



Second Semester Report, 2011 - 2012



Student Name: Armstrong Jamie
Grade: Grade 3
Date of Birth: January 31, 2003
Academic Year: 2011 - 2012
Semester: 2
Report Date: 30 June, 2012



IB Primary Years Programme

Second Semester Report, 2011 - 2012

Student: Armstrong Jamie

Grade 3

The Second Semester written report is in accordance with our expectations as an IBPYP school.

Written reports are seen as a summative record for students, parents and the school itself of a student's progress. Your child's report indicates areas of strengths, areas for improvement and is a helpful guide to a student's development.

In this report, we describe the progress your child is making along their learning journey. Our curriculum is based on developing children's understanding. On each page, we describe the concepts we expect our students to understand in each grade level.

We are always mindful that children travel at different rates towards achieving these outcomes and include one of the following indicators to help you understand your child's progress.

Learning outcomes in all curriculum areas are reported against a four-point scale. The terms **I,R,P,M** and **N/A** are used to represent the following levels of achievement at this year level.

- I** The student **independently** demonstrates an advanced level of understanding
- R** The student **reliably** demonstrates a level of understanding expected by the end of the phase
- P** The student is making **progress** toward a level of understand expected by the end of the phase
- M** The student requires **more time** and experience understand what is expected by the end of the phase
- N/A** Outcome **not assessed** at this stage of the school year or due to student absence

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Grade 3

Learner Profile

Teacher: Mrs Emma GIBSON

The PYP learner profile is at the center of all our learning in the elementary school

Profile	Descriptor
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-taker	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.
Well 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.

Teacher's Comment

Jamie has made really good progress during the year in Grade 3, and her enthusiasm is an asset to the class. She is developing into a true inquirer who is enthusiastic and motivated to go on a search for understanding and knowledge, and knows to seek support when needed. She has demonstrated this greatly over the last couple of months by carrying out her own inquiries, and has enjoyed sharing her new knowledge with the class. Jamie is committed to her learning and always wants to do her best. She has demonstrated her thinking skills by enthusiastically sharing her opinions in discussions. Jamie is a caring and principled student; she tries to find helpful solutions to problems and makes good decisions about right and wrong. I have really enjoyed working with Jamie this year, and wish her all the best for her new school.

Attendance

Absences: 6 days

Late: 1 day

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Student: Armstrong Jamie

Grade 3

PYP Unit of Inquiry: Why Is It Made from That?

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:	Understanding the way materials behave and interact determines how people use them.
Teacher:	Mrs Emma GIBSON

Inquiry Into

Use of materials	R
Properties of materials	R

Teacher's Comment

Our fifth unit of inquiry was 'Materials'. Jamie showed a high level of interest for this unit and was engaged throughout it. She asked lots of relevant questions during this unit, and tried to take action to find answers to questions that we had in class. We first focused on the variety of materials around us. We discussed natural and man-made materials. We also looked at the various properties of materials and how these properties affect the way materials are used in everyday objects. Jamie looked carefully at everyday objects and used her thinking skills to decide why they are made the way they are. She enjoyed taking part in the hands-on activities. She carried out group investigations exploring the absorbency of various materials, and became familiar with the scientific investigation process, making predictions, planning and carrying out her experiments, using measuring devices to measure, recording her results, and drawing conclusions. She cooperated well in the group and took turns fairly. Jamie has carried out research on the properties of various materials from books to help her to answer her question, 'How do I make the best pencil holder to store all my pencils?' She quickly gathered the materials she needed and started creating her pencil holder. She completed her object very quickly, and chose to make an additional one for her brother.

