ISZL Primary Years Programme

INTERNATIONAL SCHOOL OF ZUG AND LUZERN

respect | motivate | achieve

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Scan the QR code for more information on the companion website to this publication.

Welcome

Dear Primary School Parents,

Grüezi and welcome to the vibrant and dynamic world of our primary school! We are delighted to introduce you to our carefully-crafted curriculum, designed to ignite curiosity, foster creativity, and build a strong foundation for lifelong learning.

The years your child spends in our Primary School are so important, providing a foundation not only for learning, but in forging your child's understanding of the world around them and their place in it. ISZL's Primary School curriculum guide aims to highlight our school's values and goals and provide a glimpse of what students and parents can expect from the curriculum.

ISZL is committed to ensuring that our students "stretch themselves further and achieve more than they believe possible". These words, from our school vision, are at the heart of the ISZL experience. We teach our Primary School students to be curious about the world around them, fostering their ability to think through problems for themselves.

On page 4, we give you more information about the International Baccalaureate Primary Years Programme. It is a framework for learning with student-centred, inquiry-based learning at its heart. We build on children's natural curiosity, and look for authentic learning opportunities in the real world. While doing so, we still ensure a robust set of developmentally-appropriate skills and concepts are established along the way.

These attributes are key to success in the modern world - in careers and personal relationships. Our aim is for our students to challenge not just themselves but also the status quo - bringing their unique understanding and experiences to forge meaningful, fascinating lives, and to become true global citizens.

Thank you for choosing ISZL Primary School as your partner in education. We encourage and look forward to your active involvement in your child's learning journey. Together, let's inspire a love for learning and make our children's world – or our corner of it – a better, kinder place.

With warm wishes

Mel Bland
Primary School Principal

Inquiry-based learning

What do we mean by inquiry-based learning?

Inquiry-based learning covers all of the "traditional" subjects, but in such a way that thinking roams freely into, for example, the places where politics and economics cross, or art and history, or geography and politics. As adults, when we work, engage with a hobby or consider any difficult or challenging issue, we draw on the sum total of our knowledge, from our education and from our personal experience, and the experiences of those we meet. Being able to think flexibly in this way is vital for future success, and at ISZL we encourage deep, creative thought from the very beginning.

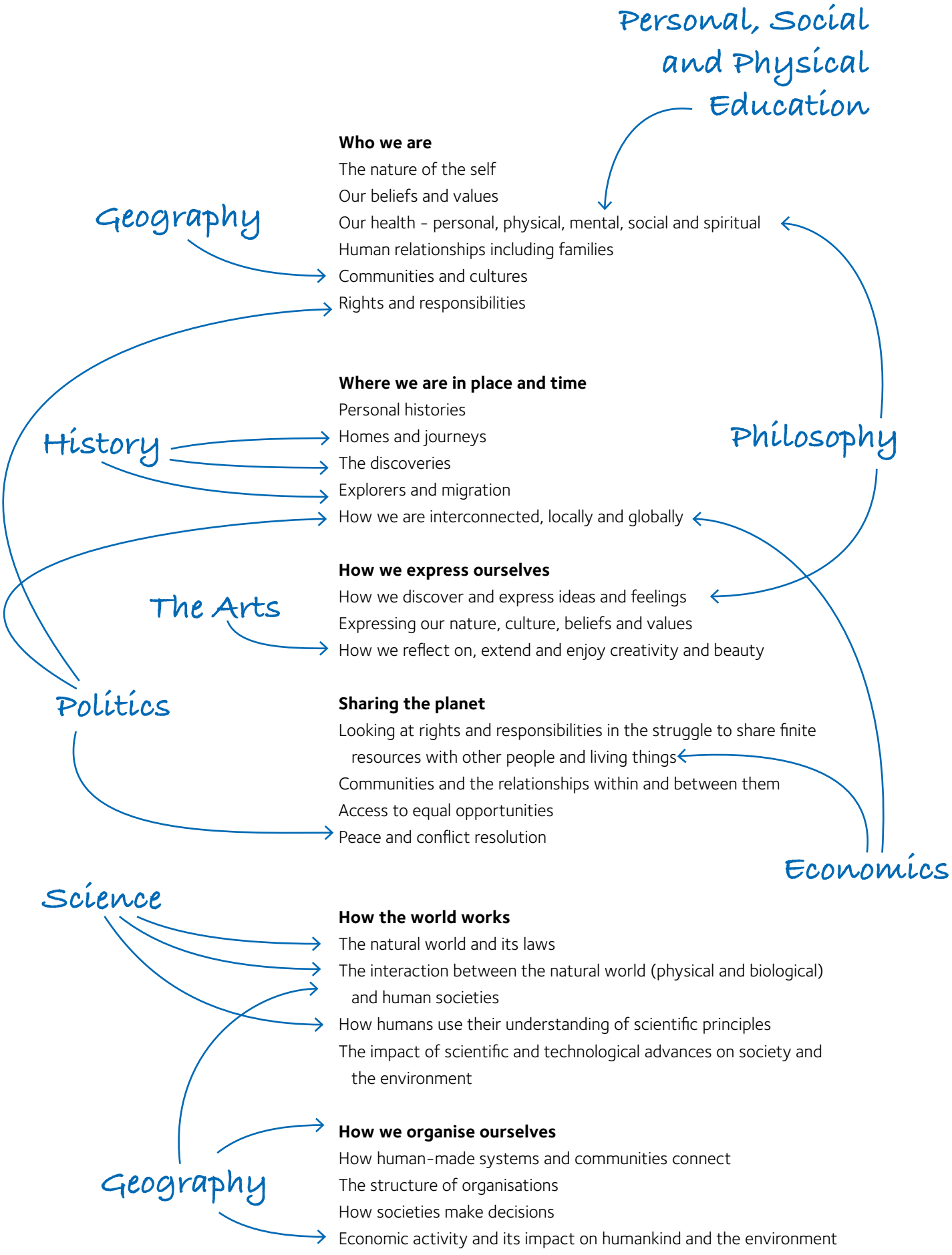
The main themes for inquiry in the Primary Years Programme are:

- Who we are
- Where we are in place and time
- How we express ourselves
- Sharing the planet
- How the world works
- How we organise ourselves

On the opposite page are those themes in a bit more detail, with some idea of the traditional subjects they cover.

