

Pre-Nursery Curriculum Map

Units of inquiry for Pre-Nursery	<p>Who we are 我们是谁</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. 对自我本质的探究；对信仰与价值观的探究；对个人、身体、心智、社交和精神健康的探究；对各种人际关系，包括家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。</p>	<p>How the world works 世界如何运作</p> <p>An inquiry into the natural world and its law; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. 探究自然界以及自然规律；（物质的与生物的）自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。</p>	<p>How we express ourselves 我们如何表达自己</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。</p>
	<p>Central Idea中心思想: A sense of belonging develops as we explore relationships 我们随着探索人与人之间的关系建立归属感</p> <p>Key concepts 重要概念: Connection 连系, Change 变化</p> <p>Related Concepts 相关概念: Relationships 人际关系, Growth 成长</p> <p>Attributes of the Learner Profile 学习者培养目标: Caring 懂得关爱, Communicators 善于交流</p>	<p>Central Idea中心思想: Exploration and discovery supports understanding of the world 通过探索与发现来了解世界</p> <p>Key concepts 重要概念: Function 功能, Causation 原因</p> <p>Related Concepts 相关概念: Pattern 规律, Systems 系统, Consequences 后果</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Courageous 勇于尝试</p>	<p>Central Idea中心思想: Enjoyment can be found through creativity and self-expression 享受可以通过创造力和自我表达来实现</p> <p>Key concepts 重要概念: Form 形式, Reflection 反思</p> <p>Related Concepts 相关概念: Properties, Interpretation 解释</p> <p>Attributes of the Learner Profile 学习者培养目标: Balanced全面发展, Knowledgeable知识渊博</p>
<p>The child in a social-cultural context - a positive sense of self; awareness and acceptance of their unique strengths and interests; a sense of being 'special'</p>	<p>Demonstrate the ability to form trusting relationships and attachments to others in the environment</p> <p>Participate positively in routine and transition experiences which support them in making predictions about their day</p> <p>Demonstrate a sense of belonging to the environment and the people within it</p> <p>Demonstrate the ability to adjust to new/unfamiliar routines, situations and challenges</p>	<p>Take risks and learn from mistakes</p> <p>Demonstrate courage and resilience; initiate tasks that might be new/unfamiliar</p> <p>Describe their own physical characteristics e.g. I have long hair and brown eyes</p>	<p>Express their ideas, thoughts and feelings with others; respond to other's suggestions and ideas</p> <p>Display the ability to both express and to regulate feelings and emotions</p> <p>Explore aspects of 'identity' in play (as a 'baby,' a 'parent,' or 'big sister.')</p>
<p>The child in a social-cultural context - the ability to self-motivate and realistically regulate one's feelings and emotions; to persist when faced with a challenge; to accept responsibility for their actions and emotions and to feel empowered</p>	<p>Develop awareness that their actions have an impact on others and attempt to regulate their feelings and physical actions</p> <p>Suggest possible options to allow play to continue e.g. propose solutions rather than reacting physically in a 'problem' situation</p>	<p>Display the ability to both initiate tasks and to maintain their engagement in a self chosen task</p> <p>Display positive dispositions towards their own learning (persistence)</p>	<p>Recognise the emotions/feelings (of adults and peers); begin to use words that describe feelings (happy, sad, angry)</p> <p>Demonstrate the ability to engage over time in a task proposed by another person e.g. an adult</p>
<p>The child in a social-cultural context - a sense of autonomy and the ability to work both independently and interdependently</p>	<p>Accept responsibility for their personal belongings and play materials</p> <p>Accept responsibility (with support) for their own well-being e.g. washing hands; putting their belongings in their bag</p> <p>Accept assistance from others when necessary (friends and or adults)</p>	<p>Demonstrate the ability to engage with others in long term endeavours</p>	<p>Cooperate with others when invited to do so</p> <p>Willingly offer assistance and support to others</p>
