

2024-2025 CURRICULUM GUIDE



IPS HILVERSUM International
Primary
Education



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We trust that you will find this guide informative and helpful. It is intended to give you an overview of the basics related to the curriculum across all year groups.

Your child's class teachers will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals. Please do not hesitate to contact your child's teachers if you have any need for clarification or further information.

We look forward to working in close partnership with you this year.

Procedures

Expectations

Students at IPS Hllversum are always encouraged to achieve their personal best. It is each student's responsibility to learn by engaging with lessons, their teachers and classmates in a positive manner.

Essential agreements

At the beginning of each new school year, class communities collaborate to develop a set of essential agreements (usually between 4-6) that are positively worded. This also forms part of how we create a safe and equitable learning environment for everyone at IPS. They are displayed in the classroom as reminders of appropriate behaviour.

Library

Students have a weekly library slot where they go and choose new books to read. The library is also used at other times for activities such as buddy reading and research.

Home learning

As an IB school, we consider home to be an integral part of learning. Learners are encouraged to take an inquiry stance by asking questions, making connections to their own lives and investigating topics which interest them. At the beginning of each unit, vocabulary and suggested activities are provided for the areas of mathematics, language and unit of inquiry. Students are encouraged to read (and be read to) on a daily basis, including in their home language.



Procedures

PE

Students have two PE sessions per week. For these sessions, they are expected to have indoor shoes with a non-marking surface which are kept at the school in a gym bag. On days that students go to the gym they are encouraged to wear appropriate clothes which are easy for them to move in, such as jogging pants and shirts. Older students are asked to bring a change of top on their PE days which they can change into after the session.

Field trips

We shall be going on a number of field trips this year connected to units of inquiry. Parent volunteers may be asked to join their child's year group to help with supervision of a small group of students.

Hilversum and its surrounding area provide an abundance of culturally enriching experiences. Students can learn about cultural heritage, visual arts, music, drama, and dance through a variety of specialised education programmes.

Technology

The school expects all students, teachers and staff members to use ICT devices and services and media in a responsible, ethical, and appropriate manner, always regarding the legal framework which we abide by under Dutch legislation. Usage must be aligned with the school's values, mission, code of conduct and, as an International Baccalaureate World School, the IB learner profile attributes.

For more information about technology, please refer to the school's ICT and Media Use Guidelines on our website.



Primary Years Programme (PYP)

At IPS Hilversum, we are authorised to teach the International Baccalaureate Primary Years Programme (IB PYP) for learners from Early Years to Group 8. It is an inquiry-driven, concept-based curriculum framework that actively encourages students to ask questions and seek answers about the world around them.

Inquiry-based learning involves:

- 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

Much of the curriculum is taught through large, transdisciplinary studies known as units of inquiry. These are arranged under six themes and are repeated in every year group. The themes are:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organise Ourselves
- Sharing the Planet

All of the units of inquiry form our Programme of Inquiry. All curriculum areas are integrated into the Programme of Inquiry where appropriate.

Class teachers are responsible for teaching English, mathematics, science, social studies, PE lesson and visual arts. Single subject teachers are responsible for teaching music and Dutch.



IB learner profile

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.



Early Years Programme of Inquiry

Who We Are	Sharing the Planet	How We Express Ourselves	How We Organise Ourselves
Central idea: Awareness of personal identity, family and culture brings people together. Lines of inquiry: • The diverse cultures and backgrounds within the class • Awareness of self, family and friends • How diversity and uniqueness brings people together Specified concepts: function, perspective, connection Additional concepts: friendship, interactions, relationships, communication Learner profile: caring, open-minded, risk-taker	Central idea: Living things depend on certain requirements in order to grow and stay healthy. Lines of inquiry: • Characteristics of living things and how they change • Our needs and the needs of other living things • Our responsibilities for the wellbeing of other living things Specified concepts: change, causation, responsibility Additional concepts: habitat, discovery, growth Learner profile: caring, inquirer, principled	Central idea: The arts enable us to develop our imagination and creativity. Lines of inquiry: • Explore different forms of art • Using imagination to create • How creativity can be expressed in different ways Specified concepts: form, connection, perspective Additional concepts: expression, exploring, imagination Learner profile: risk-taker, open-minded, communicator	Central idea: Systems enhance the way a community functions. Lines of inquiry: • The systems at school • Roles within a class and school community • How systems support communities Specified concepts: function, causation, responsibility Additional concepts: systems, consequences, roles & responsibilities, initiative, independence Learner profile: inquirer, thinker, knowledgeable, reflective

