

	<p>Who we are 我们是谁 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 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 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 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 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 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 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>Subject Area</p>	<p>Central idea 中心思想 Personal identity is developed through identification with communities 个人的身份是通过集体的认同来发展的</p> <p>Key concepts 重要概念: Causation原因, Connection联系</p> <p>Related concepts 相关概念: Identity身份</p> <p>Lines of inquiry 探究线索: A sense of self is connected to other people 自我意识与他人相连 Shared thoughts, beliefs and values exist within communities 集体内存在着共同的思想、信念和价值观 Personal identity is complex 个人身份是多重复杂的</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>PYP Subject focus 专注的学科领域: PSPE(个人教育, 社交教育和体育教育), Science科学, Social Studies社会学</p> <p>Approaches to Learning: Thinking skills: Analysis Synthesis</p> <p>Self-management skills: Safety Healthy lifestyle Codes of behaviour Informed choices</p> <p>Writing Genres: Functional writing: Test writing</p>	<p>Central Idea中心思想: Peace often involves negotiation and compromise 和平往往涉及交涉和折中</p> <p>Key concepts重要概念: Change变化, Connection联系</p> <p>Related Concepts相关概念: Relationships关系</p> <p>Lines of Inquiry探究线索: The interpretation of peace can be personal 对和平的解释可以是个人 Compromise requires mutual cooperation 折中需要相互合作 Peace can be made on a personal, local or global level 和平可以在个人、地方或全球范围内进行</p> <p>Attributes of the learner profile学习者培养目标: Principled坚持原则, Thinkers勤于思考</p> <p>PYP Subject focus专注的学科领域: Arts艺术, Language语言, PSPE(个人教育, 社交教育和体育教育)</p> <p>Approaches to Learning: Communication skills: Listening Speaking</p> <p>Thinking skills: Dialectical thought Metacognition</p> <p>Social skills: Respecting others Cooperating Resolving conflict</p> <p>Writing Genres: Informational writing: Expository text Functional writing: Procedural text</p>	<p>Central Idea中心思想: Humans and the natural world are interconnected 人和自然界是相互联系的</p> <p>Key concepts重要概念: Function形式, Responsibility责任</p> <p>Related Concepts相关概念: Interdependence相互依赖</p> <p>Lines of Inquiry探究线索: Humans work with and adapt to natural phenomena 人类探索和适应自然现象 The natural world have changed over time as a result of human actions 由于人类的行动，自然界随着时间的推移而发生了改变 Knowledge of environmental issues can influence behaviour 了解环境问题会影响行为</p> <p>Attributes of the learner profile学习者培养目标: Caring懂得关爱, Inquirers积极探究</p> <p>PYP Subject Focus 专注的学科领域: Arts艺术, Language语言, 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: Poetic writing: Poetry</p>	<p>Central Idea中心思想: Historical events and situations can be viewed and interpreted in different ways 历史事件和情况可以通过不同的方式进行查看和解释</p> <p>Key concepts重要概念: Perspective观点, Change变化</p> <p>Related Concepts相关概念: History历史</p> <p>Lines of Inquiry探究线索: Personal perspectives can impact the interpretation of events and situations 个人观点对解释事件和情况有所影响 Interpretations can change in light of new evidence 解释可以根据新的证据而改变 Historical events and situations can influence the present and future 历史事件和情况可以影响现在和未来</p> <p>Attributes of the learner profile学习者培养目标: Communicators善于交流, Courageous敢于尝试</p> <p>PYP Subject Focus 专注的学科领域: Language语言, Science科学, Social Studies社会学</p> <p>Approaches to Learning: Communication skills: Reading Writing Viewing Presenting Non-verbal communication</p> <p>Writing Genres: Narrative writing: Fiction</p>	<p>Central Idea中心思想: Humans connect with each other throughout the world 人与人在生存的世界里相互联系</p> <p>Key concepts重要概念: Form形式, Responsibility责任</p> <p>Related Concepts相关概念: Communication交流</p> <p>Lines of Inquiry探究线索: Communities employ modes of communication for specific purposes 以恰当的方式与他人交流、沟通 Personal responsibility is part of making connections with others 个人责任是建立与他人联系的一部分 There are many ways to evaluate the mode of communication chosen 有很多种方法来评价所选择的沟通方式</p> <p>Attributes of the learner profile学习者培养目标: Balanced全面发展, Caring懂得关爱</p> <p>PYP Subject Focus 专注的学科领域: Mathematics数学, PSPE(个人教育, 社交教育和体育教育), Social Studies社会学</p> <p>Approaches to Learning: Thinking skills: Evaluation</p> <p>Social skills: Accepting responsibility Group-decision making Adopting a variety of group roles</p> <p>Self-management skills: Organisation Time management</p> <p>Writing Genres: Functional writing: Friendly letter</p>	<p>Central Idea中心思想: Nature influences art in many ways 自然界对艺术的影响体现在不同的方面</p> <p>Key concepts重要概念: Perspective观点, Change变化</p> <p>Related Concepts相关概念: Inspiration灵感</p> <p>Lines of Inquiry探究线索: Inspiration creates connections 灵感创造出更多的联系 Different interpretations of nature can be seen in art 在艺术中可以看到对自然界的不同诠释 Our connection to nature can influence our appreciation of art 与自然的联系会影响我们对艺术的看法</p> <p>Attributes of the learner profile学习者培养目标: Open-minded胸襟开阔, Reflective及时反思</p> <p>PYP Subject Focus 专注的学科领域: Arts艺术, Mathematics数学, Science科学</p> <p>Approaches to Learning: Self-management skills: Gross motor skills Fine motor skills Spatial awareness</p> <p>Thinking skills: Acquisition of knowledge Comprehension Application</p> <p>Writing Genres: Narrative writing: Memoir</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. Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.</p>					