By considering the world as it connects, your child will continue their thinking about their life through these parameters, continuing to make connections from all of his or her experiences, and learning to think deeply and creatively.

Where do we find the traditional subjects in the PYP?
Here are some examples:



Helping every child turn their learning into action

'Learning is a developmental process... the learner does not always progress through age-related stages in a strictly linear fashion.'
Making the PYP Happen, IB, 2009

One of the challenges of an international school is that children from different countries around the world arrive with different age-related expectations. Meet two typical children from Grade 3:

Henry is British. He started his reading journey with phonics classes at the age of three. He began reading at the age of four, and now likes to read chapter books.

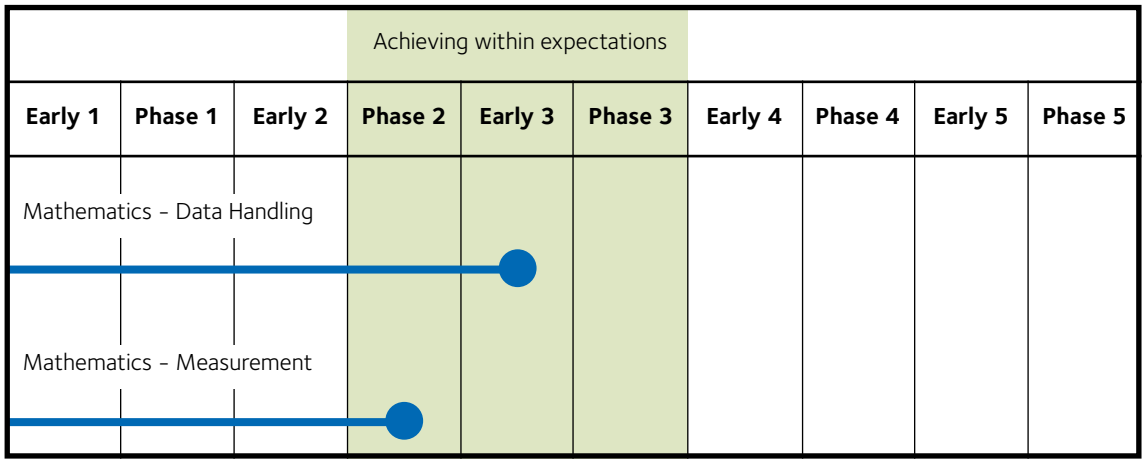
Ebba is Swedish and has arrived at ISZL this year. She started reading at age seven with some preparation from her preschool at the age of six. She can read simple books in Swedish. Like readers in many countries which start later, she will learn to read rapidly.

The challenge for ISZL is to ensure that both Ebba and Henry progress to their full potential this year - and that children with variations in learning experience in all other subjects, equally make the progress they should. Like all good international schools, **ISZL does not work to a mid-point in classroom ability.** Very quickly, we will find our students enjoying similar books. Our school vision states:

We help every student turn their learning into action, creating the opportunity to stretch themselves further and achieve more than they believe possible.

Stretching themselves further applies to everyone in the class. Differentiation is key to ISZL, and at any one time, you may see different children working towards a series of different outcomes. As a result, we talk of phases of development. These are grouped by age but loosely, taking into account the variation we expect to see.

Here is a sample school report for a Grade 3 student:



The green shaded area is what educators expect to see within Grade 3. This is not a reflection of ability or potential, but variations in child development and children arriving at ISZL with different learning backgrounds.

A student achieving Phase 2 would expect their dot to move to the right as they progress. However, this shaded area is not a limit on achievement.

Phase Expectations in the Primary School

Here are the phases of development for the end of each Grade level. For example, a child in Grade 2 would be expected to be in either Phase 2 or early Phase 3. You can read more about what is meant by the different phases in Language and in Mathematics in the following pages.

	Early 1	Phase 1	Early 2	Phase 2	Early 3	Phase 3	Early 4	Phase 4
EY1, EY2 Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								

For more information on the phases, including details on skills for each phase, scan the QR code on page 2 for the resource webpage which accompanies this publication.

A community of learners

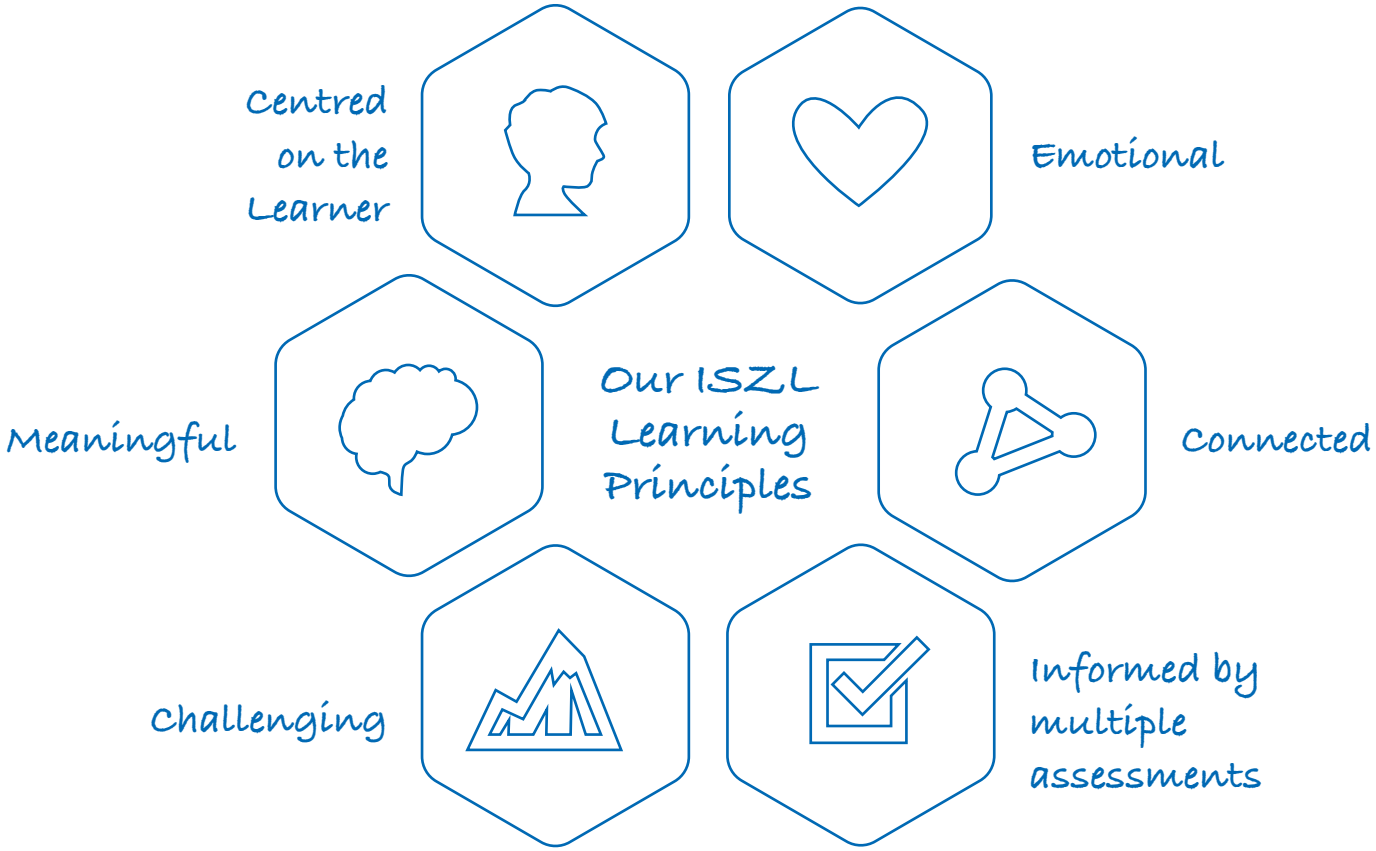
ISZL's Mission
We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

