



# PYP Handbook

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## **IB Mission Statement**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

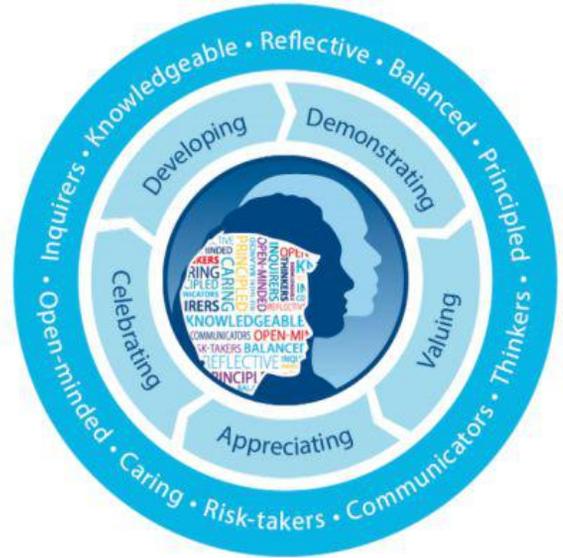
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Podar Mission Statement**

To provide opportunities through a stimulating, safe and supportive environment for attaining personal mastery and team spirit by collaborative learning. Students develop not only their knowledge, understanding and skills necessary for success in the 21st century, but also develop strong moral values especially appreciation and respect for different cultures to become proactive and responsible world citizens.

## IB Learner Profile- The IB Mission Statement in Action

- The IB learner profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth.
- Developing and demonstrating the attributes of the learner profile provides an important foundation for international-mindedness.
- The learner profile supports students in taking action for positive change.



**The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

### **As IB learners we strive to be:**

#### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### **BALANCED**

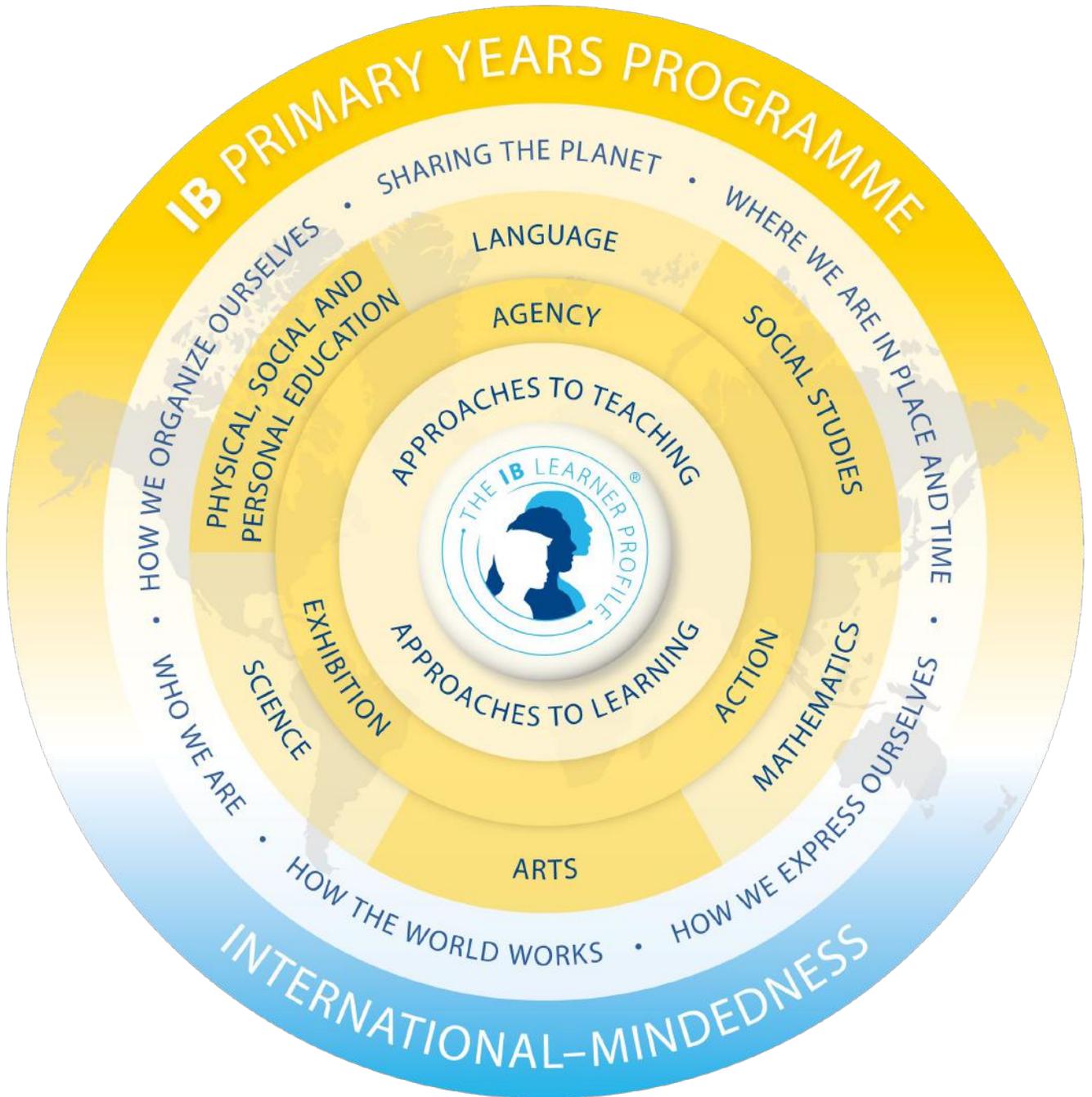
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

#### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**

# PYP Framework



## PYP at a Glance



**The Written Curriculum**  
**The Taught Curriculum**  
**The Assessed Curriculum**

## Why did we choose the PYP?

PORTIS offers the Primary Years Program of the International Baccalaureate because it puts the student at the center of the learning process, explicitly values the diversity of its student, parent and teacher populations and strives to benefit from its diversity by exploring multiple perspectives and experiences.