<p>The child in a social-cultural context - team membership and leadership skills; the ability to interact positively with their peers and adults and to respect and value their own and other's ideas</p>	<p>Participate as a group member through shared social space e.g. using the same equipment, or playing close to other children</p> <p>Show interest in being part of a social group</p> <p>Attend to and respond to the ideas and feelings of others (observe their facial expressions and gestures)</p> <p>Respect other's feelings and belongings</p> <p>Demonstrate care and concern for others (will thank and or complement a peer)</p>	<p>Display the ability to wait for their turn</p> <p>Willingly take and share turns</p> <p>Understand turn taking from their own perspective (that it is 'their' turn)</p>	<p>Actively participate as a member of a group, sharing ideas and resources</p> <p>Respond positively to others' requests to enter into shared play situations, cooperate with others in group situations</p> <p>Ask others if they can enter into shared play (a non verbal request to play may be staying close by the play situation or beginning to use the same materials)</p>

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<p>The child in a social-cultural context - negotiation in social contexts, conflict resolution skills and an understanding of their role in making an active contribution to a peaceful community</p>	<p>Seek support to resolve social conflict situations as to avoid physical assertion e.g. look for an adult or another child to assist in a social conflict situation</p> <p>Explore peaceful and respectful solutions to interpersonal interactions e.g. willingly participate in conflict resolution discussions as a known strategy to solve a problem</p>	<p>Listen to others (adults and or children) attempting to resolve a social conflict</p>	<p>Demonstrate an ability to regulate their feelings and emotions in social conflict situations</p>
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings using verbal (and non-verbal) language(s)</p>	<p>Attend to others when they speak or sing</p> <p>Demonstrate interest in and experiment with new sounds and words</p> <p>Use simple and familiar words; give a verbal label to familiar objects or people</p> <p>Repeat and explore words and sounds heard when interacting with others (children and adults, repetitive stories and chants)</p> <p>String words together into simple sentences (using appropriate sentence structure)</p> <p>Attend to others for longer periods of time</p> <p>Use simple familiar/repeated words from a different (familiar) language</p>	<p>Attend to sounds in the environment (notice a bird call, or the sound of the rain; recognise an emergency vehicle siren)</p> <p>Recognise and discriminate between familiar voices, sounds or melodies e.g. recognise their mother's voice or her shoe fall/footsteps</p> <p>Listen attentively and distinguish between similar sounds, notes, melodies and rhyme</p> <p>Begin to use a combination of verbal and non verbal language e.g. point to an object and attempt to make e.g. the first sound of the object</p> <p>Demonstrate a growing personal vocabulary of increasingly more complex words</p>	<p>Use non verbal language to communicate a message (e.g. facial gestures, body language and eye contact)</p> <p>Demonstrate understanding (comprehension) of simple and familiar words and or prompts</p> <p>Respond to questions about a read or told story; talk about the key episodes in the story and/or the sequence of the read or told story</p> <p>Pay attention to others when speaking (verbally and non verbally) e.g. listen to a story or song</p> <p>Attend to and discriminate tempo in music i.e. recognise and respond to fast and slow sounds</p> <p>Recognise and discriminate between loud and soft (dynamics) and high and low sounds (pitch)</p>
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings using the symbolic languages (expressive and creative languages)</p>	<p>Negotiate (verbally and non verbally) with others to develop and extend pretend play scripts (pretend play with others)</p> <p>Use oral language to narrate simple stories (pretend and real life stories which may be told in conjunction with puppets; drawing or painting their ideas)</p>	<p>Use languages other than speech to express ideas, thoughts and feelings e.g. drawing, dancing or their musical instruments to tell a story</p>	<p>Communicate through pretend or symbolic play e.g. use objects as if they were 'something else' e.g. a plate used 'as if' it was a steering wheel</p> <p>Participate in imaginary play scenarios initially playing on their own with objects (toys and objects which resemble the real object e.g. a toy picnic basket)</p>
