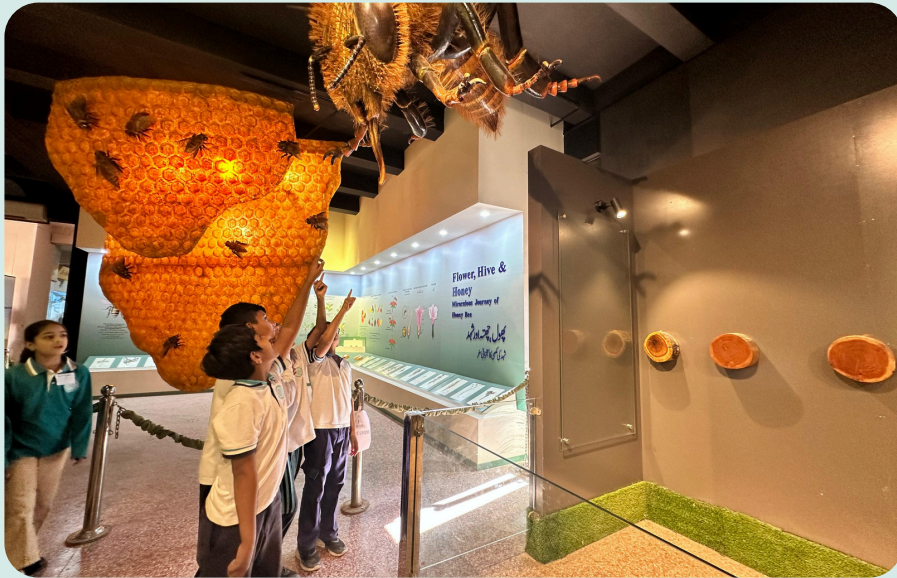




# NEWSLETTER



## Our mission

To become a pioneering educational institution nurturing internationally minded lifelong learners who use their knowledge for the prosperity of humanity.

<https://pk.maarifschool.org>

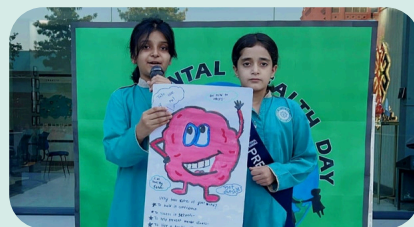


# WORLD SPACE WEEK

Celebrating World Space Week! Our students explored how space tech supports SDG 13: Climate Action, using satellites to protect our planet.



# WORLD MENTAL HEALTH DAY



On World Mental Health Day, our students shared powerful insights about the connection between a healthy body and a healthy mind. They explored how exercise and balanced nutrition contribute to mental well-being. Committed to SDG3, we are working together to foster a healthier, more balanced future!

# TEACHERS DAY

Our students honored their teachers on Teacher's Day, expressing gratitude for their dedication and inspiring guidance through engaging performances.



# TURKISH DAY



Our students celebrated Turkish Republic Day, honoring the principles of democracy and freedom through engaging performances and thoughtful reflections on our national heritage.



# PRIMARY YEARS EXHIBITION: ADVOCATING FOR WELL-BEING



Our PYP students culminated their inquiry into physical and mental health, families and communities by taking real action! Engaging with the school community and writing persuasive letters to the principal, they advocated for a greater focus on mental health and well-being. Proud to see their commitment to SDG 3, 4, and 11, building healthier, more educated and sustainable communities!



## How We Express Ourselves

# EY 1

**Central Idea:**  
**Imagination and nature play inspire creativity.**

### QUICK PEEK INTO LEARNING

In EY1 this month, our learners explored the Diversity of Human Traits. Through various activities, they observed and discussed differences in skin tone, eye color, hair texture, and personal preferences, fostering an appreciation for uniqueness and beauty in diversity. As a class, we concluded that these differences make each individual special and celebrated the idea that everyone is equally beautiful, reinforcing acceptance and inclusion among our young learners.

In our How We Express Ourselves theme, learners explored the outdoors, gathering natural materials like leaves, pebbles, and twigs. Back in the classroom, they used these items to create faces and imaginary figures, expressing themselves through nature and setting an inspiring tone for this theme.

### LEARNER PROFILE

- Inquirers
- Communicators



### LINES OF INQUIRY

- Influence of nature on imaginative play
- The role of imagination in exploring the natural world
- The connection between play and creative expression

## How We Express Ourselves

# EY 2

**Central Idea:**  
**Art and colors reveal diverse forms of expression.**

### LINES OF INQUIRY

- Colours as a medium of expression
- Different ways to create and use art
- The role of creativity in expression



### A QUICK PEEK INTO LEARNING

In EY2, our learning centered on sense organ care and safety awareness, emphasizing healthy habits and self-protection. Parent-shared videos sparked discussions about routines for protecting eyes, ears, and skin, reinforcing the connection between home and classroom practices. We then explored how our senses help identify risks, like wearing sunglasses in bright sunlight. Learners applied critical thinking by creating safety signboards that linked sensory knowledge to real-life scenarios.