The PYP integrates best practices from different national curricula and is in line with current educational research. The PYP aims to offer a balanced program that focuses on acquiring significant knowledge, developing essential skills, understanding meaningful concepts, developing positive attitudes, leading to thoughtful action.

The PYP believes that an inquiry based teaching method, structured in Units of Inquiry with cross curricular links to other subjects areas, is an effective approach to teach the knowledge, skills, concepts and attitudes that we value.

# Elements of PYP

## Exploring the elements

Effective teaching, Albright (2016: 532) believes, “is implicitly transdisciplinary”, and, by design, multiple elements of the PYP bring to life transdisciplinary learning and teaching. These elements provide the foundation for students to develop transdisciplinary thinking, to explore real-life issues and to effect change. They support the development of “internationally minded people who recognize their common humanity and shared guardianship of the planet” (IBO 2017: 2).

*Figure 5: The transdisciplinary elements of the PYP*



## How does the PYP work?

The PYP is a curriculum designed for students (ages 3-11). Its main purpose is to develop the attributes and traits as identified in the [IB learner profile](#) – developing international mindedness. Students are encouraged to develop the learner profile through all experiences at school such as whole class, group and independent activities; social interaction at school extending into everyday life.

1

WHAT DO  
WE  
WANT TO  
LEARN?

(The Written  
Curriculum)

## Essential Elements of PYP-

Key Concepts

Knowledge

Skills (Approaches to Learning)

Action



## **What will your child be learning?**

The PYP is a concept driven curriculum which integrates subject areas to support inquiry and learning in meaningful contexts. The transdisciplinary nature of the curriculum enables students to experience how subject knowledge and understanding work together in the real world, while also experiencing individual components as well.

Classes from SKG to Grade 5 are actively involved in six units of inquiry each per year, each one being approximately six weeks in length. Nursery and JKG will experience four units of inquiry throughout the school year.

The units of inquiry are centred around **six transdisciplinary themes**

Each of the PYP elements are further divided:

# **I. KNOWLEDGE**

## **Who We Are**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

## **Where We Are In Time and Place**

An inquiry into orientation in place and time; 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.

## **How We Express Ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

## **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 of scientific and technological advances on society and on the environment.

## **How We Organise Ourselves**

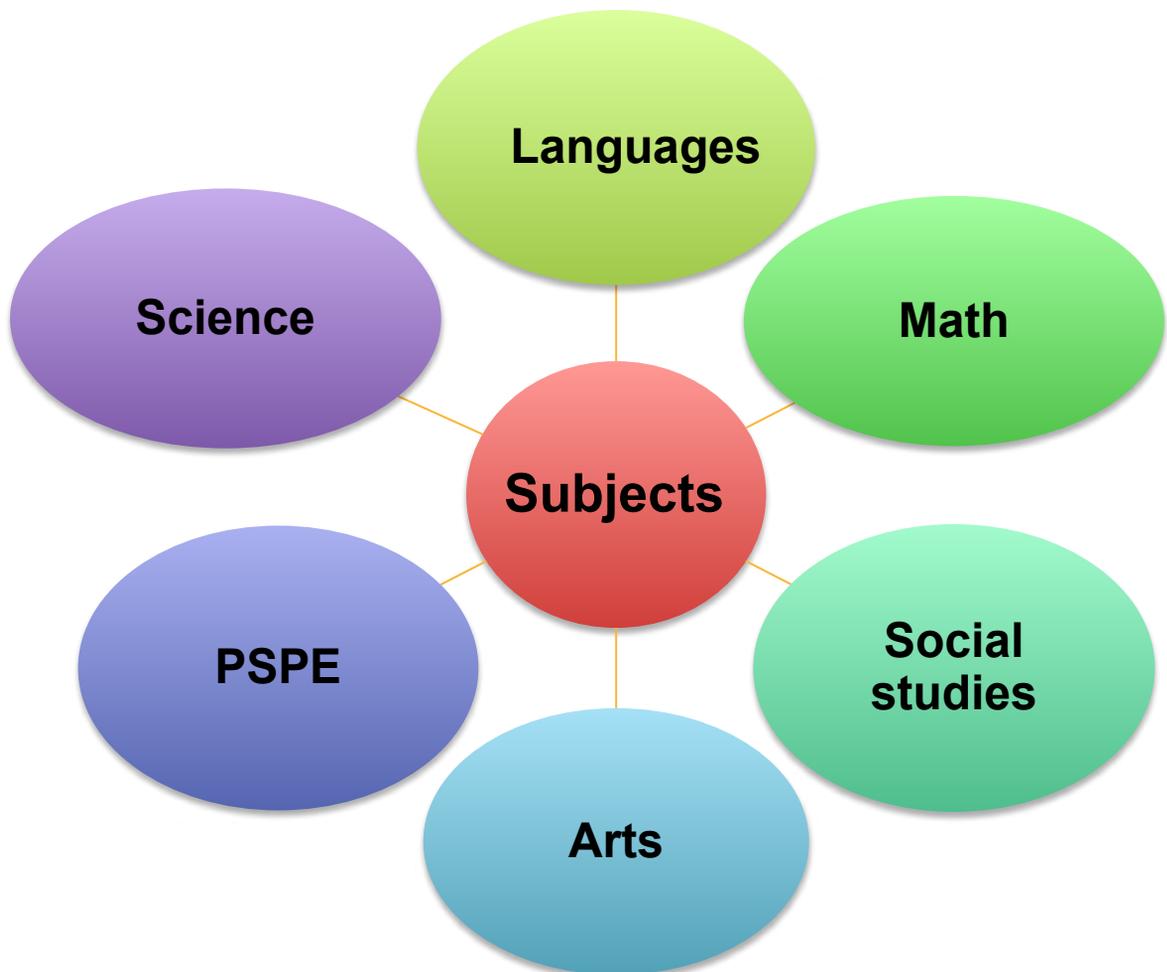
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

## **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

## How will your child be learning?

- actively exploring the attributes of the learner profile
- through exploration of ideas and concepts – building connections between personal experiences and knowledge and extending this through inquiry
- involvement in planning and assessment – being actively involved in their own learning by reflecting, choosing and acting in a range of contexts
- purposeful inquiry that engages students actively in their own learning
- formulating their own questions for inquiry
- designing their own inquiries
- assessing the various means available to support their inquiries
- research, experimentation, observation and analysis



## 2. KEY CONCEPTS

### ***Form – what is it like?***

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

### ***Function- How does it work?***

The understanding that everything has a purpose, a role or way of behaving that can be investigated.

