NORLIGHTS INTERNATIONAL SCHOOL

Oslo

Curriculum Guide
Grade 3

Welcome

We welcome you to the new school year with great zeal and enthusiasm. Please find here the Program of Inquiry for the current academic year. As Educators, we trust in empowering our children and believe in giving them the best conducive environment. We are looking forward to join hands and explore the treasure within each child for the holistic development of our students throughout the year.

How are students engaged in learning in a NLIS PYP classroom?

In the PYP, students engage in large, transdisciplinary themes organized as Units of Inquiry (UOIs). Throughout the UOI, the classroom becomes a centre of structured inquiry through which students acquire skills and build new knowledge. Each UOI provides significant, relevant, and challenging learning experiences, and involves students in a range of learning activities. A variety of methods and strategies are used to accommodate learners' needs and capitalize on teachers' expertise.

With the UOI at its core, where Language, Mathematics, Social Studies, and Science benchmarks are addressed, the programme is complemented through Personal, Social, and Physical Education (PSPE), Arts, Music and Information and Communication Technology (ICT).

How are students in NLIS classroom assessed?

In the same way that teachers use a variety of methods in their teaching, students are provided with opportunities to demonstrate their learning in a myriad of ways. Assessment practices at NLIS are founded on the concepts of assessment of learning, assessment for learning, and assessment as learning. They are varied in their purpose and in their outcomes, and provide teachers with a wide range of perspective and evidence of students' development. Examples of assessment strategies and tools used throughout the programme are observation, performance tasks, open-ended tasks, reflection, rubrics, exemplars, checklists, and anecdotal records. A portfolio is maintained for all students for each year of study, providing evidence of learning from a range of experiences and curriculum areas. Teachers use the information gathered from all of these practices, along with established developmental-appropriate criteria and learning continuums to determine a child's progress and needs.

How do parents know what and how their child is doing in the PYP?

At NLIS we are committed to building solid relationships with our students' parents. We understand the value in communication and implement practices aimed at keeping parents informed:

· End of semester written reports are issued in January

· Students will lead a conference with their parent (Student Led Conferences), reporting on their progress and achievement. The schedule for the same will be intimated to the parents.

· End of year written reports are issued in June

· Every week, teachers send weekly letter about the classroom happenings, providing parents with a written communication

Program of Inquiry Grade 3

Grade 3	Who We are — An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where we are in Place and Time — An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How We express ourselves — An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the World Works — An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How We Organize Ourselves — An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the Planet — An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Central Idea	The choices we make affect our health and well-being.	Exploration leads to discovery and develops new understandings.	Celebrations and traditions are expressions of shared beliefs and values.	All living things go through a process of change.	In a workplace people share responsibility towards a common purpose.	Water is essential to life, and is a limited resource for many people
Lines of Inquiry	• What it means to have a balanced lifestyle • How the choices we make affect our health • Different sources of information that help us make choices	• Reasons for explorations • Methods of exploration • The impacts of explorers and explorations	• Why people celebrate • Features of traditions and celebrations • Planning a celebration	• Patterns of growth • How living things change over their lifetime • Factors that can influence life cycle	• Purpose of a workplace • Interconnectedness of people in a workplace • Importance of a shared vision for common purpose	• Sources of water and how water is used • What happens to water after we have used it • Our responsibilities regarding water
Concepts	Form, Causation, Connection	Form, Causation, Connection	Causation, Form, Perspective	Causation, Change, Connection	Function, Causation, Connection	Function, Change, Responsibility
Related Concepts	Health, Systems, Choice	Consequences, Discovery, Geography	beliefs, values, belonging, culture	Cycles, Transformations	Cooperation, Employment	Conservation, Equity, Processes
ATL Skills	Research Skills, Thinking Skills, Self Management Skills	Research Skills, Communication Skills	Communication Skills, Thinking Skills	Research Skills, Thinking Skills	Research Skills, Thinking Skills, Communication Skills	Research Skills, Thinking Skills
Learner Profile Attributes	Thinkers, inquirers, knowledgeable	Reflective, Thinker, Open Minded	Communicator, Reflective, Risk Taker	Thinker, Knowledgeable	Open Minded, Reflective	Knowledgeable, Inquirer, Thinker
Subject Focus	Science, PSPE, English, Norwegian, Visual Art, Music	Social Studies, PSPE, Language, Norwegian, Visual Art, Music, Maths	English, Norwegian, Visual Art, Music, ICT	Science, English, Norwegian, Visual Art, Music	Social Studies, Maths, Language, Norwegian, Music, Visual Art	Science, PSPE, English, Norwegian, Visual Art, Music

