

# 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.

|                                |   |  |
|--------------------------------|---|--|
| <b>Transdisciplinary Theme</b> | <b>Who We Are</b><br>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. | <b>Where We and</b><br>An inquiry into or and time; persons and journeys; the explorations and humankind; the re between and the of individuals and local and global p |
| <b>Unit Topic</b>              | <b>Communities</b>  | <b>Outer</b>   |
| <b>Central Idea</b>            | Communities cultivate a sense of belonging.   | In progress..  |
| <b>Lines of Inquiry</b>        | In progress...  | In progress..  |
| <b>Key Concepts</b>            | Reflection, Form  | Change, Res  |
| <b>Related Concepts</b>        | Community, Belonging, Identity  | Exploration, Survival  |
| <b>Learner Profile</b>         | Caring, Balanced  | Knowledgeable takers   |
| <b>Attitudes</b>               | Empathy, Cooperation  | Commitment   |
| <b>Skills</b>                  | In progress...  | In progress..  |

# Early Years 0/1

## Programme of Inquiry

| <b>Transdisciplinary Theme</b> | <b>Who We Are</b>  | <b>Where We Are in Place and Time</b>  | <b>How We Express Ourselves</b>   | <b>How the World Works</b>   | <b>How We Organise Ourselves</b>  | <b>Sharing the Planet</b>  |
|--------------------------------|--|--|---|--|---|--|
|                                | 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. |
| <b>Unit Topic</b>              | <b>Growth</b>  |  | <b>Stories</b>  | <b>Wondering</b>   | <b>Jobs</b>   |  |
| <b>Central Idea</b>            | In progress...   |  | In progress...  | In progress...   | In progress...  |  |
| <b>Lines of Inquiry</b>        | In progress...   |  | In progress...  | In progress...   | In progress...  |  |
| <b>Key Concepts</b>            | Reflection, Change   |  | Function, Perspective   | Causation, Responsibility  | Connection, Form  |  |
| <b>Related Concepts</b>        | In progress...   |  | In progress...  | In progress...   | In progress...  |  |
| <b>Leamer Profile</b>          | Inquirer, Balanced, Reflective   |  | Communicator, Risk-taker  | Inquirer, Thinker  | Open-minded, Knowledgeable  |  |
| <b>Attitudes</b>               | Independence, Tolerance  |  | Confident, Cooperation  | Curiosity, Commitment  | Appreciation, Tolerance   |  |
| <b>Skills</b>                  | In progress...   |  | In progress...  | In progress...   | In progress...  |  |



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

**Early Years 2**

**Programme of Inquiry**

| <b>Transdisciplinary Theme</b> | <b>Who We Are</b>  | <b>Where We Are in Place and Time</b>  | <b>How We Express Ourselves</b>   | <b>How the World Works</b>   | <b>How We Organise Ourselves</b>  | <b>Sharing the Planet</b>  |
|--------------------------------|--|--|---|--|---|--|
|                                | 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. |
| <b>Unit Topic</b>              | <b>Family Background</b>   | <b>Transportation</b>  | <b>Play</b>   |  |   | <b>The 3 Rs</b>  |
| <b>Central Idea</b>            | In progress...   | In progress...   | In progress...  |  |   | In progress...   |
| <b>Lines of Inquiry</b>        | In progress...   | In progress...   | In progress...  |  |   | In progress...   |
| <b>Key Concepts</b>            | Function, Connection   | Form, Change   | Causation, Perspective  |  |   | Responsibility, Function   |
| <b>Related Concepts</b>        | In progress...   | In progress...   | In progress...  |  |   | In progress...   |
| <b>Learner Profile</b>         | Balanced, Open-minded  | Thinkers, Inquirers  | Communicators, Risk-takers  |  |   | Principled, Caring   |
| <b>Attitudes</b>               | Empathy, Tolerance   | Curiosity, Appreciation  | Cooperation, Confidence   |  |   | Respect, Creativity  |
| <b>Skills</b>                  | 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.