### ***Causation- Why is it like this?***

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

### ***Change- How is it changing?***

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

### ***Connection- How is it connected to other things?***

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

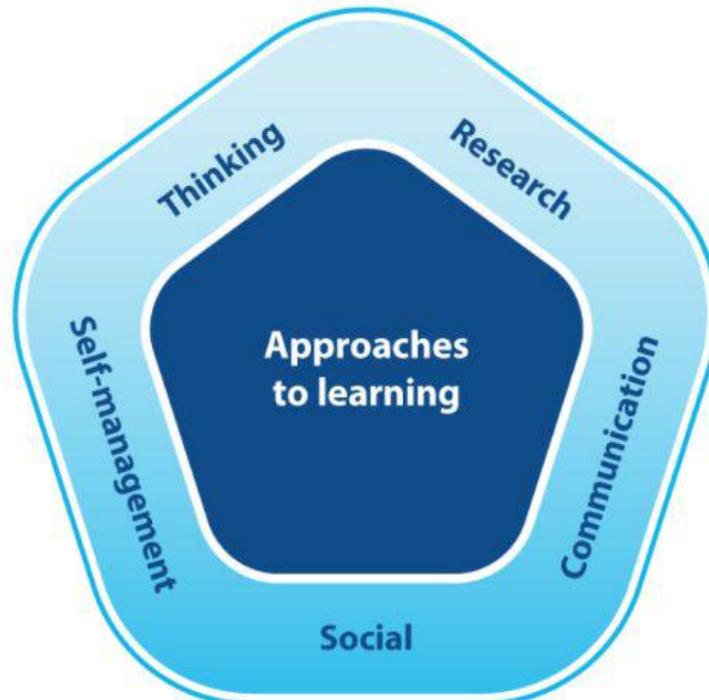
### ***Perspective- What are the points of view?***

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

### ***Responsibility- What is our responsibility?***

The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.

# 3. Approaches to Learning- Skills



	<b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>• Acquisition of knowledge</li> <li>• Comprehension</li> <li>• Application</li> <li>• Analysis</li> <li>• Evaluation</li> <li>• Dialectical thought</li> <li>• Metacognition</li> </ul>
	<b>SOCIAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Accepting responsibility</li> <li>• Group decision-making</li> <li>• Adopting a variety of group roles</li> <li>• Respecting others</li> <li>• Cooperating</li> <li>• Resolving conflict</li> </ul>
	<b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Viewing</li> <li>• Presenting</li> <li>• Non-verbal communication</li> </ul>
	<b>SELF-MANAGEMENT SKILLS</b>	<ul style="list-style-type: none"> <li>• Gross Motor skills</li> <li>• Fine motor skills</li> <li>• Spatial awareness</li> <li>• Organisation</li> <li>• Time management</li> <li>• Safety</li> <li>• Healthy Lifestyle</li> <li>• Codes of behavior</li> <li>• Informed choices</li> </ul>
	<b>RESEARCH SKILLS</b>	<ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Observing</li> <li>• Planning</li> <li>• Collecting data</li> <li>• Recording data</li> <li>• Organising data</li> <li>• Interpreting data</li> <li>• Presenting research findings</li> </ul>



what do we want our students to be able to do?

Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

## Social Skills



## Research Skills



## Self Management Skills



## Thinking Skills

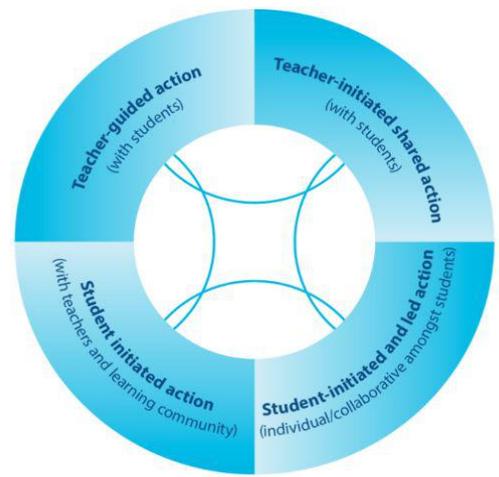
## Communication Skills



1. WHAT DO WE WANT TO LEARN?

# 4. Action

Figure AC03: Supporting action



- Action is connected to agency, the learner profile and international-mindedness.
- Action is student-initiated and can be individual and collective.
- Action is authentic, meaningful and mindful.
- Action can happen at any time; it can be short or long term, revisited or ongoing.
- Action is supported by the learning community.
- Demonstrations of action include participation, advocacy, social justice, social entrepreneurship,

Teacher-guided action (with students)	Teacher-initiated shared action (with students)	Student-initiated and led action (individual/collaborative amongst students)	Student-initiated shared action (with teachers and learning community)
Teacher-guided decision making	Shared decision making	Collaborative shared decision making	Collaborative shared decisionmaking with students, teachers and the learning community
Teacher-guided participation (students as consulted and informed participants)	Teacher-facilitated participation (students as active and reflective participants)	Student-facilitated participation (students as active, curious and reflective participants)	Student-facilitated participation involving students, teachers and the learning community (students as co-constructors of appropriate action)
Teacher and student planned action carried out by teachers and students	Teacher and student designed and planned action carried out collaboratively	Student- designed, - researched and - planned action carried out individually and collectively	Student-driven informed, intentional and sustainable action for personal and collective positive change (students as active and capable agents of change)
Teacher-guided action with consultation, student involvement and shared intentions	Teacher-facilitated action for positive change and to make a difference	Student-driven informed action for personal and collective positive change	Transformative action to make a difference and to improve conditions

