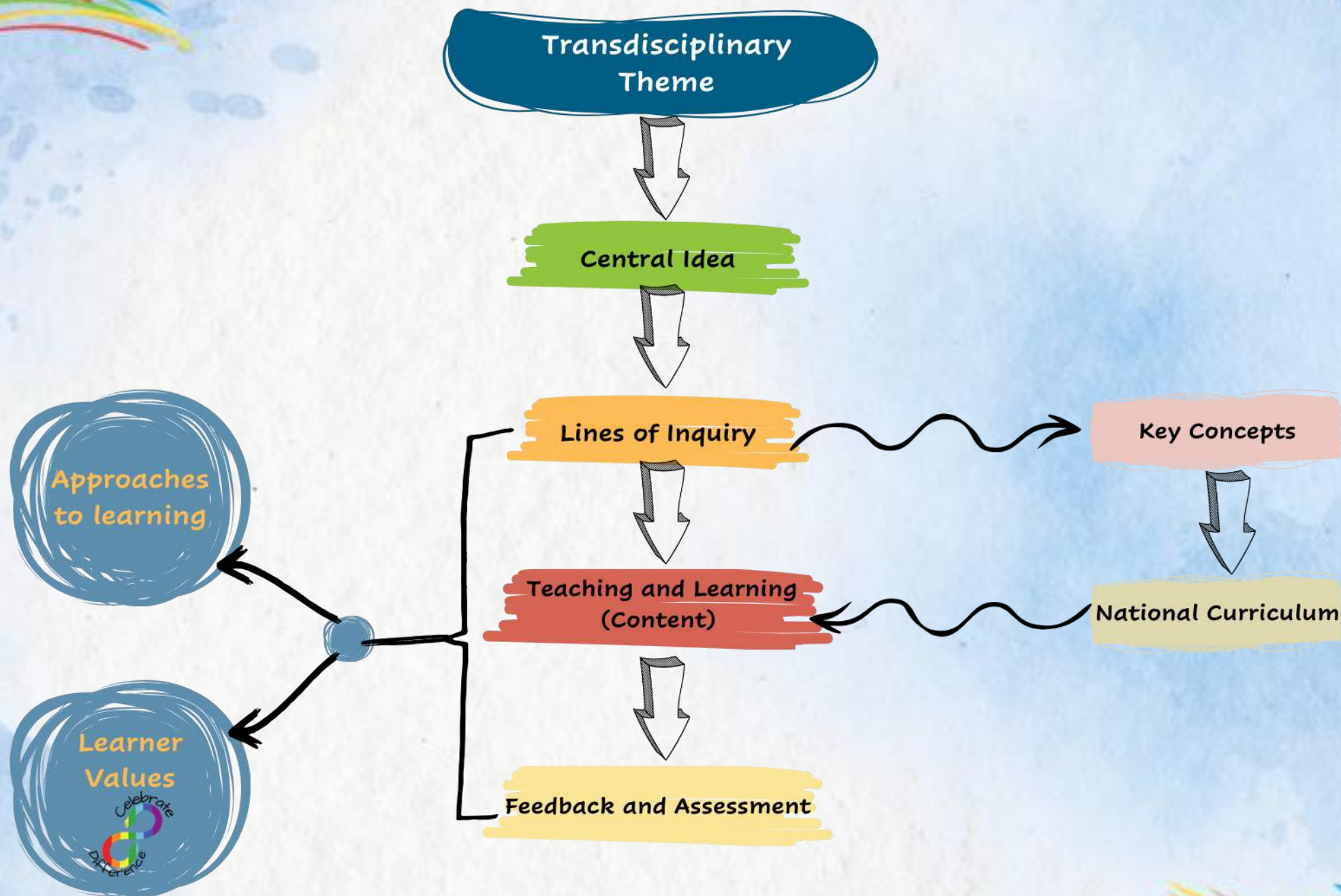


# The Primary Years Programme (PYP) is a transdisciplinary curriculum framework from years 3 to 8.

Transdisciplinary Themes	Key concepts	Approaches to learning	Learner values	UNESCO Sustainable development goals
<div>Who we are</div> <div>How we express ourselves</div> <div>Where we are in place and time</div> <div>How we organise ourselves</div> <div>Sharing the planet</div> <div>How the world works</div>	<p>Form - What is it like?</p> <p>Connection - How is it connected to other things?</p> <p>Function - How does it work?</p> <p>Perspective - What are the points of view?</p> <p>Causation - Why is it like this?</p> <p>Responsibility - What is our responsibility?</p> <p>Change - How is it changing?</p>	<p>Thinking</p> <p>Research</p> <p>Communication</p> <p>Social</p> <p>Self-Management</p>	<p>Inquirers Knowledgeable</p> <p>Thinkers