Group 2

Programme of Inquiry

Who We Are	Where We Are in Place and Time	How We Express Ourselves
Central idea: Developing and maintaining relationships involves understanding ourselves and those around us. Lines of inquiry: • How we develop relationships • How relationships affect us • Roles and behaviours within relationships Specified concepts: function, causation, perspective Additional concepts: conflict, relationships, behaviour Learner profile: caring, balanced, reflective	Central idea: Homes reflect cultural influences and local conditions. Lines of inquiry: • Features of a home • How homes reflect family values and local culture • Local conditions which determine how people live Specified concepts: form, function, perspective Additional concepts: needs, locality, identity Learner profile: knowledgeable, open-minded	Central idea: Exploring nature through the eyes of an artist deepens the experience, appreciation and enjoyment of it. Lines of inquiry: • Patterns in nature • Exploration of the natural world • Nature as inspiration for creating art Specified concepts: form, perspective Additional concepts: imagination, interaction, inspiration Learner profile: communicator, risk-taker, reflective

Group 2

Programme of Inquiry

How the World Works	How We Organise Ourselves
Central idea: All living things go through a process of change. Lines of inquiry: • How we observe and classify animals • How living things change over their lifetime • Factors that influence the life cycle Specified concepts: causation, change, connection Additional concepts: growth, cycles, change Learner profile: inquirer, knowledgeable, communicator	Central idea: Many products go through a process of change before they are consumed or used. Lines of inquiry: • Origins of products • Changes products go through • Distribution of products for consumers Specified concepts: change, connection, responsibility Additional concepts: change, systems, consumerism Learner profile: inquirer, thinker, principled

Group 3

Programme of Inquiry

Who We Are	Sharing the Planet	Where We Are in Place and Time
Central idea: Choices people make affect their health and wellbeing. Lines of inquiry: • What it means to have a balanced lifestyle • How the choices we make affect our health • Awareness of our mental health Specified concepts: form, connection, change Additional concepts: health, balance, growth Learner profile: balanced, knowledgeable, reflective	Central idea: People can establish practices in order to contribute to the conservation of species. Lines of inquiry: • Reasons and theories for certain species having become extinct • The reasons why certain species are endangered • Our responsibilities regarding conservation and sharing of resources Specified concepts: responsibility, causation, change Additional concepts: conservation, sustainability Learner profile: principled, caring	Central Idea: The interpretation of artefacts contributes to the understanding of people's histories. Lines of inquiry: • How people analyse artefacts • How artefacts contribute to our understanding of the past • Why people keep artefacts Specified concepts: change, form, connection Additional concepts: discovery, history, exploration Learner profile: knowledgeable, inquirer

Group 3

Programme of Inquiry

How We Express Ourselves	How the World Works	How We Organise Ourselves
Central Idea: People create and tell stories to communicate with each other and share their identity. Lines of inquiry: • Different reasons people create stories • How effective stories are constructed to include certain elements • How stories are shared across cultures in a variety of ways Specified concepts: connection, perspective, form Additional concepts: creating, performing, communication Learner profile: communicator, open-minded, risk-taker	Central Idea: The Earth's natural cycles influence the activity of living things. Lines of inquiry: • Earth's natural cycles • Patterns of behaviour in living things related to Earth's natural cycles • How people and living things respond to Earth's natural cycles Specified concepts: form, causation, function Additional concepts: patterns, cycles Learner profile: inquirer, thinker, knowledgeable	Central Idea: People create organisations to solve problems and achieve common goals. Lines of inquiry: • The purpose of different organisations • Strategies for problem solving within an organisation • What makes organisations successful Specified concepts: responsibility, connection, function Additional concepts: roles, responsibilities, communication, cooperation Learner profile: communicator, reflective

Group 4

Programme of Inquiry

Who We Are	Sharing the Planet	Where We Are in Place and Time
Central Idea: Awareness of cultural diversity helps people develop a better understanding of themselves and others. Lines of inquiry: • The ways in which we identify with our own cultures • The diverse aspects of cultures • How cultural diversity can affect relationships Specified concepts: connection, perspective Additional concepts: culture, identity, diversity Learner profile: open-minded, caring, principled	Central idea: Water is a finite resource that needs to be conserved for the benefit of all living things. Lines of inquiry: • Sources of water • Ways water is used directly and indirectly • Responsibility towards water conservation and sustainability Specified concepts: perspective, causation, responsibility Additional concepts: systems, water cycle, sustainability Learner profile: thinker, inquirer, caring	Central idea: Settlements form and change over time for them to thrive. Lines of inquiry: • How settlements are tailored by the people who live in them • The relationship between settlements from past and present • How modern advancements have influenced settlements Specified concepts: causation, connection, perspective Additional concepts: modernisation, history, settlement, lifestyle Learner profile: thinker, reflective, knowledgeable