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings through print and text language/literacy awareness</p>	<p>Engage in reading behaviours (ensure a book is held 'right' way up; flip pages from the front to the back; scan pictures and printed text)</p> <p>Scan a page, carefully studying the images; point to and or gaze at particular images within a picture book (may seek to draw the adult's attention to particular images; and later attempt to label these images)</p> <p>Willingly participate in 1:1 or small group reading experiences (may seek out an adult to initiate a reading experience)</p> <p>Retell a story which shares key episodes of the story line (however events are not yet in sequence)</p>	<p>Talk about familiar episodes in a story, make connections with their own world e.g. I went on a plane to my holiday</p> <p>Ask questions (sometimes non verbally i.e. point or show excitement) about images in a story book or the story line</p> <p>Respond to (adult) questions about the story (verbally with short answers, or non verbally, pointing or nodding their head)</p>	<p>Participate in simple clapping patterns</p> <p>Display interest in and repeatedly return to/look for favourite book(s)</p> <p>Express delight and join in when familiar stories/songs are read/sung or repeated phrases within a story are recalled e.g. (Brown bear, brown bear, what do you see?)</p> <p>Perform an action within a storybook as described in the story e.g. pretend to eat an apple when the storybook character is eating an apple</p>
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings through mark making and writing</p>	<p>Enjoys the sensory experience of making marks in damp sand, paint or paste</p>		<p>Use mark makers (crayons, chalk, felt tips) to record random shapes on paper/across a page</p> <p>Label random shapes (as yet unrecognisable to the adult) as objects/people or ideas</p>
<p>The thinking child - problem solving and planning skills, logical, critical and creative thinking</p>	<p>Demonstrate curiosity in and wonder about events, situations and people</p> <p>Display confidence and persistence in experimenting to test own problem solving theories</p> <p>Reflect on past experience to support understanding of new situations, events and phenomenon</p>	<p>Use play to explore, investigate and imagine</p> <p>Attempt to take action around a problem, demonstrating one or more problem solving strategies (e.g trial and error, observation of others, seeking assistance from or asking questions of others, reflection on previous attempts, researching others strategies)</p> <p>Demonstrate delight in problem solving situations and are keen to pursue a task to completion</p>	<p>Pursue their own play interests with enthusiasm and concentration</p> <p>Respond to adult questions and share personal theories about how things work</p> <p>Transfer skills/understanding from one situation to another; try our strategies that have previously worked to resolve problems in other contexts</p> <p>Display creativity and resourcefulness in the innovative use of ideas and materials</p>

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		Display understanding of cause and effect and predict outcomes/results (based on past experience)	
The thinking child - mathematical understandings (number and operations; geometry and spatial awareness; measurement; pattern/algebraic thinking; displaying and analysing data; money and time)	Enjoy and counts along with finger rhymes and songs with number e.g. 5 little ducks Display understanding of payment transactions i.e. demonstrate understanding that money has a 'job' to do e.g. 'pay' for items in pretend play (gestures as if passing over money; offers pretend 'change' Demonstrate awareness that you can pay for things in 'other ways' (using NETS/credit cards; or a toy as a scanner in pretend play)	Understanding that counting is a stable and sequential order (one is always followed by two, two is always followed by three) Match and or sort basic shapes (initially by one attribute) Demonstrate basic seriation (place items in order e.g. small - middle sized - large) Recognise 2D shapes in the environment (may not as yet know the names of shapes) e.g. will identify a square window, or a rectangle window pane Use basic shape names (initially may refer to the name of the object as the shape's name e.g. a wheel instead of a circle)	Group items together and forms a set e.g. setting the table with one cup, one bowl, one spoon Count by rote (chanting the sequence of numbers by memory) Understanding that you can count 'anything' Use simple mathematical language in daily life e.g. I have two pieces of apple; Can I please have some more? I have lots of trains Understanding that one item has one number value (1:1 correspondence) i.e. learners may initially touch each object that they count (eventually they will learn to do this mentally)
