

# Introduction to the PYP scope and sequences

Together with the sample programme of inquiry published in *Developing a transdisciplinary programme of inquiry* (2008), the suite of Primary Years Programme (PYP) scope and sequences published in 2008–2009 offers examples of how to document curriculum expectations for each subject area. Teachers in IB World Schools from around the world have contributed to these documents, bringing with them their knowledge of the PYP and their expertise as practitioners. In addition, a variety of national, state and school curriculums and resources have been carefully researched and taken into consideration as part of the development process. Each scope and sequence is published in a PDF booklet and in HTML format. Each scope and sequence should be read in conjunction with the relevant subject annex in *Making the PYP happen: A curriculum framework for international primary education* (2009).

The purposes of the PYP scope and sequence documents are to:

- provide a tool to inform the whole school community about teaching and learning in each subject area
- make transparent the essential elements of the PYP in the context of the subject areas
- clarify the role of the subject areas in a transdisciplinary programme.

The PYP scope and sequences for **science** and **social studies** are directly linked to the PYP sample programme of inquiry included in *Developing a transdisciplinary programme of inquiry* (2008). Schools will find that they need to personalize the content of their own science and social studies scope and sequences so that they align with their programme of inquiry. This process of alignment is a good example of the interactive and ongoing process of curriculum development.

The PYP scope and sequences for **language**, **mathematics**, **arts** and **personal, social and physical education** (PSPE) are less closely related to the sample programme of inquiry. When it is appropriate and enhances learning, these subject areas have a significant role within the context of the school's programme of inquiry. The programme of inquiry provides opportunity for learning both about and through the subject areas. Please be mindful that the pedagogy of inquiry should be pervasive and applies to learning across the curriculum.

The language, mathematics, arts and PSPE scope and sequences have been organized around “**phases**” rather than age-banded stages. This is in recognition that learning is a developmental process and that the learner does not always progress through age-related stages in a strictly linear fashion. The resulting **continuums** are organized in such a way as to place primary importance on the construction of meaning, leading to deep understanding of concepts. The continuums make explicit the **conceptual understandings** that need to be developed at each phase. Evidence of these understandings is described in the **learning outcomes** associated with each phase.

The introduction in each scope and sequence includes information regarding the role of the subject area in a transdisciplinary programme, guidance for developing a school’s scope and sequence, and guidance on how to use the PYP scope and sequences provided by the IB. In each scope and sequence there is support for planning, for example, sample planners or flow charts that demonstrate a sample planning process.

It is vital that teachers take the time to read the introduction and note the changes in strands, strand definitions and overall expectations.

The IB is planning to develop further sample planners based on the PYP sample programme of inquiry, as well as planners demonstrating inquiries around central ideas in subject-specific areas. These planners will be developed and trialled in IB World Schools before they become available in the samples section of the HTML versions of the appropriate publications. For further information on accessing or submitting sample planners, please contact [pyp@ibo.org](mailto:pyp@ibo.org).