PYP NEWSLETTER

SY 2026-2027
VOLUME 2, ISSUE 1
SEPTEMBER 2026

CKS COLLEGE SOUTHMONT

is an IB candidate school implementing the Primary Years Programme.

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MESSAGE FROM THE DIRECTOR

Dear Southmont Families,

Welcome back to a vibrant new school year! As we step into July, our hallways are buzzing with the wonderful energy of learning, curiosity, and growth. Thank you for partnering with us during these opening months—your support at home makes all the difference in helping our students settle into their daily routines.

Our PYP learners recently wrapped up a unit focused on understanding identity through the lenses of self, school, and community. Highlights of their learning included understanding holistic health and practicing mutual respect through personal boundaries, empowering upper primary students to step up as responsible, active citizens in their community, and celebrating Language Month to build pride in cultural heritage and respect for diverse cultures.

We are so proud of their thoughtful engagement and look forward to another inspiring unit ahead.

Luzviminda Sim, MAEd

LEARNER PROFILE HIGHLIGHTS FOR THE UNIT

In this unit, students explicitly learned and developed into caring individuals, building a positive demeanor toward themselves, others, and the community.

Our learners also practiced being thinkers and knowledgeable individuals, which leads them to become more responsible young citizens.

Building this awareness marks a good start of the school year.

UPCOMING EVENTS

Mid-Autumn Festival and Family Day Celebration on the 24th of September, 2026

United Nations Celebration on the 21st of October, 2026

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THE IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



MAUSISA
積極探究

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.



MAALAM
知識淵博

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.



PALAISIP
勤於思考

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



MAPAGPAHAYAG
善於交流

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.



MAPRINSIPYO
堅持原則

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



BUKAS ANG PAG-IISIP
胸襟開闊

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.



MAPAGMALASAKIT
懂得關愛

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.



MALAKAS ANG LOOB
勇於嘗試

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.



BALANSE
全面發展

We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



MAPAGNILAY
及時反思

We thoughtfully consider the world and our own ideas and expe- rience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Meet OUR TEAM



Marie Fae Fami
English Coordinator



Luzviminda Sim
IB Director



Joji Abarabar
Chinese Coordinator



Darylin Rafael
Homeroom Teacher



Maryland Bobier
Homeroom Teacher



Janice Escarcha
Homeroom Teacher



Patrick de Jesus
Homeroom Teacher



Ruffily Mae Saguisa
VA / Music Teacher



Ezekiel James Diongson
PSPE Teacher



Zhao Ruiqi
Chinese Teacher



Jemuel Vidal
Learning Support Specialist
Guidance Associate



Charmaine Librado
Teacher-Librarian



Mark Angelo Alabama
Tech Assistant

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UNIT 1

WHO WE ARE

CENTRAL IDEA

The choices people make affect their health and well-being.

LINES OF INQUIRY

- How dimensions of well-being are connected
- Effects of choices we make on our health and well-being
- People's choices and preferences for a healthy life and well-being

SPECIFIED CONCEPTS

- Connection
- Causation
- Perspective

TRANSDISCIPLINARY SKILLS

- Thinking
- Communication
- Self-management

Grade 1 - Health and Well-being

In this unit, students embarked on an inquiry journey to discover how their everyday choices affected their health and well-being. They explored different dimensions of well-being, including physical, emotional, social, and intellectual well-being, and investigated how these were interconnected. Through stories, discussions, hands-on activities, movement, healthy food and physical activity choices, and real-life situations, students identified healthy and unhealthy choices and reflected on how their daily habits, preferences, and decisions influenced their overall well-being.

Throughout the unit, students shared personal experiences, listened to different perspectives, and recognized that people had diverse preferences and ways of caring for their well-being. They considered questions such as: What makes a choice healthy? How do daily habits affect the way people feel? How are different aspects of well-being connected? These experiences encouraged students to reflect on their routines at home and at school and develop a greater sense of responsibility for their health.

At the end of the unit, students applied their learning during Wellness Day by creating and presenting a Healthy Lifestyle Plan. Through this experience, they demonstrated their understanding of healthy choices and habits while sharing ways to care for their well-being and encouraging others to make positive decisions.







