

PRE-K

CURRICULUM GUIDE



Our Mission:

To develop inquiring,
knowledgeable and
caring learners who
contribute positively
to their communities.

Message from the PYP Coordinator

Dear SCIS Families,

Welcome to the Primary Years Programme (PYP) at SCIS. We are delighted to begin this learning journey with you and your child.

This curriculum guide is designed to provide an overview of the conceptual understandings and learning outcomes your child will engage with throughout the year. Grounded in inquiry-based learning, our programme encourages students to ask questions, make connections, and develop a deep understanding of the world around them. Through this approach, we aim to nurture internationally minded learners who are caring, reflective, and active participants in their own learning.

As PYP homeroom teachers, we are committed to creating a supportive and collaborative learning environment. We will communicate your child's learning and progress through a variety of platforms and opportunities, including Toddle portfolios, report cards, parent-teacher conferences, student-led conferences, and learning celebrations. These experiences are designed to provide meaningful insights into your child's growth and to actively involve them in reflecting on their learning journey.

At SCIS, we believe that a strong partnership between home and school is fundamental to each child's success. By working together, we can support the development of the whole child academically, socially, and emotionally in alignment with the IB Learner Profile.

Please feel free to contact us at any time if you have questions or would like further information.

We look forward to a meaningful and engaging year of learning together.

Sincerely,
Vincent Lehane
PYP Coordinator

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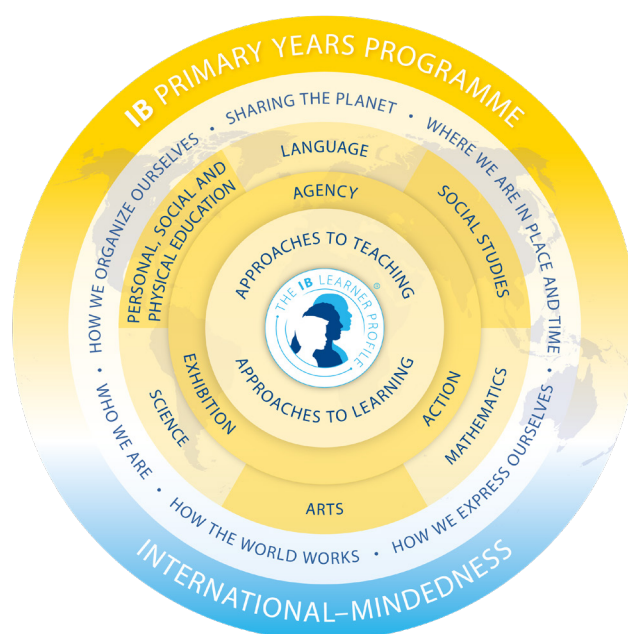
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Programme of Inquiry

Subjects:

- Mathematics
- Language (English)
- Science
- Music
- Visual Arts
- Physical Education
- Social Emotional



Part I Expectations and Agreements

At SCIS, students are encouraged to strive for their personal best while developing increasing ownership of their learning. They are expected to come to school prepared with the materials they need and to engage actively and purposefully in the learning process.

Students are supported in developing independence, organization, and self-management skills. They are encouraged to seek support when needed, reflect on their learning, and take responsibility for completing missed work following an absence. Through this, students build resilience and a commitment to continuous growth.

At the same time, the PYP promotes a learning environment where every student feels a strong sense of belonging, safety, and inclusion. Students are valued as individuals, and their

identities, perspectives, and experiences are respected and celebrated. This supportive environment enables students to take risks, share their thinking, and challenge themselves with confidence.

High expectations for learning are balanced with care for student well-being. Through meaningful and appropriately challenging learning experiences, students are supported to develop confidence, perseverance, and a love of learning.

Essential Agreements

In the PYP, each class collaboratively develops a set of essential agreements that guide interactions and learning within the classroom. These agreements are co-constructed by students and teachers, reflecting shared values, rights, and responsibilities.



This process empowers students to take ownership of their learning environment and contributes to a respectful, inclusive, and supportive community. Essential agreements are revisited and refined throughout the year to ensure they remain meaningful and relevant.

Part II Primary Years Programme (PYP)



The International Baccalaureate Primary Years Programme (IBPYP) is a globally recognized framework designed to develop inquiring, knowledgeable, and caring learners. It provides an integrated curriculum that is relevant, challenging, and engaging for students from Nursery through Grade 5.

