The International School
OF MACAO | 澳門國際學校



IB PRIMARY YEARS PROGRAMME (PYP) AT TIS

A parents guide to how the PYP will integrate with the Alberta Curriculum at TIS.

Alberta Accredited International School Canada

IB Diploma Programme

IB Primary Years Programme





ABOUT PYP

The PYP is an internationally recognized learning framework that celebrates each child's natural curiosity and creativity. It fosters a joyful and engaging environment where students are encouraged to explore, question, and take action. Through meaningful, hands-on learning experiences, the PYP nurtures the whole child — inspiring them to become confident, caring, and globally minded lifelong learners.

PYP + ALBERTA CURRICULUM: A JOURNEY FOR YOUR CHILD

Alberta Accredited International School Canada

ib Primary Years Programme

The Primary Years Programme (PYP) blends with Alberta's curriculum to nurture your child's socio-emotional, physical, and cognitive growth. This holistic approach aligns with Alberta's learning goals, fostering well-rounded students.

Shared Goals:

- Build strong foundations in Math, Science, Language, Social Studies, Health, PE, Art, and Music.
- Develop deep understanding for real-world connections across subjects.
- Encourage student-led, inquiry-based learning to spark curiosity.
- Cultivate essential skills: critical thinking, creativity, collaboration, and innovation.

Your child will explore global and local perspectives in a safe, supportive environment, empowering them to reach and exceed their potential.

PK - Grade 6 - PYP at TIS

A Conceptual Journey: The Primary Years Programme (PYP) at TIS

Early Years (PK–SK): Discovering Self, Senses & Surroundings

In the Early Years, a child's educational journey begins with concrete, personal concepts centered on self-discovery, emotional awareness, and their immediate surroundings. Young learners explore how their five senses allow them to discover the physical world, how daily routines shape roles and responsibilities, and how healthy habits nurture physical and emotional well-being. As their perspective expands, children investigate creative ways to express ideas, the purpose of places within their school and local community, and how living things interact within their natural habitats. This foundational stage cultivates curiosity, empathy, and early conceptual thinking through hands-on play and purposeful inquiry.

Lower Primary (Grades 1–3): Connecting Communities, Systems & Phenomena

As students move into Lower Primary, the curriculum broadens conceptually to examine human connections, community structures, and physical phenomena. Learners investigate how personal choices affect well-being, how respect for diverse cultural traditions fosters belonging, and how geography shapes regional ways of life. They explore economic systems like goods, services, and trade, while developing scientific inquiry into physical movement, contact forces, states of matter, and environmental life cycles. Through these explorations, students discover that communities thrive when active citizens participate responsibly and collaborate to resolve shared challenges.

Upper Primary (Grades 4–5): Analyzing Global Systems, Innovation & Agency

In Upper Primary, conceptual thinking deepens into systemic analysis, global interconnectedness, and intentional design. Students examine how external factors and media influence decision-making, how historical exploration and trade routes transformed societies over time, and how governments and citizens depend on one another to organize society. In science and technology, learners apply a design mindset to communicate unique perspectives and solve problems, investigating Earth's natural systems, non-contact forces, energy sources, and biological interdependencies. By analyzing the relationship between climate, agriculture, and human activity, students begin recognizing their agency as changemakers in an interconnected world.

Grade 6: Empowerment Through The PYP Exhibition

As students reach the end of their PYP journey in Grade 6, they consolidate years of inquiry-based learning to examine their responsibilities as global citizens, scientific advances, climate stewardship, and democratic participation. Reflecting on who they are as learners, students take full ownership of their agency and self-direction. The ultimate highlight of this final primary year occurs when all Grade 6 students take part in the PYP Exhibition, applying their cumulative learning to make a real-world impact.

Exploring the World Through Six Big Ideas

In the IB Primary Years Programme, learning is organised around six transdisciplinary themes. These themes help students make meaningful connections across subjects and explore important ideas about themselves, others, and the world.

Each theme invites children to ask big questions, think deeply, and develop understanding that lasts beyond the classroom.

