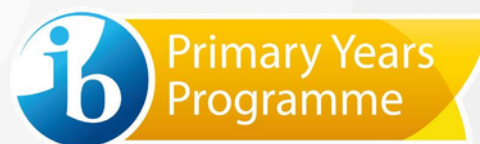




Windhoek
International School

PYP NEWSLETTER: June 2026 EDITION



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A MESSAGE FROM THE PRIMARY PRINCIPAL



This year in the Primary School has been defined not by any single moment, but by the collective energy, growth, and spirit of a community in motion.

From the very first days of the academic year, there was a sense of purpose. Our campus came alive with new beginnings, welcoming new families into our community while reconnecting with those who continue to shape it. There was an immediate reminder that what makes our school special is not just what happens in classrooms, but how we come together: students, staff, and parents, as partners in learning.

As the year unfolded, that sense of togetherness became our foundation.

In our classrooms, learning has been dynamic and engaging. Our students have asked questions, explored ideas, and taken increasing ownership of their learning. Through inquiry, they have not only developed knowledge and skills, but also confidence, curiosity, and a growing sense of agency. This was seen powerfully when our students stepped forward as leaders, launching whole-school initiatives and modelling what it means to take responsibility for their community.

At the same time, our commitment to developing the whole child has remained at the heart of everything we do. Growth has not been limited to academic achievement, although that has been strong, but has extended into sport, the arts, relationships, and personal development.

Creativity and expression have also flourished. From vibrant classroom experiences to performances on stage, including our Drama Club production, students have embraced opportunities to take risks, build confidence, and share their talents with others.

Perhaps one of the most powerful reflections of our community has been seen in our shared experiences. International Day preparations brought music, movement, and culture into every corner of the school, creating moments of joy and connection that celebrate who we are as a diverse and inclusive community. These are the moments where learning extends beyond the classroom and becomes something lived and felt.

Our diversity continues to be one of our greatest strengths. Within our school, languages, cultures, and perspectives come together in ways that enrich learning and deepen understanding. Our students are not only learning about the world, they are learning with and from one another, developing empathy, respect, and open-mindedness along the way.

This year has also been one of growth for our educators. Through initiatives such as the WIS Teacher Academy, participation in the AISA conference, and international collaboration through the Global Alliance, our teachers have continued to learn, reflect, and refine their practice. Welcoming visiting educators into our school has further strengthened this sense of global connectedness, reminding us that learning is a shared endeavour that extends far beyond our own campus.

These experiences have had a direct and meaningful impact on our students. When teachers grow, students benefit and this has been evident in the quality of learning taking place across the Primary School.

A MESSAGE FROM THE PRIMARY PRINCIPAL

At the heart of it all has been a strong and supportive community. The partnership between home and school has remained essential, built on trust, communication, and a shared commitment to each child's growth. It is this collective effort that allows our students not only to succeed but to feel known, valued, and supported.

Just as importantly, this has been a year where values have been lived, not just spoken. We have seen what it means to be caring, in the small, everyday interactions, in the way students support one another, and in the respect shown across our community. These moments, often quiet and easily missed, are in many ways the most important, as they shape the kind of people our students are becoming.

As we reflect on the year, it is clear that our school is a place full of life. It is busy, it is vibrant, and at times it is challenging but it is also purposeful, connected, and rewarding. This is what a thriving learning community looks like. It is a place where students are encouraged to think, to care, to take action, and to grow. It is a place where teachers continue to learn alongside their students. And it is a place where, together, we are building something that extends far beyond a single school year.

As I close this chapter, I do so with immense gratitude. My time at WIS has been both professionally fulfilling and personally meaningful, and it has been a privilege to be part of such a vibrant, caring, and committed community. I will miss the daily energy of the campus, the relationships built with students, staff, and families, and the shared moments that have defined this journey. At the same time, I leave with complete confidence in what lies ahead. The Primary School is in a strong and exciting place, and I have no doubt that it will continue to flourish and go from strength to strength. The foundations are solid, the people are exceptional, and the sense of purpose is clear.

Thank you for being part of this journey, and for making this community what it is.

Jenna Brown
Primary Principal



Farewell



Mandy Liedke

Your creativity and dedication as our Primary Art teacher have brought colour and imagination to our school every day. Your commitment to community initiatives reflects the heart of what it means to be an IB educator. As you move to Shanghai, China with your husband and daughters, may your artistic spirit continue to flourish and inspire new communities. We'll miss your vibrant energy and the beautiful work you've created with our students.

*Oh! The Places
you Will go*



Jenna Brown

Thank you, Jenna, for your dedicated leadership as Principal over the past year, and for your invaluable contributions as PYP Coordinator before that. Your vision and commitment to IB philosophy have left an indelible mark on our Primary programme. As you embark on this exciting new journey to Beijing, China, with your children Ben and Harper, we wish you all the very best. May this adventure bring fresh inspiration and wonderful memories for your family.

Farewell



Bianca Salamon

*Oh! The Places
you Will go*



Stephanie Morgan

*With a heart so kind and a gentle way,
You made our school brighter every day.
Your humble spirit, warm and true,
Touched the lives of many who knew you.*

*Thank you for the care you gave,
For helping students grow strong and brave.*

The anti-bullying programme you brought to our school

Has left a lasting impact and valuable tool.

To colleagues and students, you showed such grace,

Always greeting others with a smile on your face.

As you begin a new journey, we wish you the best,

With happiness, success, and many blessings ahead.

Your passion for French language and culture has enriched countless young learners at our school. Beyond the classroom, your love for nature and the wilderness has inspired us all to appreciate the world around us. As you head to Lusaka, Zambia—a place where the wilderness truly comes alive—we know you'll find many opportunities to nurture that deep connection with nature. Thank you for everything you've given to our students and community.

PYP Spotlight: The Power of Exhibition

This June, the school community gathered to celebrate a milestone that defines the Primary Years Programme (PYP): the PYP Exhibition. Under the transdisciplinary theme "How We Express Ourselves," this year's cohort of Grade 5 students demonstrated that expression is far more than just speaking or writing; it is a powerful vehicle for inquiry, connection, and global change.

The Culmination of a Journey

For many, the PYP Exhibition is simply a final project. However, for the students of WIS, it represents the culmination of their entire primary school journey. It is the moment where 5 or more years of learning, curiosity, and skill-building converge. Throughout their time in the PYP, students have developed the attributes of the IB Learner Profile, honed their Approaches to Learning (ATL) skills, and explored various transdisciplinary themes. The Exhibition is the ultimate test of their ability to synthesise this knowledge, moving from passive learners to active, self-directed investigators. It is a rite of passage, signalling their readiness to transition into the Middle Years Programme (MYP), equipped not just with facts, but with the confidence to navigate complex ideas.

From Passion to Purpose: The Inquiry Process

What makes the WIS Exhibition particularly compelling this year is the depth of student agency. The process begins not with a research project assigned by the teacher, but with a spark of genuine interest. Students were encouraged to identify an issue they felt personally connected to—whether it was local environmental concerns in Namibia, human relationships, or the challenges of new technologies such as AI or cryptocurrency.

Once a topic was chosen, the students engaged in a rigorous process of connecting their passion to the broader world. They mapped their issues to the United Nations Sustainable Development Goals (SDGs). This crucial step transformed personal curiosity into global citizenship. A student interested in plastic waste didn't just clean up a beach; they linked their work to SDG 14 (Life Below Water) or SDG 12 (Responsible Consumption and Production). Another student exploring gender equality connected their research to SDG 5.

This linkage provided a framework for their research. Students moved beyond surface-level facts, diving into data collection, interviews with experts, and critical analysis. They learned that expressing themselves effectively requires a deep understanding of the context in which they are speaking.

The Power of Action

Perhaps the most vital component of the PYP Exhibition is the concept of Action. In the IB philosophy, learning is incomplete if it remains theoretical. The Exhibition demands that students move from "knowing" to "doing", from questions to solutions.

At WIS, this manifested in diverse and impactful ways. Some students organized community drives, others created campaigns to raise awareness, and some developed possible solutions to local problems. The theme "How We Express Ourselves" took on a new dimension here: expression became action. By taking initiative, students demonstrated that their voices have the power to influence their immediate environment and contribute to global solutions.

The importance of action cannot be overstated. It teaches students that they are not merely observers of the world but active participants capable of effecting change. It fosters a sense of responsibility and empowers them to believe that their contributions matter, regardless of their age.

A Celebration of Expression

This June, the PYP Exhibition at Windhoek International School served as a testament to the potential of young minds. By connecting personal passions, global goals, and tangible action under the theme of self-expression, these students have shown that the future is in capable hands.

As they prepare to move on to the next stage of their education, they carry with them more than just a certificate. They carry the experience of having expressed themselves, researched deeply, and acted meaningfully. The Exhibition is not just an end; it is a beginning—a launchpad for a lifetime of inquiry and impact on the world around us.

Fabrizio Conti

PYP coordinator



How Windhoek International School Integrates PM Writing with the IB PYP

Building Strong Writers.

At Windhoek International School, we believe that writing is more than just putting words on a page; it is a powerful tool for thinking, communicating, and understanding the world. In our Primary years, we utilize the PM Writing program to inform our English curriculum as we feel it fits nicely with our International Baccalaureate Primary Years Programme (PYP).

This combination allows us to provide a structured, scaffolded approach to literacy while maintaining the IB's spirit of inquiry and student agency. Here is how we bring these two frameworks together to empower our young writers.

A Structured Pathway for Diverse Text Types

The PM Writing program offers a comprehensive literacy solution designed specifically for primary students. It introduces eight key text types sequentially across five developmental stages, moving from "emergent" to "extending" levels. This progression ensures that every child builds the necessary "writing stamina" and technical skills to succeed.

In our classrooms, students master a wide range of genres, each serving a distinct purpose:

- Narratives: Crafting stories with characters, settings, and plots to entertain and engage.
- Recounts: Retelling past events chronologically, perfect for diary entries or news reports.
- Descriptions: Using sensory details to paint vivid pictures of people, places, or things.
- Information Reports: Providing factual, organized information about the world around them.
- Procedures: Giving clear, step-by-step instructions on how to do or make something.
- Persuasive Writing: Constructing arguments supported by evidence to influence opinions.
- Explanations: Clarifying how or why processes occur.
- Discussions: Exploring multiple viewpoints before reaching a reasoned conclusion.

"Writing to Learn" Across the Curriculum

One of the greatest strengths of our approach is how PM Writing aligns with the PYP's Units of Inquiry. Rather than viewing writing as a separate subject, we use it as a vehicle for transdisciplinary learning.

When our students explore a unit on "How the World Works," they might write an Information Report on animal habitats. During a unit on "Sharing the Planet," they could craft a Persuasive piece advocating for sustainability. By applying specific text types to authentic, real-world contexts, students learn that writing is a functional skill they can use to communicate their understanding of complex themes. This "write to learn" strategy deepens their conceptual understanding while also training their literacy skills.