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Unit of Inquiry

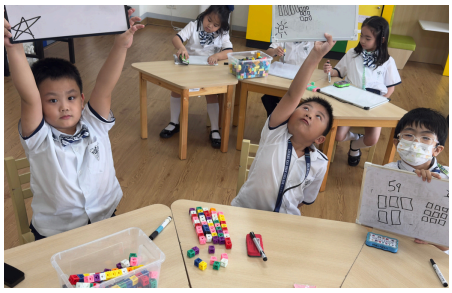


Through the 'Who We Are' transdisciplinary theme, students explored how their choices, relationships, and daily habits affected their health and well-being. They shared their favorite foods and physical activities or sports, recognizing and appreciating different preferences and perspectives. Students explored what made them unique and reflected on how they could be great classmates by showing kindness, respect, and care for others.

Through a compliment circle and reflections on meaningful "bucket-filling moments" at home, they recognized how positive actions and relationships contributed to emotional and social well-being. Students also investigated healthy choices, including food, physical activity, hygiene, rest, and personal habits, while reflecting on their own preferences and decisions.

Language Connections

In LA English, students strengthened their speaking, writing, reading, and phonics skills through meaningful activities connected to the unit on Health and Well-being. They practiced using the articles a, an, and the when describing healthy foods, daily routines, habits, and familiar objects. Students also learned to use personal pronouns (I, he, she, and it) appropriately when speaking and writing about themselves, their classmates, and things around them. Through writing activities, they created simple sentences using "I" to express their experiences, preferences, daily routines, and healthy choices. They also practiced reading and identifying words with blends and digraphs, such as br, sh, st, and th, strengthening their phonics and decoding skills. These experiences helped students communicate their ideas clearly, build confidence in using English, and make meaningful connections between language and their everyday lives.







Language Connections

In LA Filipino, the students explored and developed the language of their healthy and unhealthy habits, starting with exploring food, routines, and eating habits. Through speaking and writing, students were able to share personal experiences and apply new vocabulary. Alongside this connection with the unit, the students practiced reading words by identifying the first sounds and syllables of the words. At the end of the unit, these learnings were transferred through using the language in sharing their Wellness Plan routines.

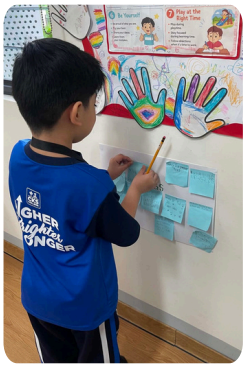




In LA Chinese, students made connections to Health and Well-being by learning vocabulary, sentence structures, and language patterns to healthy nutrition and daily routines. Through these learning experiences, students developed an understanding of healthy habits and how their daily choices can help them become healthier. They also recited rhymes and sang songs related to health and well-being. They participated in fun and enjoyable exercise routines in class. As part of their summative assessment, they were able to orally present in Mandarin their simple healthy practices, such as the foods they eat and the exercises they enjoy doing to keep themselves healthy.

