



# Primary Years Programme (PYP)

## Nursery to Grade 5



## INQUIRY-BASED LEARNING

As an International Baccalaureate (IB) Continuum World School, **SCIS** is authorized to deliver the Primary Years Programme (PYP) which is relevant, **challenging** and engaging for learners from Nursery to Grade 5. It is an **inquiry-driven**, concept-based curriculum which involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;
- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Developing and testing theories;
- Researching and seeking information;
- Taking and defending a position;
- Solving problems in a variety of ways



# TEACHING AND LEARNING – NURSERY TO PRE-KINDERGARTEN

## The Learning Environment

The early childhood learning environment is a very important aspect of our program, as it is structured and designed in a unique way that meets students' developmental needs. The learning environment is designed to make all students feel safe and comfortable while fostering a sense of responsibility, confidence, and independence. Our classrooms and other learning spaces are organized to support interest areas that offer multiple opportunities for children to explore, discover and grow. These include:

- Block play material
- Dramatic play
- Music and movement
- Art
- Symbolic Exploration
- Sensory Play
- Cooking
- Sand and water
- Library
- Outdoor Exploration



The Early Childhood (Nursery, Preschool and Pre-Kindergarten) Program at SCIS immerses children in an atmosphere of wonder and growth. It focuses on the development of the whole child by providing opportunities for children to learn and practice newly acquired skills. Our program challenges students just beyond their level of present mastery and provides opportunities for them to take risks and try new things in a nurturing community where they feel safe, happy, and valued. The academic component of the early childhood program is based upon 38 objectives for development and learning that are distributed into four overarching areas: social-emotional development, physical development, cognitive development, and language development. The following information provides a greater level of insight into each domain.

## Four Foundation Areas of Development for Early Childhood

### Social/Emotional Development

- Achieving a sense of self
- Taking responsibility for self and others
- Behaving in a prosocial way

### Physical Development

- Achieving gross motor control
- Achieving fine motor control

### Cognitive Development

- Learning and problem-solving
- Thinking logically
- Representing and thinking symbolically

### Language Development

- Listening and speaking
- Reading and writing



## SAMPLE SCHEDULES FROM NURSERY TO PRE-KINDERGARTEN

Nursery and Preschool					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Arrival & Inquiry				
8:30	Shared Indoor Environment Inquiry				
10:00	Snack				
10:30	Mandarin				
10:50	Inquiry				
11:45	Lunch				
12:30	Nap				
14:00	Snack				
14:30	Inquiry & Closing Circle				
14:55	Dismissal				

Pre-Kindergarten					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Student Arrival				
8:30	Classroom Inquiry				
8:50	Outdoor Inquiry				
9:30	Classroom Inquiry				
9:40	Music	PE	Music	PE	Library
11:25	Lunch				
11:50	Classroom Inquiry				
13:10	Mandarin				
13:50	Shared Outdoor Environment Inquiry				
14:30	Classroom Inquiry				
15:00	Dismissal				

Our PYP philosophy means that this is not what EVERY DAY looks like. Every day will be a little bit different than the last, but these are our building blocks for a balanced day.

# TEACHING AND LEARNING – KINDERGARTEN TO GRADE 5

Much of the curriculum is arranged and taught through transdisciplinary units of study known as units of inquiry. These units are arranged under six themes and are repeated at every grade level with progression in levels of complexity.

## Transdisciplinary Themes

### WHO WE ARE

An inquiry into identity as individuals and as part of a collective through:

- physical, emotional and spiritual health and well-being
- relationships and belonging
- learning and growing

### WHERE WE ARE IN PLACE AND TIME

An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation

### HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we express ourself through the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

### HOW THE WORLD WORKS

An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation; possibilities and impact

### HOW WE ORGANIZE OURSELVES

An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihood and trade practices; intended and unintended consequences
- representation, collaboration and decision-making

### SHARING THE PLANET

An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities and dignity for all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

One of the essential elements of the IB Primary Years Programme (PYP) framework is the development of a strong set of skills called Approaches to Learning (ATL Skills). These skills are developed over time and will be **addressed at each grade level in an age-appropriate manner**. Teachers incorporate learning experiences that encourage students to use these skills in all areas of learning. The IB PYP approaches to learning are:

## Thinking Skills

- **Critical thinking** - Analyzing 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

## RELEVANT, REAL-WORLD CONNECTIONS – KINDERGARTEN TO GRADE 5

The curriculum is arranged and taught through large cross-curricular units of study known as Units of Inquiry. The homeroom teacher is responsible for teaching core learning subjects, while specialist teachers are responsible for teaching specialist subjects. When appropriate, subjects are connected and taught through the schools' Programme of Inquiry. The subjects include:



### English Language Arts

SCIS prepares students to become effective communicators, critical thinkers, and active contributors to a global society. Teachers guide students in developing an appreciation for the English language and help them build confidence in their essential English and literacy skills.



