



PYP Parent Info-Session

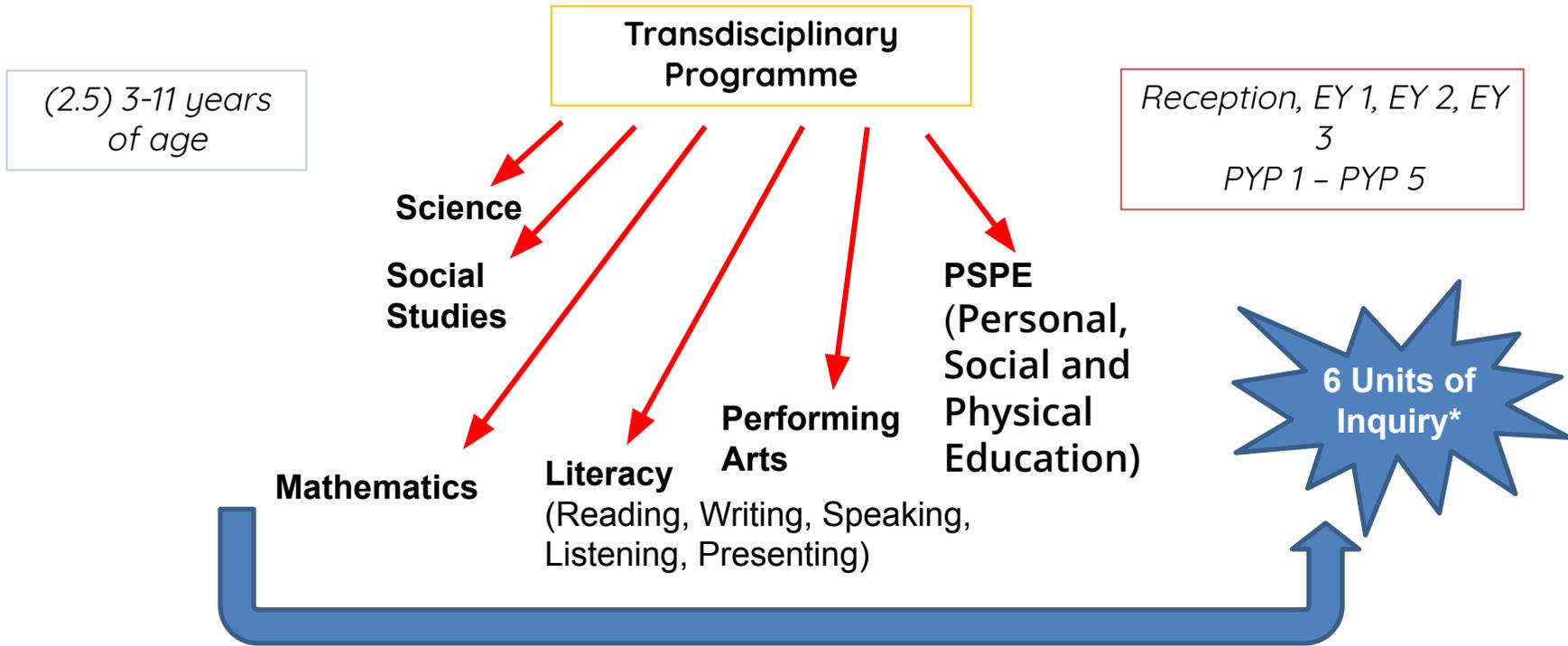




What is the PYP?



What is the PYP?



