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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

TIPS Mission Statement

"To nurture inquiring, knowledgeable and caring young lifelong learners who are engaged citizens of our world through intercultural understanding and respect".

Dear Parents,

At the outset, we would like to welcome you all to the new academic year. A combination of Performing Arts (PA), Physical Education (PE) and Academics has been incorporated in a well balanced manner to give children an all-round development.

Learning experiences throughout the year are designed towards fostering skill development, independent and collaborative decision making in order to prepare the students for smooth transitions every year. Students work in partnership with their peers, parents and teachers – each recognizing their individual and collective responsibilities to create a community of global learners ready to take on the challenges of the 21st century.

The learning environment at TIPS aims at the all round development of the child. It provides ample opportunities for development in academic, physical, emotional and social spheres. Individual attention is ensured as the staff caters to the distinctive needs and talents of a child which is nurtured in a full -fledged manner.

How can parents assist students?

Parents can help their child in a variety of ways:

- Establish a regular routine to complete the homework and assigned tasks independently in an appropriate location that best suits thefamily.
- Available to discuss homework assignments.
- Exhibit support by being focused on time management and choice of resources.
- As a courtesy to classroom teachers, parents are requested to notify, in writing, any change in the student's regular routine. Examples of these include: changes in bus routine or afternoon pick up or after school programs/schedule changes. It is recommended that notification occurs through:
  - Email: a day before (or as soon as possible)
  - A message in the student's diary

Communication with teachers

At TIPS, all teachers value open and constant communication. We encourage students and parents to work in partnership with each other to foster self-responsibility by reflecting on daily routines. Any concerns of teachers and parents should be communicated in a respectful congenial manner. We also encourage parents to use the parent portal for communication/concern.

If you wish to discuss any serious matter with the child's class teacher, please send us an email with the issue on hand and request for an appointment. We do not encourage appointments for general progress updates, since six open forums have been scheduled periodically throughout the year.

Communication Diary: The student diary contains important information concerning school expectations, and procedures. The purpose of the diary is to support students in their efforts to develop organizational and time management skills. It is an important means of communication between school and home.

School circulars: Specific information regarding class routines and organizational matters are communicated through circulars. Additional detailed curriculum information will also be sent home throughout the year in the form of circulars or flyers.

Enhanced PYP

The Primary Years Programme endorses a belief that students learn best when the learning is authentic, relevant to the real world and transdisciplinary, where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them.

Agency and the learning community

The learning community recognizes that agency and self-efficacy are fundamental to learning. A learning community that supports agency offers opportunities for students to develop important skills and dispositions, such as critical and creative thinking, perseverance, independence and confidence. These are vital to the learning process and the development of self-efficacy. The learning community further offers students multiple opportunities to experience the impact of their choices and opinions, which support their evolving perceptions of their identity.

TIPS is a school, with a focus on agency considers its perceptions of how children learn, children's capabilities and the overall value of childhood. When teachers consider their beliefs around children's identities and rights, they are examining personal beliefs, theories, cultural backgrounds and values. For example, the teachers' beliefs and values will influence their choices of how to allocate time, how to set up learning spaces, choose and arrange materials and foster relationships within the classroom and the broader community.

Students have voice, choice and ownership for their own learning. When students' have agency, the relationship between the teacher and students becomes a partnership. Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. The learning community supports agency and fosters self-efficacy.

PYP students with agency use their own initiative and will, and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others.

Transdisciplinary: Transdisciplinary learning is the exploration of a relevant concept, issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences Transdisciplinarity provokes the learner to reflect upon, and reconsider, what he or she believes about the world and about hisor her place in it. Students will feel obliged to respond when faced with challenges relating to themselves or to any issues in the world.

Engaging with the concept of transdisciplinarity forces a paradigm shift that moves most teachers out of their comfort zone and an effective implementation of the PYP will bring about "a change in the relationship between students and teachers", whereby students "become co-investigators in dialogue with the teacher and jointly responsible for a process in which all grow".

PYP Curriculum Model

Contributing to transdisciplinary learning in the PYP is the student engagement with units of inquiry at each year level. These units are consolidated into a matrix known as the transdisciplinary programme of inquiry, whereby the themes of global significance, listed below, frame the learning throughout the primary years. The development of each unit of inquiry is focused on a central idea that supports conceptual development and extends understanding of the transdisciplinary theme. The PYP key concepts, themselves transdisciplinary, are embedded in the central ideas. Thus, the knowledge component of the written curriculum is built up of transdisciplinary layers, one supporting the other in the following six themes.

Transdisciplinary Themes

Who we are : An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time: An inquiry into orientation with regard to time & place; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between individuals and civilizations, from local and global perspectives.

How we express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, values; the aesthetic sense and creativity.

How the world works: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves: An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision making ; economic activities and their impact on humankind and the environment.

Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Programme of Inquiry: The programme of inquiry is a matrix made up of the six transdisciplinary themes running vertically, and the age groups running horizontally. Organizing the curriculum around the six transdisciplinary themes contextualizes the learning for the students. It enables them to experience a balance of subject-specific knowledge, concepts and skills in order to develop an understanding of the transdisciplinary themes.

Unit of Inquiry : A unit of inquiry is a 6-8 week in-depth exploration of a concept. Students will inquire into a central idea or a main understanding by being guided by lines of inquiry and Prompting questions.

Central Idea: Each of the six units of inquiry has a central idea based on each theme. The central idea is written in one sentence that expresses precisely the context. Each central idea will support student's understanding of the particular transdisciplinary theme it is connected to, and would challenge and extend student's prior knowledge.

Lines of inquiry: Each unit will contain three or four lines of inquiry. The lines of inquiry clarify the central idea and define the scope of the inquiry. These contributing aspects of the central idea extend the inquiry, focus student research, and deepen student's understanding. Connections are made, as appropriate, between the lines of inquiry as well as with the central idea.

Concepts:

A concept - driven curriculum, helps the learner to construct meaning through improved critical thinking and the transfer of knowledge and understanding. The PYP key concepts— form, function, causation, change, connection, perspective, responsibility are themselves transdisciplinary and increase coherence across the curriculum. By identifying concepts that have relevance within each subject area, and across and beyond all subject areas, the PYP has defined an essential element for supporting its transdisciplinary model of teaching and learning. These concepts provide a structure for the exploration of significant and authentic content. In the course of this exploration, students deepen their understanding of the concepts and learn to think conceptually.