ISZL's Vision
We help every student turn their learning into action, creating the opportunity to stretch themselves further and achieve more than they believe possible.

Our Learning Principles
These ensure that our students' experiences, from Primary School to High School, are intentionally designed so everyone has the opportunity to stretch and succeed.

From Early Years 1 through to Grade 5, ISZL uses the International Baccalaureate Primary Years Programme (PYP) to design and facilitate powerful learning.

The PYP is a comprehensive, inquiry-based approach to teaching and learning, encouraging teachers to integrate its learning principles so students build a depth of understanding of all subjects and grow into independent and lifelong learners.



More than just subjects
We support students in building the tools needed to acquire, organise, and communicate knowledge. We work systematically to develop and practise skills through the PYP years, each year providing a foundation on which the next can build.

- **Communication Skills** Students develop their ability to listen, speak, read and write. In addition, they construct and interpret visuals and multimedia using appropriate technology.
- **Self-Management Skills** Students work on time management, organisation, safety, good behaviour, informed choices, and a healthy lifestyle.
- **Research Skills** Students learn how to formulate questions; collect, organise and interpret data; and present research findings.
- **Thinking Skills** Through the inquiry method, students learn to apply, analyse, synthesise, and evaluate the knowledge they have acquired.
- **Social Skills** Students learn how to work cooperatively in a group, resolve conflicts, listen to others, complete tasks, and recognise other people's viewpoints.

IB learner profile

As International Baccalaureate (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 challenge and change.

BALANCED
We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve wellbeing for ourselves and others. We recognise 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.

Literacy

'Language is the major connecting element across the curriculum. Therefore, the focus is not only on language for its own sake, but also on its application across the subjects and throughout the transdisciplinary programme of inquiry. It also facilitates connections with the wider community and provides a vehicle for inquiry.'

IB, Language Scope and Sequence, 2018

Wherever possible, language and literacy is taught through the relevant and authentic context of the transdisciplinary programme of inquiry. At ISZL we have a balanced approach to language learning with experiences provided both within and outside the programme of inquiry.

At ISZL, students learn language, learn about language and learn through language. Students learn language by:

- **Speaking and listening**
- **Viewing and presenting**
- **Reading and writing**

Teachers use a variety of strategies to model, guide and support students. When learning through language, students listen to and use language with others in their everyday lives to make connections, share ideas and reflect on their learning. Students develop their understanding about how language works by exploring its functions and conventions.

A more detailed guide to all Primary School Language phases can be found on the following pages.

Language Phase 1

Speaking and Listening: Students will understand the value of speaking and listening to communicate. They will recognise sounds and explore symbolic representations of them. Students will use spoken language to describe, to initiate and explore relationships, to question and inquire.

Example learning outcomes:

- Listen and respond to familiar classroom language and directions

Viewing and Presenting: Students will explore visual language in the world around them to understand it conveys meaning. They will respond and interpret visual texts.

Example learning outcomes:

- Use body language to communicate and convey understanding

Reading: Students will understand how print can represent the real or imagined world. They will explore how reading can give knowledge and pleasure and can be a social or individual activity. They will begin to explore the concept of a 'book' and some of its structural features.

Example learning outcomes:

- Participate in shared reading, joining in with rhymes and refrains
- Distinguish between pictures and written text

Writing: Students will begin to understand writing is a form of expression to be enjoyed and explore this. They will know that what you write conveys meaning and can be a collaborative or individual act.

Example learning outcomes:

- Experiment with writing using different writing tools and media
- Use their own experience as a stimulus when drawing and writing

Language Phase 2

Speaking and Listening: Students will understand that sounds are associated with objects, events or ideas, or with symbolic representations of them. Students will be aware that an object or symbol may have different sounds or words associated with it in different languages.

Example learning outcomes:

- Distinguish between beginning, medial and ending sounds of words
- Listen to and enjoy stories read aloud and show understanding by responding

Viewing and Presenting: Students will identify, interpret and respond to a range of visual prompts and show an understanding that different types of visual texts serve different purposes. Students will use this knowledge to create their own visual texts for particular purposes.

Example learning outcomes:

- Plan and deliver short presentations, providing some key detail in a logical sequence
- View visual texts and show understanding by asking relevant questions and discussing possible meaning

Reading: Students will show an understanding that language can be represented visually through codes and symbols. Students will understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Example learning outcomes:

- Participate in guided reading, observing and applying reading behaviours and interacting effectively in a group
- Read and understand self and teacher-selected texts

Writing: Students will demonstrate an understanding of story structure and are able to make critical judgements about their writing, and the writing of others. Students are able to rewrite to improve the quality of their writing.