All disciplines integrated with balance into

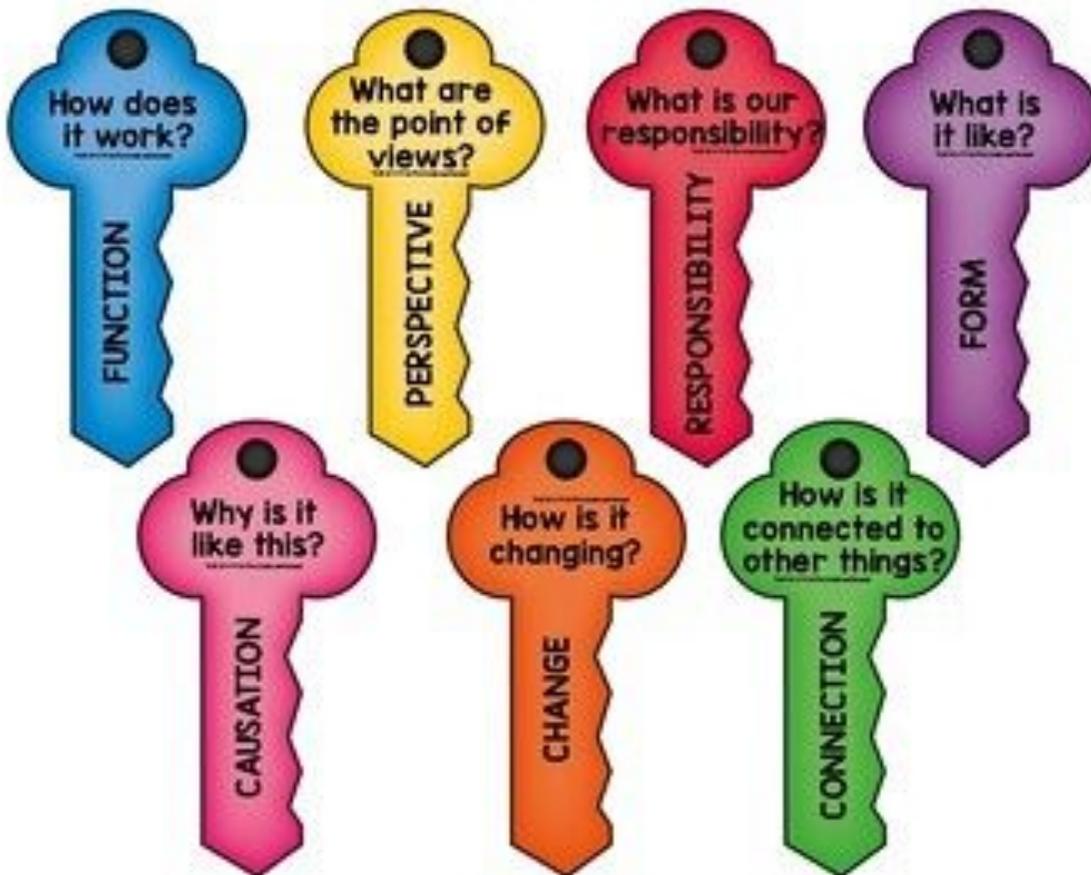
*R/EY1 /EY2
4 Units

*EY3
5 Units

PYP Elements

Key Concepts & Related concepts

Students ask Questions
and determine the
course of inquiry

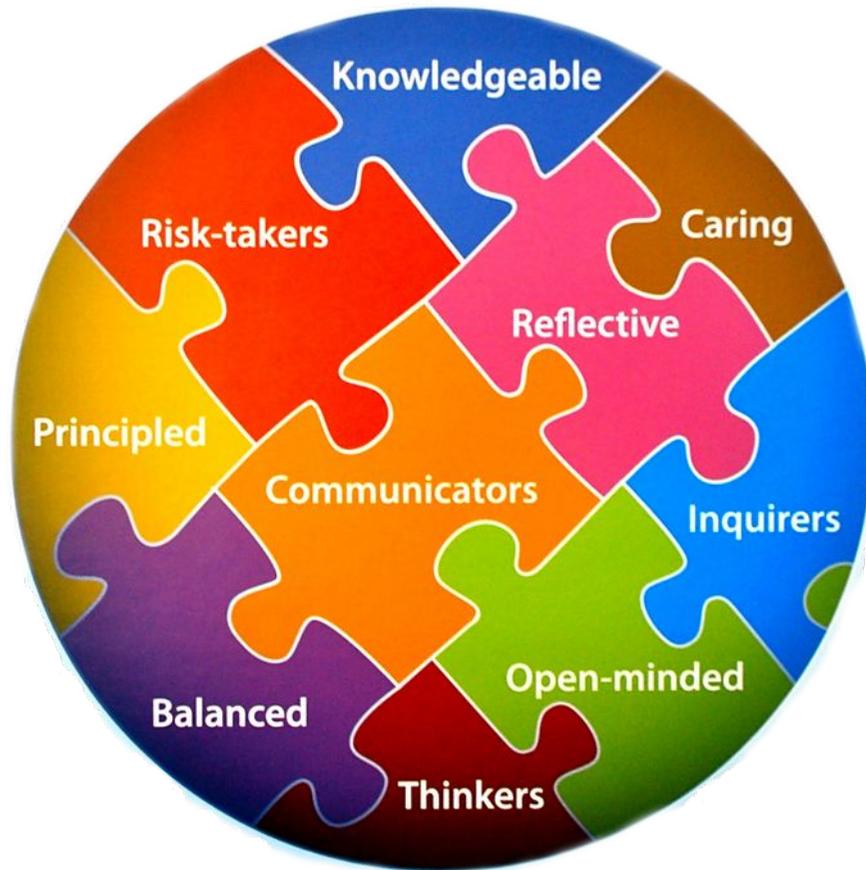


PYP Elements



Learner Profile attributes

Traits that shape students' identity



PYP Elements

Approaches to Learning (ATLs)

Skills that students acquire and master throughout their learning and transfer them into their lives