In planning units of inquiry, related concepts derived from the subject areas are also identified. These related concepts may be seen as subject-specific versions of the PYP key concepts, for example, transformation in science is a version of the key concept "change". These related concepts deepen an understanding of the subject areas while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and transdisciplinary learning.

Key Concepts

- **Form:** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
- **Function:** The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
- **Causation:** The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
- **Change:** The understanding that changes is the process of movement from one state to another. It is universal and inevitable.
- **Connection:** The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
- **Perspective:** The understanding that knowledge is moderated by perspectives, different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.
- **Responsibility:** The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

Approaches to learning : These inquiries also allow students to acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills, and self-management skills. These skills are relevant to all learning, formal informal, in the school, and in events experienced beyond its boundaries. Students also develop skills and strategies drawn from the subject areas, but aligned with the five transdisciplinary skills.

For example, becoming literate and numerate enhances student's communication skills. The acquisition of literacy and numeracy, in their broadest sense, is essential as these skills provide students with the tools of inquiry. Within their learning throughout the program, students acquire a set of transdisciplinary skills - social, communication, thinking, research and self management. These skills are valuable not only in the unit of inquiry, but also for any teaching and learning that goes on within the class room and in life outside the school.

Thinking skills

- 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:

- 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

- 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

- Developing positive interpersonal relationships and collaboration skills: Using self-control, managing setbacks, supporting peers
- Developing social-emotional intelligence

Self-management skills

- Organization skills: Managing time and tasks effectively
- States of mind: Mindfulness, perseverance, emotional management, self motivation, resilience

IB Learner Profile Attributes:

The kind of student we hope, who graduates from a PYP school, will be laying the foundation upon which international mindedness will develop and flourish. The attributes of such a learner, as shown below are relevant to both students and adults in a PYP school. They are interpreted and modeled for students. The purpose of the modeling is not to encourage students to mimic but to provide support a metacognitive framework, to help students reflect on and develop their own set of values, albeit in the context of that being demonstrated. The teacher looks for authentic demonstrations of these attitudes in the daily life of the students in order to make them inquisitive, and build an appreciation for them.

IB learners strive to be:

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to 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 perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

SLC Overview

Student Led Conference is a platform to get a better picture of each child. It forces parents and teachers to sit down with each student and review strengths and weaknesses. These conversation/ presentations inform teaching and learning more than perhaps conventional assessments. **Student**-led Conferences communicate not only how a student is performing but also why. It also enable **the** student to take responsibility and control of their own efforts to learn and at the same time be a team member and ensure success for all.

Schedule of SLCs & PTMs:

- Students of Grade 1 to 5 will have 3 SLCs and 3 PTMs in an Academic Year (PTM 1 & SLC 1 - Online Meeting).
- SLC may be scheduled in between or before completion of the ongoing inquiry.
- SLC 1 & 2 will be held on a scheduled date in two sessions.
- SLC 3 - Project Exhibition and Presentation.

SLC Format:

- **SLC-1** to focus on the curriculum covered from the beginning of the academic year to the date of first SLC.
- **SLC-2** to focus on the curriculum covered from the first SLC to second SLC across subject areas.
- **SLC-3** the final SLC to focus on an elaborate Science Project undertaken by the students as part of their Science Learning till date.
    - Students will be able to choose from one of 3 science projects given to them based on the science learning completed during the academic year.
    - Students in their groups to develop and exhibit their understanding of the selected project with the help of working models/ ppts / displays and oral presentation as specified by the project document.
    - The assessment criteria and rubrics will be shared with the students for their selected science project.
    - The students would be assessed for their individual as well as group performance.
    - Project selection and project details will be completed by Nov/Dec to provide ample time for successful project completion.

SLC Overview – (1 & 2):

- At the beginning of each SLC timeframe, each student to be assigned in a group.
- Group to consist of 3 or 4 students.
- Each member of the group to choose a subject and topic to present for 5 mins
- All group members to choose different subjects to present
- Group members to prepare and support each other in planning
- Each member to present independently during the SLC
- Each SLC will cover the learning experiences of the students from one SLC to another.
- Presenters may make use of PPT/ Working Model/ Live demonstration/ Experiment/ Manipulative/ Note-books etc to showcase their learning experiences

Presentation Format: time allotted 5 mins for each team member (20 mins per group)

- Introduction
- Significance of the topic
- Content development
- Conclusion
- Acknowledgements

Essential conditions for SLC:

- Parental participation in all the SLCs is mandatory. The student will be assessed by both the parent and the teacher.
- Absentees will be marked zero
- Parents to assess on the given criteria, out of FIVE points.
- Teachers to assess each member of the team on the given criteria, out of TEN.
- The final points will be an yearly average of all SLC's

Expectations from the Parents:

- Be present for the SLC on time
- Encourage the child in her/his preparation
- Ask relevant questions to prepare the child as per the expectations
- Assess the child without bias

SLC Assessment: Each child is assessed on the following criteria by parents and teachers alike.

- Presentation style and confidence
- Clarity
- Subject content
- Self-Management skills
- Team work

Both parents and teachers are integral in ensuring student success.

Project-based learning

Project-based learning (PBL) is an instructional framework that encourages critical thinking, creativity, innovation, inquiry, collaboration and communication. Students investigate real-world questions and solve authentic challenges. Science-based PBL integrates science, technology, engineering, math, language arts, and other content areas.

Each PBL pack presents a scenario that establishes a problem to be solved and asks a **Driving Question**. This question sets a purpose for a student-driven investigation or challenge. Then students design a solution to the problem, develop a project, and deliver a presentation to the audience.

Based on the PBL units,

- Students are segregated in groups.
- Each group will research, plan, create and present the project based on the driving question of the unit.
- Each child will be receiving a student booklet which comprises of Project Outline, Project planner, Vocabulary, KWLS, Recommended Reading, Project Ideas, Project Description, Project Check Up, Presentation Rubric, and Team Reflection.

Parents participation is very essential in organizing the groups, providing the materials needed and supporting the child in every step to complete the project.

This inquiry based student-directed instruction will help the children to communicate and collaborate with others to solve problems which is an integral part in the real world.

