

PYP Newsletter - October 2019



Dear parents,

Welcome to the first newsletter of the academic year 2019-20. This will give you a recap of the first unit of the year covered in the Primary Years Program. This year our goal has been to push for student agency and to enable voice and choice in the classroom. You will be able to see that in the engagements detailed below where children have used novel ways to inquire into their respective central ideas.

We hope that you've been enjoying this year's learning journey as much as we have!

Sincerely,
Jemily Kulkarni
PYP Coordinator

Hop On the AIS Bus!

The new academic year brought in a big change in our community's practices. We finally made the switch to a bus system! As a conscientious school community we're ecstatic to have made the move. It relieves us to see the carbon footprint commuting to school generated exponentially reduced. In turn, this has also boosted our interpersonal relationships. We now have the opportunity to interact with our peers across classes and ages. All in all buses have eased traffic, reduced emissions, and fostered a sense community. Does it get any better?

Unit 1 Roundup

Grade	Central Idea Explored in the Programme of Inquiry
1	Who We Are We are responsible for our choices and their outcomes
2	Who We Are The choices people make affect their health and well-being
3	How We Express Ourselves A variety of signs and symbols facilitate local and global communication
4	Sharing the Planet All living things go through a process of change
5	Who We Are The interaction between human body systems contributes to a healthy lifestyle
6	Who We Are Appreciating, respecting, and nurturing multiculturalism helps us to understand who we are

“Education is the foundation upon which we build our future.”

Christine Gregoire



Grade 1

To tune into this unit, children read, reflected on, and related to various moral stories to understand the concepts of beliefs and values. Next, to practice being respectful, they used a respect checklist and used the golden words “please” and “thank you”. They also honed their research and social skills by interviewing the community helpers at school about their roles and responsibilities.



Students listened to the story ‘Honesty Pays’ and reenacted it to show their understanding.



Our young investigators were keenly involved in the value-based survey activity that helped them learn how to use a pictograph.



After interviewing school community helpers, children discussed their importance and why we need to respect them.

Grade 2

During this unit, children delved into the makings of a healthy lifestyle. They carried out this inquiry by means of various learning engagements such as group discussions, hygiene experiments, audio-visual sessions, four corner debates, explorations of the five food groups through a food truck, opinion writing, case studies and so on. Our key objective was to develop children's self management and critical thinking skills.



Children understood how germs spread by means of an experiment using glitter and glue. This taught them the importance of good hygiene.

Students used the four corners (labelled strongly agree, agree, disagree, and strongly disagree) to group themselves based on their opinions about different factors affecting our health.



As a display of their understanding, our young artists channeled their creativity to show a half-and-half face depicting the impact of healthy food versus junk food.

Grade 3

During the course of this unit, children discovered new signs and symbols through maths, music, karate, road signs and much more! They inquired into other verbal and non-verbal forms of communication and demonstrated their learning through poetry, write-ups, skits and so on. Their inquiry mindset and research skills helped them understand how communication has changed and that it is continuously changing.



After watching a video on Hellen Keller's life, children inquired into special means of communication thereby practicing the learner profile attribute of being caring.



Children displayed their understanding through various forms of communication such as illustrations, storyboards, role-play and so on.



Students practiced the learner profile attribute of international mindedness by inquiring into the national symbols of India and other countries all over the world.

Grade 4

As a provocation for this unit, children observed the features of different habitats such as climate, rainfall, and the plants and animals found there. Here they noticed that plants and animals had different features that helped them adapt in various environments. They also inquired into the developmental changes plants and animals go through their lifetime. Finally they discovered that changes are not only natural but can be man-made too. This sensitised them to the need to protect the environment.



Our inquirers studied the lotus stem to identify the adaptation features of aquatic plants.

Children made art compositions using materials they picked up from the garden to understand how art can be created from natural objects.



To tune into the second line of inquiry, students sequenced the picture cutouts of a fish in the correct order of its stages of growth.

Grade 5

Children inquired into body systems in this unit. After sharing their prior knowledge with each other using the 'question partner' learning strategy, they attended an enriching expert talk by Dr. Maulesh Gadani. To showcase their understanding of this knowledge they created informative booklets and models. We also integrated other elements such as language and cooking in these engagements.



The AIS master chefs used fireless cooking to make healthy salads.

Our young yogis practiced yoga to understand the importance of asanas and meditation for a healthy mind.



Guest speaker - Dr. Maulesh Gadani - deepened children's understanding of the human body systems.

Grade 6

In this unit, children practiced their international mindedness and open mindedness by showing a great deal of interest in learning about new cultures and making a difference in the society. In one engagement called the explanation game, they shared their perspective on news articles assigned to them. The end goal was to hone their research, thinking, and communication skills.



Children presented their understanding of how Ashoka had an impact on society by means of a play.

Students collaborated to research and present their findings on the great personalities of the past.



Our young scientists interpreted the properties of air and water by means of hands on experiments.

Learner Profile Spotlight - Principled

The IB elaborates on the learner profile attribute of 'principled' as:

“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.”

In the course of this unit while our pedagogy was centred around enabling agency, and voice and choice our central ideas were centred around choices and the impact they have. Across grades we explored how the choices we make impact us and others. Be it in matters of health, hygiene, and nature, or in matters of respecting the culture of one and the other. This unit children were given the agency to make their own choices and were taught to be 'principled' with it. In the words of a wise young boy, “With great power comes great responsibility”.



What did you think of this newsletter?

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