PRIMARY YEARS PROGRAMME

UPDATES

IBMA Coordinators Meeting Septmeber 2025

Adapted from PYP Deep Dive into Programme Developments Global Conference 2025

WHO WE ARE

OVERVIEW

This session will provide coordinators with the latest programme updates and practical insights to support successful implementation in their schools.

Participants will engage in collaborative dialogue and leave with strategies, tools, and resources to strengthen their leadership and impact as IB coordinators.

Programme Resource Centre

IB Exchange

WHAT WE OFFER **ALWAYS**

1

Transdisciplinary them descriptors
Additional Languages
Teacher Support Material

PYP Subjects

2

Learning Progressions
Subject Continuums

Inqiuiry Learning Progressions

3

Theories and Practices

Early Years

Programme

PYP resources

Primary Years Programme (PYP) guidance and supporting material, scope and sequence documents, programme authorization and evaluation information, programme research and information for coordinators

Set as startpage

Resources in: English | 8 more languages

FROM PRINCIPLES INTO PRACTICE | CURRICULUM RESOURCES | LEARNING AND TEACHING | IMPLEMENTATION | NEWS

The learner

- Learner agency
- The early learner
- Learner profile
- Action
- The exhibition
- Appendix
- Copyright
- PDF

Learning and teaching

- Transdisciplinary learning
- Approaches to learning
- Inquiry
- Conceptual understanding
- A transdisciplinary programme of inquiry
- Assessment
- Language
- Appendix
- Copyright
- PDF

The learning community

- A community of learners
- International-mindedness
- Leadership
- Collaboration
- Learning environments
- Technology in the PYP
- Glossary
- Appendix
- Copyright
- PDF

Read the overview

More resources available here:

Designing curriculum

Teacher support material

PRC Teacher support material

Teacher support material

Learning and teaching

NEW

- Aligning the school mission, transdisciplinary themes and programme of inquiry
- An exploration of symbol-sound relationship
- Approaches to learning
- Co-constructing central ideas with students
- Collaborative dialogue in mathematics
- Collaborative planning in action
- Creating a culture of collaborative planning
- Design thinking in the PYP
- Designing a school-based curriculum using the PYP subject continuums
- Transdisciplinary themes: Analysing the new descriptors and including student voice
- Transitioning to the new transdisciplinary theme descriptors
- Translanguaging

The learner

- Inquiry in the early years
- Literacy and numeracy opportunities in play
- Reflecting on our exhibition journey
- SOLO taxonomy
- Supporting agency through planning and assessment
- Supporting student agency
- The assessment-capable learner
- Transdisciplinary learning through agency

The learning community

- Academic integrity in the PYP
- Additional resources for PYP
- Designing learning environments in a primary setting
- Designing learning environments in the early years
- Purposeful technology integration and implementation
- Reflections of PYP leaders

