

	<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>Sharing the Planet 共享地球</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. 探究努力与他人及其他生物分享有限资源时的权利与责任；群体以及他们内部及之间的关系；机会均等；和平与解决冲突。</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>Where we are in place and time 我们身处什么时空</p> <p>An inquiry into orientation in place and time; personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. 探究的是我们在时空中的方位；个人的历史；家庭和旅程；人类的各种发现、探索与迁徙；从本地与全球的观点考察个人与文明之间千丝万缕的联系。</p>	<p>How we organise ourselves 我们如何组织自己</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment. 探究人类创造的制度与社区之间的相互联系；各种组织的结构与功能；社会决策机制；经济活动及其对人类与环境的影响。</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>Stand Alone Unit 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>
Subject Area	<p>Central idea 中心思想 Humans have commonalities that connect them 人类由人性的共同点相连接</p> <p>Key concepts 重要概念: Form 形式, Function 功能</p> <p>Related concepts 相关概念: Similarities 相似, Communication 沟通</p> <p>Lines of inquiry 探究线索: Humans share similarities in their nature 人们自然地表现出人类的共性 Human nature can motivate us to action 人性可以激励我们采取行动 Through connecting with others we can develop our personal attributes 通过与其他人的联系可以发展我们的个人属性</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>PYP subject focus 专注的学科领域: Science 科学, Arts 艺术, Mathematics 数学</p> <p>Approaches to Learning: Self-management skills: Gross motor skills Fine motor skills Spatial awareness Organisation Time management Safety Healthy lifestyle Codes of behaviour Informed choices</p> <p>Writing Genres: Narrative writing: Memoir</p>	<p>Central idea 中心思想 Equal opportunities can support positive interactions, within and between communities 平等机会可以支持社区内和社区之间的积极互动</p> <p>Key concepts 重要概念: Perspective 观点, Responsibility 责任</p> <p>Related concepts 相关概念: Consequences 后果, Communication 沟通</p> <p>Lines of inquiry 探究线索: Equality and inequality of opportunities exist 机会平等和不等存在 There are many opportunities within communities 社区内有很多机会 Interactions reflect equality within communities 互动反映社区内的平等</p> <p>Attributes of the Learner Profile 学习者培养目标: Caring 懂得关爱, Open-minded 胸襟开阔</p> <p>PYP subject focus 专注的学科领域: Language 语言, Mathematics 数学, Arts 艺术</p> <p>Approaches to Learning: Thinking skills: Acquisition of knowledge Comprehension Application Analysis</p> <p>Writing Genres: Functional writing: Test writing</p>	<p>Central idea 中心思想 Society has experienced many changes due to technological advances 由于技术的进步社会经历了许多变化</p> <p>Key concepts 重要概念: Causation 原因, Change 变化</p> <p>Related concepts 相关概念: Impact 影响, Transformation 转化, Technological advances 技术进步</p> <p>Lines of inquiry 探究线索: The impact of technology becomes evident over time 技术的影响随着时间的推移变得明显 Technology has changed the way people live 技术改变了人们的生活方式 Technological advances can have positive and negative impacts of society 技术进步可以对社会产生积极和消极的影响</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Principled 坚持原则</p> <p>PYP subject focus 专注的学科领域: PSPE (个人教育, 社交教育和体育教育), Language 语言, Social Studies 社会学</p> <p>Approaches to Learning: Communication skills: Listening Speaking Reading Writing Viewing Presenting Non-verbal communication</p> <p>Writing Genres: Functional writing: Friendly letter</p>	<p>Central idea 中心思想 Evidence of past civilisations can be used to make connections to present day societies 过去文明的证据可以用来与现在的社会建立联系</p> <p>Key concepts 重要概念: Connection 连系, Form 形式</p> <p>Related concepts 相关概念: Civilisations 文明, Evidence 证据, Interpretation 解释</p> <p>Lines of inquiry 探究线索: Historical evidence can support understanding 历史证据可以支持理解 Modern societies are connected to past civilisations in many ways 现代社会在许多方面与过去的文明有关 Evidence of past civilisations takes many forms 过去文明的证据有多种形式</p> <p>Attributes of the Learner Profile 学习者培养目标: Knowledgeable 知识渊博, Reflective 及时反思</p> <p>PYP subject focus 专注的学科领域: Social Studies 社会学, Science 科学, Mathematics 数学</p> <p>Approaches to Learning: Research skills: Formulating questions Observing Planning Collecting data Recording data Organising data Interpreting data Presenting research findings</p> <p>Writing Genres: Narrative writing: Fiction</p>	<p>Central idea 中心思想 Human-made systems support organisation within a community 人类制定的体系维持社区的组织和安全</p> <p>Key concepts 重要概念: Function 功能, Connection 连系</p> <p>Related concepts 相关概念: Systems 系统, Role 角色, Initiative 主动权</p> <p>Lines of inquiry 探究线索: Human-made systems can benefit people in different ways 人类制定的体系让人们从不同的方式中获益 Human-made systems influence our behaviour 人类制定的体系影响我们的行为 Interactions within a human-made system determine the outcome 我们和所制定的体系相互制约</p> <p>Attributes of the Learner Profile 学习者培养目标: Reflective 及时反思, Communicators 善于交流</p> <p>PYP subject focus 专注的学科领域: Social studies 社会学, PSPE (个人教育, 社交教育和体育教育), Language 语言</p> <p>Approaches to Learning: Social skills: Accepting responsibility Respecting others Cooperating Resolving conflict Group-decision making Adopting a variety of group roles</p> <p>Writing Genres: Informational writing: Expository text Functional writing: Procedural text</p>	<p>Central idea 中心思想 An understanding of creativity can lead to the extension of creative capacities 对创意的理解可以导致创意能力的延伸</p> <p>Key concepts 重要概念: Causation 原因, Responsibility 责任</p> <p>Related concepts 相关概念: Resilience 适应, Growth 成长</p> <p>Lines of inquiry 探究线索: Creativity is connected to the ability to imagine 创意与想象的能力有关 Personal creativity can take many forms 个人的创造力可以有多种形式 Creative capacities can develop over time 创意能力随着时间的推移而发展</p> <p>Attributes of the Learner Profile 学习者培养目标: Thinkers 勤于思考, Balanced 全面发展</p> <p>PYP subject focus 专注的学科领域: PSPE (个人教育, 社交教育和体育教育), Arts 艺术, Science 科学</p> <p>Approaches to Learning: Thinking skills: Synthesis Evaluation Dialectical thought Metacognition</p> <p>Writing Genres: Poetic writing: Poetry</p>	<p>Central idea 中心思想 We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系</p> <p>Key concepts 重要概念: Form 形式, Function 功能, Connection 连系</p> <p>Lines of Inquiry 探究线索: A language can be represented by a code 语言可以由代码表示 Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言</p>