Maths Connections

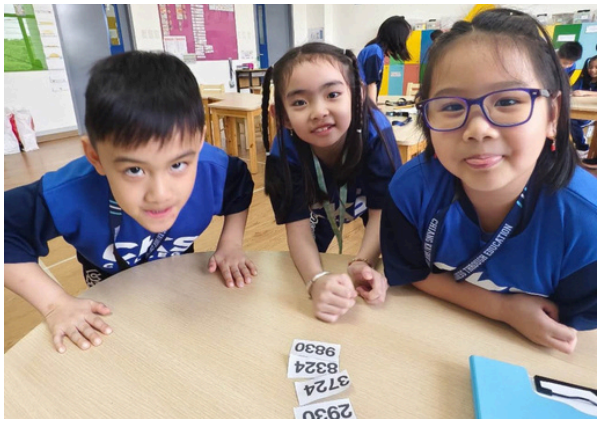


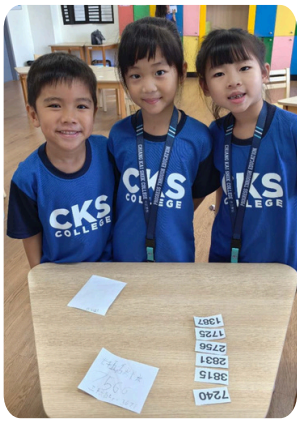


In English Math, students made connections to Health and Well-being by exploring numbers through familiar contexts such as healthy foods, exercise, sleep, and daily routines. They developed their number sense by counting, comparing, and skip-counting, as well as identifying odd and even numbers. Students also strengthened their understanding of place value by building and representing numbers with base-ten blocks, identifying the value of each digit, and writing numbers in words. Through these activities, students applied mathematical skills to meaningful situations and recognized how numbers could be used to understand and track aspects of their daily healthy habits.

Maths Connections

In Chinese Math, students learned independently about place value, value, comparing, and ordering numbers up to 4-digit numbers. Through these learning experiences, students received and collected simple, age-appropriate health data, and by using these data, they formed 4-digit numbers in Arabic numerals and Chinese characters, then made a comparison and arranged them from smallest to largest and vice versa.





Chinese Culture Connection

In Chinese Culture class, students developed Chinese language and literacy skills through activities connected to Health and Well-being.They learned key vocabulary about healthy living, applying words in oral and simple written tasks.Students practised sentence patterns such as “我喜欢……” to describe personal behaviours and preferences.With drawing and writing tasks, they wrote short Chinese sentences about daily routines and healthy choices.They recited Chinese rhymes about healthy food and also tried the traditional Taichi exercise as part of their learning to health and well-being.







Single Subject Connections

In Music, the students explored dynamics and tempo and learned how changes in volume and speed can affect the mood and energy of music. Through listening and performing activities, they experimented with playing music loudly, softly, quickly, and slowly, and observed how these changes influenced how they felt. Students also explored how music can be used to express and regulate emotions, helping them become more aware of how different musical elements can contribute to their well-being. They developed an appreciation for how music can be a positive tool for expressing themselves and supporting their emotional well-being.





In Visual Arts, the students explored the color wheel and learned how colors can be mixed to create new colors. They also explored how colors can express feelings, moods, and emotions. Through their artwork, students reflected on their own emotions and used color as a way to communicate how they feel. This helped them develop emotional awareness, self-expression, and well-being, while recognizing art as a positive way to communicate and process their feelings. This allowed students to see Visual Arts not only as a way to create, but also as a tool for understanding and communicating their emotions.



Single Subject Connections



In PSPE, students explored Active Recreation and discovered how making active choices can positively affect their health and well-being. Through active play, movement stations, balance activities, Kids' Yoga, Zumba and dance, mini-badminton, and mini-soccer, students explored different ways of moving and observed how physical activity affected their bodies, energy levels, and emotions. They learned to recognize body signals such as faster breathing, a quicker heartbeat, and warm muscles, and connected these changes to being physically active.



Students also explored their personal preferences by identifying which activities they enjoyed and how different activities could help them feel strong, energized, calm, happy, and connected with others. Through discussions, movement experiences, and reflection activities, students developed their Thinking, Communication, and Self-Management skills while learning that choosing to be active can be an important habit for maintaining a healthy and happy lifestyle.





Breathe, Stretch, and Learn

UOI and PSPE Collaboration





As part of Unit 1: Health and Well-being, students participated in an interactive yoga learning experience with our special guest yoga instructor. The session introduced students to basic yoga movements, breathing techniques, stretching, and mindfulness practices, allowing them to explore how physical activity and mindful movement could support their physical and emotional well-being. Students actively participated and reflected on how movement, breathing, and relaxation could be incorporated into their daily routines.

Following the session, students engaged in a question-and-answer activity, where they asked their prepared questions and learned more about yoga, its benefits, and its connection to making healthy choices. Through this experience, students developed a deeper understanding of how caring for their bodies and minds contributed to their overall well-being and how their choices and daily habits could support a healthy lifestyle.