Communicators</p> <p>Principled</p> <p>Open-Minded</p> <p>Caring</p> <p>Risk-Takers</p> <p>Balanced</p> <p>Reflective</p>	<p>Reduced inequalities</p> <p>Good health and wellbeing</p> <p>Industry, innovation and infrastructure</p> <p>Gender equality</p> <p>Sustainable cities and communities</p> <p>Peace justice and strong institutions</p>







# Transdisciplinary Theme

**Transdisciplinary is the word that the IB uses to describe a concept that is interconnected and can be applied across all subjects and to real life.**

**Within our Primary Years Programme the six transdisciplinary themes provide the framework for exploration and construction of knowledge.**

**Subjects are distinct, yet interconnected, allowing for holistic learning experiences.**

Who we are

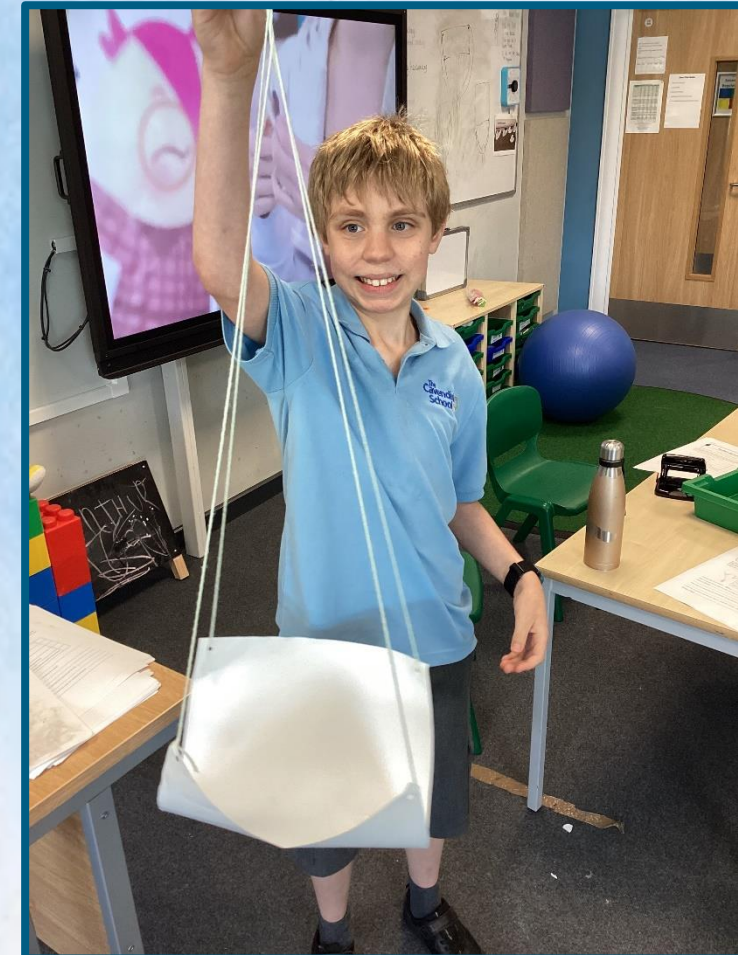
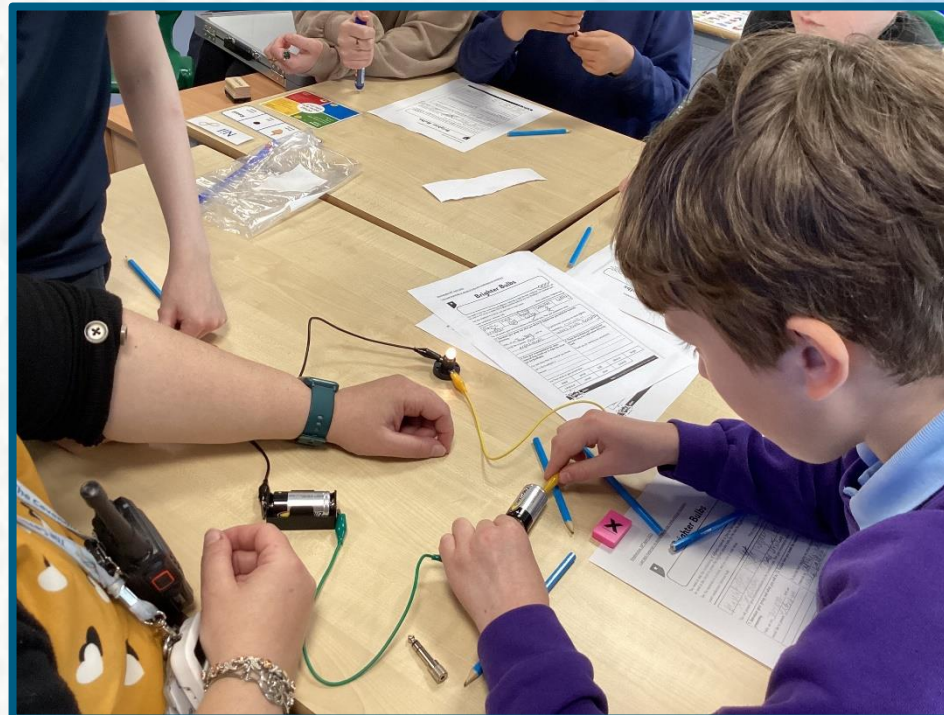
How we express ourselves