01 Who We Are

An inquiry into identity as individuals and as part of a collective through:

- physical, emotional & spiritual health and well-being
- relationships and belonging
- learning and growing

Ask at home

Can we belong to different groups and still be ourselves?

Grades 1-6



02 Where We Are in Place and Time

An inquiry into histories and orientation in place, space, and time through:

- periods, events, and artifacts
- communities, heritage, culture, and environment
- natural and human drivers of movement, adaptation, and transformation

Ask at home

What makes somewhere feel like home?

Grades 1-6



03 How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social, and cultural modes and practices of communication
- intentions, perceptions, interpretations, and responses

Ask at home

What might someone else notice that we missed?

Grades PK-6



04 How the World Works

An inquiry into understanding of the world, phenomena through:
- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation
- possibilities and impacts

Ask at home
What evidence would help us check our idea?

Grades 1-6



05 How We Organize Ourselves

An inquiry into systems, structures, and networks through:
- interactions with and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration, and decision-making

Ask at home
How can we make a fair choice when we cannot have everything?

Grades PK-6



06 Sharing the Planet

An inquiry into the interdependence of human and natural worlds through:
- rights, responsibilities, and dignity of all
- pathways to just, peaceful, and reimagined futures
- nature, complexity, coexistence, and wisdom

Ask at home
Who else depends on this place?

Grades PK-6



Spotlight: The PYP Exhibition
By the end of their PYP journey in Grade 6, every student takes part in the PYP Exhibition—the capstone experience of the Primary Years Programme at TIS. It is a rigorous 8 to 10 week inquiry self-directed by students, where learners take complete ownership of their education.

During this project, students:

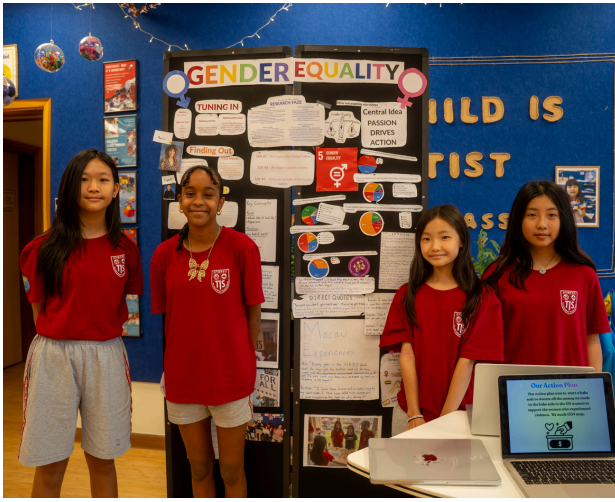
- Set their own goals and manage their inquiry timeline independently.
- Create their own questions to drive investigation into real-world challenges and the UN Sustainable Development Goals.
- Choose their own concepts to guide their analytical thinking across subjects.
- Culminate in taking meaningful action to address a real-world issue in their local or global community.

Exhibition Outcome & Real-World Impact:
Success in the Exhibition is exemplified as deep conceptual understanding through the development of critical thinking skills, transfer of learning into real world contexts, and taking action to make the world a better place.

This year, our Grade 6 students demonstrated remarkable success by putting their learning into direct action:

- Community & Peer Engagement: Students organized school-wide clothing swaps, designed interactive simulations, created educational digital games, and led engaging awareness campaigns and peer lessons for younger grades.
- Targeted Advocacy & Fundraising: Learners raised vital awareness and funds for local and global charities, including Plastic Free Seas (PFS) and the Women's Sports Foundation (WSF).





A Truly Transdisciplinary Approach
Learning in the Primary Years Programme transcends traditional subject boundaries. Our units of inquiry are seamlessly integrated across six universal themes: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet.

To build a cohesive educational experience, homeroom teachers collaboratively plan with specialist educators in Chinese Studies, Music, Physical Education, and STEAM. Wherever authentic, English Language Arts and Mathematics are woven directly into science and social studies inquiries. This transdisciplinary approach empowers students to discover meaningful connections across subjects, cultivating a deep, transferable conceptual understanding rather than isolated facts.