	<p>explain and discuss their own writing with peers and adults</p> <p>use oral language appropriately, confidently and with increasing accuracy</p>	<p>listen appreciatively and responsively, presenting their own point of view and respecting the views of others</p> <p>listen for a specific purpose in a variety of situations</p> <p>verbalise their thinking and explain their reasoning</p>	<p>understand and use specific vocabulary to suit different purposes</p> <p>verbalise their thinking and explain their reasoning</p>	<p>understand and use specific vocabulary to suit different purposes</p> <p>verbalise their thinking and explain their reasoning</p>	<p>begin to understand that language use is influenced by its purpose and the audience</p> <p>realise that grammatical structures can be irregular and begin to use them appropriately and consistently</p>	<p>identify and expand on main ideas in familiar oral texts</p> <p>listen reflectively to stories read aloud in order to identify story structures and ideas</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. Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.</p>					
	<p>discuss their own feelings in response to visual messages; listen to other responses, realising that people react differently</p> <p>realise that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding</p> <p>view visual information and show understanding by asking relevant questions and discussing possible meaning</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>understand and explain how visual effects can be used to reflect a particular context</p> <p>recognise and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards</p>	<p>with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p> <p>realise that visual information reflects and contributes to the understanding of context</p>	<p>with guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful</p> <p>identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters</p>	<p>view, respond to and describe visual information, communicating understanding in oral, written and visual form</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>view a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama</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>interpret visual cues in order to analyse and make inferences about the intention of the message</p>

<p>Written language - Reading These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections: - Interactive Read-Aloud and Literature Discussion - Shared and Performance Reading - Guided reading - Phonics, spelling and word study</p>	<p>Conceptual understandings Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>					
	<p>distinguish between fiction and non-fiction and select books appropriate to specific purposes</p> <p>read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</p> <p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</p> <p>know when and how to use the internet and multimedia resources for research</p>	<p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</p> <p>understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters</p> <p>as part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials</p>	<p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</p> <p>use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility</p> <p>understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy.</p>	<p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</p> <p>use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility</p> <p>read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</p>	<p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</p> <p>recognise the author's purpose, for example, to inform, entertain, persuade, instruct</p> <p>know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail</p>	<p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</p> <p>understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome</p>
<p>Written language - Writing These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections: - Writing - Writing about reading - Phonics, spelling and word study</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. Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organise our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</p>					
