

# Junior Kindergarten


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.


 <div>COMMUNICATION SKILLS</div>	Junior Kindergarten Communication Skills					
Exchanging Information			Literacy		Digital Citizenship	
Listening	Interpreting	Speaking	Reading	Writing	Media Representation	Informed Choices
I am beginning to listen to directions and follow instructions asking clarifying questions where necessary	I am learning to recognise, create and make meaning using symbols, signs and sounds	I am learning to speak clearly to express my ideas	I listen to a variety of text for enjoyment and information with some support	I can draw/write to share my thoughts or express myself	I am being exposed to both print and digital media to find information	I am beginning to experiment with different ways to communicate with others
I am beginning to listen to information and the perspectives of others respectfully	I am learning to make eye-contact with people while they speak to show that I am listening and an awareness of how they are feeling	I am able to share ideas and opinions in both small and large groups	I am learning to ask and answer questions about what I read	I am beginning to share my ideas on the most interesting/important events in a shared text	With support, I can look back at my work on a digital platform and talk about what I have learned e.g. reflecting on a Seesaw post	
				I can give meaning to my mark-making - pictures, symbols, letters or words		

<div>  <b>RESEARCH SKILLS</b> <ul style="list-style-type: none"> <li>• Information-literacy skills</li> <li>• Media-literacy skills</li> <li>• Ethical use of media/information</li> </ul> </div> <div> <h1>Junior Kindergarten</h1> <h2>Research Skills</h2> </div>								
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 ask questions about paths of learning that I am exploring independently	I can find information that I need from resources my teacher provides	I can find two pieces of information and say if they are similar or different	I can look for connections between pieces of information	I am beginning to use online platforms to find Information e.g. look for animals with stripes or spots	I can say whether I agree or disagree with information presented from online sources	I can share information in more than one way e.g. use a picture or write a sentence	I am part of a class that uses media safely and honestly	I can vote with my classmates to say if I think information is true or false on a website
I can make a choice about what information I need to answer a question relevantly		I can sort and categorise information	I can talk about how I got my information			I can share information that I have gathered online, in at least one way	I take part in discussions about where information comes from	I can ask questions about information presented

<div>  <b>SELF-MANAGEMENT SKILLS</b> <ul style="list-style-type: none"> <li>• Organization skills</li> <li>• States of mind</li> </ul> </div> <div> <h1>Junior Kindergarten</h1> <h2>Self-Management Skills</h2> </div>							
Organisational Skills			States of Mind				
Managing self	Time management	Goal setting	Mindfulness	Perseverance	Emotional management	Self-motivation	Resilience
I can follow class routines using a visual timetable	I am learning to track time in my school day e.g. knowing when lunch time is	I can set some of my own learning goals with an adult, and understand that they will help me to progress	I can focus on a self-initiated and teacher-led task for short periods of time	I am beginning to accept mistakes as essential to the learning process and engage in new and unfamiliar learning experiences	I can manage my emotions and use words to describe how I am feeling with support from an adult	I engage in a mixture of self-initiated and teacher-led activities	I am beginning to talk about things that did not go well with an adult and think about what I could do differently next time
I can choose and complete tasks by myself and get some	I can sometimes complete teacher-led tasks in			I sometimes try to come up with my own ideas to solve		I am curious to try new areas of learning in class	

of the materials I need for my learning	the given time			problems/challenging situations			
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<b>SOCIAL SKILLS</b> • Developing positive interpersonal relationships and collaboration skills • Developing social-emotional intelligence 		<h1>Junior Kindergarten</h1> <h2>Social Skills</h2>					
Intrapersonal			Interpersonal Relationships				
Self-control	Emotional intelligence	Accepting responsibility	Respecting others	Cooperating	Resolving conflict		
I am beginning to manage anger/frustration and solve problems with my peers	I can identify some of my emotions and talk about how I feel to my teacher and as part of a group	I am aware of my feelings, and know that some actions and words may hurt others' feelings	I use kind and respectful words when interacting with my peers with support	I am beginning to accept the needs of others and can take turns and share resources with some support	I am beginning to resolve conflicts with my peers by using my words or with support from an adult		
I am beginning to adjust to unplanned situations e.g. a fire drill or unfamiliar activities e.g. a dressing-up day, with ease	I show empathy towards my peers	I can participate in creating class rules and understand that boundaries help to keep me safe	I use words that show appreciation and gratitude e.g. <i>thank you, please, sorry, please excuse me</i> with some independence	I am forging friendships with some of my peers based on common interests			
		I can 'own' my wrongdoings and understand that it is important to be truthful when mistakes are made	I am aware that my peers come from many places in the world with different languages, traditions and cultures				

<b>THINKING SKILLS</b>  • Critical-thinking skills • Creative-thinking skills • Transfer skills • Reflection/metacognitive skills		<h1>Junior Kindergarten</h1> <h2>Thinking Skills</h2>						
Critical Thinking			Creative Thinking		Transfer Skills		Reflection	
Analysis	Evaluation	Forming decisions	Generating ideas	Considering new perspectives	Application	Multiple contexts	Reflection	Metacognition
I am able to look for similarities and differences	I can participate in small group discussions about a variety of ideas	I can explain some of the decisions I make based on my own experiences	I can suggest, and sometimes improve ideas for play to drive my	I am learning to think about different perspectives by	I can transfer some of my ideas and experiences	I can connect and combine knowledge and skills I have been	I can reflect on things that I have learnt by answering questions with	I can say how much I know about something as part of a group

between two ideas			own learning	trying new things e.g. being exposed to celebrations around the world	and apply them to new learning situations with some independence	developing in different ways	increasing relevance	discussion e.g. tuning in activity
	I can make connections with my own experiences and with ideas presented in class	I am beginning to suggest solutions to simple problems relevant to me				I am beginning to apply my knowledge and skills to issues that affect me, and to bigger issues	I show a preference and some aptitude for things that interest me and enjoy learning about	

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