



TLT

THE LEARNING TREE

JUNIOR SCHOOL

A booklet for the parents to gain information about the curriculum, activities, values, and the policies and procedures at The Learning Tree, an IB World School offering the Primary Years Programme (PYP).

*Parent's
Handbook:
2016-2017*



From the Desk of the Principal, Ms. Naila Jamall

Dear Learning Tree Families,

The Learning Tree staff members welcome you and your child to an exciting and productive year. I am honored to be the Head of School at The Learning Tree. I would like to extend my warmest welcome to everyone for the new academic year. The faculty and staff at The Learning Tree are committed to providing your child with a high level of academic success.

The students of The Learning Tree are the foundation of the school's vision. This is evident through the care, dedication and commitment to excellence that they receive from the faculty and support staff. I vow to work with all members of our staff to continue to raise academic standards, and cultivate new roads that will sustain an environment which fosters a sense of emotional support and social well-being.

We are convinced that in order for students to become lifelong learners, there must be a collaborative approach taken by the home and school community towards a common goal. I encourage you to take an active interest in your child's educational experience by participating in all school curricular and co-curricular activities and events, and volunteering your services in any way you can. Parental involvement is a key component to student progress.

The Parent-Student Handbook has been developed to provide you with information concerning our school. Please review the contents at your leisure, and share the expectations with your child. We urge you to keep in touch with our staff, to ask questions, and make suggestions on how we can improve this experience for your child. Working cooperatively, we hope to provide every student with the opportunity to develop his or her potential to the fullest.

Join us as we continue this quest to make our school the very best!

Naila Jamall

Head of School

WE PLEDGE TO ...

BE THERE -

For each other by staying focused on what we are doing and how we are doing it.

MAKE THEIR DAY -

A kind gesture can make the children's day... when we do things, big and small, to make others feel good.

CHOOSE OUR ATTITUDE -

Good and bad things happen every day, we can always choose our attitudes.

PLAY -

We all know that learning is more fun when we throw ourselves into and when everyone has fun it adds to the excitement of learning.



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PRIMARY YEARS PROGRAMME

(PYP)



The International Baccalaureate (IB) Primary Years Programme (PYP) ensures students acquire knowledge, concepts and skills by making relevant, significant connections across different subject areas to real life. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The most significant and distinctive feature of the IB Primary Years Programme is the **six transdisciplinary themes**:

- **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**

These themes are about issues that have meaning for, and are important to, all of us. The transdisciplinary themes and subject areas form the knowledge element of the programme. The themes invite in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial and usually last for several weeks. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.

The **six transdisciplinary themes** collectively constitute a **programme of inquiry** (*see attached*) which has been developed collaboratively by the pedagogical team of the school. The programme offers a balance between learning about or through the subject areas¹, and learning beyond them. This highly defined, focused, in-depth programme of inquiry, with its emphasis on collaborative planning, aims to eliminate redundancy and avoids the pitfalls of a personality-driven curriculum.

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

¹ *language; social studies; mathematics; arts; science; and personal, social and physical education*

TLT Programme of Inquiry

AUGUST 2016 – MAY 2017

Transdisciplinary Themes	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
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>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.</i>
Pre-Kindergarten	<p>CENTRAL IDEA: Exploring my physical, emotional and social self shapes my personality.</p> <p>KEY CONCEPTS: form, change, reflection</p> <p>RELATED CONCEPTS: identity, growth, similarities and differences</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Physical, emotional and social characteristics Exploring how we grow and change over time Discovering and appreciating who I am 		<p>CENTRAL IDEA: We can express ourselves in different ways.</p> <p>KEY CONCEPTS: function, connection, perspective</p> <p>RELATED CONCEPTS: imagination, teamwork, creativity, communication</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Different ways in which we express ourselves Expressing our feelings and ideas Understanding the feelings and ideas of others 	<p>CENTRAL IDEA: The Earth's natural cycles influence the activity of living things.</p> <p>KEY CONCEPTS: change, form, causation</p> <p>RELATED CONCEPTS: adaptation, cycles, impact, climate, earth's movement</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Earth's natural cycles The actions people take in response to Earth's natural cycles Patterns of behavior in living things related to Earth's natural cycles 		<p>CENTRAL IDEA: Living things have certain requirements in order to grow and stay healthy.</p> <p>KEY CONCEPTS: form, change, responsibility</p> <p>RELATED CONCEPTS: living things, needs, dependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Characteristics of living things How living things grow Our responsibility for the well-being of other living things
Kindergarten	<p>CENTRAL IDEA: Senses are tools for exploring our environment.</p> <p>KEY CONCEPTS: form, function, connection</p> <p>RELATED CONCEPTS: characteristics, purpose, interdependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> The five senses and how we use them Ways in which the senses work together Living without a sense 		<p>CENTRAL IDEA: Stories can engage their audience to communicate meaning.</p> <p>KEY CONCEPTS: form, reflection, perspective</p> <p>RELATED CONCEPTS: structure, interpretation, opinion</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Different forms of stories Why we tell stories How stories are created and shared Feelings and emotions that stories evoke 		<p>CENTRAL IDEA: People work at many jobs to benefit the community.</p> <p>KEY CONCEPTS: responsibility, connection, function</p> <p>RELATED CONCEPTS: duty, systems, roles, interconnectedness</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Different types of jobs in a community Jobs have responsibilities How members in a community are connected 	<p>CENTRAL IDEA: Plants are a life-sustaining resource for us and for other living things.</p> <p>KEY CONCEPTS: change, responsibility, causation</p> <p>RELATED CONCEPTS: parts of a plant, consequences, sustainability</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> What plants provide for us and for other living things How life would be without plants Caring for plant life

