing human identities. Key concepts Responsibility, connection, perspective Related concepts identity, communities, discoveries Lines of inquiry <ul style="list-style-type: none"> Reasons for past discoveries Effects of discoveries on people and communities Impact of discoveries on human identity and culture. 	Central idea Living things adapt to meet their needs in their environment. Key concepts Form, connection, change Related concepts Adaptation, living things, environment Lines of inquiry <ul style="list-style-type: none"> How natural features help living things survive Living things sharing the environment How living things adapt and interact in changing environments 	Central idea Media shapes the way individuals, societies, and cultures perceive the world. Key concepts Change, responsibilities, function Related concepts Media, societies, cultures Lines of inquiry <ul style="list-style-type: none"> Influence of media on society and individuals Responsible consumption and usage of media Media and communication The use of media in communication and expression 	Central idea Understanding weather and climate helps us recognize patterns, adapt, and innovate. Key concepts Form, causation, connection Related concepts weather, impacts, life Lines of inquiry <ul style="list-style-type: none"> How is weather measured and collected How weather influences how humans live. Actions communities take in response to severe weather 	Central idea The global community is sustained by the interdependence of goods and services exchanged between buyers and sellers. Key concepts Form, causation, connection Related concepts Services, global, interdependence, sustainable goals Lines of inquiry <ul style="list-style-type: none"> Types of goods and services Differences between wants and needs Interdependence between communities 	Central idea Relationships and values influence how communities manage rights, responsibilities and well-being in the pursuit of fairness, peace and sustainability Key concepts connection, responsibility, perspective Related concepts rights, sustainability, relationships Lines of inquiry <ul style="list-style-type: none"> Values and relationships shape rights and responsibilities. Fairness and peace contribute to the well-being of communities. The impact of sustainable choices on people, communities, and the planet.
Central idea The interaction between the body system contributes to the individual's health and wellbeing. Key concepts Function, responsibility, connection Related concepts Structure, interaction, health Lines of inquiry <ul style="list-style-type: none"> Exploring the different body systems Interconnection of different body systems Our responsibility towards our health 	Central idea Seeking stability and opportunities throughout time leads to migration. Key concepts Causation, change, responsibility Related concepts Migration, emigration, stability Lines of inquiry <ul style="list-style-type: none"> Reasons why people migrate Migration throughout history Effects of migration on communities, cultures, and individuals 	Central idea Exploration of poetic forms enables individuals to express identity, culture, and perspectives through language and creativity. Key concepts Function, form, perspective Related concepts Organizations, persuasion Lines of inquiry <ul style="list-style-type: none"> The role of poetry in everyday life The effectiveness of communicating using different types of poetry. The impact of different types of poetry. 	Central idea Knowledge of forces and motion contribute to the understanding of how the world works. Key concepts Function, causation, change Related concepts Force, motion Lines of inquiry <ul style="list-style-type: none"> Forces and motion (opposing forces) Impact of forces and motion on people and objects Utilize of forces and motion in real life through machines 	Central idea Economic activities influence various factors to function. Key concepts Function, causation, responsibility Related concepts Impact, economy, growth Lines of inquiry <ul style="list-style-type: none"> Exploring the different forms of economic activities Factors relating to economic activities. Impact of economic activities on humankind and the environment. 	Central idea The usage and transformation of energy affects the environment and people's lives and requires responsible choices to support sustainability. Key concepts Form, connection, responsibility Related concepts Transformation, energy, conservation Lines of inquiry <ul style="list-style-type: none"> Different forms of energy Transformation of energy Responsible use of energy

Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, personal, social, mental, emotional and spiritual health and well-being; Relationships and belonging; learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artifacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication. intentions, perceptions, interpretations, and responses 	How the world works An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts 	How we organize ourselves An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> interactions with and between social and ecological systems; approaches to livelihoods and trade practice- intended and unintended consequences; representation, collaboration, and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom
Central idea Discovering a variety of cultures and heritages allows for interpretation of one's own culture. Key concepts perspective, form, connection Related concepts culture, interpretation Lines of inquiry <ul style="list-style-type: none"> Culture and heritage Different elements of culture Similarities and differences among cultures 	Central idea People discover and utilize ways to study and examine history and Earth's geographical features. Key concepts Function, change, causation Related concepts Discovery, history Lines of inquiry <ul style="list-style-type: none"> Positions and places on Earth (latitude and longitude) Tools used to discover Earth (history) Discovery of continents on Earth's landmarks. 	Central idea Advertising enhances global awareness that stimulates peoples' thoughts, choices, actions, and creativity. Key concepts responsibility, function, causation Related concepts shape, choices Lines of inquiry <ul style="list-style-type: none"> Purpose of advertising Type and styles of ads; Visual communications (logos, trademarks, signs) Influence of advertisements on people 	Central idea Earth's planetary features, position and movement allow for, and determine, life on Earth. Key concepts Form, causation, connection Related concepts Movement, Order, Position - Life Lines of inquiry <ul style="list-style-type: none"> Features of our solar system How Earth's movement and position affects life on Earth The factors that allow for life on Earth to exist 	Central idea Citizens participate in formulating the law that stipulates the rights and duties of nations and governments. Key concepts Form, responsibility, perspective Related concepts Citizenship, rights, government Lines of inquiry <ul style="list-style-type: none"> Characteristics of different government systems Rights and responsibility of citizenship Voting and election 	Central idea The biodiversity of an ecosystem relies on the interdependency of organisms within systems. Key concepts Function, Connection, change, perspective Related concepts Interdependence, Biodiversity, Systems Lines of inquiry <ul style="list-style-type: none"> Biomes and ecosystems Ways in which organisms adapt and are interconnected Effect of humans on the balance of systems

Assessment in PYP

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of the dispositions and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.

Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

What evidence of learning do we look for?

Assessment at FIS involves generation and collection of data and evidence as well as collaborative analysis of this. As a PYP school, the key evidence of learning we focus on is Knowledge, Approaches to learning Skills, Conceptual understanding, Learner Agency and Action, and demonstrating Learner Profile Attributes.

How do we evidence the learning?

Assessment at FIS has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The emphasis is on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Why do we evidence the learning?

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

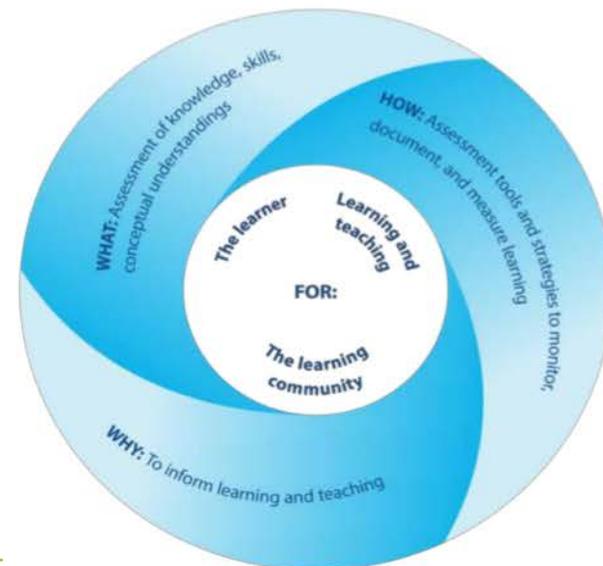
Parents become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

Portfolios

A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work. It provides a picture of each student's progress and development over a period of time both as individual and group learners. It enables students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement, and then to set individual goals and establish teaching and learning plans.

Reporting

- Term end reports
- PTMs
- SLC
- Conferences



Library Program

Our Library: A Hub for Learning and Exploration

Our library houses a **diverse collection of books across multiple genres**, offering students ample opportunities to explore, read, and borrow books of their choice—a favorite activity for many! Discussing and sharing their reading experiences further enhances their enjoyment and engagement.

We view the library as a **dynamic learning hub**, where students and teachers collaborate with the library team and take full advantage of the wide range of resources available. With a strong focus on fostering a **love of reading**, we are developing a **structured library curriculum** designed to equip students to become **effective researchers, responsible information seekers, and adventurous readers**.

Through this approach, the library nurtures **linguistic confidence, meaningful interactions, and essential literacy skills**, supporting the development of **lifelong learners** prepared to thrive in an ever-changing world.



Holistic Learning

Holistic Development at FIS

Holistic development focuses on nurturing all aspects of a child's growth: **emotional, physical, social, intellectual, creative, and spiritual**. This approach encourages caregivers and teachers to see the child as a **whole person**, rather than focusing on isolated areas of development.

By addressing the **well-being of each student** across all areas of the curriculum, every teacher at FIS plays an active role in supporting **the holistic growth of every child**. This approach not only fosters **overall well-being**, but also empowers students with the **confidence to embrace and respect their unique qualities**, preparing them to thrive as balanced and self-assured learners.