Group 4

Programme of Inquiry

How We Express Ourselves	How the World Works	How We Organise Ourselves
Central idea: We can use different art forms to communicate our ideas and emotions Lines of inquiry: - Expressing our individuality through the arts - The diverse mediums in which people express themselves - The role of art in society Specified concepts: form, perspective Additional concepts: techniques, mediums, creativity, interpretation Learner profile: open-minded, risk-taker, caring	Central Idea: Advancements in technology contribute to people's understanding of Earth and its unique qualities. Lines of inquiry: - Unique qualities of Earth - How the different parts of the solar system work together - How the advancement of space technology impacts society and the environment Specified concepts: form, function, connection Additional concepts: space systems, gravity, atmosphere, climate Learner profile: inquirer, knowledgeable, reflective	Central idea: Human-made systems facilitate local and global communication. Lines of inquiry: - The role of signs, symbols and sounds in everyday life - Specialised systems of communication - Developments in communication Specified concepts: form, function, connection Additional concepts: communication, human-made systems Learner profile: communicator, caring, risk-taker

Group 5

Programme of Inquiry

Who We Are	Sharing the Planet	Where We Are in Place and Time
Central idea: The effective interactions between human body systems contribute to health and survival. Lines of inquiry: • Body systems and how they work • The interdependence between body systems • The impact of lifestyle choices on the body Specified concepts: function, connection, responsibility Additional concepts: systems, interdependence, health Learner profile: knowledgeable, balanced, principled	Central idea: When interacting with habitats, humans make choices that have an impact on other living things. Lines of inquiry: • The interdependence between living things and natural habitats • Impact of human choices on living things • Our responsibility for natural habitats Specified concepts: causation, change, responsibility Additional concepts: conservation, systems, interdependence Learner profile: thinker, reflective, principled	Central idea: Human migration is a response to challenges, risks and opportunities. Lines of inquiry: • Reasons for emigration and immigration • Impact of migration • Major patterns in migration Specified concepts: causation, connection, perspective Additional concepts: patterns, migration Learner profile: caring, open-minded

Group 5

Programme of Inquiry

How We Express Ourselves	How the World Works	How We Organise Ourselves
Central idea: Mediums can be used to evoke emotions and develop perspectives. Lines of inquiry: • The journey from idea to film as a collaborative, artistic process • The different techniques filmmakers use • The ways in which people respond to film Specified concepts: form, function, perspective Additional concepts: performance, imagination, techniques Learner profile: communicator, risk-taker, thinker	Central idea: There are different forms of matter which can be changed and measured in a variety of ways. Lines of inquiry: • The conditions under which matter can change • Reasons why people choose to change states of matter • The process of carrying out scientific experiments Specified concepts: form, causation, change Additional concepts: changes, properties Learner profile: inquirer, knowledgeable	Central idea: Communities evolve from local and global interactions. Lines of inquiry: • Local and global communities • The ways in which communities evolve • The interconnectedness between local and global communities Specified concepts: form, change, connection Additional concepts: community, interactions Learner profile: open-minded, principled, reflective

Group 6

Programme of Inquiry

Who We Are	Sharing the Planet	Where We Are in Place and Time
Central idea: Awareness of our characteristics, abilities and interests enables agency in our development. Lines of inquiry: • The ways mental, social and emotional characteristics impact personal abilities and interests • How our brain influences who we are • How knowing about ourselves gives us agency Specified concepts: form, perspective, change Additional concepts: identity, growth, patterns of behaviour Learner profile: balanced, open-minded, reflective	Central idea: People make choices that have an affect on the sustainability of Earth's resources. Lines of inquiry: • How Earth's many resources can be used to support life • The impact of people's choices on the environment and each other • The struggle between meeting human demand and the availability of resources Specified concepts: function, causation, responsibility Additional concepts: conservation, resources, sustainability Learner profile: inquirer, principled, balanced	Central idea: Learning about how people lived in previous generations develops awareness of societal changes. Lines of inquiry: • Finding out how people used to live • The societal changes which happen over time • Societal changes influence how people live today Specified concepts: causation, change, connection Additional concepts: time, identity, history, human rights Learner profile: knowledgeable, inquirer, open-minded