	<p>proofread their own writing and make some corrections and improvements</p> <p>use feedback from teachers and other students to improve their writing</p> <p>write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</p>	<p>select vocabulary and supporting details to achieve desired effects</p> <p>realise that writers ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?"</p> <p>check punctuation, variety of sentence starters, spelling, presentation</p>	<p>select vocabulary and supporting details to achieve desired effects</p> <p>use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing</p>	<p>write independently and with confidence, demonstrating a personal voice as a writer</p> <p>show awareness of different audiences and adapt writing appropriately</p> <p>organise ideas in a logical sequence</p> <p>work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors</p>	<p>use increasingly accurate grammatical constructs</p> <p>reread, edit and revise to improve their own writing, for example, content, language, organisation</p> <p>respond to the writing of others sensitively</p>	<p>select vocabulary and supporting details to achieve desired effects</p> <p>work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors</p>

Mathematics - Data handling (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)	<p style="text-align: center;">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>						
	design a survey and systematically collect, organise and display data in pictographs and bar graphs Reading and interpreting data from bar graphs Solving 1-step problems using data from bar graphs identify, read and interpret range and scale on graphs Using different scales on axis	identify the mode of a set of data interpret range and scale on graphs select appropriate graph form(s) to display data	use tree diagrams to express probability using simple fractions understand that probability is based on experimental events use probability to determine mathematically fair and unfair games and to explain possible outcomes express probability using simple fractions.		understand that the mode can be used to summarise a set of data understand that one of the purposes of a database is to answer questions and solve problems		
Mathematics - Measurement (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)	<p style="text-align: center;">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>						
	Time: telling time to the minute Time: use of 'past' and 'to' to tell time Time: Measuring time in hours and minutes Time: Converting time in hours and minutes to minutes only and vice versa Time: Finding the starting time, finishing time or duration given the other two qualities Time: Solving problems involving time in hours and minutes read and write digital and analogue time on 12-hour and 24-hour clocks.	Length, mass, volume: measuring length in kilometres (km), volume of liquid in millilitres (ml) Length, mass, volume: measuring length/mass/volume (of liquid) in compound units Length, mass, volume: Solving word problems involving length/mass/volume/capacity excluding fractions and compound units	use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume select appropriate tools and units of measurement describe measures that fall between numbers on a scale	understand the use of standard units to measure perimeter, area and volume estimate and measure using standard units of measurement: perimeter, area and volume understand relationships between units, for example, metres, centimetres and millimetres concept of area and perimeter of a plane figure measuring area in square units, cm² and m², excluding conversion between cm² and m² converting a measurement in compound units to the smaller unit, and vice versa (kilograms and grams, metres and centimetres, litres and millilitres (numbers involved should be within easy manipulation))	Money: Adding and subtracting money in decimal notation Solving word problems involving addition and subtraction of money in decimal notation	understand an angle as a measure of rotation Concept of angle Right angles, angles greater than/smaller than a right angle Perimeter of rectilinear figure, rectangle, square Area of rectangle/square	
Mathematics - Shape and space (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)	<p style="text-align: center;">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>						
			Perpendicular and parallel lines Draw perpendicular and parallel lines on square grid understand that lines and axes of reflective and rotational symmetry assist with the construction of shapes		analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass locate features on a grid using coordinates	understand the properties of regular and irregular polygons understand congruent or similar shapes understand that visualisation of shape and space is a strategy for solving problems.	