2

# HOW BEST WILL WE LEARN?

**(The Taught  
Curriculum)**

## How does inquiry based learning work?

Inquiry interpreted in its broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:

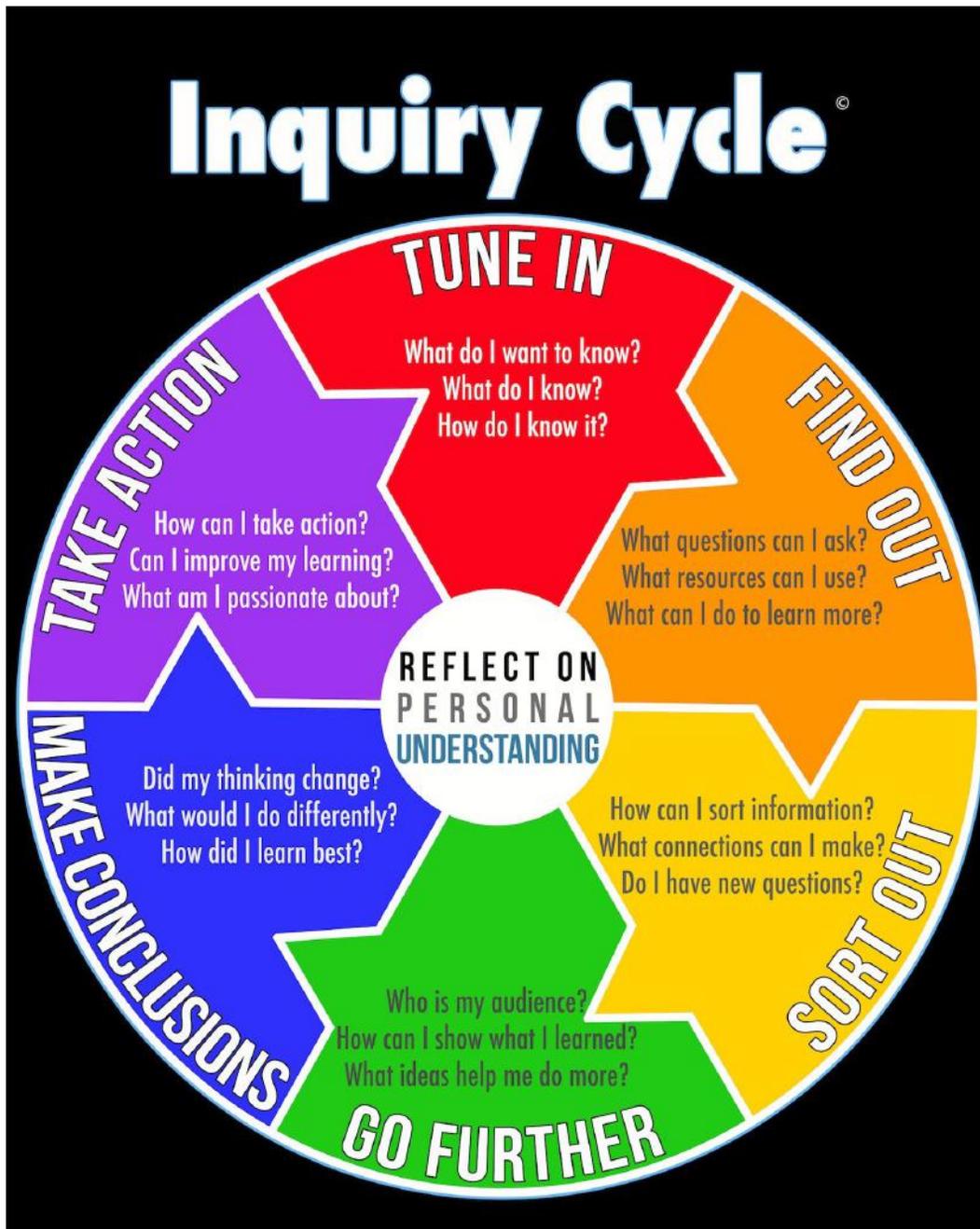
- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between previous learning and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understanding through the application of a concept
- Making and testing theories
- Researching and seeking information
- Taking and defending a position
- Solving problems in a variety of ways

*(Making the PYP Happen 2009)*



# Taught Curriculum

- ★ Collaboration
- ★ Reflection
- ★ Inquiry Process (Building from Known)
- ★ Units of Inquiry





# What does inquiry look like?



**Exploring, wondering and questioning**



**Experimenting and playing with possibilities**



**PREDICT**  
• Make a Guess  
• What Will Happen Next?



**Making connections between previous learning and current learning**



**Making predictions and acting purposefully to see what happens**



**Clarify existing ideas & reappraising perception of events**



**Collecting data and report findings**



**Researching & seeking information**



**Making and testing theories**

**Deepening understanding through the application of a concept**



**Taking a defending position**



**Solving problems in a variety of ways**

## Inquiry Based Learning is Based on the Following-



### Questions:

*arising out of experience*

### Materials:

*diverse, authentic,  
challenging*

### Activities:

*engaging, hands-on,  
creating, collaborating,  
living new roles*

### Dialogue:

*listening to others;  
articulating  
understandings*

### Reflection:

*expressing experience;  
moving from new  
concepts into action*

# 3

## HOW WILL WE KNOW WHAT WE HAVE LEARNED?

(The Assessed Curriculum)

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

**Assessing** – how we discover what the students know and have learned

**Recording** – how we choose to collect and analyse data

**Reporting** – how we choose to communicate information

*Examples of **strategies** used for assessment are:*

Observations – through video, photographs, teacher/student discussions

Performance assessments – presentations, models, application of skills

Process focussed – engaging students in reflecting on their learning e.g. journals, portfolios, discussions, reflections, self/peer assessment, giving constructive feedback (e.g. written/oral)

Selected responses – guided questioning, true and false, multiple choice

Open-ended tasks – presentations such as illustrations, graphs, written work, spoken

## Reporting occurs through:

### Conferences

- Parent-teacher meetings
- Student-led – students lead the conference to reflect on and share their learning

### Reports

- Written\_- updated as assessments completed

### Student Portfolio

- Portfolios are an accumulation of a student's work
- Portfolios are sent online at the end of each unit of inquiry.
- It is used as a focal point when *Student-led conferences* take place.