Parent Teacher Meeting

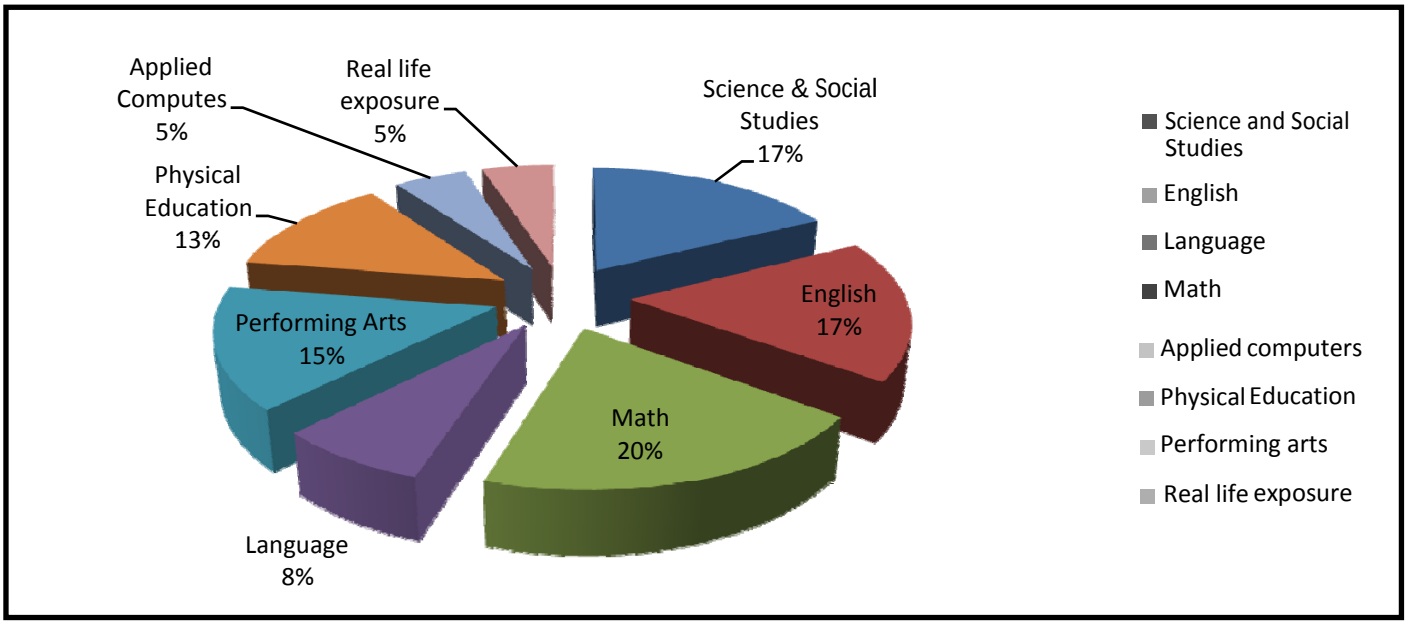
PTM is an informal session in the class room of your child with the class teacher. The Coordinators can also be met on the same day. This is an opportunity for parents to review their child's progress and discuss other issues with the class teacher. Parental participation in PTM is mandatory. School will organize 3 PTMs in an Academic Year.

Management Review Meetings:

The management of TIPS receives feedback about the academic year from the parents as well as shares the future plans with them. This platform provides another opportunity for parents to communicate and put forward their suggestions directly. The management provides an excellent platform for direct communication to the parents. They receive individual feedback about the academic year and about the future plans of the school.

Grade – I

ANNUAL CURRICULUM PLAN



This pie- chart gives you an approximate break-up of the various disciplines offered by the TIPS curriculum. **The subjects focused in each theme will be integrated in the units of inquiry.**

Our Grade I children will be inquiring into the following Transdisciplinary themes

ANNUAL CURRICULUM OVERVIEW - UOI		
Discipline	**Objectives**	**Time frame**
UOI	Who we are	Sem-1
	How we organize ourselves	
	How the world works	
	Sharing the planet	Sem-2
	How we express ourselves	

Our grade I children will be inquiring into trans-disciplinary theme

Who we are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Central idea

The choices we make influence our health and well being

Key Concepts

• Connection • Function • Responsibility

Related concepts

• Health • Life style • Mind body connection • Wellness

Lines of inquiry

- Basic needs for a healthy life (Hygiene, Play, Sleep)
- Importance of balanced Food in our daily routine
- Our roles and responsibilities for health and well being

Subject focus : Science, Math,Language and PSPE

Strands

- Science : Living things
- Math : Measurement, Time
- Language : Written Language - Reading and Writing
- PSPE : Active Living

The learning outcomes after the inquiry are that the students will be able to:

- understand the role of food, sleep, play and hygiene for healthy life.
- identify and understand the importance of food in our daily life.
- demonstrate the consequences of choices.

Expected Trans-disciplinary skills while inquiring into this theme

• Thinking Skills • Research Skills • Self Management Skills

While inquiring into this theme, children exhibit these learner profile attributes.

• Balanced • Principled • Reflective

Students have an access to the following resources during this inquiry.

Reading Resources

- why should I eat this carrot - Louise Spilsbury
- Let's find out about good manners - Deborah chancellor
- Get some exercise - Angela Royston
- Eating right - Barbara sheen
- Exercise - A R Schaefer
- Active Kid - Bobbie kalman

Key words

• diet	• lifestyle	• routine	• minerals	• cereals	• exercise
• choices	• habit	• protein	• carbohydrates	• pulses	• sanitize
• vitamins	• hygiene	• disease	• fat	• yoga	• health
• vegetable	• fruit	• practice	• sequence	• schedule	• meditation

Note to parents: If you find any other useful books / website please email to us.

How we organize ourselves- An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central idea

People develop transportation systems to help meet their needs

Key Concepts

• Form • Change • Causation/Connection

Related concepts

• Technology • Systems • Network • Organization • Chronology • Progress

Lines of inquiry

• Different types of transportation
• How transport systems have changed
• The impact of transportation systems on daily life

Subject focus : Social Studies , Language and Math

Strands

- Social Studies : Continuity and Change Through Time
- English : Written Language - Reading and Writing
- Math : Measurement

The learning outcomes after the inquiry are that the students will be able to:

- explain all modes and components of transport.
- create a timeline showing the improvements in transportation.
- explain the advantages and disadvantages of transport in daily life.