The "I Do, We Do, You Do" Model

Our teaching methodology mirrors the PYP's commitment to meeting students where they are on their learning continuum. We utilize the PM Writing "Big Books" and explicit instruction models to guide students through three distinct phases:

1. Modeled Writing (I Do): Teachers demonstrate the structure and language features of a specific text type, showing students exactly what success looks like.
2. Shared/Guided Writing (We Do): Students collaborate with teachers to co-construct texts. This allows for differentiation, ensuring that every learner receives the support they need to grasp new concepts.

Independent Writing (You Do): Finally, students apply their new skills to create their own original texts. This fosters independence and allows them to take ownership of their voice.

Empowering Young Mathematicians: How WIS Integrates SFUSD Math with the IB PYP

A Fresh Perspective on Mathematics.

At WIS, we believe that mathematics is more than memorizing formulas or solving calculations in isolation. It is a dynamic language of patterns, a tool for critical thinking, and a collaborative journey of discovery. To nurture this mindset, our Primary School uses the San Francisco Unified School District (SFUSD) mathematics framework, integrating it with the inquiry-based philosophy of the IB Primary Years Programme (PYP).

This powerful combination creates a "math learning community" where every student is empowered to see themselves as a capable mathematician. Here is how we bring these two world-class approaches together to implement math learning at WIS.

Cultivating a Growth Mindset and Confidence

One of the cornerstones of our approach is the belief that all students can succeed in mathematics. Drawing from the SFUSD framework, we prioritize math mindset routines that help young learners overcome anxiety and build confidence. Whether in Kindergarten or Grade 5, students are encouraged to view challenges as opportunities to grow. This aligns perfectly with the PYP's goal of developing confident, risk-taking learners who are resilient in the face of complex problems.

Inquiry-Based Learning and Rich Tasks

Just as the PYP encourages students to inquire into the world around them, SFUSD math centers on "rich math tasks." These are open-ended problems that invite students to explore concepts like number sense, measurement, data handling, and spatial reasoning through multiple pathways.

Instead of simply being told how to solve a problem, our students are guided to discover why a method works. This inquiry-driven approach mirrors the PYP's transdisciplinary themes, allowing students to apply mathematical thinking to real-world contexts—whether they are analyzing data for a science unit or measuring materials for a design project.

The Power of Collaborative Discourse

Mathematics at WIS is often a social activity. We utilize structured math talks and collaborative group work to foster a culture of discourse. Students are taught specific language routines that enable them to articulate their thinking, critique the reasoning of others, and refine their own understanding.

From "Number Talks" to the "3-Read" protocol, these strategies ensure that every voice is heard, including our English Language Learners. By discussing mathematical ideas aloud, students deepen their conceptual understanding and develop the communication skills essential for the IB Learner Profile.

Reflection and Metacognition

To help students make sense of their learning journey, we see our Maths books more as journals. These journals serve as a space for reflection, where students synthesize their ideas, document their problem-solving strategies, and track their growth over time. This practice not only reinforces mathematical concepts but also fosters the PYP attribute of being a reflective thinker.

Our Vision: A Community of Critical Thinkers

Ultimately, the integration of SFUSD math and the IB PYP at Windhoek International School is about more than just academic achievement. It is about creating an equitable, high-quality learning environment where every student develops mathematical habits of mind.

We are striving to raise a generation of critical thinkers, adept problem solvers, and mathematical communicators who are ready to engage productively in an ever-changing, interdisciplinary world. As we continue to build this math learning community, we celebrate every student's unique journey toward mathematical fluency and confidence.

Fabrizio Conti

PYP coordinator

The background features a large, semi-transparent white circle on the right side. On the left, there are several overlapping, semi-transparent grey geometric shapes, including triangles and polygons, creating a layered effect. At the bottom, there is a stylized landscape graphic with a dark blue foreground and a yellow mountain range.

PYP UNITS OF INQUIRY

KINDERGARTEN TEAM



Ekaterina Shino



Ms Virginia



PYP UNITS OF INQUIRY: How the World Works

In this unit, students will explore various forms of transportation and their role in helping people and things move from one place to another. They will learn to differentiate between water, land, and air transportation. As a creative project, students will choose their favorite mode of transportation, create a picture of it, using different media, and compose a short story to share their experiences and thoughts about it. This engaging activity will foster their understanding of the topic while allowing them to express their creativity.

Central Idea: People develop transportation systems to improve speed and convenience.

Approaches to learning skills:

- **Research skills (Synthesizing and interpreting)**
- **Thinking skills (Creative thinking)**
- **Communication skills (Symbolic exploration and expression)**

An inquiry into:

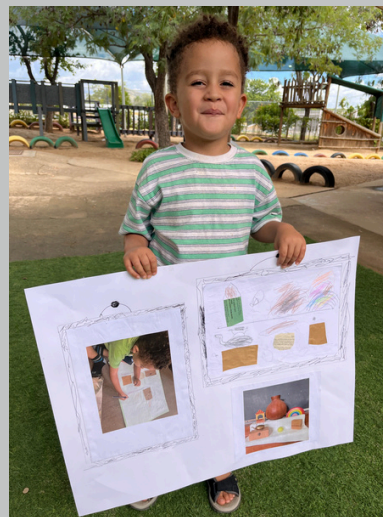
- What is movement, and how do people and things move.
- What are the forms of movement and travel, and how do they work.
- Ways transportation systems shape lifestyle and communities.

Learner Profile Attributes:

Inquirers
Open-minded
Knowledgeable

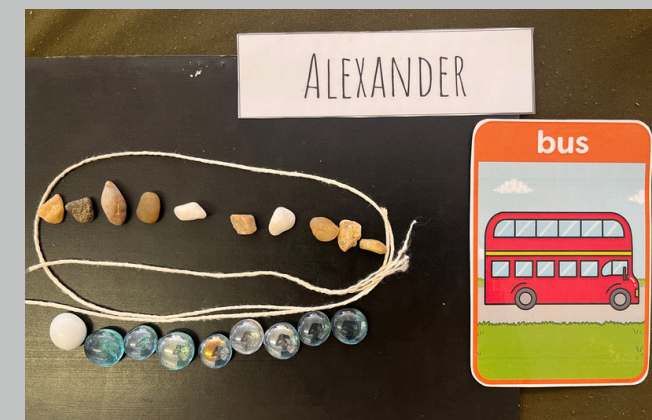
Specified Concepts

1. Form
2. Function
3. Causation



Unit Reflections

- I like the Unit about transport, because I liked to build my Monster track. I still want to learn more about submarines . Tendai
- I like to learn about transport. My favourite ones are ambulances, because they help people. - Ravi
- I like to learn about transport. I like bicycles, because I like to ride them when Mom and Dad are holding me. Sometimes I can ride on the bicycle by myself. - Ida
- I like to learn about transport, because I like cars. - Noah
- I like transport. My favourite transport is the bus, because it can go to different places. I still would like to know more about taxis. Leo
- I liked to learn about transport. I like submarines, because they dive down into the ocean. I also like fire engines, because they shoot water into the fire. - Alex
- I liked to learn about transport. I got to paint the airplane. - Sonia



PYP UNITS OF INQUIRY: Sharing the Planet

All living things experience various stages throughout their lives. Growth and development are influenced by natural seasonal cycles, which are essential for life on Earth. By connecting these cycles to real-life experiences, children can recognize patterns and make generalizations. This connection is crucial for developing cognitive skills, including abstract thinking. Encouraging students to explore these relationships enhances their understanding of the world around them.

Central Idea:

The weather and seasons help living things grow and change over time.

Approaches to learning skills:

- Research skills - Information literacy (Evaluating and communicating - Notice relationships and patterns)
- Social skills - Interpersonal relationships (Practise empathy and care for others)
- Communication skills - Speaking (Participate in conversations)
- Self-management skills - Organization (Choose and complete tasks independently, follow the directions of others)

An inquiry into:

- How to construct an effective story
- Stories inform and entertain
- How stories can be created and shared

IB Learner Profile Attributes:
Knowlegable
Caring



Specified Concepts

1. Form
2. Function
3. Change

Student Reflection

TI like to learn about night time. It's my favourite time, because I can play with my Mommy. Noah

I like to learn about the water cycle, because I like to know where the rain comes from and after the rain comes sunny weather. Sonia

I like to learn about day and night. Because I like to sleep by myself. I like day time more, because I can play. Tendai

I like to learn about flowers, that they can grow from the seeds. I like flowers, because they are beautiful. - Alex

I liked to learn about plants, because they can grow into trees. - Leo

I like to learn about butterflies and how they grow. - Ravi



PRE-PRIMARY 1 TEAM



Luzaine Hoff- Pre-primary 1 Homeroom Teacher



Esther Hango - Educational Assistant Teacher



PYP UNITS OF INQUIRY: Where We Are In Place And Time.

It focuses on orientation in place and time, exploring personal histories, human migration, discoveries, and the interconnectedness of individuals and civilisations.

Central Idea

The places we go, the journeys we take, and the changes in our community help us understand our world.

An Inquiry into

- Important places in our lives.
- Different types of journeys people take and why.
- How homes and communities change over time.
- How we talk about and remember events.

During The Unit

During this unit, students identified different relationships around them and their role in that relationship. They valued each member and understood that they have a vital role to play in a relationship. Students further showed empathy, compassion and respect towards the needs and feelings of others.

They understand that people's choices have an impact on their relationships. They understood the importance of intellectual, physical and emotional balance to achieve personal well-being of all.

Learner Profile Attributes

Open-minded, Knowledgeable, Thinkers, Inquirers

Approaches to learning

- Thinking Skills
- Research Skills
- Communication Skills

During this unit, children learned about places, people, and how things change over time. They enjoyed talking about their family, special memories, and places that are important to them. They learned that everyone has different experiences and stories to share.

They liked exploring maps, pictures, and timelines. They can now talk about things that happened in the past and compare them to the present. They enjoyed listening to their classmates' stories and learning about different traditions and cultures.

They showed the learner profile attributes by being open-minded, and knowledgeable. They tried their best to share their ideas and listen to others respectfully.



PYP UNITS OF INQUIRY: How We Express Ourselves

This transdisciplinary theme is centered on exploring how we discover and share ideas, feelings, nature, culture, beliefs, and values. It examines the ways we use creativity, language, and communication to connect with others and interpret the world.

Central Idea

Ideas and feelings can be shared and expressed through the arts.

Line of Inquiry:

- Different art forms and artists
- How arts connects us to the world around us
- Ways of expressing our ideas, thoughts and feeling

During The Unit

In this unit, they learned that people can express themselves in many different ways. They liked using art, music, movement, and talking to share their ideas and feelings. Their favourite part was creating and sharing with their friends. They learned that everyone is unique and special in the way they express themselves. They are proud of themselves for trying new things and sharing their thoughts with confidence.