Group 6

Programme of Inquiry

How We Express Ourselves	How the World Works	How We Organise Ourselves
Central idea: Images, text and music are used to influence behaviour. Lines of inquiry: • The elements of advertising • Why people respond differently to messages • How advertisers elicit responses from audiences Specified concepts: form, function, perspective Additional concepts: advertising, interpretation, influence Learner profile: communicator, risk-taker, thinker	Central idea: Human beings and the Earth are affected by natural phenomena. Lines of inquiry: • The geological features of the Earth • Causes of natural occurrences • The impact and human response to natural phenomena Specified concepts: form, change, connection Additional concepts: geography, geology Learner profile: thinker, inquirer	Central idea: Social changes within communities can be a consequence of media development. Lines of inquiry: • Evolution of communities is constant • Global advancements facilitate information exchange • Media development influences social changes Specified concepts: function, causation, change Additional concepts: innovation, progress, relationships Learner profile: thinker, knowledgeable, risk-taker

Group 7

Programme of Inquiry

Who We Are	Sharing the Planet	Where We Are in Place and Time
Central idea: Changes people experience at different stages of their lives affect their evolving sense of self. Lines of inquiry: • The physical, social and emotional changes that occur throughout life • Factors that influence our identity and well-being during adolescence • Establishing and maintaining healthy relationships Specified concepts: change, function, responsibility Additional concepts: growth, identity, relationships Learner profile: open-minded, balanced, knowledgeable	Central idea: Division of wealth affects communities' and individuals' access to opportunities. Lines of inquiry: • Causes of unequal division of wealth and power • The effect of unequal access to resources and opportunities • Efforts to address the disparity in access to resources and opportunities Specified concepts: perspective, causation, form Additional concepts: power, equality Learner profile: principled, risk-takers, inquirer	Central idea: Evidence of past civilisations can be used to make connections to present-day societies. Lines of inquiry: • Characteristics of civilisations and societies • Connections between past and present • Processes involved in collecting, analysing and validating evidence Specified concepts: form, change, connection Additional concepts: civilisation, progress Learner profile: thinker, knowledgeable, open-minded

Group 7

Programme of Inquiry

How We Express Ourselves	How the World Works	How We Organise Ourselves
Central Idea: Creating and responding to art contributes to an understanding of self and the wider world. Lines of inquiry: • Personal preference and appreciation of contemporary art • How creating and learning about art develops perspectives • The creation of art as a reflection of the artist's self, society and environment Specified concepts: connection, perspective Additional concepts: interpretation, values, communication Learner profile: communicator, open-minded, risk-taker	Central idea: Forms of energy can support sustainability. Lines of inquiry: • Forms of energy • The storage, transformation and conservation of energy • Renewable and sustainable energy Specified concepts: form, function, causation Additional concepts: forms of energy, conservation of energy, transformation of energy Learner profile: inquirer, thinker, balanced	Central idea: Production, exchange and consumption of goods and services impact economies. Lines of inquiry: • The role of supply and demand • The production and consumption of goods and services • Responsibility as entrepreneurs Specified concepts: function, connection, responsibility Additional concepts: consumption, distribution, sustainability Learner profile: inquirer, risk-taker, principled

Group 8

Programme of Inquiry

Who We Are & How We Express Ourselves	Sharing the Planet
Central idea: Our values, beliefs and personal identities can be expressed in creative ways. Lines of inquiry • The layers which make up an individual's identity • The ways in which people perceive values and beliefs • Creative expression of values, beliefs and identity Specified concepts: perspective, form, connection Additional concepts: belief systems, identity and expression Learner profile: open-minded, risk-taker, communicator	Central idea: Through informed and purposeful advocacy, people can make positive changes to address injustices and inequality. Lines of inquiry: • How we define social justice, advocacy and action • What society changes in response to activism • What matters to me and my community • Individuals can participate and contribute to making change Specified concepts: change, perspective, form Additional concepts: conflict, justice, rights Learner profile: principled, balanced, communicators

