



An Insight into Primary Years Programme

School Vision Statement

The school aims to develop lifelong learners and global citizens committed towards intercultural understanding.

School Mission Statement

The school envisions to nurture a divergent, multicultural and competent community of young people with 21st century skills, values and knowledge who will contribute towards a sustainable world.

IB Mission Statement

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

At Modern Public School, the IB Primary Years Programme (PYP) is brought to life through a diverse array of engaging and thought-provoking activities that nurture young learners into inquisitive, reflective, and responsible global citizens. As the first school in North Delhi to be authorized by the International Baccalaureate for conducting the PYP, we take immense pride in fostering an environment where students take ownership of their learning and develop essential 21st - century skills.

Inquiry-Based Learning in Action

Through carefully designed transdisciplinary units of inquiry, students engage in hands-on activities that encourage critical thinking and problem-solving. Whether it's an exploration of environmental sustainability through planting and nurturing their own gardens or investigating the principles of physics through interactive STEM experiments and inquiry cycles, our learners are constantly encouraged to ask questions, research, and draw meaningful conclusions.

Holistic Development through Experiential Learning

Beyond academics, students participate in activities that shape their emotional and social intelligence. Storytelling sessions, role-plays, and collaborative projects help them develop communication skills, empathy, and an appreciation for diverse perspectives. Through initiatives like *Student-Led Conferences*, children take charge of their learning by presenting their progress and reflections to teachers and parents.

Global Citizenship and Social Responsibility

To instil a sense of responsibility towards the world, our students engage in community service projects, awareness campaigns, and sustainability drives. Whether it's organizing donation drives, participating in 'Swachh Bharat Abhiyan,' or leading discussions on global issues, our young learners are empowered to make meaningful contributions to society.

Creative Expressions and Cultural Celebrations

Art, music, and drama are integral to PYP at Modern Public School. Students express their learning through creative projects, theatre performances, and art exhibitions that align with their inquiries. International cultural celebrations provide opportunities to appreciate different traditions, fostering an inclusive and globally aware mindset.

Building Strong Learning Communities

Recognizing the pivotal role of parents as partners in education, we actively involve them in the learning process through workshops, interactive sessions, and collaborative projects. This ensures that learning extends beyond the classroom, reinforcing the values and skills nurtured at school.

Empowering Young Innovators

Our Atal tinkering labs and Robotics Programme encourage students to explore technology and innovation, enhancing their problem-solving skills. Through design-thinking challenges, coding activities, and model-building exercises, students develop resilience, creativity, and a spirit of experimentation.

At Modern Public School, the PYP is more than just a curricula — it is a dynamic and immersive experience that shapes young minds to think independently, embrace challenges, and contribute meaningfully to the world. With inquiry at the heart of learning, our students embark on an exciting journey of discovery, reflection, and action, preparing them to thrive in an ever-evolving global landscape.

What is IB PYP ?

The IB Primary Years Programme (PYP) for Grades Pre School - V nurtures and develops young students as caring, active participants in a lifelong journey of learning. The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. **It is a student-centered approach to education for children.** The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in the rapidly changing world. The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

The **PYP framework** includes five essential elements:

- **Knowledge**
- **Key Concepts**
- **Approaches to Learning**
- **Action**
- **Agency**

KNOWLEDGE

Six transdisciplinary themes are considered essential in the context of a programme of International Education. These transdisciplinary themes are explored across the different age groups providing students with the opportunity to experience a coherent and balanced curriculum.

Following are the Transdisciplinary Themes:



An inquiry into identity as individuals and as part of a collective through:

- physical, emotional, social and spiritual health and well-being
- relationships and belonging
- learning and growing



An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation



An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses



An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration and decision-making



An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation: possibilities and impacts

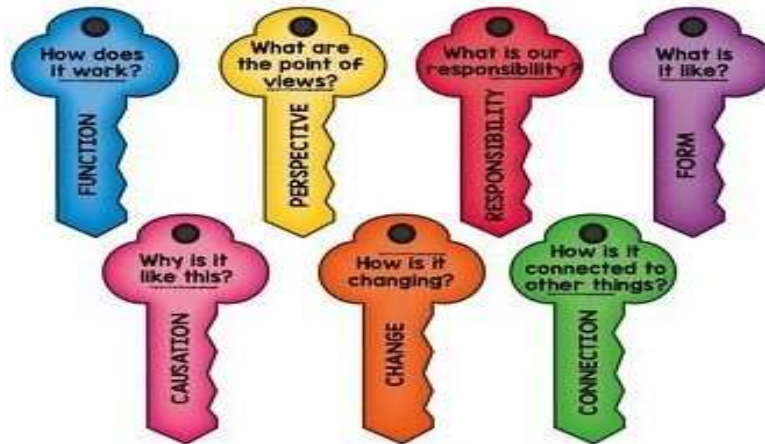


An inquiry into the interdependence of human and natural world through:

- rights, responsibilities and dignity of all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

These requirements ensure that students inquire into, and learn about, globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to a particular transdisciplinary theme. These units collectively constitute the school's Programme of Inquiry, providing a scaffold for the development of international-mindedness.