Expected Transdisciplinary skills while inquiring into this theme

• Thinking Skills • Research Skills

While inquiring into this theme, children exhibit these learner profile attributes.

• Risk- takers • Inquirers • Thinkers

Students have an access to the following resources during this inquiry.

Reading Resources

• Planes – Chris Oxlade
• Transport – Jane Shuter
• Transportation – Picturepedia
• Transportation – Margaret C Hall
• Motorbikes – Chris Oxlade
• Cars – Chris Oxlade
• Transportation – Paul Dowswell

Key words

• transport	• travel	• journey	• route	• speed	• invented
• accident	• passenger	• environment	• globe	• responsibility	• vehicle
• pollution	• noise	• direction	• safety	• compass	• Map
• place	• ground	• tour	• foreigner	• air craft carrier	• photograph

Note to parents: If you find any other useful books / website please email to us.

How the world works - An inquiry into the natural and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central idea

All living things go through changes as they grow and develop

Key Concepts

- Change • Connection • Form

Related concepts

- Transformation • Cycle • Adaptation

Lines of inquiry

- Life cycles of living organisms
- Similarities and differences of cycles
- How living things adapt to their environment

Subject focus: Science, Math and Language

Strands

- Science : Living things
- Math : Shape and Space, Number
- English : Written Language - Reading and Writing, Oral Language - Listening and Speaking

The learning outcomes after the inquiry are that the students will be able to:

- understand that all animals have a life cycle that includes being born, developing into an adult, reproducing, and eventually dying.
- understand that life cycles vary from one organism to another.
- demonstrate an understanding on how living things adapt to their environment.

Expected Transdisciplinary skills while inquiring into this theme

- Thinking Skills • Research Skills

While inquiring into this theme, children exhibit these learner profile attributes.

- Caring •Thinkers • Knowledgeable

Students have an access to the following resources during this inquiry.

Reading Resources

- Life Cycles
- Life in the pouch
- Maggots, grubs and Nymphs
- The Mermaid's Purse
- Veligers and Polyps
- Pollywogs and Friends

Possible Hands on activities

- **Project** : Human Life Cycle Sequence
- **Experiment** : Meal worm Life Cycles
- **Exploration:** Life Cycles of Edible Plants

Key words

• adolescent	• embryo	• larva	• metamorphosis	• pupa
• adult	• monarch	• life cycle	• nymph	• develop
• childhood	• infant	• mammals	• organism	• tadpole
• stages	• animal	• change	• differences	• similarities

Note to parents: If you find any other useful books / website please email to us.

How the world works - An inquiry into the natural and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central idea

Materials come from different sources and their properties influence how they are used

Key Concepts

• Form • Change • Function

Related concepts

• Properties • Behaviour • Pattern

Lines of inquiry

- Sources of every day materials
- Properties of different materials
- How different materials are used

The learning outcomes after the inquiry is that the students will be able to:

- know the materials around us.
- analyze how properties differ in each material.
- investigate the reason why specific material is used for an object.

Expected Trans-disciplinary skills while inquiring into this theme

• Communication skills • Self management skills • Research skills

While inquiring into this theme, children exhibit these learner profile attributes.

• Reflective • Risk taker

Students have an access to the following resources during this inquiry.

Reading Resources

- How things are different
- I made it
- Homes around t he world
- So many shoes
- Let's make picture!
- Yum! Yuck

Hands on Process Activity

• Exploration - Classifying Objects

Project Based learning

• Properties of dog toys

Key words

• material	• matter	• liquid	• gas	• objects	• magnet
• size	• solid	• float	• light	• wet	• properties
• shape	• heavy	• sink	• soft	• waterproof	• texture

Note to parents: If you find any other useful books / website please email to us.

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Central idea

Human interactions with the environment has an impact on the survival of plants

Key Concepts

- Function • Connection • Responsibility

Related concepts

• Role • Classification • Interdependence • Consequence

Lines of inquiry

- Different parts of plants and their uses
- Interdependence of plants with other living things
- Impact of human activities on environment

Subject focus: Science, Social Studies and Math

Strands

- Science : Living Things
- Social Studies : Human and Naturals Environments
- Math : Pattern and Functions

The learning outcomes after the inquiry are that the students will be able to:

- understand the importance of the plants in our daily life.
- analyze the ways in which other living things are interdependent with plants.
- explain the positive and negative effects of human activities on environment.

Expected Trans-disciplinary skills while inquiring into this theme

• Social Skills • Communication Skills • Research Skills

While inquiring into this theme, children exhibit these learner profile attributes.

• Caring • Thinkers • Knowledgeable

Students have an access to the following resources during this inquiry.

Reading Resources

- Plants
- Roses
- City gardening
- Giant Sequoias
- Pinecones
- Powerful plants

Hands on Process Activities

- Exploration - Fruit seeds
- Experiment - Plant, water and sunlight
- Project - Sorting leaves

Key words

• plants	• part	• seed	• root	• leaf
• stem	• flower	• lotus	• thorn	• nuts
• store	• bud	• sunlight	• sprout	• Spine
• Fruit	• cactus	• region	• corn	• soil

Note to parents: If you find any other useful books / website please email to us.

How we express ourselves - An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central idea
People express themselves through celebrations

Key Concepts

• Perspective/Connection • Causation • Form

Related concepts

• Art • Dance • Music • Beliefs

Lines of inquiry

- Celebrations around the world
- Reasons for various celebration
- Art forms in celebration

Subject focus: Social Studies, Math, Language and Arts

Strands

- Social Studies : Social Organization and Culture
- Language : Written Language - Reading and Writing, Visual Language - Viewing and presenting
- Arts : Creating

The learning outcomes after the inquiry are that the students will be able to:

- explore the various celebrations from around the world.
- identify the reasons for celebrations.
- recognize the importance of various forms of art as a part of celebrations.

Expected Transdisciplinary skills while inquiring into this theme

• Social Skills • Communication Skills • Research Skills

While inquiring into this theme, children exhibit these learner profile attributes.

• Communicators • Open-minded • Knowledgeable

Students have an access to the following resources during this inquiry.

Reading Resources

- My Christmas - Monica Hughes
- My Diwali - Monica Hughes
- My Id ul fitr - Monica Hughes
- My Baisakhi - Monica Hughes
- My Birthday - Heather Hammonds
- Birthday Present for Mum - Alan Trus sel Cullen
- Darby's Birthday Party - Brian Roberts

Key words

• celebration	• pongal	• decorate	• color	• anniversary
• festival	• harvest	• christmas	• culture	• party
• independence	• season	• dance	• music	• ceremony
• calendar	• winter	• fireworks	• decorate	• costumes

Note to parents: If you find any other useful books / website please email to us.

