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 the family.
- 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.

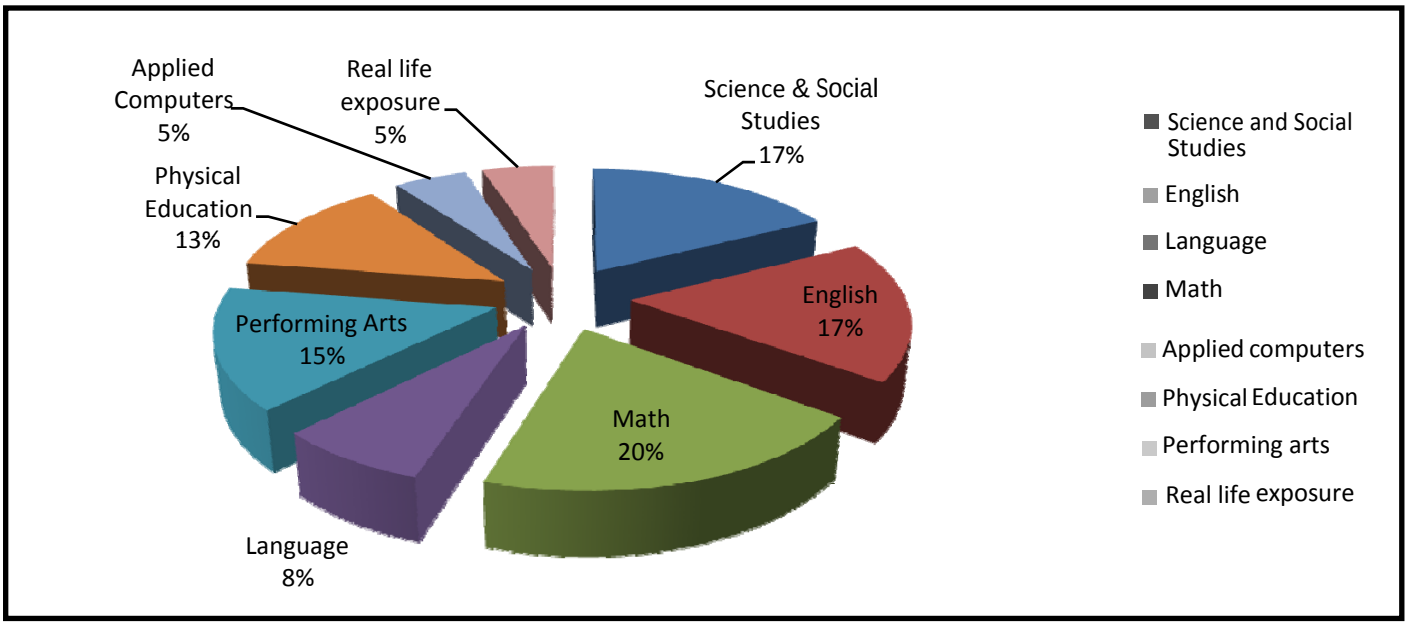
Parent Teacher Meeting

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.

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 II children will be inquiring into the following Transdisciplinary themes

ANNUAL CURRICULUM OVERVIEW – UOI		
Discipline	**Transdisciplinary Themes**	**Time frame**
UOI	Where we are in place & time	**Sem 1**
	Sharing the planet	
	Who we are	
	How the world works	**Sem 2**
	How we organize ourselves	
	How we express ourselves	

Our grade II children will be inquiring into transdisciplinary theme

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

Central idea

People use various ways to navigate and explore the world

Key Concepts

- Form
- Function
- Connection

Related Concepts

- Structure
- Communication
- Network

Lines of inquiry

- Various maps for various purposes
- Essential navigation skills
- Ways to explore the world

Subject focus – Social Studies, Math, and Language

Strands

- Social Studies : Human Systems and Economic Activities
- Math : Shape and Space
- Language : Written Language - Writing

The learning outcomes - After the inquiry the students will be able to:

- describe different types of maps and its uses
- understand the elements of a map (Keys and symbols, cardinal direction, latitude, longitude etc.) which help them to create a map that include navigation skills
- demonstrate the use of modern technology(GPS, Satellite etc.) in everyday life