SOCIAL SKILLS

- Developing positive interpersonal relationships and collaboration skills
- Developing social-emotional intelligence



RESEARCH SKILLS

- Information-literacy skills
- Media-literacy skills
- Ethical use of media/information



APPROACHES TO LEARNING

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

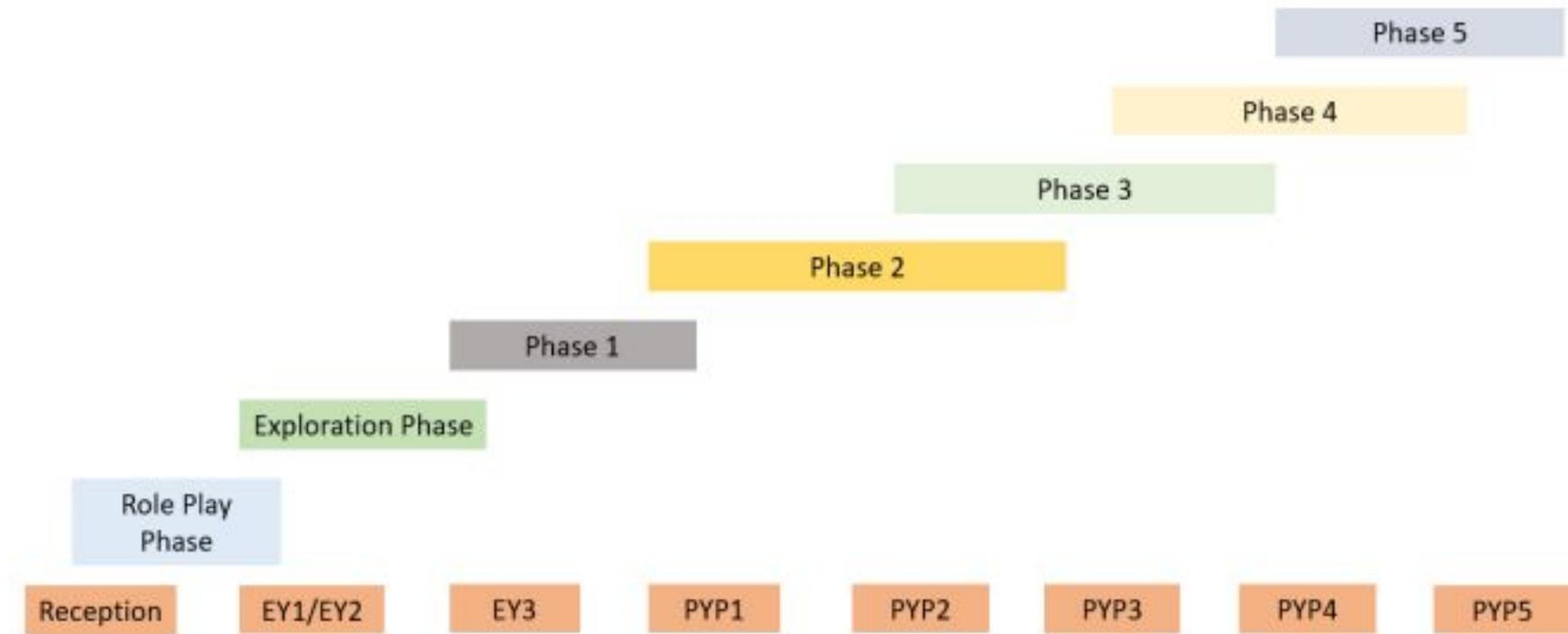
- Organization skills
 - States of mind
- 