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Student Reflection

- "I will make healthy choices."
- "I learned about tens and ones."
- "I learned how to use units, rods, and cubes for place value."
- "We use she for girls and he for boys."

Why this unit matters

This unit was important because students learned that their everyday choices could directly affect their health and well-being. By exploring healthy eating, physical activity, hygiene, emotions, relationships, and rest, students developed skills to make responsible choices and care for themselves and others. The unit also connected UOI, LA English, and Math to real-life experiences, allowing students to communicate their ideas, reflect on their habits, and use numbers to understand healthy routines. These experiences supported their physical, emotional, social, and intellectual development and encouraged them to build healthy habits that they could practice at home, in school, and in their community.

Family Tip: Supporting Our Children at Home

- Encourage healthy habits such as eating nutritious food, exercising, practicing good hygiene, getting enough sleep, and managing emotions.
- Talk with your child about how their choices affect their health and well-being.
- Read together and encourage your child to share personal experiences and write simple sentences about their day or healthy choices.
- Practice blends, digraphs, personal pronouns, and articles through everyday reading and conversations.
- Use everyday activities to practice counting, skip counting, tens and ones, and comparing numbers.
- Encourage your child to reflect on one healthy choice they made each day and explain why it was important.
- Invite your child to suggest or prepare a simple, healthy activity that the whole family can enjoy together.

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UNIT 1

WHO WE ARE

CENTRAL IDEA

Boundaries form healthy relationships.

LINES OF INQUIRY

- Types of relationships
- Identifying different kinds of boundaries
- Communicating and respecting boundaries

SPECIFIED CONCEPTS

- Form
- Perspective
- Responsibility

TRANSDISCIPLINARY SKILLS

- Communication
- Social
- Self-management

Grade 2 – Boundaries

In this unit, students began their inquiry by exploring the relationships they have with family members, friends, classmates, teachers, and people in their community. Through stories, films, discussions, role-play, games, and real-life situations, students investigated what makes relationships healthy, safe, and respectful.

The students then discovered that everyone has boundaries—limits that help us feel safe, comfortable, and respected. They explored different kinds of boundaries, including physical, emotional, personal, and social boundaries, and learned that boundaries can be different for different people.

As students progressed through the inquiry, they practiced communicating their own boundaries and learned how to recognize and respect the boundaries of others. They also explored appropriate ways to respond when someone says "No," "Stop," or "I don't like that," and consider how their words and actions can affect other people's feelings.

At the end, the unit culminated with a Safe and Respectful School Campaign, where students used what they have learned to educate other students about boundaries and encourage positive, respectful behavior within the school community.



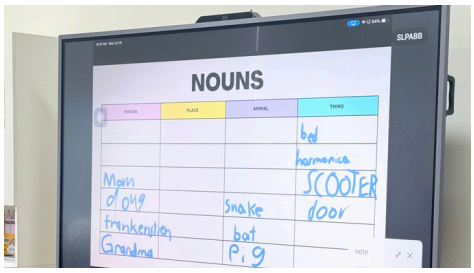




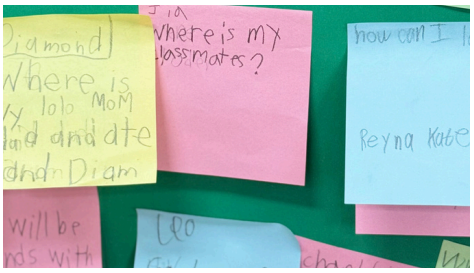
Language Connections

The students developed their understanding of common and proper nouns and singular and plural nouns through stories and texts connected to relationships and boundaries. They identified nouns in authentic texts and used them in their own sentences. The students also practiced writing complete sentences to express their ideas, feelings, and understanding of boundaries.

Students added descriptive adjectives to expand their noun-focused sentences. They explored how word choice describes relationships and personal boundaries in pair talks and short writing. They also revised their work to keep sentences complete and clear for readers.







In Language Arts Filipino, the students first learned about the family, and the members that it consists of. Using this as a springboard, the class inquired about connections between different members of the family and bigger groups, such as in school and the community. The students also learned about using polite and respectful words and sentences, using the words po and opo, and asking for permission, through conversations and songs. At the end of the unit, they have applied their understanding and knowledge in creating situations where polite language is used.