KEY CONCEPTS



The concepts that drive the **PYP** are **abstract, timeless** and **universal**.

1. **Form:** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
2. **Function:** The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
3. **Causation:** The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.
4. **Change:** The understanding that change is the process of movement from one state to another. It is universal and inevitable.
5. **Connection:** The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
6. **Perspective:** The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and perspectives may be individual, group, cultural or subject-specific.
7. **Responsibility:** The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.

APPROACHES TO LEARNING

Students get the opportunity to practice these skills and reflect on how they apply these skills to their everyday learning.

1. **Thinking skills**

- Ability to recall facts and vocabulary
- Understanding of what is read or taught
- Application of knowledge in new situations
- Comparing and contrasting relationships
- Expressing opinions
- Reflect on decision making
- Understanding different points of view
- Reflect on their own learning

2. **Social skills**

- Respecting the thoughts, feelings and beliefs of others
- Sharing and taking turns
- Group decision making – listening to the perspectives of others, asking questions, discussing ideas
- Knowing how to behave in different situations.

3. **Research skills**

- Asking questions to nurture curiosity about how something can be done
- Observing relevant details
- Figuring out ways to get necessary information
- Drawing conclusions from information
- Use all senses to observe and notice details
- Gathering, documenting, organizing, and interpreting data
- Recording observations
- Acknowledge data sources

4. **Communication skills**

- Listening to directions and information
- Listening to others
- Speaking clearly in sentences, participating in conversations and expressing ideas
- Pretend roles and situations

- Reading from various sources, understanding what has been read, reflecting and drawing conclusions
- Writing
- Interpreting visual, audio and oral communication
- Presenting information using technology and a range of materials

5. Self-Management skills

- Planning and carrying out activities independently and effectively
- Gross and fine motor skills
- Self-regulation of emotions
- Ability to adapt to new situations
- Take responsibility for their own well-being
- Share responsibility for decision-making
- Follow essential agreements – in the class room and outside

IB Learner Profile Attributes



The IB maintains a learner profile of specific skills that schools must develop in students at every level of IB which has a positive impact on school culture. The IB learner profile represents a broad range of human dispositions, capacities and traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness.

The IB learner profile permeates all facets of school life in the PYP.

1. **Caring:** Learners show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
2. **Open-minded:** Learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
3. **Balanced:** Learners understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
4. **Risk-taker:** Learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
5. **Principled:** Learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
6. **Inquirer:** Learners develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
7. **Thinker:** Learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
8. **Knowledgeable:** Learners explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines
9. **Communicator:** Learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

10.Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

AGENCY

Agency is basically when our students have ownership of their own learning and action that comes from that learning. *Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership.*

ACTION

Students in the PYP demonstrate action when they have linked their learning to real-life issues and opportunities. Action can take many forms, and could include: a change in attitude, a consideration or plan for action in the future, a demonstration of responsibility, or of respect for self, others and the environment. Action is embedded in the philosophy of the IB and is promoted throughout all its curricular programmes. In the PYP, action is considered to be both an application of learning and an opportunity for students to engage in a form of contribution or service. As outlined in the Enhanced PYP, action can be demonstrated through participation, advocacy, social justice, social entrepreneurship and lifestyle choices.



ASSESSMENT

Assessment in the Primary Years Programme (PYP) is student-centered and designed to support learning while reflecting the philosophy of the International Baccalaureate (IB). It is inquiry-based and reflective, focusing on the holistic development of the child. Entire Academic year is divided into two semesters.

Classes I - V

- Ongoing assessments are incorporated into the daily learning process, including teacher observations, portfolios, rubrics, peer assessments, self-assessments, and anecdotal records.
- At the end of each semester, students demonstrate their understanding of the central idea and key concepts through pen-and-paper tests.

Pre-School – Pre-Primary

Children are assessed regularly throughout the year based on their daily work, participation, and overall conduct.

Reporting and Communication

- Parent-Teacher Meetings: Conducted regularly to discuss student progress and learning strategies.
- Student-Led Conferences: Held to encourage students to take ownership of their learning by sharing their progress with parents.
- Written Reports: Provided to offer a comprehensive overview of each student's achievements, challenges, and areas for growth.

PYP Exhibition

In the final year of the PYP, students participate in the PYP Exhibition, a culminating project that demonstrates their learning journey. This project involves research, collaboration, and presentation on a chosen topic, integrating the transdisciplinary themes and IB Learner Profile attributes.

MAKING THE ENHANCED PYP SIMPLE

THE KEY CONCEPTS

THESE SUPPORT HIGHER-ORDER THINKING AND PROVIDE LENSES FOR CONSIDERING KNOWLEDGE RELATED TO THE CENTRAL IDEA IN A RANGE OF WAYS

- FORM**
What is it like?
- FUNCTION**
How does it work?
- CAUSATION**
Why is it as it is?
- CHANGE**
How is it transforming?
- CONNECTION**
How is it linked to other things?
- PERSPECTIVE**
What are the points of view?
- RESPONSIBILITY**
What are our obligations?