PYP 1	<p>CENTRAL IDEA: The choices people make affect their health and well-being.</p> <p>KEY CONCEPTS: causation, responsibility, reflection</p> <p>RELATED CONCEPTS: choice, consequences, balance, schedules</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Healthy and unhealthy habits • What it means to have a balanced lifestyle • How the choices we make affect our health 	<p>CENTRAL IDEA: Homes reflect cultural influences and local conditions.</p> <p>KEY CONCEPTS: form, connection, perspective</p> <p>RELATED CONCEPTS: culture, locality, needs, design</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • What constitutes a home • How homes reflect family values • How homes reflect the local culture • Factors that determine where people live 	<p>CENTRAL IDEA: Celebrations and traditions are expressions of shared beliefs and values.</p> <p>KEY CONCEPTS: form, connection, perspective</p> <p>RELATED CONCEPTS: beliefs, values, culture, artefacts</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Why people celebrate • Features of traditions and celebrations • Symbolic representations of celebrations and traditions • What meaning people assign to celebrations and traditions 	<p>CENTRAL IDEA: Matter exists in different forms and can undergo changes.</p> <p>KEY CONCEPTS: form, causation, change</p> <p>RELATED CONCEPTS: matter, changes of state, properties of materials, uses of materials</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • States of matter • How materials change • Uses of different materials 	<p>CENTRAL IDEA: Maps help us organize and understand the world around us.</p> <p>KEY CONCEPTS: form, function, connection</p> <p>RELATED CONCEPTS: exploration, geography, directions, globe, weather, regions</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different types of maps and its features • Uses of maps • How maps can organize us 	<p>CENTRAL IDEA: People interact with, use and value the natural environment in different ways.</p> <p>KEY CONCEPTS: causation perspective, responsibility</p> <p>RELATED CONCEPTS: impact, conservation, behaviour, habitat, interdependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Natural and human-made elements of the environment • How people's interactions have an impact on the natural environment • How natural spaces are valued in the local environment
PYP 2	<p>CENTRAL IDEA: Relationships are influenced by learning about other people's perspectives and communicating our own.</p> <p>KEY CONCEPTS: reflection, connection, perspective</p> <p>RELATED CONCEPTS: diversity, conflict, communication</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • Social interactions between people • Acknowledging other people's perspectives • Managing and resolving conflict 	<p>CENTRAL IDEA: Past civilizations influence present day systems and technologies.</p> <p>KEY CONCEPTS: change, connection, causation</p> <p>RELATED CONCEPTS: history, inventions, continuity, heritage</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Significant past civilizations • Systems and technologies developed in the past • Aspects of past civilizations that have survived, and continue to influence us 	<p>CENTRAL IDEA: Imagination is a tool for extending our ability to think, create and express ourselves.</p> <p>KEY CONCEPTS: perspective, reflection</p> <p>RELATED CONCEPTS: expression, creation, transformation</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • How we demonstrate and enjoy our imagination • How our imagination helps us to consider other perspectives • How imagination helps us to solve problems • The value of imagination 	<p>CENTRAL IDEA: Space exploration leads to our understanding of our place in the universe.</p> <p>KEY CONCEPTS: form, connection, function</p> <p>RELATED CONCEPTS: solar system, universe, exploration</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • The features of the universe • Earth's place in the universe • Exploring space through technology and space travel 	<p>CENTRAL IDEA: Pollution is nowadays a part of our life.</p> <p>KEY CONCEPTS: change, responsibility, connection</p> <p>RELATED CONCEPTS: pollution, 3Rs (reduce, reuse, recycle) behaviour</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • What causes pollution • Effects of pollution on our lives and on Earth • Measures to fight pollution 	<p>CENTRAL IDEA: Creepy crawly creatures (mini-beasts) and humans share the earth.</p> <p>KEY CONCEPTS: connection, responsibility</p> <p>RELATED CONCEPTS: classification of living things, interdependence, food chain</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Creepy crawly creatures (mini-beasts) around us • The impact of mini-beasts on our environment • Our responsibility towards mini-beasts, and how we can coexist
PYP 3	<p>CENTRAL IDEA: In an attempt to meet human needs, societies have determined human rights and responsibilities.</p> <p>KEY CONCEPTS: responsibility, reflection, perspective</p> <p>RELATED CONCEPTS: rights & responsibilities, needs vs. wants, children's rights, history, justice</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Rights that all children should have • Similarities and differences between a right and a responsibility • How rights differ throughout the world 	<p>CENTRAL IDEA: The Earth's physical geography has an impact on human interactions and settlements.</p> <p>KEY CONCEPTS: form, causation, change</p> <p>RELATED CONCEPTS: migration, landforms, environment, resources, natural events</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Variability of physical geography around the world • The relationship between location and settlement • Impact of physical environment on human interactions and settlements 	<p>CENTRAL IDEA: People express themselves and inform others through different types of stories.</p> <p>KEY CONCEPTS: function, perspective, reflection</p> <p>RELATED CONCEPTS: interpretation, culture, expression, genres</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different stories have different purposes • Feelings expressed and evoked through different types of literature • Communicating our own ideas and feelings to others 	<p>CENTRAL IDEA: Energy and matter interact through forces that result in changes in motion.</p> <p>KEY CONCEPTS: causation, change, function</p> <p>RELATED CONCEPTS: states of matter, interdependence, sustainability, technological advances</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • How matter changes • Why energy is important • How forces affect motion 	<p>CENTRAL IDEA: Systems are created to meet the needs of the communities.</p> <p>KEY CONCEPTS: form, connection, responsibility</p> <p>RELATED CONCEPTS: communication, networks, interdependence, time, governments</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different human-made systems • Why people create and maintain systems • What makes a system successful 	<p>CENTRAL IDEA: Saving endangered species is crucial for our health and survival.</p> <p>KEY CONCEPTS: function, causation, responsibility</p> <p>RELATED CONCEPTS: classification of living things, natural resources, extinction, interdependence, conservation</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • Positive and negative forms of human impact on the planet • How our choices affect Earth's resources • Ways to reduce, reuse, recycle