Example Learning Outcomes:

- Write a range of text forms for a variety of purposes and audiences
- Write in complete sentences using writing conventions and some accurate grammatical constructs

Language Phase 3

Speaking and Listening: Students will show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; they will appreciate that each listener's perception of what they hear is unique. Students will compile rules about the use of different aspects of language.

Example learning outcomes:

- Use language to explain, inquire and compare
- Organise thoughts and ideas before speaking to show language cohesion

Viewing and Presenting: Students will show an understanding that visual text may represent reality or fantasy. They will recognise that visual text resources can provide factual information and increase understanding, Students will use visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information.

Example Learning Outcomes:

- View visual information and show understanding by asking relevant questions and discussing possible meaning
- Discuss their own feelings in response to visual messages; listen to other responses, realising that people react differently

Reading: Students will show an understanding that text is used to convey meaning in different ways and for different purposes. Students will use strategies to read for understanding. Students will recognise that the structure and organisation of text conveys meaning.

Example Learning Outcomes:

- Read an increasing range of texts by combining contextual, semantic, grammatical and phonetic knowledge using reading strategies

Writing: Students will understand that writing can be structured in different ways for different purposes. Students will use imagery in their stories to enhance meaning. Students will understand that writing can produce a variety of responses from readers.

Example Learning Outcomes:

- Write independently, developing a personal voice
- Use appropriate writing conventions, for example word order, conventions and tense as required

Language Phase 4

Speaking and Listening: Students will show an understanding of the conventions associated with speaking and listening and with the value of adhering to those conventions. They will understand that language is a vehicle for becoming knowledgeable; for negotiating understanding; for negotiating the social dimension.

Example learning outcomes:

- Understand and use figurative language
- Recognise that different forms of grammar are used in different contexts

Viewing and Presenting: Students will use of a range of visual text resources to access information. Students will think critically, and are articulate about the use of visual text to influence the viewer. Students use visual imagery to present factual information, or to tell a story.

Example learning outcomes:

- View and critically analyse a range of visual texts, communicating understanding, through oral, written and visual media
- Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects

Reading: Students will understand the relationship between reading, thinking and reflection. Students will know that reading is extending their world, both real and imagined, and there is a reciprocal relationship between the two.

Example learning outcomes:

- Identify genre and explain elements and forms that are associated with different genres
- Use comprehension strategies to build literal and inferential meaning

Writing: Students will demonstrate an understanding of story structure and are able to make critical judgements about their writing, and the writing of others. Students are able to rewrite to improve the quality of their writing.

Example learning outcomes:

- Write independently, with confidence and showing the development of their own voice and style
- Use punctuation and grammatical conventions including tense accurately

Mathematics

'Learners acquire mathematical understanding by constructing their own meaning through ever-increasing levels of abstraction, starting with exploring their own personal experiences, understandings and knowledge.'

In the Early Years, 'play and exploration have a vital role in the learning and applications of mathematical knowledge. Teachers provide a variety of areas and resources to allow students to encounter situations that will introduce and develop mathematical skills'

IB, Mathematics Scope and Sequence, 2018

People who are numerate are confident in using numbers in a variety of situations, both in school and later on in life. They understand the number system and are able to use a range of skills and strategies to solve problems. At ISZL, we believe all students have the potential to engage in mathematics at a high level. Children learn a range of mental calculation strategies and written methods to give them a greater understanding of the number system and a more flexible approach to solving mathematical problems.

When faced with a problem or calculation, we want children to say to themselves, "Can I do this in my head?" Mental calculation becomes a first resort, and children record and compare their strategies and thinking.

Our mathematics strategy starts with the belief that students should have a deep understanding of number, and should be able to see why mathematical problems work the way they do. It is not enough to tell them an answer is correct or otherwise - there needs to be a sense of the logic behind the question.

As part of that, we ground our primary school students in mental arithmetic, and teach different ways in which students can reach the answer to their question until they find a strategy which aligns with the way their mind works.

Scan the QR code on page 2 for more information on the companion website to this publication.

Opposite are some examples

On page 18 are examples of the milestones, or phases, our learners reach on their mathematics journey at ISZL. Scan the QR code on page 2 for greater detail on calculation in the Primary School.

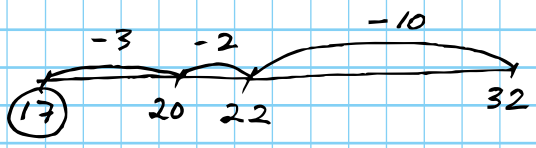
PARTITIONING

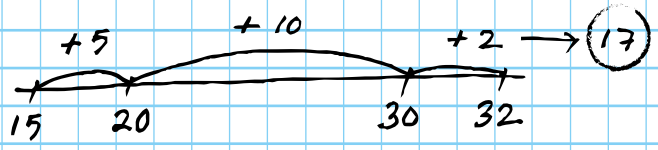
$$24 \times 6 = (20 \times 6) + (4 \times 6)$$
$$= 120 + 24$$
$$= 144$$

Here we make use of a number line

COUNTING BACK OR ON

$32 - 15$





PARTITIONING

$35 + 26$

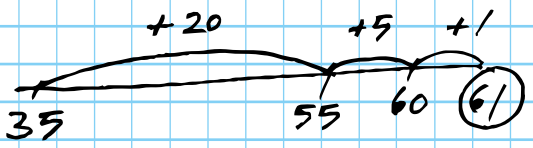
$30 + 5 + 20 + 6$

$50 + 11 = 61$

Here we break down the sum 35+26 into tens and units. Here is another example of partitioning

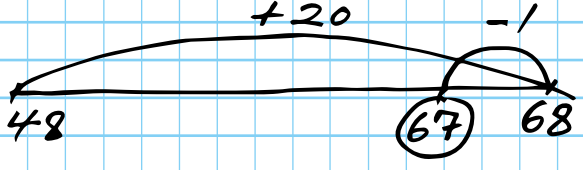
COUNTING ON

$35 + 26$



ADJUSTMENT

$48 + 19$



The adjustment strategy can be very helpful for mental arithmetic - many parents coming across it for the first time report their mental arithmetic has improved!

Mathematics Phase 1

Data Handling: Students will develop an understanding of how the collection and organisation of information helps to make sense of the world. Students will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks.

Example learning outcomes:

- Sort familiar objects to identify their similarities and differences
- Present data using pictures, drawings and numerals

Measurement: Students will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. Students will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events.