At the heart of the PYP is a concept-driven, inquiry-based approach to learning. This approach encourages students to ask meaningful questions, explore ideas, and develop a deep understanding of the world around them. Through inquiry, learners actively

construct knowledge, make connections across subject areas, and apply their understanding in authentic contexts. Inquiry-based learning within the PYP involves students:

- exploring, wondering, and questioning;
- experimenting and engaging with possibilities;
- making connections between prior knowledge and new learning;
- making predictions and taking purposeful action to test their ideas;
- collecting, analyzing, and communicating data and findings;
- clarifying and refining their thinking;
- applying conceptual understanding to deepen learning;
- developing, testing, and revising theories;
- researching and seeking information from a variety of sources;
- expressing and justifying their perspectives; and
- solving problems in a variety of ways.

Much of the curriculum in the Primary Years Programme (PYP) is organized and taught through transdisciplinary units of study known as Units of Inquiry. These units integrate multiple subject areas, enabling students to explore significant ideas in meaningful and connected ways.

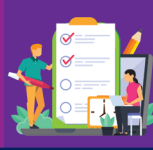
Within the PYP, Units of Inquiry are structured under six transdisciplinary themes. These themes are consistent across all grade levels, providing a coherent and progressive framework for student learning.

All Units of Inquiry together form the Programme of Inquiry, which outlines the scope and sequence of learning across the school.

While many learning experiences are integrated within the Units of Inquiry, there are also opportunities for single-subject teaching to support the development of specific knowledge and skills. In each grade level, the homeroom teacher facilitates most areas of learning, while students also attend specialist lessons in Music, Visual Arts, and Physical Education.

Transdisciplinary Themes

Much of the curriculum is arranged and taught through large cross-curricular units of study known as units of inquiry. Throughout the Lower School these units are arranged under six themes. These same themes are repeated at every grade level. The themes are:

WHO WE ARE 我们是谁		HOW THE WORLD WORKS 世界如何运作	
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		An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation; possibilities and impacts	
WHERE WE ARE IN PLACE AND TIME 我们身处什么时空		HOW WE ORGANIZE OURSELVES 我们如何组织自己	
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		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	
HOW WE EXPRESS OURSELVES 我们如何表达自己		SHARING THE PLANET 共享地球	
An inquiry into 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		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	

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry. All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In all grade levels the homeroom teacher teaches most of the subjects however, the children attend specialist lessons for the Music, Visual Arts, World Languages (Mandarin or Dutch) and Physical Education.

Part III Assessment in the PYP

Assessment is an integral part of the teaching and learning process within the Primary Years Programme (PYP). It is embedded throughout the learning cycle and is designed to be relevant, authentic, and meaningful for all learners. Assessment provides valuable information for students, teachers, and parents, supporting both student growth and the ongoing development of the programme.

In the PYP, a range of assessment practices are used to **monitor, document, measure, and report** on learning, ensuring a holistic understanding of each student's progress and development.

Monitoring Learning

Monitoring learning is an ongoing process

that tracks student progress against learning goals and success criteria. It takes place through observation, questioning, reflection, and dialogue, supported by timely and purposeful feedback. Teachers use a variety of strategies such as open-ended tasks, discussions, and written or oral assessments to guide next steps in learning.

Documenting Learning

Documenting learning makes student thinking and progress visible. Evidence of learning may be collected in both physical and digital formats and shared with the learning community to support reflection and goal setting. Students and teachers document learning through reflections, questions, and demonstrations of understanding. This may include:

- Toddler portfolios that show growth over time
- journals and student work capturing ongoing thinking and feedback
- learning stories that highlight key moments of understanding

Documentation tools may include exemplars, checklists, rubrics, anecdotal records, and portfolios.

Measuring Learning

Measuring learning captures student achievement at a specific point in time. A range of tools, both school-developed and external, may be used to provide data that contributes to a broader understanding of student progress. Not all learning can or needs to be measured; instead, measurement

is used thoughtfully as part of a balanced assessment approach.

Reporting Learning

Reporting communicates student learning and progress to students, parents, and the wider learning community. It provides clear, meaningful, and transparent information about achievement, strengths, and next steps. Reporting may take a variety of

forms, including conferences, written reports, portfolios, and other formal or informal communications.