Expected Trans-disciplinary skills while inquiring into this theme

- Thinking skills
- Communication skills
- Research skills

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

- Communicator
- Inquirer
- Thinker

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

Reading Resources

- Map Search - Daniel Shepard
- Mapping your Community Marta Segal Block &Daniel R. Block
- Map and Mapping - Deborah Chancellor
- Drawing Maps - Kate Torpie
- Map Parts - Kate Torpie
- Map Types Crabtree Publishing company
- How to Read a map - Lisa M Bolt Simons

Key Vocabulary

- navigate
- location
- Satellite
- latitudes
- longitudes
- equator
- discover
- continents
- political
- resources
- countries
- grid

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

Central idea

People can make choices to support the sustainability of earth's resources

Key Concepts

- Form
- Function
- Responsibility

Related Concepts

- Lifestyle
- Resource
- Sustainability

Lines of inquiry

- Earth's finite and infinite resources
- Using different ways to reduce waste(3R's of waste management)
- Responsible use of earth's resources

Subject focus – Social studies, Science, Math and Language

Strands

- Social Studies : Resources and Environment
- Science : Earth and Space
- Math : Data Handling
- Language : Written Language - Writing

The learning outcomes - After the inquiry the students will be able to:

- define natural resources and distinguish between different types of natural resources
- raise awareness about litter and waste and its effect on the local environment
- promote and improve waste management in schools and homes
- acquire skills for identifying environmental problems and implement actions to save environment

Expected Trans-disciplinary skills while inquiring into this theme

- Social skills
- Self-management skills
- Research skills

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

- Knowledgeable
- Risk takers
- Caring

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

Reading Resources

- Recycling Earth resources - Barbara Webb
- The water cycle - Maddie Spalding
- Our Renewable Earth - Andrea Rivera
- Our Resources - William B .Rice
- Our Natural Resources - Jennifer Prior
- How I Reduce, Reuse and Recycle - Robin Nelson

Key Vocabulary

- earth
- natural
- environment
- conservation
- reduce
- recycle
- resources
- sustain
- choice
- reuse
- Process
- renewable

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

Understand the science of hearing and how humans and other animals perceive sound

Key Concepts

- Form
- Function
- Connection

Related Concepts

- Structure
- Pattern
- Relationship

Lines of inquiry

- Sounds around us
- Characteristics of sound
- Relationship between ear and sound

Subject focus – Science, Language and Arts

Strands

- Science : Force and Energy
- Language : Oral Language - Listening and Speaking, Written Language - Reading
- Arts : Responding, Creating

The learning outcomes - After the inquiry the students will be able to:

- understand that sound is a form of energy that travels in waves
- explain how sound waves produce different types of sounds
- learn how sound is created
- understand the properties of sound
- investigate how our ears convert sound into signals that are sent to the brain

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

- Knowledgeable
- Inquirer
- Caring

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

Reading Resources

- Sound
- Making Music
- Animal Sounds
- Shhh!
- Animal Ears
- Seeing Sound

Possible Hands on activities

- Project-Identify Objects by sound
- Experiment – String Telephones
- Exploration – Water Music with Soda Bottles

Project – based learning

- Communicating with Sound Patterns

Key Vocabulary

- cochlea
- particle
- communicate
- compress
- echolocation
- volume
- decibel
- sonic boom
- nerve
- eardrum
- vibrate
- pitch

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

Central idea

Exploring the solar system gives us a sense of wonder and perspective

Key Concepts

- Form
- Causation
- Connection

Related Concepts

- Structure
- Consequences
- interdependence

Lines of inquiry

- Structure of solar system
- Exploration of solar system
- Relationship and uniqueness of earth from other planets

Subject focus – Science, Math and Language

Strands

- Science : Earth and Space
- Math : Measurement
- Language : Written Language - Writing

The learning outcomes - After the inquiry the students will be able to:

- understand the structure and components of Solar system
- exploring the effect of Solar system
- appreciate the uniqueness of earth

Expected Trans-disciplinary skills while inquiring into this theme

- Thinking skills
- Research skills
- Communication skills

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

- Knowledgeable
- Inquirer
- Thinkers

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

Reading Resources

- The Solar System
- Mission to Mars
- Comets
- The Asteriod Belt
- Galileo's Moons
- The Outer Solar System

Possible Hands on activities

- Experiment- Orbital Path

Key Vocabulary

- solar system
- Mars
- Neptune
- Star
- planets
- rotation
- Uranus
- galaxy
- evolves
- revolution
- Mercury
- universe

How the world works: (Sub Unit) 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

Central idea

Understanding magnetism helps us develop technology to improve lives

Key Concepts

- Form
- Change
- Connection

Related Concepts

- Properties
- Transformation
- Relationship

Lines of inquiry

- Properties of magnets
- Forces that drive magnetism
- Uses of magnets in day today life

The learning outcomes – After the inquiry the students will be able to:

- Understand that certain materials are attracted to magnets and some are not.
- Understand that magnets have two poles
- Understand the importance of magnet in different fields.