<p>Oral language - Listening and speaking <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> Relevant sections: - Oral and Visual Communication</p>	<p>Conceptual understandings Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication—it has its own set of rules.</p>						
	<p>use language for a variety of personal purposes, for example, invitations</p> <p>hear and appreciate differences between languages.</p> <p>listen attentively and speak appropriately in small and large group interactions.</p>	<p>describe personal experiences: express thoughts, ideas and opinions and discuss them, respecting contributions from others</p> <p>begin to understand that language use is influenced by its purpose and the audience</p> <p>listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</p> <p>argue persuasively and defend a point of view</p>	<p>use language to explain, inquire and compare</p> <p>understand and use specific vocabulary to suit different purposes</p> <p>anticipate and predict when listening to text read aloud</p>	<p>Obtain simple information from accessible spoken texts; pick out main events and relevant points in oral texts</p> <p>ask questions to gain information and respond to inquiries directed to themselves or to the class;</p> <p>use language to explain, inquire and compare</p> <p>pick out main events and relevant points in oral texts</p>	<p>Follow multiple step directions</p> <p>begin to understand that language use is influenced by its purpose and the audience</p>	<p>listen to a variety of oral presentations including poems, rhymes and reports and respond with increasing confidence and detail</p> <p>retell familiar stories in sequence</p> <p>participate in a variety of dramatic activities, for example, dramatisation of familiar stories and poems</p> <p>listen reflectively to stories read aloud in order to identify story structures and ideas</p>	<p>recognise patterns in language(s) of instruction and use increasingly accurate grammar</p>
<p>Visual language - Viewing and presenting <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> Relevant sections: - Oral and Visual Communication - Technological Communication</p>	<p>Conceptual understandings Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.</p>						
	<p>observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness</p> <p>discuss their own feelings in response to visual messages; listen to other responses, realising that people react differently</p> <p>prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications</p> <p>discuss personal experiences that connect with visual images</p>	<p>realise that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</p> <p>observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.</p> <p>with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p>	<p>recognise ICT iconography and follow prompts to access programs or activate devices</p> <p>recognise and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography</p> <p>observe and discuss familiar and unfamiliar visual messages; make judgments about effectiveness</p> <p>realise that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance</p>	<p>realise that visual information reflects and contributes to the understanding of context</p> <p>view visual information and show understanding by asking relevant questions and discussing possible meaning</p> <p>design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved</p> <p>observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes</p> <p>observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.</p>	<p>observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.</p> <p>view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama</p> <p>view different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story</p>	<p>use a variety of implements to practise and develop handwriting and presentation skills</p> <p>through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame</p> <p>use actions and body language to reinforce and add meaning to oral presentations</p> <p>select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/calligraphy styles</p>	
<p>Written language - Reading <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> Relevant sections:</p>	<p>Conceptual understandings Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organisation of written language influences and conveys meaning.</p>						