Approaches to Learning

- Self-management skills
- Organization
- Choose and complete tasks independently
- Creative thinking

Learner Profile

Inquirers
Open-minded
Communicators

Specified Concepts

Connection, Form, Change



PRE-PRIMARY 2 TEAM



Yvonne de Vos (PP 2A)



Hilma Sakaria EA (PP 2A)



Qanita Coelho (PP 2B)



Indonesia Garoes (PP 2B)



PYP UNITS OF INQUIRY: How We Express Ourselves

In our How We Express Ourselves unit, students explored the many ways people communicate ideas, feelings, experiences, and creativity. Through art, music, movement, storytelling, role play, and collaborative activities, learners discovered that everyone has unique ways of expressing themselves. Students developed confidence in sharing their thoughts and ideas while also learning to appreciate and respect the perspectives and creativity of others.

Central Idea:

How people express themselves creatively helps us understand ourselves and others.

Approaches to learning skills:

- **Social Skills:** Students developed positive interpersonal relationships by learning to listen carefully, show kindness, and respect the thoughts and feelings of others. Through collaborative play and group activities, they practiced understanding emotions and building caring connections with their peers.
- **Communication Skills:** Learners explored a variety of ways to express ideas, feelings, and imagination through symbols, role play, storytelling, art, and discussion. They strengthened their listening and communication skills by actively participating in conversations and engaging with books, print, and meaningful experiences

An inquiry into:

- Different ways people express themselves creatively.
- Understanding people's points of view.
- Why people should have the freedom to express themselves

IB Learner Profile Attributes:

Open-Minded

Students explored different ideas, perspectives, and ways of expressing themselves through art, music, movement, storytelling, and discussion. They learned to appreciate and respect the unique creativity of others.

Risk-Takers

Learners showed courage by trying new ways to express their thoughts and ideas. They stepped outside of their comfort zones through creative activities, performances, and sharing their work with others

Communicators

Students developed their ability to express feelings, ideas, and experiences in a variety of ways. Through speaking, creating, performing, and collaborating, they practiced sharing their thinking confidently with others.

Key Concepts

Function: Understanding Creative Tools and Materials

Perspective: Expressing Feelings Through Art

Connection: Exploring Ways We Express Ourselves

Students' reflections from this Unit of Inquiry:

In our How We Express Ourselves unit, we explored different ways people share their ideas, feelings, and creativity. We expressed ourselves through art, music, movement, storytelling, role play, and discussions. We learned to be open-minded by appreciating the ideas and creations of others. This unit helped us understand that everyone has unique and special ways to express themselves.



PYP UNITS OF INQUIRY: How The World Works

In our How the World Works unit, students explored the materials and objects that make up the world around them. Through hands-on investigations, play-based learning, and inquiry activities, learners discovered what things are made of, why certain materials are chosen, and how objects are designed to function in different ways. Students developed curiosity, problem-solving, and observation skills as they explored, compared, created, and shared their discoveries about how the world works.

Central Idea:

Materials have different properties that determine how they are used in the world around us

An inquiry into:

- The different types of materials (why we choose certain materials to make specific objects)
- The properties of materials (e.g. hard/soft, rough/smooth, waterproof, flexible, strong)
- How materials are used for different purposes (why we choose certain materials to make specific objects)

Approaches to learning skills:

Thinking Skills

Students developed their thinking skills by carefully observing, describing, comparing, and sorting different materials and objects. Through hands-on investigations, learners explored similarities, differences, and the unique properties of materials.

Communication Skills

Learners practiced using descriptive language to talk about textures, materials, and objects they explored. They also developed confidence in explaining simple processes and sharing their ideas and discoveries with others.

Research Skills

Students explored and investigated through play-based learning experiences, experiments, and inquiry activities. They strengthened their curiosity by asking questions, making observations, and seeking answers about how things work.

Key Concepts

Function – How is it made? Why is it made that way.

Causation – Why do we choose certain materials?

Form – What is it made of?

Inquirers

Students developed their curiosity by asking questions, investigating materials, and exploring how things work. Through hands-on experiences and experiments, learners actively searched for answers and made discoveries about the world around them.

Knowledgeable

Learners built their understanding of different materials, objects, and how they are used in everyday life. They shared their growing knowledge through discussions, observations, and meaningful learning experiences.

Thinkers

Students used their thinking skills to solve problems, make predictions, and explain their ideas. They considered why certain materials are chosen and how objects are designed to function effectively.

Students' reflections from this Unit of Inquiry:

In our How the World Works unit, we explored different materials and discovered how and why things are made. We asked questions, investigated objects, compared materials, and learned that different materials are chosen for different purposes. We also practiced using tools safely, following steps carefully, and sharing our ideas and discoveries with others.



GRADE 1 TEAM



Sonandre Fick GRADE 1A



Beauty Tjikemba EA GRADE 1



Christelein Jarman GRADE 1B



Auried Bock EA GRADE 1



PYP UNITS OF INQUIRY: Sharing The Planet

In this Unit of Inquiry, students will explore how living things have a variety of external features that help them survive in different environments. They will investigate how animals and plants are adapted to the places where their needs for food, water, shelter, and safety are met.

Through hands-on learning experiences, observations, and discussions, students will develop their understanding of how physical features such as body coverings, shapes, and structures help living things live successfully in their habitats. They will compare different animals and plants, asking questions and making connections between features and environments.

Central Idea:

Living things have a variety of external features, which are adapted to the different places where their needs are met.

An inquiry into:

- Living things need certain things in order to survive.
- Living things depend on and interact with each other and their environment.
- Living things adapt in response to environmental challenges

IB Learner Profile Attributes:

Inquirers, Knowledgeable, Caring

Key Concepts

Connection: How do living things interact with their environment and each other?

Change: How have living things evolved over time to survive?

Research skills, Thinking skills, Communication skills

Student Reflections

- “I can explain that living things have different body parts that help them survive.
- I can describe how animals and plants are suited to where they live.
- I can tell the difference between animals that live in different habitats.



PYP UNITS OF INQUIRY: Where we are in place and Time

In this Unit of Inquiry, students will explore how artefacts from the past help us understand and piece together the story of people's lives. They will investigate how objects such as tools, clothing, photographs, and everyday items can provide clues about how people lived long ago. Through hands-on activities, observation, and discussion, students will develop an understanding of how historians use artefacts as evidence to learn about different time periods and cultures. They will be encouraged to ask questions, make predictions, and draw conclusions based on what they observe.

Central Idea:

Exploring artefacts from the past helps us piece together the story of peoples' lives.

An inquiry into:

- Looking at different objects can tell us about how people lived long ago.
- Using maps and timelines to understand important events in Sam Nujoma's life.
- How we live today compared to how people lived in the past.

Key Concepts

Connection - How do the San people live differently now compared to how they lived centuries or millennia ago?

Change - How have modern items changed since they were invented?

Form - What were old or ancient items like compared to what they are like now?

IB Learner Profile Attributes:

Inquirers, Open-minded

Students Relections

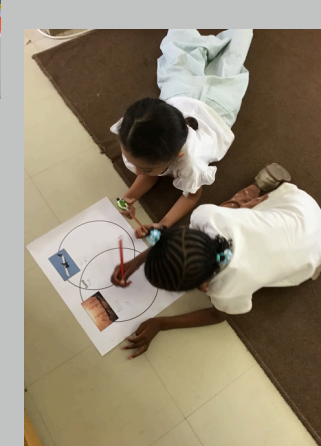
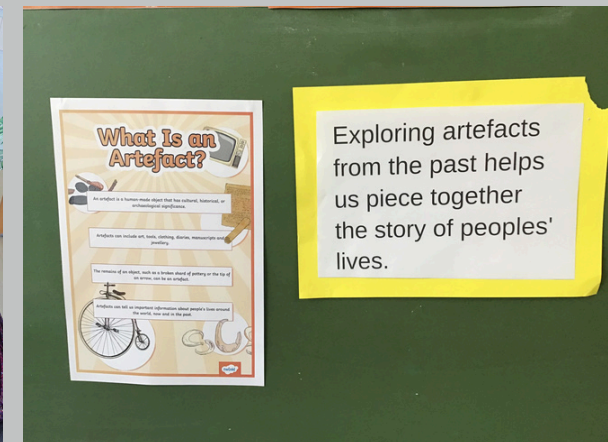
"I can explain that objects from the past tell us how people used to live.

I can describe what I think an old object was used for.

I can use clues from artefacts to make predictions about the past.

I learned that old objects are called artefacts.

I can share ideas about what life might have been like long ago



PYP UNITS OF INQUIRY: How We Organize Ourselves

In this unit, students will explore how the geographic location of a community shapes the way people live, work, and play. By comparing urban and rural settings, students will investigate how different environments offer unique opportunities—such as types of jobs, access to nature, transportation, and community services. They will discover how these local opportunities directly influence daily lifestyles, from housing and recreation to how families meet their basic needs. Through hands-on comparisons, mapping, and sharing personal connections, students will develop an appreciation for the diversity of communities and understand how where we live impacts how we live.

Central Idea:

Opportunities in urban and rural communities create a difference in lifestyles

An inquiry into:

- Factors affect urban and rural life.
- Access to opportunities in urban and rural areas varies
- Responsibilities vary in urban and rural communities.

Key Concepts

Connection - How do the San people live differently now compared to how they lived centuries or millennia ago?

Change - How have modern items changed since they were invented?

Form - What were ancient items like compared to what they are like now?

IB Learner Profile Attributes:

- Inquirers
- Knowledgeable
- Caring

Students Relections

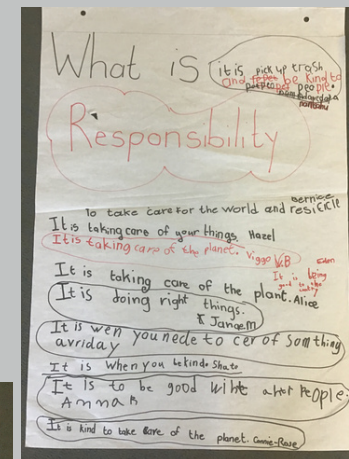
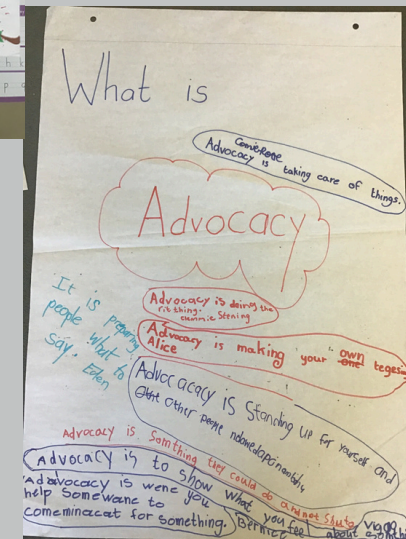
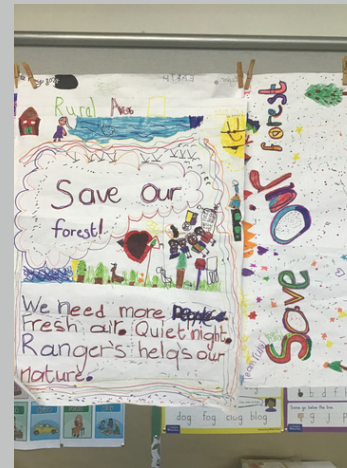
“I can explain that objects from the past tell us how people used to live.