Over View of Science Strands

The following chart designates the units within our Program of Inquiry and where those inquiries relate to the Science Strands. It is possible that an inquiry can relate to more than one science strand, or to both science and social studies strands.

Science Strand	PYP1	PYP 2	PYP 3	PYP 4	PYP 5
Living Things	Sharing the planet	How the world works, Sharing the planet	Who we are	Who we are, Sharing the planet	Who we are, Sharing the planet
Earth and Space	How the world works	Sharing the planet	How the world works	Sharing the planet	
Materials & Matter		How we organize oursleves	Sharing the planet	Sharing the Planet	How the world works
Forces and Energy		How we express ourselves		How the world works	

Who we are

Learning will include the development of the following: Knowledge, Concepts and skills		Possible learning
Transdisciplinary theme: **Who we are** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. **Central Idea** The choices we make affect our health and well-being. **Key Concepts** • Form • Connection • Reflection **Related Concepts** • Health • Systems • Choice **Lines of Inquiry** • What it means to have a balanced lifestyle • How the choices we make affect our health • Different sources of information that help us make choices	**Science strand(s)** Living things **Science Skills** **a. Observe carefully in order to gather data** b. Use a variety of instruments and tools to measure data accurately **c. Use scientific vocabulary** **to explain their observations and experiences** d. Identify or generate a question or problem to be explored e. Plan and carry out systematic investigations, manipulating variables as necessary f. Make and test predictions **g. Interpret and evaluate** **data gathered in order to draw conclusions** h. Consider scientific models and applications of these models (including their limitations)	The student will be able to: • recognize that humans need certain resources for energy and growth • identify the major food groups and be aware of the role they play in human development • Use scientific language for food groups • Identify sources of information that helps in making wise choices

How the world works

Learning will include the development of the following: Knowledge, Concepts and skills		Possible learning outcomes in science
Transdisciplinary theme: **How the world works** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. **Central Idea** All living things go through a process of change. **Key Concepts** Causation Change Connection **Related Concepts** Cycles Transformations Similarities Differences **Lines of Inquiry** • Patterns of growth • How living things change over their lifetime • Factors that can influence life cycles	**Science strand(s)** Living Things **Science Skills** **a. Observe carefully in order to gather data** **b. Use a variety of instruments and tools to measure data accurately** **c. Use scientific vocabulary to explain their observations and experiences** **d. Identify or generate a question or problem to be explored** e. Plan and carry out systematic investigations, manipulating variables as necessary **f. Make and test predictions** **g. Interpret and evaluate data gathered in order to draw conclusions** h. Consider scientific models and applications of these models (including their limitations	The student will be able to: • recognize that living things (plants, animals and human beings) go through predictable life cycles • analyse similarities and differences in the ways that different living things grow and change over time • identify the factors that are responsible for these changes