ANNUAL CURRICULUM OVERVIEW ENGLISH		
Discipline		Skills
English	Reading Comprehension	Reading Readiness
		Analyze Character
		Author's Purpose (Entertain)
		Author's Purpose (Inform)
		Cause and Effect
		Classify Information
		Compare and Contrast
		Fact or Opinion
		Main Idea and Details
		Make Inferences and Draw Conclusions
		Problem and Solution
		Reality and Fantasy
		Sequence Events
English	Language Skills	Warming up
		Capital Letters 1& 2
		Capital Letters 3
		Plurals 1
		Plurals 2, Plurals review
		ABC order 1-3
		ABC order 4 – 6
		Using the right word 1, 2
		Using the right word 3
		Using an opposite word
		Nouns
		Common and proper nouns
		Singular and plural nouns
		Pronouns
		Verbs
		Tenses of action verbs
		Linking verbs 1, 2
		Adjectives
		Adjectives that compare
		Parts of speech review
		Writing sentences
		Complete thoughts
		The naming part
		The telling part
		Sentence parts
		Telling sentences

Discipline		Skills
English	Language Skills	Asking sentences
		Exclamatory sentences
		Sentence review
		Periods
		End marks
		Commas 1, 2
		Apostrophes, Punctuation review
		Writing in journals
		Writing lists
		Writing friendly notes
		Writing friendly letters
		Writing descriptions
		Writing narratives
		Writing How To's
		Writing Reports

Discipline		Skills
English	Vocabulary Clusters	Auxiliary and Helping verbs
		1
		342, 411
		Time
		2, 16
		24
		29
		52
		59, 79
		83, 126
		144, 233
		Comparison and Contrast
		5, 27
		252,299
		Pronouns
		6, 7
		8, 11, 12, 34
		Physical location and Orientation
		9, 17
		20, 21
		22, 23

Discipline		Skills
English	Vocabulary Clusters	25, 26
		37, 49, 390
		Cause and Effect
		10, 273
		Measurement, Size and Quantity
		13, 15, 18
		19
		33, 73
		130, 327, 373, 374
		Verbal Interactions
		14, 61
		100, 105, 177
		198, 207
		255, 345, 346, 383
		Attitudinals
		30, 31, 285, 369
		Animals
		32, 35, 64
		65, 82
		70, 95, 117
		155, 188, 189
		194, 309,310,341
		Trees and Plants
		36,108,192,269
		Movement and Action
		38,39,40,44
		66,141,147

Our Language programme includes all aspects of English such as

Reading Comprehension

At Tips , the students will be going through a complete reading Programme which motivates them to read in an engaging way. The multi-sensory approach and the hands on activities help them learn the important components of reading Phonological awareness, decoding, vocabulary, Fluency and comprehension. This curriculum aims at laying a firm foundation of learning and create interest in reading

Listening & Speaking

The language of the classroom is English. Our aim is that children will become comfortable speaking English in the classroom. Pupils are provided with many opportunities to convey ideas in class discussions. Listening skills are taught as a means of articulating clear responses upon reflection of ideas expressed by others. Children are reminded of the value of good listening skills so that they develop greater competency.

Vocabulary – Clusters:

Robert J. Marzano identified basic and advanced vocabulary which a speaker who wishes to communicate in the English language should know. These words are grouped into clusters. Grades 1 – 3 will be given basic vocabulary, while Grades 4 & 5 will be given advanced vocabulary. We will be sending home sets of words which will be discussed in the class. Your child will illustrate his/her understanding of the word in the space provided. We will send this home every day and children have the liberty to complete the work throughout the week rather than in one sitting. Allow your child to take time to look at the word, recall the meaning and illustrate. This will help the child identify the word in a text and use the same while writing as well.

Language Skills

Children need Grammar/Structure/Punctuation to master their writing skills. This will be accomplished through the *Language skills* book which will be dealt with, in the class. They will learn *Verbs, Adverbs, Nouns, Plural nouns, Pronouns, Comparative & superlative adjectives, Commas, Use of contractions, Compound words, Difference between past & present tense, Past tense verbs.*

ANNUAL CURRICULUM OVERVIEW HINDI

DISCIPLINE	OBJECTIVE	TIME FRAME
HINDI	1. वर्णमाला (क्रम से) 2. मेरा जन्मदिन, स्वर और व्यंजनों की पुनरावृति 3. पहचानो तो जानें 4. दो अक्षर वाले शब्द 5. बातूनी कछुआ- चित्र पाठ	Sem I
	1. तीन और चार अक्षर वाले शब्द 2. घन आए- चित्र वर्णन 3. हरहर और खरखर 4.आ मात्रा का परिचय 5.आ की मात्रा के शब्द 6. मेरी हिन्दी	
	1. इ, ई,उ की मात्रा का परिचय 2. इ, ई,उ की मात्रा के शब्द 3. अनुच्छेद 4. मेरी हिन्दी	
	1.ऊ, ऋ,ए की मात्रा का परिचय 2.ऊ,ऋ,ए की मात्रा के शब्द 3. अनुच्छेद 4. मेरी हिन्दी	Sem II
	1. ऐ,ओ,औ की मात्रा का परिचय 2. ऐ,ओ,औ की मात्रा के शब्द 3.अनुच्छेद 4. मेरी हिन्दी	
	1.अं, अ: की मात्रा का परिचय 2. अं, अ: की मात्रा के शब्द 3. अनुच्छेद 4. मेरी हिन्दी 5. पुनरावृति	

लेखन कौशल

केन्द्रीय शिक्षण बिन्दु :

आकृति बनाने की विधि

शैक्षणिक उद्देश्य :

- वर्णमाला को दोहराना
- स्वरों और उनकी मात्राओं की पहचान
- अनुस्वार (ं) और अनुनासिक (ँ) स्वरों की पहचान
- मात्रा पहचानकर पढ़ने का अभ्यास

पठन /वाचन कौशल :

केन्द्रीय शिक्षण बिन्दु :

- वर्ण एवं शब्दों के सही उच्चारण पर बल देना।

शैक्षणिक उद्देश्य :