Assessment evidence is gathered from a wide range of sources, including:

- student-teacher conferences
- observations and anecdotal records
- checklists
- rubrics
- projects

- presentations
- oral assessments
- student self-assessments
- reflections
- learning portfolios

Through this balanced and comprehensive approach, assessment in the PYP supports students in becoming reflective, self-directed learners who take an active role in their own learning journey.

Part IV The Learner Profile

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet, and who strive to create a better and more peaceful world.

Central to this vision is the **IB Learner Profile**, which defines the attributes that support students in becoming active, compassionate, and lifelong learners. These attributes, such as being inquirers, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective, and knowledgeable are embedded throughout all aspects of teaching and learning in the Primary Years Programme (PYP).

Through the development of the Learner Profile, students are encouraged not only to achieve academically, but also to grow as responsible individuals who take action, build positive relationships, and contribute meaningfully to their local and global communities.

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Risk-takers

We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Thinker

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.

We take responsibility for our actions and their consequences.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Part V Approaches to Learning (ATL)

As an IB World School, the Primary Years Programme (PYP) incorporates a set of essential elements that guide teaching and learning. One of these key elements is the development of **Approaches to Learning (ATL)**, which are a set of transdisciplinary skills that support students in becoming self-regulated, reflective, and independent learners.

ATL skills are developed progressively across all grade levels and are taught explicitly and implicitly through a range of learning experiences. They are embedded across all subject areas and within Units of Inquiry, enabling students to apply their skills in meaningful and authentic contexts. Teachers design learning engagements that support students in using and strengthening these skills as part of their everyday learning.

The Approaches to Learning in the PYP are grouped into five broad categories:

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



Part VI

Specified Concepts

Central to the philosophy of the Primary Years Programme (PYP) is the belief that purposeful, structured inquiry is a powerful vehicle for learning. Inquiry promotes meaning and understanding, and challenges students to engage with significant ideas that are relevant both locally and globally.

To support this approach, the PYP is committed to a **concept-driven curriculum**, which enables students to move beyond surface-level knowledge and develop deeper, transferable understandings.

A set of seven **specified concepts** underpins the transdisciplinary nature of the curriculum. These concepts provide a framework for exploring ideas, guiding inquiry, and helping students make connections across disciplines. The specified concepts are:

Form - What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

Function - How does it work?

The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Causation - Why is it like it is?

The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.

Change - How is it changing?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.

Connection - How is it connected to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective – What are the points of view?

The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings

and findings; perspectives may be individual, group, cultural or disciplinary.

Responsibility – What is our responsibility?

The understanding that people make choices based on their understanding and the actions they take as a result do make a difference.



Part VII

What should we do with our learning?

In the Primary Years Programme (PYP), learning extends beyond the development of knowledge and understanding to include socially responsible attitudes and meaningful action. Students are encouraged to reflect on their learning and take thoughtful, appropriate action as a natural outcome of the inquiry process.

Action may be initiated by the student and can take many forms. It may deepen their own learning, contribute to the learning of others, or have a positive impact on the wider community. Action can be simple and personal, such as sharing new understanding with others or pursuing further questions or it can lead to more sustained and collaborative efforts.

The PYP supports students in developing agency through the action cycle, a framework that encourages learners to choose, act, and reflect. Through this process, students build important skills such as collaboration, problem-solving, critical thinking, and self-management.

By engaging in meaningful action, students become active participants in their own learning and begin to see themselves as capable individuals who can make a difference. This empowers them to grow as responsible, reflective, and lifelong learners.



PROGRAM OF INQUIRY

WHO WE ARE

我们是谁



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

Central Idea: Choices made in daily life can keep people healthy and balanced.

An inquiry into:

- Daily routines (Form)
- Positive choices (healthy and balanced choices) (Causation)
- How choices effect well-being (Responsibility)

HOW WE EXPRESS OURSELVES

我们如何表达自己



An inquiry into 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

Central Idea: Art allows people to express themselves while sharing their stories and life experiences.

An inquiry into:

- The creative process (Perspective)
- How stories are told through the arts (Form)
- Our responses to the arts (Connection)

HOW THE WORLD WORKS

世界如何运作



An inquiry into understandings of the world and phenomena through:

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

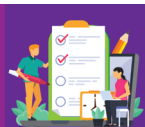
Central Idea: People can change, adapt, or combine materials to achieve a goal.

An inquiry into:

- Properties of materials (Form)
- How materials behave (Causation)
- The ways people use materials for a purpose (Function)

HOW WE ORGANIZE OURSELVES

我们如何组织自己



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

Central Idea: Humans use systems to communicate and understand each other.