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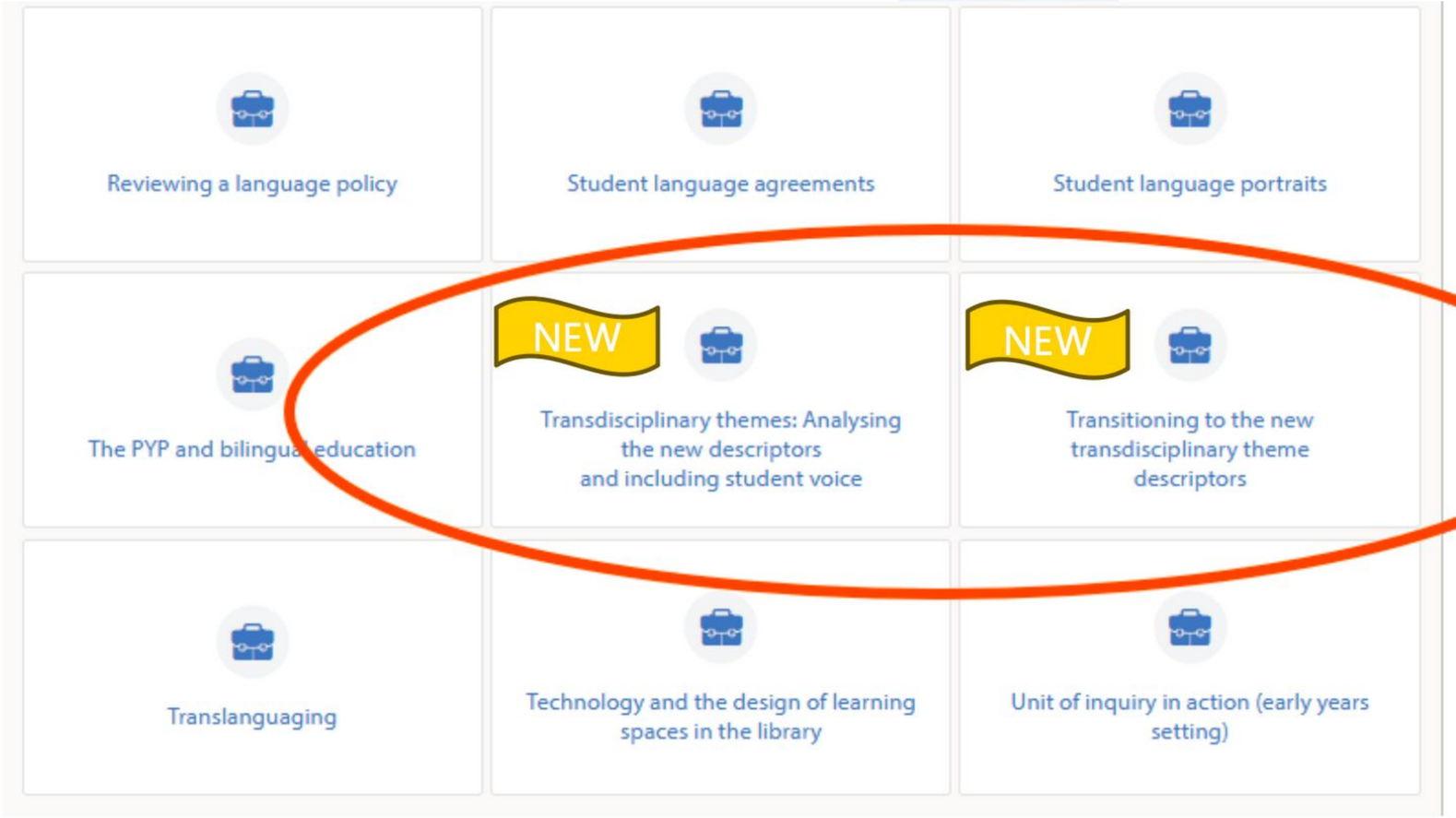
PRC Teacher support material



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PRC

Different sets of FAQs

Learning and teaching

Guidance

Getting started with the PYP: From principles into practice (video)

Overview

PYP resource guide - PDF

PYP Curriculum resources 2024–2025: FAQs - PDF

PYP: From principles into practice FAQs - PDF

PYP Transdisciplinary theme descriptors 2024: FAQs - PDF

PYP review updates

Preparing for the new PYP Subject Guidance - PDF

Transition guide for the Primary Years Programme - PDF

Transdisciplinary theme descriptors - PDF

In practice

Assessment principles and practices—Quality assessments in a digital age

Bilingual glossaries

History of the Primary Years Programme - PDF

Development reports

Development reports

Curriculum mapping

ACARA PYP - PDF

IB and Common Core

2012 PYP framework

Change to interpretation of PYP requirement C3.1.b

Programme research

Studies on student and school outcomes

Continuity of learning

5 ways you could support your child as a PYP parent - PDF

"Lost Learning": What does the research really say? - PDF

Navigating changing times in the Primary Years Programme

Online learning, teaching and education continuity planning for schools - PDF

Why wellbeing matters during a time of crisis - PDF

Transdisciplinary theme descriptors

The transdisciplinary themes remain the same and continue to be central to the structure of the programme of inquiry.

So, what has changed?

The descriptors have moved from commonalities of human experience to a balance between human and natural worlds.

Schools can begin using the new theme descriptors now – by September 2027 all PYP schools will be required to be using the new descriptors.

Unpacking the descriptors

The opening statement is designed to:

- capture the essence of the theme
- support the conceptual and transdisciplinary nature of the theme
- rebalance subject connections AND make it easier to see connections across and between the themes.