PYP 4	<p>CENTRAL IDEA: The effective interactions between human body systems contribute to health and survival.</p> <p>KEY CONCEPTS: function, connection, responsibility</p> <p>RELATED CONCEPTS: homeostasis, interdependence, health, body systems</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • Impact of lifestyle choices on the body 	<p>CENTRAL IDEA: Exploration leads to discoveries, opportunities, and new understandings.</p> <p>KEY CONCEPTS: causation, function, reflection</p> <p>RELATED CONCEPTS: discovery, inventions, technological advancement, history, innovation</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Why people explore • How inventions and discoveries bring about changes in lifestyles • Positive and negative consequences of explorations • How have inventions have changed over time 	<p>CENTRAL IDEA: People throughout the world express themselves using architecture and geometrical shapes.</p> <p>KEY CONCEPTS: function, perspective, connection</p> <p>RELATED CONCEPTS: design, landscape, aesthetics</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Basic concepts of geometry and measurement • The uses of geometric shapes in architecture • How different types of architecture represent culture 	<p>CENTRAL IDEA: Changes in the Earth and its atmosphere have impacts on the way people live their lives.</p> <p>KEY CONCEPTS: causation, change, perspective</p> <p>RELATED CONCEPTS: geology, adaptation, weather, natural changes</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • How the different components of the Earth are interrelated • Why the Earth has changed and is continuing to change • Human response to Earth's changes 	<p>CENTRAL IDEA: Language use reflects social and cultural contexts.</p> <p>KEY CONCEPTS: perspective, function, connection</p> <p>RELATED CONCEPTS: literature, etymology, diversity, communication, semantics</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Interconnectedness between language, society and culture • How different languages work • Using language differently for different purposes. 	<p>CENTRAL IDEA: Human actions can help sustain resources and maintain peace on Earth.</p> <p>KEY CONCEPTS: form, reflection, responsibility</p> <p>RELATED CONCEPTS: renewable and nonrenewable resources, conservation, peace</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • Natural resources and how they are used and shared • What factors affect peace on Earth • How humans impact the environment
PYP 5	<p>CENTRAL IDEA: Our choice of role models is shaped by our beliefs, values and past history.</p> <p>KEY CONCEPTS: connection, perspective, reflection</p> <p>RELATED CONCEPTS: religion, civilizations, identity, traditions, role models</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Major civilizations and belief systems of the past • How our choice of role models represents our beliefs and values • How my choices impact my actions 	<p>CENTRAL IDEA: Humans have adapted to ongoing climatic and geographical changes on Earth.</p> <p>KEY CONCEPTS: change, causation, responsibility</p> <p>RELATED CONCEPTS: history, physical geography, maps, geological events, climate change</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • History of earth • Climatic and geographical zones of earth • How natural processes affect climatic conditions around the world • How people have adapted and responded to geological and environmental changes 	<p>CENTRAL IDEA: Throughout history, people have interacted with each other and communicated using the arts.</p> <p>KEY CONCEPTS: change, connection, perspective</p> <p>RELATED CONCEPTS: progress, aesthetics, technique, interpretation, culture</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • How people communicate through the arts • How art works provide insight and information • The role of arts in different cultures, places and times • Development of art forms over time 	<p>CENTRAL IDEA: Energy may be converted, transformed and used to support human progress.</p> <p>KEY CONCEPTS: form, change, function</p> <p>RELATED CONCEPTS: renewable & nonrenewable resources, conservation, efficiency, technological advances, alternative sources</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable & nonrenewable) • Light as a form of energy • How energy is used • Sustainable energy practices 	<p>CENTRAL IDEA: Economic activity relies on systems of production, exchange and consumption of goods and services</p> <p>KEY CONCEPTS: function, connection, responsibility</p> <p>RELATED CONCEPTS: production, interdependence, safety, competition</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • The responsibility of consumers and producers 	<p>CENTRAL IDEA: Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>KEY CONCEPTS: causation, connection, responsibility</p> <p>RELATED CONCEPTS: plants, balance, conservation, adaptation, interdependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Plants as a source of energy for all organisms • Ways in which ecosystems, biomes and environments are interdependent • How human interaction with the environment can affect the balance of systems • The consequences of imbalance within ecosystems
PYP 6	<p>CENTRAL IDEA: The functioning of the human body is dependent on its ability to resist and fight disease.</p> <p>KEY CONCEPTS: connection causation, responsibility,</p> <p>RELATED CONCEPTS: body systems, prevention, immunity, interdependence, diseases</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Body systems and their functions • Impact of diseases on the human body • Treatment options and cure of diseases • Preventing diseases and staying healthy 	<p>CENTRAL IDEA: Migration is a response to circumstances and challenges.</p> <p>KEY CONCEPTS: causation, change, perspective</p> <p>RELATED CONCEPTS: resources, settlement, history, geography</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Causes and effects of migration • Relationship between migration and sustainability • Human migration throughout history 	<p>EXHIBITION UNIT</p> <p>The way people express themselves is influenced by political, social and economic events.</p>	<p>CENTRAL IDEA: People apply their understanding of forces and motion to invent and create.</p> <p>KEY CONCEPTS: function , connection, change</p> <p>RELATED CONCEPTS: innovation, physics, transformation</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Forces at work • Application of the knowledge of forces and motion • Effect of force on the motion of objects 	<p>CENTRAL IDEA: Government structures impact the way we live.</p> <p>KEY CONCEPTS: form, causation, reflection</p> <p>RELATED CONCEPTS: freedom, justice, history, government structures</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different government structures (past and present) • Impact of laws on society • Government's response to the needs of their communities 	<p>CENTRAL IDEA: The fact that materials can undergo permanent or temporary changes poses challenges and provides benefits for society and the environment.</p> <p>KEY CONCEPTS: form, function, responsibility</p> <p>RELATED CONCEPTS: matter, industrialization, conservation, efficiency</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Nature of chemical and physical changes • Practical applications and implications of change in materials • Ethical dilemmas associated with manufacturing processes and by-products