An inquiry into:

- Noticing signs, cues, and symbols in our community (Form)
- Understanding and communicating signs, cues, and symbols in our community (Connection)
- Tools used to create and share signs, cues, and symbols (Function)



MATHEMATICS

US Common Core Standards

NUMBER

Conceptual Understandings

- Numbers are a naming system.
- Numbers can be used in many ways for different purposes in the real world.
- Numbers are connected to each other through a variety of relationships.
- Making connections between our experiences with number can help us to develop number sense.

Constructing Meaning

- Understand one-to-one correspondence
- Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set
- Understand that numbers can be constructed in multiple ways, for example, by combining and partitioning
- Understand conservation of number
- Recognize groups of zero to five objects without counting (subitizing)
- Use the language of mathematics to compare quantities, for example, more, less, first, second
- Understand the relative magnitude of whole numbers
- Understand part-whole relationships

Transferring Meaning into Symbols

- Connect number names and numerals to the quantities they represent

Applying with Understanding

- Count to determine the number of objects in a set
- Use number words and numerals to represent quantities in real-life situations
- Use the language of mathematics to compare quantities in real-life situations, for example, more, less, first, second
- Subitize in real-life situations
- Use simple fraction names in real-life situations

MEASUREMENT

Conceptual Understandings

- Measurement involves comparing objects and events.
- Objects have attributes that can be measured using non-standard units.
- Events can be ordered and sequenced.

Constructing Meaning

- Understand that attributes of real objects can be compared and described, for example, longer; shorter; heavier; empty, full, hotter; colder
- Understand that events in daily routines can be described and sequenced, for example, before, after; bedtime, storytime, today, tomorrow

Transferring Meaning into Symbols

- Identify, compare, and describe attributes of real objects, for example, longer; shorter; heavier; empty, full, hotter; colder
- Compare the length, mass, and capacity of objects using non-standard units
- Identify, describe, and sequence events in their daily routine, for example, before, after; bedtime, storytime, today, tomorrow

Applying with Understanding

- Use non-standard units of measurement to solve problems in real-life situations involving length, mass, and capacity
- Describe observations about events and objects in real-life situations

SHAPE AND SPACE

Conceptual Understandings

- Shapes can be described and organized according to their properties.
- Objects in our immediate environment have a position in space that can be described according to a point of reference.

Constructing Meaning

- Understand that 2D and 3D shapes have characteristics that can be described and compared
- Understand that common language can be used to describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down

Transferring Meaning into Symbols

- Sort, describe, and compare 3D shapes
- Describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down

Applying with Understanding

- Explore and describe the paths, regions, and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down)

DATA HANDLING

Conceptual Understandings

- We collect information to make sense of the world around us.
- Organizing objects and events helps us to solve problems.
- Events in daily life involve chance.

Constructing Meaning

- Understand that sets can be organized by different attributes
- Understand that information about themselves and their surroundings can be collected and recorded in different ways
- Discuss chance in daily events (impossible, maybe, certain)

Transferring Meaning into Symbols

- Represent information through pictographs and tally marks
- Sort and label real objects by attributes

Applying with Understanding

- Create pictographs and tally marks
- Create living graphs using real objects and people
- Describe real objects and events by attributes

PATTERN AND FUNCTION

Conceptual Understandings

- Patterns and sequences occur in everyday situations.
- Patterns repeat and grow.

Constructing Meaning

- Understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature

Transferring Meaning into Symbols

- Describe patterns in various ways, for example, using words, drawings, symbols, materials, actions, numbers

Applying with Understanding

- Extend and create patterns



LANGUAGE (ENGLISH)

US Common Core Standards

LISTENING & SPEAKING

Conceptual Understandings

- Different languages may be spoken at home or in the community.
- Ideas, feelings and needs can be communicated with others in a variety of modes, including gestures, actions and body language.
- People explore sounds and patterns as part of learning languages.
- Play is a way of developing communication skills, building relationships and having fun.