I can describe what I think an old object was used for.

I can use clues from artefacts to make predictions about the past.

I learned that old objects are called artefacts.

I can share ideas about what life might have been like long ago



PYP UNITS OF INQUIRY: How We Express Ourselves

In this inquiry, students will explore how poetry acts as a unique tool to communicate thoughts, feelings, and big ideas. Instead of using literal language, they will discover how poets use word choice, rhythm, and imagery to paint pictures with words and evoke strong emotions. Throughout the unit, students will read a variety of age-appropriate poems to learn that poetry does not always have to rhyme. As developing communicators, they will experiment with writing their own poems using sensory language. The unit concludes with an oral performance or multimodal celebration, where students practice speaking volume, expression, and pacing to confidently share their creative ideas with an audience.

Central Idea:

People use poetry to express their thoughts, feelings, and ideas in creative ways.

An inquiry into:

- There are different forms and features of poetry.
- Poetry helps us express emotions and ideas.
- We can create and share our own poems.

Specified Concepts

- **Perspective** - Perspective helps students realize that poetry allows us to look at everyday, normal things in completely unexpected ways. It challenges them to step out of their own shoes.
- **Connection** - Connection is all about relationships—how words connect to feelings, how poems connect to the reader's personal life, and how different art forms connect to one another.

IB Learner Profile Attributes:

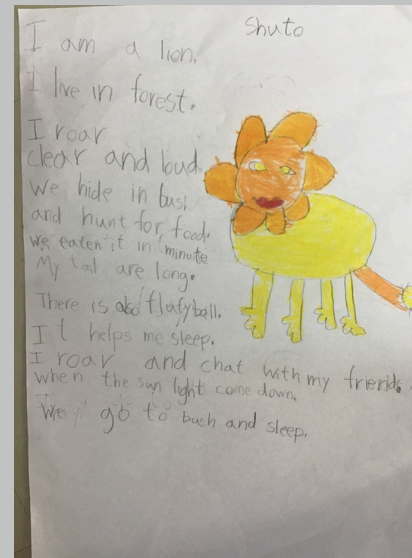
- Communicator
- Balanced
- Reflective

ATL

Communication skills - written communication, Oral Communication, Non-Verbal & Multimodal Communication. Communication isn't just about the mouth and ears; it involves the whole body and visual presentation.

Students Relections

"I learned that I don't need a million words to share a big feeling or a huge idea. I just need to choose the perfect words. I loved using sensory language to describe how things smell, taste, and feel, which helped make my poems come alive for anyone reading them. It was neat to find out that poems can have a rhythm, like a heartbeat, even if they don't rhyme at all.



GRADE 2 TEAM

Debisa Cooper - GRADE 2A



Nelson Gomachab - EA GRADE 2



Debbie Carew - GRADE 2B



PYP UNITS OF INQUIRY: How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.

Central Idea: People express and appreciate their cultures and traditions in different ways.

Line of inquiry:

- Varying cultural groups within our communities (form)
- The features that make cultures similar and different (causation)
- How different cultures share and pass on the significance of their culture (perspective)

Approaches to Learning :

- **Research Skills:** Research about various cultures and beliefs systems.
- **Communication:** Speak and express ideas clearly and logically in small and large groups.
- **Research skill:** Evaluating and communicating - Present information in a variety of formats and platforms

Throughout this unit, students explored how people express and appreciate their cultures and traditions in many different ways. They learned about the diverse cultural groups that exist within our communities and discovered that while cultures may look different on the surface, they often share important similarities.



Specified Concepts

- **Form:** The understanding that everything has a form with recognisable features.
- **Causation:** Understand that different cultures have different beliefs and customs for various reasons.
- **Perspective:** Understand that different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.

Learner Profile

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Students' reflections

We enjoyed learning from each other. It is interesting to know what different cultures celebrate. Grade 2B

I loved learning about different cultures and sharing my celebrations. Grade 2A



PYP UNITS OF INQUIRY: How The World Works

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

Central Idea: Experimentation and inquiry can help us discover the world

Line of inquiry:

- The process of experimentation (Scientific method)
- The trial/error and cause/effect of experimentation

Approaches to Learning :

- **Thinking skills: Critical thinking, Evaluating:** Test generalizations and conclusions
- **Communication:** Reading - Make inferences and draw conclusions
- **Research skill:** Formulating and planning - Ask or design relevant questions of interest that can be researched.

Throughout this unit, students explored how experimentation and inquiry help us discover and understand the world around us. They engaged in hands-on science investigations where they asked questions, made predictions, tested ideas, and recorded their findings like real scientists. A key focus of the unit was the scientific method, where students learned to follow steps such as planning an investigation, conducting experiments, observing results, and drawing conclusions. They also explored the concepts of trial and error and cause and effect, helping them understand that not all experiments work the first time and that every result has a reason

Student Reflections

"I love making experiments and the explosion that happened during experiments" Grade 2A

"We liked the salt and pepper experiment. We liked learning about the scientific method. Grade 2B

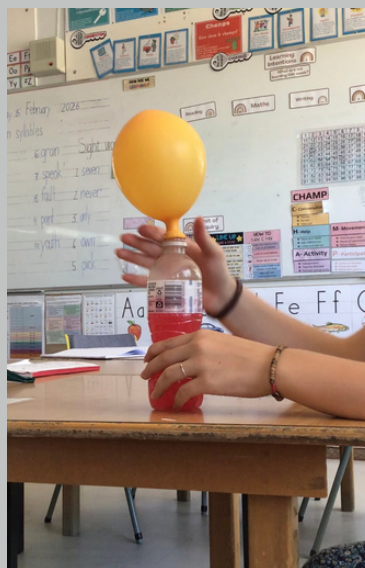
Specified Concepts

- **Form:** Student explored what the scientific method and the scientific process is conducted.
- **Causation:** Students concluded that for every action there is an equal and opposite reaction. They further explored what simple chemical reactions can be created and studied in the classroom and at home using the scientific method.

Learner Profile

Inquirer: We nurture our curiosity, developing skills for inquiry and research

Thinker: We use critical and creative thinking skills to analyse and take responsible action on complex problems.



PYP UNITS OF INQUIRY: 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.

Central Idea: Living things depend on their environment, and human actions impact natural resources.

Line of inquiry:

- The life cycles of living things
- The characteristics of different habitats
- The sustainable use of natural resources

Approaches to Learning :

- **Thinking skills:** Synthesise new understandings by finding unique characteristics; seeing relationships and connections.
- **Communication skills:** Listen actively and respectfully while others speak

Learner Profile Attributes

- **Communication:** We expressed ourselves confidently and creatively in more than one language and in many ways.
- **Knowledgeable:** Students engaged in structured research activities and shared their findings through posters and presentations.
- **Inquirer:** Students developed inquiry skills by generating questions about life cycles, habitats, and sustainability.
- **Caring:** Students explored ways to care for living things and natural resources through discussions, role-playing, and real-life actions (e.g., conserving water)

During the Unit, students explored how animals, such as frogs and butterflies, grow and change, and how some animals need specific habitats to survive. They also learned about the impact of deforestation and pollution on wildlife. Creating life cycle wheels, drawing butterfly stages, designing brochures, and learning how to help save sea turtles were among the highlights. Students especially enjoyed discovering ways to protect oceans and animals.



Student Reflections

We loved doing research about our animals and finding interesting facts. Grade 2A

"We liked planting plants and exploring animal habitats." Grade 2B

PYP UNITS OF INQUIRY: 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.

This unit explores personal identity, rights, and responsibilities. Students inquire into what it means to be part of a community, how our actions affect others, and how we can make responsible choices. They learn that everyone has rights—and with those rights come responsibilities that help us live and learn together respectfully.

Central Idea: People have human rights and responsibilities to meet their needs and to protect their well-being.

Line of inquiry:

- The role and importance of human rights (form)
- The relationship between rights and responsibilities (connection)
- Education promotes awareness and respect for human rights (perspective)

Approaches to Learning :

- Thinking
- Communication skills

Learner Profile Attributes

- Principled: Students will develop a broader understanding of integrity and a sense of fairness and respect for the dignity of individuals, groups and the community.
- Caring: Students will respect the rights of others and be more caring of them.

During the Unit, students learned about human rights and the responsibilities that come with them. They discovered that children have rights too, such as the right to safety, education, and play, and that each right is linked to a responsibility, like caring for others and respecting rules.



Student Reflections

We learned a lot about children's rights and responsibilities. And that it is very important. Grade 2A
 "We liked learning about children's rights and why they are important. Grade 2B

GRADE 3 TEAM

Beata Stephanus - GRADE 3A



Johanna Noabes - EA GRADE 3



Annemarie McNab - GRADE 3B



PYP UNITS OF INQUIRY: Where We Are in Place and Time

In this unit of inquiry, students embarked on a journey through time to explore the rich and powerful history of African Empires and the remarkable contributions they made to world civilisation. From the ancient kingdoms of Mali, Ghana, and Songhai to the indigenous communities of Namibia and across the African continent, students uncovered how these great civilisations built networks of trade, knowledge, and culture. Through the key concepts of Form, Change, and Connection, they investigated how African empires interacted with one another and with other civilisations, how they transformed societies, and how indigenous communities across Africa maintained a deep and meaningful connection to their land and heritage.

Students developed essential research and thinking skills by exploring a wide range of media sources, asking thoughtful questions, and considering ideas from multiple perspectives. Through critical thinking and media literacy, they learned to evaluate information carefully, building a well-rounded understanding of a global story that stretched back thousands of years and continued to unfold today.

Central Idea

Exploring the history of African Empires and their contributions to world civilisation.

Lines of Inquiry:

- How African empires connected and other civilisations
- How African empires changed societies and influenced the modern world
- Indigenous communities in Namibia and across Africa deeply value their connection to their land

Key Concepts

- **Form:** Investigated the organizational structures, leadership styles, and cultural systems that defined great empires like Mali, Songhai, and Ghana.
- **Connection:** Analyzed the relationships between past civilizations and the modern world.
- **Change:** Investigated how societies evolve over time, analyzing the rise and fall of great African empires and examining how shifting trade routes, Islamic influences, and resource availability transformed their cultures and landscapes.

Learner Profile Attributes

- **Inquirer**
- **Knowledgeable**

- **Research skills: Media literacy:** Seek a range of perspectives from multiple and varied media sources.
- **Information literacy:** Formulating and planning - Ask or design relevant questions of interest that can be researched.
- **Thinking skills-Critical thinking-Evaluating** - Consider ideas from multiple perspectives.