TD Themes	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
Reception EY1/EY2	Earth's population consists of a diversity of living things		People use different ways to communicate feelings and ideas	Natural phenomena determine people's daily routines	Humans interact with nature to create structures	
EY3	Stories mirror our culture and unite individuals	Animals migrate for numerous reasons throughout the year 	People disagree and collaborate in a harmonious community	Patterns help people understand the natural world 	Signs and symbols are part of human-made systems that facilitate local and global communication	
PYP 1	Daily choices may create consequences for the individual and others	People's uses of materials vary depending on location and era	Today's lifestyle, based on amenities, may shape tomorrow's environmental equilibrium. 	Chained environmental structures constitute regional ecosystems	Effective decision-making sparks action 	People can recognize atmospheric patterns regardless of their geographical location
PYP 2	Cultural elements reflect today's generation's identity	Geometry's presence defines civilizations around the world	Diverse contexts define the way we express our emotions and ideas	Gases may lead to changes in the environment based on humans' actions	Humans utilize trade as a tool to satisfy needs and wants	Organisms' co-existence and prosperity depend on multiple variables
PYP 3	Education can empower humans in different ways to remain free	Every generation of humankind constitutes an evolution of continuity in time	People classify uniqueness through culture and religion 	Energy's transferability depends on various patterns and occasions	Society functions as a diverse algorithm that constitutes a unique habitat	Mindful distribution of resources leads to less personal and social poverty
PYP 4	Efficient relationships between a network can constitute an authority	Technological advancements continue to change the world until today 	Arts evolve as people use contemporary materials	Different forms of energy facilitate the community to move 	Transparent economic activities lead to a system of justice	Geology can help scientists predict the planet's future
PYP 5	Environmental patterns may function as catalysts to human genetics	Human migration, akin to animal migration, has been an enduring and fundamental aspect of human existence since the dawn of time.	People's creativity surfaces globally regardless of the context	Time and space may offer the tools to explore Earth's origin	Humans need systems in place to live in a socio-political community	PYP Exhibition

BIS 2024-2025 Curriculum / Phases per Year Level



Year Levels and Language Curriculum Phases



BIS 2024-2025 Curriculum/ Phases per Year Level



NUMBER

<i>PYP Phases</i>	<i>Phase 1</i>	<i>Phase 2</i>	<i>Phase 3</i>	<i>Phase 4</i>
	Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.	Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will recall addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.	Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will recall addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.	Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

	<i>EY</i>	<i>PYP 1</i>	<i>PYP 2</i>	<i>PYP 3</i>	<i>PYP 4</i>	<i>PYP 5</i>
Sets and Numbers	Use concrete materials and pictures to create sets with given numbers to 20.	Use concrete materials and pictorial models to create a set with a given number of objects up to 120. Group objects and numbers up to 120 in tens and ones.	Use concrete and pictorial models to create a set with a given number of objects up to 1000. Group objects and numbers up to 1000 into thousands, tens and ones. Group objects into equal sized groups.			
	Use cardinal and ordinal numbers.	Use cardinal numbers up to 120 and ordinal numbers to 10th.				Understand negative numbers in context (temperature).
Number Representation	Use numbers to represent quantities of 20. Write numerals to represent numbers 0 to 20.	Use number bonds to represent number combinations. Represent numbers to 100 on a number line.	Use place value models to create equivalent representations of numbers. Represent numbers to 1,000 on a number line.	Represent numbers to 10,000 in different equivalent forms.	Represent numbers to 100,000 in various contexts.	Understand place value concepts through millions.
	Count	Explore count sequences and number names to 100. Count on and back from a given number. Realise that, when counting the last number tells how many. While counting objects, say one number per item. Count numbers of items in sets from different starting points: count sets accurately regardless of arrangements of objects. Relate each successive number name to a quantity that is one greater. Count up to 20 objects in a set. Count on and back to 20. Count by 2s and 5s up to 20; count by tens to 100.	Count within 120. Count by 1s, 2s, 5s and 10s forward and backward to 100.	Counting within 1000. Count by multiples of ones, tens and hundreds.	Count within 10,000. Count by hundreds and thousands.	 Count by thousands and ten thousands.