Listening & Speaking

- Listen and respond in small or large group discussions for increasing periods of time
- Realize that people speak different languages (for example, home languages, community languages)
- Remember and join in with poems, rhymes, songs, games and classroom routines
- Recognize that the way people greet or speak to others differs according to context (for example, formal, informal, cultural, generational)
- Use home language(s) (with translation, if necessary) to express needs and express ideas
- Listen and respond to a range of texts, showing enjoyment and understanding through gestures, expression and words
- Recognize that words and sentences help people to express ideas
- Reproduce the sounds of the target language and begin to recognize how these sounds connect to the written representation of them
- Use oral language to communicate and build understanding during classroom activities and routines, conversations and play
- Realize that word order can change from one language to another
- Use spoken language to communicate information relating to their personal experiences
- Understand simple questions and respond with actions or words
- Follow classroom directions and routines, using context cues
- Recognize that taking turns to speak and listen is part of respectful interactions that build relationships
- Interact with peers and adults in familiar social settings, and share information about self, family and interests with peers and adults through play situations
- Use language to address their needs, and express feelings and opinions
- Identify and describe main events and relevant points in oral texts with increasing confidence and detail
- Tell their own stories using words, gestures and objects/artefacts
- Build vocabulary through listening and speaking as part of play and teacher-facilitated experiences.
- Use grammatical rules of the language(s) of instruction or language variations, such as dialects (learners may over generalize at this stage)
- Recognize patterns in language(s) and use increasingly accurate grammar and pronunciation in the target language
- Listen attentively and speak appropriately in small and large group interactions
- Use new words and phrases to help express ideas and feelings (for example, when describing experiences or talking about different types of texts)
- Choose texts to listen to and view, showing enjoyment and understanding by responding in oral, written or visual form, or through gestures
- Obtain simple information from accessible texts

READING

Conceptual Understandings

- Texts enable readers to learn about the real world.
- Written language works differently from spoken language.
- Texts can contain pictures, symbols and words that convey meaning.
- There are established ways of setting out and organizing texts.

Reading

- Select and reread favourite texts for enjoyment
- Participate in shared reading, posing and responding to questions and joining in refrains
- Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)
- Show curiosity and ask questions about pictures or text
- Listen attentively and respond to stories read aloud
- Recognize familiar signs and symbols, words and numbers experienced in the real world
- Explore digital texts and interactive features such as games, video and audio links
- Enjoy listening to stories
- Choose and “read” picture books for pleasure
- Participate in shared reading, joining in with rhymes, chants, refrains and repeated text as they gain familiarity with the sounds and vocabulary of the target language
- Make connections to their own experience when listening to or “reading” texts
- Demonstrate phonological awareness, phonics skills, and word recognition
- Recognize their own first name
- Distinguish between pictures and written text, for example, can point to a picture when asked
- Notice and discriminate rhyme, alliteration & units of sound.
- Apply phonics concepts and knowledge of word structure to decode text
- Indicate where the teacher should start reading
- Recognize examples of written texts in other languages in the immediate environment
- Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end
- Realize that the organization of digital texts is different from print texts
- Demonstrate knowledge of the alphabet
- Identify and names letters
- Use letter-sound correspondences
- Express opinions about the meaning of a story
- Retell stories and recounts details from informational texts
- Show empathy for characters in a story
- Use illustrations and details in a story to describe its characters, setting, or events.
- Uses context clues to read and comprehend texts
- Read fluently using early emergent literacy behaviors



WRITING

Conceptual Understandings

- Writing conveys meaning.
- People write to tell others about their experiences, ideas, and feelings.
- Everyone can express themselves in writing.
- Writing represents spoken words visually.

Writing

- Participate in shared and guided writing, observing the teacher's model, asking questions, and offering suggestions
- Choose to write as part of play, for example, a shopping list, doctor's notes, birthday cards
- Is able to differentiate between illustrations and written text
- Show curiosity and ask questions about written language
- Listen and respond to shared books (enlarged texts), observing conventions of print according to the language(s)
- Point out similarities or differences to the writing system of their home language(s) if appropriate
- Show an awareness of the relationships between words they say and how they are represented in written texts
- Discriminate between types of code (e.G., Letters, numbers, symbols, words/characters)
- Write to convey meaning to others
- Write their own name independently
- Writes using conventions
- Use their own experience as a stimulus when drawing and mark-making
- Plan for writing by talking about their ideas or sharing their drawings with others.
- State an idea for an adult to record in writing
- Participate in shared writing, observing the teacher's writing and making suggestions
- Beginning to identify letter/sound correspondence
- Write letters, characters, numbers and symbols appropriate to the context in which they are used

VIEWING & PRESENTING

Conceptual Understandings

- The images, objects and symbols in the environment have meaning.
- People learn about the world through what they see, hear and feel.
- People express themselves using visual techniques, including using static and moving images to tell stories.