TRANSDISCIPLINARY SUBJECT SCOPE AND SEQUENCE

ENGLISH LANGUAGE ARTS

ORAL LANGUAGE (LISTENING & SPEAKING) & VISUAL LANGUAGE (VIEWING & PRESENTING)

We believe that in today's dynamic world, content can be grasped and communicated through varied mediums. Self-expression through oration and drama is as important for children as the written medium to emerge as confident, well-rounded personalities. At The Learning Tree, students experience a range of opportunities to express their understanding through the oral and visual mediums, which enables them to become self-confident, self-aware, and buoyant individuals. They learn to adjust their tone and content while speaking to suit different audiences and purposes, so that they can express themselves accurately and fluently. This process, in addition, also sharpens their listening skills.

Dramatics is encouraged from the early years. Approaches such as role-play, improvisation and scripted performances enable students to show their competence and extends their self-assurance. Each child is given opportunities to express themselves in original and creative ways, bringing out the shiest of our students. Visual presentations serve as an important medium to express understanding of a concept, be it through role play, dioramas, charts, or PowerPoint presentations

WRITTEN LANGUAGE – READING & WRITING

Literacy is integrated with the units of inquiry, which provide a context for learning the language, and participating in reading and writing activities.

Reading materials are selected carefully in order to enhance the students' understanding of the units of inquiry. Students are encouraged to read for pleasure and for extracting information. A diverse variety of books and reading programs are used, including the 'Signature' series by Harcourt Brace & Company. A training in phonics is imperative for developing good reading and spelling skills; hence, phonetic and sight words reading is introduced at the very beginning. Students are encouraged to read a selection of fiction and non-fiction books to broaden their reading experiences. Literary skills are focused upon, where the students are required to develop new vocabulary by using context clues, identify figurative language and imagery, critically analyze information, and infer meaning using logical reasoning and evidence, .

Students write for a variety of reasons for diverse audiences every day in the classroom. The youngest ones learn writing with the teacher's support with an emphasis on 'emergent' writing. They are encouraged to express their thoughts and feelings without constraints, and are encouraged to reflect on their experiences. We believe that creativity should not be curbed by over-emphasis on conventions in the early years of development. As their skills develop, they are then encouraged to use their knowledge of common words and familiar spelling patterns to write with increasing accuracy.

Our units of inquiry provide the context for real-life writing on different topics and genres. We deem it important that students need to be provided with instruction, structure and organization (through modeling, graphic organizers, checklists, rubrics, etc.) to guide their writing process; however, we do not underestimate the need for free-writing and journaling in order to unleash the students' creativity. Self-reflection not only develops written expression, but also serves as a platform for improvement.

At The Learning Tree, we provide students with the opportunity to see themselves as “mathematicians”, where they enjoy and are enthusiastic when exploring and learning about mathematics. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. It is important that learners acquire mathematical understanding by constructing their own meaning starting with exploring their own personal experiences, understandings and knowledge. Additionally, mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to students.

The following strands of mathematics are taught, and where possible, mathematical units serve to increase the students’ understanding of the unit of inquiry:

- Number
- Data Handling
- Patterns and Function
- Measurement
- Shape and Space

How children learn mathematics can be described by the following stages: *constructing meaning about mathematics, transferring meaning into symbols, and applying with understanding*. Learners *construct meaning* based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas. Only when learners have constructed their ideas about a mathematical concept should they attempt to *transfer this understanding into symbols*. *Applying with understanding* can be viewed as the learners demonstrating and acting on their understanding through authentic activities.

