



Discovery

GRADE LEVEL GUIDE

2018 - 2019



LEARNING TO INSPIRE

Message from the Discovery Team

Dear Parents of Discovery students,

Welcome to Discovery. This guide will give you an overview of the Discovery programme and some ways in which you and your child can prepare for and settle into their new class.

We will communicate with you on a regular basis via the class blog and email. Our blog posts will provide a window into your child's day and will allow you to develop a practical understanding of our programme. We look forward to inviting you to come in and celebrate your child's learning at regular intervals. We greatly value your participation in these events.

We appreciate your opinions, questions and feedback, so feel free to contact us at any time.

We look forward to working with you and your child this year.

Yours sincerely,

The Discovery Team

Amy Pitcairn

Laura Moore

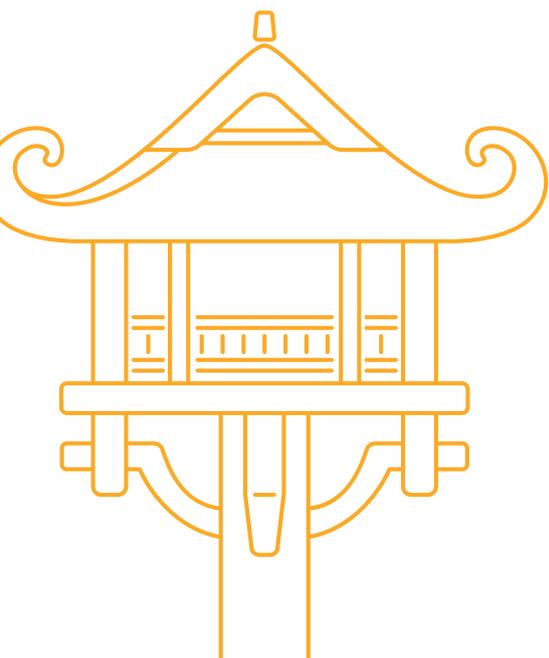


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Who's Who in Discovery

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
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D-5 Extension & Enrichment coach	Elizabeth Murray		emurray@unishanoi.org

Discovery Procedures



Settling in

- Talk positively about school experiences e.g. What was the best part of your day?
- Help your child be as independent as possible e.g. allowing them to unpack their school bag and take off their own shoes.
- Make a routine for leaving your child, such as: arrive, child puts bag away, parent says goodbye and leaves. Always say goodbye to your child before leaving, no matter what the circumstances (for example, if your child seems busy), as this helps to develop trust.
- Please be punctual when dropping off your child in the morning and in the afternoon. This helps them feel secure at school.

Clothing

The children are involved in a variety of activities at school, which are often messy, such as painting and water play. Therefore, we would suggest children not wear their best clothes to school. Please make sure that all clothing is marked with your child's name. We encourage the children to be as independent as possible when it comes to dressing and putting shoes on. The children must have a sun hat with them every day and two sets of spare clothes.

Toilet Independence

All children who enter Discovery must be able to use the toilet independently,

this includes managing their clothing when they go to the toilet.

Encouraging Independence at Home

- Allow them to dress and undress themselves.
- Allow your child to feed themselves and help set up and clear the table.
- Encourage your child to meet their basic needs such as getting a drink, blowing their nose, washing their hands and/or be able to ask for help.
- Teach your child to organize and care for their belongings. eg. tidy toys and other belongings.

International Baccalaureate Primary Years Programme (PYP)

At UNIS Hanoi we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Discovery to Grade 5. It is an inquiry-driven, concept-based curriculum framework that actively encourages students to ask questions and to seek answers about the world around them.

Inquiry-based learning involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;
- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;
- Taking and defending a position; and
- Solving problems in a variety of ways.

Much of the curriculum is arranged and taught through large, cross-curricular units of study known as units of inquiry. Throughout the Elementary School these units of inquiry are arranged under six themes. Four of these themes are covered in Discovery. The themes are:



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

The aim of all IB programmes is to develop internationally minded people who, recognize their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In Discovery the children attend specialist lessons for PE, Music, Art, Vietnamese and Information Fluency. The remaining subjects are taught by the homeroom teacher.



As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are

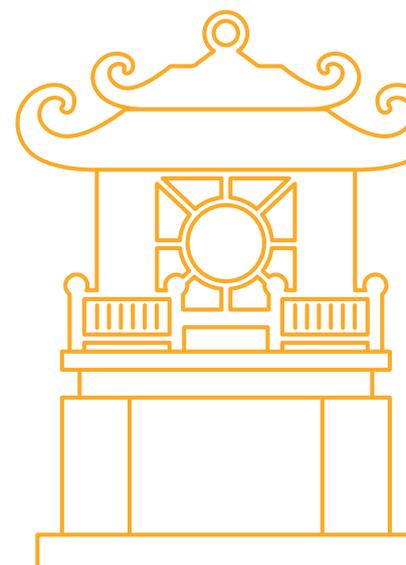
resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