Viewing & Presenting

- Recognize and respond to familiar signs, labels and logos, (for example, road signs, classroom labels); are able to identify similarities and differences
- Use appropriate digital iconography and movements (for example, scroll or swipe) to engage with activities and tools on technology devices
- Show understanding of visual information through play, gestures, facial expressions, and sharing with others
- Make personal connections to visual texts, for example, a picture book about children making friends in a new situation
- Show appreciation of illustrations in visual texts, for example, by selecting, revisiting or sharing familiar picture books and digital texts
- Select and incorporate colours, shapes, symbols and images into visual representations as part of play, for example, drawings and models
- Recognize the meaning of body language
- Start to share information and ideas using different media
- Show understanding of the images in stories through illustrations and role play



SCIENCE

Australian Curriculum

Conceptual Understandings

- Observations help us find patterns, make predictions, and share our ideas.
- Objects and events work in certain ways, and understanding this helps us see cause and effect.
- Things can change over time, and many things can affect how and why change happens.
- People see and understand the world differently, and we can show respect by caring for others and the environment.

Questioning and Predicting

Pose and respond to questions about familiar objects and events

- Considering questions relating to the home and school and objects used in everyday life

Planning and Conducting

Participate in guided investigations and make observations using the senses

- Using sight, hearing, touch, taste and smell so that students can gather information about the world around them

Processing, Modeling, and Analyzing

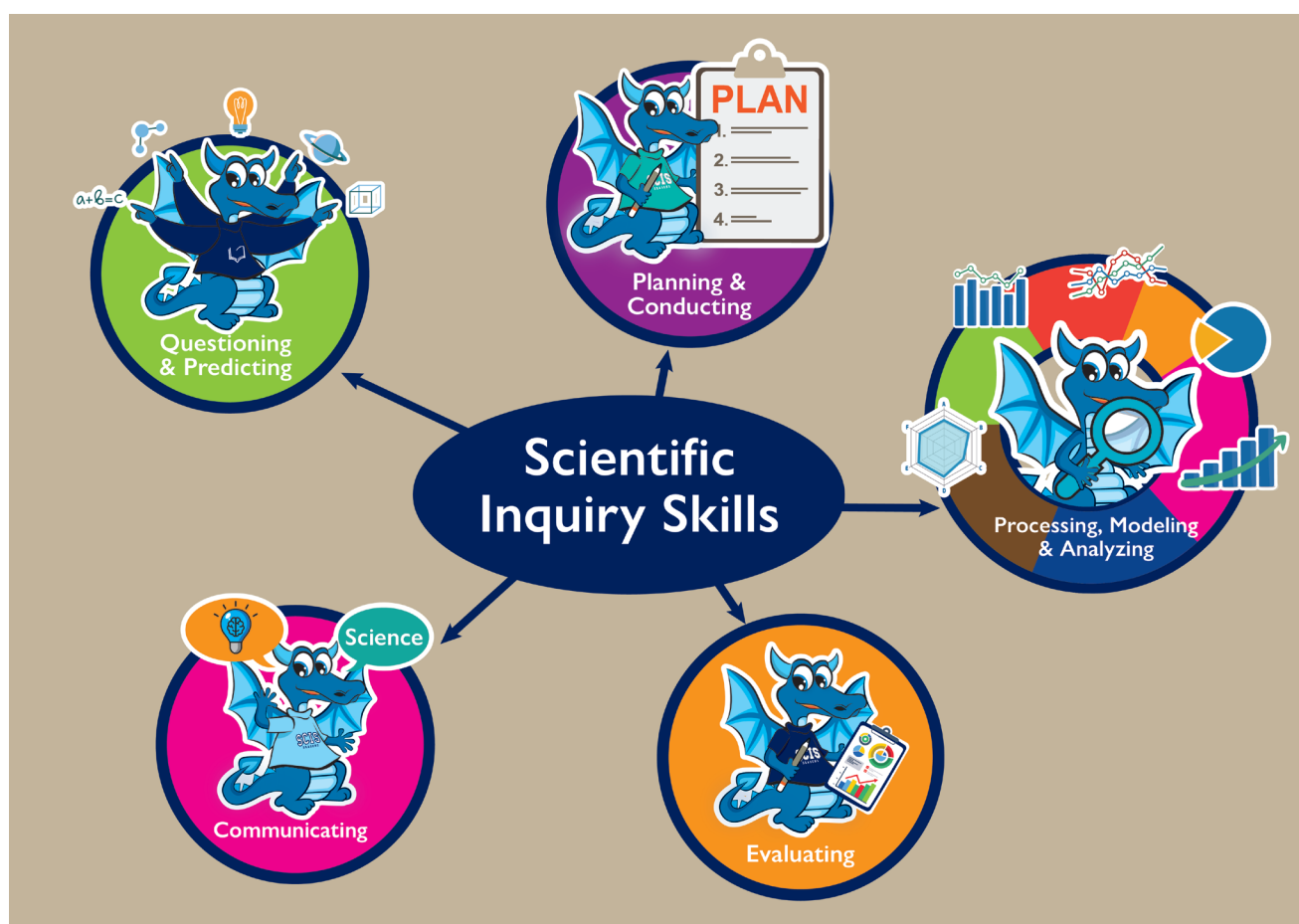
Engage in discussions about observations and represent ideas

