

The Elementary school offers the Primary Years Programme designed for students aged 3-12 years and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

Throughout the school, our teachers strive to:

- Provide a nurturing atmosphere that supports the student's emotional well-being, encourages positive social interaction and international-mindedness.
- Provide a variety of experiences which enhance learning.
- Encourage a positive attitude to learning by engaging students in inquiry and develop their awareness of the process of learning to promote their development as life long learners.
- Emphasis through the Learner Profile, the development of the whole student – physically, intellectually, emotionally and ethically
- Work with each student at his/her developmental level, incorporating teaching strategies appropriate for different learning styles.

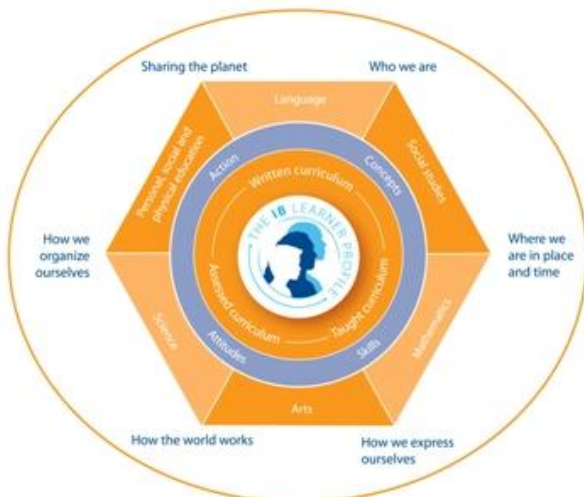
ISPP General Learning Targets

The International School of Phnom Penh is an IB World School. Our General Learning Targets encompass all the characteristics and profiles found in the IB Learner Profile. It is our expectation that students attending our school will:

- be **PRINCIPLED & BALANCED**
- be **THINKERS**
- be **COMMUNICATORS**
- be **INQUIRERS**

Our Teaching Methodology

We believe that students learn best when actively engaged in their own learning. Substantial and in-depth structured inquiry is used as a vehicle for learning. The most significant and distinctive feature of the PYP is the six transdisciplinary themes. These themes focus on issues that have meaning for and are important to all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. Teachers work in teams to develop the units of inquiry which are in-depth investigations into important ideas. Teachers collect evidence of how well students understand the ideas being investigated.



The **units of inquiry** are structured around important concepts and provide a context in which students can gain understanding, and at the same time, acquire essential knowledge, skills and attitudes.

Students engage in research, applying and acquiring a variety of thinking and learning skills. They use multiple sources to look at different points of view to current issues and problems. Teachers allow for a variety of learning styles and language levels.

Units of Inquiry: (organised around six themes)

1. **How We Express Ourselves** - "Everyone Has a Tale to Tell", an inquiry into the messages conveyed by writers and are influenced by personal experiences and society.
2. **Who We Are** – "Body Journeys", an inquiry into how the ways we act and communicate reflect the beliefs that we hold.
3. **How the World Works** – "Energy", an inquiry into how the body systems work together to keep us alive.
4. **How We Organize Ourselves** – "Nature Unleashed", an inquiry into how extreme weather conditions and other phenomena occurring in nature can have a major impact on people's lives.
5. **Sharing the Planet** – "Grade 4: Peace & Conflict", an inquiry into how the actions and attitudes of humans create peace or conflict. "Grade 5 PYP Exhibition", a culminating student-led inquiry.
6. **Where We Are in Time and Place** – "Who Goes There?", an inquiry into throughout history people have settled in new locations with wide-ranging effects.

Social Studies

Concepts are explored within the units of inquiry and are arranged under the strands of human systems & economic activities, social organization & culture, continuity & change, human & natural environments and resources & the environment. Students engage in research, applying and acquiring a variety of thinking and learning skills, using multiple sources and looking at different points of view. They apply geographical and societal concepts, skills and attitudes to current issues and problems. They learn how to collect and interpret various data.

Science

Concepts are explored within the Units of Inquiry and are arranged under 4 main strands: living things, earth and space, materials, forces and energy. Students develop their observation skills, gather and record information in a number of ways, reflect findings to identify patterns or connections. They make predictions and test and refine their ideas with increasing accuracy. Students use their learning to plan positive and realistic action to improve their welfare and that of other living things and the environment.

Language

Language is integrated into all areas of the curriculum. The learning expectations in language are arranged into 3 main strands: oral communication, written communication and visual communication. Sub-strands include: listening, speaking, reading, writing, viewing and presenting.

Oral Communication

Listening: Students listen to people and texts for general and precise meaning. They learn to listen attentively, to understand and evaluate what they hear, to think about literal and inferred meanings and respond appropriately.

Speaking: Students use talk to generate, develop, modify and present ideas. They participate in complex discussions, group meetings, debates and group presentations. They practise how to argue persuasively and present a viewpoint not necessarily their own.

Written Communication

Reading: Students read a wide range of texts with increasing accuracy and understanding. They discuss what has been read, reflect on and talk about the motivations and feelings of characters in the story and analyse details of plot and characterization. They work to recognize and articulate meaning beyond the literal. They recognize structural and stylistic differences between fiction and nonfiction. They locate and use a range of reference materials to locate information.