Example learning outcomes:

- Estimate, measure and compare objects using non-standard and standard units
- Use everyday language related to time to order and sequence familiar events

Shape and Space: Students will understand shapes have characteristics that can be described and compared. Students with understanding use common language to describe paths, regions and boundaries of their immediate environment.

Example learning outcomes:

- Identify, visualise, sort, compare and name common 2D and 3D shapes describing their properties
- Use common language to describe position and direction

Pattern and Function: Students will understand that patterns and sequences occur in everyday situations. Students will be able to identify, describe, extend and create patterns in various ways.

Example learning outcomes:

- Read and write expressions and number sentences using symbols
- Talk about, recognise and recreate simple patterns

Number: Students will understand numbers are used for many different purposes. Students will develop understanding of 1:1 correspondence and conservation of number, be able to count and use number words and numerals to represent quantities.

Example learning outcomes:

- Count reliably at least 20 objects, recognising that when rearranged the number of objects remains the same
- Say the number that is one more/less and 10 more/less for multiples of 10

Mathematics Phase 2

Data Handling: Students will understand how information can be expressed as organised and structured data. Students will collect and represent data in different types of graphs and interpret the resulting information. They will describe likelihood of events happening using appropriate vocabulary.

Example learning outcomes:

- Answer a question by collecting and recording data in tables, charts and lists
- Use Venn and Carroll diagrams to sort data and objects using more than one criterion

Measurement: Students will understand that standard units allow us to have a common language to describe and measure objects and events. Students will develop this understanding in relation to measurement involving length, mass, capacity, money, temperature and time.

Example learning outcomes:

- Estimate, measure and compare lengths, weights and capacities using standard units and measuring tools
- Tell and show the time to the nearest hour, half hour and quarter hour on an analogue and digital clock

Shape and Space: Students will understand 2D and 3D shapes can be classified and named according to their properties. Students will understand that examples of symmetry and transformations can be found in the environment. Students will use vocabulary to describe paths, positions and boundaries.

Example learning outcomes:

- Visualise 3D objects from 2D drawings and make nets of common solids
- Recognise, explain and create symmetrical designs. Identify lines of reflective symmetry
- Use the four compass directions to describe movement about a grid

Pattern and Function: Students will understand that whole numbers exhibit patterns and relationships that can be observed and described. They will understand the inverse relationship between addition and subtraction.

Example learning outcomes:

- Describe patterns and relationships involving numbers or shapes
- Use mathematical symbols to record and interpret number sentences involving all four operations

Number: Students will develop understanding of the base 10 place value system. They will have automatic recall of addition and subtraction facts and use mental and written strategies for calculation. Students will develop their understanding of fractions as representations of whole-part relationships.

Example learning outcomes:

- Solve problems involving counting, adding, subtracting, doubling and halving
- Partition two-digit numbers in different ways
- Read and write two and three digit numbers in figures and words
- Read and write fractions interpreting the denominator as parts of the whole and numerator as the number of parts

Mathematics Phase 3

Data Handling: Students will develop an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities. They will make the connection that probability is based on experimental events and can be expressed numerically.

Example learning outcomes:

- Construct frequency tables, pictograms, bar and line graphs
- Find and interpret the mode of a set of data

Measurement: Students will continue to use standard units to measure, developing their understanding of perimeter, area and volume. They will select appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale.

Example learning outcomes:

- Interpret a reading that lies between two unlabelled divisions on a scale
- Draw rectangles and measure and calculate their perimeter
- Find the area of rectilinear shapes
- Use decimal notation in the context of measures and money

Shape and Space: Students will sort, describe and model regular and irregular polygons. They will describe congruence and similarity in 2D shapes. They will develop their understanding of reflective and rotational symmetry.

Example learning outcomes:

- Identify, visualise and describe properties of 2D and 3D shapes
- Read and plot coordinates in the first quadrant
- Recognise perpendicular lines in grids and shapes
- Estimate, draw and measure acute and obtuse angles

Pattern and Function: Students will analyse patterns and identify rules. They will understand the inverse relationship between multiplication and division and the associative and commutative properties of multiplication.

Example learning outcomes:

- Represent a problem using number sentences, statements or diagrams; use these to solve the problem and interpret the solution
- Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement

Number: Students will develop their understanding of fractions and decimals. They will model, read, write, compare and order fractions. They will have automatic recall of addition, subtraction, multiplication and division facts. They will use a range of strategies to solve problems.

Example learning outcomes:

- Use the vocabulary of ratio and proportion to describe relationships between quantities
- Recognise the equivalence between decimal and fraction forms
- Develop and use written methods to record multiplication and division

Mathematics Phase 4

Data Handling: Students will use the mode, median, mean and range to summarise a set of data. Learners will understand probability can be expressed on a scale and that the probability of an event can be predicted theoretically.

Example learning outcomes:

- Describe and interpret results and solutions to problems using mode, median and mean
- Construct and interpret bar charts with grouped discrete data and interpret pie charts

Measurement: Students will decide on the level of accuracy required for measuring and using decimal and fractional notation when precise measurements are necessary. Students will be able to measure and construct angles to demonstrate their understanding of angles as a measure of rotation.

Example learning outcomes:

- Calculate the perimeter and area of rectilinear shapes
- Estimate, measure and draw angles; calculate angles in a triangle or around a point

Shape and Space: Students will understand the properties of regular and irregular polyhedra. They will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Example learning outcomes:

- Use coordinates in the first quadrant to draw, locate and complete shapes that meet given properties
- Visualise and draw on grids where a shape will be after reflection and rotation

Pattern and Function: Students understand that patterns can be represented, analysed and generalised using algebraic expression, equations or functions. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots.

Example learning outcomes:

- Students will understand the base 10 system extends indefinitely in two directions. They will develop an understanding of ratio. They will use mental and written strategies to solve problems using whole numbers, fractions and decimals and evaluate reasonableness of answers.

German

German is taught at ISZL from the very earliest years, and German lessons adapt during Primary School to match the stage of each child's development. Throughout, there is an emphasis on practical use of language, community connections here in Switzerland and finding joy in learning.

Our youngest learners have frequent opportunities to attend a Mittagstisch (midday meal), where specialist German teachers encourage them to converse in German as they eat, learning important early vocabulary which can be regularly used.