Student Reflections

“During this amazing unit, we explored the world many years ago. We learned about the time periods of ancient warriors and civilisations. After researching, we put information on a poster and wrote fiction text using information about the kingdom we researched. Finally, we presented with enthusiasm and showed our knowledge.” - North

“Where we are in Place and Time are the African kingdoms where we learnt a lot of things; the tribes, kingdoms, kingdoms such as Aksum and many more and tribes such as the Oshiwambo tribe where we learned how they lived or survive wars and what traditions they do. And their jobs. And I personally think that the research was the best part as I like challenges and was hard but some were easy.” - Amos, EAL student



PYP UNITS OF INQUIRY: How We Express Ourselves

In this unit of inquiry, students explored the powerful role that media plays in our everyday lives, guided by the central idea that the media uses tricks to influence the choices we make every day. Through the key concepts of Function, Perspective, and Responsibility, students investigated how media operates in society, how it influences consumers, and what it means to make truly informed choices in a media-saturated world. They examined the techniques used by advertisers and the media to shape opinions, challenge perceptions, and drive decisions, developing a sharp and critical eye for what lies beneath the surface of the messages they encounter daily.

Central Idea

The media uses tricks to influence the choices we make every day.

An Inquiry into

1. Role of the media in society
2. Influences of media on the consumer
3. Making informed choices as a consumer

Key Concepts

Through the key concepts of Function, Perspective, and Responsibility, students investigated how media operates in society, how it influences consumers, and what it means to make truly informed choices in a media-saturated world. They examined the techniques used by advertisers and the media to shape opinions, challenge perceptions, and drive decisions, developing a sharp and critical eye for what lies beneath the surface of the messages they encounter daily.

Approaches To Teaching and Learning

- **Research skills:** Media literacy
 - Demonstrate awareness of media interpretations of events and ideas.
 - Ethical use of media/ information
 - Differentiate reliable from unreliable resources.
- **Communication skills:** Exchanging information
- Speak and express ideas clearly and logically in small and large groups
- Listening - Listen actively to other perspectives and ideas

- Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.

Learner Profile Attributes

Risk-Takers

- Created and presented original advertisements, experimenting with different persuasive techniques.
- Participated in debates to defend or challenge viewpoints on media influence.
- Took creative risks when designing media messages, posters, and video scripts about informed consumer choices.

Communicators

- Engaged in group discussions to analyze the purpose and target audiences of various media types.
- Collaborated in roles such as ad creators, critics, and presenters to practice clear communication.
- Wrote and shared personal reflections detailing how media has influenced their choices.

Reflective

- Maintained media journals to document and evaluate whether their daily consumer choices were informed.
- Evaluated the effectiveness and ethical impact of different media messages they encountered or created.

-

Students Reflection

"In this unit, I learned how media can influence and sometimes mislead us as consumers. We explored the ways advertisements change our minds and even learned how to create our own advertisements. It was fascinating to learn new vocabulary and participate in hands-on activities, like choosing between a normal box of cereal and a 'mysterious bag' of cereal, which showed us firsthand how media can play tricks on our choices. This was a thoroughly interesting unit!" - **Reneé**

'I learned about not everything in an advertisement is true. I would like to learn how people get their advertisements on TV. I found it challenging to make my ad believable.' - **Norah**

PYP UNITS OF INQUIRY: How We Express Ourselves



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Contact Info
+264 812233445
Cairo Haingongo

PYP UNITS OF INQUIRY: Sharing The Planet

An inquiry into the rights and responsibilities of sharing finite resources with humanity and the natural world; investigating the characteristics of living and non-living things, how they interact within an ecosystem, and our collective duty to preserve environments for the future.

Central Idea

Grouping living things helps us understand and protect our world.

Lines of Inquiry

1. The features of living things help us sort them and understand how different they are.
2. We use observable features to group living things.
3. Our Impact on Biodiversity
4. Living things depend on each other and their environment to survive

Specified Concepts

Form (What characteristics distinguish living things from non-living things?)

- Investigated the definitive structures, traits, and life processes that separate living organisms from non-living objects.
- Examined biological characteristics (such as movement, respiration, and reproduction) to identify and classify things as alive, once-alive, or never alive.

Connection (How does knowing a creature's group help us see its relationship to other species?)

- Explored how animal classification links different species together and reveals their roles within local ecosystems.

Responsibility (How does identifying biodiversity in our local area motivate us to protect it?)

- Recognized that biodiversity represents a large team of living things working together, and took responsibility for protecting all members—from large savannah animals to tiny leaf-litter bugs.

Students Reflection

- *'In this unit, 'Sharing the Planet,' we learned about living and non-living things. We also learned and chose a plant which we researched, made a poster and presented our findings. I enjoyed making a poster and presenting my information.'* - **Nirvanah**

Approaches To Learning

- **Research skills**
 - Information literacy
- Data gathering and recording - Gather information from a variety of primary and secondary sources
- **Social skills**
 - Interpersonal relationships, social and emotional intelligence
- Interpersonal relationships - Learn cooperatively in a group: being courteous, sharing, and taking turns
- **Thinking skills**
 - Critical thinking
 - Analysing - Observe to recognise problems
- **Communication skills**
 - Exchanging information
- Speaking - Discuss and negotiate ideas and knowledge with peers and teachers

Learner Profile Attributes

Inquirer

- Engaged in hands-on investigations by exploring the school grounds to discover various living things.
- Formulated their own curious questions about the organisms they found, driving their own learning forward.

Knowledgeable

- Conducted research projects to gather detailed information about different species, their unique features, and their habitats.
- Developed subject knowledge and created visual aids, such as posters and digital presentations, to share their findings.

Thinkers

- Participated in group discussions and classification games to critically analyze how living things are grouped.
- Compared animal characteristics, debated similarities and differences, and thought deeply about the real-world implications of biodiversity.

Students Reflection

' I learnt the life cycles of different specimens and to see if something is living or non-living. The most interesting part of this was learning that some specimens are made out of different cells like plant cells that's for trees and plants. The most fun part of this was on the posters where we get to draw and draw the life cycle of a plant and animal.' - **Francis**

PYP UNITS OF INQUIRY: Sharing The Planet



GRADE 4 TEAM

Kaye van Rooi - GRADE 4A



Ingrid Ndisiro - EA GRADE 4A



Sinead Cloete - GRADE 4B



NeChe Du Plessis - EA GRADE 4B



PYP UNITS OF INQUIRY: Sharing The Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

This theme explores the rights and responsibilities we have when sharing limited resources on Earth with other people, plants, and animals. It helps us understand that while everyone has a right to use resources, we also have a responsibility to use them wisely, care for the environment, and ensure that all living things can survive and thrive.

Central Idea

Plants are essential life forms that sustain ecosystems and support life on Earth.

An Inquiry into

- Unique characteristics that distinguish plants from other living things (Form)
- The processes by which plants grow and sustain themselves (Function)
- The role of plants in supporting biodiversity and ecosystems (Connection)

Function:

How does it work? Function: How do plants grow and sustain themselves?

Connection:

How is it connected to other things? - Connection: How do plants contribute to ecosystems and biodiversity?

Form:

What is it like? - Form: What are plants made of?

Student Reflection

"I learned about plants and how they grow. I learned about photosynthesis and how plants make their own food"

"I learned about the plant life cycle and why plants are important. I used research skills to find facts and pictures to help me understand better."

"I think I did well with organising my work, but I can improve by explaining my ideas more clearly next time."

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Approaches to Learning

Research Skills: Finding, understanding, and using information.

Application: Research plant life cycles and photosynthesis

- Use books and websites
- Choose reliable sources

Thinking Skills: Thinking carefully to solve problems and create ideas.

Application: Understand how plants and animals depend on each other

- Design a plant ecosystem model

Communication Skills: Sharing ideas clearly.

Application: Explain plant concepts using correct vocabulary

- Present projects to others
- Self-Management Skills: Managing time and tasks responsibly.
- Application:
- Organise research and complete tasks on time
- Reflect on learning and set goals.



PYP UNITS OF INQUIRY: How We Organise Ourselves

An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and on the environment.

Money plays an important role in people's lives and in communities. It affects the choices we make, the things we can buy, and the way neighbourhoods grow and develop. How we use money can improve our quality of life and support the well-being of others around us

Central Idea

Money affects people and neighbourhoods, and how we use it impacts our choices and how we live.

An Inquiry into

- Understanding the value of money.
- How economics and finances affect our daily lives.
- How the government utilises the tax money.

Learner Profile Attributes

- **Thinker:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Approaches to Learning

- **Communication:** Understanding the value of money: Students explore money in different cultures and times through short presentations or debates.
- **Research Skills:** Understanding the value of money: Students research the history of money and different types of currency.
- **Economics and daily life:** Students explore key economic ideas like inflation and GDP.
- **Responsible consumption and production:** Students research how products impact the environment and economy.

Function - How does it work? -Economic Roles: Money serves as a medium of exchange, a unit of account, and a store of value. It facilitates transactions and enables individuals to access goods and services essential for daily life.

Perspective- What are the points of view? - Value Systems: Different communities have varying perspectives on money and wealth. Some may prioritise financial success, while others may value community and relationships over material wealth.

Connection - How is it connected to other things? Community Investment: Funding for community projects often comes from local businesses and residents. Strong financial backing can lead to vibrant neighbourhoods, whereas economic neglect can lead to decay.

Student Reflection

- "I learned about money and how it is used in different ways in our daily lives and in the community. I now understand that people make different choices when spending and saving money."
- "I especially enjoyed the Market Day, where we created and sold our own products. It was exciting to see how money is earned and used in real life."



PYP UNITS OF INQUIRY: Where We Are in Place and Time

In our unit of inquiry, Where We Are in Place and Time, the students explored the lives of different cultural groups that have shaped the history of Southern Africa, including the San, the Dutch settlers, the French Huguenots, and the Xhosa. Through group research, presentations, and class discussions, they learned about the challenges these groups faced, such as displacement, conflicts, and colonisation, and how their unique traditions and values contributed to the region's cultural diversity. The students also reflected on the importance of preserving culture, understanding different perspectives, and respecting the past. This inquiry helped them make meaningful connections between the past and present, fostering a deeper appreciation for history and the communities around them.

Central Idea

Africa holds great potential for discovery and innovation

An Inquiry into

- Who were the indigenous people of Southern Africa (Form)
- What challenges did the San people, the Dutch settlers, the French Huguenots, and the Xhosa people face in their respective histories? (Perspective)
- What cultural, architectural, or technological legacies did the San people, Dutch settlers, French Huguenots, and Xhosa people leave behind in their respective histories? (Change)

Learner Profile Attributes

- **Inquirers:** We nurtured our curiosity, developing skills for inquiry and research. We knew how to learn independently and with others. We learned with enthusiasm and sustained our love of learning throughout life.
- **Communicators:** We expressed ourselves confidently and creatively in more than one language and in many ways. We collaborated effectively, listening carefully to the perspectives of other individuals and groups.
- **Open-minded:** We critically appreciated our own cultures and personal histories, as well as the values and traditions of others. We sought and evaluated a range of points of view, and we are willing to grow from the experience.