URDU LANGUAGE ARTS

At The Learning Tree, we take pride in promoting our national language, the mother tongue of many of our student population, and we encourage our students to do the same. Literacy in Urdu holds utmost importance, and it holds the place of one of our core subjects.

Urdu language is taught through the following strands:

VISUAL (VIEWING & PRESENTING) & ORAL LANGUAGE (LISTENING & SPEAKING)

We aim to provide a stimulating environment for the development of our students, where they learn to speak with confidence and pride. Role-play, class and group discussions, nursery rhymes, and stories-telling are an important part of our Urdu curriculum.

WRITTEN LANGUAGE (READING & WRITING)

A conceptual approach to teaching literacy skills in Urdu is adopted. Students are encouraged to read interest-based texts in order to pique their curiosity, and develop the love for the language.

To the younger students, recognition of Urdu alphabet and common words are reinforced through flashcards in the early years. We provide students with a large selection of Urdu resource books from renowned publishers like Oxford and Book Group. Over-emphasis on reading skills enables the students to develop fluency from an early age.

While reading is encouraged through a number of strategies, writing goes hand in hand. Students start learning to write the Urdu script with the help of trained Urdu teachers. They begin by writing letters, analyze and synthesize letters in simple words, and gradually progress to constructing simple sentences. Our ultimate aim is to develop the students’ skills in writing to enable them to express themselves in different kinds of writing (creative, expository, etc.).

VISUAL ARTS

Art is the vehicle that is used to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry. Arts teaching and learning is infused in all areas of curriculum, particularly in the PYP units of inquiry, which are relevant and assist in furthering the understanding.

CREATING

Students are exposed to a broad range of experiences in order to develop their observational skills. They have the opportunity to experiment and display their creativity through various mediums. Their creativity is fostered and valued for the effort involved rather than the finished result.

Resources are easily accessible to the students. Age-appropriate curriculum, planned collaboratively, aims to coach the students to use a variety of material (water and oil-based paints, pencils, charcoal, crayons, pastels, etc.) in varied activities so that they are free to explore their strengths and preferences. The instruction imparted is grade-appropriate, and care is taken so as not to curb the creativity of the students.

RESPONDING

Opportunities are provided to experience visual arts beyond the students own initial involvement by inviting artists into the school, or by visiting art galleries, artists' studios and exhibitions. Students will experience visual arts created by diverse artists – locally and globally, now and in the past, by women and men, and by people of different backgrounds.

FOREIGN LANGUAGE PROGRAM

A pilot foreign language program was initiated at The Learning Tree in January 2016, exposing students from Grade IV onwards to the French and German language. Students who learned one language during the term from January to May will be engaging in the other language next term, before they make a decision to take up any one language of their preference, which they will continue till upper Senior grades.

The courses are planned by the respective cultural institutes (Alliance Francais and Goethe Institute), providing native level instruction, and using high quality resources. As the program moves into its second year, we plan to introduce other languages like Mandarin and Arabic.

The introduction of an internationally-spoken language is evident of our mission to make our students internationally-minded, caring and respectful individuals.



TLT

THE LEARNING TREE

**PERSONAL, SOCIAL, PHYSICAL AND
EMOTIONAL DEVELOPMENT**

IB LEARNER PROFILE ATTRIBUTES

The transdisciplinary model of the PYP endorses themes of global significance. These themes promote an awareness of the common human condition and experience. The students explore this common ground collaboratively, from the multiple perspectives of their individual experiences and backgrounds. This sharing of experience increases the students' awareness of, and sensitivity to, the experiences of others beyond the local community, hence developing an international perspective, beginning with each student's ability to consider and reflect upon the point of view of someone else in the same class.

While recognizing the importance of knowledge, concepts and skills, it is vital that there is also focus on the development of certain attributes making a commitment to a values-laden curriculum as prescribed by the International Baccalaureate. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Our learners strive to be:

IB learner profile	
INQUIRERS	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
KNOWLEDGEABLE	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
COMMUNICATORS	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
PRINCIPLED	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
OPEN-MINDED	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
CARING	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
RISK-TAKERS	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
BALANCED	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
REFLECTIVE	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

RELIGIOUS STUDIES

We believe in creating tolerant individuals, who respect their own and others religions. The tenets and laws of Islam are introduced to young students, and studied in depth in higher grades. The ethical values promoted by Islam are stressed upon so that students develop their morality. Short Surahs and duas are recited at weekly assemblies and in the classrooms.

PHYSICAL EDUCATION

Physical education is an important medium of development that keeps our students active, while acquiring and practicing athletic skills. In addition, it is an important part of the day where students get an opportunity to expend excessive energies, and is known to help them focus better in class, and stay healthy. Our physical education department focuses on aerobic exercises, usually for warm-up sessions, before organizing games. Team sports promote skills like following rules and instructions, cooperation, fairness, sportsmanship, and leadership, amongst others. Competitive inter-class games are organized, and after-school activities are scheduled catering to the young athletes of our school.

