

Eastcote Primary Academy

Primary Years Programme  
(PYP)

## Central to the PYP are:

1. International mindedness
2. The IB learner profile
3. Transdisciplinary themes
4. Units of inquiry
5. Approaches to Learning
6. Agency and action

# 1. International Mindedness

The aim of the PYP is to develop internationally minded students who can help to build a better world.

## International Mindedness at Eastcote

International Mindedness permeates through everything we do at Eastcote. We use every opportunity to celebrate our diversity. Children are proud to present their own whole school assemblies about their cultures, religions and special celebrations. Pupils enjoy learning different languages and Spanish is taught from Year 1. Every year we have an international day during which pupils organise a fair. Parents and visitors support in various ways from teaching children how to cook their favourite dishes, to sharing traditional music and dances.

# Pupil's responses to what it means to them to be internationally minded:

We respect other beliefs.

We celebrate our similarities and differences.

We care about the environment.

We have respect for others ideas.

We are interested in what happens in other countries.

We know everyone is different.

We like learning about people's different celebrations.

We want to try different foods.

We want to learn different languages.

We like finding out about different people's religions.

## 2. The IB Learner Profile

The IB believes that the foundation for being internationally minded is by the development of the learner profile attributes.



## The IB Learner Profile at Eastcote

Pupils have an excellent understanding of all ten Learner Profile Attributes (LPA). They can articulately reflect on how they have demonstrated each attribute.

Pupils work with a PYP buddy from another class to discuss which LPAs they have recently met. Pupils complete LPA Reflection Logs which are adapted to suit different ages and abilities. Children enjoy talking together and sharing what they are proud of. Here is an example:

Learner Profile Attribute	Definition	Date achieved	How?
Inquirer 	I ask questions. I research, investigate and experiment. I am curious.		
Communicator 	I share my ideas. I can listen to others. I express myself in different ways. I use the correct body language.		
Thinker 	I think about things. I try to solve problems. I try to make good decisions. I learn from my mistakes.		
Knowledgeable <input type="checkbox"/> 	I ask questions and listen. I find out new information. I can remember what I have learnt. I learn from others.		
Principled 	I try to do the right thing. I am honest and tell the truth. I am fair. I take responsibility for my own actions.		
Open minded 	I listen to others' opinions. I know it's good that people are different. I try to understand other perspectives.		

We are curious.

# Inquirers

In Year 1, we have been **inquiring** into how we find out about the past.

**Help!**

When you need to find things out, there is a lot to help you.

I can find out about the past by looking at old photos and books.

I can use the internet to find out about the past.



We ask questions.

I can talk to my parents to find out when they were a child.

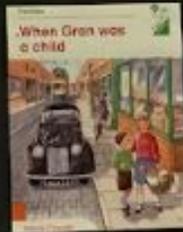


**Battery toys**

These are toys that use batteries. The robot moves when you press the button. The guitar plays a note when you press the buttons.

we can look at photographs to find out about the past.

We will be using all of these sources to discover how toys and games have changed through history.



we can look at old photos to find out about the past.



**Ping**

My Gran's toy was a little toy train. My Gran was five when she got her train. I got her when I was five.

I played ping pong with my friends. We had a table and some balls.

We discover new things.

There are clear links between our core values and the learner profile attributes, so Eastcote pupils agreed how they could be matched together:

**Aspire**-risk-takers

**Learn**- inquirers, knowledgeable, thinkers, reflective

**Laugh**- balanced, communicators

**Love**- caring, open-minded, principled

### 3. Transdisciplinary Themes

In the PYP, learning aims to transcend traditional boundaries between subject areas. Students explore six transdisciplinary themes every year. One every module.



# PYP Transdisciplinary Themes

## **Who we are**

*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.*

## **How the world works**

*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.*

## **Where we are in place and time**

*Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.*

## **How we organize ourselves**

*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.*

## **How we express ourselves**

*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.*

## **Sharing the planet**

*Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.*

## Eastcote's approach to teaching through transdisciplinary themes

- Where possible we teach through the transdisciplinary themes helping pupils to make connections in their learning.
- We follow the National Curriculum, but teach it through the transdisciplinary themes.
- We teach some subjects discreetly, for example grammar and arithmetic, if there is not an authentic link.

## 4. Units of Inquiry

Each module from our transdisciplinary theme we focus on a unit of inquiry. A unit of inquiry begins with a central idea and from this stem the lines of inquiry.

**Theme:** Where we are in place and time

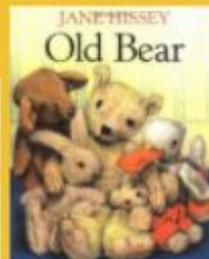
**Central idea:**



Throughout history, people have connected with each other and learned through play

**We will inquire into:**

- How we play
- How people find out about the past
- How play is different or alike over time



**Theme:** Sharing the Planet

**Central idea:**

The actions of leaders can have worldwide impact



**We will inquire into:**

- Cause and implications of Reformation
- Qualities of a leader
- Local, national and worldwide impact of leaders



## Units of Inquiry at Eastcote

An example of a year 5 unit of inquiry:

### **Transdisciplinary theme:**

Sharing the Planet- an inquiry into communities and the relationship within and between them.

### **Central idea:**

Individuals can have a great impact upon the way a society behaves.