The Units of Inquiry in Discovery

WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET
<p>Central idea: Identities change as we grow.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Our characteristics and abilities • How abilities change • Ways to reflect on growth <p>Key concepts: form, change, reflection</p> <p>Related concepts: Identity, growth</p> <p>Subject focus: PSPE, Social Studies</p>	<p>Central idea: Ideas and feelings can be communicated in a variety of modes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Identifying and describing feelings and ideas • Ways to communicate with others • Responding to others <p>Key concepts: form, connection</p> <p>Related concepts: feelings,, communication</p> <p>Subject focus: PSPE, Language</p>	<p>Central idea: Materials can be manipulated to suit a range of purposes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What materials are used for • Materials can be changed for a different purpose • Materials can be manipulated to change form <p>Key concepts: form, change</p> <p>Related concepts: materials, cause & effect</p> <p>Subject focus: Performing Arts, Visual Art, Science</p>	<p>Central idea: People’s actions impact living things.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Living things in our environment • How our actions make a difference • Ways we can be responsible in our community <p>Key concepts: causation, responsibility</p> <p>Related concepts: impact</p> <p>Subject focus: Science, PSEL, Social Studies</p>

Discovery and Kindergarten 1 Curriculum

Homeroom teachers in Discovery and K1 follow the [New Zealand Early Childhood Curriculum, 'Te Whariki'](#). Underpinning Te Whariki is the vision that children are:

Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.



Principles

EMPOWERMENT	HOLISTIC DEVELOPMENT	FAMILY AND COMMUNITY	RELATIONSHIPS
Early childhood curriculum empowers the child to learn and grow.	Early childhood curriculum reflects the holistic way children learn and grow.	The wider world of family and community is an integral part of early childhood curriculum.	Children learn through responsive and reciprocal relationships with people, places and things



Strands, Goals and

WELLBEING		BELONGING		CONTRIBUTING
The health and wellbeing of the child are protected and nurtured.		Children and their families feel a sense of belonging.		Opportunities for learning and each child's contribution
GOALS Children experience an environment where:	LEARNING OUTCOMES Over time and with guidance and encouragement, children become increasingly capable of:	GOALS Children and their families experience an environment where:	LEARNING OUTCOMES Over time and with guidance and encouragement, children become increasingly capable of:	GOALS Children experience an environment where:
Their health is promoted	Keeping themselves healthy and caring for themselves	Connecting links with the family and the wider world are affirmed and extended	Making connections between people, places and things in their world	There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background
Their emotional wellbeing is nurtured	Managing themselves and expressing their feelings and needs	They know that they have a place	Taking part in caring for this place	They are affirmed as individuals
They are kept safe from harm	Keeping themselves and others safe from harm	They feel comfortable with the routines, customs and regular events	Understanding how things work here and adapting to change	They are encouraged to learn with and alongside others
		They know the limits and boundaries of acceptable behaviour	Showing respect for kaupapa, rules and the rights of others	

Learning Outcomes

Learning Outcomes				
DISTRIBUTION	COMMUNICATION		EXPLORATION	
are equitable, and participation is valued.	The languages and symbols of children's own and other cultures are promoted and protected.		The child learns through active exploration of the environment.	
LEARNING OUTCOMES Over time and with guidance and encouragement, children become increasingly capable of:	GOALS Children experience an environment where:	LEARNING OUTCOMES Over time and with guidance and encouragement, children become increasingly capable of:	GOALS Children experience an environment where:	LEARNING OUTCOMES Over time and with guidance and encouragement, children become increasingly capable of:
Treating others fairly and including them in play	They develop nonverbal communication skills for a range of purposes	Using gesture and movement to express themselves	Their play is valued as meaningful learning and the importance of spontaneous play is recognised	Playing, imagining, inventing and experimenting
Recognising and appreciating their own ability to learn	They develop verbal communication skills for a range of purposes	Understanding oral language and using it for a range of purposes	They gain confidence in and control of their bodies	Moving confidently and challenging themselves physically
Using a range of strategies and skills to play and learn with others	They experience the stories and symbols of their own and other cultures	Enjoying hearing stories and retelling and creating them	They learn strategies for active exploration, thinking and reasoning	Using a range of strategies for reasoning and problem solving
		Recognising print symbols and concepts and using them with enjoyment, meaning and purpose	They develop working theories for making sense of the natural, social, physical and material worlds	Making sense of their worlds by generating and refining working theories
		Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose		
	They discover different ways to be creative and expressive	Expressing their feelings and ideas using a wide range of materials and modes		

Visual Arts



- A way to express their creativity and what makes them unique
- Daily problem solving skills and responsibility

The Visual Arts curriculum is arranged into two strands of creating and responding. Through these, students will develop their imagination and creativity, learn about theoretical and practical aspects of art and design, study and appreciate a range of works, and respond and reflect on their artistic process. As a result, they will develop their understanding of the role that visual arts play in society and cultures.

