

SCIS's 校训:

培养对社会有积极贡献的、有探索欲的、有知识的、有爱心的优秀学习者。



# PRIMARY YEARS PROGRAMME (PYP)

## NURSERY TO GRADE 5



# PROGRAMME OF INQUIRY

## Transdisciplinary Themes

## NURSERY

## PRE-SCHOOL

## PRE-KINDERGARTEN

## KINDERGARTEN

## GRADE 1

## GRADE 2

## GRADE 3

## GRADE 4

## GRADE 5

**OUR CHOICES DEFINE WHO WE ARE AS INDIVIDUALS AND AS A COMMUNITY.**

An Inquiry into: • our diverse community • the design and use of our learning environment • using the Learner Profile to guide our choices

**WHO WE ARE**  
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.

**Central Idea:**  
We are alike and different in many ways.

**An inquiry into:**

- me
- my family
- my classmates

**Central Idea:**  
Understanding who we are affects our classroom community.

**An inquiry into:**

- the members of our classroom
- our responsibility as a classroom member
- building positive relationships

**Central Idea:**  
Through play and exploration people connect with others and learn about themselves.

**An inquiry into:**

- what we learn about ourselves and others when playing and exploring
- what play and exploring looks like
- ways we can use resources and our imagination during play to connect and interact with others

**Central Idea:**  
Our roles impact our communities.

**An inquiry into:**

- our communities
- our roles and responsibilities within communities
- how our behavior and actions affect our communities

**Central Idea:**  
Our actions affect our relationships.

**An inquiry into:**

- our relationships
- our responsibility in relationships
- how actions affect relationships

**Central Idea:**  
Responsible choices contribute to our health and our community.

**An inquiry into:**

- personal, physical and social health
- responsible choices
- conflict resolution

**Central Idea:**  
How we learn influences our classroom community.

**An inquiry into:**

- what effective teams do to collaborate and cooperate
- learning styles and strategies

**Central Idea:**  
Inquiring into our curiosity helps us learn.

**An inquiry into:**

- choices we can make to maximize our learning
- what it means to be a learner
- the components of learning

**Central Idea:**  
Body systems are interrelated and interdependent.

**An inquiry into:**

- the major systems in our body
- ways to keep the systems healthy
- how body systems are interdependent

**WHERE WE ARE IN PLACE AND TIME**  
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 civilizations, from local and global perspectives.

**Central Idea:**  
Journeys take people places to explore.

**An inquiry into:**

- how we travel
- where journeys take us
- what we discover

**Central Idea:**  
Buildings are created for different purposes.

**An inquiry into:**

- how buildings are created
- what buildings are used for
- the materials buildings are made from

**Central Idea:**  
Homes are built in different ways around the world.

**An inquiry into:**

- types of homes
- the similarities and differences of homes around the world
- why homes change based on location

**Central Idea:**  
Geography helps us understand the world.

**An inquiry into:**

- mapping skills
- how we use maps to organize ourselves
- how geographical features influence human settlement

**Central Idea:**  
Inventions and innovations create change.

**An inquiry into:**

- inventors and inventions throughout history
- the impact of inventions on society
- how one invention or innovation leads to another

**Central Idea:**  
Evidence of past civilizations can be used to make connections to present day societies.

**An inquiry into:**

- the role ancient civilizations have played in modern society
- significant discoveries and advances of ancient civilizations
- how we view different ancient civilizations

**Central Idea:**  
Events can have a lasting change on society.

**An inquiry into:**

- causes of events
- the significance of the event
- perspectives of events

**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.

**Central Idea:**  
Play invites discovery.

**An inquiry into:**

- discoveries made through play
- communicating in play
- our responsibilities in play

**Central Idea:**  
Play gives us opportunities to learn.

**An inquiry into:**

- creativity in play
- expressing ourselves through play
- cooperation in play

**Central Idea:**  
People use visual art to communicate personal ideas, thoughts and emotions.

**An inquiry into:**

- how personal experiences lead to different interpretations of art
- how interpretation of art allows us to connect to thoughts and emotions
- visual arts

**Central Idea:**  
People learn and express themselves through games.

**An inquiry into:**

- systems of games
- making choices through play
- use of imagination through games

**Central Idea:**  
Artists are inspired by the world around them.

**An inquiry into:**

- an artist's process
- an artist's inspiration

**Central Idea:**  
Humans express their culture through traditions.

**An inquiry into:**

- the purpose of traditions
- different perspectives through traditions
- how traditions are expressed through art

**Central Idea:**  
Performing arts are a medium for creative expression.

**An inquiry into:**

- the performing arts
- the purposes of the performing arts
- self-expression through the performing arts

**Central Idea:**  
Our view of society shapes our voice.

**An inquiry into:**

- how art can inspire action
- connections between society and the individual
- art and what it tells us about an individual

**Central Idea:**  
Exhibition

**HOW THE WORLD WORKS**  
An inquiry into the natural world and its laws; 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.