Sharing the planet

Learning will include the development of the following: Knowledge, Concepts and skills		Possible learning
Transdisciplinary theme: **Sharing the planet** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. **Central Idea** Water is essential to life, and is a limited resource for many people. **Key Concepts** • Function • Change • Responsibility **Related Concepts** • Conservation • Equity • Processes **Lines of Inquiry** • Sources of water and how water is used • What happens to water after we have used it • Our responsibilities regarding water	**Science strand(s)** Materials & Matter **Science Skills** **a. Observe carefully in order to gather data** b. Use a variety of instruments and tools to measure data accurately **c. Use scientific vocabulary** **to explain their observations and experiences** d. Identify or generate a question or problem to be explored e. Plan and carry out systematic investigations, manipulating variables as necessary f. Make and test predictions **g. Interpret and evaluate data gathered in order to draw conclusions** **h. Consider scientific models** **and applications of these models (including their limitations)**	The student will be able to: • Identify the different sources water comes from • Investigate ways that familiar material such as water can be reused • Recognise that water exists on Earth in different forms (water cycle) • Analyse ways people can conserve water • Describe how water sustains life • Explain why fresh water is a limited resource •

Over View of Social Science Strands

The following chart designates the units within our Program of Inquiry and where those inquiries relate to the Science Strands. It is possible that an inquiry can relate to more than one social science strand, or to both science and social studies strands.

Social Science Strands	PYP1	PYP 2	PYP 3	PYP 4	PYP 5
Human Systems & Economic Activities		How we organize oursleves	How we organize oursleves	How we organize oursleves	
Social Organization & culture	Who we are	Who we are / Where we are in place & time	How we express ourselves	Where we are in place & time	How we organize oursleves
Continuity and Change through time	How we express ourselves		Where we are in place & time	Where we are in place & time	Where we are in place & time
Human and Natural Environment		Where we are in place & time			
Resource and the Environment			Sharing the planet	Sharing the planet, How we organize ourselves	Where we are in place & time

Where we are in place and time

Learning will include the development of the following: Knowledge, Concepts and skills		Possible learning
Transdisciplinary theme: **Where we are in Place and Time** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. **Central Idea** Exploration leads to discovery and develops new understandings. **Key Concepts** • Form • Causation • Connection **Related Concepts** • Consequences • Discovery • Geography **Lines of Inquiry** • Reasons for explorations • Methods of exploration • The impacts of explorers and explorations •	**Science strand(s)** Continuity & Change through time **Social Science Skills** a. **Formulate and ask questions about the past, the future, places and society** b. **Use and analyse evidence from a variety of historical,** **geographical and societal sources** c. **Orientate in relation to** **place and time** d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources	The student will be able to: • Identify the reasons why people explore the unknown • Identify various methods of explorations • Compare and contrast the identified methods of explorations • Investigate the impact of exploration on people in the past, present and future

How we express ourselves

Learning will include the development of the following: Knowledge, Concepts and skills		Possible learning
Transdisciplinary theme: **How we express ourselves** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic **Central Idea** Celebrations and traditions are expressions of shared beliefs and values. **Key Concepts** • Causation • Form • Perspective **Related Concepts** • Beliefs • Values • Belonging • Culture **Lines of Inquiry** • Why people celebrate • Features of traditions and celebrations • Planning a celebration	**Social Science strand(s)** Social organization and culture Continuity and change through time **Social Science Skills** a. Formulate and ask questions about the past, the future, places and society **b. Use and analyse evidence from a variety of historical,** **geographical and societal sources** **c. Orientate in relation to** **place and time** d. Identify roles, rights and responsibilities in society e. Assess the accuracy, validity and possible bias of sources	The student will be able to: • explain why a particular celebration is important in his or her own life • suggest reasons for various celebrations • identify and compare traditions and celebrations observed by others in the class • use a variety of sources to gain information about celebrations from both a historical and a cultural perspective • create graphs and charts to organize and interpret information • plan a celebration for any particular group (peers/ parents or teachers)