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Student: Armstrong Jamie

Grade 3

PYP Unit of Inquiry: Tell Me a Story

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:	Stories exist for different reasons and are interpreted in different ways.
Teacher:	Mrs Emma GIBSON

Inquiry Into

What stories convey	R
How stories are created	R
How stories are shared	R

Teacher's Comment

Our fourth unit of inquiry was 'Tales from around the world'. This unit focused on how and why stories are created and shared in different countries. We looked at different types of stories including fairy tales, fables and myths, and the similarities and differences between them. We looked at versions of familiar fairy tales from different countries. We used drama to express our ideas. Jamie was enthusiastic to read and listen to a variety of stories during this unit, and was able to make comparisons between them. She enjoyed our drama lessons and was able to focus herself well to create and stay in character. In our final assessment, her group created the play 'The Abandoned Prince'. Jamie cooperated well in her group during the creation of the characters and the story. She played the part of 'The Crazy Centaur', and used her voice well to create her character. Jamie took a lead role within her group, making sure that the members of her group were organized and knew their lines. She must remember that it is important to let others have a chance to have their ideas heard as well. Jamie worked hard during all the practice sessions and performed well, despite being a bit nervous to perform in front of an audience.

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Grade 3

PYP Unit of Inquiry: What a Waste

Transdisciplinary Theme:	Sharing the Planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things, communities and their relationships within and between them, access to equal opportunities, peace and conflict resolution
Central Idea:	People can establish practices in order to take care of the Earth's resources.
Teacher:	Mrs Emma GIBSON

Inquiry Into

Teacher's Comment

Our sixth and final unit of inquiry focused on the ways people can establish practices in order to take care of the Earth's resources. Jamie discussed with classmates what and how much we recycle at home. She investigated different ways to reuse objects, learning that much is thrown away unnecessarily. Through reading various books, independently and with partners, she learned many new facts, which she enjoyed sharing with the whole class. Jamie was enthusiastic when learning about this topic, and really enjoyed our field trip, where she learned more about the advantages and disadvantages of using incineration plants and landfills. She wrote a well-organized persuasive letter giving reasons and facts to persuade people to recycle as much as they can and not throw away so much. She then created a persuasive poster encouraging people to recycle. Through discussions and activities, Jamie has shown a good understanding of our central idea.



IB Primary Years Programme

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Student: Armstrong Jamie

Grade 3

Subject: Art

Teacher: Mrs Christine LAVILLE

Learning Outcomes

Creating	
Engage with, and enjoy a variety of visual arts experiences.	I
Realize that their artwork has meaning	I
Use their imagination and experiences to inform their art making.	I
Take responsibility for the care of tools and materials.	I
Participate in individual and collaborative creative experiences.	I
Responding	
Becomes an engaged and responsive audience for a variety of art forms.	I
Use relevant and insightful questions to extend their understanding.	R
Develop an awareness of their personal preferences.	I
Express opinions about an artwork.	R
Show curiosity and ask questions about artwork.	R

Teacher's Comment

Jamie developed confidence in seeing herself as an artist and she has a growing appreciation of her individual artistic interpretation and vision. Her responses to tasks demonstrate increasing levels of technical detail. She continues to develop skills of observation and seeks out a variety of resources. She is confident in everyday use of her sketchbook for recording observations, ideas, patterns and colour. She chooses the appropriate materials for tasks, building on her previous skills and experiences when using a variety of materials. She works well, both alone and in groups, and she is sensitive to the work of others, sometimes suggesting modifications constructively.



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Student: Armstrong Jamie

Grade 3

Subject: German

Teacher: Mrs Lilian BARMITZ

Learning Outcomes

Oral	
Use the mother tongue (with translation, if necessary) to express needs and explain ideas	R
Name classmates, teachers and familiar classroom and playground objects	R
Memorize and join in with poems, rhymes and songs	R
Understand simple questions and respond with actions or words	R
Describe personal experiences	R
Auditive	
Listen and respond in small or large groups for increasing periods of time	R
Begin to listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form	R
Distinguish beginning, medial and ending sounds of words with increasing accuracy	R
Social	
Follow classroom instructions, showing understanding	R
Interact effectively with peers and adults in familiar social settings	R
Follow classroom directions and routines, using context cues	R
Follow two-step directions	R

Teacher's Comment

Jamie has met the standard expected of students in German during this semester. She has consistently shown a positive and diligent attitude during German classes this semester