- प्रतिदिन उपयोग में आनेवाले क्रियात्मक शब्दों के प्रयोग का अभ्यास
- चित्र द्वारा स्वर और व्यंजनों का परिचय
- चित्रों के माध्यम से शब्द भंडार में वृध्दि (Vocabulary Building).
- स्तर के अनुरूप कविताएँ और चित्र कथाएँ (Videos and Rhymes in Hindi)

श्रवण कौशल :

केन्द्रीय शिक्षण बिन्दु :

- बोलचाल की भाषा का अभ्यास
- उच्चारण की स्पष्टता के लिए श्रवण कौशल संबधित खेल

शैक्षणिक उद्देश्य :

- कविता – लय के साथ दोहराना
- बोलचाल की भाषा का प्रयोग

संदर्भ ग्रंथ सूची :

पंखुड़ियाँ	-	वीवा एजुकेशन
गुंजन	-	मधुबन एजुकेशनल बुक्स
उमंग प्रवेशिका	-	एकके। पब्लिकेशन्स
स्वाति	-	सरस्वति हाउस प्रा. लि .

Websites :
www.akhlesh.com , www.Hindiclassroom.com
www.indg.in/primary-education/Shiksha

ANNUAL CURRICULUM OVERVIEW - TAMIL

DISCIPLINE	OBJECTIVES	TIME FRAME
TAMIL	உயிர்,மெய் எழுத்துக்கள் மற்றும் உயிர்மெய் எழுத்துக்களில் அ,ஆ,இ வரிசை எழுத்துக்கள், அதற்குரிய சொற்கள், குறில்- நெடில் சொற்கள் போன்றவற்றை அறிந்து கொள்ளுதல்	SEM I
	உயிர்மெய் எழுத்துக்களில் ஈ, உ, ஊ வரிசை எழுத்துக்கள், அதற்குரிய சொற்களை அறிந்து கொள்ளுதல்	
	உயிர்மெய் எழுத்துக்களில் எ, ஏ வரிசை எழுத்துக்கள், அதற்குரிய சொற்களை அறிந்து கொள்ளுதல்	
	உயிர்மெய் எழுத்துக்களில் ஐ, ஒ,ஓ வரிசை எழுத்துக்கள், அதற்குரிய சொற்கள் மற்றும் ஒருமை - பன்மை போன்றவற்றை தெரிந்து கொள்ளுதல்	SEM II
	உயிர்மெய் எழுத்துக்களில் ஔ வரிசை எழுத்துக்கள், அதற்குரிய சொற்களை அறிந்து கொள்ளுதல், செய்யுள் பகுதியை வாசித்தல்	
	வாக்கிய அமைப்புகள் மற்றும் பெயர் - வினைச் சொற்களை அடையாளம் கண்டு வாசிக்கவும், எழுதவும் தெரிந்து கொள்ளுதல்	

LISTENING AND SPEAKING

LEARNING OBJECTIVES : (கற்றலின் குறிக்கோள்கள் *)*

- பாடல்களை உரிய செய்கைகளுடன், உடல் அசைவுகளுடன் ஒப்புவிக்கும் திறன்
- எளிய வினாக்களை புரிந்து பதில் அளிக்கும் திறன்

READING

LEARNING OBJECTIVES : (கற்றலின் குறிக்கோள்கள்)

- எழுத்துக்களைத் தனியாகவும் சொற்களிலும் அடையாளம் காணுதல்.
- பெரிய மற்றும் சிறிய அச்சு எழுத்துக்களை பலகை அட்டைகளிலிருந்து படித்து அறிதல்.
- எழுத்துக்களையும் , சொற்களையும் தகுந்த ஒலியுடன் படித்தல்.

WRITING

LEARNING OBJECTIVES : (கற்றலின் குறிக்கோள்கள்)

- உயிர், மெய், உயிர்மெய் எழுத்துக்களை அறிதல்.
- ஒன்று முதல் ஐந்து எழுத்துக்கள் கொண்ட

  சொற்கள் அமைத்தல்.
- எளிய சொற்களைச் சரியான உச்சரிப்புடன்.

  வாசித்து எழுதுதல்.

RESOURCE BOOKS : அழகு தமிழ் , TIPS TAMIL WORK BOOK

WEBSITES : *www.tamilnoolagam.com* , *www.tamilcube.com* , *www.tamilvirtual.com*

ANNUAL CURRICULUM OVERVIEW MATH			
Discipline	**Objectives**		
	Revisiting Previous Year Concept		
	Numbers to 10	Counting to 10	Count from 0 to 10 objects
			Read and write 0-10 in numbers and words
		Comparing numbers	Compare two sets of objects using one to one correspondence
			Identify the set that has more, fewer, or the same number of objects
			Identify the number that is greater than or less than another number
		Making number patterns	Make number patterns
	Number Bonds	Number Bonds	Find different number bonds for numbers to 10
	Addition facts to 10	Ways to Add	Count on to add
			Use number bonds to add in any order
			Write and solve addition sentences
		Making addition stories	Tell addition stories about pictures
			Write addition sentences
		Real world problems- Addition	Write addition stories
			Solve real- world problems
	Subtraction facts to 10	Ways to subtract	Take away to subtract
			Count on to subtract
			Count back to subtract
			Use number bonds to subtract
			Write and solve subtraction sentences
		Making subtraction stories	Tell subtraction stories about pictures
			Write subtraction sentences
		Real world problems: Subtraction	Write subtraction sentences
			Solve real world word problems
		Making fact families	Recognize related addition and subtraction sentences
			Write fact families
			Use fact families to solve real world problems
		Exploring plane shapes	Identify, Classify and describe plane shapes
			Make same and different shapes
			Divide shapes into two and four equal parts
			Describe the whole as the sum of its parts