The PYP Exhibition

Encouraging in-depth, collaborative inquiry

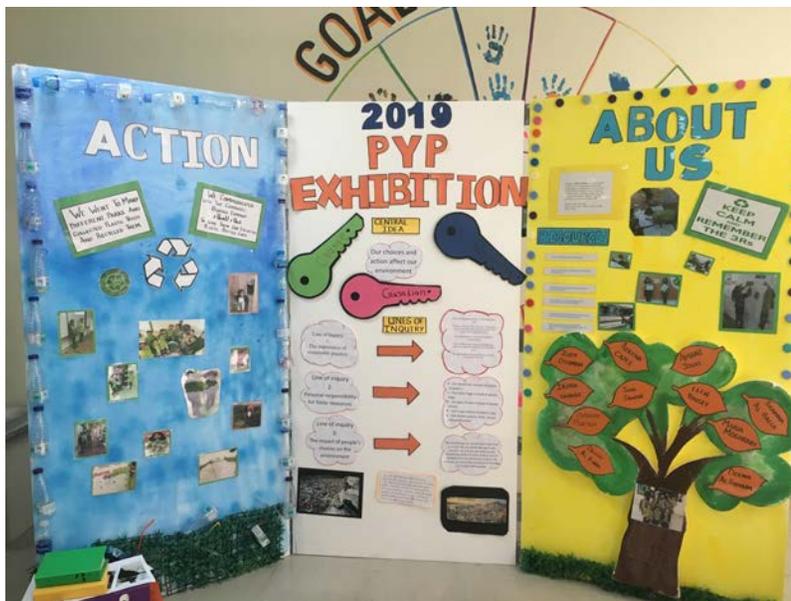
PYP Exhibition: A Culminating Learning Experience

In the final year of the PYP, students undertake the **PYP Exhibition**, an extended, in-depth, and collaborative project. Through this process, students work together to **investigate real-life issues or problems**, integrating the essential elements of the PYP in ways that can be shared with the **entire school community**.

The exhibition provides teachers with a **powerful and authentic method for assessing student understanding**, while offering students a unique opportunity to **demonstrate the attributes of the IB Learner Profile** developed throughout their PYP journey. It also serves as a meaningful celebration of students' growth and their **transition to the next phase of learning**.

Explore our students' work on our **PYPX Facebook page**: [FIS PYP Exhibition](https://fispyp.wixsite.com/pypexhibition)

Or visit our **PYPX blog**: <https://fispyp.wixsite.com/pypexhibition>



How Parents Can Help Build the Learner Profile Attributes

Here are some ways parents can support the development of Learner Profile attributes at home:

INQUIRERS

- **Visit a library together** to explore books that align with your child’s interests and hobbies.
- **Conduct research online** on a topic you select together, fostering your child’s digital literacy and curiosity.
- **Model inquisitiveness** by acknowledging when you don’t know something and exploring the answers together, demonstrating that learning is a lifelong process.

THINKERS

- **Encourage problem-solving** by guiding your child to consider multiple solutions to any challenge.
- **Explore real-life issues** together, prompting your child to think critically about practical situations.
- **Ask reflective questions** while studying a topic together, such as:
 - “How could we get started on this?”
 - “Is there another way to approach this?”
 - “I’ve never thought of it that way before—can you explain more?”
 - “What other solutions might work for this problem?”

KNOWLEDGEABLE

- **Encourage reading** by exploring books related to school subjects, fostering curiosity and understanding.
- **Explore local and global topics** that are interesting and age-appropriate, helping your child connect learning to the wider world.
- **Engage in reflective conversations** about what your child has learned at school, using questions such as:
 - “Why do you think this is important to know?”
 - “Do you think similar things exist elsewhere in the world?”
 - “Could this have happened in the past?”