### Other

- Grade 5 exhibition
- Newsletters and correspondence
- PYP Orientation sessions
- Unit Culminations

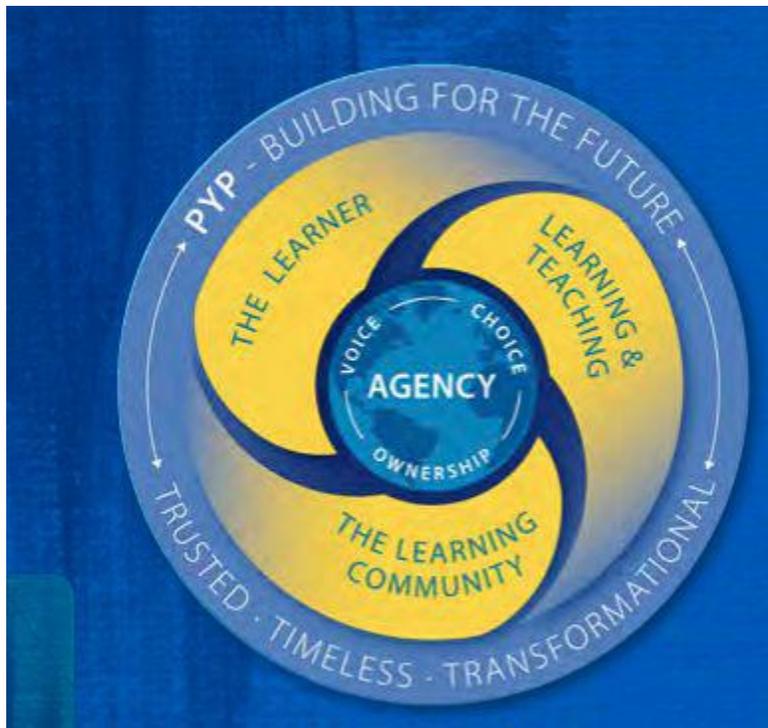
### The Exhibition

One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting. Other key purposes include the following:

- For students to exhibit the attributes of the **IB Learner Profile** they have developed during their time in the Primary Years Programme
- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesise and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education

# Learner in PYP

- Students have voice, choice and ownership for their own learning.
- When students' have agency, the relationship between the teacher and students becomes a partnership.
- Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.
- The learning community supports agency and fosters self-efficacy.



# Learner in Early Years

The early years age range is extended from ages 3–6, instead of 3–5 years.

Schools design a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, except for students from 3–6 years, where the school may choose to offer a minimum of four units at each year or grade level, two of which must be within the themes of "Who we are" and "How we express ourselves".

The four central features of the early years are:

- play as the primary vehicle for inquiry with planning for uninterrupted time for play
- building strong relationships with students and their families
- creating and maintaining responsive/interactive learning spaces for play
- offering many opportunities for symbolic exploration and expression.

# Assessment in PYP

Figure AS01: Integrating assessment

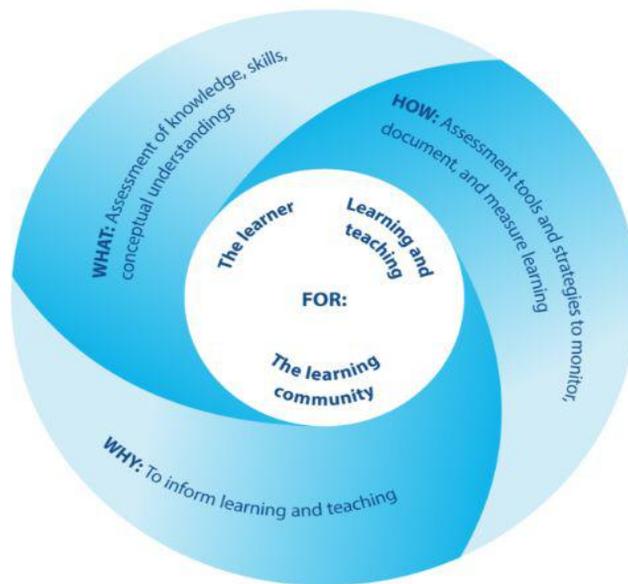


Figure AS07: The three assessment practices

	Assessment for learning	Assessment of learning	Assessment as learning (Clark 2012; Earl 2012)
<b>Purpose</b>	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as summative assessment. Its goal is to certify and to report on learning progress.	As part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner.
<b>Timing</b>	It is conducted throughout the learning process. It is iterative and interactive.	It is typically conducted at the end of a unit, year level or developmental stage, or programme.	It is conducted throughout the learning process. It is iterative and interactive.
<b>Features</b>	<p>Student involvement</p> <p>Quantitative and qualitative data</p> <p>Written and oral artifacts</p> <p>Observations and feedback</p> <p>Questionnaires</p> <p>Teacher/student dialogues/conferences</p> <p>Context-based</p> <p>Informal</p> <p>Indication of process</p> <p>Indication of knowledge/skill application</p>	<p>Limited student involvement</p> <p>Quantitative data</p> <p>Tests, exams, standardized tests</p> <p>Indication of skills and knowledge acquisition or mastery</p> <p>Based on teacher judgment</p> <p>Norm- or criteria-referenced</p>	<p>Students are active agents in their own learning by developing and using meta-cognitive strategies to:</p> <ul style="list-style-type: none"> <li>• plan learning goals</li> <li>• monitor goals</li> <li>• reflect in order to modify learning and to adjust learning.</li> </ul>

## Reporting occurs through:

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- Parent-teacher meetings
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### Reports

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### Student Portfolio

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# Sample Programme of Inquiry

## NURSERY (3-4 years)

### Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** Everyday I can learn more about myself and my abilities.