In our new theme, we also explored the basic concepts of colors, focusing on primary colors –red, blue, and yellow. Through hands-on activities, learners observed the vibrant colors around them and expressed their observations and emotions through collaborative collages and individual paintings. Each engagement fostered reflection and creativity, encouraging learners to discover how colors can convey feelings and ideas, supporting thoughtful and expressive learning.



### LEARNER PROFILE

- Thinkers
- Reflective



## How We Express Ourselves

EY 3

**Central Idea:**  
Human interactions are shaped by their thoughts and actions.

### LEARNER PROFILE

- Communicators
- Balanced



### A QUICK PEEK INTO LEARNING

This month, through the exploration of *Who We Are* learners investigated their families and communities, discovering how these connections shape their sense of belonging. They mapped their neighborhoods, learned about community helpers and practiced being thoughtful citizens who appreciate each other's contributions. By understanding their roles and responsibilities, they recognized that connections from home to the wider community foster a strong sense of identity and positive impact.

In the new theme, *How We Express Ourselves* children are exploring how actions and thoughts influence human interactions. Through activities like sharing and drawing feelings, they learn to express emotions openly, listen to others and manage their responses for emotional balance. By recognizing the role of emotions in relationships, they demonstrate balance and thoughtful communication.



### LINES OF INQUIRY

- Impact of personal thoughts & actions
- Understanding perceptions
- Interpretation through emotions



## Where We Are In Place & Time

PY 1

**Central Idea:**  
**Personal stories shape and reflect a community over time.**

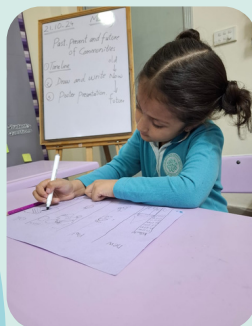
### LEARNER PROFILE

- Knowledgeable
- Open minded



### LINES OF INQUIRY

- The past, present, and future of community stories
- Personal narratives by community members
- Ways in which stories are shared and preserved



### A QUICK PEEK INTO LEARNING

In Grade PY1, learners have been deeply engaged in sharing and exploring personal stories that reflect our community. They participated in a storytelling circle and utilized visual thinking routines to connect with historical narratives, enhancing their understanding of diverse perspectives. Students have been actively involved in sorting story elements and conducting interviews with community members to gather insights.

As they move forward, they will create a storybook that captures their reflections and understanding. This work will culminate in a class display showcasing their narratives, highlighting the importance of personal stories in shaping our community.





## Where We Are In Place & Time

PY 2

**Central Idea:**  
**Artefacts provide insights into events across time.**

### A QUICK PEEK INTO LEARNING

PY2 students have been actively engaged in exploring artifacts to gain insights into historical events. They began with an artifact display, discussing the potential uses and significance of various items. This was followed by creating a collage illustrating how artifacts change over time and conducting online research to delve into artifacts from different cultures and periods. Students classified and compared these artifacts, examining their forms and historical contexts. They wrote time travel diaries from the perspective of a child in an ancient setting and evaluated how artifacts have evolved over time.

As they move forward, learners will reflect on their findings, connecting the past with the present and exploring how artifacts represent cultural identity. The inquiry will culminate in the creation of a museum display for the school community, emphasizing the importance of preserving history.



### LINES OF INQUIRY

- Understanding historical happenings through artefacts
- The connection between present and past events
- Impact of artefacts on future perceptions

### LEARNER PROFILE

- Knowledgeable
- Risk-Takers



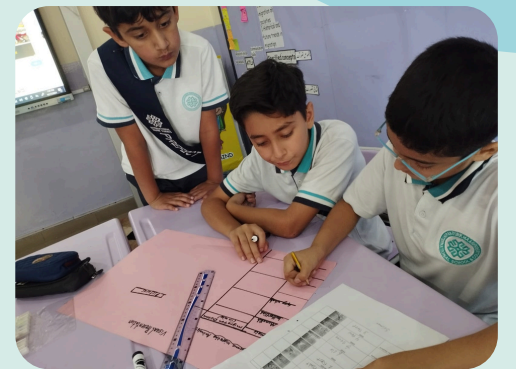
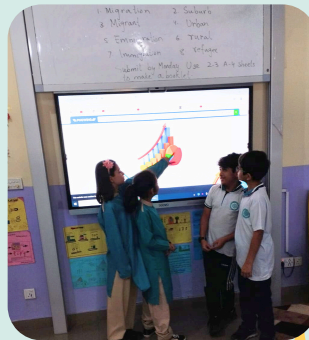
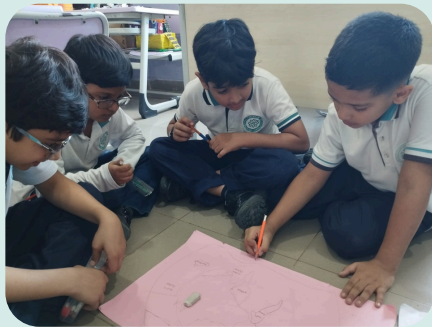
## Where We Are In Place & Time

PY 3

**Central Idea:**  
**Migration transforms societies and is influenced by diverse factors.**

### LEARNER PROFILE

- Principled
- Knowledgeable



### A QUICK PEEK INTO LEARNING

This month, Grade PY3 students have been exploring migration and its impact on societies. They began by examining migration data, making estimates, and connecting these numbers to real-life scenarios. They calculated population changes due to migration events, enhancing their understanding of the relationship between numbers and movement. The learners created timeline posters to trace migration journeys and compared patterns of human and animal migration over time. They documented their migration journeys through letters, capturing their emotions and experiences of moving to new places.