Expected Trans-disciplinary skills while inquiring in to this theme

- Thinking skills
- Research skills
- Self Management skills

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

- Knowledgeable
- Inquirer
- Thinkers

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

Reading Resources

- Magnets
- Magnets in toys
- Finding North
- Magnets in home
- Magnetic rocks
- Magnetic Magic

Possible Hands on activities

- Experiment- Magnetic nails

Key Vocabulary

- attract
- spin
- north pole
- south pole
- magnets
- rotation
- bar magnet
- metal
- electrons
- electromagnet
- lift
- motor

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 play different roles in communities in which they belong

Key Concepts

- Function
- Responsibility
- Change

Related Concepts

- Society
- Community
- Choices

Lines of inquiry

- Various communities and its purpose
- Roles people play in various communities
- Ways we can be responsible in our community

Subject focus - Social Studies, Math, Language and PSPE

Strands

- Social Studies : Social Organization and Culture
- Math : Measurement
- Language : Written Language - Writing
- PSPE : Interactions

The learning outcomes - After the inquiry the students will be able to:

- differentiate various communities and its purpose
- interpret and define the roles people play in various communities
- identify their roles and responsibilities in our community

Expected Transdisciplinary skills while inquiring into this theme

- Social skills
- Self-management skills

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

- Balanced
- Principled

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

Reading Resources

- Community helpers - Bobbie Kalman
- Working at a hospital - Pam Rosen Berg
- My School Community - Bobbie Kalman
- Helpers in my Community - Bobbie Kalman
- How Art Transformed a Neighborhood - Isabel Campoy F &Theresa Howell
- The Curious Garden - Peter Brown

Key Vocabulary

- community
- neighborhood
- urban
- rural
- Hospital
- School
- values
- role
- responsibility
- member
- purpose
- different

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

Imagination allows people to create, express and explore

Key Concepts

- Function
- Perspective
- Causation

Related Concepts

- Communication
- opinion
- Consequences

Lines of inquiry

- Different ways we use our imagination
- Imagination helps us to consider other perspectives and solve problems
- Value of imagination

Subject focus - Language and Arts

- Language : Visual Language - Viewing and Presenting
- Arts : Creating, Responding

The learning outcomes - After the inquiry the students will be able to:

- express imagination in a creative way
- analyze the problem and give possible solutions through imagination
- express and understand how imagination help in creative invention of thoughts

Expected Transdisciplinary skills while inquiring into this theme

- Self-management skills
- Thinking skills
- Research skills

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

- Thinker
- Risk taker
- Inquirer

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

Reading Resources

- Inventions and Inventors - Darren Sechrist
- Weird at True facts about Inventions - Arnold Ringstad
- The little match girl - Hans Christian Andersen
- The Perfect Present - Marcia Vaughan
- Monster Machines Spacecraft – David Jefferis

Key Vocabulary

- express
- creativity
- imagination
- invention
- perspective
- emotions
- fantasy
- character
- explore
- reality
- problem
- consequences

ANNUAL CURRICULUM OVERVIEW- ENGLISH		
Discipline	**Skills**	
ENGLISH	**Reading Comprehension**	Warming up
		Analyze Character
		Author's Purpose (Entertain)
		Author's Purpose (Inform)
		Author's Point of View
		Cause and Effect
		Identify Character Point of View
		Compare and Contrast
		Fact or Opinion
		Problem and Solution
		Reality and Fantasy
		Sequence Events
	Writing	How to
		Persuasive pro-con
		Persuasive opinion
		Informational Report
		Personal narrative
		Descriptive writing
		Realistic fiction
		Fairy tale
		Biography
	Language Skills	Warming up
		Nouns
		Common and Proper Nouns
		Singular and Plural Nouns
		Possessive Nouns
		Pronouns 1
		Pronouns 2
		Pronouns 3
		Action Verbs
		Action and Linking Verbs
		Verbs: Present and Past Tense
		Adjectives 1
		Adjectives 2
		Articles
		Adjectives that Compare
		Prepositions
		Conjunctions
		Interjections
		Parts of Speech Review-1
		Parts of Speech Review-2