### **Lines of inquiry:**

- Causes and implications of the Reformation
- Qualities of a leader
- Local, national and worldwide impact of leaders

Through this unit there are many interleaving subjects including:

History- Tudors,

RE-Reformation,

English- Macbeth,

Art- Tudor portraits,

Geography- Tudor exploration

(trip- Globe Theatre and Golden Hinde)

Whereas before the Tudors would have simply been taught as a stand alone history topic. Now pupils have the opportunity to deepen their understanding by making connections in their learning. Pupils can carry out their structured inquiries, for example, last year the year 5 class were keen to compare and contrast Henry VIII with modern leaders. They applied their knowledge to debate which leaders past and present, local and worldwide have been the most successful. Pupils could articulate their opinions confidently and use evidence to support their points of view.

## 5. Approaches to Learning

The IB belief is that how to learn is fundamental to a pupil's life in and out of school. The PYP supports learners in developing:

### **-Social skills**

Developing positive interpersonal relationships and collaboration skills.

### **-Research skills**

Information-literacy and media-literacy skills

### **-Thinking skills**

Critical-thinking, creative-thinking and reflection skills

### **-Communication skills**

Exchanging-information skills

### **-Self-management skills**

Organisational skills

## Approaches to Learning (ATLs) at Eastcote

At Eastcote we map out the 5 different approaches across each year group to ensure there are plenty of opportunities to develop all ATLs.

Thinking skills are a main focus this year at Eastcote. We are working on developing pupils' ability to critique their own and the work of others so that they are able to think critically to develop their own knowledge and understanding. One way we are doing this is through the use of success criterias:

L.O. To make different tones of colour		
Success criteria	Peer assessment	Pupil assessment
Colour mixing in pallet		
Control with paintbrush		
A clear transition from light to dark tones		

## 6. Agency and Action

**Agency is pupils having voice, choice and ownership over their learning.**

**Action is an integral part of the Primary Years Programme (PYP) and an opportunity for pupils to seek the opportunity to make a significant contribution to their local and global communities. It offers learners the ability to see that they can not only make a meaningful contribution to the world around them but also be change-makers.**

**Demonstrations of action can include:**

- **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** - e.g. consumption, impact of choices.

## Agency and Action at Eastcote

We actively support pupils to develop the confidence and skills needed to take ownership of their learning. We also create space for children to have a voice and choice.

Pupils take action in response to their inquiry. Action can be short term or long term, small or large, personal or collective.

It could be as simple as, after completing an inquiry into keeping healthy, encouraging a younger brother to clean his teeth properly. Or as large as organising a whole school charity event.

## Examples of action at Eastcote

### Reception

Central idea: **Expressing and managing feelings strengthens positive relationships.**

After hearing and discussing the feelings of characters in *The Gingerbread Man*, children made a class book retelling the story.

Action-A child took this beyond the classroom and made their own book at home, which he shared in class. Several children followed suit by making their own books at home to share & keep in school. One pupil whose book was entitled 'The Lonely Bear', told the story of a boy who finds ways to cheer up Bear-the last toy left on the shelf. This action shows understanding that writing is purposeful. It shows a child's understanding of both the characters' and the story listeners' feelings.

### Year 2

Central idea: **Materials behave and interact in certain ways which determine how they are used.**

Pupils enjoyed investigating materials, identifying their properties and deciding the best use for the materials. Pupils decided they wanted to explore how materials could be reused or even recycled and changed into another item.

Action-This inspired some children to go on litter picking walks at the weekend, some children to encourage their families to recycle more at home. Some children even recycled resources to make their own art.

### Year 4

Central idea-**Networks often exist to allow the movement of goods.**

Students confidently explained what networks are and explored the networks they were a part of locally and internationally. Children understood what trade is and wrote explanation texts about the process of trade..

Action- Some pupils chose to create persuasive pieces to convince customers of the positives of shopping Fair Trade, some children decided to write persuasive letters to the school kitchen staff to persuade them to shop fair trade for our school meals, and some students wrote persuasive adverts which they presented in a whole school assembly.



# Sharing The Planet

Some animals have claws

**Animals with Claws**

**Why do animals have claws?**

We searched online with clues on the computer

honey



**Medicine**  
 Question- How are we connected to animals?  
 Answer- How do we care for animals?

**Central Zoo**  
 People have responsibility and care for animals

We used our research

We drew pictures of our pets

We observed Orlay the Guinea pig



We made pet tags for our pets to keep them safe



We made a pet for the park

We talked about animals who live in the woods

What are animals? "Animals"

"We are learning about the world and all the things in it"

Do we need medicine for animals?

How do we take care of animals?

Peggy the Reading Owl came to school, we shared stories with her and asked questions

We made a book about animals

We made a book about animals

We made a book about animals

Handwritten text on a piece of paper, possibly a list or notes related to the project.









**Central Idea:** the work that charities do can change a person's life.



*Experiencing life in a Victorian Ragged School classroom.*

*Handwritten text on a lined paper strip, likely a student's reflection or notes.*



**We will inquire into:** the work of charitable organisations  
(key concept- function)

**We will inquire into:** how everyday people support charity.  
(key concept- responsibility)

*Thought bubble text: "The charity I think is the most important is the one that helps people who are in need."*



*Thought bubble text: "I think that 'Carer' Research is a good study because it's not simple that some carers only."*



*Thought bubble text: "The charity we should support is the one that helps people who are in need."*



**PYP**



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# Benefits of the PYP for our children

## As previously:

- Children will leave with the required skills they need to access a secondary curriculum as they enter Key Stage 3.
- All pupils will be challenged to achieve their full potential.

## Further developed:

- Pupils are independent learners, who are curious and excited about learning, and **feel empowered to take action**.
- Children leave Eastcote for secondary school ready to embrace life confidently, and flourish in our diverse world as caring **internationally minded citizens**.
- Eastcote learners are able to make real connections in their learning and go beyond the confines of learning within subject areas.