Discipline	Objectives		
	Shapes and Patterns		Understand that dividing a whole into more equal parts creates smaller parts
		Exploring solid shapes	Identify, Classify and sort solid shapes
		Making pictures and models with shapes	Combine and separate plane and solid shapes
		Seeing shapes around	Identify plane and solid shapes in real life
		Making patterns with plane shapes	Use plane shapes to identify, extend and create patterns
		Making patterns with solid shapes	Use solid shapes to identify, extend and create patterns
	Ordinal numbers and position words	Ordinal numbers	Use ordinal numbers
		Position words	Use position words to name relative positions
	Numbers to 20	Count to 20	Count on from 10 to 20
			Read and write 11 – 20 in numbers and words
		Place value	Use a place - value chart to show numbers up to 20
			Show objects up to 20 as tens and ones
		Compare numbers	Compare numbers to 20
		Making patterns and ordering numbers	Order numbers by making number patterns
	Addition and subtractio n facts to 20	Ways to add	Use different strategies to add 1 - and 2 - digit numbers
		Ways to subtract	Subtract 1 - digit from a 2 - digit number with and without regrouping
		Real – world problems: Addition and subtraction facts	Solve real - world problems
	Length	Compare two things	Compare two lengths using the terms tall /taller, long/longer & short/shorter
		Comparing more than two things	Compare two lengths by comparing each with a third length
			Compare more than two lengths using the terms tallest, longest and shortest
		Using a start line	Use a common starting point when comparing lengths

Discipline	Objectives		
		Measuring things	Measure lengths using non standard units
			Understand that using different non standard units may give different measurements for the same item
		Finding length in units	Use the term “Unit” to describe length
			Count measurement units in a group of ten and Ones
	Weight	Comparing Things	Compare the weight of two things using the terms 'heavy', 'heavier', and 'as heavy as'
			Compare the weight of more than two things using the terms 'lightest', and 'heaviest'
		Finding the weight of things	Use a non-standard object to find the weight of things
			Compare weight using a non-standard object as a unit of measurement
		Finding the weight of units	Using the term 'unit’ when writing the weight of things.
			Explain why there is a difference in measurement when using different non-standard units.
			Arrange objects according to their weights.
	Picture graphs and bar graphs	Picture graphs	Understand the data shown in a picture graph
		Tally chart and bar graphs	Make a tally chart
			Show data in a bar graph
			Understand data shown in a bar graph
		Counting to 40	Count on from 21 to 40
			Read and write 21 to 40 in numbers and words
	Numbers to 40	Place value	Use a place-value chart to show numbers up to 40
			Show objects up to 40 as tens and ones
		Comparing, Ordering and patterns.	Use a strategy to compare numbers to 40.
			Compare numbers to 40.
			Order numbers to 40.
			Find the missing numbers in a number pattern.
		Addition without regrouping	Add a 2- digit number and one digit number without regrouping
			Add two 2- digit number without regrouping
		Addition with regrouping	Add a two digit number and one digit number with regrouping

Discipline	Objectives		
	Addition and subtraction to 40		Add two 2-digit numbers without regrouping
		Subtraction without regrouping.	Subtract a 1-digit number from a 2-digit number without regrouping.
			Subtract a 2-digit number from another 2-digit number without regrouping.
		Subtraction with regrouping.	Subtract a 1-digit number from a 2-digit number with regrouping
			Subtract a 2-digit number from another 2 digit number with regrouping.
		Adding three numbers	Add three 1-digit numbers
		Real- world problems- Addition and subtraction	Solve real world problems
			Use related addition and subtraction facts to check the answers to real-world problems
	Mental Math	Mental Addition	Mentally add 1-digit numbers
			Mentally add a 1-digit number to a 2-digit number
			Mentally add a 2-digit number to tens
		Mental subtraction	Mentally subtract a 1-digit number from a 2-digit number
			Mentally subtract tens from a 2-digit number
		Using a calendar	Read a calendar
			Know the days of the week and months of the year
			Write the date
			Know the seasons of the year
	Calendar and Time	Telling time to the hour	Use the term o'clock to tell the time to the hour
			Read and show the time to the hour on a clock
		Telling time to the half hour	Read time to the half hour
			Use the term half past
			Relate time to daily activities
	Numbers to 100	Counting to 100	Count on from 41 to 100
			Read and write 41 to 100 in numbers and words
		Place value	Use a place-value chart to show numbers up to 100
			Show objects up to 100 as tens and ones
		Comparing, ordering, and patterns	Use a strategy to compare numbers to 100
			Compare numbers to 100
			Order numbers to 100
			Find the missing numbers in a number pattern

Discipline	Objectives		
	Addition and Subtraction to 100	Addition without regrouping	Add a 2-digit number and 1-digit number without regrouping
			Add two 2-digit numbers without regrouping
		Addition with regrouping	Add a 2-digit number and 1-digit number with regrouping
			Add two 2-digit numbers without regrouping
		Subtraction without regrouping	Subtract a 1-digit number from a 2-digit number without regrouping
			Subtract a 2-digit number from another 2-digit number without regrouping
		Subtraction with regrouping	Subtract a 1-digit number from a 2-digit number with regrouping
			Subtract a 2-digit numbers with regrouping
	Multipli-cation	Adding the same number	Use objects or pictures to show the total number of items in groups of the same size
			Relate repeated addition to the concept of multiplication
		Sharing equally	Use objects or pictures to show the total number of items in each group when sharing equally
			Relate sharing equally to the concept of division
	Division	Finding the number of groups	Use objects or pictures to show the concept of division as finding the number of equal groups
	Money	Penny, Nickel and Dime	Recognize and name penny, nickel and dime
			Understand that stands for cents
			Skip-count to find the value of a collection of coins
			Exchange a coin of a greater value for a set of coins of equal value
			Use different combinations of coins less than 25 to buy things
		Quarter	Know and name a quarter
			Exchange a quarter for a set of coins of equal value
		Counting Money	Count money in cents up to $1 using the 'count on' strategy
			Choose the correct value of coins when buying items
			Use different combinations of coins to show the same value
		Adding and Subtracting money	Add to find the cost of items
			Subtract to find the change
			Add and subtract money in cents(up to $1)
			Solve real-world problems involving addition and subtraction of money

ANNUAL CURRICULAM OVERVIEW – APPLIED COMPUTERS						
Objective		Focus	Subject Integration	Software Applications	Technical Skills	Time Frame
PC	Students are introduced to the personal computer (PC). This introduction includes identifying computer parts, computer care, mouse skills and input/output Devices.	About computer Computer Care Mouse terminology Formatting Devices Pointillism with pixels	Social Studies Language Art Math	MS Paint	Graphics	SEM - 1
Typist	Students publish their work with colorful templates, they learn essential word processing skills that allow them to edit, type and illustrate. The focus on the position and function of keys on the keyboard ensures that students will become a typist.	Keyboard Skills Word Processing Working in Word Formatting Picture insertion	Language Science Math	Microsoft Office Word	Word Processing	SEM – 1&2
Slide Master	Students produce a multimedia report. They create slides that illustrate the facts. The presentation includes graphics, text, transitions that combine to make a dazzling report	About PowerPoint Slide Creation Design Picture Insertion Formatting Transition and slideshow	Science	Microsoft Office PowerPoint	Presentation	SEM - 2

Mission:

Our Mission is to combine Education and Technology to provide children with the core computing skills that will best prepare them for the future.