ENGLISH	**Language Skills**	Understanding Sentences
		Parts of a Sentence1
		Parts of a Sentence 2
		Kinds of Sentences 1
		Kinds of Sentences 2
		Sentence Review
	Vocabulary Cluster	**Acquisition and Ownership**
		41, 89
		148,171,184
		Contractions
		42,81,85 ,150
		235, 274
		Emotions and attitudes
		43,45,55
		291,292, 293,311
		312,313, 378,379,380,381,416,417
		Reasoning and Mental Actions
		46,67,132,137
		154,225,249
		277,347,348,349,384
		Clothing
		47,62,125
		129,145,178,212
		224, 263, 354
		Food and Eating
		48,51
		74,86
		124
		136, 153
		162,174
		176,208
		222,232,246
		Places , land, and Terrain
		50,114,139
		168,267,362,363,398
		Literature, Composition, and Writing
		53,71
		112, 138
		248,256,279
		319, 320
		Arts and entertainment
		54,77,239,244

ENGLISH	**Vocabulary Cluster**	**Categories of People**
		56,94
		111,203,204,205
		206,227,317,330,343,000,000
		Color
		57,415
		Importance and Goodness
		58,72,243,368
		60,106,121,190,210

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 creating interest in reading for a lifetime.

Writing

Children will be introduced to a variety of writing formats that can be used for different purposes. These include Biography, Descriptive writing, How to, Informational Report, Narrative – Fairy Tale, Personal Narrative, Realistic Fiction, Persuasive – Opinion, Persuasive – Pro Con. The aim is for pupils to develop confidence as they gain writing and basic spelling skills which encourage independent writing. This ensures that:

- they write for meaning and not just construct their writing around known spellings - writing is therefore more creative and realistic
- that they are actively involved in spelling each new word by using their phonic skills and visual memory, rather than simply memorizing spellings before they have grasped the process involved.

Listening & Speaking

The language of the classroom is English. Our aim is that children will become comfortable speaking English in the classroom and respect all contributions to class discussions by listening appropriately to the other children and adults around them. Developing listening skills is an important feature of our English work. This can be reinforced at home as well.

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 then 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 Verb endings, Verbs, *Adjectives, Commas (punctuations), Plural nouns, Pronouns, Adjectives, Synonyms, Subject & predicate, Comparative / superlative similes, Direct / indirect speech, Suffixes and Proper nouns.* They will also have additional grammar practice every day. The resource used for this will be Write Rights. Children will be able to reflect their learning and use it in all areas of the curriculum.

ANNUAL CURRICULUM OVERVIEW HINDI

DISCIPLINE	OBJECTIVE	TIME FRAME
HINDI	1. वर्णमाला (क्रम से) 2. दो, तीन, चार अक्षर वाले शब्द 3. आ की मात्रा के शब्द 4. पाठ- वाह वानर, कविता-नाना आए 5. गिनती 1- 10 (लिखित) 6. मेरी हिन्दी	SEM I
	1. इ- ई की मात्रा के शब्द 2. पाठ- चिड़ियाघर, मीना की शादी कविता - रिमझिम जल बरसा, तितली रानी 3. लिंग 4. गिनती 11- 20 (लिखित) 5. मेरी हिन्दी	
	1. उ, ऊ की मात्रा के शब्द 2. पाठ- बुलबुल, चूहा फूलदान बन गया कविता - चुहिया रानी, भालू आया 3. में, पर का प्रयोग 4. गिनती 1- 20 (पुनरावृति) 5. वचन 6. संज्ञा (परिचय)	
	1. ऋ, ए, ऐ की मात्रा के शब्द 2. पाठ- ऋचा का बगीचा, मेला, नटखट नैना, कविता - रेलगाड़ी, बैल 3. यह, वह, इस, उस का प्रयोग 4. मेरी हिन्दी 5. गिनती 21- 30 (लिखित) 6. संज्ञा के भेद (व्यक्तिवाचक संज्ञा)	SEM II

