International School of Billund

P1 Expectations

These expectations are based on the subject specific scope and sequence documents of the International Baccalaureate Organisation. This document outlines the expectations your child will be expected to meet at the end of a particular year level. In consultation with the homeroom/ subject teachers these expectations are to provide a framework for your child's learning.

Units of Inquiry

P1 will study six Units of Inquiry throughout the school year. The Unit of Inquiry encompasses the subject specific areas of Language, Mathematics, Science, Social Studies, Technology, Arts, Personal, Social and Physical Education.

Transdisciplinary Theme	Unit of Inquiry
Who we are An inquiry into the nature of the self; beliefs and values; of personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	**WELL-BEING** The way we think and behave affects our relationships with others **Curriculum focus:** Personal, Social and Physical Education
How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations nature and its value; societal decision-making; economic activities and their impact on humankind and the environment.	**JOBS** Our community creates jobs to meet our needs **Curriculum focus:** Social Studies
Where we are in place and time An inquiry into orientation in place and time; our 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.	**PLAY** The ways we play have similar characteristics around the world **Curriculum focus:** Social Studies

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 scientific and technological advances on society and on the environment.	**WEATHER** Weather has an impact on the earth and living things **Curriculum focus:** Science
How we express ourselves An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect, extend and enjoy our creativity; our appreciation of aesthetics.	**IMAGINATION** Imagination is a tool for extending our ability to think, create, and express ourselves **Curriculum focus:** The Arts
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.	**HABITATS** Living things have certain requirements in order to grow and stay healthy **Curriculum focus:** Science

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Language

Language is divided into four strands: Listening and Speaking, Reading, Writing and Viewing and Presenting.

Oral language—listening and speaking

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Our balanced programme provides meaningful and well-planned opportunities for students to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables students to articulate thoughts as they construct and reconstruct meaning to understand the world around them.

At the completion of the academic year, students should show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Conceptual understandings

The sounds of language are a symbolic way of representing ideas and objects
People communicate using different languages
Everyone has the right to speak and be listened to

Written Language- reading

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

At the completion of the academic year, students should show an understanding that language could be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Conceptual understandings

The sounds of spoken language can be represented visually
Written language works differently from spoken language
Consistent ways of recording words or ideas enable members of a language community to communicate
People read to learn
The words we see and hear enable us to create pictures in our minds
Different types of texts serve different purposes

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Written Language- writing

Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

At the completion of the academic year, students should show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.
Students will also work with writing grip and position.

Conceptual understandings

People write to communicate
The sounds of spoken language can be represented visually (letters, symbols, characters)
Consistent ways of recording words or ideas enable members of a language community to understand each other's writing
Written language works differently from spoken language

Visual language—viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs.

At the completion of the academic year, students should identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Conceptual understandings

People use static and moving images to communicate ideas and information
Visual texts can immediately gain our attention
Viewing and talking about the images others have created helps us to understand and create our own presentations

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Mathematics

Mathematics is divided into five interwoven strands: Number, Data Handling, Measurement, Shape and Space and Pattern and Function

Number

Students will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Students will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Conceptual understandings

Numbers can be used in many ways for different purposes in the real world
Numbers are connected to each other through a variety of relationships
Making connections between our experiences with number can help us develop number sense
Number operations can be modelled in a variety of ways
The operations of addition and addition are related to each other and used to process information to solve problems

Data Handling

Students will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The students will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Conceptual understandings

Information can be expressed as organised and structured data
Objects and events can be organised in different ways
Some events in daily life are more likely to happen than others

Measurement

Students will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements; particular tools allow us to measure and describe attributes of objects and events with more accuracy. Students will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Conceptual understandings

Standard units allow us to have a common language to identify, compare, order and sequence objects and events
We use tools to measure the attributes of objects and events
Estimation allows us to measure with different levels of accuracy

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Shape and Space

Students will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Students will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Conceptual understandings

Shapes can be described and organized according to their properties
Objects in our immediate environment have a position in space that can be described according to a point of reference
Shapes are classified and named according to their properties

Pattern and Function

Students will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, students will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Conceptual understandings

Patterns and sequences occur in everyday situations
Patterns repeat and grow
Whole numbers exhibit patterns and have relationships that can be observed and described

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The Arts

Arts expectations encompass Dance, Drama, Music and Visual Arts and have two strands: Responding and Creating. The responding and creating strands are dynamically linked and this is reinforced through continual reflection upon work throughout the creating process.

Responding

Through the arts students will begin to show an understanding that ideas, feelings and experiences can be communicated. They will begin to recognise that their own art practices and artwork may be different from others. Students are also beginning to reflect on and learn from their own stages of creating arts and are becoming aware that artworks may be created with a specific audience in mind.

Creating

Students will start to show an understanding that they can use the arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable to others. Awareness is beginning that their work can provoke different responses from others. The students will also start to understand the value of working individually and collaboratively when creating different art forms.

Personal, Social and Physical Education

Personal, Social and Physical Education is divided into three strands: Identity, Active Living and Interaction.

Identity

Through this strand students will begin to learn and understand that there are many factors that contribute to a person's identity and will become aware of the qualities, abilities, character and characteristics that make up their own identity. They will start to identify and understand their emotions in order to regulate their emotional responses and behaviour. Students will start to explore and apply different strategies to help them approach challenges and new situations with confidence.

Active Living

Students recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Students understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Interaction

Students will begin to recognise the value of interacting, playing and learning with others. They will be exposed to group work and start to understand that participation in a group can require them to assume different roles and responsibilities and a willingness to cooperate. Students will start nurturing relationships with others, share ideas, celebrate successes and offer as well as seek support as needed. Additionally students will begin to understand that responsible citizenship involves the conservation and preservation of the environment.

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Danish

We have a beginner Danish as an Additional Language class where students learn everyday language, basic vocabulary and grammar. If students arrive at ISB with little English, they follow an extra English support class initially instead of learning Danish. These students join Danish when they are more confident with the language of instruction.

Danish will be included in the Unit of Inquiry when relevant.

Mother tongue Danish students or those students with Danish at a higher level follow the Danish curriculum http://www.uvm.dk/Service/Publikationer/Publikationer/Folkeskolen/2009/Faelles-Maal-2009-Dansk

P1 Focus

Students will develop language skills and vocabulary in Danish.
Students will become acquainted with the Danish alphabet, the letter names, form and sound.
The students will be introduced to texts and begin reading.
They will begin to use spelling rules with listening words.
The students will be introduced to Danish children's literature.
We will use IT and other supplemental materials in teaching.