Building 21st-Century Skills: Approaches to Learning (ATLs)

We prepare students for a dynamic future by embedding five essential Approaches to Learning (ATL) skill categories across all core and specialist subjects:

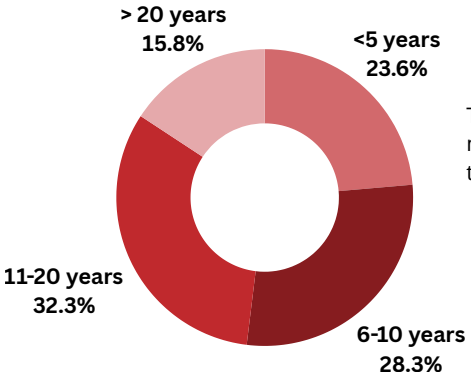
- Thinking Skills: Cultivating critical thinking, creative problem-solving, and ethical reasoning.
- Communication Skills: Expressing ideas with confidence and listening actively across media and languages.
- Research Skills: Formulating inquiries, synthesizing data, and evaluating sources critically.
- Social Skills: Collaborating effectively, supporting peers, and resolving conflicts constructively.
- Self-Management Skills: Developing perseverance, emotional regulation, and goal-setting habits.

By integrating these skills across every grade level, we unify learning under a shared skill-building framework. This journey culminates in the Grade 6 PYP Exhibition, where students independently select and apply specific ATLs to steer their self-directed inquiries.

Character Education: The IB Learner Profile
Academic growth at TIS goes hand-in-hand with nurturing the whole child. Our character education framework is built upon the IB Learner Profile, developing students who are Inquirers, Thinkers, Open-Minded, Caring, Reflective, Principled, Risk-Takers, and Balanced.

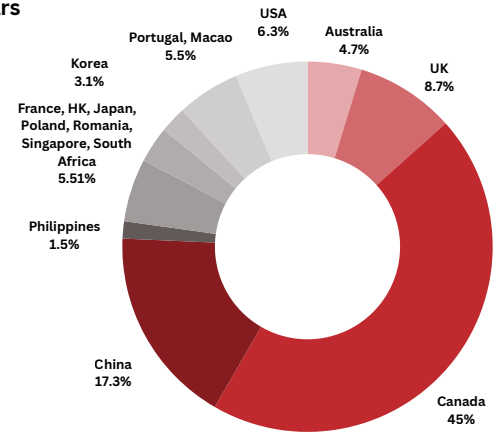
Rather than treating character education as a separate subject, it is woven into daily classroom practice and academic content. Students analyze how these attributes look in real-world contexts, practice peer accountability, and celebrate personal growth during school assemblies, fostering a caring, inclusive community of lifelong learners.

OUR TEACHERS



TIS puts extensive emphasis on hiring the most qualified and experienced teaching staff to guarantee the highest quality of education.

Most TIS teachers are internationally trained, bringing a unique perspective and cultural understanding to classrooms and helping students better understand the world around them.



100%

of PYP & IBDP teachers are IB Trained.

OUR COMMITMENT TO YOU



Sajinda Khan
IB Primary Years Programme Coordinator

As the PYP Support at TIS, Sajinda is dedicated to nurturing an inquiry-driven learning framework that places student agency and voice at the heart of the educational experience. She believes that when learners are empowered to ask questions, explore concepts, and act with purpose, they grow into globally minded, compassionate agents of change in an ever-evolving world.

Originally from Canada, Sajinda holds an Honours Bachelor's degree from the University of Toronto and an B.Ed from Lakehead University. With over fifteen years of experience in IB World Schools across China, Hong Kong, the Middle East, and Canada, she brings deep expertise and a global perspective to her leadership at TIS.

In her role, Sajinda works collaboratively with teachers and school leadership to ensure the written, taught, and assessed curriculum is coherent, aligned, and rich in transdisciplinary connections. Her focus is on cultivating a culture of learning that reflects the philosophy of the International Baccalaureate — where students learn how to learn, reflect on their growth, and contribute meaningfully to their community.