Where we are in place and time

How we organise ourselves

Sharing the planet

How the world works





## Central Idea

Central ideas – Is a statement that provides guidance for uncovering learning throughout the unit of inquiry. The central idea supports children's understanding of the Transdisciplinary Theme it is connected to and challenges and extends children's prior knowledge. The central idea is integral to conceptual understanding as well as factual knowledge.

Our central ideas are designed to be engaging, relevant and challenging.



## Lines of Inquiry

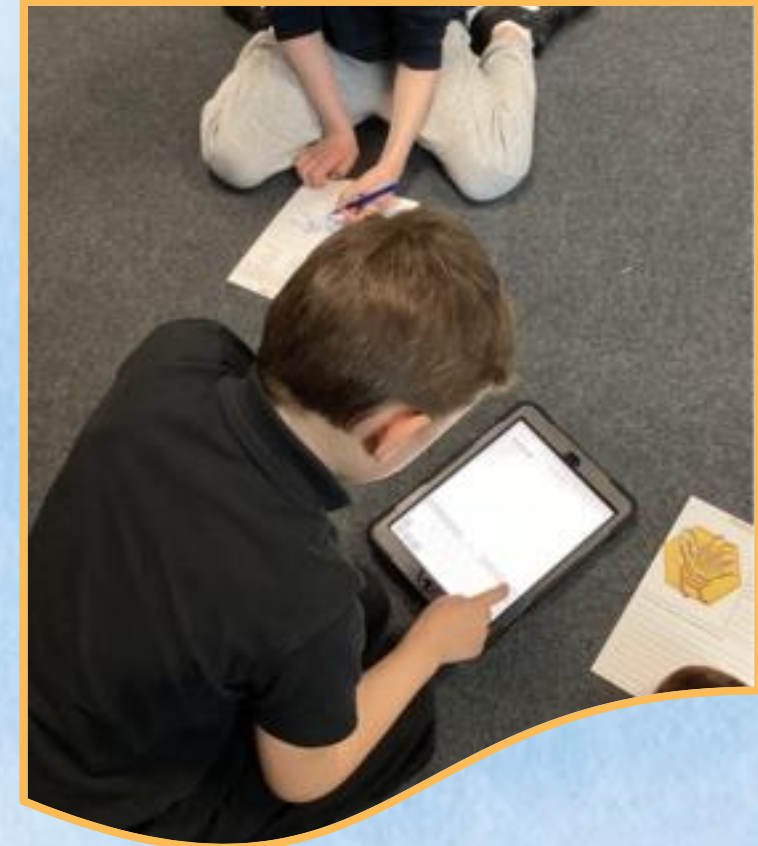
Inquiry - Is an approach to learning that involves a process of exploring the world. It's the philosophy/ the pedagogy that underpins how it is taught.