**Key Concepts:** Form, Function, Change

**Lines of Inquiry:** Different senses and body parts. Senses help us explore our surroundings. Emotions can affect feelings.

### Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

**Central Idea:** Journeys impact lives and lead to new learning.

**Key Concepts:** Form, Connection, Causation

**Lines of Inquiry:** Journey and their purposes. Planning a journey. Learning gained from journeys.

### How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** We can learn and express ourselves through play.

**Key Concepts:** Function, Perspective, Connection

**Lines of Inquiry:** Communicating through play. Imaginative use of materials. The role of the environment and materials in play.

### 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 of scientific and technological advances on society and on the environment.

### How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

### 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.

**Central Idea:** Living things play a role in our life and interact in different ways.

**Key Concepts:** Form, Connection, Responsibility

**Lines of Inquiry:** Different living things in our lives. How plants and animals help us. Caring for plants and animals.

# JUNIOR KG (4-5 years)

## Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** Family relationships can contribute to shaping our identity

**Key Concepts:** Form, Responsibility, Reflection

**Lines of Inquiry:** Different types of families. Responsibilities within the family. Influence of families on our lives.

## Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

## How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** Celebrations help us to express ideas and feelings

**Key Concepts:** Form, Connection, Perspective

**Lines of Inquiry:** Different types of celebrations around the world. We communicate through celebrations. The reasons people celebrate.

## 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 of scientific and technological advances on society and on the environment.

**Central Idea:** Patterns and cycles help us understand the natural world

**Key Concepts:** Form, Causation, Change

**Lines of Inquiry:** Observable patterns and cycles in nature. Changes in seasonal cycles affect the environment. Actions people take in response to natural cycles.

## How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:** People play different roles in different communities

**Key Concepts:** Function, Responsibility, Connection

**Lines of Inquiry:** Organisation of communities. Roles and responsibilities of people who are a part of our communities. Impact of communities on society.

## 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.

# SENIOR KG (5-6 years)

## Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** Relationships enrich our lives and require nurturing to develop

**Key Concepts:** Function, Causation, Connection

**Lines of Inquiry:** Characteristics of a healthy friendship. Making and keeping friends. Importance of friends.

## Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

**Central Idea:** People create homes according to their needs.

**Key Concepts:** Form, Connection, Perspective

**Lines of Inquiry:** Different kinds of homes, Similarities and differences between homes. What makes a home.

## How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** Stories can be expressed through a variety of different mediums

**Key Concepts:** Connection, Perspective, Form

**Lines of Inquiry:** Feelings and emotions that stories evoke. What stories can convey. How stories are created and shared.

## 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 of scientific and technological advances on society and on the environment.

**Central Idea:** The properties of materials can determine how people use them

**Key Concepts:** Form, Change, Reflection

**Lines of Inquiry:** Materials have properties that make them suitable for different purposes. Changing properties of materials. Manipulation and application of materials to new purposes.

## How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:** People come together to fulfill human needs and wants

**Key Concepts:** Connection, Perspective, Form

**Lines of Inquiry:** People can earn an income. Differences between needs and wants. Goods and services needed to support a community.

## 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.

**Central Idea:** Plants sustain life on Earth and play a role in our lives

**Key Concepts:** Responsibility, Function, Connection

**Lines of Inquiry:** Environment and growth of plants. Characteristics of plants. How plants contribute to life on Earth.

# GRADE 1 (6-7 years)

## Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** The choices people make affect their health and well Being.

**Key Concepts:** Responsibility, Reflection, Perspective

**Lines of Inquiry:** Importance and Role of Personal hygiene. Habits and Daily Routines. A well balanced diet can contribute to our health. Consequences of choices can affect our wellbeing.

## Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

**Central Idea:** Learning about previous generations, helps us understand the relationship between past and present.

**Key Concepts:** Form, Connection, Change

**Lines of Inquiry:** Ways to find out about the Past. Aspects of the past which still influence us. Behaviours and practices change over time.

## How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** Different forms of art communicate ideas, feelings and information

**Key Concepts:** Perspective, Connection, Change

**Lines of Inquiry:** Exploring different forms of Art. Our imagination helps us to explore uniqueness expressed through arts. The impact of art on our lives.

## 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 of scientific and technological advances on society and on the environment.

**Central Idea:** All living things go through a process of change.

**Key Concepts:** Function, Connection, Change

**Lines of Inquiry:** Developmental stages of living things. How living things change over their lifetime. Factors that influence Life cycles.

## How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:** Many products go through a process of change before they are consumed or used.

**Key Concepts:** Change, Form, Causation

**Lines of Inquiry:** Understanding the origins of products The changes products go through before Distribution. Factors affecting people's choice of Products.

## 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.

**Central Idea:** Living things depend on the environment for their survival

**Key Concepts:** Causation, Responsibility, Reflection

**Lines of Inquiry:** Impact of humans on other living beings. Reasons some species are getting endangered. Responsibility of communities towards preservation of other living beings and the environment.

# GRADE 2 (7-8 years)

## Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** Choices of role models may reflect the beliefs and values of individuals and Societies.

**Key Concepts:** Connection, Reflection, Perspective

**Lines of Inquiry:** Beliefs and values of individuals and societies, Impact of role models on our choices and actions, Cultures may affect our personal values.

## Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

**Central Idea:** The Earth's physical geography has an impact on human interactions and settlements.

**Key Concepts:** Form, Connection, Change

**Lines of Inquiry:** Variability of physical geography around the World, The relationship between location and settlement, Impact of human interaction on the physical Environment.

## How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** Beliefs and values of cultures are conveyed through rituals, celebrations, arts and the way people live their life.

**Key Concepts:** Perspective, Responsibility, Change

**Lines of Inquiry:** Understanding the various elements of culture, Rituals and values of different cultures, Culture diversity in local and global communities.

## 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 of scientific and technological advances on society and on the environment.

**Central Idea:** Air is an essential element for sustaining life on earth.

**Key Concepts:** Function, Connection, Responsibility

**Lines of Inquiry:** Evidence of the existence of air and its properties, How air supports life, Our responsibility towards natural environment.