Year 3 Curriculum Map

<p>- <i>Interactive Read-Aloud and Literature Discussion</i> - <i>Shared and Performance Reading</i> - <i>Guided reading</i> - <i>Phonics, spelling and word study</i></p>	<p>recognise and use the different parts of a book, for example, title page, contents, index.</p>	<p>participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view</p>	<p>discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways</p>	<p>Develop personal preferences, selecting books for pleasure and information</p>	<p>use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another</p>	<p>wonder about texts and ask questions to try to understand what the author is saying to the reader.</p>	<p>participate in shared reading, posing and responding to questions and joining in the refrains read texts at an appropriate level, independently, confidently and with good understanding reads silently for increasingly longer periods (15-30 minutes) distinguish between fiction and non-fiction and select books appropriate to specific purposes.</p>
<p>Written language - Writing <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> Relevant sections: - <i>Writing</i> - <i>Writing about reading</i> - <i>Phonics, spelling and word study</i></p> <p>Conceptual understandings We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.</p>							
	<p>write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words</p>	<p>keep a log of ideas to write about with teacher guidance, publish written work, in handwritten form or in digital format.</p>	<p>write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading</p>	<p>organise ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end use feedback from teachers and other students to improve their writing</p>	<p>Use a dictionary, a thesaurus and word banks to extend their use of language</p>	<p>engage confidently with the process of writing over time, create examples of different types of writing and store them in their own writing folder organise ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</p>	<p>write an increasing number of frequently used words or ideas independently proofread their own writing and make some corrections and improvements</p>
<p>Mathematics - Data handling <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p> <p>Conceptual understandings Data can be collected, organised, displayed and analysed in different ways. Different graph forms highlight different aspects of data more efficiently. Probability can be based on experimental events in daily life. Probability can be expressed in numerical notations.</p>							
	<p>use tree, Venn and Carroll diagrams to explore relationships between data understand that probability is based on experimental events.</p>		<p>understand that one of the purposes of a database is to answer questions and solve problems design a survey and systematically collect, organise and display data in pictographs and bar graphs</p>		<p>understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graph understand that scale can represent different quantities in graphs select appropriate graph form(s) to display data</p>	<p>collect, display and interpret data using simple graphs, for example, bar graphs, line graphs identify, read and interpret range and scale on graphs Reading and interpreting data from a picture graph with scales Solving 1-step problems using data from picture graphs understand that the mode can be used to summarise a set of data</p>	<p>understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).</p>
<p>Mathematics - Measurement <i>(Learning outcomes in bold taken from the Singapore</i></p> <p>Conceptual understandings Objects and events have attributes that can be measured using appropriate tools. Relationships exist between standard units that measure the same attributes.</p>							