Lines of enquiry - Clarify the central ideas and define the scope of enquiry. They give focus and deepen understanding.

We have planned a focus for the unit of inquiry based on the expectations of the National Curriculum and the interests of the learners.

Approaches  
to learning

Learner  
Values





## Approaches to learning

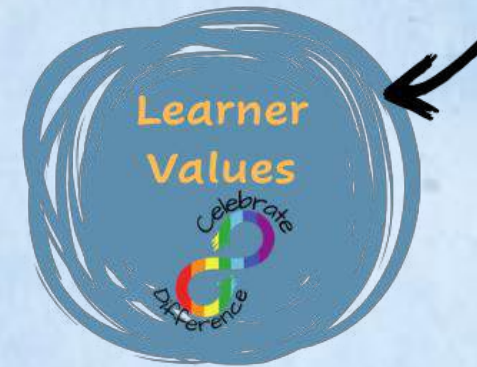


Approaches to Learning - There are 5 approaches to Learning; Communication Skills, Social Skills, Self-Management Skills, Thinking Skills and Research Skills. They are a broad group of skills that we use when we are fully involved in our learning. They are grounded in the belief that learning how to learn is fundamental to a pupil's education.

These skills are a really important part of education and life long skills that our children can take with them. These five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process (IBO 2017)

We have 10 Learner Values - each learner value is mapped out under our umbrella values. These values map to the IB learner attributes.

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. They support pupils to develop international-mindedness and take action for positive change. Exercising their agency, pupils take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.





## Teaching and Learning (Content)

Teaching and learning is organised to align subject knowledge with the lines of inquiry which expand from the central ideas. All central ideas and lines of inquiry are a joint venture with educators and learners having equal impact in their delivery.

Learners are invested and work collaboratively to create a curriculum linked with the PYP learner profile attributes and the National Curriculum objectives. Content aligns with the lines of inquiry and expectations set out within the National Curriculum, thus employing provoking and engaging learning opportunities which stimulate pupils to solve problems, think critically, and explore and draw informed and fair conclusions.



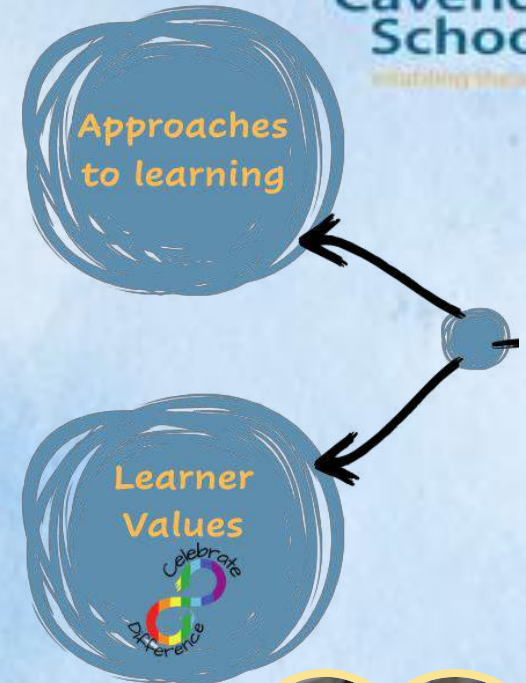
Approaches  
to learning

Learner  
Values





## Feedback and Assessment



Assessment incorporates both formative, and summative assessment, ensuring that pupil progress and attainment can be monitored accurately over time. Through effective assessment, educators and learners have a clear understanding of knowledge and understanding during different stages of learning. TCS use Evidence for Learning to provide a window in to the classroom learning journey and support parents to feedback on the connections and transference of skills into other environments. Regular information on assessments is provided for parents, enabling them to support their child's learning. It is also provided for governors and ELA Trust to ensure judgements about the effectiveness of the academy can be efficaciously made.