Who we are

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

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

How the world works

An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation: possibilities and impacts

Where we are in place and time

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

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

How we organize ourselves

An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration and decision-making

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

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

PYP SUBJECTS

Choose sidebar display

Subjects

The IB provides the framework:

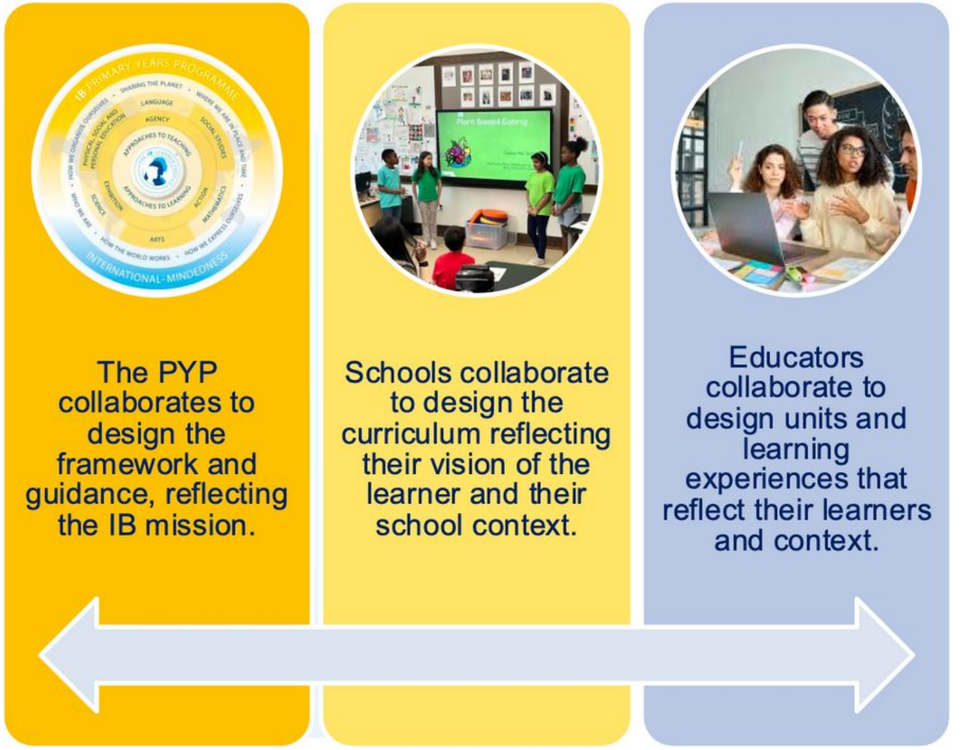
- The PYP: from principles into practice
- Subject overview
- Sample subject continuum
- Programme standards and practices

Schools design their curriculum:

- The programme of inquiry
- School designed scope and sequences (what and when of the subjects)

And also:

- Policies and other school-based curriculum documents



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Subject Continuums

PYP subjects

- PYP subjects: Introduction
- Arts
- Language
- Mathematics
- Personal, social and physical education
- Science
- Social studies
- Copyright
- PDF

PYP SUBJECTS

- PYP subjects: Introduction
- Arts
- Language
- Mathematics
- Personal, social and physical education
- **Science**
  - **Science: Subject overview**
    - Introduction
    - Science
    - Concepts
    - Bibliography
- Social studies

Science

add to My Resources

Resources in: English | 8 more languages

Science: Subject overview

Introduction

The purpose of this section is to provide an overview of the subject of science in the PYP.

There are several aspects to consider in science and learning in the PYP. These are addressed through focused guidance sections which can be read along with teacher support materials and tools that help scaffold the PYP in practice. These include the following publications:

- *Subject continuums: Science*
- *Inquiry learning progressions*
- *Primary Years Programme: From principles into practice* > *The learner* > **"The early learner"**

Concepts

- Specified concepts
- Other concepts
- The science learner
- The science educator
- Science in the learning community
- Science across the IB continuum