<p>Mathematics Syllabus: Primary 1 to 5)</p>		<p>use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature Money: counting amount of money in dollars and cents Money: reading and writing money in decimal notation Money: comparing two or three amounts of money in dollars and cents Money: converting an amount of money in decimal notation to cents only, and vice versa Money: solving word problems involving addition and subtraction of money in dollars only (or in cents only) Length, mass, volume: length in metres/centimetres, mass in kilograms/grams, volume of liquid in litres Length, mass, volume: measuring and drawing a line segment to the nearest cm Length, mass, volume: using appropriate units of measurement and their abbreviations cm, m, g, kg, Length, mass, volume: comparing and ordering lengths, masses, volumes Length, mass, volume: solving word problems involving length/mass/volume</p> <p>use measures of time to assist with problem solving in real-life situations.</p>	<p>use timelines in units of inquiry and other real-life situations</p>	<p>understand the use of standard units to measure perimeter, area and volume</p>			<p>understand relationships between units, for example, metres, centimetres and millimetres</p> <p>understand that measures can fall between numbers on a measurement scale, for example, 3½ kg, between 4 cm and 5 cm</p> <p>understand an angle as a measurement of rotation</p> <p>read and write digital and analogue time on 12-hour and 24-hour clocks. Time: telling time to 5 minutes Time: use of 'a.m.' and 'p.m.' Time: use of abbreviations h and min Time: drawing hands on the clock face to show time Time: duration of 1 hour/half hour</p>
<p>Conceptual understandings Changing the position of a shape does not alter its properties. Shapes can be transformed in different ways. Geometric shapes and vocabulary are useful for representing and describing objects and events in real-world situations.</p>							
<p>Mathematics - Shape and space (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</p>			<p>understand that directions for location can be represented by coordinates on a grid</p> <p>describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass</p> <p>locate features on a grid using coordinates</p>	<p>understand that visualisation of shape and space is a strategy for solving problems.</p> <p>sort, describe and model regular and irregular polygons.</p>	<p>recognise and explain symmetrical patterns, including tessellation, in the environment .</p> <p>recognise and explain symmetrical patterns, including tessellation, in the environment</p>	<p>understand the common language used to describe shapes Identify the basic shapes that make up a given figure Identifying, naming and describing 2D shapes</p> <p style="text-align: center;">Semicircle Quarter circle</p> <p>Forming different 2D figures with (Rectangle, Square, Triangle, Semicircle, Quarter circle)</p> <p>analyse and describe 2D and 3D shapes, including regular and irregular polygons, using geometrical vocabulary</p> <p>apply knowledge of transformations to problem-solving situations</p>	