## Key Concepts

The PYP is driven by 7 key concepts Form, Function, Causation, Change, Connection, Perspective and Responsibility.

A concept is a “big idea” - a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erikson 2008). They are mental constructs which are broad, abstract, timeless and universal. They provide each unit of inquiry with direction and meaning. These ideas are explored and re-explored in order to develop a deep understanding.

Related Concepts - Are the concepts that link to the 7 key concepts. It helps to manage the breadth of the unit which will drive the planning and implementation of the unit.

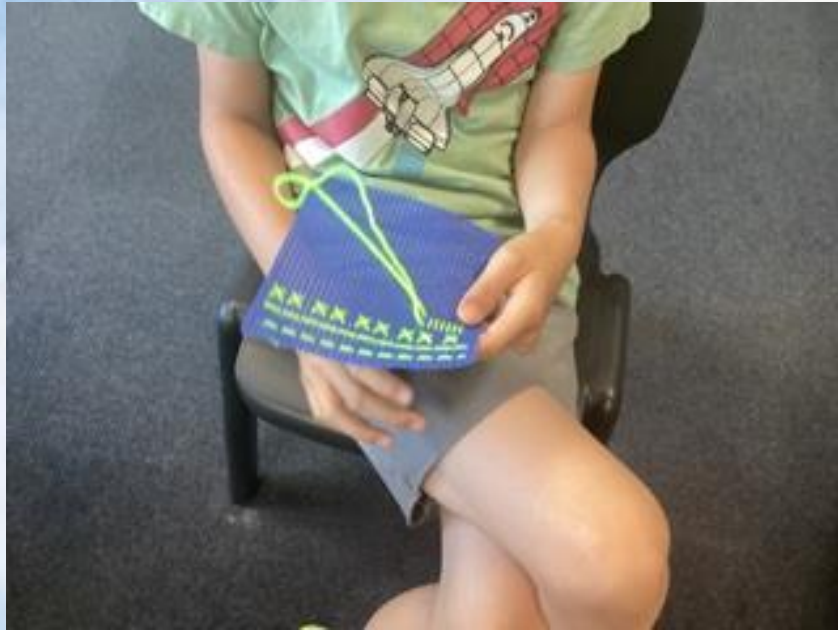
Approaches  
to learning

Learner  
Values






Transdisciplinary Connections – Are the interleaving subjects that link directly to the central idea.



This example is from Phase A, Spring 1 and as you can see the English, Geography, PSHRE and Art link directly to the central idea. There will be other subjects that also link in as the theme is explored.

An inquiry into...	Homes and Journeys
Central Idea	People's journey through life can lead to many different homes and places within a community
Lines of Inquiry and key concepts	<ol style="list-style-type: none"> <li>1. What makes a home (Form)</li> <li>2. People's responsibility to the area where they live (Responsibility)</li> <li>3. How concept of home may change through life (Change)</li> </ol>
Related Concepts	Home Community
Approaches to Learning	Research: Gathering and recording, creating
Learner Values	
Transdisciplinary Connections	English, Geography, PSHE/RSE, Art







There are 17 Sustainable development goals, these are mapped out throughout our curriculum and aim to transform the world for people with disabilities. It provides our children with the knowledge, skills, attributes and values necessary to address SD challenges.






# English book spine

The core texts are high quality, ambitious books with enriched language for the phase to base their English lessons.

These core texts are linked to the central idea.

Every class every term will build up to producing 2 quality pieces of writing from each text.