Student reflection

"I learned that the Bushmen and Xhosa people were bullied by the French Huguenots and Dutch settlers."

"I learned that the San people are an indigenous tribe that lives in the Kalahari Desert. They lost a lot of land when the settlers came."

Form: This concept helped students explore the characteristics, traditions, and lifestyles of the San people, Dutch settlers, French Huguenots, and Xhosa people. By focusing on form, students examined what these groups looked like, how they lived, what languages they spoke, and what defined their identities. This built a foundation of understanding before diving into historical interactions and change.

Change: This concept helped students explore how historical influences continue to shape modern life. Students investigated how traditions, buildings, language, and innovations from the past still exist today. It allowed them to connect history to the present, seeing how societies evolve while retaining elements of their past.

Perspective: This concept encouraged students to consider multiple viewpoints and how different groups experienced history differently. It helped students recognize that historical events are not neutral—depending on the perspective, people experienced conflict, hardship, resistance, or adaptation. Students developed empathy and critical thinking by analyzing who tells history and why different narratives exist

Approaches to Learning

- **Research skills:** Present information in a variety of formats and platforms
- **Social skills:** Learn cooperatively in a group: being courteous, sharing, taking turns
- **Listen closely to others'** perspectives and to instructions
- **Thinking skills:** Combine knowledge, conceptual understandings and skills to create products or solutions.
- **Make connections** between units of inquiry and between subjects



PYP UNITS OF INQUIRY: How The World Works

In our How the World Works unit, students inquired into how forces can be exerted by one object on another through direct contact or from a distance. They explored how objects exert forces when they push or pull each other and investigated the invisible forces of gravity and magnetism that act from a distance. Through engaging experiments, hands-on activities, and class discussions, students developed an understanding of how friction affects movement, how magnets can attract or repel objects, and how gravity pulls everything towards Earth. They also practised measuring and comparing forces, learning how scientists quantify and observe the effects of these forces in the real world. This unit sparked curiosity and helped students appreciate the forces that shape our daily lives.

Central Idea

Forces can be exerted by one object on another through direct contact or from a distance.

An Inquiry into

- How objects exert forces on each other through direct contact
- Objects can exert forces from a distance
- How scientists measure and quantify forces

Learner Profile Attributes

- Inquirers
- Open-minded
- Knowledgeable



Form: A push or pull that can change the motion of an object.

- Types of Forces:
- Contact Forces occur when objects touch (e.g., friction, tension).
- Non-Contact Forces: Forces that act at a distance (e.g., gravity, magnetic forces)

Function

- How Forces Work: Forces can change the speed or direction of an object.
- Examples of Forces in Action:
- Gravity: Pulls objects toward each other; keeps us on the ground.
- Friction: Slows down moving objects when they rub against each other.
- Magnetism: Can attract or repel objects without touching them.

Perspective

- Pushing a Swing: Applying a force to make it move.
- Dropping a Ball: Observing how gravity pulls it down.
- Different Effects: Understanding that the same force can have different effects based on the situation (e.g., pushing a toy car vs. pushing a heavy box).

Approaches to Learning

- Research Skills - Students were explicitly taught how to gather and record data during investigations (e.g., using spring scales to measure force or observing how magnets interact with different materials).
- Thinking Skills - Throughout the unit, students engaged in critical and creative thinking by making predictions, comparing types of forces, analyzing cause-and-effect relationships (e.g., what happens when a surface changes?), and designing simple experiments.
- Self-management Skills - Students developed organizational and time-management skills during group activities and experiments, learning how to take turns, follow procedures, and manage materials responsibly.

GRADE 5 TEAM

Jennifer Heal - GRADE 5A



Brandon Majiedt- EA GRADE 5



Danielle Henry - GRADE 5B



PYP UNITS OF INQUIRY: Human Migration

In this unit, students explore why people move from one place to another and how migration has shaped communities throughout history and in the present day. They investigate the different factors that influence migration, including environmental challenges, conflict, natural disasters, economic opportunities, education, family connections, and the search for a better quality of life. Students also examine various perspectives, including push vs pull factors.

Central Idea:

Human migration is a response to challenges, risks and opportunities.

Approaches to Learning

- Self-management skills: Social and emotional intelligence - Be aware of one's own and others' emotions
- Thinking skills: Synthesise new understandings by finding unique characteristics, seeing relationships and connections
- Communication skills: Speaking - Speak and express ideas clearly and logically in small and large groups
- Communication skills: Listening - Listen actively and respectfully while others speak

Learner Profiles

- Knowledgeable, Caring, Communicators

An Inquiry into:

- Understanding the challenges, risks, and opportunities that drive people to migrate.
- Examining how migration affects both the places people leave and the places they settle.
- Investigating how individuals and communities adapt to new environments and build resilience through migration experiences.

Specific Concepts

- **Causation, Change, Perspective**

Student reflections from this unit

- It was hard being a pretend immigrant!
- It was challenging to fill out an application in another language.
- I didn't like carrying all of my things around everywhere.
- I realised I shouldn't take other people's belongings. It really upset them.



PYP UNITS OF INQUIRY: How We Organise Ourselves

In this unit, students explore the vital relationship between governments and the people they serve. By understanding different governance systems, from democracies to autocracies, students begin to understand how different governments vary significantly in how effectively they address public needs and safeguard fundamental human rights. Students also inquired into how and why societies function best when citizens balance their rights with responsibilities, using their voices to influence state decisions.

Central Idea

Government systems influence the lives of citizens.

An Inquiry into:

- How different systems of government meet people's needs and protect their rights.
- The responsibilities of citizens within a society.
- How government-made decisions impact people's lives.

Specified Concepts

- **Form, Perspective, Responsibility**

Approaches to Learning

- Research skills: Data gathering and recording - Gather information from a variety of primary and secondary sources
- Thinking skills: Evaluating - Organise relevant information to formulate an argument
- Communication skills: Speaking - State opinions clearly, logically and respectfully

Learner Profile Attributes

Open-minded, Caring, Thinker

Student reflections from this unit

- It was difficult when I was placed into a monarchy and couldn't make my own decisions.
- I enjoyed discussing how the different types of government work.
- I developed my social skills when I had to collaborate with my group to design our own form of government and decide the laws.



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SPECIALIST SPOTLIGHT

PYP Art Newsletter – Art in Action

A
This has been a busy, creative, and incredible year in the WIS art room. A special highlight was our Art in Action exhibition, “Companions on a Shared Earth,” held at Unframed Gallery. The exhibition brought together artwork from both primary and secondary students, as well as professional artists, in support of the SPCA and pangolin conservation.

The event united the WIS and Windhoek communities through creativity, compassion, and a shared love for art and animals. Our students worked with great enthusiasm and dedication, and we are incredibly proud of what they achieved. As I reflect on my four years as an art teacher at WIS, I feel grateful for the wonderful journey it has been. Thank you to all my students and to the WIS community for always embracing creative challenges with such openness, energy, and heart.

Ms Mandy & Ms Tisha
PYP Art Teachers



FLEXIBLE LEARNING PATHWAY

A Year of Learning, Growth, and Joy

As we reflect on this school year, we can proudly say that it has been a journey filled with learning, growth, challenges, and many memorable moments. Each day is never the same as the next.

Our classroom was a place where every achievement, no matter how small, was celebrated. We watched our students develop new skills, build confidence, and become more independent in their learning. From mastering academic concepts to strengthening social and communication skills, each child made progress in their own unique way.

This year was also filled with laughter and fun. We enjoyed creative activities, hands-on learning experiences, special events, and countless moments that brought smiles to our faces. These experiences helped create a positive and supportive environment where students felt safe, valued, and encouraged to try new things.

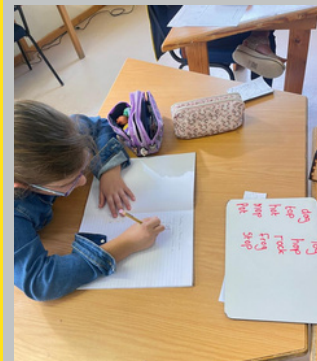
As teachers, we learned alongside our students. Every challenge presented an opportunity to grow, adapt, and discover new ways to support individual needs. We strengthened our understanding of differentiated instruction, positive behaviour support, and the importance of building meaningful relationships with each learner.

As the year comes to an end, we celebrate not only the academic achievements of our students but also their courage, kindness, resilience, and determination. We are incredibly proud of how far they have come and excited to see what they will accomplish in the future.

It has truly been a year of learning, growth, friendship, and joy.



Ms Sunike and Ms Shume



LANGUAGE LEARNING IN A PYP PRIMARY SCHOOL: PORTUGUESE, FRENCH, AND GERMAN

In our PYP Language Acquisition programme, learners in Pre-Primary 2 and Grade 1 are introduced to both French and Portuguese in a carefully structured way. During the school year, students engage with each language for one semester, experiencing both French and Portuguese in a balanced and structured way, building early confidence through meaningful repetition and playful exploration. The focus is on foundational language skills such as greetings, colours, animals, body parts, and the alphabet. Learning is brought to life through songs, games, and interactive activities that encourage participation and enjoyment while supporting natural language acquisition.



In Grade 2, students begin to specialise by choosing either French or Portuguese, allowing them to deepen their learning in a more focused way. At this stage, there is an increased emphasis on speaking and interaction, while also gradually developing early writing skills. Learners expand their vocabulary to include topics such as animals, family, numbers, school stationery, and personal introductions, enabling them to begin expressing themselves more independently in their chosen language.



Learners in Grades 3, 4, and 5 continue to develop their language skills in German, Portuguese, and French through engaging and practical lessons designed to build vocabulary, communication, and confidence in using their target languages.

Grade 3 learners focused on themes related to transport, places, and directions. They learnt the vocabulary for different modes of transport, including aeroplane (German: Flugzeug, Portuguese: avião, French: avion), ship (German: Schiff, Portuguese: navio, French: bateau), car (German: Auto, Portuguese: carro, French: voiture), and train (German: Zug, Portuguese: comboio, French: train). Learners also explored different shops and buildings commonly found in their communities and learnt how to ask for and give directions. Through role-plays and interactive activities, they practised guiding someone from one location to another using simple phrases in their target languages.



Grade 4 learners expanded their communicative abilities by exploring topics such as hobbies, sports, personal preferences, and opinions. They learnt how to discuss activities they enjoy and those they do not enjoy, while also giving simple reasons for their preferences. Learners acquired vocabulary related to common hobbies and sports and used sentence structures to express likes and dislikes. One of the most significant achievements during the semester was the development of dialogue skills. Learners worked collaboratively to create and perform conversations with their classmates, incorporating the vocabulary and grammatical structures they had learnt. These dialogues provided valuable opportunities to practise speaking, listening, and spontaneous language use in meaningful contexts.