Language Connections

In the LA Chinese class, students investigated relationships, personal boundaries, and respectful communication. They took part in stories, drawing tasks, role-play, and collaborative games to explore personal space, safe touch, and ways to express their own limits in Chinese.

For formative assessments, students completed sorting activities and oral practice. In the five-week unit, learners used the stoplight colour strategy to understand boundaries. For summative assessment, they created a mini-book and poster to show their understanding of safe and respectful interactions, developing Chinese speaking, reading, and basic character-writing skills.



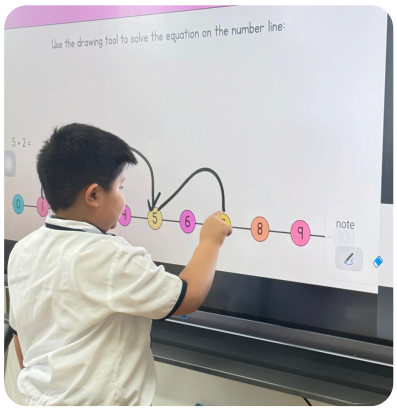




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Maths Connections



The students developed their understanding of numbers to 1,000, place value, counting, comparing numbers, and representing numbers. They have applied mathematical thinking through games, problem-solving activities, and real-world situations connected to classroom and community life.

For Chinese Mathematics, the students learned the concepts of numbers up to 100,000, their place value and values, and comparing and ordering numbers. They have also learned how to write the numbers both in Arabic numerals and in Chinese characters. Moreover, they have learned to understand how these number concepts apply to real-life situations and form their own reasoning on how these numbers are connected to everyday life situations.



Chinese Culture Connection

In Chinese Culture, students developed Chinese literacy through activities connected to Boundaries and Respect. They learned vocabulary about personal space, respect, safety, and responsibilities, and practiced traditional Chinese polite expressions to communicate respectfully with others. Using writing and drawing, students created simple sentences to share thoughts on respectful interactions. They recited themed rhymes and finished etiquette-focused projects, building oral confidence and awareness of harmony as a Chinese cultural value, while connecting Chinese learning to everyday social life.





Single Subject Connections

In PSPE, students explored how rules and boundaries help build safe, fair, and respectful relationships through badminton play. They practiced communicating with partners and opponents, taking turns, respecting personal space, following rules, and fulfilling their responsibilities during games. Students also learned how good sportsmanship involves listening, cooperating, making fair decisions, and showing respect even when situations become challenging.





For their summative assessment, students participated in a 2x2 badminton mini-tournament, where they were assessed on fair play, respect, communication, teamwork, responsibility, and following rules. The focus was not on winning, scoring the most points, or being the best player, but on how students demonstrated positive values and behaviors while playing with others. Through this experience, students learned that healthy relationships can be strengthened through cooperation, respect, clear communication, and responsible choices.





