

PRIMARY SCOPE & SEQUENCE

2017-2018

*Esbjerg
International
School*



Primary Horizontal Scope and Sequence 2015/2016 Academic School Year

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Interpreting the Scope and Sequence



**Primary Horizontal Scope and Sequence
2015/2016 Academic School Year**

Mission Statement: EIS aims to create life-long learners who have the tools needed for a successful future as respectful and responsible citizens in local and global societies.

This document aims to give guidance on when the written curriculum will be taught. The **Programme of Inquiry** outlines the units which will be taught at each year level. The **Scope and Sequence** shows which curriculum expectations will be used to support the students' understanding of each unit's big idea and concepts.

To meet the learning needs of the students, teachers may be required to reorganize the curriculum expectations if necessary throughout the year.

Interpreting the Programme of Inquiry

Transdisciplinary Themes

describes the topic of the unit that the students will be inquiring into. All subjects are intergrated to support

Central Idea

is a driving statement for the unit understandings. It is engaging, relevant, challenging, and significant.

Lines of Inquiry

are open-ended questions to generate curiosity into the topic and make connections to previously gained knowledge.

Concepts

are mental constructs that are timeless, universal and abstract. Concepts are the lens used to view the central idea. Concepts enable students to make connections between and within subjects.

There are 10 **Learner Profile** attributes of the PYP: *reflective, balanced, caring, knowledgeable, risk-takers, open-minded, inquirers, communicators, thinkers* and *principled*. Each unit will intergrate 2-3 of these attributes to support the understanding of the Central Idea.

Transdisciplinary 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.	Where We and An inquiry into our world and time; persons and journeys; the explorations and discoveries of humankind; the relationships between and the impact of individuals and local and global perspectives.
Unit Topic	Communities	Outer
Central Idea	Communities cultivate a sense of belonging.	In progress..
Lines of Inquiry	In progress...	In progress..
Key Concepts	Reflection, Form	Change, Re
Related Concepts	Community, Belonging, Identity	Exploration, Survival
Learner Profile	Caring, Balanced	Knowledgeable takers
Attitudes	Empathy, Cooperation	Commitment
Skills	In progress...	In progress..

Early Years 0/1

Programme of Inquiry

Transdisciplinary Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
	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.	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.	An inquiry into the ways in which we discover and express our ideas, feelings, nature, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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.	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.	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.
Unit Topic	Growth		Stories	Wondering	Jobs	
Central Idea	In progress...		In progress...	In progress...	In progress...	
Lines of Inquiry	In progress...		In progress...	In progress...	In progress...	
Key Concepts	Reflection, Change		Function, Perspective	Causation, Responsibility	Connection, Form	
Related Concepts	In progress...		In progress...	In progress...	In progress...	
Leamer Profile	Inquirer, Balanced, Reflective		Communicator, Risk-taker	Inquirer, Thinker	Open-minded, Knowledgeable	
Attitudes	Independence, Tolerance		Confident, Cooperation	Curiosity, Commitment	Appreciation, Tolerance	
Skills	In progress...		In progress...	In progress...	In progress...	



**Primary Horizontal Scope and Sequence
2015/2016 Academic School Year**

Early Years 2

Programme of Inquiry

Transdisciplinary Theme	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
	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.	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.	An inquiry into the ways in which we discover and express our ideas, feelings, nature, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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.	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.	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.
Unit Topic	Family Background	Transportation	Play			The 3 Rs
Central Idea	In progress...	In progress...	In progress...			In progress...
Lines of Inquiry	In progress...	In progress...	In progress...			In progress...
Key Concepts	Function, Connection	Form, Change	Causation, Perspective			Responsibility, Function
Related Concepts	In progress...	In progress...	In progress...			In progress...
Learner Profile	Balanced, Open-minded	Thinkers, Inquirers	Communicators, Risk-takers			Principled, Caring
Attitudes	Empathy, Tolerance	Curiosity, Appreciation	Cooperation, Confidence			Respect, Creativity
Skills	In progress...	In progress...	In progress...			

PLEASE NOTE: As a recently approved new PYP Candidacy School, we will be developing a new scope and sequence document to better align with the teaching and learning philosophy of the IB Primary Years Program.

Interpreting the Scope and Sequence

The Scope and Sequence is a year long map of what curriculum expectations will be taught and when they will be taught. The curriculum expectations used to develop this scope and sequence primarily come from 2 sources:

- 1. Cambridge Primary Curriculum (Literacy, Math, and Science)**
- 2. IB Primary Years Program (History, Geography, Society, Art, Music, Information Communication Technology, Physical Education, and Technology, International-mindedness)**

There are 6 units for Year 1 -6 and 4 units for Early Years. Within a unit, all subjects are intergrated to support the understanding of the central idea.

This document will be updated throughout the school year. Each time a unit has been planned we will add the unit's learning outcomes here. Homeroom teachers will also email all the planned learning outcomes at the beginning of each unit.