Resources



Field trips



Family



Books/library



Internet



Lecturers

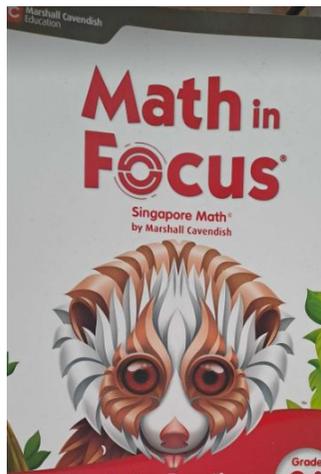
Resources



Britannica



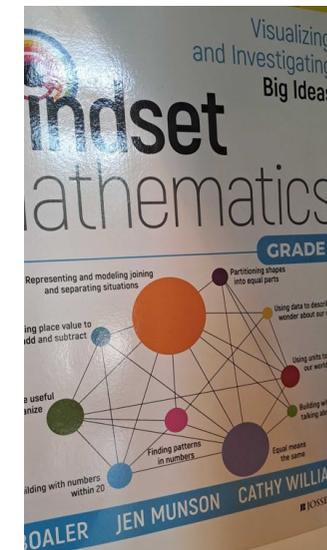
Oxford Reading tree series



Singapore Mathematics



Fountas & Pinnell



Math skills (Jo Boaler)



How to log into Britannica:



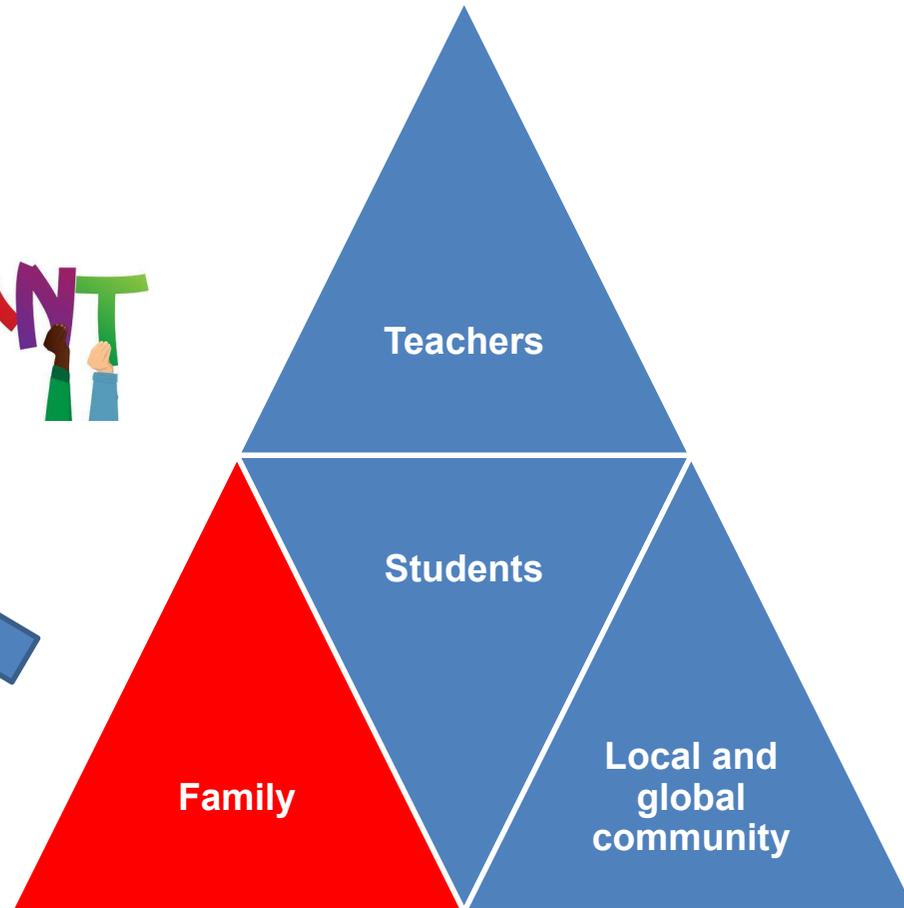
Go to the following URL:

<http://school.eb.co.uk/storeschoolcard?id=bis>

For the first login, or if you haven't used Britannica in a while, you will need to enter your passcode:

bissurname (eg - if your child's last name is Smith, your Britannica passcode is bissmith)

The learning framework



PYP Exhibition



Home learning



Play



Outdoor activities/Sports



Rest



Bond with family



Assigned work from school

Assigned work from school



Daily reading practice

- <30 mins for PYP 5
- <25 mins for PYP 4
- <20 mins for PYP 3
- <15 mins for PYP 2
- <10 mins for PYP 1

**Books from the library on a weekly basis*

2x week

*English & Math activities

- Grammar work
- Writing tasks
- Comprehension activities
- Singapore Math workbook
- Worksheets
- Math notebook

Discuss and reflect with your child on the school day

- What did you do today?
- What challenged you?
- What was so interesting today that you would like to share with us? Etc.

Inquiry tasks

Assessment & Reporting in the PYP



3 Formative Assessments
1 Summative Assessment

**PER
UNIT**

1 Per Line of Inquiry

1 Per Central Idea

Assessment & Reporting in the PYP



Checklists

Rubrics



Anecdotal notes

Name: _____ Date: _____

Unit 5: Energy Crisis
Central Idea: Energy often constitutes the "apple of strife"
Line of Inquiry: People's interests must not overrule others' rights
Key Concept: Responsibility

Formative Assessment Checklist

Students will work in groups to create their own report on how to use the Earth's limited resources wisely while also maintaining a balance with human needs. They will conduct their own research and use information gathered earlier in the investigation process. The report will be no more than three pages long.

SUBJECT AREA/SKILLS	CRITERIA			
<u>Social Studies</u>	The student has learned about the Earth's limited resources and how to use them wisely to maintain a balance between human needs and the environment.			
	The student has learned about the impacts of human activities on the environment and has explored ways to minimize these impacts while meeting human needs.			
<u>Language</u>	The student presented their ideas and findings in a clear and concise manner, organizing their report logically.			

Name: _____ Date: _____

Unit 5: Energy Crisis
Central Idea: Energy often constitutes the "apple of strife"
Lines of Inquiry:
 1. Resource sustainability is interconnected to peace
 2. Natural resources are valuable and attractive
 3. People's interests must not overrule others' rights

Key Concept: Causation; Connection; Responsibility
Learner Profiles: Open-minded; Risk-Taker; Reflective

Summative Assessment Rubric

Students will create a magazine about resources, highlighting whether they are limited or unlimited, and they will demonstrate human actions and their effects, as well as what we can do to improve the situation. Everyone must work collaboratively, deciding which stations or departments they will work in (sports DPT, news DPT, education DPT, etc.) and making use of any information gathered during the investigation. Notebooks, posters, and worksheets will serve as the foundation for the students' magazines. The school magazine will be published.

CRITERIA			
SUBJECT AREA/SKILLS			
<u>Science</u>	The student displays excellent scientific literacy, with accurate and well-supported use of scientific concepts and terminology, and a thorough evaluation of the validity of their sources.	The student demonstrates an adequate level of scientific literacy, with some use of scientific concepts and terminology, but there are some inaccuracies or inconsistencies in their investigation and analysis.	The student shows a limited understanding of scientific concepts and terminology, and their investigation and analysis lack accuracy and well-supported evidence.
	The student displays excellent scientific inquiry skills, with thorough and well-designed data collection, analysis, and interpretation, and a clear identification of potential	The student shows an adequate level of scientific inquiry skills, with some data collection, analysis, and interpretation, but there are some gaps or inconsistencies	The student demonstrates limited scientific inquiry skills, with a lack of data collection, analysis, and interpretation, and a failure to identify



Assessment & Reporting in the PYP



Tasks & Units RP Gradebook Discussions Calendar Files Members

Gradebook

Tasks Term Grades

Tasks (1) Term 1

Gradebook Guidance
Input grades & comments quickly for multiple students on our table view; or select the Task title to view full assessment details, annotate coursework & more! All Grades & Comments are saved automatically with Auto-Save.