The inspirational read is a book that the class can read together over the term, to inspire a love of reading.

F	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transdisciplinary theme	Who we are		Where we are in place and time		Sharing the planet	
IB Core Texts						
Central ideas	The digital world and its impact on how we communicate and interact	Creating and responding to the arts develops an understanding of people and the world around us	Societies govern in diverse ways, systems are in place to organise communities and attribute roles	Businesses have plans and systems that shape their identity, which is influenced by the understanding of learning and reflection	How the world works and uncover the Earth's history how the world works and uncover the Earth's history	The natural and man-made world need to work in harmony for life to flourish and thrive
Genre (Model text and Purpose)	Advertisement Letter Alex to Jack (Informal) Diary Entry	Play scripts Soliloquy Letter writing (formal) Drama	Diary Entries Letters home	Narrative Comparison writing	Narrative Propaganda poster Character profiles	Poetry Fact Finding – Non chorological report
Class text (Inspiration Read)						



## Subject overviews

This is a Science subject overview. It shows the content that is covered each term.

On our website you will find subject overviews for the following subjects:

English  
Maths  
Art  
Humanities  
Science  
Computing  
Cooking  
Music  
PE  
PSHRE

	Curriculum year A	Curriculum year B	Curriculum year C	Curriculum year D	Curriculum year E	Curriculum year F
Autumn Term 1	<p><u>Living things: animals and humans 1</u></p> <p>nutrition</p>	<p><u>Living things: animals and humans 2</u></p> <p>identification</p>	<p><u>Living things: animals and humans 4</u></p> <p>Offspring Exercise Food chains</p>	<p><u>Living things: animals and humans 6</u></p> <p>Life cycles</p>	<p><u>Living things: cells, subcellular structures</u></p>	<p><u>Living things: cells, subcellular structures</u></p>
Autumn Term 2	<p><u>Living things: Body systems</u></p>	<p><u>Living things: Body systems</u></p>	<p><u>Living things: Body systems</u></p>	<p><u>Living things: Body systems</u></p>	<p><u>Living things: Body systems</u></p> <p>Skeletal and muscular system Digestion</p>	<p><u>Living things: Body systems</u></p> <p>Skeletal and muscular system Digestion</p>
Spring Term 3	<p><u>Earth and Space 1</u></p> <p>Seasons Rocks</p>	<p><u>Living things: habitats 1</u></p> <p>Explore, compare, identify</p>	<p><u>Earth and Space 2</u></p> <p>Planets</p>	<p><u>Living things: animals and humans</u></p> <p>Evolution and inheritance</p>	<p><u>Ecosystems</u></p>	<p><u>Ecosystems</u></p>
Spring Term 4	<p><u>Living things: Plants 1</u></p> <p>Seeds Conditions for growth</p>	<p><u>Materials and matter 2</u></p> <p>States of matter</p>	<p><u>Living things: habitats 2</u></p> <p>Classification Grouping, Environmental dangers</p>	<p><u>Living things: Plants 3</u></p> <p>Classification Evolution and inheritance</p>	<p><u>Plant reproduction, respiration and photosynthesis</u></p>	<p><u>Plant reproduction, respiration and photosynthesis</u></p>
Summer Term 5	<p><u>Materials and matter 1</u></p> <p>Everyday materials States of matter</p>	<p><u>Living things: Plants 2</u></p> <p>Identify, functions, investigate</p>	<p><u>Materials and matter 3</u></p> <p>Properties and changes</p>	<p><u>Materials and matter 4</u></p> <p>Properties and changes Changes of state</p>	<p><u>Human reproduction</u></p>	<p><u>Human reproduction</u></p>
Summer Term 6	<p><u>Forces and energy 1</u></p> <p>Light</p>	<p><u>Forces and energy 2</u></p> <p>Sound</p>	<p><u>Forces and energy 3</u></p> <p>Electricity</p>	<p><u>Forces and energy 4</u></p> <p>Forces Magnets</p>	<p><u>Evolution and inheritance</u></p>	<p><u>Evolution and inheritance</u></p>