Group 8

Programme of Inquiry

Where We Are in Place and Time	How the World Works	How We Organise Ourselves
Central idea: Exploration leads to discoveries, opportunities and new understandings. Lines of inquiry: • The purpose of exploration • The impact of exploration • Forming evidence based conclusions Specified concepts: causation, perspective, form Additional concepts: navigation, colonialism, power Learner profile: inquirer, open-minded, risk-taker	Central idea: Science helps us understand the world around us. Lines of inquiry: • The properties of materials • How X works • The processes involved in the phenomena • How variables can be altered to impact outcomes in an investigation Specified concepts: form, change, function Additional concepts: properties & uses of materials, sustainability, chemical & physical changes Learner profile: thinker, knowledgeable, inquirer	Central idea: Governmental systems and decisions can promote or deny equal opportunities and social justice. Lines of inquiry: • How organisational systems function • Responsibilities of governments and citizens • How societal values affect governmental decisions Specified concepts: responsibility, function, form Additional concepts: networks, structure, civics, justice Learner profile: principled, knowledgeable, thinker

Language

As a PYP school, we believe that language is learned in a variety of different ways and students need to construct their own meaning. Students develop language(s) further by working collaboratively in a supportive but challenging environment. We believe that language is best learned through authentic contexts and interactions. Our school scope and sequence is derived from the PYP language strands: oral language, visual language, and written language.

Oral language ~ listening and speaking

Oral language encompasses all aspects of speaking and listening. At IPS, students have meaningful opportunities to participate as speakers and listeners, which allows them to articulate thoughts and make meaning of the world around them.

Visual language ~ viewing and presenting

Opportunities are consistently given for students to experience both viewing and presenting. This involves interpreting, using and constructing visuals for a range of purposes and audiences. Students learn to understand the ways in which images and language interact to convey ideas, values and beliefs.

Written language ~ reading and writing

Students are provided with a multitude of opportunities to develop lifelong reading habits, by reading a range of texts for

various purposes. As they engage with interesting and appealing texts, appropriate to their developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers. Students develop a personal voice as writers by using (text type) structures, strategies and literary techniques and applying them with increasing skill and effectiveness.



Languages

English as an Additional Language (EAL) is offered to students *after* Group 2 with few or no English language skills. This is provided through push-in and/or pull-out support by a specialist language teacher in consultation with the class teacher. Together, a programme is created to establish communication, security and progress for the student in order to ensure success in learning and development. Depending on the child's needs, support may be provided in small groups or one-to-one.

Home and family languages The PYP supports the use of home and family languages in school. These languages form an integral part of the learning landscape that shapes our school and the learning community. Students are encouraged to draw from their prior linguistic knowledge to help them find similarities and differences between their own languages and the language of instruction (English).

Host Country Language (HCL) The aim of the Dutch language programme is to connect and understand the language culture of the host country through both small group and whole class settings.

Dutch in the lower years engages students through play-based learning taught by a native Dutch speaker. Students are introduced to the Dutch language and culture through songs, drama, art and games.



Mathematics

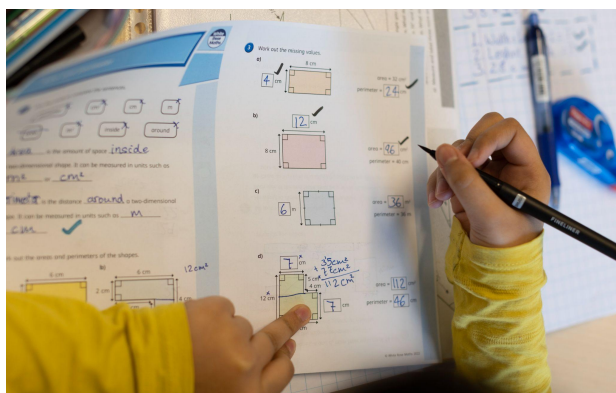
In the PYP, mathematics is viewed as a vehicle to support inquiry. The school developed the scope and sequence based on the five PYP strands.

Data Handling

Data handling allows us to make a summary of what we know about the world and to make inferences about what we do not know.

Measurement

To measure is to attach a number to a quantity using a chosen unit. Since the attributes being measured are continuous, ways must be found to deal with quantities that fall between numbers. It is important to know how accurate a measurement needs to be or can ever be.



Shape and Space

The regions, paths and boundaries of natural space can be described by shape. An understanding of the interrelationships of shape allows us to interpret, understand and appreciate our two-dimensional (2D) and three-dimensional (3D) world.

Pattern and Function

To identify pattern is to begin to understand how mathematics applies to the world in which we live. The repetitive features of patterns can be identified and described as generalized rules called “functions”. This builds a foundation for the later study of algebra.

Number

Numbers are used to interpret information, make decisions and solve problems. For example, the operations of addition, subtraction, multiplication and division are related to one another and are used to process information in order to solve problems. The degree of precision needed in calculating depends on how the result will be used.