Younger children also learn through singing in German, and visiting the forest with their German teachers. They discuss what they find there using the German language.

For children in Kindergarten and Grade 1, a system of more discrete German instruction begins. The children's class is visited by the German teacher for four lessons a week. Language lessons include role-play, building vocabulary, reading and writing.

The four lessons a week continue throughout Primary School. From Grade 2, lessons are grouped by phases of learning, so children who have been with us from the beginning can continue their language learning, while children who are arriving at ISZL and learning German for the first time can have the support they need.

Students who have German as their first language have their own language lessons, so they can develop their knowledge.

Throughout the Primary School curriculum, an emphasis is placed on connecting with the community, be it through the traditional candle-dipping (Kerzenziehen) in December or the February Fasnacht parades. As well as helping students to feel more connected to their local area, an emphasis is placed on the vocabulary used to describe their experiences.

As students progress through their phases of German language instruction, they are encouraged to make their own links within the community, and where they do, their German teachers help with the vocabulary they need to thrive in their chosen activity (for example, vocabulary relating to a particular sport).

Students are encouraged to read in German, making use of the German language books in the ISZL library and online literary resources. They write and give presentations in German, as well as making their own videos.


SPIDEY!

German EY1 - Grade 1

The German language teachers at ISZL aim to foster language skills, which will enable students to express themselves authentically. Students develop transferable language learning and literacy skills to communicate effectively. This includes developing an understanding of Swiss and German cultures.

Teaching and learning is connected to the homeroom curriculum. There is a strong emphasis on oral communication and literacy skills. There is a variety of whole-class and small-group learning engagements, with differentiated instruction to meet the needs of all learners, including fluent speakers.

There are many opportunities throughout the week to engage with German. In addition to scheduled lessons, all children are invited to German language integration experiences during:

- outdoor learning
- forest visits
- field trips
- baking engagements
- municipal traffic training (Kindergarten)

Families are encouraged to connect to the local community as much as possible to support optimal learning of the German language.

German Grades 2-5

The German language programme at ISZL aims to develop language skills, which will enable students to express themselves in authentic situations. Students develop transferable skills connected to language learning and literacy to communicate effectively in the local area and other German speaking communities. There is also a focus on developing an understanding of Swiss and German cultures.

The German language programme at ISZL is designed to support students to learn language, to learn about language and to learn through language. Students are placed in classes according to their phase level. For more detail, please see the QR code on page 2.

Students in Grades 2 – 5 have four German lessons a week. For students in the Language & Literature class, the programme aims to provide German teaching and learning that is connected to the development of literacy skills and the curriculum in the homeroom classrooms.

Families are encouraged to connect to the local community as much as possible to support optimal learning of the German language.

Science and Social Sciences

Science is integrated and taught within the programme of inquiry. 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 systems, distinctive features and natural phenomena that shape and identify the planet
- 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

You can read about the Science curriculum in greater depth in our Scope and Sequence document, which is linked on the webpage that accompanies this publication. Scan the QR code on page 2.

Scan the QR code on page 2 for more information on the companion website to this publication.

'The aim of social studies within the PYP is to promote intercultural understanding and respect for individuals and their values and traditions. Social studies 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.'

IB Primary Years Programme Social Studies Scope and Sequence, 2018

ISZL Mission: We are a community of learners determined to make the world – or our corner of it – a better, kinder place.

The knowledge component is arranged into five strands:

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 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 decisions

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

You can read about the Social Studies curriculum in greater depth in the Scope and Sequence document, which is linked on the webpage that accompanies this document. Scan the QR code on page 2.

Scan the QR code on page 2 for more information on the companion website to this publication.

Personal, Social and Physical Education

Personal, Social and Physical Education (PSPE) is concerned with the student's wellbeing. Wellbeing 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.

Keeping Safe and Child Protection
The Child Protection curriculum at ISZL is delivered through the PSPE programme for students in every grade level. The programme is based on the Keeping Safe syllabus of the South Australian Government, and is enhanced with specific additional material to suit the needs of the international environment of ISZL and the age range at our school. In Primary School the PSPE programme is incorporated into the PYP units of inquiry. You can read more about child protection at ISZL in our Child Protection Handbook, which you can find on the companion website to this publication by scanning the QR code on page 2.

The Child Protection curriculum includes a focus on the following areas:

- Safe and unsafe situations
- Bullying
- Relationships and trust
- Secrets
- Touch – appropriate and inappropriate
- Trust networks
- Protective strategies

Scan the QR code on page 2 for more information on the companion website to this publication.

Physical Education (PE)

'To help every child find joy in movement and physical activity.'

In the PYP, learning experiences are organised into five strands to ensure a balanced approach to physical education:

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 (e.g. track and field, swimming); recognising a high level of achievement and how to improve a performance.

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 the game; modifying existing games and creating new games; teamwork.

Health-related Activities
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.

Movement Composition
Recognising 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 (e.g. dance, gymnastics).

Adventure Challenge
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.

PE units of inquiry at ISZL are framed around these overarching themes:

- Cooperative learning
- Teaching games for understanding
- Sports education

Additionally, connections are also made between Physical Education and learning in the homeroom to support the transdisciplinary nature of learning within the programme of inquiry.

We believe strongly in the benefits of outdoor activities - you can read more about outdoor learning, including our forest programme, on page 33.

The Arts

The Units of Inquiry provide the context for exploring and learning skills connected to Visual and Performing Arts, as do language and mathematics engagements. Specialist teachers work collaboratively with class teachers, connecting and responding to learning in the classroom as well as exploring them as subjects in their own right. The Arts have two concept-driven strands: Responding and Creating.

Responding
This provides students with opportunities to respond to their own and other artists' works and processes, and in doing so develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of Dance, Drama, Music and Visual Arts, including using specialised language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.

Creating
This gives students the opportunity to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The creating strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.

Instrumental Music
All students in Grades 4 and 5 receive a weekly instrumental or vocal lesson. Through these lessons, they develop many musical skills including learning to read musical notation and performing individually and in ensembles.



Outdoor Learning

It is well-documented that for children, spending time outdoors is important for health and wellbeing. Students in Early Years 1 to Grade 1 spend extended time in the outdoor environment every day. During these times the children have access to a range of open-ended materials and resources such as construction, sand play, role-play, water play and working or exploring in the school garden and pond area. This time also supports children in building relationships through play in small and large groups across the whole grade level. By working collaboratively, children develop communication skills, social skills and a sense of belonging. Planned learning engagements outdoors encourage physically active learning and the development of fine and gross motor skills. Students also learn more about their natural surroundings through regular, extended visits to a local forest.