LEARNING MODULES

In our quest towards the development of a holistic educational experience, we believe in offering opportunities to our students to learn diverse skills promoting physical, intellectual, emotional and social development; also, these skills encourage present and future choices that contribute to long-term healthy living, and help students understand cultural significance of activities.

To this end, we offer students a choice of learning module activities each term to foster their personal, social, physical and artistic development, which is as much a part of our curriculum as the conventional academic disciplines. Some popular module choices include: pottery, yoga, Robotics, rowing, tennis, Zumba, Taekwondo, ballet, dance, music (guitar), horse-riding, roller-skating, cooking, etc. These modules are held once a week during school hours. Each student's progress is monitored by the module leader who assigns a grade which is included in the term report. Each module is supervised by one or more school representatives.

SPECIAL EVENTS AT THE LEARNING TREE

We believe that in order to provide a complete educational experience, an institution must offer sports, drama and other extracurricular activities in addition to the curricular disciplines.

SPORTS DAY:

Sports and athletics constitute an integral part of our extra-curricular activities. Every child is provided with an opportunity to participate in the Sports Day event held annually. The students are encouraged and trained to perform at their optimum level; however, our main objective is to provide students with the opportunity to participate in competitive sports without being afraid of failure. The drills and practices involved in preparing our students for Sports Day serve to train them in the skills that they require to further their athletic abilities.

THEATER EXTRAVAGANZA:

Concert not only helps our students develop self-confidence but it gives them an opportunity to develop their self-expression, explore their talents, and to work as a team. Each play is selected and adapted to suit purpose after much deliberation, considering the interest and content according to the age and grade level, and roles are assigned to children keeping in view their strengths. Care is taken to provide an occasion to each child to play an important role in the play, where he or she speaks at least one or more dialogues. Teachers contribute their time and effort painstakingly rehearsing the students to play their roles to the best of their ability. The combined effort of the teachers and students is displayed effectively to make our concert a memorable experience for the students and the audience.

CULTURAL AND RELIGIOUS HOLIDAYS:

We mark various cultural and religious occasions with a celebration, a story-telling session, singsong or other activity. In today's times, we feel it is as important for children to be exposed to other cultures as their own in order to develop a sense of acceptance and tolerance, as it is these qualities that enable our young students to be international-minded individuals.

ACADEMIC EVENING/OPEN HOUSE:

'Academic Night' is an event that takes place once a year at the Primary School. The occasion provides us with the opportunity to display our students' learning in the key areas of development. Parents are invited to participate in the activities and games conducted by the students who exhibit their expertise in their field of learning. Parents are provided a practical and hands-on insight into the learning processes at our school at varied grade levels, whereas the students get to interact with the visitors on an academic level.



TLT

THE LEARNING TREE

GENERAL PROCEDURES, POLICIES & GUIDELINES

SCHOOL TERM DATES AND TIMINGS

TERM DATES FOR 2016-2017 SESSION

	TERM BEGINS	MIDTERM BREAK	TERM ENDS
1ST TERM 2016	August 2016	October 2016	December 2016
2ND TERM 2017	January 2017	March 2017	May 2017

Please note: A detailed school calendar will be posted on our website at the beginning of each term. Our website is: www.thelearningtree.edu.pk

SCHOOL TIMINGS

MONDAY – THURSDAY:

Grade I, II, III	7:50 a.m. – 1:45 p.m.
Grade IV, V, VI	7:50 a.m.-2:15 p.m.

FRIDAY TIMINGS

Grade I - VI:	7:50 a.m.-12:15 p.m.
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GENERAL SCHOOL POLICIES

Morning and Home Time Guidelines

ENTRANCE AND EXITS / PARKING:

Please park your cars in an orderly manner outside the school. Please avoid parking in front of any gate. Khayaban-e-Saadi service lane is a one-way street at school timings, flowing towards Barbeque Tonight and Bilawal Roundabout. Please follow traffic flow map attached on the last page of this booklet, and instruct your drivers to do the same. Please refrain from driving fast in the school lane, and blowing your car horns.

PICK AND DROP RULES:

Please cooperate with the parent volunteers and staff on duty at the gate.

We place great emphasis on punctuality. Late arrivals are given a tardy slip, which gets reported on their term report cards. When a student arrives late to school, he/she faces unnecessary stress of walking into the middle of the lesson and organizing himself/herself in a rush. Besides, it causes disruption amongst other students and disturbs the lesson as well.

If, due to unavoidable reasons, you arrive late to drop your child to school, please wait outside the main gate while the main office is contacted and an assigned person comes to the gate and accompanies your child to his or her class, after issuing a tardy slip.

In the event that you wish to pick up your child early due to some reason, please inform your child's teacher and the school office in the morning personally, or through a phone call or a written note signed by you. Please intercom the office from the gate once you arrive to collect your child. Students and teachers find it very disruptive to have parents walking in and out of the classroom during school hours.

Please collect your child promptly at home time or ring us if there is any difficulty, so that we can reassure your child. Parents who come to collect their child should wait outside the school building in the waiting area until they hear the bell at home time.

Kindly direct your maids to wait a couple of minutes after the bell before they enter the gate. The reason behind this policy is so that teachers can scrutinize ID cards and avoid overcrowding inside the building. Drivers are NOT allowed inside the school premises, and must wait next to the main gate. They must hand over the student ID card to the school guard or maid, who will then proceed to bring your child to the main entrance.