	1. ओ, औ की मात्रा के शब्द 2. पाठ- राजा का तोता, चौधरी का घर, कविता - मोर, गौरव और सौरभ 3. संयुक्त व्यंजन 4. मैं, हम का प्रयोग 5. मेरी हिन्दी 6. गिनती 31- 40 (लिखित) 7.संज्ञा के भेद (जातिवाचक संज्ञा)	**SEM II**
	1. अं, अ: की मात्रा के शब्द 2. चंद्रबिंदु 3. पाठ- उमंग- तरंग, चूहा, गिलहरी और शेर कविता - चंदू की पतंग 4. संयुक्ताक्षर 5. मेरी हिन्दी 6. गिनती 21- 40 (पुनरावृति) 7. संज्ञा के भेद (भाववाचक संज्ञा) 8. वाक्य लेखन	

<u>लेखन कौशल</u>

<u>केन्द्रीय शिक्षण बिन्दु :</u> मात्राओं की सही पहचान और कल्पना शक्तिका का विकास ।

<u>शैक्षणिक उद्देश्य</u> :

- वर्णमाला को दोहराना
- संयुक्ताक्षर का परिचय
- वाक्य लेखन का परिचय
- शब्द भंडार में वृध्दि

<u>पठन /वाचन कौशल</u> **:**

<u>केन्द्रीय शिक्षण बिन्दु</u> :

- मात्रा जोड़कर पढ़ने का अभ्यास ।
- शब्दों के शुद्ध उच्चारण पर विशेष ध्यान देना ।

<u>शैक्षणिक उद्देश्य</u> :

- प्रतिदिन उपयोग में आनेवाले क्रियात्मक शब्दों के प्रयोग का अभ्यास ।
- चित्र द्वारा मात्रा का सही उच्चारण ।
- संयुक्ताक्षर का परिचय ।
- छोटी कहानी एवं कविता का प्रस्तुतीकरण
- स्तर के अनुरूप कविताएँ और चित्र कथाएँ । (Videos and Rhymes in Hindi)

श्रवण कौशल :

केन्द्रीय शिक्षण बिन्दु :

- बोलचाल की भाषा का अभ्यास ।

शैक्षणिक उद्देश्य :

- ताल भाव के साथ कविता का प्रस्तुतीकरण
- कहानी बताकर उससे सम्बंधित प्रश्न पूछना
- बोलचाल की भाषा का प्रयोग

संदर्भ ग्रेंथ सूची :

पंखुड़ियाँ	-	वीवा एजुकेशन
रिमझिम	-	एनभ सीभ इभ आरभ टीम
गुंजन	-	मधुबन एजुकेशनल बुक्स
वितान	-	मधुबन एजुकेशनल बुक्स
हिन्दी भाषा ज्ञान	-	एरो पब्लिकेशन्स
सबरी ज्ञान वर्धीनी	-	सबरी पब्लिकेशन्स

Websites :

www.akhlesh.com , www.Hindiclassroom.com

www.indg.in/primary-education/Shiksha

ANNUAL CURRICULUM OVERVIEW - TAMIL

DISCIPLINE	OBJECTIVES	TIME FRAME
TAMIL	தமிழ் எழுத்துக்களின் வரிசைகளையும், சொற்களையும் அறிந்து எளிய வாக்கிய அமைப்பினை தெரிந்துகொள்ளுதல்	SEM I
	எளிய வாக்கிய அமைப்பில் இருந்து சொல் வகைகளை அறிந்து, பிற வாக்கியங்களில் பயன்படுத்தும் முறையை அறிதல்	
	கதைப்பகுதிகளின் கருத்துக்களை கலந்துரையாடுதல் மற்றும் எளிய வாக்கிய அமைப்பில் உள்ள ஒருமை - பன்மை பகுதிகளை அறிதல்	
	பொதுவான சூழலின் கருத்துக்களை அறிதலோடு , காலங்களின் வகைகள் மற்றும் பயன்பாட்டினை தெரிந்துகொள்ளுதல்	SEM II
	தமிழ் எழுத்துக்கள் அல்லாது வேறு வகையான எழுத்துக்களின் பயன்பாட்டினையும், இலக்கணம் சார்ந்த சொற்றொடர்களையும் அறியச் செய்தல்	
	பொது இடங்களில் காணும் பலகைகள், படங்கள், வாக்கியங்களை வாசிக்கவும், நடந்துகொள்ளும் முறைகளையும் அறிதல்	

LISTENING AND SPEAKING

LEARNING OBJECTIVES : (கற்றலின் குறிக்கோள்கள்)

- வாய்மொழி அறிவுரைகளையும், கதைகளையும் கேட்டு புரிந்து கொள்ளுதல்.
- அறிமுகமானவை பற்றிய புதிய விவரங்களை சேகரித்துப் பேசுதல்.
- எளிய வினாக்களுக்கு முழு வாக்கியங்களில் விடை அளித்தல்.