<p>Mathematics - Pattern and function <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p>	<p>Conceptual understandings Functions are relationships or rules that uniquely associate members of one set with members of another set. By analysing patterns and identifying rules for patterns it is possible to make predictions.</p>						
	<p>describe the rule for a pattern in a variety of ways</p> <p>represent rules for patterns using words, symbols and tables</p>					<p>understand that patterns can be analysed and rules identified Patterns in numbers up to 1000</p> <p>use number patterns to make predictions and solve problem</p> <p>use the properties and relationships of the four operations to solve problems</p>	<p>understand that multiplication is repeated addition and that division is repeated subtraction</p> <p>understand the inverse relationship between multiplication and division Relationship between multiplication and division</p> <p>understand the associative and commutative properties of multiplication.</p>
<p>Mathematics - Number <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p>	<p>Conceptual understandings The base 10 place value system can be extended to represent magnitude. Fractions and decimals are ways of representing whole-part relationships. The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems. Even complex operations can be modelled in a variety of ways, for example, an algorithm is a way to represent an operation.</p>						
	<p>model equivalent fractions</p> <p>use the language of fractions, for example, numerator, denominator Talk about fraction as part of a whole (eg 2 out of 3 fish are yellow)</p> <p>model addition and subtraction of fractions with related denominators*** Adding and subtracting like fractions within one whole with denominators of given fractions not exceeding 12</p> <p>read and write equivalent fractions Comparing and ordering fractions with denominators of given fractions not exceeding 12 (unit fractions, like fractions)</p> <p>add and subtract fractions with related denominators in real-life situations</p> <p>read, write, compare and order fractions</p>			<p>model numbers to thousands or beyond using the base 10 place value system</p> <ul style="list-style-type: none"> • up to 1000 <p>addition and subtraction algorithms (up to 3 digits)</p> <p>read, write, compare and order whole numbers up to thousands or beyond</p> <ul style="list-style-type: none"> • up to 1000 <p>☐ use whole numbers up to thousands or beyond in real-life situations</p> <p style="margin-left: 20px;">☐ Up to 1000</p> <p>develop strategies for memorising addition, subtraction, multiplication and division number facts</p> <p>solving up to 2-step word problems involving addition and subtraction mental calculation involving addition and subtraction of a 3-digit number and ones/tens/ hundreds mental calculation involving addition and subtraction of two 2-digit numbers</p> <p>use whole numbers up to thousands or beyond in real-life situations</p>		<p>model multiplication and division of whole numbers Multiplication tables of 2, 3, 4, 5, 10 Solving 1-step word problems involving multiplication and division within the multiplication tables</p> <p>Use of ÷</p> <p>use fast recall of multiplication and division number facts in real-life situations Multiplying and dividing within the 2, 3, 4, 5, 10 multiplication tables</p> <p>Mental calculation involving multiplication and division within the multiplication tables of 2, 3, 4, 5, 10</p> <p>describe mental and written strategies for multiplication and division</p>	<p>select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</p> <p>use strategies to evaluate the reasonableness of answers</p>

Year 3 Curriculum Map

<p>Arts - Responding</p>	<p>Conceptual understandings</p> <p>When experiencing arts, we make connections between different cultures, places and times. People explore issues, beliefs and values through arts. There are different kinds of audiences responding to different arts. We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p>					
	<p>Drama explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community</p> <p>Music describe the process used to create their own music and compare it with others, in order to improve their compositions</p> <p>Visual Arts identify the stages of their own and others' creative processes</p>	<p>Music discuss music that relates to social issues and/or values</p>		<p>Dance recognise that dance plays an innovative role in communicating ideas within cultures and societies</p> <p>discuss aspects of drama that illustrate relationships between culture, history and location</p> <p>Visual Arts compare, contrast and categorise artworks from a range of cultures, places and times</p> <p>identify and consider the contexts in which artworks were made</p>	<p>Visual Arts use a range of strategies to solve problems during the creative process.</p>	<p>Dance reflect on artistic processes in dance achievements and how to incorporate new ideas into future work</p> <p>consider the composition of an audience when preparing an effective formal and/or informal presentation</p> <p>Drama consider the composition of an audience when preparing an effective formal and/or informal presentation</p> <p>Music create and perform a movement sequence accompanied by music that they have created</p> <p>Visual arts use their knowledge and experiences to make informed interpretations of artworks</p>
<p>Arts - Creating</p>	<p>Conceptual understandings</p> <p>Arts have the power to influence thinking and behaviour. We make connections between our artwork and that of others to extend our thinking. We can explore our personal interests, beliefs and values through arts.</p>					
	<p>Dance develop physical flexibility and strength</p> <p>express their unique values, beliefs and interests through a dance form</p>	<p>Drama create a devised or scripted performance for a particular audience or purpose</p>	<p>Music create a musical composition expressing their own ideas and feelings on a social issue</p> <p>deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)</p> <p>make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</p>	<p>Dance investigate and perform a cultural or historical dance form with an understanding of the function of the dance form as artistic, ritual or social</p>	<p>Visual Arts consider their audience when creating artwork.</p> <p>use a personal interest, belief or value as the starting point to create a piece of artwork</p>	<p>Music express themselves as individuals through musical composition</p> <p>Visual Arts show awareness of the affective power of visual arts</p> <p>use a personal interest, belief or value as the starting point to create a piece of artwork</p>
<p>PSPE - Identity</p>	<p>Conceptual understandings</p> <p>A person's identity evolves as a result of many cultural influences. A person's self-concept is influenced by how others regard and treat him or her. Embracing and developing optimism helps us to have confidence in ourselves and our future. Understanding ourselves helps us to understand and empathise with others. Self-efficacy influences the way people feel, think and motivate themselves, and behave. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</p>					