Students will utilize process journals as a means to showcase their creative thinking, reflections, and progress.

The Visual Arts curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, explore materials and techniques, learn about practical aspects of art and design and develop their ability to observe.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

Students will explore Art by making use of different materials, manipulate shapes and exploring the properties of materials. They will look at objects in the natural world and explore how these can be represented.

Visual arts plays a crucial role in the education and development of the whole child. Visual art classes at UNIS Hanoi include the development and skills to use many different types of art mediums as well as an art history education and appreciation. Our program provides students with:

- Opportunities to develop and refine fine motor skills
- Inspiration and the means to enhance their creativity
- The ability to rejoice in building confidence and self-esteem
- A unique way of communicating what they see, think, and feel
- An appreciation of the world around them
- Opportunities to reach higher levels of thinking and learning through creation and critical thinking

Music

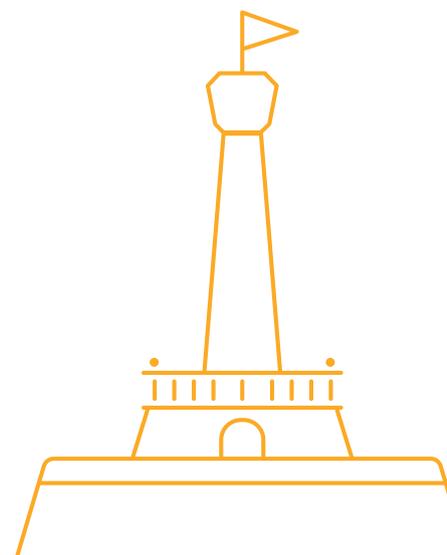


The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry.

However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills. The following student learning outcomes have been drawn from the UNIS Hanoi Arts curriculum.

- Use the voice to imitate sounds
- Sing in a group
- Sing simple songs in a group in their entirety from memory
- Develop the ability to start and stop with the group
- Use classroom instruments with care and control
- Perform on percussion instruments whilst maintaining a steady beat
- Perform body actions in time with the beat of songs
- Respond to contrasts in musical elements



Physical Education



In Physical Education, students will learn through and about movement in an environment that promotes a lifelong love of being physically active. Students will have the following learning experiences in Physical Education:

- **Individual pursuits - Athletics & Swimming:** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, and rules range of athletic activities (for example, track and field, swimming, skating).
- **Movement composition:** Recognizing that movements can be linked together 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. (for example, gymnastics, dance, martial arts).

- **Games - Spatial Awareness, Movement Games and Ball Games :** Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; teamwork.
- **Adventure challenges and Cooperation Games:** A variety of tasks requiring the use of physical skills and problem solving skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

What to Wear

- Appropriate sport shoes (sandals, crocs or flip flops are not acceptable PE Shoes).
- A UNIS Hanoi T-shirt, or House t-shirt.
- Sport shorts/skorts or trousers; Shorts or sports pants (jeans and skirts are not acceptable PE clothes).
- Layers of clothing during cooler months so students can take a layer off after they start running around and warm up.
- A hat for sun protection. Sun screen and a light rain jacket when required.
- A labelled water bottle.

During swimming units students should bring

- One piece swimsuit and a towel (please ensure they are named)
- Goggles
- A swim cap is compulsory for swimmers with medium to long hair.

Sickness and/or medical concerns

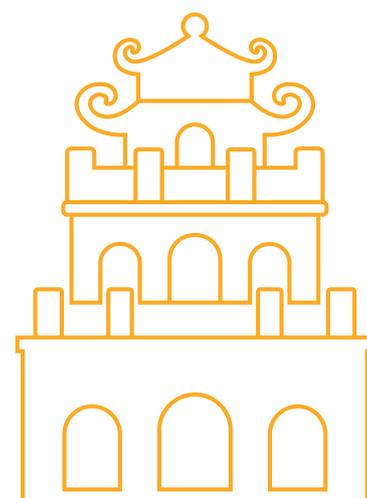
Please send a medical certificate if your child is unable to participate in a PE lesson.

Information Fluency

The UNIS Hanoi Elementary School (ES) Library programme strives to support and encourage students' academic pursuits and pleasure reading interests through a positive, stimulating and student centered environment. Discovery students are encouraged to become independent Library users and lifelong readers through the development of a love of literacy.

Through weekly visits guided by the ES Librarian, Discovery students begin to:

- Demonstrate the process of borrowing and returning books
- Demonstrate understanding that books must be returned in order to borrow again
- Demonstrate understanding that books must be treated with care; use book bags
- Understand that the UNIS Hanoi Library is a community space filled with shared resources
- Participate in shared and read aloud group storytime with enjoyment
- Identify and use relevant vocabulary; parts of a book
- Select books based upon review, reflection and personal interest
- Use a shelf marker; learn that books are shelved in a particular place and must be returned there





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