READING

LEARNING OBJECTIVES : : (கற்றலின் குறிக்கோள்கள்)

- **சிறிய, பெரிய அச்சு எழுத்துக்களை படித்து அறியும் திறன்.**
- **எளிய பாடல்களையும் வாக்கியங்களையும் உரத்த குரலில் படித்தல்.**

WRITING

LEARNING OBJECTIVES : : (கற்றலின் குறிக்கோள்கள்)

- **5 - 10 எழுத்து சொற்கள் அமைத்தல்.**
- **எளிய வாக்கிய அமைப்பு முறையை அறிதல்.**
- **சொற்கள் மற்றும் சூழல் உணர்ந்து வாக்கியம் அமைத்தல்.**

RESOURCE BOOKS : **அழகு தமிழ், வண்ணத்தமிழ் இலக்கணப் பயிற்சி நூல்.**

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

ANNUAL CURRICULUM OVERVIEW - MATH			
Discipline		**Objectives**	
Math	Numbers to 1,000	Revisiting Previous Year Concepts	
		Counting	Use base –ten blocks to recognize, read, and write numbers to 1,000
		Place Value	Count on by 1s,10s and 100s to 1000
			Use base-ten blocks and a place-value chart to read, write, and represent numbers to 1000
			Read and write numbers to 1,000 in standard form, expanded form, and word form
		Comparing Numbers	Use base-ten blocks to compare numbers
			Compare numbers using the terms greater than and less than
		Order and Pattern	Compare numbers using symbols >and <
			Order three-digit numbers
			Identify the greatest number and the least number
			Identify number patterns
	Addition up to 1,000	Addition Without Regrouping	Use base-ten blocks to add numbers without regrouping
			Add up to three-digit numbers without regrouping
			Solve real-world addition problems
		Addition with Regrouping in Ones	Use base-ten blocks to add numbers with regrouping
			Add up to three-digit numbers with regrouping
			Solve real-world addition problems
		Addition with Regrouping in Tens	Use base-ten blocks to add numbers with regrouping
			Add up to three-digit numbers with regrouping
			Solve real-world addition problems
		Addition with Regrouping in Ones and Tens	Use base-ten blocks to add numbers with regrouping
			Add three-digit numbers with regrouping
			Solve real-world addition problems
	Subtraction up to 1,000	Subtraction Without Regrouping	Use base-ten blocks to subtract numbers without regrouping
			Subtract from three-digit numbers without regrouping
			Apply the inverse operations of addition and subtraction
			Solve real-world subtraction problems
		Subtraction with Regrouping in Tens and Ones	Use base-ten blocks to subtract with regrouping
			Subtract from three-digit numbers with regrouping
			Apply the inverse operations of addition and subtraction
			Solve real-world subtraction problems
		Subtraction with Regrouping in Hundreds and Tens	Use base-ten blocks to subtract with regrouping
			Subtract from a three-digit number with regrouping
			Apply the inverse operations of addition and subtraction
			Solve real-world subtraction problems
		Subtraction Across Zeros	Use base-ten blocks to subtract with regrouping
			Subtract from a three-digit number with regrouping
			Apply the inverse operations of addition and subtraction