As they conclude their inquiry, students will create digital presentations showcasing their findings about the causes and effects of migration. They will take action by advocating for inclusive policies through posters, letters, and multimedia presentations, raising awareness about the importance of sustainable development in relation to migration.

### LINES OF INQUIRY

- Factors driving human migration
- Effects of migration on societies
- Historical and future trends in migration



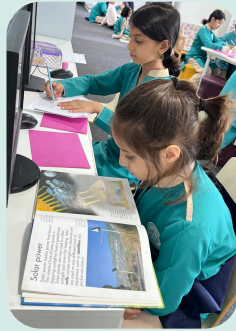
## Where We Are In Place & Time

PY 4

**Central Idea:**  
Explorations catalyze new understandings,  
possibilities, and advancements.

### LEARNER PROFILE

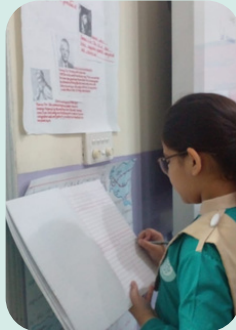
- Inquirers
- Reflective



### A QUICK PEEK INTO LEARNING

Learners have been actively engaged in exploring the impact of historical explorations on society. They analyzed images and videos of famous explorers and created timelines to display significant discoveries. Digital mapping activities allowed them to locate exploration sites, enhancing their geographical understanding. Research on scientific discoveries, space exploration, and navigation tools was complemented by a visit to a local museum, which provided deeper insights into historical advancements.

Moving forward, learners will reflect on how explorations shape society through reflection journals and digital presentations. They will also create a community pledge wall to commit to actions supporting the Sustainable Development Goals and propose local projects that address community issues.



### LINES OF INQUIRY

- Timeless explorations
- Explorations as opportunities and possibilities
- Inventions in response to societal needs or challenges



Where We Are In Place & Time

PY 5

Central Idea:

Ancient remnants reveal societal interactions & evolution.

A QUICK PEEK INTO LEARNING

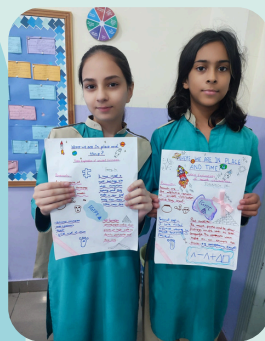
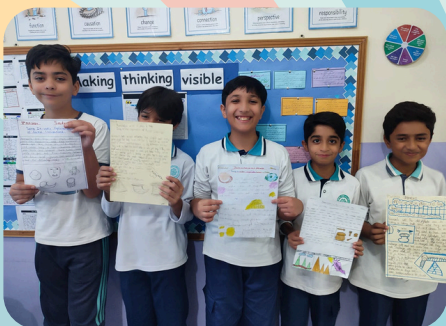
Learners have explored the impact of ancient remnants on societal interactions and evolution. They engaged in video explorations of ancient civilizations and created timelines to highlight key remnants and their contributions. Research projects allowed them to delve into the history and societal impacts of these remnants, connecting their findings to modern issues, including non-renewable resources. A gallery walk provided an opportunity for peer review, and they created comparison charts of two remnants, detailing their features and significance.

Moving forward, students will reflect on their learning through journals, documenting connections between past and present societies and their evolution. They will also engage in a debate on the influence of ancient civilizations on contemporary society, followed by a 3D project linking local history with global challenges, culminating in a summative task focused on climate action.



LINES OF INQUIRY

- Remnants from past civilizations
- Societies and their interactions
- Transformation of present day societies



LEARNER PROFILE

- Thinkers
- Reflective



# UPCOMING EVENTS

MON-FRI

04-08

**Iqbal Week**

THURS

07

**Avoiding Bullying in Schools and at Home K-8** (*Session / Morning Assembly*)

SAT

09

**PTAM Term I K-8**

WED

13

**Markhor Maths Competition**

Grade 1 Onward

WED-TUES

13-19

**World Antibiotic Awareness Week**

SAT

16

**Regional Futsal & Athletics**

Grade 5 Onwards

MON

18

**Iqbal Week Quiz**

Grade 5 Onwards

WED

20

**World Philosophy Day**

SUN

24

**Teacher's Day (Türkiye)**

THURS

28

**Maarif Debates Competition –  
Campus Level**

Grade 4 Onwards

SAT

30

**Club / World Children's Day Festival**  
*Tentative*

THURS

7, 14,  
21

**Bake Sale every Thursday**

*In November*