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			understand an angle as a measure of rotation		<p>Copying figures on dot grid or square grid</p> <p>describe and/or represent mental images of objects, patterns, and paths.</p> <p>understand that directions for location can be represented by coordinates on a grid</p>	<p>describe and model congruency and similarity in 2D shapes</p> <p>identify, describe and model congruency and similarity in 2D shapes recognise and explain symmetrical patterns, including tessellation, in the environment</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 style="text-align: center;">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>understand that patterns can be analysed and rules identified</p> <p>Patterns in numbers up to 10000</p>	<p>understand the inverse relationship between multiplication and division</p> <p>Relationship between multiplication and division</p> <p>understand the associative and commutative properties of multiplication</p>	<p>represent rules for patterns using words, symbols and tables identify a sequence of operations relating one set of numbers to another set.</p> <p>select appropriate methods for representing patterns, for example using words, symbols and tables use the properties and relationships of the four operations to solve problems.</p>				
<p>Mathematics - Number <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p>	<p style="text-align: center;">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 numbers to thousands or beyond using the base 10 place value system up to 10000</p> <p>addition and subtraction algorithms (up to 4 digits)</p> <p>addition and subtraction algorithms (up to 4 digits)</p> <p>solving up to 2-step word problems involving addition and subtraction</p> <p>read, write, compare and order whole numbers up to thousands or beyond (up to 10000)</p> <p>use strategies to evaluate the reasonableness of answers add and subtract decimals in real-life situations, including money estimate sum, difference, product and quotient in real-life situations, including fractions and decimals.</p>	<p>model multiplication and division of whole numbers</p> <p>multiplication tables of 6, 7, 8 and 9 multiplying and dividing within the multiplication tables</p> <p>division with remainder multiplication and division algorithms (up to 3 digits by 1 digit)</p> <p>solving up to 2-step word problems involving the 4 operations</p> <p>use the language of multiplication and division, for example, factor, multiple, product, quotient, prime numbers, composite number model addition and subtraction of fractions with related denominators***</p>		<p>use whole numbers up to thousands or beyond in real-life situations Up to 10000</p> <p>use mental and written strategies for multiplication and division in real-life situations select an efficient method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator</p>	<p>Mental calculation involving addition and subtraction of two 2-digit numbers</p> <p>Mental calculation involving multiplication and division within the multiplication tables</p>	<p>model equivalent fractions</p> <p>read and write equivalent fractions</p> <p>Expressing a fraction in its simplest form model decimal fractions to hundredths or beyond</p> <p>Adding and subtracting two related fractions within one whole with denominators of given fractions not exceeding 12</p> <p>Writing the equivalent fraction of a fraction given the denominator or the numerator</p> <p>model addition and subtraction of decimals.</p> <p>read, write, compare and order fractions to hundredths or beyond Comparing and ordering unlike fractions with denominators of given fractions not exceeding 12</p>	

Arts - Responding	<p align="center">Conceptual understandings</p> <p align="center">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>Music</p> <p>sing with accuracy and control focusing awareness on the musical elements</p> <p>discuss music that relates to social issues and/or values</p> <p>compare aspects of music from different times and places</p> <p>create and perform a movement sequence accompanied by music that they have created</p> <p>describe the process used to create their own music and compare it with others, in order to improve their compositions</p> <p>analyse different compositions describing how the musical elements enhance the message</p> <p>reflect upon how their music expresses their personal voice and the impact it has on others.</p>	<p>Drama</p> <p>discuss aspects of drama that illustrate relationships between culture, history and location</p> <p>explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community</p> <p>consider the composition of an audience when preparing an effective formal and/or informal presentation</p> <p>reflect on achievement and challenges and how they can incorporate these influences in future work</p> <p>recognise and discuss how the consequences and actions of a performance teach audience members and performers life lessons.</p>	<p>Dance</p> <p>recognise that dance plays an innovative role in communicating ideas within cultures and societies</p> <p>reflect on their personal and family history and make connections with cultural and historical dance forms</p> <p>reflect on artistic processes in dance achievements and how to incorporate new ideas into future work</p> <p>recognise how dance can be used to express and understand our inner thoughts and our understanding of the world around us.</p>			<p>Visual arts</p> <p>identify and consider the contexts in which artworks were made</p> <p>use their knowledge and experiences to make informed interpretations of artworks</p> <p>reflect on their own and others' creative processes to inform their thinking</p> <p>use relevant and insightful questions to extend their understanding</p> <p>recognise that different audiences respond in different ways to artworks</p> <p>provide constructive criticism when responding to artwork.</p>	
Arts - Creating	<p align="center">Conceptual understandings</p> <p align="center">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>Music</p> <p>deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends)</p> <p>improvise upon a basic pattern to reinforce the importance of the individual within the group</p> <p>create and record a composition focusing on form, structure and style to give more meaning to their message</p> <p>express themselves as individuals through musical composition</p>	<p>Visual Arts</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>create artwork for a specific audience</p> <p>use a personal interest, belief or value as the starting point to create a piece of artwork</p> <p>use a range of strategies to solve problems during the creative process.</p>		<p>Drama</p> <p>identify how cultural connections can be made with different types of drama</p> <p>identify and develop the personal and related skills encountered through the drama experience</p> <p>find appropriate ways to communicate specific meaning using dramatic action</p> <p>express their unique values, beliefs and interests through a dramatic form</p>	<p>Dance</p> <p>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>create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession</p> <p>experience varying groupings when performing dance, including ensemble performance</p> <p>interpret and replicate a variety of dance styles and genres.</p>		

	read and write music using non-traditional notation.			interpret written dialogues or scenarios.			