Writing: Students write with increasing fluency for a wide range of purposes, using the six traits of ideas, voice, sentence fluency, conventions, word choice and organization. Through this they develop an effective vocabulary and a variety of sentence structures. They use the writing process confidently; planning, drafting, revising, editing and presenting their writing. They evaluate their writing and act upon the responses of others to that writing.

Visual Communication

Viewing and Presenting: Students develop appropriate viewing behaviours for a large range of visual material. They respond orally and in writing using specific detailed vocabulary and terminology. They learn about media elements and the effect of design on meaning. They learn the purpose of visual material and to identify stereotypes. They begin to work with a variety of media to plan and carry out different projects.

Additional Languages

English as an Additional Language (EAL), French, Khmer and Mandarin Language

English for second language students is offered as a foreign language. French Khmer and Mandarin are offered at an introductory level. The main goal is for students to begin acquiring an additional language. These courses emphasise the development of oral communication and later moving towards basic skills of reading and writing.

Mother Tongue

We offer students from Grade 2-5 classes in their mother tongue. Research suggests that improving a student's mother tongue benefits the learning of an additional language. Only fluent speakers are eligible for these classes. The programme is not intended for those students wishing to learn an additional language. Our aim is to work towards students achieving literacy skills at the equivalent grade level in their 'home' countries.

Mathematics

The mathematical process skills of problem solving, developing logic and reasoning, and communicating mathematical ideas, are learned and assessed within 5 strands. Students develop skills and knowledge in:

- Number – Encode and decode numbers to millions and beyond, identify place value to a minimum of 6 digit numbers and extend the use of our number system to the tenths place and beyond. Understand the relationship between the four operations, for positive and negative integers, fractions and decimals. Consolidate and recall basic facts to create and solve problems using more than one operation.
- Measurement – Measure accurately using standard metric units of volume, mass, length and time. Be able to measure area, perimeter and angles.
- Shape and Space – Describe, classify and model 2D and 3D shapes and understand words to describe parts of the shapes. Use vocabulary of angle types and special triangles and quadrilaterals.
- Data Handling – Design, survey, process data and interpret results using mathematical language. Use bar, circle and line graphs. Understand and use median, mean and mode. Express probability on a scale from 0% to 100%.
- Pattern and Function – Identify and describe features of patterns as generalized rules and functions and apply multiplication and division as inverse operations.

The Arts

Many of the concepts are explored within the units of inquiry and are arranged under 2 main strands: responding and creating.

Art: The goal of the elementary art program at ISPP is to enrich the lives of all students through the understanding and production of visual art. Many of the concepts explored will be within the units of inquiry. All students will be taught basic art fundamentals while also instilling art appreciation within them. These skills will lead the students towards better self-expression and the ability to better identify within their environment. The visual arts are also a valuable learning tool that reinforces the other disciplines, such as reading, writing, social studies, science, and math. As students become educated in the arts, their minds, lives, and talents will begin to flourish in every aspect of their lives.

Music: Students experience a range of songs in different languages and from different times and develop increasing control over their singing voice. They perform on a number of instruments with increasing accuracy. They create their own music, exploring, selecting and organizing sounds in increasingly complex musical structures and begin to read stave notation. Students have the opportunity to value a wide variety of music to develop their understanding of different times and cultures and the ways in which music is used in different societies.

Drama: Students use drama to examine concepts from the units of inquiry. They explore through a variety of exercises the way the body and voice can be manipulated to depict a character, an emotion or a concept. Through role-play, they engage with concepts taken from the unit of inquiry to better understand the content. They continue to use the basic elements of drama such as role, plot, focus, situation and space, to present ideas.

Media and Technology



PROGRAMME SUMMARY: GRADE 4/5

2011 - 2012



The information and communication skills of media are integrated throughout the curriculum. Students learn and use the media skills of discovery (research), creation, and communication to support and enhance their learning in all subject areas. They learn about on-line research, library orientation and library systems.

Students explore the use of modern technology as a tool to reach the goals of our curriculum. Computers, software, digital photography, and safely guided exploration of the internet will help our students to become more balanced members of our community. Advanced levels of word processing, presentation software, and typing skills are introduced to aid in preparation of their digital portfolios.

Personal, Social Education and Physical Education

Concepts are explored within the units of inquiry and are arranged under 3 main strands: identity, active living and interactions

Personal and Social Education: Students show increasing initiative and self-direction through their actions. They

develop coping strategies to manage a range of feelings and situations. They set personal goals and are encouraged to be self-reflective. They work cooperatively, use discussion and compromise to resolve conflicts, and seek help when unable to resolve them independently.

Physical Education: Content of the course includes: athletics, gymnastics, dance fitness, fundamental skills, football games, hitting sports, throwing sports and swimming. Students discover the capabilities of their bodies and are exposed to a number of situations, which develop motor skills that may later be applied to sports. They learn about positive leisure time pursuits and are introduced to ways to maintain a healthy and active lifestyle.

Host Country Awareness

Appreciation and understanding of the host nation culture is an important component of our programme. Cambodian staff and classroom teachers integrate aspects of Cambodian culture and language into their Units of Inquiry. At other times, Cambodian staff may assist teachers in initiating classroom discussions and activities involving local festivals, celebrations, the Arts, customs and beliefs.