How we organize ourselves

Learning will include the development of the following: Knowledge, Concepts and skills		Possible learning
Transdisciplinary theme: **How we organize ourselves** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. **Central Idea** In a workplace people share responsibility towards a common purpose. **Key concepts** • Function • Causation • Connection **Related concepts** • Cooperation • Employment **Lines of inquiry** • Purpose of a workplace • Interconnectedness of people in a workplace • Importance of a shared vision or common purpose	**Social Science strand(s)** Human systems and economic activities Human and natural environments **Social Science Skills** **a. Formulate and ask questions about the past, the future, places and society** b. Use and analyse evidence from a variety of historical, geographical and societal sources **c. Orientate in relation to place and time** **d. Identify roles, rights and responsibilities in society** e. Assess the accuracy, validity and possible bias of sources	The student will be able to: • identify responsibilities people have in different workplaces • explain the purpose of rules and responsibilities in a workplace • construct visual representations (for example, graphs, charts diagrams, timelines, pictorial maps) to clarify relationships within a workplace • work in a group to establish a shared vision and purpose for the class

Language Curriculum

Strand	Learning Outcomes
Oral- Listening & Speaking	• use language to explain, inquire and compare • recognize patterns in language(s) of instruction and use increasingly accurate grammar • begin to understand that language use is influenced by its purpose and the audience • understand and use specific vocabulary to suit different purposes • hear and appreciate differences between languages. • listen attentively and speak appropriately in small and large group interactions • listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail • pick out main events and relevant points in oral texts • follow multi-step directions • retell familiar stories in sequence • anticipate and predict when listening to text read aloud • use language for a variety of personal purposes, for example, invitations • express thoughts, ideas and opinions and discuss them, respecting contributions from others • participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems
Oral- Viewing & Presenting	• • realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding • with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful • use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact • view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama • realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance • observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve. • 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, realizing that people react differently • realize that visual information reflects and contributes to the understanding of context • recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography • observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness • discuss personal experiences that connect with visual images • use actions and body language to reinforce and add meaning to oral presentations

Language Curriculum

Written-Reading	- participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view - wonder about texts and ask questions to try to understand what the author is saying to the reader. - read texts at an appropriate level, independently, confidently and with good understanding - recognize a range of different text types, for example, letters, poetry, plays, stories, novels, reports, articles - identify and explain the basic structure of a story - beginning, middle and end; may use storyboards or comic strips to communicate elements - make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses - realize that there is a difference between fiction and non-fiction and use books for particular purposes, with teacher guidance - recognize and use the different parts of a book, for example, title page, contents, index - understand sound-symbol relationships and apply reliable phonetic strategies when decoding print - use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another - discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways - discuss their own experiences and relate them to fiction and non-fiction texts
Written-Writing	- use feedback from teachers and other students to improve their writing - use a dictionary, a thesaurus and word banks to extend their use of language - keep a log of ideas to write about - over time, create examples of different types of writing and store them in their own writing folder - participate in teacher conferences with teachers recording progress and noting new learning goals; self-monitor and take responsibility for improvement - with teacher guidance, publish written work, in handwritten form or in digital format. - engage confidently with the process of writing - write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading - use graphic organizers to plan writing, for example, Mind Maps, storyboards - organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end - use appropriate writing conventions, for example, word order, as required by the language(s) of instruction - use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high- interest words - use increasingly accurate grammatical constructs - write legibly, and in a consistent style

Mathematics Curriculum

Strand	Learning Outcomes
Numbers	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas. • add and subtract numbers mentally, including: • a three-digit number and ones • a three-digit number and tens • a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, + =] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.
Shape & Space	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Mathematics Curriculum

Data Handling	• interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
Measurement	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks].
Pattern & Function	• understand that patterns can be found in numbers, for example, odd and even numbers, skip counting • understand the inverse relationship between addition and subtraction understand the associative and commutative properties of addition. • represent patterns in a variety of ways, or example, using words, drawings, symbols, materials, actions, numbers • describe number patterns, for example, odd and even numbers, skip counting • extend and create patterns in numbers, for example, odd and even numbers, skip counting • use number patterns to represent and understand real-life situations • use the properties and relationships of addition and subtraction to solve problems