### English as an Additional Language

SCIS empowers students by providing them with opportunities to develop as effective communicators and to build confidence in the use of English language. A variety of instructional strategies are implemented to support our English language learners; including but not limited to, direct and indirect support through the EAL program, in class assistance, and program scaffolding.



### Mathematics

SCIS provides constructive opportunities for students to be challenged and supported in 'Number Pattern Functions', 'Shape and Space', 'Data Handling and Measurements'. We encourage our students to think deeply about the problems they are solving. Our program supports the development of critical thinking, problem solving, and collaboration skills, as students are continually encouraged to explore, extend, explain and evaluate their mathematical thinking through open-ended problem solving and questioning.



### Visual and Performing Arts

SCIS believe that a strong arts education enhances academic performance in other disciplines and impacts a range of important developmental skills and understandings. We also believe that students learn best when they are in an environment where they are encouraged to take risks and learn new things; therefore, we aim to not only develop technical and expressive competencies, but to build confidence so that students see themselves as capable artists, performers and musicians.



### Physical Education

SCIS focuses on the development of individual well-being through the integration of specific concepts, knowledge, skills, and movement principles. The program content is organized into four main areas: active living, movement competence, and healthy living.



### Science

SCIS fosters students' curiosity about the physical and natural world. Our program supports the development of critical thinkers, who seek evidence to support claims. Students are encouraged to see themselves as scientists, who understand that collaboration and social construction of knowledge are essential aspects of this discipline.



### Social Studies

SCIS implements an inquiry-based methodology, where teachers and students explore a wide range of significant, relevant and engaging social studies themes and topics. Teachers encourage students to formulate an understanding of their personal and cultural identities, as well as those of others in order to promote intercultural awareness and respect for individuals, their values and traditions.



### Mandarin

SCIS emphasizes the importance of our host-country language and culture. Mandarin language learning is offered daily through a developmentally designed and leveled program, with classes ranging from novice to advanced. Students for whom Mandarin is their native language or are near native speakers are typically placed in the Experienced 2 or advanced Mandarin class.



### Technology Integration

SCIS seeks to integrate technology as tools for learning, research, communication and creative expression. This includes students being active innovators and designers that engage in authentic learning experiences which allow them to create original designs, products and devices.



## THE PYP EXHIBITION



In the final year of the PYP (Grade 5), students participate in a culminating project, the PYP Exhibition. This requires that each student demonstrates engagement with the essential elements of the programme: knowledge, concepts, ATLs, and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility. Students undertake their investigation both individually and with their peers, under the guidance of their teachers and mentors.

During the PYP Exhibition, Grade 5 students will demonstrate their understanding of an issue or opportunity they have chosen to explore. Through this, they will also demonstrate their ability to take responsibility for their learning, and their capacity to take action, as they will actively engaged in planning, presenting and assessing their own learning. The Exhibition also provides an opportunity for students to exhibit the learner profile attributes that have been developing throughout their engagement with the PYP.

## ASSESSMENTS

Assessment is an integral part of the teaching and learning process at SCIS. Teachers will work to ensure that assessment is relevant to the curriculum, as well as accurate, fair and appropriate for all students. Assessment is naturally integrated into the teaching and learning cycle within each classroom and serves as a means to provide useful information to teachers, students and parents. Teachers draw from a wide range of evidence and learning experiences to assess students. Assessment tools may include but are not limited to:

- Student-teacher conferences
- Checklists
- Anecdotal notes
- Quizzes and tests
- Digital Portfolios
- Projects and presentations
- Oral evaluations
- Student self-assessments and reflections

SCIS provides parents with various opportunities in addition to those listed above to learn about their child's progress and achievement, such as NWEA MAP assessment reports, report cards, progress reports, conferences, and English Language Proficiency Assessment reports, when applicable.