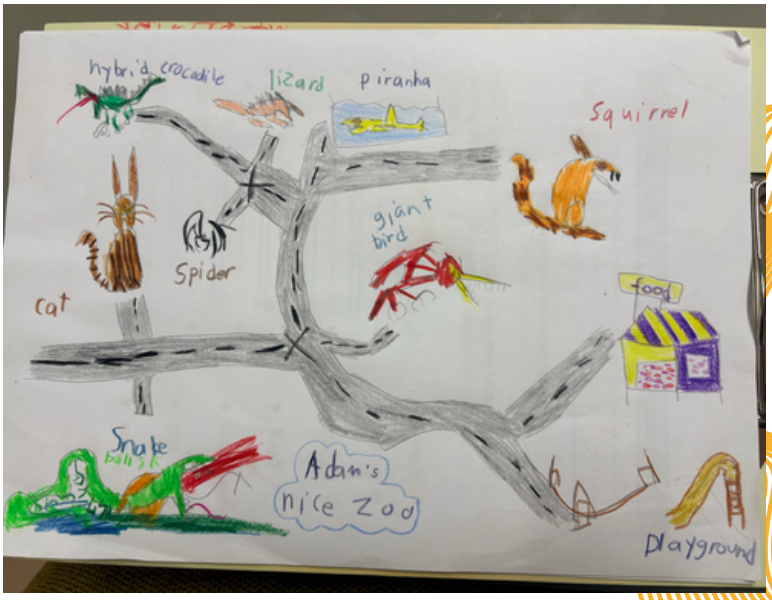
Single Subject Connections

In Music, the students explored meter and how beats are organized into regular patterns. Through listening, movement, and performance activities, they practiced identifying and feeling different beat patterns and explored how meter provides structure, order, and clear boundaries within music. Students connected this idea to how boundaries help organize spaces and guide our actions, creating a sense of structure and predictability. Through these activities, they developed an understanding of how patterns and boundaries can help create balance, focus, and coordination.





In Visual Arts, the students explored different types of lines and how lines can be used to define spaces, shapes, and boundaries. They experimented with straight, curved, thick, thin, and expressive lines while considering how lines can show where one space ends and another begins. Students also connected this idea to boundaries in everyday life, discussing how boundaries help create safe and respectful spaces. Through their artwork, they developed an understanding of how lines can communicate limits, separation, and personal space.



Student Reflection

- "I learned that everyone has different boundaries."
- "I can say no when I am uncomfortable."
- "I learned that I should listen when someone says stop."
- "Boundaries help people feel safe."
- "I can respect my friends even when their boundaries are different from mine."
- "I learned that saying no does not mean I am being rude."
- "I can ask before I touch or borrow something."

Why this unit matters

Understanding boundaries is an important part of learning how to build safe, healthy, and respectful relationships. At this age, children are developing friendships, becoming more independent, and learning how their choices affect the people around them.

Through this unit, students learn that they have the right to feel safe, comfortable, and respected, while also having the responsibility to respect the boundaries of others. They practice communicating their needs, listening to others, managing their emotions, making responsible choices, and seeking help when they need it.

The learning extends beyond the classroom as students apply these ideas to their families, friendships, school community, and everyday interactions. Through the Safe and Respectful School Campaign, students also experience how they can use their learning to contribute positively to their wider community.

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Family Tip: Supporting Our Children at Home

- Talk about personal space. Ask your child, "What does personal space look like for you?"
- Practice asking for permission. Encourage children to ask before touching someone, borrowing belongings, or entering someone's personal space.
- Practice saying "No" respectfully. Help your child understand that they can say, "No, thank you," "Please stop," or "I don't feel comfortable with that."
- Listen to your child's boundaries. When your child expresses discomfort, acknowledge their feelings and discuss safe ways to respond.
- Model respectful boundaries. Show children that adults also ask for permission, listen to "no," and respect personal space.
- Talk about different perspectives. Discuss how one person may enjoy something while another person may not feel comfortable with it.
- Read and watch together. Use age-appropriate stories or films to discuss characters' relationships, feelings, choices, and boundaries.
- Ask reflection questions: "How do you know when someone is uncomfortable?" or "What could you do if someone does not respect your boundary?"
- Celebrate respectful choices. Point out moments when your child listens, asks permission, communicates clearly, or respects someone else's choice.
- Practice simple respectful refusal sentences: "No, thank you." "Please stop."
- Practice short sentences： "My responsibilities are packing my schoolbag, taking out rubbish, tidying toys "

UNIT 1

WHO WE ARE

CENTRAL IDEA

Awareness and fulfillment of one's roles and responsibilities lead to active citizenship

LINES OF INQUIRY

- What active citizenship is
- How awareness of one's roles prepares individuals to be an active citizen
- How active citizenship impacts the community

SPECIFIED CONCEPTS

- Form
- Connection
- Causation

TRANSDISCIPLINARY SKILLS

- Thinking
- Communication
- Self-management

Grade 3 - Citizenship

In this unit, students explored the meaning and importance of active citizenship and how individuals contribute to the communities they belong to. Students inquired into the characteristics, responsibilities, and actions of active citizens, recognizing that citizenship is not limited to following rules but also involves making responsible choices, respecting others, participating in the community, and taking action to address the community's needs.