**Central Idea:**  
Movement and change happen for many reasons.

**An inquiry into:**

- how do bodies move and change
- how things move and change
- what factors affect change and movement

**Central Idea:**  
Living things use senses to explore and discover the world.

**An inquiry into:**

- the senses
- how senses work together to help us explore the world
- why living things need senses

**Central Idea:**  
Weather impacts living things.

**An inquiry into:**

- types of weather
- changes in daily and seasonal cycles
- the effects of weather

**Central Idea:**  
People observe and manipulate matter.

**An inquiry into:**

- properties of matter
- how matter reacts and changes
- how changing the properties of matter can impact society and the environment

**Central Idea:**  
The design of structures involves consideration of different factors.

**An inquiry into:**

- designs and materials of structures
- factors that impact structures
- structures and their uses

**Central Idea:**  
Properties of light and sound can be investigated.

**An inquiry into:**

- the properties of light and sound
- the scientific method

**Central Idea:**  
Energy can be transformed and used for human purposes.

**An inquiry into:**

- different forms of energy
- how energy is used
- ways energy is transformed

**HOW WE ORGANIZE OURSELVES**  
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

**Central Idea:**  
Neighborhoods are made up of places, people and the tools they use.

**An inquiry into:**

- different roles people in our neighborhood have
- different functions places in our neighborhood have
- specific tools people in our neighborhood use to do their jobs

**Central Idea:**  
Systems support people.

**An inquiry into:**

- systems
- processes food and products go through
- how systems support people

**Central Idea:**  
Systems impact learning communities.

**An inquiry into:**

- systems in our school
- systems affect our lives at school
- our responsibility in supporting school systems

**Central Idea:**  
Machines help us solve problems within our communities.

**An inquiry into:**

- how simple machines function
- how simple machines help us solve problems
- how machines connect to our lives

**Central Idea:**  
Consumer choices impact the environment.

**An inquiry into:**

- the impact of various materials on the environment
- our role as consumers
- choices made by producers and consumers

**Central Idea:**  
Knowledge of the market inspires entrepreneurship.

**An inquiry into:**

- the connection between the market and supply/demand
- how consumer's choices effect entrepreneur's decisions
- how a business works

**Central Idea:**  
Organizations have a structure and purpose.

**An inquiry into:**

- the form of organizations
- how organizations function
- the responsibility of organizations and members

**SHARING THE PLANET**  
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.

**Central Idea:**  
Plants are a resource for living things.

**An inquiry into:**

- the characteristics of living and non-living things
- the role of plants amongst living things
- how we care for plants affect how they grow

**Central Idea:**  
Human actions affect animals.

**An inquiry into:**

- needs of animals
- the connections between humans and animals
- human responsibility in caring for animals

**Central Idea:**  
Humans have an impact on natural resources.

**An inquiry into:**

- natural resources
- the use of natural resources
- our responsibility in taking care of natural resources

**Central Idea:**  
Animals have distinct characteristics for growth and survival.

**An inquiry into:**

- characteristics and life cycles of animals
- relationships between living things
- protection of animals and their habitats

**Central Idea:**  
Plants have characteristics that make them vital to life on earth.

**An inquiry into:**

- how plants adapt to their environment
- the growth of plants
- how plants and soil are important to the planet

**Central Idea:**  
External influences affect habitats.

**An inquiry into:**

- the structure of habitats and how they work
- the external influences on habitats
- human responsibility towards habitats

**Central Idea:**  
Communities share the responsibility to reduce the impact on the people affected by natural disasters.

**An inquiry into:**

- the impact and effect of natural disasters
- human and societal responses to natural disasters
- what natural disasters are



What should we do after we learn?



## APPROACHES TO LEARNING (ATL'S)

### Thinking Skills

**Critical thinking** - Analysing and evaluating issues and ideas, and forming decisions

**Creative thinking** - Generating novel ideas and considering new perspectives

**Information transfer** - Using skills and knowledge in multiple contexts

**Reflection and metacognition** - Using thinking skills to reflect on the process of learning

### Social Skills

**Interpersonal relationships, social and emotional intelligence** - Developing positive interpersonal relationships and collaboration

### Self-management Skills

**Organization** - Managing time and tasks effectively

**States of mind** - Using strategies that manage state of mind

### Communication Skills

**Exchanging information** - Listening, interpreting and speaking

**Literacy** - Reading, writing and using language to gather and communicate information

**ICT** - Communicating using technology to gather, investigate and share information

### Research Skills

**Information literacy** - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

**Media literacy** - Interacting with media to use and create ideas and information

**Ethical use of media/information** - Understanding and applying social and ethical technology

Shanghai Community International School is a Primary Years Programme Authorized School and an IBO World School.



SCIS's Mission:  
To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.