Bibliography

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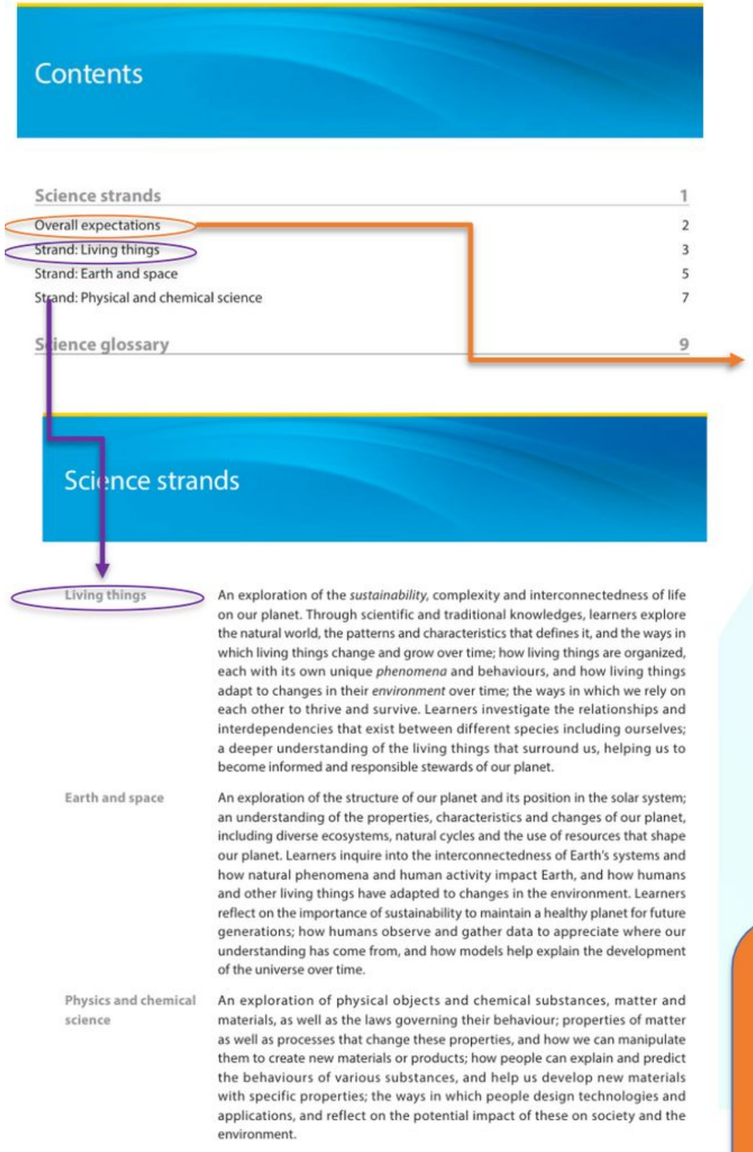
Subject continuums



Overall expectations

Overall expectations			
All strands			
Phase 1	Phase 2	Phase 3	Phase 4
Learners develop their observational skills by using each of their senses to gather and record information, identify patterns, ask questions/make guesses and discuss their ideas. Learners explore different tools through play to discover the way objects and phenomena function, and recognize basic cause-and-effect relationships. Learners are aware of different perspectives and examine change over a variety of time periods. Learners identify the relationship between themselves and the environment around them, showing care and respect for themselves, other living things and the environment. Learners communicate their ideas and provide explanations using their own scientific experience and vocabulary.	Learners increase their observational skills by using their senses to gather and record information in order to identify patterns, make predictions and refine their ideas. Learners select different tools and explore ways to use them for their investigations/ inquiry. Learners identify a question or problem to be explored. Learners discover the way objects and phenomena function, identify parts of a system and gain an understanding of cause-and-effect relationships. Learners examine varying time periods and develop their understanding that variables and conditions may affect change. Learners are aware of different perspectives and the *interdependence* between the environment and us, recognizing the need to respect each other, living things and the environment. Learners communicate their ideas and provide explanations using their own scientific experience and understanding.	Learners use their observational skills by using their senses and selecting observational tools to gather and record observed information in a number of ways. They reflect on these findings to identify patterns or connections, make predictions/*hypotheses*, and test and refine their ideas with increasing accuracy. Learners explore the way objects and phenomena function, identify parts of a system and gain an understanding of increasingly complex cause-and-effect relationships. They examine change over time and recognize that change may be affected by one or more variables. Learners take into consideration different perspectives and how these views may have been formulated. They examine how products and tools have been developed through the application of scientific investigation. Learners consider ethical issues in science-related contexts and use their learning to plan thoughtful and realistic action, in order to improve their welfare, that of other living things and the environment. Learners communicate their ideas and provide explanations using their own scientific experience and that of others.	Learners use their observational skills by selecting observational tools to gather and record observed information in a number of ways. They reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Learners analyse the functioning of objects and phenomena, identify components within systems and develop an understanding of progressively intricate cause-and-effect connections. They observe changes over time and acknowledge that these changes can be influenced by one or more variables. Learners reflect on the impact that the application of science, including advances in *technology*, has had on us, society and the environment. Learners examine different perspectives and how these views may have been formulated. They analyse ethical and social issues in science-related contexts and express their responses. Learners use their acquired knowledge to effectively communicate their ideas and strategize thoughtful and practical actions aimed at enhancing their own and others' well-being and the environment.