IB Primary Years Programme

Second Semester Report, 2011 - 2012

Student: Armstrong Jamie

Grade 3

Subject: Literacy

Teacher: Mrs Emma GIBSON

Learning Outcomes

Learning Outcomes	
Oral Language: Speaking, and Listening and Responding	
Uses increasingly complex oral language in a variety of situations demonstrating an awareness of audience, purpose and context	R
Listens to other points of view and considers and offers own response	R
Visual Language: Viewing and Presenting	
Understands that visual text may represent reality or fantasy and recognises that visual text resources can provide factual information and increase understanding	R
Uses visual text in a reflective way to enrich their storytelling or presentations, and to organise and represent information	R
Written Language: Reading	
Understands that different texts serve different purposes	R
Develops an understanding of the relationship between reading, thinking and reflecting	R
Uses strategies, based on what they know, to read for meaning	R
Recognises that different text types have specific structures and organisations to convey meaning	R
Written Language: Writing	
Uses correct sentence structure in spoken and written work for a variety of purposes	R
Understands and uses correct grammatical structures in oral language and writing	R
Understands the purpose of more complex punctuation and uses it in own sentences	R
Develops ideas for writing through the writing process	R
Uses the writing process to produce a published work	R
Explores use of different voices and styles	R
Chooses words to add or change the meaning of a written text	R
Understands that paragraphing helps the reader read a text	P
Handwriting	
Understands that cursive lower case letters have more complex strokes, size, starts, and positions than print	R
Demonstrates readiness for cursive writing	I
Develops primary and secondary cursive skills	R
Phonics and Spelling	
Understands that letter sounds are connected to letter clusters as well as individual letter sounds	R
Uses spelling patterns to make word solving faster and more efficient	R
Uses an increasing number of high frequency words to check on the accuracy of their reading and as a resource for solving other words	R
Develops a more complex understanding of the words they are using when reading and writing	R
Develops an understanding of the principles of word structure	R
Integrates word solving strategies into reading and writing	R
Drama	
Explores, express and reflects on their own feelings, beliefs and imaginative ideas through individual and group participation in drama	R



IB Primary Years Programme

Second Semester Report, 2011 - 2012

Student: Armstrong Jamie

Grade 3

Subject: Literacy (Continued)

Teacher's Comment

Jamie enjoys participating in class discussions, readily sharing her thoughts and ideas, and speaks with confidence. She possesses good listening skills, and always listens with care to the ideas of others. Jamie shows enjoyment for reading, and enjoys books whether reading independently, in reading circles groups, or listening to our class read alouds. She can use the text to support her answers in comprehension activities and can readily recall information. Jamie showed great enjoyment for the book 'Fantastic Mr Fox', which we read as a class, enjoying the humour in it. Jamie has also enjoyed our read aloud texts this year, and has demonstrated her wide vocabulary by explaining the meanings of words to others. Jamie has worked hard this year on her research skills and is able to locate necessary information with growing independence. Jamie has continued to develop her skills in writing this semester. Our writing focus has been on persuasive texts, recounts and stories, using a variety of sources. She understands the use of paragraphs and is becoming more able to use them successfully. Jamie uses her imagination well in story writing. She is trying hard to select words with care, to engage her audience, and create excitement for the reader, and must remember that using a thesaurus can help her to do this successfully. She writes at length, and includes good detail in her writing. Jamie was very reluctant to proof read and edit her work during the first half of the year, and she still needs reminding to do this. She is very reluctant to use a dictionary to check spellings, preferring to guess, and must recognise how important this skill is. Jamie is continuing to practise her cursive letters and joins, and is developing a nice fluent cursive script.