PSPE - Identity	<p align="center">Conceptual understandings</p> <p align="center">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>						
	examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)	embrace optimism to shape a positive attitude towards themselves and their future					
	recognise personal qualities, strengths and limitations	explain how self-talk can influence their behaviour and their approach to learning					
	analyse how they are connected to the wider community	motivate themselves intrinsically and behave with belief in themselves					
PSPE - Active living	<p align="center">Conceptual understandings</p> <p 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>						
	develop plans to improve performance through technique refinement and practice				self-assess performance and respond to feedback on performance from others	demonstrate an understanding of the principles of training in developing and maintaining fitness	
	demonstrate greater body control when performing movements			identify potential personal and group outcomes for risk-taking behaviours.	identify different stages of life and how these can affect physical performance		
PSPE - Interactions	<p align="center">Conceptual understandings</p> <p 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>develop a shared plan of action for group work that incorporates each individual's experiences and strengths</p> <p>reflect on the perspectives and ideas of others</p>			<p>reflect on shared and collaborative performance.</p> <p>adopt a variety of roles for the needs of the group, for example, leader, presenter</p> <p>reflect on shared and collaborative performance.</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: The study of individual development and identity helps us know who we are and how we change People's interactions with their social and physical surroundings influence individual identity and growth</p> <p>Learners will be able to: Identify people, groups, and institutions that contribute to development</p> <p>Learners demonstrate understanding by: Retelling a story about a child in another part of the world that relates how the child is like them and different from them</p>	<p>Learners will understand: Key practices in democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals The importance of gathering information as the basis for informed civic action</p> <p>Learners will be able to: Locate, access, organise, and apply information from multiple sources reflecting multiple points of view</p> <p>Learners demonstrate understanding by: Developing a plan in collaboration with others to carry out a school improvement project</p>	<p>Learners will understand: Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments</p> <p>Learners will be able to: Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places and environments, both past and present</p> <p>Learners demonstrate understanding by: Applying knowledge of physical and human systems by investigating the impact of communication or transportation on the land and peoples in the region, as represented in a mural</p>	<p>Learners will understand: That people view and interpret historical events differently because of the time in which they live, the experiences they have, and the point of view they hold That historical events occurred in times that differed from our own, but we often have lasting consequences for the present and future</p> <p>Learners will be able to: Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences</p> <p>Learners demonstrate understanding by: Drawing illustrations to show their interpretation of multiple accounts of the same event and offering ideas about why accounts differ</p>	<p>Learners will understand: Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel) Global connections affect daily life for individuals and those around them</p> <p>Learners will be able to: Ask and find answers to questions about the connections we have to other people and places around the globe Identify examples of global connections in their community, state, or region</p> <p>Learners will demonstrate understanding by: Creating maps, charts, or graphs to show global connections (e.g., trade, migration, resource allocation, or air flights across the world)</p>		
<p>Science <i>Learning outcomes taken from the Next Generation Science Standards (NGSS Lead States, 2013)</i></p>	<p>Construct an argument that some animals form groups that help members survive.</p> <p>Analyse and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>Use evidence to support the explanation that traits can be influenced by the environment.</p>	<p>Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p>Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>Define a simple design problem that can be solved by applying scientific ideas about magnets.</p>	<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>Obtain and combine information to describe climates in different regions of the world.</p> <p>Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p>	<p>Analyse and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p>Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p>		<p>Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p>	