## RIGOROUS ACADEMIC STANDARDS

The SCIS curriculum adheres to global curriculum standards, selected for their academic rigor, conceptual foundations, and overall compatibility to the PYP.

## SAMPLE SCHEDULES OF KINDERGARTEN AND GRADE I

### Kindergarten

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Classroom Inquiry				
10:30	Outdoor Exploration				
11:10	Mandarin				
12:00	Lunch				
12:30	Music	PE	Music	PE	Library
13:10	Classroom Inquiry				
14:30	Outdoor Exploration				
14:55	Dismissal				

### Grade I

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50	Arrival				
8:20	Morning Circle				
8:50	Literacy Time				
9:35	Snack Time				
9:50	Outdoor Play				
10:20	Music	PE	Art	Music	PE
11:00	Fundations	Fundations	Library	Fundations	Fundations
11:45	Reading Workshop / Writing Workshop				
12:30	Lunch				
12:55	Mandarin				
13:35	Outdoor Play				
14:00	Inquiry into Math				
14:45	Afternoon Circle				
15:00	Dismissal				

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## SAMPLE SCHEDULES OF GRADE 2 TO GRADE 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Arrival				
8:00	Morning Meeting				
8:15	Inquiry into Reading and Writing				
9:00	Inquiry into Reading and Writing	Art	Inquiry into Reading and Writing		
9:45	Snack				
10:15	Recess				
10:35	Music	PE	Music	Media	PE
11:20	Unit of Inquiry				
12:00	Lunch				
12:20	Recess				
12:40	Mandarin				
13:30	Inquiry into Math				Unit of Inquiry
14:15	Inquiry into Math				Inquiry into self
14:45	End of day reflection				
15:00	Dismissal				

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# ENGLISH AS AN ADDITIONAL LANGUAGE PROGRAM (EAL)



## Language Acquisition at SCIS

SCIS provides a multilingual learning environment, where English is the main language of instruction. Our approach to learning English uses multiple methods, helping students develop strong intercultural understanding. The SCIS English as an Additional Language (EAL) program follows WIDA's English Language Development Standards and aligns with the philosophy of the IB Primary Years Programme (PYP).

## Program Description

We offer 2 EAL components to support the various proficiency levels of our students acquiring the language:

- Beginning EAL Class: Stage I learners receive instructions targeted at 'beginner' level language learning
- EAL co-teaching: Stages I and II learners receive co-teaching support within the classroom. This accelerates academic language growth.

Through our program, our EAL and homerooms teachers collaborate to integrate content, language and literacy instructions effectively. This accelerates academic language development.



## Program Progression and Exit

We analyze data collected across multiple sources to determine whether a student is demonstrating grade level proficiency in the English language, including classroom performance and assessment performance.

# MANDARIN PROGRAM

At SCIS all students study Mandarin as an additional or native language. From complete beginners to native speakers, the Mandarin program caters to all by recognizing the diverse learning needs of each individual.

The SCIS Mandarin program offers thoughtfully designed courses to support students' diverse language backgrounds and learning needs. Mandarin courses in lower school have been structured to nurture student' language development and intercultural understanding.

In the PYP, Mandarin is offered at the following levels:

Early Years	Grade 1 to 5
Mandarin Language and Literature (MLL)	Mandarin Language and Literature (MLL)
Mandarin as Home Language (MHL)	Mandarin as Home Language (MHL)
Mandarin Acquisition Course (MAC)	Mandarin Acquisition Course (MAC)
	Mandarin Exploration and Culture (MEC)

Across all grade levels, the SCSI Mandarin program adheres to following guidelines, as applicable:

- American Council on the Teaching of Foreign Languages (ACTFL)
- Chinese National Curriculum Standards (CNCS)
- PYP Language Scope and Sequence
- Early Language Listening and Oral Proficiency Assessment (ELLOPA)
- Chinese National Curriculum-Guide for the Learning and Development of Children Aged 3-6 (CNC3-6)