## How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:** Signs and symbols are part of human made systems that facilitate local and global communication.

**Key Concepts:** Form, Function, Causation

**Lines of Inquiry:** Iconography as a type of visual symbolism, Importance of visual language in facilitating communication, How specialized systems of communication work.

## 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.

**Central Idea:** People can make choices to support the sustainability of Earth's resources.

**Key Concepts:** Form, Responsibility, Reflection

**Lines of Inquiry:** Earth's finite and infinite resources, The impact of people's choices on the environment, The balance between meeting human needs and the use of limited resources.

# GRADE 3 (8-9 years)

## Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** Establishing rights and responsibilities can help us explore the world around us.

**Key Concepts:** Form, Reflection, Responsibility

**Lines of Inquiry:** Fundamentals of human needs. Actions people take to understand each other. Rights and responsibilities around the world.

## Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

**Central Idea:** Migration is a response to challenges, risks and opportunities.

**Key Concepts:** Form, Connection, Perspectives

**Lines of Inquiry:** The reasons for migration. Migration throughout history. Effects of migration on communities, cultures and individuals.

## How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** Mood and perspective are shared through creative expression.

**Key Concepts:** Form, Connection, Responsibility.

**Lines of Inquiry:** Similarities and differences between forms of creative expression. Choice of word and style expresses mood and perspective. Individual interpretation of the authors perspective.

## 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 of scientific and technological advances on society and on the environment.

**Central Idea:** Changes in the Earth and its atmosphere have impact on the natural world

**Key Concepts:** Causation, Change, Connection

**Lines of inquiry:** How the different components of the Earth are interrelated. How the Earth has changed and is continuing to change. Human response to Earth's changes.

## How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:** Trade can lead to changes in human life.

**Key Concepts:** Function, Change, Causation

**Lines of Inquiry:** Trade as a system. Change in trade practices over time. The impact of trade on the local and global community.

## 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.

**Central Idea:** Balance in the environment can be attained through responsible use of resources.

**Key Concepts:** Form, Causation, Change

**Lines of inquiry:** Water properties and water cycle. Rights and responsibilities of humans towards Earth's resources (water). The continuous changes in the geological world.

# GRADE 4 (9-10 years)

## Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** The effective interaction between human body systems contribute to health and survival.

**Key Concepts:** Function, Connection, Reflection

**Lines of Inquiry:** Body systems and how they work. Interdependence of body systems is essential to good health. Impact of lifestyle choices on the body.

## Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

**Central Idea:** Evidence of past civilization can be used to make connections to present day Societies

**Key Concepts:** Form, Change, Connection

**Lines of Inquiry:** Characteristics of civilizations and societies, Connections between past and present and Implications for the future. Processes involved in collecting, analyzing and validating evidence.

## How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** Throughout history, people have interacted with each other and communicated using Arts.

**Key Concepts:** Connection, Change, Perspective

**Lines of Inquiry:** How people communicate through Arts. Development of art forms over time. The role of arts in different cultures, places and times.

## 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 of scientific and technological advances on society and on the environment.

**Central Idea:** Energy may be converted, transformed and used to support human progress

**Key Concepts:** Form, Reflection, Connection

**Lines of Inquiry:** Different types of energy. The impact of the transformation of energy. Sustainable energy Practices.

## How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:** Government systems influence the lives of Citizens.

**Key Concepts:** Function, Perspective, Responsibility

**Lines of Inquiry:** Organization and function of Government Systems. Impact of government on citizens. The rights and responsibilities of Citizenship.

## 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.

**Central Idea:** Finding peaceful solutions to conflicts can lead to a better quality of human life.

**Key Concepts:** Causation, Responsibility, Change

**Lines of Inquiry:** Causes of conflict. Conflict resolution and Management. Living and working together peacefully.

# GRADE 5 (10-11 years)

## Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Central Idea:** Experiences at different stages of people's lives may affect their sense of self

**Key Concepts:** Function, Change, Reflection

**Lines of Inquiry:** The physical, social, spiritual and intellectual changes that occur throughout life. Factors that contribute to well-being during adolescence. Relationships contribute to our self-concept.

## Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnections of individuals and civilizations, from local and global perspectives.

**Central Idea:** Exploration leads to discoveries, opportunities and new understandings

**Key Concepts:** Causation, Perspective, Connection

**Lines Of Inquiry:** Reasons for Exploration (historical, personal). Ways in which exploration has taken place over time. Consequences of exploration.

## How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**Central Idea:** Media has evolved over time causing an impact on society

**Key Concepts:** Function, Responsibility, Perspective

**Lines of Inquiry:** Forms of media have been created to meet different needs of people. Impact of media on society and its individuals. Responsible consumption and production of media.

## 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 of scientific and technological advances on society and on the environment.

**Central Idea:** Natural materials can undergo changes that may provide challenges and benefits for society and the environment.

**Key Concepts:** Form, Function, Change

**Lines of Inquiry:** Conditions that cause reversible and irreversible changes in materials. Societies take advantage of the properties of materials. The impact of retrieval, production and the use of materials on the environment.

## How We Organize Ourselves

An inquiry into the interconnections of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:** Economic activity relies on systems of production, exchange and consumption of goods and services.

**Key Concepts:** Function, Connection, Responsibility

**Lines Of Inquiry:** The role of demand and supply. Distribution of goods and services. Our responsibility as a consumer.

## 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.

**Central Idea:** Biodiversity relies on maintaining the interdependent balance of organism within system

**Key Concepts:** Causation, Connection, Responsibility

**Lines Of Inquiry:** Ways in which ecosystems, biomes and environment are interdependent. How human interaction with the environment can affect the balance of system. The consequences of imbalance within ecosystem.

# Languages

The need to communicate is instinctive. The development of language is fundamental to that need to communicate; it supports and enhances our thinking and understanding. Language permeates the world in which we live; it is socially constructed and dependent on the number and nature of our social interactions and relationships.