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Student: Armstrong Jamie

Grade 3

Subject: Mathematics

Teacher: Mrs Emma GIBSON

Learning Outcomes

Number and Algebra: Number strategies	
Use simple addition strategies with whole numbers and fractions	I
Number and Algebra: Patterns and relationships	
Generalises that whole numbers can be partitioned	R
Finds rules for the next number in a sequential pattern	I
Number and Algebra: Equations and expressions	
Communicate and interpret simple additive strategies using words, diagrams (pictures) and symbols	R
Number and Algebra: Number Knowledge	
Know how many ones, tens, and hundreds are in whole numbers to at least 1000	I
Use forward and backward counting sequences with whole numbers to at least 1000	R
Know the basic addition, subtraction, and multiplication facts	I
Knows simple fractions in everyday use	I
Geometry and measurement: Position and orientation	
Create and use simple maps to show position and direction	I
Describe different views and pathways from locations on a map	I
Geometry and measurement: Transformation	
Predict and communicate the results of translations, reflections and rotations on plane shapes	R
Geometry and measurement: Measurement	
Create and use appropriate units and devices to measure length, area, weight, volume, capacity, temperature and time	I
Partition and / or combine like measures and communicate them using numbers and units	I
Geometry and measurement: Shape	
Sort objects by their spatial features, with justification	I
Identify and describe the 2D shapes found within 3D shapes	I
Statistics and Probability	
Conduct investigations using the statistical inquiry cycle	R
Investigates simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledge uncertainty	R
Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others	R



IB Primary Years Programme

Second Semester Report, 2011 - 2012

Student: Armstrong Jamie

Grade 3

Subject: Mathematics (Continued)

Teacher's Comment

Jamie is a confident and capable mathematics student, who enjoys working with numbers. She readily participates in mental maths activities and is becoming more able to explain how she found her answers. She has developed a variety of strategies that she uses with success to solve mental and word problems. Jamie is becoming quicker and more accurate when solving addition and subtraction problems, but would benefit from slowing down to avoid making unnecessary mistakes. Jamie recognises the relationship between multiplication and division, and is now using multiplication facts and partitioning to solve division problems. She has demonstrated an increasing understanding of fractions and decimals. She is able to explain how she found her answers clearly and has developed good skills when explaining to others. Jamie collaborated in a group of Grade 3 and 4 students to make a Maths game, called 'Math Bingo'. She worked well in this group and enjoyed the experience.



IB Primary Years Programme

Second Semester Report, 2011 - 2012

Student: Armstrong Jamie

Grade 3

Subject: Music

Teacher: Mr Christian COMTE

Learning Outcomes

Has shared his/her favored music with the class, showing excitement and an effort to do so.	I
Contributed in a constructive manner when creating a musical play.	I
Showed an effort to be a strong part of the performance choir.	I

Teacher's Comment

Whenever a vocal leader is needed, Jamie can be counted on. During second semester Jamie has shown to be a real cheer up and reliable leader in music class. She has mastered any challenge and enthusiastically contributed in writing and producing a musical play. In the last few weeks, Jamie had a harder time to focus and she became a little distracted. This might be related to the uncertainty and worries of leaving her familiar setting and friends. I will greatly miss Jamie in grade four music and choir classes after summer break!



IB Primary Years Programme

Second Semester Report, 2011 - 2012

Student: Armstrong Jamie

Grade 3

Subject: Physical Education

Teacher: Mrs Lena BERNSTEIN

Learning Outcomes

Learning Outcomes	
Organisation Skills	
Prepare and change into appropriate dress promptly	I
Follows and understands instructions, commands, signs, rules, and challenges	I
Motor Skills	
Be certified in accordance with the Swiss Ski programme	I
Practice specific techniques for jumping, throwing and running events	I
Learn to apply the rules of various track and field events	I
Movement to music	
Demonstrate controlled combinations of movement, changing speed and directions to music	I
Express feelings and moods using imagination and original ideas to music	R
Teamwork	
Interact with others in a caring manner and display fair play principles	I
Games	
Display controlled ball and movement skills in the game of soccer	I

Teacher's Comment

Jamie has a very positive and active attitude towards P.E, always tries her and shows highly advanced level of understanding and independent application of basic motor skills, movement to music, in games and teamwork. This was displayed when Jamie independently demonstrated an advanced level of understanding of throwing, catching, dribbling, passing and shooting a ball in the accurate direction. She has also displayed this by demonstrating greater body control when performing movements to music. She has consistently shown the ability to understand and implement the importance of teamwork and fair play.

