



English Language

During PYP3, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

READING

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

WRITING

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers
- Leave spaces between words
- Begin to use basic grammar
- Use punctuation: (, ? !)
- Use common plural & verb suffixes

ORAL

- Participate actively in collaborative conversations
- Consider different points of view
- Talk about his/her own feelings in response to visual messages
- Listen & respond appropriately
- Ask relevant questions
- Maintain attention and participate
- Speak audibly and fluently with an increasing command of standard English

Units of Inquiry

The IB Primary Years Program is a guided inquiry approach to learning and teaching. Inquiry-based units of study, known as Units of Inquiry, are the focus for learning and are integrated into various curriculum areas. Students experience what it is like to think and act like a historian, scientist, engineer or a mathematician. All of the Science and Social studies content is taught through the units of inquiry and is outlined below.

WHO WE ARE

Our family and culture make us special.

LINES OF INQUIRY

- Personal and family characteristics
- How our family and culture make us who we are
- How we are the same and different
- Our rights and responsibilities in the community

HOW WE EXPRESS OURSELVES

People express themselves through different forms of art.

LINES OF INQUIRY

- Different forms of art
- Ways in which nature, ideas and feelings are expressed
- Artists and their work over time

WHERE WE ARE IN PLACE AND TIME

Earth's landforms change throughout time.

LINES OF INQUIRY

- Earth's different landforms
- Locating landforms on Earth
- How landforms change

SHARING THE PLANET

Living things have needs to grow and stay healthy.

LINES OF INQUIRY

- Different forms of art
- Ways in which nature, ideas and feelings are expressed
- Artists and their work over time

Mathematics

- Count up to 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays
- Use common vocabulary for comparison, (e.g. heavier, taller, full, longest, quickest)
- Begin to measure length, capacity and weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2D and 3D shapes
- Order & arrange objects
- Describe position & movement, including half and quarter turns
- Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

Portuguese

- Descreve sensações e sentimentos provocados pelo texto com vocabulário assertivo.
- Identifica e reconhece semelhanças e diferenças em textos visuais.
- Faz uso de linguagem corporal para reforçar ou acrescentar significado às apresentações orais.
- Percebe que a informação visual contribui para a compreensão do contexto.
- Questiona e compartilha conhecimentos sobre as leituras apresentadas.
- Reproduz textos oralmente.
- Seleciona e incorpora cores, formas, símbolos e imagens em apresentações visuais.

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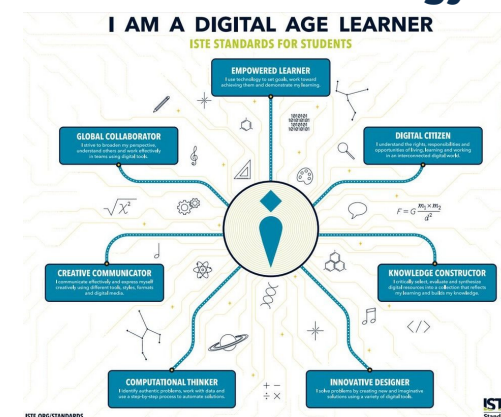
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Personal & Social Education

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Educational Technology



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