FOREIGN LANGUAGES - FRENCH, PORTUGUESE AND GERMAN

Grade 5 learners began the semester with a refresher on numbers from 1 to 100 in their respective target languages, strengthening a fundamental language skill. They then moved on to a unit on clothing, learning vocabulary for various clothing items such as a jacket (German: Jacke, Portuguese: casaco, French: veste), shirt (German: Hemd, Portuguese: camisa, French: chemise), and shoes (German: Schuhe, Portuguese: sapatos, French: chaussures). The highlight of the semester was the shopping unit, where learners acquired the vocabulary and expressions needed to interact in a shop. They learnt how to ask for items, enquire about prices, make purchases, and respond appropriately to shopkeepers. To demonstrate their learning, learners participated in role-play sketches that simulated real-life shopping situations, allowing them to apply their language skills in an authentic and enjoyable manner.

Overall, learners across all three grades demonstrated enthusiasm, creativity, and growing confidence in using German, Portuguese, and French. Through practical activities, dialogues, role-plays, and collaborative learning experiences, they strengthened their vocabulary, communication skills, and cultural awareness, laying a solid foundation for continued language learning in future grades.

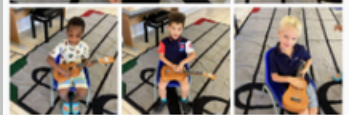


PRIMARY MUSIC AT WIS

From Kindergarten to Grade 5, our learners explored sound, rhythm, melody, culture, creativity, and performance. Through singing, movement, instruments, composition and collaboration, students discovered how music helps us express ourselves, connect with others and understand the world around us.

Kindergarten & Pre-Primary 1

Our youngest learners explored the world of music through singing, movement, scarves, percussion instruments, rhythm games, xylophone exploration, and musical storytelling. Students developed confidence in keeping a steady beat, responding to music through movement, and discovering how sounds and silence work together in music.



Pre-Primary 2 & 3

Students explored rhythm, beat, tempo, sound patterns, and the science of sound through hands-on musical experiences. Learners used percussion instruments, body percussion, movement, and listening activities to understand better how music is created and organised while developing ensemble and coordination skills.



Grade 1

Grade 1 learners explored melody, singing, recorder playing, and the exciting sounds of the orchestra. Through listening activities, movement, classroom instruments, and musical games, students developed their understanding of pitch, melody, and instrumental families while building confidence in performance.



Grade 2

Students explored how music can tell stories and express emotions through role play, movement, singing, instruments, and creative performance activities. Learners developed ensemble skills, musical expression, listening skills, and confidence while bringing music to life through active participation.



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Grade 3 Junior Jingles & Compositions

Grade 3 learners explored composition, melody writing, singing, and how music can be used creatively in advertising and media. Students collaborated in groups to create jingles, compose melodies, and perform musical ideas while developing creativity, confidence, and communication skills.



Grade 4:

Global Genres

Students explored different music styles, cultures, and genres from around the world while learning how music connects communities and expresses identity. Learners participated in listening activities, ensemble work, movement, singing, and creative classroom discussions that celebrated global music traditions.

Grade 5: Media Arts and Performance

Over the course of the year, Grade 5 students explored the structural relationship between music, movement, and visual media. The coursework spanned two semesters, beginning with a conceptual analysis of how sound creates atmosphere and drives narrative storytelling in film. Students then transitioned from analysis to action, utilizing their creative agency to write, perform, and produce original promotional materials for WIS. Through this integrated process of singing, dancing, and digital arranging, learners demonstrated a sophisticated understanding of how the arts can be used for community advocacy and expression.



Ms. Michelle



PHYSICAL EDUCATION

Unit 3: Exploring Track & Field

Central idea:

We express ourselves through movement by developing physical skills, setting goals, and celebrating progress.

Approaches to learning:

Self-Management, Social Skills, and Research.

An inquiry into:

- Developing running, jumping, and throwing skills
- How practice and perseverance contribute to improvement
- Celebrating individual growth and collective achievement

This semester, students stepped into the exciting world of athletics through our Exploring Track & Field unit. Across all grade levels, learners developed fundamental movement skills while discovering how effort, practice, and determination contribute to success. Through a variety of age-appropriate athletics activities, students challenged themselves to improve their speed, coordination, strength, and technique.

The unit provided opportunities for students to set personal goals, reflect on their progress, and celebrate achievements both big and small. As students prepared for and participated in athletics events throughout the semester, they experienced the excitement of applying their skills in authentic settings while demonstrating resilience, sportsmanship, and school spirit.

Learner Profile focus:

- **Balanced:** Students worked towards developing their physical abilities while maintaining a positive attitude towards challenges and competition.
- **Principled:** They demonstrated fairness, honesty, and respect for others, both during practice sessions and athletics events.

Unit 4: Exploring Dance

Central idea:

Dance allows us to express emotions, share cultural stories, and connect with others.

Approaches to learning:

Communication, Thinking, and Social Skills

An inquiry into:

- Dance as a form of self-expression and communication
- How movement and music work together to tell stories
- Exploring culture and identity through dance

Our Exploring Dance unit encouraged students to express themselves creatively through movement while developing rhythm, coordination, and confidence. Through a variety of dance experiences, students discovered how movement can communicate ideas, emotions, and cultural traditions in meaningful ways.

A special highlight of this unit was its connection to International Day. Students enthusiastically learned and practised their International Day dances during PE lessons, working together to refine their performances and celebrate the diverse cultures represented within our school community. It was wonderful to see learners embrace new movements, collaborate with their peers, and perform with confidence and pride.

The unit fostered creativity, self-expression, and an appreciation for the ways dance can bring people together across different cultures and backgrounds.

Learner Profile focus:

- **Open-Minded:** Students explored different dance styles and cultural traditions with curiosity and respect.
- **Communicators:** They expressed ideas and emotions through movement while working collaboratively to create and perform dances.

These units have provided students with opportunities to challenge themselves physically, express themselves creatively, and celebrate both personal growth and community achievements. Through athletics and dance, our learners have continued to develop confidence, resilience, and a lifelong appreciation for movement and physical activity.

PHYSICAL EDUCATION



Ms Nhadia Gora & Mr Daniel Shilomboleni
PYP PE Teachers



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EVENTS

WIS INTERHOUSE ATHLETICS DAYS 2026 — SPEED, STRENGTH, AND SCHOOL SPIRIT!

Our WIS Interhouse Athletics season was a fantastic celebration of determination, sportsmanship, and house pride as students from across the school came together to showcase their athletic talents.

The excitement began on Friday, 6 February 2026, with the Grade 4–12 Interhouse Athletics Day. For our Grade 4 students, this marked their very first opportunity to compete alongside the "big kids" in a full-school athletics event, while our Grade 5 students embraced the occasion as their final Interhouse Athletics Day as Primary School learners. Throughout the day, students demonstrated courage, resilience, and outstanding sportsmanship as they competed in a variety of track and field events.

The celebrations continued on Saturday, 28 February 2026, with our Lower Primary Interhouse Athletics Day. Families, staff, and students came together for a memorable morning filled with energy, encouragement, and excitement. The fantastic turnout from our school community created a wonderful atmosphere, and our young athletes rose to the occasion with enthusiasm and determination. From sprint races to field events, students proudly represented their houses while demonstrating the skills they had developed throughout the unit.

These events were the culmination of weeks of practice, perseverance, and preparation, giving students the opportunity to challenge themselves, celebrate personal achievements, and contribute valuable points towards their house totals.

🏆 Grade 4–12 Interhouse Athletics Results

- 4 Leopards – 425 points
- 3 Cheetahs – 461 points
- 2 Lions – 531 points
- 1 Caracals – 647 points

🏆 Lower Primary Interhouse Athletics Results

- 4 Leopards – 110 points
- 3 Caracals – 198 points
- 2 Cheetahs – 209 points
- 1 Lions – 330 points



🏆 WIS Interhouse Athletics Cup Champions

After combining the results from both Athletics Days, congratulations to the Lions House, who claimed the overall WIS Interhouse Athletics Cup with an impressive total of 861 points!

The athletics season concluded with our Lower Primary and Upper Primary Sports Awards ceremonies, where students were recognised for their dedication, effort, improvement, and achievements throughout the season.

These celebrations provided a fitting end to an inspiring athletics programme and highlighted the many ways our students embodied the values of commitment, perseverance, and sportsmanship.

💛 Thank You

A sincere thank you to our staff, students, sponsors and families for making this year's Athletics Days such a success. Whether competing, officiating, cheering from the sidelines, or supporting behind the scenes, every member of our community played a role in creating memorable experiences for our young athletes.

Congratulations to all our students for their hard work, determination, and house spirit. We are incredibly proud of everything you achieved this athletics season!

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🏆 HIGHLIGHTS FROM THE SPORTS DEPARTMENT: SEMESTER 2 IN REVIEW 🏆

As another exciting semester comes to a close, we celebrate the achievements, milestones, and memorable moments that have made this such a special period for sport at Windhoek International School. From athletics competitions and awards ceremonies to skating adventures and community partnerships, our students have continued to demonstrate resilience, sportsmanship, and school spirit every step of the way.

WIS Interhouse Athletics Days

The athletics season provided some of the most exciting moments of the semester, bringing students, staff, and families together in celebration of effort, perseverance, and house pride.

The Grade 4–12 Interhouse Athletics Day took place on Friday, 6 February 2026, and saw students competing with determination and enthusiasm across a range of track and field events. For our Grade 4 students, it was their first opportunity to participate in the "big kids" athletics day, while our Grade 5 students enjoyed their final Interhouse Athletics competition as Primary School learners.

The Lower Primary Interhouse Athletics Day followed on Saturday, 28 February 2026, and was a tremendous success. The outstanding turnout from families and supporters created a vibrant atmosphere as our youngest athletes showcased their skills and proudly represented their houses.

🏆 Grade 4–12 Interhouse Athletics Results

- 🏆 4 Leopards – 425 points
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🏆 WIS Interhouse Athletics Cup Champions: LIONS! 🏆

Primary Sports Awards

The athletics season concluded with our Primary Sports Awards, where students were recognised for their outstanding achievements and commitment throughout the season.

Junior Primary Award Winners

- Best Female Track Athlete: Eтуhole Nghiwete
- Best Male Track Athlete: Nova Allen
- Best Female Field Athlete: Nirvanah-Liorah Sibolile
- Best Male Field Athlete: Anthony Fick
- Junior Primary Victrix: Nirvanah-Liorah Sibolile
- Junior Primary Victor: Anthony Fick

🏆 Upper Primary Award Winners

- Best Female Field Athlete: Mia Winter
- Best Male Field Athlete: Finn Weber

Congratulations to all our award recipients and to every student who participated with dedication and enthusiasm throughout the athletics season.



🏆 HIGHLIGHTS FROM THE SPORTS DEPARTMENT: SEMESTER IN REVIEW 🏆

International Day Sports Tournament

A new highlight this semester was the International Day Sports Tournament, held on Saturday, 18 April 2026. Students from Primary and Secondary came together to compete in basketball and volleyball, creating an exciting morning of friendly competition and community spirit.