COMMUNICATORS

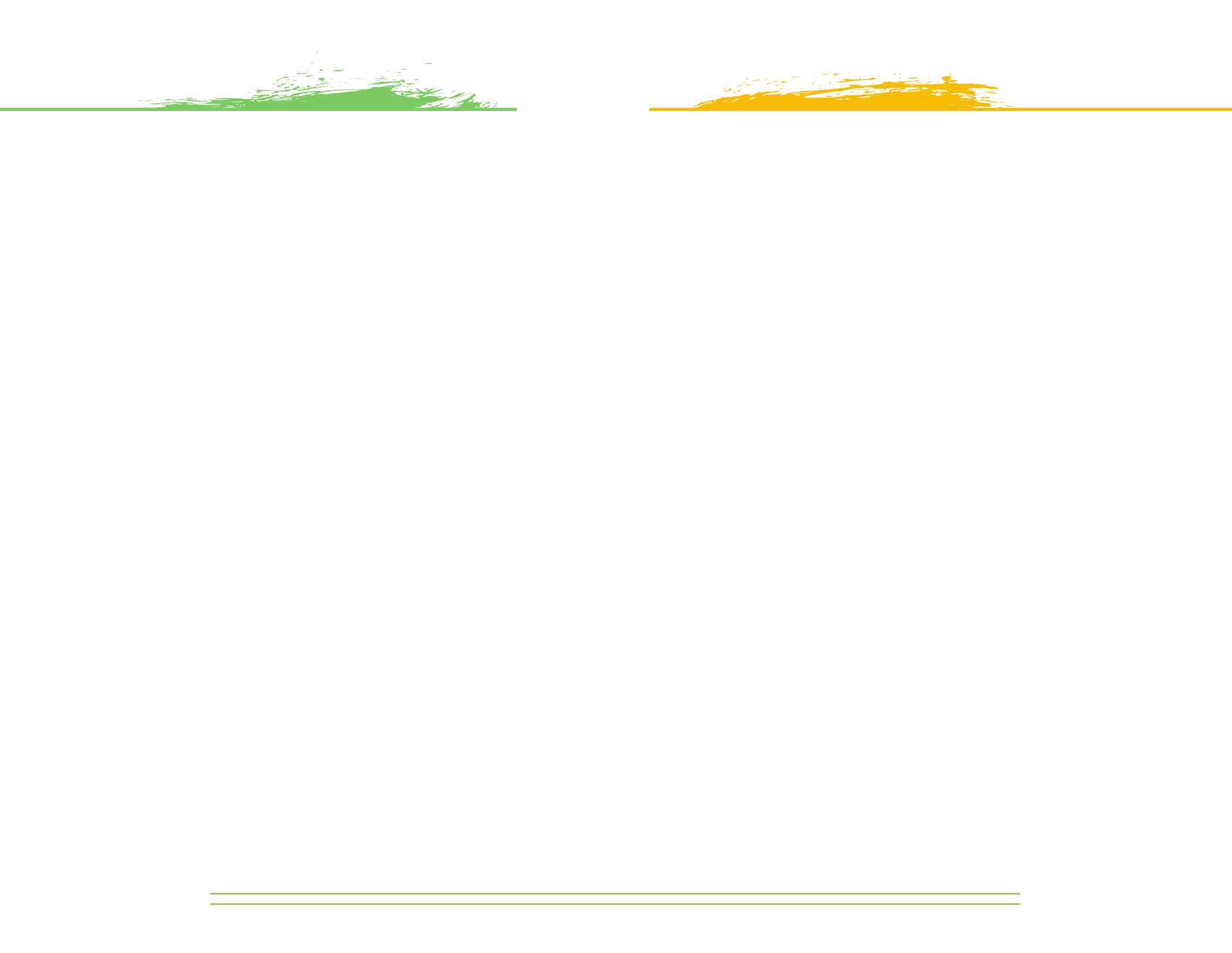
- **Encourage global and personal connections** by motivating your child to reach out to relatives, friends, or pen pals through letters, emails, or phone calls.
- **Promote interpersonal communication** by encouraging your child to interact respectfully with different people when you are out together.
- **Model active listening**, emphasizing its importance in effective communication. Listen attentively when your child speaks, and encourage them to do the same with others.

OPEN-MINDED

- **Explore diverse cultures** by trying different traditional foods and playing a variety of cultural games.
- **Celebrate global traditions** by introducing your child to festivals and customs from around the world, fostering respect and curiosity without judgment.
- **Encourage flexible thinking** by using real-life examples to show that problems can have multiple solutions, highlighting the value of being open-minded.

RISK-TAKERS

- **Encourage trying new experiences** by supporting your child in attempting a challenging or unfamiliar activity. Afterwards, discuss how it felt, what they learned, and whether they enjoyed the experience.
- **Foster social courage** by encouraging your child to reconnect and play with a friend they haven’t seen in a while.
- **Introduce novel situations at home**, such as trying a new breakfast menu or taking a break from TV for a week, and guide your child in adapting to these changes.



How can Parents help Building the LP Attributes?

Here are some ways parents can support the development of Learner Profile attributes at home:

CARING

- **Model compassion** by demonstrating caring behavior in everyday life—using kind words, helping others, and showing empathy consistently.
- **Engage in environmental and community activities**, such as providing food or water for street animals, supporting animal shelters, planting, or participating in clean-up initiatives.
- **Foster empathy and social responsibility** by exploring challenges faced by disadvantaged groups together. Encourage your child to contribute by supporting a charity, even in small ways, such as donating a portion of their allowance.