Direct experience of the natural world can motivate positive environmental action, especially when supported by adults who express and demonstrate care for the environment. ISZL offers all students from Early Years 1 to Grade 5 opportunities to explore, investigate and discover in the outdoors through learning engagements outside the classroom, field trips and visits to local forests and nature reserves.

Your child's school day

One of the most commonly-asked questions from visiting families is what their child's day at ISZL will look like.

A week at ISZL for our Primary students includes the following:

German (see page 22)
German takes place from Early Years 1 upwards, with formal lessons four times a week from Kindergarten to Grade 5.

Swimming
Students go swimming at the Baar Lättich swimming pool each week. Lessons are differentiated by ability, and are a highlight of the week for many of our pupils.

Outdoor Learning (see page 33)
Lessons outdoors in all weathers are an important part of life at ISZL Primary School. Our students learn about nature in the pond, learn balance skills using the equipment, and our younger students put on plays and music performances in the Early Years / Kindergarten playground.

Forest Lessons
At ISZL we offer children opportunities to explore, investigate and discover more about their natural surroundings through regular, extended visits to local forests. Children in EY1 to Grade 1 make regular visits with their class teacher, with our Forest Leader or with the German Teacher. During these visits the children are able to be physically active, and to experience challenge and risk within a framework of security and safety. You can have an insight into their time in the forest by scanning the QR code on page 2 and watching our Early Years video. You can also find out more about outdoor learning on page 33.

Opposite are some sample timetables for our Early Years, Grade 3 and Grade 5 students. You will see time allocated for Maths, Language and for focusing on the Unit of Inquiry. There is also time for meeting together as a class, for Outdoor Learning, and for lessons taught by specialist teachers such as German, Art, Music, PE and Swimming. There are also regular visits to the library. Teaching is always responsive to events happening outside the classroom: to world events, local traditions and celebrations, events happening in students' lives and to students' passions and interests.

Scan the QR code on page 2 for more information on the companion website to this publication.

Visits across Switzerland
We take advantage of our beautiful surroundings – and ISZL's own mountain retreat, Chalet Bergheim, to explore nature, deepen our understanding of our curriculum and for our students to grow.

Our Personal Development weeks take place from Grade 3, with students staying away overnight, initially in Chalet Bergheim but in the older years venturing to locations such as Verbier and Kandersteg.

Chalet Bergheim is also the venue for our curriculum retreats, where students immerse themselves in experiences that deepen their understanding and enjoyment of various subjects, and also musical retreats for students in Grades 4 and up.

Students also undertake school trips to local museums, exhibitions and historical places of interest such as Augusta Raurica, a Roman archaeological site, and local animal parks. School trips are also used as part of the German curriculum to encourage use of spoken language.

Early Years

	Monday	Tuesday	Wednesday	Thursday	Friday
08.30-09.00	Morning class meeting				
09.00-11.00	Arts & Music	German	Physical Education	Library visit	
11.00-12.00	Outdoor Learning				
12.00-13.00	Lunch			Mittagstisch (German)	
13.00-14.30		Guided Play	German	Guided Play	
14.30-15.30	Outdoor Learning				

Grade 3

08.30-09.00					
09.00-10.00				Grade 3 German	
10.00-10.30					
10.30-12.00	Grade 3 German	Grade 3 German	Lunch		Grade 3 German
12.00-12.30	Lunch		Swimming	Lunch	
12.30-13.00	Outdoor Learning			Outdoor Learning	
13.00-14.00				PE	
14.00-14.30					
14.30-15.30		Music	Library		Assembly

Grade 5

08.30-09.00					
09.00-10.30			German		Instruments
10.30-11.00	Outdoor Play				
11.00-12.30	Library		Instruments		
12.30-13.00	Lunch				
13.00-14.00	German	PE		German	
14.00-14.30	Outdoor Play				Swimming 13:30 - 14:45
14.30-15.30		German		Visual Arts	

Student Support

Student support at ISZL ensures every child achieves to the best of their ability. All ISZL campuses provide support for students with identified mild to moderate learning needs, English language acquisition needs, mild social-emotional needs, and specific health needs. Students flagged at admissions may be informally or formally assessed to ensure the school is an appropriate place to meet their needs.

Learning Support
Learning Support services for students with additional needs can be offered as "pull out" or "push in." Push in support means that learning support teachers work alongside classroom teachers, and assist student progress. For example, they may repeat or clarify information, guide a writing piece, break down instructions into bullet points or have a second look at a mathematics problem.

In Primary School, small group short term "pull out" services are available to those students identified as needing dedicated time with a Learning Support teacher, but not necessarily yet diagnosed. Students with a diagnosed learning need may be eligible for a Learning Support class. Families whose children need extra support may opt out of German lessons in order to have more time with the learning support team. Supportive equipment is considered, including cushions for children with weak core strength, supportive technology such as voice-to-text apps, and noise-cancelling headphones.

English as an Additional Language
There are three EAL phases (Foundational, Intermediate and Advanced) in the Primary School, with students progressing from one phase to the next. EAL support stops at the end of Advanced level, as students by this stage are ready to learn alongside their peers.

Students who begin in EAL at a Foundational level typically have EAL support for up to four years. EAL Foundational and Lower Intermediate students receive EAL lessons instead of German, unless they are native German-language speakers.

Foundational: EAL students at this level have limited or no understanding of English. They rarely use English for communication. EAL students at this level may understand phrases and short sentences. They can communicate limited information in simple, everyday and routine situations.

Intermediate: EAL students at this level understand more complex speech, but still may require some repetition. They use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Proficiency in reading can vary at this level. Students may receive Intermediate support in either a pull-out class or through push-in support in the classroom.

Advanced: EAL students at this level are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.

Scan the QR code on page 2 for more information on the companion website to this publication.

Counselling services

The Social-Emotional Counselling Team offers individual, group and family support to the ISZL community. Counselling topics may include transitions, friendship issues, academics and other concerns. Services offered by the counselling department are proactive, collaborative, and solution-focused in nature and support the developmental needs of the students.