Search by Student name...

Student	

Teacher's feedback comment on the assessment task after 10 working days



Assessment & Reporting in the PYP



Get started with ready-to-go community building activities and routines. Choose below and simply press "Present to Class" to start!



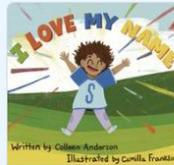
Just Press Play:
Turn & Talk



Just Press Play:
Many Ways to Say



Just Press Play: Ball
Toss Name Game



Just Press Play: I
Love My Name



Just Press Play:
Blobs and Lines

See more!



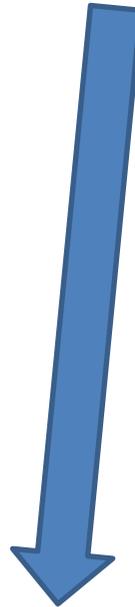
Pictures and videos
from the
assessment
products and
actions



Parents & families



Communicate with the teachers via Seesaw regarding academics or other concerns



Give notice about child's absence/sick leave via Managebac/Seesaw



Join the PTA for more!!

Parent Hub



Home ManageBac Calendar Uniform Bus Routes Canteen PTA **Important Links** Search...

WELCOME TO
BOGAERTS INTERNATIONAL SCHOOL
PARENTS HUB
SOUTH CAMPUS

Important Dates & News
27th September - In Service - No school

Parent Hub



Handbooks

PYP Student & Parent Handbook

[Read more →](#)

MYP Student & Parent Handbook

[Read more →](#)

DP Student & Parent Handbook

[Read more →](#)



School Policies

Find out more about the school's policies



Admissions policy

[Read more →](#)

Assessment policy

[Read more →](#)

Academic Integrity policy

[Read more →](#)

Financial Regulations

[Read more →](#)

Concerns & Complaints Procedures

[Read more →](#)

Inclusion policy

[Read more →](#)

Language policy

[Read more →](#)

Safeguarding policy

[Read more →](#)

Student Absence Protocol

[Read more →](#)

Student Behavior policy

[Read more →](#)

Presentations - Parent Info Sessions



Everyday Practices & Life

ManageBac Parent

PYP Handbook



Please ensure you have completed the **PYP Handbook** acknowledgement form.

https://docs.google.com/forms/d/e/1FAIpOLScd9cOBWQjSGxUFeW81VFWgKBfv0syR0r2ran_JH5cl6cbQJO/viewform

Parent Hub



Bogaerts International School



Next 2 Weeks

Submit Attendance Excusal Full Calendar Timetables Calendar

Today	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
	16	17	18	19	20	21	
22	23	24	25	26	27	28	

Classes

Term 1 (current) List View Weekly View



IB PYP Reception (Reception)

MD 0 Absences 4 Units 0 Tasks 0 Discussions

1. HWEO-Feelings and ideas Starts W4 Aug Current Unit 10 Weeks	0 Lessons	0 Tasks
2. HWO-Tools Starts W2 Nov 9 Weeks	0 Lessons	0 Tasks
3. HTWW-Light and sound Starts W4 Jan 9 Weeks	0 Lessons	0 Tasks
4. WWA-Population	0 Lessons	0 Tasks

Coursework Submissions Statuses

- Submitted after Due Date
- Submitted Before Due Date
- Not Submitted

Key Contacts

Any questions you have related to your child's progress in their classes or their time at school, please reach out directly to the key contacts listed below.

Marie Demaret
Homeroom Advisor
m: +32476637433
mariedemaret@bischool.co m

Sophia Kritsineli
Principal
sophiakritsineli@bischool.co m

Vasileios (Vasilis) Iosifidis
PYP Coordinator
vasiliosiosifidis@bischool.com

Guides

PYP Parent Handbook

Reference Guides

- Navigating ManageBac as a Parent
Review how to stay up to date on your child's classes, attendance, and report cards.





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CALM
AND
ENJOY
THE EVENING

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