REFLECTIVE

- **Encourage self-reflection** by inviting your child to keep a diary, reflecting on past experiences and what they have learned from them.
- **Identify strengths and areas for growth** by reviewing school assessments together, and help your child decide on actions they can take independently to improve.
- **Use recordings as a learning tool** by videotaping activities during the learning process and guiding your child to evaluate what went well and what could be improved.



BALANCED

- **Discuss healthy eating habits** by exploring different food groups (carbohydrates, proteins, vitamins, etc.) and sharing ideas about creating balanced meals together.
- **Model a balanced lifestyle** by demonstrating how to allocate time effectively between reading, working, resting, exercising, and other daily activities.
- **Encourage participation in diverse activities**, helping your child engage in a variety of structured experiences that promote physical, intellectual, and emotional balance.



PRINCIPLED

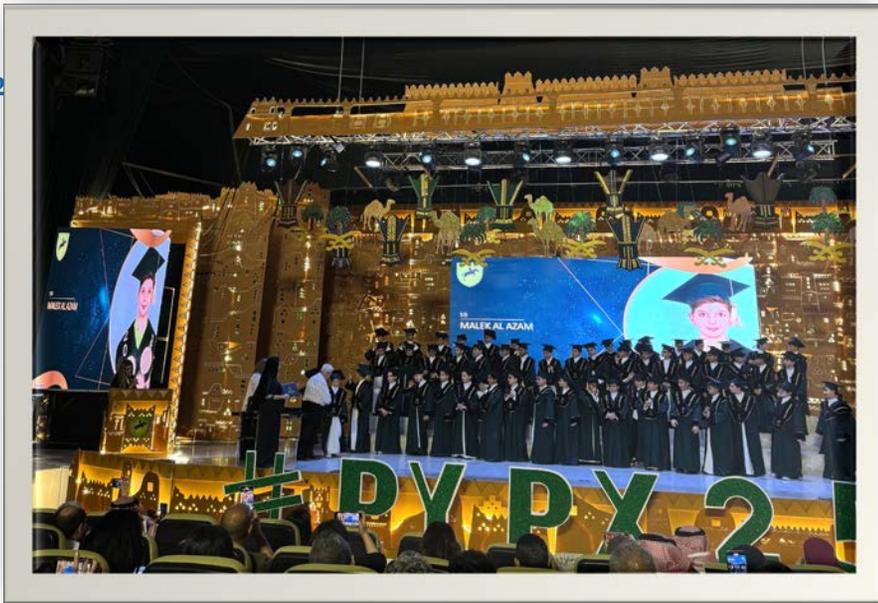
- **Encourage responsible decision-making** by allowing your child to make choices and discussing the outcomes together.
- **Promote teamwork and integrity** through team games, reflecting on the qualities of a good player and the type of teammate your child aspires to be.
- **Model sportsmanship and respect** by emphasizing the importance of thanking and shaking hands with opponents, whether winning or losing.

What Makes Our Students Stand Out

A Coherent and Holistic Approach

- **Skills in Action** – Our students apply their learning confidently in real-life situations.
- **Purposeful Learning** – Education is meaningful, relevant, and connected to both local and global contexts.
- **PSPE (Personal, Social, and Physical Education)** – Students develop core values, empathy, and awareness of the environment and the people around them.
- **Concept-Driven Learning** – Core ideas form the foundation for meaningful, lasting understanding and future learning.
- **Extracurricular Connections** – Strong programs in **Art, Drama, and Physical Education** enable students to participate in interschool competitions and broader experiences.
- **Action-Oriented Learners** – Students use their learning to make a positive impact in the local community.
- **Happy, Holistic Learners** – Students embody the **Learner Profile attributes**, becoming lifelong, 21st-century learners.

24



References

- IBO.org
<https://www.ibo.org/en/programmes/>
<https://www.ibo.org/about-the-ib/mission/>
- What's an IB education? <https://www.youtube.com/watch?v=9LuuJa3t-m8>
<https://www.ibo.org/globalassets/what-is-an-ib-education-2017-en.pdf>
- Primary Years Programme
<https://www.ibo.org/programmes/primary-years-programme/>
- IB Learner Profile
<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>
<https://www.ibo.org/benefits/learner-profile/>
- My IB, PYP Programme Communities
Serpil Kavak, Learner Profile – Parent's Activities
- Google images