Norwegian A Curriculum

Strand	Learning Outcomes
Oral– Listening & Speaking	• listen to, recount, explain and reflect on the content of oral texts • use a suitable vocabulary to discuss academic subjects, share your own experiences, and express your own opinions • interact with others through play, dramatization, conversation and discussion • vary voice usage and intonation in the presentation of texts
Oral– Viewing & Presenting	• work in groups with other children, read instructions and perform independent work (work plan) • regular meetings, class meetings and student interviews • group work and cooperation tasks • role-playing games, ex. step by step • create group discussion rules. • discuss and show that discussion reaches conflicts and occurs • use of learning strategies story structure, mind map, bison overview, learning logs and wave form • miscellaneous toys - mimeleker • conversation about a selection of songs, rules, poems, stories and past-present tales in book language, new norwegian and in translation from Sami and other cultures • express thoughts on languages, people and actions in texts from daily life and in fictional texts from different times and cultures • describe the similarities and differences between a variety of language variables in Norway
Written– Reading	• read texts of different types in book language and nynorsk with context and understanding • read, reflect on and talk about own and others' texts • regular reading exercises: single / double consonant, complex graphs, syllabus, lecture with emphasis on intonation and break by sentence, rehearsal reading, reading, guided reading leselekse every day • reading every day, with different texts and from different era and language • use of audiobooks as a means of getting to know different dialects • adjective stories • grammatikkhus • miscellaneous word games • posters and visual lookup in the class to assist in writing of grammar and grammar - exercise using exercises, løko, games, memory, puzzles etc.
Written– Writing	• Use different types of notes and sample texts as the basis for your own writing • Write narratives, poems, letters and plain text • Arrange texts with headline, introduction and ending • Write simple sentences based on a read factual text • practice words every week - simple dictations • vary sentence construction • make verbal and written narratives with the verbs and, but, or, then, when before, if, if, like that

Norwegian B Curriculum

Oral - Listening and Speaking	After phase 1, the students should be able to	After phase 2, the students should be able to	After phase 3, the students should be able to
	• understand simple instructions • express their own feelings, thoughts and wishes • present themselves, ask and answer questions about themselves, their own family, actions, events and objects in close surroundings • participate in simple conversations, ask for the Norwegian word for things and what words mean, express that he or she doesn't understand and ask for help • understand and use essential words and expressions to cover basic needs in school and after school • understand and use common forms of politeness • pronounce Norwegian language sounds: vocals, consonants, consonant compounds and "diftonger" • understand and use numbers in practical situations • experiment with language sounds, words and rhyme • compare language sounds and words in the native language and Norwegian • Simple conversation about the relationship between spoken language and written language	• speak with clear pronunciation • express their own opinions • describe themselves, their family, friends, leisure time, school and local community • receive and provide information and messages in different situations • converse with and ask questions to fellow students about events in everyday life • listen to others and respond to stories and descriptions • understand and use numbers and sizes in practical situations • conversation about key persons and actions in a range of fictional texts and texts from daily life • express own thoughts about people and actions in Norwegian television shows, films and plays • use their own experiences to talk about similarities and differences between Norwegian and native language	• express and justify their own views and show respect for others views • initiate conversations and respond and participate actively in different activities and classes • tell about interests, events and experiences related to their own everyday lives, adapted to the situation, purpose and recipients • use communication strategies in both prepared and unprepared situations to understand or be understood • talk about experiences with where, how and when the students uses different languages