The tournament provided valuable opportunities for students to develop their skills, build connections across age groups, and represent WIS with pride. We look forward to growing this event in the future by involving even more Primary students and expanding into additional sporting codes.



Learn2Skate Weeks

Our partnership with DTS continued to be a favourite among students through three Learn2Skate Weeks held during the semester:

- 23–26 March 2026
- 18–21 May 2026
- 25–29 May 2026

From first-time skaters finding their balance to confident students refining their technique, the progress made was remarkable. The gym was once again filled with laughter, determination, and plenty of smiles as students challenged themselves to learn new skills on wheels.



🏆 Highlights from the Sports Department: Semester in Review 🏆

WIS Sports Awards Evening

On Thursday, 11 June 2026, we celebrated another successful sporting year at our annual WIS Sports Awards Evening. The event recognised the dedication, commitment, and achievements of athletes from Grades 4–12 across the year.

Congratulations to all our award recipients:

🏆 Junior Awards

Best Junior Female Track Athlete: Jeanne Berder
 Best Junior Male Track Athlete: Pierce Mouton
 Best Junior Female Field Athlete: Mia Winter
 Best Junior Male Field Athlete: Finn Weber
 Junior Victrix: Mia Winter
 Junior Victor: Finn Weber

🏆 Senior Awards

Best Senior Female Track Athlete: Eva Santoni
 Best Senior Male Track Athlete: Ethan Ollomo
 Best Senior Female Field Athlete: Suraya Ashikoto
 Best Senior Male Field Athlete: Gabriel Fitzpatrick
 Senior Victrix: Vivian-Leigh Ockhuizen
 Senior Victor: Gabriel Fitzpatrick
 Sportspeople of the Year
 Junior Sportswoman of the Year: Suraya Ashikoto
 Junior Sportsman of the Year: Ethan Ollomo
 Senior Sportswoman of the Year: Vivian-Leigh Ockhuizen
 Senior Sportsman of the Year: Aaron Ollomo

🏆 Interhouse Cups

WIS Interhouse Athletics Cup: Lions
 WIS Interhouse Swimming Cup: Leopards
 WIS Interhouse Sports Cup: Cheetahs
 WIS Interhouse Champions Cup: Caracals



🏆 Highlights from the Sports Department: Semester in Review 🏆

Meet Our Beloved Fish Eagle!

One of the most exciting additions to the WIS community this year has been the arrival of our very own Fish Eagle mascot!

Following a school-wide mascot design competition held at the end of the previous academic year, students submitted an incredible range of creative designs.

Competition Winners:

Primary School

- 🏆 Jeanne Berder
- 🥈 Yimo Dai

Secondary School

- 🏆 Cooper Berkompass
- 🥈 Angela Rooney

🏆 Overall Winning Design: Jaylee Leonard

After months of anticipation, our mascot finally arrived in October 2025 and has quickly become a cherished member of the WIS family. Whether leading house chants, celebrating victories, or posing for photos, no school event feels complete without our beloved Fish Eagle bringing energy and spirit to the occasion.



Thank You to Our Partners

The Sports Department would like to extend a very special thank you to Simonis Storm Securities for their generous support throughout the year and for helping to kit out our Sports Department. Your investment in our students and programmes has made a meaningful difference.

We would also like to thank the NUST Sports Management Department for providing student volunteers who assisted at our sporting events throughout the year. Their professionalism, enthusiasm, and willingness to contribute have been greatly appreciated.

These partnerships have played an important role in the continued growth of sport at WIS, and we look forward to strengthening these relationships and creating even more opportunities for our students in the coming academic year.

A Final Thank You

To our students, parents, staff, coaches, volunteers, and supporters—thank you for making this another memorable semester of sport at WIS. Your enthusiasm, encouragement, and commitment continue to create a vibrant sporting culture where every student has the opportunity to learn, grow, and thrive. Here's to another fantastic year of sport ahead!

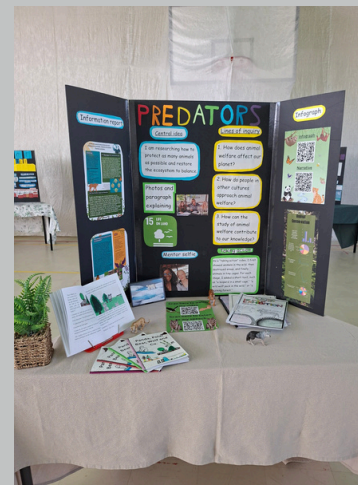
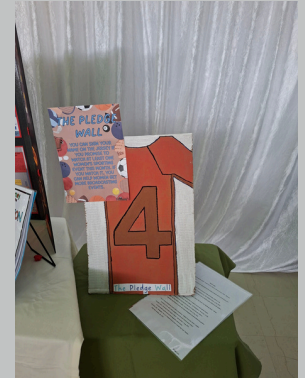
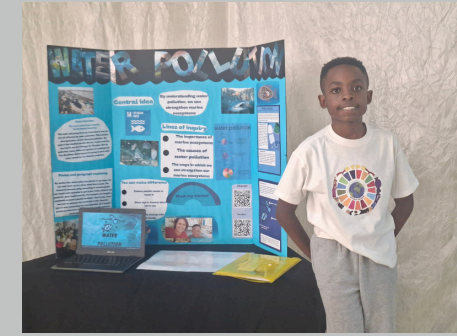
Celebrating Student Inquiry: The PYP Exhibition!

Our IB Primary Years Programme (PYP) Exhibition was an absolute triumph! As the culmination of their PYP journey, our oldest primary students took centre stage to share their passion, research, and collaborative efforts with the school community. The Exhibition is a student-led, in-depth inquiry into real-world issues. This year, our students tackled incredibly diverse and meaningful topics, ranging from animal conservation, the impacts of AI, and gender equality to over-fishing, water pollution and solar energy.

Highlights of the Event:

- **Student Agency:** Students completely drove their own learning, from choosing their central ideas to deciding how to express their findings.
- **Creative Expressions:** Visitors were treated to a vibrant mix of interactive presentations, digital media, art installations, and live demonstrations.
- **Local & Global Action:** Many students launched community initiatives, showing that you are never too young to spark change.

A massive thank you to our dedicated mentors, teachers, and parents who supported the students along the way. Most importantly, congratulations to our brilliant students—your curiosity, critical thinking, and passion have inspired us all!



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FEATURED ARTICLES

Student Councillors Lead with Heart: A Term of Compassion and Action

This semester, our Primary Years Programme student councillors have demonstrated what it truly means to lead with compassion. Charlotte, Ollie, Yann, Marin, Hassan, Anandre, Iktan, and Madison have been tirelessly working behind the scenes to organise two meaningful fundraising initiatives that speak to the heart of our school community.

Supporting Troy: A Story of Resilience

Our first campaign centred around Troy, a remarkable security dog who works for a security company. Last year, Troy was injured while performing his duties and unfortunately, required a leg amputation. Rather than retreating, Troy's story became one of incredible resilience and hope.

The student councillors recognised that Troy's journey could inspire others facing challenges. They organised a creative poster-making competition where Primary students illustrated Troy's story. The entries captured his courage, determination, and the message he carries: that setbacks don't define us, but how we respond does.

The funds raised through this initiative will support Troy's outreach programme, enabling him to visit hospitals and homes across Windhoek. These visits aim to spread his powerful message of resilience and hope to children and families facing their own health challenges. As one student councillor explained, "Troy showed us that even when life takes something away, you can still give so much to others."

Bank Windhoek Cancer Apple Project

The second major initiative saw our student promote the Bank Windhoek Cancer Apple Project, a meaningful cause dedicated to funding childhood cancer research across Namibia. This campaign involved selling fresh apples and apple juice throughout the school, with all proceeds going directly to supporting research in childhood cancer.

The project resonated deeply with our PYP learners, many of whom have heard of children affected by cancer. The student councillors organised the distribution of posters and managed the sales with impressive organisation skills. Their enthusiasm was contagious, turning what could have been a simple fundraiser into a genuine learning experience about empathy, civic responsibility, and the power of collective action.

Leadership in Action

What makes these efforts particularly special is the authentic leadership displayed by our eight student councillors. They didn't just organise events – they engaged their peers, communicated with teachers and parents, and took ownership of causes they genuinely cared about. Their work exemplifies the IB learner profile attributes we strive to develop: being caring, principled, and active members of their community.

As we close this term, we celebrate both our current council members, and the council members that served in the first semester, for showing us all what meaningful leadership looks like. Their dedication reminds us that even young voices can create significant change when guided by compassion and purpose.

Thank you to everyone who contributed to these campaigns. Together, we've made a difference – for Troy's inspiring outreach, for children fighting cancer, and for our entire WIS community.

PYP coordinator

Fabrizio Conti



Our WIS Kids Aftercare Program



Windhoek
International School



Our Journey This Year

This year in aftercare has been a truly special journey. Over time, we have seen the space grow into a calm, welcoming environment where children feel safe, supported, and happy to be themselves.

Through daily routines, play, and shared experiences, strong relationships have been built—both between the children and with the staff. It has been wonderful to see friendships develop, confidence grow, and children becoming more independent in how they choose to spend their time.

We have embraced a range of activities, from creative play and building to outdoor games and quieter moments of reflection. These experiences have allowed the children to unwind after the school day while still engaging their curiosity and imagination.

One of the most rewarding aspects of this year has been watching the children take ownership of their aftercare environment and sharing ideas, including others in their play, and showing kindness and cooperation. We are incredibly proud of how far our aftercare community has come this year and look forward to continuing this journey together.

What We Did Together

Homework in Aftercare

We provide a dedicated, quiet space where students can focus on their afternoon tasks. Our goal is to foster independent study habits while offering gentle guidance when a student hits a "roadblock." By establishing a consistent routine, we help children understand the balance between meeting their responsibilities and enjoying their downtime, ensuring they head home with a sense of accomplishment.



Playing in Aftercare

Play is the heart of our aftercare program. Whether it's through structured games or open-ended exploration with loose parts, we prioritize time for children to decompress after the school day. Play allows students to take risks, solve problems, and express their creativity in a relaxed environment. It is through these active moments that children truly learn how to navigate the world around them.

Friendships in Aftercare

Aftercare offers a unique opportunity for "cross-phase" socialising, where students often form bonds with peers outside of their immediate classroom. These friendships are built on shared interests and collaborative play. We actively support students in developing their social-emotional skills, teaching them how to communicate, share, and resolve conflicts kindly by helping them build a supportive community that feels like a second home.



Cherishing Our Memorable Moments

Celebrating Connection and Joy

These moments capture the spirit of our program, filled with **joy, encouragement,** and genuine connection, highlighting the bonds we've formed together throughout our journey.



WIS Kids Aftercare team



Together, We Continue to Grow