APPROACHES TO LEARNING

- SOCIAL SKILLS**
 - Developing positive interpersonal relationships and collaborative skills
 - Developing social-emotional intelligence
- RESEARCH SKILLS**
 - Information-literacy skills
 - Media-literacy skills
 - Critical use of media/information
- THINKING SKILLS**
 - Critical-thinking skills
 - Creative-thinking skills
 - Transfer skills
 - Reflection/metacognitive skills
- COMMUNICATION SKILLS**
 - Exchanging/information skills
 - Literacy skills
 - ICT skills
- SELF-MANAGEMENT SKILLS**
 - Organization skills
 - Status of mind

KNOWLEDGE TRANSDISCIPLINARY THEMES

- Who We Are**
- Where We Are in Place and Time**
- How We Express Ourselves**
- How We Organise Ourselves**
- Shaping the Planet**

AGENCY

- PYP LEARNERS...**
- ARE ACTIVELY ENGAGED IN VARIOUS STAGES OF LEARNING, INCLUDING: THINKING ABOUT, PLANNING, MODEIFYING AND CREATING
 - ARE ACTIVELY INVOLVED IN DISCUSSION, QUESTIONING AND BY BEING SELF-DIRECTED IN THEIR CREATING (AS OPPOSED TO PASSIVE RECEIVING)
 - APPLY THEIR UNDERSTANDING OF CONCEPTS THROUGH THE CONSTRUCTION OF THEIR PROJECTS/PLAY
 - MAKE CONNECTIONS TO THE REAL WORLD BY TAKING PAST EXPERIENCES INTO THEIR PLAY WORLDS
 - HAVE AN ACTIVE VOICE AND STAKE IN THE CLASSROOM/COMMUNITY
 - FACE CHALLENGES AND ARE GIVEN THE FREEDOM TO INDEPENDENTLY OVERCOME THESE OR FALL THROUGH TRIAL AND ERROR OR EXPERIMENTATION
 - ARE RISK-TAKERS
 - REFLECT ON THEIR ACTIONS AND SELF-REGULATE

VOICE

- students question, guide and direct learning
 - students propose and initiate action
 - students participate in decision making
- CHOICE**
- students co-construct learning goals
 - students engage with multiple perspectives
- OWNERSHIP**
- students define own learning goals
 - students reflect on own learning goals
 - student ideas are supported throughout planning and taking action.

LEARNER PROFILE ATTRIBUTES

- INQUIRERS
- KNOWLEDGEABLE
- THINKERS
- COMMUNICATORS
- PRINCIPLED
- OPEN-MINDED
- CARING
- RISK-TAKERS
- BALANCED
- REFLECTIVE

APPROACHES TO TEACHING

- BASED ON INQUIRY
- FOCUSED ON CONCEPTUAL UNDERSTANDING
- DEVELOPED IN LOCAL AND GLOBAL CONTEXTS
- FOCUSED ON EFFECTIVE TEAMWORK AND COLLABORATION
- DIFFERENTIATED TO MEET THE NEEDS OF ALL LEARNERS
- INFORMED BY FORMATIVE AND SUMMATIVE ASSESSMENT

Central Idea

THE PRIMARY CONCEPTUAL LENS THAT FRAMES THE TRANSDISCIPLINARY UNIT OF INQUIRY AND SUPPORT STUDENTS' CONCEPTUAL UNDERSTANDING OF THE TRANSDISCIPLINARY THEME UNDER WHICH IT IS SITUATED

- THE LEARNER**
 - AGENCY
 - EARLY LEARNER
 - LEARNER PROFILE
 - ACTION
 - THE EXHIBITION
- THE LEARNING AND TEACHING**
 - TRANSDISCIPLINARY LEARNING
 - APPROACHES TO LEARNING
 - INQUIRY
 - CONCEPTS
 - DEVELOPING A PROGRAMME OF INQUIRY
 - ASSESSMENT
 - LANGUAGE
- THE LEARNING COMMUNITY**
 - COMMUNITY OF LEARNERS
 - INTERNATIONAL MENTORSHIPS
 - LEADERSHIP
 - COLLABORATION
 - LEARNING ENVIRONMENTS
 - TECHNOLOGY

Action



PARTICIPATION

contributing as individual or group

ADVOCACY

action to support social, environmental / political change

SOCIAL JUSTICE

relation to rights, equality and equity, social well-being and justice

SOCIAL ENTREPRENEURSHIP

innovative, resourceful and sustainable social change

LIFESTYLE CHOICES

eg. consumption, impact of choices

All fonts, graphics and illustrations by Chris Cadbury
Information comes from the Primary Years Programme
<http://www.bo.org> and <https://internationalbaccalaureate.org>

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