Math	Using Bar Models: Addition and Subtraction	Using Part-Part Whole in Addition and Subtraction	Use bar models to solve addition and subtraction problems
			Apply the inverse operations of addition and subtraction
		Adding On and Taking Away Sets	Model addition as joining sets
			Model subtraction as taking away
			Apply the inverse operations of addition and subtraction
		Comparing Two Sets	Model addition and subtraction as comparing sets
			Apply the inverse operations of addition and subtraction
		Real-World Problems: Two-Step Problems	Use bar models to solve two-step addition and subtraction problems
			Apply the inverse operations of addition and subtraction
	Multiplication and Division	How to Multiply	Use equal groups and repeated addition to multiply
			Make multiplication stories about pictures
			Make multiplication sentences
		How to Divide	Divide to share equally
			Divide by repeated subtraction of equal groups
		Odd and Even Numbers	Make groups of 2 to find odd and even numbers
			Understand that an even number is the sum of two equal numbers
		Real- World Problems: Multiplication and Division	Solve multiplication word problems
			Solve division word problems
	Multiplication Tables of 2, 5, and 10	Multiplying 2: Skip-counting	Use base –ten blocks to recognize, read, and write numbers to 1,000
			Count on by 1s,10s and 100s to 1000
		Multiplying 2: Using Dot Paper	Use base-ten blocks and a place-value chart to read, write, and represent numbers to 1000
			Read and write numbers to 1,000 in standard form, expanded form, and word form
		Multiplying 5: Skip-Counting	Skip-count by 5s
			Solve multiplication word problems
		Multiplying 5: Using Dot Paper	Use dot paper to multiply by 5
			Use known multiplication facts to find new multiplication facts
			Identify related multiplication facts
			Solve multiplication word problems
		Multiplying 10: Skip-Counting and Using Dot Paper	Skip-count and use dot paper to multiply by 10
			Use known multiplication facts to find new multiplication facts
			Identify related multiplication facts
			Solve multiplication word problems
		Divide Using Related Multiplication Facts	Use related multiplication facts to find related division facts
			Write a multiplication sentence and a related division sentence
			Solve division word problems
	Metric Measurement of Length	Measuring in Meters	Use a meter stick to estimate and measure length
		Comparing Lengths in Meters	Compare lengths
			Find the difference in lengths of objects
		Centimeters	Use a centimeter ruler to measure length
			Draw a line of given length
		Comparing Lengths in Centimeters	Use a centimeter ruler to measure and compare lengths of objects

Math	Metric Measurement of Length	Real-world Problems: Metric Length	Solve one-step and two-step problems involving length
			Draw models to solve real world problems
	Mass	Measuring in Kilograms	Use a measuring scale to measure mass in kilograms
		Comparing Masses in Kilograms	Compare and order masses
		Measuring in Grams	Use a measuring scale to measure mass in grams
		Comparing Masses in Grams	Compare and order masses in grams
		Real-World Problems: Mass	Use bar models to solve problems about mass
	Volume	Getting to Know Volume	Explore and compare volume
		Measuring in Liters	Use liters to estimate, measure, and compare volume
		Real-World Problems: Volume	Use bar models, addition, and subtraction to solve real-world problems about volume
	Mental Math and Estimation	Meaning of sum	Relate 'sum' to the addition operation
		Meaning of difference	Relate 'difference' to the subtraction operation
		Rounding Numbers to Estimate	Use number line to round numbers to the nearest 10
			Use rounding to estimate sums and differences
			Estimate to check reasonableness of answers
	Money	Coins and Bills	Recognize $1, $5 ,$10 and $20 bills
			Show and count money using coins and bills to $20
			Write money amounts using dollars and cents
			Write dollars as cents and cents as dollars
		Comparing Amounts of Money	Compare amounts of money using tables
		Real- world Problems: Money	Use real world problems involving addition and subtraction of money
		Real- world Problems: Money	Solve real-world problems using $ and ¢ symbols
	Fractions	Understanding Fractions	Identify whether a shape is divided into equal fractional parts
			Read, write, and identify units fractions for halves, thirds ,and fourths
			Show fractions and a whole using model drawings
		Comparing Fractions	Compare two or more unit fractions using models of the same size
			Order two or more unit fractions with or without the use of models of the same size
		Adding and subtracting like Fractions	Identify fractions that name more than one equal part of a whole
			Use models to add and subtract fractions
			Add or subtract like fractions
	Time	The Minute Hand	Use the minute hand to show and tell the number for every five minutes after the hour
		Reading and Writing Time	Show and tell time in hours and minutes
		Using A.M &P.M	Use A.M and P.M to show morning, afternoon, or night
			Order events by time