If you want someone other than you to collect your child, or if your child is going with another student, please notify the school office personally. The person collecting your child must always show the child's school ID card at the gate.

Please remember that once a teacher hands over your child to you, your maid/driver, or an assigned person, the teachers and school are not responsible for the supervision of your child.

IDENTITY CARDS:

As a safety precaution, all students will be issued with an I.D. card at the beginning of term. This must be shown at the main entrance gate by whoever collects the child or enters the school premises. Unidentified persons will not be permitted to take a child away from school.

If any change (temporary or permanent) is to be made in the method of a child's departure, please notify the class teachers or school office by a note or telephone. We cannot accept messages delivered orally by children. If you require a duplicate copy of the card, kindly send an application along with a passport-sized photograph of your child to the school office.

Personal Care:

ILLNESS

It is the parent's responsibility to inform the school immediately if a child becomes ill. Parents are asked to keep children at home until they are well to minimize the spread of any illness.

If the child becomes ill during the school day, the parents will be notified promptly and the child will be cared for until a parent or designated person (who shows the issued identity card) comes to collect the child.

Parents are responsible for keeping the school informed about emergency telephone numbers and it is expected that sick children will be picked up promptly upon notification.

PLEASE MAKE SURE YOUR CHILD IS FULLY FIT BEFORE RETURNING TO SCHOOL.

If your child has had a contagious illness, e.g. chicken pox, typhoid or any such infection, he/she will not be permitted to rejoin school without a clearance doctor's certificate.

MEDICINE AND SPECIAL MEDICAL ATTENTION

The Learning Tree will not administer non-prescription or prescription medicine to children. We do, however, appreciate that in certain circumstances – as in the case of asthmatic children - immediate attention in the form of inhalers may well be required. We ask all parents to complete the school's Medical Form prior to their child starting school and any necessary medicine for emergency purposes must be noted on the form.

EMERGENCY MEDICAL TREATMENT

The school has a well-equipped First Aid box and all staff has been given basic First Aid training by the school pediatrician. In the event of a serious accident, parents or the emergency contact noted on the Medical Form, will be telephoned immediately, and any further action will be taken with the parents' or the assigned representative's consent.

HEAD LICE:

To ensure hygiene and safety requirements are maintained we carry out regular checks in school. If it is discovered that there is a case of head lice, we immediately notify parents to take their child home. It is kindly requested that parents do not send their child to school till they are certain that their child's hair is completely lice- free.

School Uniform

The school uniform is available at Ghani Sons on Sunset Blvd. Phone #: 35384378.

Students must be in school uniform when they attend school, unless they are specifically told to dress in other clothes for a particular event. Students who wear other than the prescribed uniform will have to wait in the school office, missing their lessons, till the required uniform item is sent for them from home.

The following table provides details for both the boys and girls summer uniform requirements.

Please note: The girls' daily regular uniform trousers may be required to be made to size. Therefore, kindly provide at 2-week time-frame for orders.

GRADE	TYPE OF UNIFORM	DESCRIPTION OF UNIFORM
Boys Summer Uniform Requirements:		
Pre-Kindergarten - Grade XI	Sports Practice Uniform	<ul style="list-style-type: none"> House colour T-Shirt. Navy blue Track Shorts (upto Grade IV) or track shorts
Pre-Kindergarten - Grade XI	Daily Regular Uniform	<ul style="list-style-type: none"> Red or White Polo TLT T-shirts. Navy blue Shorts (upto Grade IV) or trousers
Girls Summer Uniform Requirements:		
Pre-Kindergarten - Grade IV	Sports Practice Uniform	<ul style="list-style-type: none"> House colour T-shirt. Navy blue track pants or track shorts
Pre-Kindergarten - Grade IV	Daily Regular Uniform	<ul style="list-style-type: none"> Red or white polo TLT T-shirt. Navy blue skort or trousers
Grade V – XI	Sports Practice Uniform	<ul style="list-style-type: none"> House colour T- shirt. Navy blue track pants only
Grade V- XI	Daily Regular Uniform	<p><u>OPTION A</u></p> <ul style="list-style-type: none"> Red or white polo TLT T- shirt Navy blue trousers <p><u>OPTION B</u></p> <ul style="list-style-type: none"> TLT shalwar kameez uniform White dupatta or sash

Details of other components of the uniform are given below:

- FOOTWEAR: White socks and white or black canvas, leather or sports shoes are to be worn with the assigned uniform. Please buy school shoes, and ensure your shoes are not embellished with other than the specified colours or decorative items.
- ACCESSORIES: Hair accessories for girls should be navy blue, white or red. Any other colored accessories may be taken away. Jewelry and other fashion items for girls, apart from a pair of small earrings, are **NOT** allowed.
- SPORTS UNIFORM: Please refer to the table above. Parents will be informed of their child's P.E. days at the beginning of a school term. On those days, children must wear the correct P.E. uniform with sports or canvas shoes.
- WINTER UNIFORM: A detailed notice will be sent regarding the winter uniform in November.