Students examined their different roles and responsibilities as learners, family members, friends, and members of their community through reflection and inquiry. They developed an awareness of how their actions, choices, and attitudes influenced the people around them. Students also considered how understanding their roles helps them become more responsible, respectful, and active members of society.

The unit also investigated how active citizenship impacts communities. Students explored examples of individuals and groups who contribute to their communities and consider how seemingly simple actions—such as helping others, caring for shared spaces, respecting different perspectives, following rules, and participating in community activities—contributed to positive change.

Language Connections

In Filipino, students explored "Nasyonalismo" by learning about national heroes, different people and roles in society, and what it means to be a good and active citizen. They discovered the values and characteristics demonstrated by Filipino heroes, such as courage, love for country, honesty, and hard work, and connected these values to actions they can demonstrate in their own school community. Students also developed their Filipino language skills by identifying and using "pandiwa" (verbs) to describe actions and responsibilities, as well as learning about different nationalities and the importance of respecting people from different cultures.







For their summative assessment, students created a "Filipino Guidebook for the CKS Community", where they adapted the values and positive character traits of their assigned national heroes into practical messages and actions that can inspire members of the school community. Through this experience, students used Filipino to communicate meaningful ideas while understanding how the values of our national heroes can be applied in everyday life and citizenship.







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Language Connections

In LA Chinese class, through Chinese reading, speaking, and writing activities, students learn vocabulary and sentence patterns related to roles, responsibilities, and community. Students practice describing different roles in family, school, l and community in Chinese, and express their ideas about what an active citizen can do. They read simple Chinese stories about people helping communities, share their reflections in class discussions, and write short sentences or simple paragraphs to talk about their own responsibilities and actions.

By using Chinese to communicate their understanding of active citizenship, students build Chinese language competence while learning to respect others and express caring thoughts. They connect Chinese language skills with real-life scenarios, such as greeting classmates politely, helping family members, caring for shared spaces, and sharing ideas to solve small community problems. This helps students use Chinese to become thoughtful, responsible communicators in their community.









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Chinese Culture Connections

In Chinese Culture lessons aligned with the transdisciplinary theme Who We Are, Grade 3 students explored the concept of citizenship, rights and responsibilities within Chinese cultural contexts. Students learned core vocabulary related to community, identity, filial piety, harmony and multicultural values rooted in Confucian ideas of ren, yi, li (benevolence, righteousness, propriety).

Through class discussions, Venn-diagram comparisons between Chinese and Philippine traditions, sorting card tasks and simple worksheet activities, students distinguished between rights and duties, and examined how culture shapes people's behaviour and community roles. Students practised simple Chinese sentence structures to express ideas about belonging, respect and shared values across cultures. They also recited the Chinese nursery rhyme I Am a Good Citizen in My Community, and designed small-scale action plans for positive service at home and school. Students reflected on what it means to be active and global citizens, connecting personal actions to sustainability and social harmony.







Chinese Math Connections

Through the conversion between Arabic numerals and Chinese numerals as well as number comparison, students can read, record and compare quantities in real-life contexts, such as counting community supplies, recording the number of participants in events, and comparing project budgets. While solving daily-life problems, students learn to read and write large numbers accurately, judge the magnitude of values, and organize data properly. They understand different forms of numerical representation and learn to plan resources and analyze situations through number comparison. Students experience how mathematics can describe quantities in daily life and support rational decision-making to serve community activities.





Single Subject Connections

In Music, the students learned nationalistic songs, including anthems and songs that promote heritage, peace, and unity. They explored new vocabulary used in the songs and discussed how these words communicate values such as respect, responsibility, unity, and care for others. Through singing and listening activities, students developed an understanding of how music can promote awareness of one's roles and responsibilities and encourage them to become active and responsible citizens.





In Visual Arts, the students explored visual metaphors and allegories and learned how artists use images, symbols, and objects to communicate ideas and deeper meanings. They analyzed artworks to identify how visual elements can represent values, beliefs, experiences, and social issues. Through creating their own artworks, students used symbols and imagery to express ideas and communicate messages to others.