Norwegian B Curriculum

	After phase 1, the students should be able to	After phase 2, the students should be able to	After phase 3, the students should be able to
Oral - Viewing and Presenting	• simple conversation about the relationship between picture and text in simple composite texts • simple conversation about the contents of any fairy tales, songs and poems • conversation about people and actions in texts from daily life and narratives	• speak with clear pronunciation • express their own opinions • describe themselves, their family, friends, leisure time, school and local community • receive and provide information and messages in different situations • converse with and ask questions to fellow students about events in everyday life • listen to others and respond to stories and descriptions • understand and use numbers and sizes in practical situations • conversation about key persons and actions in a range of fictional texts and texts from daily life • express own thoughts about people and actions in Norwegian television shows, films and plays • use their own experiences to talk about similarities and differences between Norwegian and native language	• present a subject orally with or without aids • conduct planned presentations through role-playing, drama, reading and interview • summarize and describe the content of movies, plays, radio and television programs and describe their own reactions to these • read and talk about simple texts on the page • describe and interpret graphical presentations of numbers and other data • present own interpretations of persons and actions in relevant fiction
Written - Reading	• link the letters to sounds and draw the sounds together to words • recognize names, numbers, logos and signs • read level-appropriate texts with coherence • understand the main idea in simple texts • find level appropriate books or texts in the library • use simple strategies for reading comprehension	• read and understand level appropriate texts • read and understand simple tables and graphical representations • find information in simple academic texts with their own words	• use simple reading strategies in work with level appropriate text • read level appropriate fictional texts and present their own experiences • find level appropriate literature in libraries

Norwegian B Curriculum

Written - Writing	After phase 1, the students should be able to	After phase 2, the students should be able to	After phase 3, the students should be able to
	• master the Norwegian alphabet in upper and lower case letters • write simple texts and messages with functional handwriting • fill out simple forms with personal information	• apply basic punctuation rules • express their own feelings and opinions in their own writing • arrange texts with headline, introduction and ending • write simple vocabulary texts, composite texts, narratives and letters • create, save, and retrieve texts using digital tools • use basic structures for sentence construction and text binding	• provide examples of what makes a text easy or difficult to understand • use a varied vocabulary to express feelings and opinions in their own writing • structure text by order of time and create a connection between sentences and paragraphs • produce composite texts with images and decorations • use rules for orthography, punctuation and sentence structure in their own writing • identify similarities and differences between Norwegian and native language

ICT Curriculum

KNOW: What will the students know	UNDERSTAND: What will the students understand
Learners will work with images	Save an image from the internet to a specific location- name the path taken.
Work with presentation tools	Write a page about the UOI topic and copy and paste an image from the internet Copies and Inserts images for a purpose Make a slide show of 3 slides and make presentation to class
Students will be familiar with the icons and tools on Microsoft Office programmes	Collaborative team work – can you find out what the icons mean?
Begins to work with different kinds of graphs	Excel spreadsheets, different kinds of graphs
Creates an appropriate graph with data using Excel	Collect date related to UOI and put it graphically
Further develops understanding of internet searches	Expose students to a variety of search engines Demo on how to use search engines. Slide show on menu, search engine, web address Students will understand the concept of menu, search engine and web address
Understand different forms of communication on the Internet	Students will access email, check new email, send and receive emails. what an email is, email address, offline, online, connection, inbox, outbox Open email accounts via the school email address

Music Curriculum

Strand	Learning Outcomes
Responding	- sing individually and in unison - recognize music from a basic range of cultures and styles - express their responses to music from different cultures and styles - create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) - explore individually or collectively a musical response to a narrated story - reflect on and communicate their reactions to music using musical vocabulary - record and share the stages of the process of creating a composition - share performances with each other and give constructive criticism.
Creating	- explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings - express one or more moods/feelings in a musical composition - create music to represent different cultures and styles - create a soundscape based on personal experiences - collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast) - read, write and perform simple musical patterns and phrases - create music for different purposes.

