Grade 1

Approaches to Learning are a key part of an IB education and work alongside the learner profile, knowledge, conceptual understanding, and inquiry in the Primary Years Programme (PYP).

The focus of ATLs is on teaching students how to learn. The skills are grouped into five categories:

- ☐ Communication Skills
- ☐ Research Skills
- ☐ Self-management Skills
- ☐ Social Skills
- ☐ Thinking Skills

These skills are designed to help students of all ages become independent learners able to ask thoughtful questions, set goals, and drive their own learning paths. The ATLs also promote student agency, encouraging students to take an active role in their learning.

Teachers develop these skills by creating meaningful, real-world learning experiences that allow students to become lifelong learners.



Grade 1

Communication Skills

Exchanging Information			Literacy		Digital Citizenship	
Listening	Interpreting	Speaking	Reading	Writing	Media Representation	Informed Choices
I am able to listen to directions and instructions and can ask clarifying questions when necessary	I can recognise, create and make meaning using symbols, signs and sounds	I am able to speak clearly to express ideas so they make sense to others	I read a variety of texts for entertainment and information	I can write for different purposes and audiences with support from my teacher or with a model	I am starting to use both print and digital media to find information	I can choose at least three different ways to communicate my ideas with some support e.g. writing, speaking or drawing
I can listen to information and the perspectives of others respectfully with support from my teacher	I am becoming aware that my body language and facial expressions, indicate how I am feeling	I am able to share ideas and opinions in both small and large groups	I reflect on, and question what I read to make connections with my own experience in the text	I am learning to take notes about important or interesting topics e.g. making lists	When using my classroom's digital platform, I make careful choices about the words I use and the pictures/videos I share	
I can listen without interrupting		I can use video/writing/speaking to respond to other people's ideas		I can use tools such as graphic organisers to plan, draft and edit my writing		
				I am able to go back and edit my writing with support		



Grade 1
Research Skills

Information Literacy				Media Literacy			Ethical Use	
Formulating and Planning	Gathering and Recording	Synthesizing and interpreting	Evaluating and communicating	Consuming and processing	Considering online perspectives	Creating	Ethical Use	Reliability of sources
I can share my questions with others and am beginning to think about the information I can use to drive my inquiry forward	I can gather information to answer my own questions from a variety of sources e.g. books, online sources	I can sort and categorise information using different criteria explaining my ideas	I can look for connections between pieces of information	I can use online platforms to find information with some independence	I am part of discussions about how information can be presented in different ways online, and am beginning to draw my own conclusions	I can communicate my ideas and information using video, writing, drawing and Seesaw	I am part of a class that uses media safely and honestly	I take part in discussions about whether all information online is truthful
I can discuss with my teacher what step to take next in my inquiry	I am beginning to use a variety of strategies to record information e.g. making lists, note-taking, audio/visual recordings		I can tell my audience where I found my information	I can participate in discussions and share my ideas about which online platforms might be helpful for my inquiries	I gather information from multiple sources to support my thinking	I can choose the most effective way to share my learning	I am part of discussions about where information comes from and how we share it	I am beginning to ask questions to help decide if something is true



Grade 1
Self-management Skills

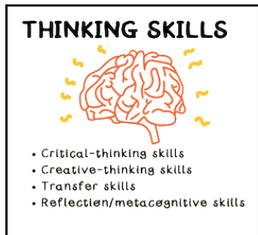
Organisational Skills			States of Mind				
Managing self	Time management	Goal setting	Mindfulness	Perseverance	Emotional management	Self-motivation	Resilience
I can memorise some of our daily routines	I use a clock or watch to help me keep track of time	I can work with an adult to set goals for myself	I try my best to focus on one task at a time without getting distracted	I understand that effort and persistence are required to acquire new skills	I take responsibility for my actions most of the time	I am able to “bounce back” after challenges, mistakes and failures and try again to reach my	I can talk about things that did not go well with an adult and suggest what I could do differently next time

						goals	
I can share responsibility for decision-making and prepare what is needed for different tasks	I often take on and complete tasks in a given time frame	I can make suggestions to help make progress towards my learning goals			I can manage my feelings and solve problems with my friends with support from an adult		



Grade 1
Social Skills

Intrapersonal		Interpersonal Relationships			
Self-control	Emotional intelligence	Accepting responsibility	Respecting others	Cooperating	Resolving conflict
I can manage my feelings to help me to keep calm and to change my mood when I feel frustrated	I can talk about what makes me feel happy or cross and have ideas about what I can do when I have these feelings	I can follow rules, understanding why they are important to keep me safe, without needing an adult to remind me	I am beginning to value other people's ideas, even if I do not agree	I can share and take turns when learning as part of a group	I can regulate my actions most of the time and act fairly when faced with conflict
	I can identify how other people are feeling by looking at their body language		I can think about how my actions affect others and make principled decisions	I can listen closely to others' perspectives and follow instructions	I can negotiate effectively using my words to help resolve a conflict with support
			I know that my peers come from many places in the world with different languages, traditions and cultures and am respectful when learning about them		



Grade 1
Thinking Skills

Critical Thinking			Creative Thinking		Transfer Skills		Reflection	
Analysis	Evaluation	Forming decisions	Generating ideas	Considering new perspectives	Application	Multiple contexts	Reflection	Metacognition

I can think about the ideas of others and discuss them as part of a group	I can organise information that I find, or is presented in class, with some support	I can reflect on how my thinking has changed when I get new information, evidence and consider the views and ideas of others	I participate in regular collaborative *'mind mapping'* activities e.g. tuning into a new UOI	I can formulate *'what if'* questions and use them to drive my inquiries	I can use some of the things I have learnt to help me in my inquiries	I am beginning to connect and combine knowledge and skills for use in different situations in school	I am beginning to reflect on my learning by asking questions such as: *What did I learn today? What can I already do? What will I work on next?*	I can identify my strengths and can begin to drive my own learning path accordingly
I am beginning to discuss similarities and differences in information and concepts	I can make connections with my own experiences and with concepts presented in class	I am beginning to draw my own conclusions based on what I have learnt	I am beginning to lead/be part of small groups that help me to generate new ideas e.g. by using questions like: *'what makes you say that?'*	I can participate in some 'visible thinking' activities e.g. *think, pair, share,* to help me to consider new perspectives		I am beginning to make connections between units of inquiry, different subjects areas and my own experiences		I understand that people learn in different ways and that we are not all the same

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