Technology Integration:

Technology projects have detailed step by step instructions that are used to integrate technology into curriculum effectively to create meaningful learning opportunities for students. Each technology project contains theme-related assignments that use Microsoft and Adobe applications.

ICT skills: Word processing, Desktop Publishing, internet and Presentation skills.

Learning Outcome

Students should be able to:

- understand the basic parts and functioning of computer system
- familiarize with the keyboard
- understand the basic paint program for drawing
- type, edit, format in MS word
- create a simple slide in MS PowerPoint

Project Based Learning Approach:

Project Based Learning is a unique approach to teaching technology skills. With project based learning students complete technology projects that focus around problem solving tasks. Students learn technology skills gradually as they complete activities such as publishing a magazine, creating a multimedia storyboard, or developing a website.

ANNUAL CURRICULUM OVERVIEW- PSPE		
Discipline	Game	Basic Skills
Physical Education	Cycling	Starting
		Stopping
		Riding
		Looking
	Swimming	Bobbing
		Leg beat holding the wall
		Leg beat without holding the wall
		Floating
	Track and Field	Sprint
		Hurdles
		Relay
	Soccer	Ball control (Controlling the ball at speed)
		Dribbling (drills, basic dribbling, intermediate moves and advanced)
		Passing
		Throw-in

Physical Education (PE)

PE involves human movement in relation to the physical environment. It is concerned with learning about physical activity and through physical activity. PE offers students the opportunity to discover the capabilities of their body and the variety of ways in which they are able to use their body to solve problems, address physical challenges, function as part of a group, manipulate equipment or apparatus and express themselves in a range of situations. Through movement, students develop personally, socially, emotionally as well as physically. They learn to understand and accept their own strengths and weaknesses in Physical fitness sessions.

Students will be exposed to a number of activities that will develop motor skills, which may later be applied in various physical activities within and beyond the school setting. They will become aware of a number of positive leisure - time pursuits. In PE, students are exposed to a wide range of physical and health-related activities and experiences so that they can make informed choices throughout their lives.

Students are encouraged to participate in an active lifestyle and recognize the ways in which exercise affects their body and their overall fitness or well-being, developing an understanding of the role of physical activity in a healthy lifestyle. Students also come to recognize that PE takes place within a cultural context that should be appreciated. PE offers students the opportunity to set themselves physical objectives, gaining pleasure or satisfaction from accomplishing these physical tasks or challenges and reflecting on their performance.

The PE component of the curriculum also provides opportunities for students to:

- learn about body control and spatial awareness
- master new skills and techniques in a variety of physical activities
- manipulate equipment or apparatus
- recognize the importance of fair play
- understand how strategies can assist them when participating in physical activities
- use cooperative behaviours in order to function as part of a group or team
- use proper safety precautions while engaged in physical activities

ANNUAL CURRICULUM OVERVIEW - PERFORMING ARTS				
Discipline	Music	Classical dance		Western dance
		Practical	Theory	
Performing Arts	• Music • Indroduction to music -Aathara Sruthi • Basic Swaras • Types of songs • Knowledge about lyrics • Pronunciation, meaning and expression of song • Tempos and pitches • Voice modulation	• Body postures • Namaskaram • Thattadavu • Nattadavu &Basic Postures	• Mudhras • Asamyuta Hasthas & Meaning	• Basic warm up • Basic footworks • Combination of basic movements • 4 & 8 count movements • Body language and face expression

Performing Arts

Arts are viewed by the PYP as a form of expression that is inherent in all cultures. They are a powerful means to assist in the development of the whole child, and are important for interpreting and understanding the world. Arts in the PYP promote imagination, communication, creativity, social development and original thinking.

Learners of the arts are both active and reflective. As well as being actively involved in creating and performing, students reflect on their work and on the work of others. Collaborative activities with other students in their own classes or other classes are essential; inquiring, working and reflecting with other students (older or younger) in a two-way learning process.

The arts component of the curriculum also provides opportunities for students to:

- develop proficiency as musicians, actors and visual artists
- acquire audience skills such as listening and viewing responsively
- interpret and present their own or others works to a range of audiences
- evaluate the different roles of artists in society such as to entertain, provoke debate or challenge views and perceptions
- create and critique plays, compositions and artwork using a selection of tools and techniques
- express feeling, ideas, experiences and beliefs in a variety of ways
- improve coordination, flexibility, agility, strength and fine motor skills.

Music perspective

Music includes the study and exploration of sound and the expressive use of musical elements. Students will join together in musical activities using their voices, bodies and simple instruments to develop concepts about sound and musical awareness. Students will be exposed to and work on, a wide range of musical stimuli. They will participate both individually and in groups. Students will read, develop and record musical ideas in composition. They will develop an awareness and appreciation of music from a range of times, places and cultures. The development of listening skills will be constantly reinforced through live and recorded performances. Students will have opportunities for practice and consistent exposure to music in order to produce mastery and lifelong appreciation.

Dance perspective

Dancing is the act of moving the body in rhythm, usually in time to music. It seems natural for people to express themselves through rhythmic movement. Young children jump up and down when they are excited and sway gently when content or at rest. Dancing is both an art form and a form of recreation. Dance as an art form may tell a story, set a mood, or express an emotion. Some dances consist of symbolic gestures that tell a story completely through movement. As recreation, dancing has long been a people's source of fun, relaxation, and companionship.

Health benefits

Dancing can be a way to stay fit for people of all ages, shapes and sizes. It has a wide range of physical and mental benefits including:

- Improved condition of the heart and lungs
- Increased muscular strength, endurance and motor fitness
- Weight management
- Stronger bones and reduced risk of osteoporosis
- Better coordination, agility and flexibility
- Improved balance and spatial awareness
- Greater self-confidence and self-esteem
- Better social skills.

* The above is the planned schedule. There may be alterations which will be informed through circulars .