The students will achieve these learning outcomes through the following:

Making sounds with our bodies and voices
- Creating a soundscape as a class, and Using the music classroom and how we behave in class
- Talk about learner profiles in music classroom
- Create posters for the learner profiles in the music classroom
- Learning basics of percussion technique, including stick technique
- Learning about different percussion instruments
- Learning how percussion techniques are transferable
- Using the body to make different sounds
- Hand-clapping games
- STOMP

Creating and communicating music :
- Revise talking about the music classroom and profiles
- Notation as a system of communicating musical instructions to players
- Learner profile songs
- Expression in music and how it affects sounds
- Exploration of how notes on a stave relate to the sounds heard.
- Looking at graphical notation and how it relates to the sounds heard
- Basic theory

A handmade ensemble
- Revise talking about the music classroom and profiles
- Using household items to create instruments, experimenting with membranophones, idiophones, chordophones and aerophones.
- Learning how sounds are created in different types of instruments
- Playing together using the handmade instruments
- Beginning to divide ensemble into different parts

Storytelling with music
- Revise talking about the music classroom and profiles
- Creating a soundscape as a class, and individually
- Listening and responding to programmatic music
- Sing songs that tell stories
- Describe how elements of the music create a mood

Children of the World – and their music
- Revise talking about the music classroom and profiles
- Discover traditional music from other countries
- Sing folksongs from around the world
- Learn about world instruments
- Listen to and appreciate songs from around the world
- Describe world music using descriptive words
- Begin learning music-specific vocabulary

Popular music from Beethoven to Britney
- Revise talking about the music classroom and profiles
- Listen to excerpts of Western Art music from the Baroque era onwards
- Identify instruments used in the symphony orchestra
- Listen to popular music from the birth of Rock and Roll to recent times
- Identify similarities and differences between different genres
- Play or sing some repertoire from the studied genres

Visual Art Curriculum

Strand	Learning Outcomes
Responding	• investigate the purposes of artwork from different times, places and a range of cultures including their own • sharpen their powers of observation • identify the formal elements of an artwork • use appropriate terminology to discuss artwork • describe similarities and differences between artworks • identify the stages of their own and others' creative processes • become an engaged and responsive audience for a variety of art forms
Creating	• identify, plan and make specific choices of materials, tools and processes • sharpen their powers of observation • demonstrate control of tools, materials and processes • make predictions, experiment, and anticipate possible outcomes • combine a variety of formal elements to communicate ideas, feelings and/or experiences • identify the stages of their own and others' creative processes • consider their audience when creating artwork.

The students will achieve these learning outcomes through the following:

- Art history

- National Art

- Combining the formal elements

- Compare & Contrast

- The four seasons

PSPE Curriculum

Strand	Learning Outcomes
Identity	• describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • describe how personal growth has resulted in new skills and abilities • explain how different experiences can result in different emotions • identify feelings and begin to understand how these are related to behaviour • express hopes, goals and aspirations • solve problems and overcome difficulties with a sense of optimism • examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help • recognize others' perspectives and accommodate these to shape a broader view of the world • identify and understand the consequences of actions • are aware of their emotions and begin to regulate their emotional responses and behaviour • reflect on inner thoughts and self-talk • demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.
Active Living	• recognize the importance of regular exercise in the development of well-being • identify healthy food choices • communicate their understanding of the need for good hygiene practices • reflect on the interaction between body systems during exercise • explain how the body's capacity for movement develops as it grows • use and adapt basic movement skills (gross and fine motor) in a variety of activities • explore different movements that can be linked to create sequences • display creative movements in response to stimuli and express different feelings, emotions and ideas • reflect upon the aesthetic value of movement and movement sequences • understand the need to act responsibly to help ensure the safety of themselves and others
Interactions	• value interacting, playing and learning with others • discuss and set goals for group interactions • cooperate with others • ask questions and express wonderings • recognize the different group roles and responsibilities • assume responsibility for a role ia group • celebrate the accomplishment of the group • share ideas clearly and confidently • seek adult support in situations of conflict reflect on the process of achievement and value the achievements of others • understand the impact of their actions on each other and the environment

References

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