<p>ICT <i>(Learning outcomes taken from the ISTE Standards for Students (International Society for Technology in Education, 2016))</i></p>	<p>2. Digital Citizen Students recognise 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.a. Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.</p>	<p>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.a. Students explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator.</p>	<p>4. Innovative Designer Students use a variety of technologies within a design process to solve problems by creating new, useful or imaginative solutions. 4.a. Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others</p>	<p>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.a. Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process. 3.b. Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.</p>	<p>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.a. Students use digital tools to work with friends and people from different backgrounds or cultures. 7.b. Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.</p>	<p>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.a. Students recognise and utilise the features and functions of a variety of creation or communication tools.</p>	<p>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.a. Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.</p>
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Mandarin

<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>Speaking and Listening</p> <ul style="list-style-type: none"> ● Be able to understand the concepts of “family tree” and the relationships between family members 能够理解“家谱”的概念以及家庭成员之间的关系 ● Be able to understand and use position words (in front of, under, behind, left, right, inside)能够理解和使用位置词（在前面，下面，后面，左边，右边，里面） ● Be able to name items in the classroom and use the nouns of direction (simple and compound) to describe the position 了解课室内物品的名称并使用方向名词（简单和复合）来描述位置 ● Be able to name the places in a community and understand the construction of a community能够为社区中的地点命名并了解社区的构建 ● Be able to ask for directions and use directional phrases 能够询问方向并使用方向短语 ● Be able to put food into two categories (healthy and unhealthy)能够将食物分为两类（健康和不健康） ● Introduce the food pyramid介绍食物金字塔 ● Be able to name various body organs and understand the functions of them能够命名各种身体器官并了解它们的功能 ● Be able to tell the names of the subjects and the content of the subjects能够围绕主题的名称以及相关内容展开表达 ● Be able to talk about daily routine during weekdays (go to dancing lessons, go to Singapore Zoo...)能够在工作日谈论日常生活（去跳舞课，去新加坡动物园.....） ● Be able to tell the names of various shops能够告诉各个商店的名称 	<p>Reading and Writing</p> <ul style="list-style-type: none"> ● Be able to recognise word cards related to vocabulary learnt 能够识别与学习词汇相关的单词卡 ● Show curiosity and ask questions about pictures or text 表现出好奇心并询问有关图片或文字的问题 ● Participate in shared reading, joining in with rhymes, refrains and repeated text 参与共享阅读，加入押韵，抑制和重复文本 ● Make connections to their own experience when listening to or “reading” texts在听或“阅读”文本时与他们自己的经历联系起来 ● Participates in group reading (books, rhymes, poems, and songs).参加小组阅读（书籍，押韵，诗歌和歌曲）。 ● Memorises pattern books, poems, and familiar books. 记忆模式书籍，诗歌和熟悉的书籍。 ● Be able to read words or sentences with the help of Pinyin能够在拼音的帮助下阅读单词或句子 ● Be able to read simple stories with the help of Pinyin能够在拼音的帮助下阅读简单的故事 ● Be able to recognise word cards related to topics 能够识别与主题相关的单词卡 ● Be able to understand the meanings of commonly used radicals能够理解常用偏旁的含义 ● Be able to guess the meaning of Chinese characters with the help of radicals能够在偏旁的帮助下猜出汉字的意义 ● Work towards a reading vocabulary of 50 words努力学习50个单词的阅读词汇 	<p>Grammar</p> <ul style="list-style-type: none"> ● To master adverbials of time and place;掌握时间和地点的状况; ● To master the common notional words and function words;掌握常用的概念词和功能词; ● To master special sentence structures掌握特殊句子结构 ● To master Nouns of directions;掌握方向名词; ● To master basic expressions of tense and aspect;掌握时态和方面的基本表达; ● To master basic compound sentences掌握基本复合句 <ol style="list-style-type: none"> 1. The aspect particle “了” (Subject+ Verb+ 了+Quantitative phrase) 2. The “比”Sentences The negation of the “比”Sentence 3. Imperative sentences 不要 4. The verbs + 在 + place 5. Interrogative sentences (Special questions 哪儿) 6. The “是” Sentences 7. Negative sentences with “不” 8. The “有” Sentences 9. Coordinate compound sentences 一边.....一边.....
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(Mandarin learning outcomes developed by Broadrick Team, 2016)