*(Language Scope and Sequence 2009)*

Language is taught through the context of the units of inquiry with some skills taught in their own right to be transferred at a later date such as selecting a purpose for writing e.g. to inform, to persuade etc and most often these are explored in the other strands of language at the same time.

*Language is broken into three strands (areas)*

## **Oral language – listening and speaking**

- skills that are essential for ongoing language development, for learning and for relating to others

**Aim:** to move students from the conceptual understanding that people listen and speak to share thoughts and feelings to people draw on what they already know in order to infer new meaning when speaking and listening

## **Written language – reading and writing**

- Reading is a developmental process that involves constructing meaning from text.

**Aim:** to move students from the conceptual understanding that illustrations and print convey meaning in their own right or combined to synthesizing ideas and information from texts leads to new ideas and understanding

- Writing: When children are encouraged to express themselves and reveal their own “voice”, writing is a genuine expression of the individual.

**Aim:** to move students from the conceptual understanding that writing conveys meaning to knowing what we aim to achieve helps us to plan and develop different forms of writing

## **Visual language – viewing and presenting**

- Allows students to understand the ways in which images and language interact to convey ideas, values and beliefs.

**Aim:** to move students from the conceptual understanding that the pictures, images, and symbols in our environment have meaning to synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

At Podar ORT International School students are exposed to and explore a range of language genres in all of the three areas. They are placed on the PYP language scope and sequence continuum to identify skills and knowledge they can apply independently. This also enables us to have a clear direction of the next phase of development for their individual needs.

# Mathematics

It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. (*Maths scope and sequence 2009*)

Mathematics is taught in context of the units of inquiry as much as possible however, there is still the opportunity for skills to be taught in their own right with the view to be transferred into meaningful contexts at a later date. The three stages of mathematical knowledge and application are: **constructing meaning**: where students use previous knowledge and personal experiences to gain an understanding of new information; **transferring meaning into symbols**: during this stage students are transferring their understanding into their own symbolic representation leading to being able to transfer this into conventional mathematical notation; **applying with understanding**: when students are able to use the appropriate symbolic notation to process and record their thinking.

All developmental phases of mathematics are taught through a combination of exploring real life experiences, problem solving with manipulatives and explaining their ideas, theories and results.

Students are placed on a “mathematics continuum” so that the teacher can assess their needs and move them along to the next phase of development, in order that the teacher is able to differentiate for the students’ individual needs.

As with language, students are placed on the PYP mathematics scope and sequence continuum to identify the skills and knowledge they can apply independently enabling teachers to have a clear direction of the next phase of development to meet individual needs.

As stated in the *PYP mathematics scope and sequence 2009*, students are encouraged to:

- use patterns and relationships to analyse the problem situations upon which they are working.
- make and evaluate their own and each other’s ideas
- use models, facts, properties and relationships to explain their thinking
- justify their answers and the processes by which they arrive at solutions.

*Mathematics comprises of 5 strands (areas):*

## **Data handling**

**Aim:** to move students from the conceptual understanding that we collect information to make sense of the world around us.

Events in daily life involve chance to data can be presented effectively for valid interpretation and communication.

The probability of an event can be predicted theoretically.



# Science

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The science component of the PYP should be characterised by concepts and skills rather than by content.

***(Science scope and sequence 2008)***

*The knowledge component of science in the PYP is arranged into the following four strands:*

## **Living things**

The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment

## **Earth and space**

The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet

## **Materials and matter**

The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose

## **Forces and energy**

The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines

Through the units of inquiry students will have a focus on some or all of the following scientific skills. As these skills develop the understanding of scientific principles is built upon by the students.

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions
- Consider scientific models and applications of these models (including their limitations)

# Social Studies

In the Primary Years Programme (PYP), social studies learning guides students towards a deeper understanding of themselves and others, and of their place in an increasingly global society. It provides opportunities for students to look at and think about human behaviour and activity realistically, objectively, and with sensitivity. Exposure to and experience with social studies therefore opens doors to key questions about life and learning.

*(Social studies scope and sequence 2008)*

*Social Studies consists of five strands (areas)*

## **Human systems and economic activities**

The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority

## **Social organization and culture**

The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other

## **Continuity and change through time**

The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions

## **Human and natural environments**

The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

## **Resources and the environment**

The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment

As with Science, Social Studies is supported by a set of skills which give opportunities for students to develop an in-depth understanding in this area.

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources
- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

# Personal, Social and Physical Education

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing.

Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle. ***(Personal, social and physical education scope and sequence 2009)***

*PSPE consists of three strands (areas)*

## **Identity**

- an understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us
- the impact of cultural influences
- the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity
- how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others

## **Active living**

- an understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle
- the importance of regular physical activity
- the body's response to exercise
- the importance of developing basic motor skills
- understanding and developing the body's potential for movement and expression
- the importance of nutrition
- understanding the causes and possible prevention of ill health
- the promotion of safety
- rights and the responsibilities we have to ourselves and others to promote well-being
- making informed choices and evaluating consequences, and taking action for healthy living now and in the future

## **Interactions**

- an understanding of how an individual interacts with other people, other living things and the wider world
- behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them
- the awareness and understanding of similarities and differences
- an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations

Each strand interacts with the other and is broken into phases of development. These are used to inform progression and future goals. At Singapore International School, PSPE is taught through units of inquiry as well as being integrated into all areas and everything we do, that is, within the classroom, dining room, etc with the view that skills and knowledge will be applied as a natural understanding develops.

# The Arts

They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways, and through a variety of media and technologies. *(The arts scope and sequence 2009)*

## Responding

The process of *responding* provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication.

## Creating

The process of *creating* provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. The *creating* strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

*The Arts is broken into two strands (areas)*

## Performing (Dance, Drama and Music) and Visual arts

These are explored through responding and creating, providing students with the opportunity of using the two perspectives to further their understanding of their own and others' art



# Classrooms in Action



# Physical Education



# ARTS



# Indoor Space



# Notes



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- <https://www.kathmurdoch.com.au/>



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