# IB Programmes of Inquiry

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transdisciplinary theme	Who we are		Where we are in place and time		Sharing the planet	
An inquiry into...	Relationships including families, friends, communities and cultures	Personal, physical, mental, social and spiritual health	Homes and Journeys	Personal Histories	Rights and responsibilities in the struggle to share finite resources with other people & living things	Peace and conflict resolution
Central Idea	Humans are generally social beings with many relationships within family and community affected by our interactions	Having healthy minds and bodies contribute to people's ability to grow and thrive.	People's journey through life can lead to many different homes and places within a community	Humans are a sum of their experiences and values	People have a responsibility to look after the planet for all who inhabit it.	Nations can emerge as a result of conflicts and battles
Lines of Inquiry and key concepts	1. What a relationship is and the forms they can take (Form) 2. The qualities that make a good and strong community (Perspective) 3. How peoples' behaviours and values change relationships (Connection)	1. How the different parts of the body & mind work together (Function) 2. How our bodies, thoughts & views change as we grow older (Change) 3. How positive social experiences and communications are linked to resilience and emotional health. (Connection)	1. What makes a home (Form) 2. People's responsibility to the area where they live (Responsibility) 3. How concept of home may change through life (Change)	1. How heritage can influence values and ethos (Function) 2. How religion may both connect and divide people (Causation) 3. The role of diversity in the development of communities (Perspective)	1. How living things in a habitat are all connected (form) 2. How changing one population has an effect on other populations in an ecosystem (Change) 3. How changes to the environment can cause harm to living things (Responsibility)	1. The causes of wars and conflicts (causation) 2. Different perspectives on the issues and impacts of war (Perspective) 3. How aspects of modern life are linked to past conflicts (Connection)
Related Concepts	Family Community Behaviour	Health Development Nutrition	Home Community	Diversity Religion Heritage Tradition	Ecosystem Food Chain Pollution	Peace Conflict Perception
Approaches to Learning	<b>Social:</b> Social intelligence <b>Communication:</b> Listening, interpreting, speaking	<b>Self Management:</b> Emotional management, Mindfulness, Resilience <b>Research:</b> Formulating and planning	<b>Research:</b> Gathering and recording, creating	<b>Thinking:</b> Reflection, Considering new perspectives <b>Social:</b> Respecting others	<b>Thinking:</b> Forming decisions, application in multiple contexts <b>Research:</b> online perspectives	<b>Social:</b> Resolving conflict <b>Research:</b> synthesizing and interpreting
Learner Values						
Transdisciplinary Connections	English, PSHE/RSE	English, Science, PSHE/RSE, PE	English, Geography, PSHE/RSE, Art	English, History	Science, English	History, English, PSHE/RSE
Core Texts						
UNESCO sustainable development goals	Reduced Inequalities	Good health and wellbeing	Industry, Innovation and infrastructure	Gender equality	Sustainable cities and communities	Peace justice and strong institutions



## Progression document

This is an English speaking and Listening Progression document.

The skills and knowledge on this has come from the IB scope and sequence document and the National Curriculum. They have been cleverly combined to ensure we have no gaps and clear progression from Stage 1 through to Stage 5.

On our website you will find progression documents for the following subjects:

English  
Art  
Science  
Cooking  
Music

Maths  
Humanities  
Computing  
PSHRE  
PE

English	EYF5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	Stage 1	Stage 2		Stage 3		Stage 4		Stage 5	
Speaking and Listening	Shows an understanding of the value of speaking and listening to communicate (IB) Recognise that sounds are associated with objects or symbolic representations of them (IB) Uses language to name their environment (IB) Uses language to get to know each other (IB) Uses language to initiate and explore relationships (IB) Uses language to question and inquire (IB) develop my vocabulary and understanding by listening to and discussing a wide range of poems at a level beyond that at which I can read independently with an adult develop my vocabulary and understanding by listening to and discussing a wide range of stories at a level beyond that at which I can read independently with an adult develop my vocabulary and understanding by being encouraged to link what I or hear read to my own experiences develop my vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics develop my vocabulary and understanding by recognising and joining in with predictable phrases develop my vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart	Understand that sounds and symbols are associated with objects, events and ideas (IB) Understand that objects or symbols may have different sounds or words associated with it in different languages. (IB) Begin to be cognizant about the high degree of variability of language and its uses (IB) develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, and expressing views about a wide range of contemporary and classic poetry at a level beyond that at which I can read independently discuss the sequence of events in books and how items of information are related with an adult become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales talk about non-fiction books that are structured in different ways recognise simple recurring literary language in stories Recognise simple recurring literary language in poetry discuss and clarifying the meanings of words, linking new meanings to known vocabulary discuss my favourite words and phrases continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand that the way an ad. is structured or organized, conveys meaning by telling an adult or writing it down. (IB) Identify the theme (truth, lesson, or message) of a poem by telling an adult or writing it down Identify how many stanzas are in a poem by telling an adult or writing it down Identify the way a poem is structured or organized (number of stanzas) conveys meaning by telling an adult or writing it down. (IB)		Show an understanding of the wide range of purposes of spoken language: to instruct, inform, entertain and reassure (IB) Show an understanding that each listener's perception of what they hear is unique (IB) Compile rules about the use of different aspects of language (IB) Can listen and respond appropriately to adults Can listen and respond appropriately to my peers Can listen and respond appropriately in a small group Can listen and respond appropriately in the whole class Can ask relevant questions to extend their knowledge about a topic Can ask relevant questions to extend my understanding about a topic Participate actively in collaborative conversations with an adult Participate actively in collaborative conversations with a peer Participate actively in collaborative conversations with a small group Participate actively in collaborative conversations with the whole class stay on topic initiates talk about IB topics responds to talk about IB topics Speak audibly and fluently showing an increasing command of Standard English Gives well-structured descriptions to adults for different purposes to an adult Gives well-structured descriptions to adults for different purposes to a peer Gives well-structured descriptions to adults for different purposes to a small group Gives well-structured descriptions to adults for different purposes to the whole class. Gives well-structured explanations to adults for different purposes to an adult Gives well-structured explanations to adults for different purposes to a peer Gives well-structured explanations to adults for different purposes to a small group Gives well-structured explanations to adults for different purposes to the whole class		Show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions (IB) Show awareness that language is a vehicle for becoming knowledgeable (IB) Show awareness that language is a vehicle for negotiating understanding (IB) Show awareness that language is a vehicle for negotiating the social dimension (IB) Participate in discussions Participate in presentations Participate in performances Participate in role play Participate in improvisations Participate in debates Select and use appropriate registers for effective communication Discuss and evaluate how authors use language and considers the impact on the reader. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Participate in discussions about books that are read to me with adult prompting Participate in discussions about books that are read to me without adult prompting. Participate in discussions about books that I can read for myself, building on my own ideas Participate in discussions about books that I can read for myself, building on my own and others' ideas. Participate in discussions about books that I can read for myself, building on my own and others' ideas and challenging views courteously.		Able to understand the difference between literal and figurative language (IB) Know how to use language differently for different purposes (IB) Show awareness that they are building on their previous experiences and using language to construct new meaning (IB) Summarise plots and themes from a drama or presentation or film adaptation of a book Consider why things are different film to book Discuss language and body language as a representation of experiences and character speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion Speak confidently and effectively by giving short speeches and presentations, Speak confidently and effectively by expressing their own ideas and keeping to the point Speak confidently and effectively participating in formal debates and structured discussions Speak confidently and effectively in structured discussions summarising and/or building on what has been said improvise, rehearsing and performing play scripts improvise, rehearse and perform poetry improvise, rehearsing and performing play scripts and poetry in order to generate language improvise, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact Create a radio, T.V broadcast, or podcast. Speak confidently and effectively Using standard English	





# Thank you



If you have any questions or queries about what your child is learning at The Cavendish School, we would be delighted to talk to you.

Please contact the school on [hello@tcs.tela.org.uk](mailto:hello@tcs.tela.org.uk) with your questions.