The counsellors also assist in:

- Building positive communities that cross cultural barriers
- Providing transition assistance and support for incoming or outgoing students and families
- Assisting students in developing skills towards independence
- Facilitating parent workshops
- Helping students in acquiring the skills needed to foster healthy relationships
- Assisting students in crisis
- Leading in-class workshops and instruction with a focus on Personal, Social and Health support.

Nursing services

Both school campuses have a team of qualified nurses present on each school campus throughout the school day. They provide expertise and oversight for the provision of school health services and promotion of health education, delivering classroom teaching of health education topics within the Personal, Social and Health Education Programme.

Their role includes

- Assessment, diagnosis, treatment and evaluation of acute illness and injury as well as referral to physicians and/or hospitals as needed
- Health education and health counselling for students, staff and families
- Appropriate referral to the outside medical community for follow-up services
- Dispensing medications to students requiring treatment during the school day per their families' or physicians' requests
- Maintaining student visits and health records including Individual Health Plans (IPs) and Individual Care Plans (ICPs)
- Evaluating student immunisation status by country
- Assistance with coordination of ISZL's response to public health issues such as an outbreak of communicable diseases
- Ensuring confidential documentation of students with special health needs, informing teachers where appropriate
- Collaborating with teachers, student support teachers and counsellors to coordinate services and evaluating students with special health needs
- Participation in school committees or activities where expertise of a health professional would benefit the group
- Vision and hearing screening for Primary and Middle School

Experience you can trust

'I have been at ISZL Primary School for eight years. It has been such a pleasure to be part of this community and watch our students grow and flourish. A real strength of ISZL is the continuity and experience that long-serving staff provide, and the number of staff who stay with us is a testament to our happy school in this beautiful part of the world.'

Louisa Waring, Early Years teacher

'Over the years, we have had the same Kindergarten and Grade 2 teachers for our children. I think the continuity of staff is as good for teachers as it is for the family. It is wonderful to already know the teacher from the first day of the new school year. And for the teachers it is nice to see a familiar face as well!'

Maria, parent of children in Grades 7, 5, 2 and Kindergarten

'I have grown as an educator in my time at ISZL, because we are supported and encouraged to hone our practice. The quality of teaching and learning comes from the children – our desire to get to know them, to learn more about them and to push them as far as they can go.'

Laura Rhead, Grade 3 teacher

At ISZL, we are fortunate that many staff members stay with us for long periods of time, building up continuity and expertise. We believe and invest in personal development for our staff, whose commitment to ISZL and our students is valued and appreciated.

Around 37% of our staff have been with ISZL for more than a decade, rising to 64% who have been with us for more than five years. We also welcome the new ideas and energy brought to us from educators from around the world who seek to join our community each year.

Moving on after ISZL

'The greatest gift ISZL has given my three daughters is an unprecedented passion for learning.

This year they have transitioned to a new school and their creativity, ability to work well with all classmates, inclusivity, and big picture thinking set them apart from their peers.

I attribute their success to the four years of education at ISZL.'

Former ISZL parent of three children in Primary School (G2, KG, EY2)

Increasingly, families are staying with us longer, but for many families, they join us knowing their time with us is limited. How does ISZL prepare students to transition to a new curriculum?

The Primary Years Programme and the International Baccalaureate as a whole are designed to be flexible and are both developed with the nationally-mobile child in mind. This is as true for students who are moving from one IB school to another as it is for students who are arriving or leaving into a national school curriculum.

The PYP teaches children how to learn, and to think flexibly. This is an important skill when they transition to their next school or country. This skill of "learning how to learn" - of analysis, intuition, and developing and testing their own judgement - will accompany them to their next school, setting them up for future success.

As they adapt to their new curriculum, they will retain the mindset of thinking across academic disciplines and having a curiosity in their learning, which will serve them well throughout their academic careers and into the future.

Additionally, our international school embraces change, meaning that when your child moves to their next setting, they will understand this is part of international life, and will be prepared for it. Our counselling service will also have supported the whole family with its Healthy Farewells programme, putting you in the best possible position as you and your child move on from ISZL.

We tell our leavers they will always have a place in their heart for our school - a belief proved true by the number of primary students who want to come in for the day when they return to Zug on holiday - a request we accommodate if we can.

A WORLD-CLASS LEARNING COMMUNITY

The International School of Zug and Luzern (ISZL) is an independent co-educational, non-profit day school serving the international community of Central Switzerland by providing a comprehensive education from Early Years to university preparation, from ages 3 to 18.

As an International Baccalaureate (IB) World School, ISZL is authorised by the IB Organisation to offer the Primary Years, Middle Years and IB Diploma Programmes. In addition, students in Grades 11 and 12 have the option of taking Advanced Placement (AP) courses and exams, which are audited by the College Board.

ISZL has been accredited by the prestigious and highly respected Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). ISZL is a member of the Swiss Group of International Schools (SGIS) and the Educational Consortium of International Schools (ECIS).

ISZL is supervised by the Educational Authorities of the Canton of Zug and operates with their approval.

A NON-PROFIT FOUNDATION

ISZL is registered as a non-profit foundation (Stiftung) in Switzerland.

EINE LERNGEMEINSCHAFT DER WELTKLASSE

Die International School of Zug and Luzern (ISZL) ist eine unabhängige, gemeinnützige Tagesschule die der internationalen Gemeinschaft der Zentralschweiz eine umfassende Ausbildung vom Vorschulalter bis hin zur Universitätsvorbereitung für 3 – 18 Jährige anbietet.

ISZL ist als International Baccalaureate (IB) World School durch die IB Organisation autorisiert die Primary Years, Middle Years und Diploma Programmes anzubieten. Ausserdem haben Schüler der 11. und 12. Klasse die Möglichkeit, Advanced Placement (AP) Kurse zu belegen und Examen abzulegen. Alle AP Kurse werden vom College Board überprüft.

ISZL ist akkreditiert vom renommierten und hochangesehenen Council of International Schools (CIS) und der New England Association of Schools and Colleges (NEASC). Die Schule zeigt damit, dass ihre akademischen Programme von höchster Qualität sind.

ISZL wird von der Bildungsbehörde des Kantons Zug beaufsichtigt, und wird mit deren Genehmigung geführt.

EINE GEMEINÜTZIGE STIFTUNG

ISZL ist nach schweizerischem Recht als gemeinnützige Stiftung organisiert.

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