The thinking child - scientific and technological understandings of the world	Show interest in and ask questions about what interests them (nonverbally a question can be expressed by displaying wonder and or curiosity, or focused interest) Use one or more senses to explore objects and materials in their environment (hands-on exploration)	Display enjoyment when observing and investigating Understand tools as a source of supporting exploration and discovery (magnifying glasses; torches; collection boxes, cameras) Explore similarities and differences (e.g. notice the 'same' leaves, or shells; begin to classify initially all the 'same' items...and much later classify by 'different') Notice patterns in the natural world (e.g. the different shapes of clouds, or animal skin patterns; show interest in life cycles and seasonal patterns) Experiment with ideas and materials (e.g. test water flow at the water play trough; explore opaque and transparent materials on the light table)	Use existing materials/resources to invent new tools Display an awareness of technology within the environment (air conditioning, mobile phones, computers)
The physical child - positive image of self	Engage confidently and successfully in self help task Display pride in their physical skills and ability	Demonstrate awareness and appreciation of their own body, its care and safety (e.g. Learning to balance relaxation and periods of high activity; discriminating risk and danger) Hold realistic expectations of their own and other's abilities	Display confidence in using their bodies to express ideas, thoughts and feels as well as to respond to physical challenges
The physical child - gross motor control	Identify and name body parts and talk about what their bodies can do Participate in various climbing/balancing experiences (adjusting their body positions and movements to climb across and obstacle course) Respond to adult prompts regarding directional awareness e.g. moving front and back; across; back; left and right	Explore a wide range of large muscle movements e.g. walking, running, jumping (locomotor movements) with increasing control and coordination. As dynamic balance increases, movement coordination extends to more complex non-locomotor movements (bending, swaying, stretching) Display awareness of their body when moving in space/explore space with their bodies e.g. moving on different levels (tummy creeping; crawling through tunnels; walking on tiptoe); moving in different directions, jumping off, or over objects	Use their bodies for creative expression e.g. to express ideas, thoughts and feelings through dance and drama Display flexibility and small muscle control over tools which support participation in learning experiences (drawing and painting tools, scissors and staplers)

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		Negotiate objects when moving in space e.g. stop and start with fluency; change direction with increasing coordination; judge personal body space in relation to people and objects; weave their body in/out/around objects	Demonstrate a wide range of static and dynamic balance strategies, moving with increased speed coordination and balance (outdoors on the obstacle course, in group games and music/movement experiences)
The physical child - fine motor control (including eye hand co-ordination and visual discrimination skills)	Displays flexibility and small muscle control over tools which support participation in learning experiences (drawing and painting tools, scissors and staplers)	Displays flexibility and small muscle control over tools which support participation in daily living (e.g. manipulate food/drink packages and containers; manipulate basic eating utensils; fasten Velcro; zip and button clothing)	Explores and uses an increasingly wider variety of grips in order to effectively handle objects (e.g. pick up small objects between his/her forefinger and thumb, grasp objects into his/her palm of his/her hand, hold a marker in a tripod grip i.e. between middle, forefinger and thumb) Displays increasing control and coordination over a variety of movements involving the arms, hands and fingers (e.g. pound, squeeze or roll dough; turn or press bathroom taps; twist or flip a water bottle top) Displays eye hand coordination (e.g. thread beads onto a string, place small blocks on top of one another, use mosaic tiles with precision; pour liquid without spilling)