	<p>explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time.</p> <p>reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others</p>	<p>identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</p>	<p>work and learn with increasing independence.</p>	<p>reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others</p>	<p>use understanding of their own emotions to interact positively with others</p>	<p>reflect on how they cope with change in order to approach and manage situations of adversity</p>	
<p>PSPE - Active living</p>	<p style="text-align: center;">Conceptual understandings</p> <p style="text-align: center;">Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. We can develop and maintain physical fitness by applying basic training principles. People go through different life stages, developing at different rates from one another. Attention to technique and regular practice can improve the effectiveness of our movements. A dynamic cycle of plan, perform and reflect can influence a creative movement composition. There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximise enjoyment and promote safety.</p>						
	<p>understand how daily practices influence short- and long-term health</p> <p>identify potential personal and group outcomes for risk-taking behaviours.</p>		<p>identify ways to live a healthier lifestyle</p> <p>understand that there are substances that can cause harm to health</p>				<p>demonstrate greater body control when performing movements</p> <p>plan, perform and reflect on movement sequences in order to improve</p>
<p>PSPE - Interactions</p>	<p style="text-align: center;">Conceptual understandings</p> <p style="text-align: center;">A plan of action is a necessary strategy for a group to achieve its goal. An effective group capitalises on the strengths of its individual members. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. Behaviour can be modified by applying deliberate strategies. Communities and societies have their own norms, rules and regulations. Communities and their citizens have a collective responsibility to care for local and global environments.</p>						
	<p>recognise that committing to shared goals in group situations improves individual and shared experiences and outcomes</p>	<p>discuss ideas and ask questions to clarify meaning</p> <p>apply different strategies when attempting to resolve conflict</p>	<p>adopt a variety of roles for the needs of the group, for example, leader, presenter</p>	<p>identify individual strengths that can contribute to shared goals</p>	<p>develop a shared plan of action for group work that incorporates each individual's experiences and strengths</p> <p>adopt a variety of roles for the needs of the group, for example, leader, presenter</p>	<p>identify individual strengths that can contribute to shared goals</p>	
<p>Social Studies <i>Learning outcomes taken from National Curriculum Standards for Social Studies (National Council of Social Studies, 2010)</i></p>	<p>Learners will understand: Individuals have characteristics that are both distinct from and similar to those of others Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems</p> <p>Learners will be able to: Describe their personal characteristics, including their interests, capabilities, and perceptions</p>	<p>Learners will understand: The theme of civic ideals and practices helps us know how we can have influence on how people live and act together</p> <p>Learners will be able to: Analyse how specific policies or citizen behaviours reflect ideals and practices consistent with democratic ideals Evaluate positions about an issue based on the evidence and arguments provided, and</p>	<p>Learners will understand: That science and technology can have both positive and negative impacts on individuals, society, and the globe</p> <p>Learners will be able to: Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives</p> <p>Learners demonstrate understanding by:</p>	<p>Learners will understand: The study of the past is the story of communities, nations, and the world</p> <p>Learners will be able to: Use a variety of sources to learn about the past</p> <p>Learners demonstrate understanding by: Using artifacts in discussions and reports to offer explanations about life in the past</p>	<p>Learners will understand: This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced</p> <p>Learners will be able to: Ask and find answers to questions about individual, group, and institutional influences Describe interactions between and among individuals, groups, and institutions</p>		