Miscellaneous Notes:

BIRTHDAYS: The Learning Tree marks the occasion with a birthday song and celebration. Parents are welcome to bring a special treat for their child's birthday, if they wish to. Please check with the class teacher a few days before the occasion, and she will let you know the exact number of children and the most suitable time for the treat. In case the birthday falls on a weekend, the teacher will inform you of the best day that the treat may take place. Goody bags and giveaways are not permitted to be distributed in school at the time of the celebration.

SNACK TIME: There will be a snack break during school hours. Fizzy drinks should not be brought into school. Sweets and chocolates are not allowed in school. We encourage students to eat wholesome and healthy snacks as often as possible. Please try to send in dry snacks, along with a simple drink of water, in order to avoid a mess in the class. We do offer canteen facilities; students will only be permitted to avail these facilities on the days assigned to their class at the beginning of the term. Students must only bring a nominal amount of money, as extra money may get misplaced and this is NOT the school's responsibility.

UNSCHEDULED HOLIDAYS & LEAVE OF ABSENCES: Parents are requested to take trips and holidays during the scheduled school holidays rather than in term-time. Please remember that absence hinders progress at every level in the school. One week's notice of holidays should be given in writing to the Administrator.

Parents will be notified of the half-term and public holidays at the start of every term through the school calendar, which will be uploaded on the school website (<http://www.thelearningtree.edu.pk/>) and your child's Edmodo class page. In the event of an unscheduled holiday during the term, parents will receive a text message through our official school bulk SMS system, a message will be posted on your child's Edmodo class page and the school website's announcement bar.

HOMEWORK: Children will be issued homework diaries, which will list the daily homework and any special instructions/notices. A parent must sign the diary on a daily basis. It is important to let children attempt their homework independently as they develop learning skills and self-discipline. Although teachers explain the homework to the children at the close of each day, some children may need a family member to read the directions to them. Schedule a time and place for homework that is consistent, comfortable and works well with your family schedule. You should encourage your child to show completed his or her homework to you.

At times, homework will also be posted on your child's Edmodo class page. Therefore, it is important for you and your child to check the class page/group regularly.

BOOKS & OTHER SCHOOL MATERIALS: All textbooks are provided by the school, unless otherwise specified in the book notice. Refer to the notebook notice that gives details about the purchase of notebooks and art supplies.

All school materials should be treated with respect and care. All school equipment, however trivial must remain on the premises. If your child inadvertently takes anything home, please return it to the school as soon as possible.

PERSONAL ITEMS: Although we do not encourage it, we do understand that children enjoy bringing their own special items to school from time to time. Please try to ensure that valuable items are not sent to school, and that the items sent are collected on the same day to avoid loss, as we cannot guarantee looking after them.

Mobile phones, iPods, iPads, or other electronic devices are strictly NOT allowed. Such items found on students may be confiscated.

PARENT TEACHER MEETINGS: Parent teacher meetings are held to inform the parent of their child's progress at different stages. At these one-on-one meetings, the child's strengths and needs are highlighted, and suggestions are offered on how the needs could be addressed. The meetings are held twice a year, once in the first term in October, and then at the end of first term in December, accompanied by the student's first term report card. Should a parent need to see the class teacher, any subject teacher, or the Principal in addition to these meetings in order to discuss any aspect of the child's schooling, including any academic or policy issues, we are happy to arrange an appointment for you. Please contact the school office to make an appointment. If the teacher has any concerns about your child that need to be brought to your attention, we will schedule a meeting with you through the school office.

WEEKLY ASSEMBLIES: Weekly assemblies will be held every Tuesday for Junior School. Parents are welcome to attend the assembly. During the weekly assemblies, special announcements are made. Students are chosen to recite the dua, with English and Urdu translations, and read their news piece of the week. They are given awards on their academic achievements and their display of LP attributes during the previous week.

LIBRARY: All students in our school have the opportunity to use our school library and to borrow a book for reading at home on a designated day each week.

LOST AND FOUND: All abandoned items, not bearing a child's name and grade level, will be placed in the Lost and Found Box. If you need to search for something that belonged to your child, please contact the school office.

DISCIPLINE POLICY: We emphasize good behavior to students by dialoguing, modeling, and reinforcing the IB learner profile attributes so that the students internalize these traits, making them a part of their personalities, in order to become global citizens. In addition, we foster the attitudes prescribed as essential elements by the IB which the students adopt towards people, towards the environment and towards learning. These include appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance. Students are commended for display and practice of the attributes and attitudes which may be revealed through explicit or implicit actions. In addition, awareness towards self-improvement is created by self- and peer-assessment tools, which the students regularly use. These tools not only ask them to rate themselves numerically, but also require them to reflect on their actions and practices to validate their claims, and suggest ways to better their scores.

In the event when overtly prescribed rules are disobeyed or broken, whether consciously or unconsciously, the student is made aware of the fact, and depending on the age of the student, he or she is told or asked why the act was unacceptable. However, if the misdeed persists, other correctional measures may be taken to deal with the situation, again depending on the age of the student and the seriousness of the misdeed, ranging from missing fun periods and/or break and writing a reflective essay about the undesirable behavior, informing the parents through a phone call or a written note, arranging a meeting with the parents, etc. Any measure that is taken is carefully thought out and is pertinent to the act, with the purpose of putting the matter right. We never reprimand or humiliate the child in public, nor do we impose any kind of physical punishment that does not serve our purpose of improvement.