The physical child - understandings about diet, nutrition and healthy lifestyles	Engages, with adult support, in personal hygiene practices e.g. washing hands, flushing toilets, using paper tissues Articulates simple understandings about how his/her body function	Contributes (independently) to a safe environment for peers and adults e.g. cover mouth when coughing	Engages in active learning experiences in both indoor and outdoor learning environments
The physical child - understandings about personal safety	Participate in decision making processes about matters that affect them Engage in and talk about preschool routines around infection control		
The child as an agent of change - appreciation of and respect for the natural world (living and non- living things)	Displays positive attitudes towards the environment and living things Demonstrate respect for and care of the environment and living things	Observe and show interest in familiar phenomenon Explore and investigate the environment with all senses Demonstrate interest in and ask questions about the natural environment Experiment with objects and materials to explore and observe the natural world Notice and changes in the natural environment	Share observations and ideas about the natural world with others
The child as an agent of change - understanding about sustainability		Participate in recycling and waste minimisation processes Participate in learning experiences which support environmental awareness	
The child as an agent of change - understanding about social sustainability and global social justice	Demonstrate understanding of their own family and the roles/responsibilities they and others play within their family Demonstrate interest in role and relationships outside of the family context Has an interest in interacting with others within their immediate social environment Treats others with respect Demonstrate the ability to assert and talk about their rights		Initiate and maintain friendships with at least one child over time Respond to expressed emotion/feelings in others Show interest in interacting with others within their immediate social environment

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<p>Mandarin</p>	<p>认真关注他人说话 Attends to others when they speak.</p> <p>对新的发音和单词感兴趣，并勇于尝试使用这些新发音和单词 Demonstrate interest in and experiment with new sounds and words</p> <p>重复和探索和别人交流时听到的单词和发音 Repeat and explore words and sounds heard when interacting with others</p> <p>能够留意倾听并且能够跟随简单的指示 Listen for a purpose and follow simple 'instructions'</p> <p>愿意参与一对一或小组的阅读活动。 Willingly participates in 1:1 or small group reading experiences</p> <p>能够展现出对图书的兴趣，并能够重复归还/寻找喜欢的图书 Display interest in and repeatedly return to/look for favourite book(s)</p>	<p>认真地关注周围的声音 Attends to sounds in the environment.</p> <p>能够辨别不同于自己母语的发音 Show awareness that spoken sounds are different to their own language.</p> <p>展现出越来越复杂的角色扮演游戏 Demonstrate increasingly complex pretend play (longer play episodes)</p> <p>形成良好的阅读习惯 Engage in reading behaviours (ensure a book is held 'right' way up; flip pages from the front to the back; scan pictures and printed text)</p> <p>表演书中描述的场景，譬如当书中的主人公正在吃苹果时，他也假装吃苹果 Perform an action within a storybook as described in the story e.g. pretend to eat an apple when the storybook character is eating an apple</p> <p>能够对书中的图片或是故事情节进行提问（有时通过非口语，即指向或表现出兴奋的表情） Ask questions (sometimes non verbally i.e. point or show excitement) about images in a story book or the story line</p>	<p>使用非口头的语言交流信息 Use non verbal language to communicate a message</p> <p>开始结合使用口语和非口语来交流 Begin to use a combination of verbal and nonverbal language</p> <p>对于使用口语来分享，故事和歌曲展现了不断增长的兴趣 Display increaing interest in using oral language to share ideas, stories and songs</p> <p>能通过角色扮演和象征性游戏进行沟通交流 Communication through pretend or symbolic play</p> <p>通过画画，舞蹈，假象游戏，玩偶，表演来讲故事。Uses drawing, dancing, pretend play, puppets or drama to tell a story.</p> <p>能用蜡笔、粉笔、记号笔等在纸上随意涂写各种形状。Uses mark markers to create random shapes across a page.</p> <p>能把随意涂画的形状标记成某样物品/人或想法。 Labels random shapes as objects/people or ideas</p> <p>当听到熟悉的故事或歌曲时显得高兴，并乐于参与体验或能够回忆起在故事中经常出现的反复性词组（比如：棕熊，棕熊，你看到了什么？） Express delight and join in when familiar stories/songs are read/sung or repeated phrases within a story are recalled e.g. (Brown bear, brown bear, what do you see?)</p>
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