Each strand has example conceptual understandings and learning outcomes

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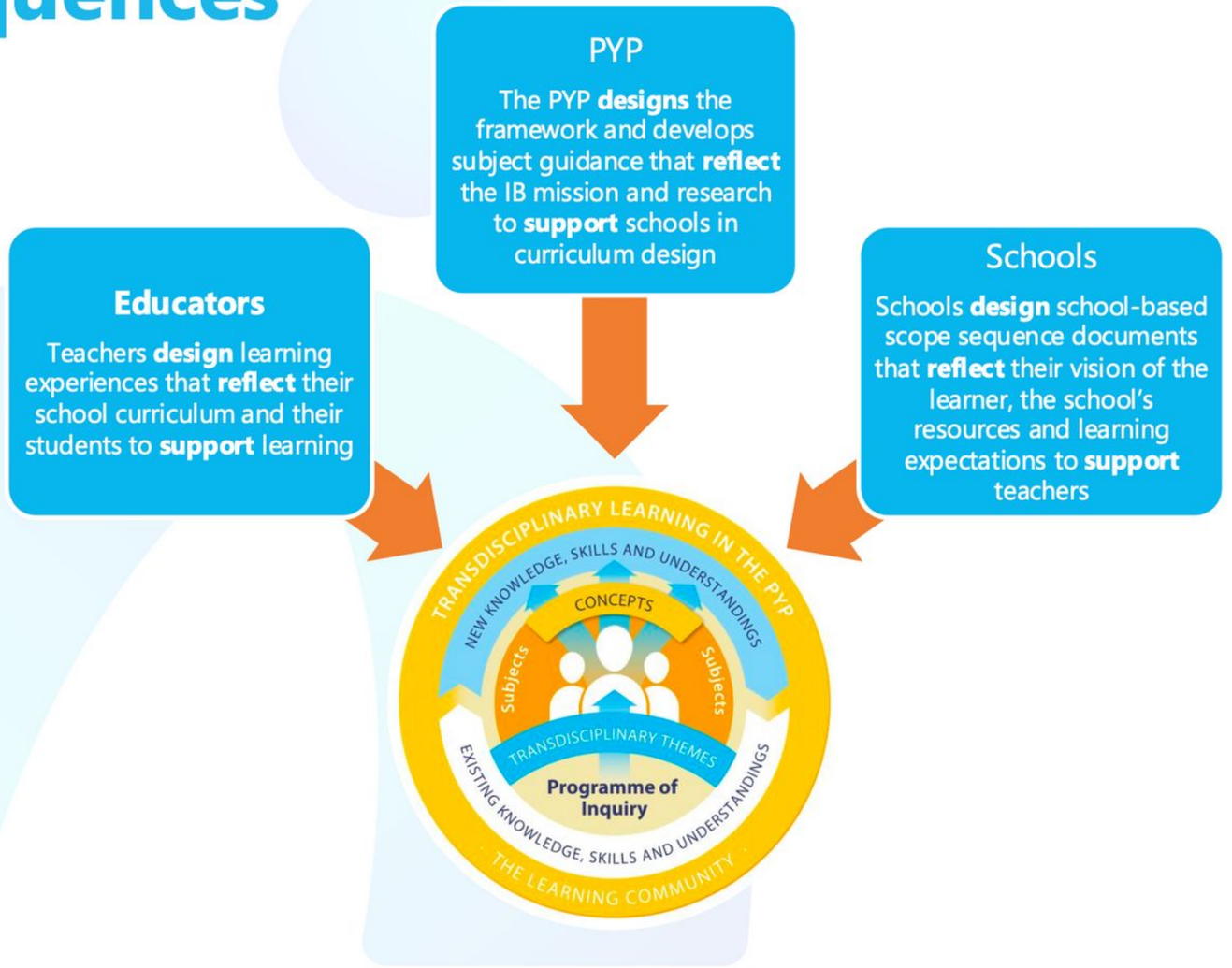
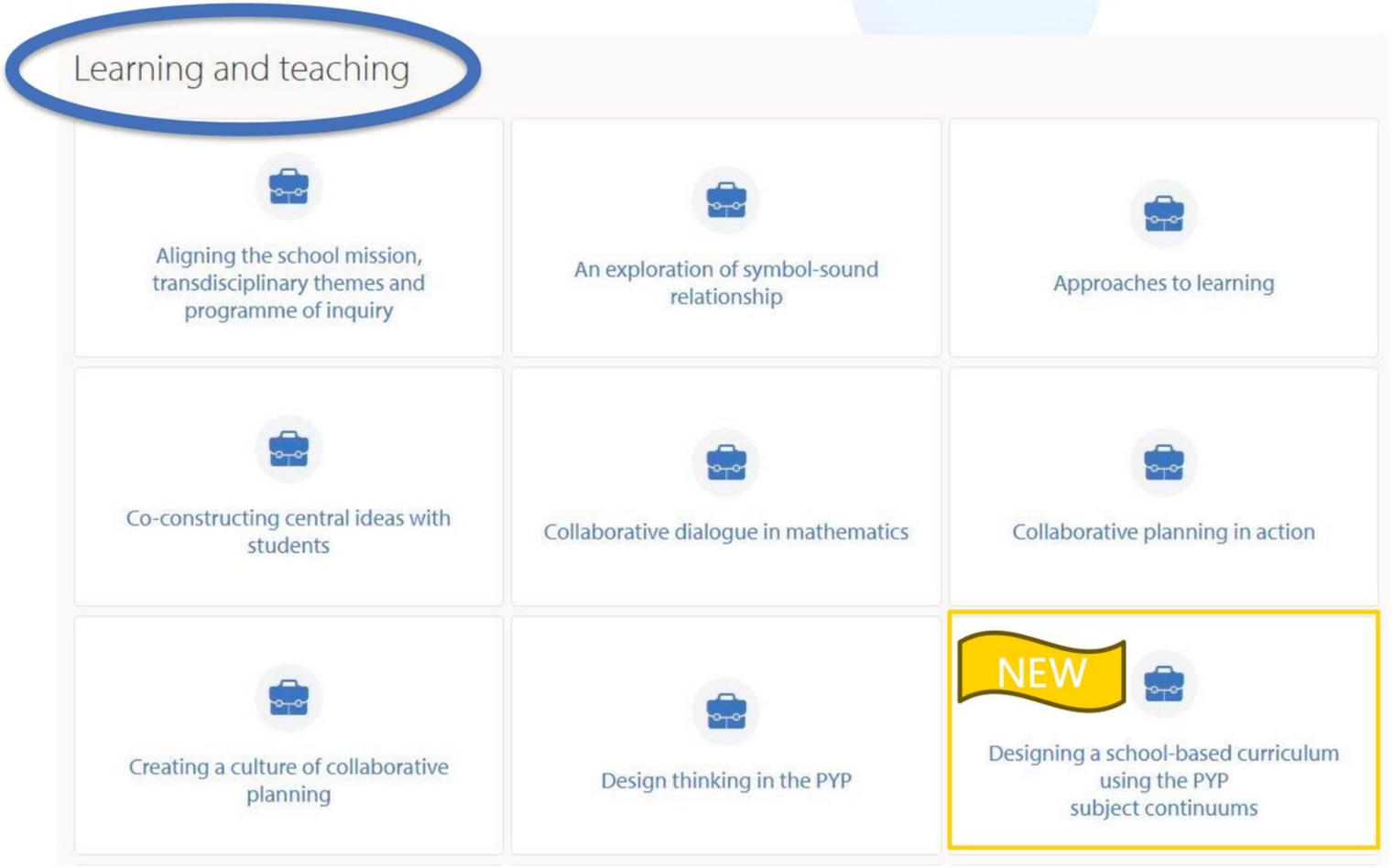
School scope and sequences

- **Map the *What* and *When* of curriculum**

- Coherence
- Development of learning
- Gaps



PRC Teacher support material



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CONNECT EXTEND **CHALLENGE**

LEARNING PROGRESSIONS

How can inquiry progressions enhance planning and teaching inquiry skills?

CONNECT EXTEND **CHALLENGE**

EARLY YEARS

THANK YOU