# SAMPLE LUNCH MENU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MAIN COURSE</b>	Cajun Chicken	Japanese Beef Bowl	Chicken Taco	Baked Fish with Tarragon Sauce	Chinese BBQ Pork
Allergen Content		L	G	S D	L
<b>STAPLE FOOD</b>	Baked Macaroni & Cheese	Steamed Rice	Mexican Rice	Penne with Garlic & Olive	Shanghai Fried Noodles
Allergen Content	G D			G	G E L
<b>VEGETABLES</b>	Steamed Broccoli & Carrot	Sauteed Chinese Green Vegetables	Sauteed Mixed Vegetables (Carrot, Bell Pepper, Zucchini)	Steamed Corn, Carrot & Green Peas	Oriental Cooked Vegetables (Chinese Asparagus, Carrot, Mushroom)
Allergen Content				L	
<b>SPECIALTIES</b>	Vegetable & Bean Quesadilla	Kanto Tofu	Vegetable Quiche	Corn Fritters	Steamed Vegetable Dumpling
Allergen Content	G D L	L S	E D	G	G
<b>SANDWICH BAR</b>	Ham	Egg Salad	Guacamole	Bacon	Tuna Salad
Allergen Content		E			S E
<b>VEGETARIAN DISH (On request)</b>	Cajun Vegetables	Japanese Vegetable Bowl	Vegetable Tacos	Baked Mushroom with Tarragon Sauce	Chinese BBQ Tofu
Allergen Content		L	G	D	L
<b>SALAD BAR (Grade 2- Grade 5)</b>	Salad Bar	Salad Bar	Salad Bar	Salad Bar	Salad Bar
<b>Dairy</b>	Milk, Plain Yogurt, Apple Juice, Orange Juice	Milk, Fruit Yogurt, Apple Juice, Lemonade	Milk, Plain Yogurt, Apple Juice, Grape Juice	Milk, Fruit Yogurt, Apple Juice, Lemonade	Milk, Plain Yogurt, Apple Juice, Orange Juice
<b>FRUITS</b>	Seasonal Fruit	Seasonal Fruit	Seasonal Fruit	Seasonal Fruit	Seasonal Fruit

\*Allergen Content: **D** Dairy **E** Egg **G** Gluten **L** Legumes **N** Nuts **S** Seafood



# AFTER SCHOOL ACTIVITIES – KINDERGARTEN TO GRADE 1



The After-School Activity (ASA) programs for Kindergarten to Grade 1 are designed to offer fun and enriching experiences for our students. These activities provide a wonderful opportunity to explore new interests and develop important skills beyond the classroom. We offer ASAs three times a year – in October, January, and April – with each session lasting 8 weeks.

Our dedicated teachers have carefully selected a variety of activities to engage and inspire our Kindergarten and Grade 1 students. These activities take place from 3:00pm to 4:00pm.

Last year, our Kindergarten and Grade 1 students enjoyed many exciting clubs. Here is an example of some of the activities being offered.

- |              |                |                   |            |           |             |
|--------------|----------------|-------------------|------------|-----------|-------------|
| Snack Making | Roller Skating | Construction Club | Dance Club | Sand Play | Process Art |
| Book Club    | Science Club   | Lego Club         | Basketball | Tennis*   | Football*   |

\* Outside vendor service at additional fee

**NOTE:** After ASAs, families arrange their own transportation home, as the school does not provide bus service at that time.

## AFTER SCHOOL ACTIVITIES – GRADE 2 TO GRADE 5

Our After-School Activity (ASA) programs for our Lower School students are crafted to nurture skills that go beyond the traditional classroom experience. Offered 3 times a year, in October, January and April, these programs present 25-30 unique opportunities per session. Each session spans 8 weeks offering a diverse range of activities tailored for our Lower School students by our expert faculty.



**NOTE:** After ASAs, families arrange their own transportation home, as the school does not provide bus service at that time.



Some of the popular clubs from last year provide you a glimpse of what to expect for Grade 2 to Grade 5:

Coding with Lego	Rock Climbing	Jigsaw Puzzle	Cosmic Yoga	Table Tennis	Creative Writing
Math Power	Robotics	String Orchestra	Jazz	Badminton	Gardening

SCIS also offers a selection of external vendors who offer ASAs at an additional cost. Some of the popular external vendor activities from last year were:

FD Soccer Academy	Wing Chun Kungfu	Flip Out Gymnastics	Ivy Camps
iStage	Panthers Basketball	Mad Science	Refuge MMA



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