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Single Subject Connections



In PSPE, students explored Team Sports through Relay Races, focusing on how roles, responsibilities, cooperation, and communication contribute to a strong team. Through different relay challenges, students practiced taking on various roles, giving and receiving hand-offs, solving team problems, adapting to different responsibilities, communicating clearly, and recognizing how each person's contribution affects the whole team.



For their Unit 1 Summative Assessment, students participated in a series of team relay races on the oval track. The assessment focused not on being the fastest, winning the race, or being the best runner, but on demonstrating fair play, communication, cooperation, planning, roles and responsibilities, and positive relationships. Students worked together to plan strategies, fulfill their assigned roles, encourage teammates, and show respect throughout the activities. Through these experiences, students learned that being a responsible team member and an active citizen means contributing, cooperating, and recognizing that every role and contribution matters.



Student Reflection

- "I learned that being part of a community is important."
- "Being part of a community has responsibilities."
- "Citizenship is all about taking care of your family and friends."
- "Practice respect for yourself, your classmates, adults, and the environment."

Why this unit matters

Throughout the inquiry, students are encouraged to connect their learning to their own experiences and identify ways they can demonstrate active citizenship in their classroom, school, family, and the wider community. They recognize that every individual has a role to play and that responsible actions can help create a more caring, respectful, and supportive community.

Family Tip: Supporting Our Children at Home

- Encourage your child to read age-appropriate English materials (books, magazines, etc.) that expose them to basic sentences and sentence structures. Additionally, have your child keep a journal at home wherein they can write about their day in English
- Allow your child to be included in Math-related activities at home (e.g., counting the groceries, solving for change when buying things, etc.)

The School Clubs



Last July 24, the Primary Years Programme opened its doors for the much-awaited Club Registration! With six clubs to choose from—Arts, Badminton, Dance, Choir, Literary, and Theater—students eagerly lined up to sign up for their top three choices. Each club accommodates a limited number of students, with membership ranging from 9 to 12 members.

From having four clubs last academic year, this year's expanded lineup provides more avenues for students to explore their interests, discover new skills, and express themselves beyond the classroom.

Through these clubs, students have opportunities to develop their talents while practicing the IB Learner Profile attributes and Approaches to Learning skills. Whether through the arts, sports, performance, or literature, our clubs encourage students to explore what they enjoy, build confidence, and grow as well-rounded learners.









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Buwan ng Wika Celebration



As an annual celebration of Philippine Languages and Culture, our school held its culminating event for Buwan ng Wika last August 28, 2026. This year's theme, "**Wikang Filipino: Tulay sa Pagpapamalas ng Karunungan at Kalinangan**," connects to how the programme gives importance to the Filipino language as an avenue for knowledge building and sharing. We have connected this year's language and cultural celebration with Sustainable Development Goal 4: Quality Education.



As part of the celebration, our students presented and performed different pieces that highlighted their learning and understanding through the Filipino language. Through songs, performances, and presentations, they were given an opportunity to communicate their ideas, showcase their skills, and celebrate the richness of our language and culture.



The celebration continued with a salusalo, where students and teachers came together to enjoy a variety of Filipino food and experience the spirit of sharing and community. More than just a feast, the salusalo provided an opportunity for everyone to appreciate the traditions, flavors, and cultural practices that make the Philippines unique.

Through this celebration, our students were able to see Filipino not only as a language they learn in the classroom, but also as a living part of their identity, culture, and everyday experiences.



The CKS College Southmont Football program is an after-school sports initiative designed to promote physical fitness, athletic skill, and youth development. Offered in partnership with the Azkals Development Academy and led by former Azkals Captain Stephan Schrock, the program aims to train young athletes aged 4 and above by providing professional coaching and grassroots development. Through structured training sessions, participants develop foundational football skills, teamwork, and sportsmanship while inspiring the next generation of football players.

Program Details:

Age Requirement: Open to participants aged 4 years old and above

Schedule: Mondays and Wednesdays, 3:50 PM to 5:50 PM



For Inquiries: Email: southmont@cksc.edu.ph Contact Number: +63 962-6301198

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