Math	Multiplication Tables of 3 and 4	Multiplying 3 : skip-counting	Skip-count by 3s
			Solve multiplication word problems
		Multiplying 3: Using Dot Paper	Use dot paper to multiply by 3
			Use known multiplication facts to find new multiplication facts
			Identify related multiplication facts
			Solve multiplication word problems
		Multiplying 4: skip-counting	Skip-count by 4s
			Solve multiplication word problems
		Multiplying 4:Using Dot Paper	Use dot paper to multiply by 4
			Use known multiplication facts to find new multiplication facts
			Identify related multiplication facts
			Solve multiplication word problems
		Divide Using Related Multiplication facts	Find division facts using related multiplication facts
			Write a multiplication sentence and a related division sentence
			Solve division word problems
	Using Bar Models: Multiplication and Division	Real- World Problems: Multiplication	Use bar models to solve real-world multiplication problems
			Write multiplication sentences to solve real - world problems
		Real- World Problems: Division	Use bar models to solve division word problems
			Write division sentences to solve word problems
		Real- world problems: Measurement and Money	Use bar models to solve real-world problems on measurement and money
	Picture Graphs	Reading Picture Graphs with Scales	Read, analyze, and interpret picture graphs
			Complete picture graphs
		Making Picture Graphs	Make picture graphs
			Read and interpret picture graphs
		Line plots	Make a line plot to show data
		Real- World Problems: Picture Graphs	Solve real-world problems using picture graphs
	Lines and Surfaces	Parts of Lines and Curves	Recognize, identify, and describe parts of lines and curves
			Draw parts of lines and curves
		Flat and Curved Surfaces	Identify, classify, and count flat and curved surfaces
			Identify solids that can stack, slide, and/or roll
	Shapes and Patterns	Plane Shapes	Recognize and identify plane shapes
			Combine smaller plane shapes to make larger plane shapes
			Separate larger plane shapes into smaller plane shapes
			Combine and separate plane shapes in figures
			Draw plane shapes and figures on dot paper and square grid paper
		Quadrilaterals and Pentagons	Identify quadrilaterals and pentagons
			Recognize and draw shapes having a given number of angles
		Solid Shapes	Recognize and identify solid shapes
			Build models using solid shapes
			Combine and separate solid shapes
		Faces of a Cube	Identify and count the equal faces on a cube
		Making Patterns	Identify ,describe, extend, and create patterns using different

ANNUAL CURRICULUM OVERVIEW – APPLIED COMPUTERS

Objective		Focus	Integration	Software Applications	Technical Skills	Time Frame
Ribbon	Students use word processing software to format text and create Illustrations.	Page Layout Formatting Internet skill Document Creation	Language, Social Studies	Microsoft office word	Word Processing	Sem 1
Slide Deck	Students create a Presentation using various resources and they gather facts and Organize the same. Animation and transitions are applied to the slide show to create an interesting and informative Presentation.	Power Point Presentation Internet skills Slide Creation Picture insertion Formatting Animation, Transitions and Slide Show	Science, Language	Microsoft office Power Point Web Browsers	Graphics Presentation	
Sketch	Students draw and edit using various tools and create an innovative real world picture.	MT paint Object Creation Draw an image Formatting Flip and rotate	Arts Social Studies	MT Paint	Graphics	Sem 2
Catalogue	Students use various tools to design a poster or to create an invitation using pictures	Publisher Page Orientation Design Pictures	Language Arts	Microsoft office Publisher	Desktop publishing	

Mission:

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

Technology Integration:

Technology projects have detailed step by step instructions, that are used to integrate technology into curriculumeffectively 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, Animation 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.

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 - PHYSICAL EDUCATION		
Discipline	Game	Basic skills
Physical Education	Cycling	Balancing
		Stopping
		Riding
		Looking
	Swimming	Bobbing
		Leg beat – without holding the wall
		Floating – holding the wall
		Floating - without holding the wall with eyes open
		Arm action for free style
		Floating with leg beat
		Floating with leg beat and arm action
	Track and Field	Sprint
		Hurdles
		Relay
	Soccer	Dribbling
		Passing
		Receiving
		Throw - in

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 student s 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.

ANNUAL CURRICULUM OVERVIEW - PERFORMING ARTS				
Discipline	Music	Classical dance		Western dance
		Practical	Theory	
Performing Arts	• Introduction to music (aadhra sruthi) • Introduction to basic swaras • Types of songs (folk,western & melody) • Lyrical pronunciation (meanings and expression) • Voice modulation	• Basic postures (mandalam) • Namaskaram • Basics of adavu with hand movements • Basic adavu with anga sutham and thalam	• Asamyuta Hasthas & Meaning	• Basic warm up & flexibility exercises • Basic footworks • Combination of basic movements • 4 & 8 count movements • Body language & face expression

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