

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.

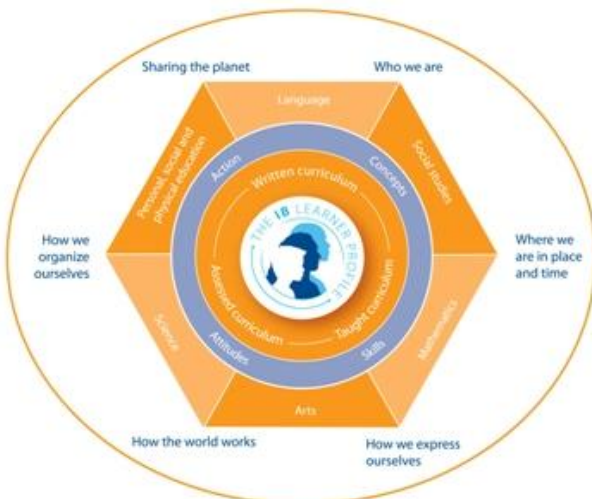
ISPP General Learning Targets

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.

Units of Inquiry: (organized around six themes)

1. **Who We Are** – "Friends", an inquiry into creating and maintaining friendships is essential for our well-being.
2. **Where We Are in Place and Time** – "Shelters", an inquiry into types of shelter are influenced by geography, culture, and available resources.
3. **How We Organize Ourselves** – "Let's Go!", an inquiry into transportation systems are directly related to the needs of a community.
4. **Sharing the Planet** – "Plants", an inquiry into plants are essential to animals and human life.
5. **How We Express Ourselves** – "Imagine That", an inquiry into imagination is a powerful tool for extending our ability to think, create and express ourselves.
6. **How the World Works** – "Water", an inquiry into water has unique properties and is essential to life.

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, identify patterns, make predictions, and refine their ideas. They explore the way objects and phenomena function, and gain an understanding of cause and effect relationships. They develop a growing awareness of different perspectives and learn to care for themselves, other living things and the environment.

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 through time, human & natural environments and resources & the environment. Students start to formulate questions and use appropriate language of the past, of place and of society. They begin to empathise with people and start to distinguish between fact and opinion.

Language

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

Oral Communication

Listening and Speaking: Children use oral language appropriately and with increasing confidence to discuss their thoughts, feelings, opinions and ideas. They appreciate that listening is important, and in both small and large group situations, listen with more concentration and consideration. They are able to make reasonable predictions and recall main events.

Written Communication

Reading: Children read simple books, with increasing independence and confidence, for pleasure and information. They start to use a range of reading strategies to make sense of texts. They become aware of the characters, the plot and understand and respond to the ideas and feelings expressed. They read daily, either independently, in small groups or in whole-class situations.

Writing: Children write simple sentences and stories using known words, spelling patterns and phonetic spelling approximations. They have the opportunity to write for different purposes. They begin to plan, edit and review their own writing. Handwriting is taught using the modern cursive style.

Visual Communication

Viewing and Presenting: Children understand that communication involves both visual and verbal features. They become aware that signs and symbols carry meaning and begin to read a range of signs in their immediate environment. They experience information presented by different media including TV and computer. They begin to use visual media to locate and present information.

Mathematics

Problem solving, communicating mathematical ideas and developing logic and reasoning are learned and assessed within the following five strands:

- Number – Estimate, compare, order, encode and decode numbers to 100. Add and subtract numbers to 20 using manipulatives and mental calculation. Understand all four operations, understand place value.
- Measurement – Using non-standard units compare time, length, mass, volume, capacity, temperature and area.
- Shape and Space – Explore, sort, classify and describe 3D and 2D shapes. Use conventional location language to give directions and position.
- Data Handling – Understand and describe the attributes of a sorted set of objects. Collect, display and interpret data in simple graphs and identify events that are likely and unlikely.
- Pattern and Function – Create, continue, and describe patterns using a variety of manipulatives.

The Arts

Many of the concepts explored will be 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: Through a variety of songs and pieces children develop an understanding for talking versus singing, high

and low pitch, loud and quiet and sound and silence. Through music they work on being able to keep time, explore rhythm, and move creatively. They develop an awareness and appreciation of music from different cultures.

Drama: Children have the opportunity to participate in a variety of drama activities such as mime, role play, plays, puppet theatre and simulation games. They use drama to examine concepts from the Unit of Inquiry being studied, and as a tool for developing the skills associated with reading, writing, talking and listening. Children become increasingly confident in performance skills.

Media and Technology

Students are introduced to media resources, including books, audio, video, CD-ROMs, computers and other materials. The information and communication skills of media are integrated throughout the curriculum. Students become familiar with the library and computer resources in the Media Centre.

Students explore the use of modern technology as a multi discipline tool to reach the goals of the curriculum. Basic skills such as English Language and Math are reinforced through software. The mainstream teachers team up with the technology staff to choose appropriate educational websites for students to visit.

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: Children inquire into issues of self-concept, health and safety and explore ways of becoming successful learners. They also explore ways to effectively interact with others and the environment promoting cultural understanding.

Physical Education: Content of the course includes: cooperation games, football skills, athletics, handball games, gymnastics, hitting skills, dance, games and swimming. Children discover the capabilities of their bodies. Students are exposed to a number of situations which develop motor skills that may later be applied to various sports. They learn to follow directions, be aware of rules, and work as a team. They learn about the relationship between exercise and being healthy.

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.