“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.”

International Baccalaureate 2009,
Primary Years Programme: Mathematics
scope and sequence

Science

At IPS, science is embedded within one or two units of inquiry each year. The scope and sequence for science is derived from the PYP.

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 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.



PYP science skills

- 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

At IPS, social studies is viewed as the study of people in relation to their past, their present and their future, as well as their environment and their society. Through social studies, our students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their school, their community and the world, and to understand themselves in relation to their communities. The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions. The social studies component of the PYP curriculum encourages students to “understand that other people, with their differences, can also be right”. Therefore, there is a strong emphasis on the reduction of prejudice and discrimination within the classroom, the school, the community and the world.

Human systems and economic activities

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

Social organisation 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.

Music

Music is a fundamental form of both personal and cultural expression. It allows us to express our feelings and ideas about ourselves and our place in the world. Through music, students can appreciate and understand aspects of their own culture as well as the culture of others.

The music curriculum is arranged into two strands: creating and responding. Students will develop their imagination and creativity, their practical skills and their ability to communicate through music. They will also develop their ability to understand and appreciate music so that it can provide a lifelong source of enjoyment and satisfaction.



Creating music:

- Develop aural skills by exploring, imitating and recognizing elements of music, including dynamics, pitch and rhythm patterns
- Practise singing, playing instruments and improvising music, using elements of music, including rhythm, pitch, dynamics and form in a range of pieces
- Create, perform and record melodies by selecting and organising sounds, silence, tempo and volume
- Sing more complex songs with increasing accuracy, including singing notes of increased intervals; singing accurate note lengths; being aware of dynamics and tempo; using appropriate singing style

Responding to music:

- Listen and respond to a range of their own and others' music, considering where and why people make music
- Continue to distinguish a range of instrumental sounds, including orchestral, non-orchestral, non-western and multi-ethnic
- Start to analyse motif and message when listening to and performing music

Physical Education

In PE, students will learn through and about movement in an environment that promotes a lifelong love of being physically active.

Students will have the following learning experiences in PE:

- **Individual Pursuits:** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities.
- **Movement Composition:** Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas, including gymnastics, dance, martial arts.
- **Health-related Fitness:** Recognising and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise, including the interaction of body systems and the development of physical fitness.
- **Games:** Recognising the challenges presented by games; the importance of manipulating space; the categorising of games; identifying and developing appropriate skills and strategies; recognising the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
- **Adventure Challenges:** A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognising the role of the individual in group problem solving.



Social Emotional Learning

The aim of SEL at IPS is for students to learn social and emotional skills which help them become part of a positive, balanced, caring and happy school community. The goal is also to bring a shared language into the school and teach the core competences: self-awareness, self-management, responsible decision-making, social awareness and relationship skills. These are vital skills that are transferable to situations outside of school.

Personal Social and Physical Education (PSPE)

As an IB school, social emotional learning is embedded within the curriculum. Students develop and apply social emotional skills throughout transdisciplinary learning. Teachers carefully consider which attributes of the learner profile, approaches to learning and parts of the PSPE curriculum to emphasise in each unit of inquiry.

Rock and Water Programme

The Rock and Water programme is a psychophysical social competency training aimed at raising self-awareness, self-confidence, self-esteem and social skills through physical activities and games.

At least 10 lessons are taught to each class each year, which are connected through the central themes of rock and water:



learning to stand strong, finding calm and strength in yourself, learning to play and work respectfully with others.

Teachers trained in the method teach across the locations and year groups, as much as possible, and will train their own and other classes where required.

Visual Arts



Students at IPS Hilversum use art as a medium of inquiry which provides opportunities for learning. Learning about and through art is an important aspect of child development and promotes skills such as creativity, critical thinking and problem solving. Visual arts are consistently built into units of inquiry so that students have opportunities to engage in different aspects such as film, photography, animation and drawing. At IPS Hilversum, teachers actively seek trips and workshops for students to participate in. By visiting galleries and museums, interacting with artists across a range of artistic fields, and participating in workshops, our teachers strive to enhance students' understanding, enjoyment and appreciation of the arts,

Creating art:

The process of creating provides students with opportunities to communicate and develop their technical skills, take creative risks, solve problems and visualise consequences. Students draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. Independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. This strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Responding to art:

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. This strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.

Contact us



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IPS HILVERSUM International
Primary
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we learn, we experience, we inspire