	Learners demonstrate understanding by: Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special	describe the pros, cons, and the consequences of holding a specific position Develop a position on a school or local issue and defend it with evidence Learners demonstrate understanding by: Writing reports, letters or brief position statements to describe and issue, actions to address it, and reasons for supporting a particular position over others	Researching, designing, and presenting a project including illustrations or a model showing the positive and negative aspects of the uses of technology in the school or local community		Learners demonstrate understanding by: Making a collage of work roles in the community		
Science <i>Learning outcomes taken from the Next Generation Science Standards (NGSS Lead States, 2013)</i>	Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Analyse data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.		Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. Analyse data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Use information from several sources to provide evidence that Earth events can occur quickly or slowly. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Develop a model to represent the shapes and kinds of land and bodies of water in an area. Obtain information to identify where water is found on Earth and that it can be solid or liquid.	Plan and conduct an investigation to determine if plants need sunlight and water to grow. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Make observations of plants and animals to compare the diversity of life in different habitats.	
ICT <i>(Learning outcomes taken from the ISTE Standards for Students (International Society for Technology in Education, 2016))</i>	7. Global Collaborator Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7.d. With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.	3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 3.c. With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning. 3.d. With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.	1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 1.d. With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools. 2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical. 2.d. With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.	6. Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. 6.d. With guidance from an educator, students select technology to share their ideas with different people.	4. Innovative Designer Students use a variety of technologies within a design process to solve problems by creating new, useful or imaginative solutions. 4.c. Students use a design process to develop ideas or creations, and they test their design and redesign if necessary. 4.d. Students demonstrate perseverance when working to complete a challenging task.	5. Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. 5.c. With guidance from an educator, students break a problem into parts and identify ways to solve the problem. 5.d. Students understand how technology is used to make a task easier or repeatable and can identify real-world examples.	

Mandarin

	Speaking and Listening	Reading and Writing	Grammar
<p>Stand Alone Unit - How we express ourselves 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.</p> <p>Central idea We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系</p> <p>Key Concepts Form形式, Function功能, Connection连系</p> <p>Lines of Inquiry A language can be represented by a code 语言可以由代码表示 Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言</p>	<p>Be able to tell the time (o'clock, half)</p> <p>Be able to talk about daily routine during weekdays (get up, eat breakfast, go to school, eat lunch, go back home, eat dinner, sleep)</p> <p>Be able to tell the date of birthday and Chinese Zodiac</p> <p>Be able to understand jobs and match jobs and workplaces</p> <p>Be able to tell the names of the famous spots in Singapore</p> <p>Be able to understand the characteristics of the main four categories of animal (fish, bird, mammal and reptile)</p> <p>Be able to match animals with their habitats</p> <p>Be able to introduce their friends</p> <p>Be able to talk about hobbies at home or at school in sentence level (like, can) and put them into various categories (sports and music)</p> <p>Be able to tell the differences between breakfast, lunch and dinner and name the food that people eat</p> <p>Be able to tell the names of various drinks</p> <p>Be able to recognise and name vegetables and introduce the idea of "life cycle"</p>	<p>Reading Be able to understand the meanings of commonly used radicals</p> <p>Be able to guess the meaning of Chinese characters with the help of radicals</p> <p>Be able to read simple stories without the help of Pinyin</p> <p>Work towards a reading vocabulary of 50 words</p> <p>Writing Be able to write the commonly used radicals</p> <p>Be able to write the Chinese characters according to different topics</p> <p>Be able to write compound sentences (Cause-effect and transitional)</p>	<ul style="list-style-type: none"> · To master adverbials of time and place; · To master the common notional words and function words; · To master special sentence structures <ol style="list-style-type: none"> 1. Sentences with nominal predicates (Subject + Time) 2. Adverbials of time (Subject + Adverbials of time +Verb or verb phrase) 3. Pronouns 大家 4. Pronouns 每 5. The “比”Sentences 6. Interrogative sentences (Special questions 哪儿) 7. Sentences with two objects (Subject + 给+Indirect object + Direct object) 8. Prepositions : indicating direction 离 (A+离+B+远/近) 9. Prepositions: used as an adverbial to introduce the object 跟 (跟+Somebody (一起)+ Verb phrase) 10. The structural particle “的” 11. Verbs indicating one’s attitude, perspective: 觉得 12. The verbs + 在 + place 13. Special questions 什么时候 14. Special questions 怎么

(Mandarin learning outcomes developed by Broadrick Team, 2016)