- Taking part in informal and guided discussions relating to students' observations
- Using drawings to represent observations and ideas and discussing their representations with others

Communicating

Share observations and ideas

- Working in groups to describe what students have done and what they have found out
- Communicating ideas through role play and drawing



Science as a Human Endeavor

Use and Influence of Science

- Observe, question, and describe changes in objects and events to engage in science.

CREATING

Conceptual Understandings

- We can enjoy and learn from creating art.
- The creative process involves joining in, exploring, and taking risks.
- In creating art, people make choices to construct meaning about the world around them.
- We can express ourselves through arts.
- Our experiences and imagination can inspire us to create.
- We explore the visual arts
- We explore musical concepts and expression
- We explore dance and movement concepts
- We explore drama through actions and language

Creating

- Use vocal sounds, rhythms, and instruments to express feelings or ideas
- Create and accompany music using a variety of sounds and instruments
- Play untuned percussion instruments in time with a beat
- Create a soundscape based on personal experiences
- Explore sound as a means of expressing imaginative ideas
- Recreate sounds from familiar experiences
- Participate in performing and creating music both individually and collectively
- Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)
- Create their own basic musical instruments

RESPONDING

Conceptual Understandings

- We enjoy and experience different forms of art.
- The art is a means of communication and expression.
- People make meaning through the use of symbols.
- People share art with others.
- We express our responses to artwork in a variety of ways.
- We explore the visual arts
- We explore musical concepts and expression
- We explore dance and movement concepts
- We explore drama through actions and language
- We reflect on our artwork and the work of others.

Responding

- Use voice to imitate sounds and learn songs
- Bring music from home to share
- Describe the differences in music
- Move their bodies to express the mood of the music
- Describe how music makes them feel
- Distinguish the sounds of different instruments in music
- Listen to music and create their own work in response
- Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)
- Explore body and untuned percussion instrument sounds
- Recognize different sources of music in daily life



VISUAL ART

British Columbia Arts Curriculum

CREATING

Conceptual Understandings

- We can enjoy and learn from creating art.
- The creative process involves joining in, exploring, and taking risks.
- In creating art, people make choices to construct meaning about the world around them.
- We can express ourselves through arts.
- Our experiences and imagination can inspire us to create.
- We explore the visual arts
- We explore musical concepts and expression
- We explore dance and movement concepts
- We explore drama through actions and language

Creating

- Create artwork in response to a range of stimuli
- Realize that their artwork has meaning
- Use their imagination and experiences to inform their art making
- Select tools, materials, and processes for specific purposes
- Combine different formal elements to create a specific effect
- Take responsibility for the care of tools and materials
- Participate in individual and collaborative creative experiences
- Take responsibility for their own and others' safety in the working environment
- Engage with, and enjoy a variety of visual arts experiences

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- We reflect on our artwork and the work of others.

Responding

- Enjoy experiencing artworks
- Show curiosity and ask questions about artworks
- Describe what they notice about an artwork
- Identify the materials and processes used in the creation of an artwork
- Analyze the relationships within an artwork and construct meanings
- Communicate their initial responses to an artwork in visual, oral, or physical modes
- Make personal connections to artworks
- Create artwork in response to a variety of stimuli
- Express opinions about an artwork



PHYSICAL EDUCATION

Australian Curriculum

MOVEMENT

Conceptual Understandings

- People's bodies influence how they can be physically active and play.
- Activities that develop new skills can impact the ways that bodies move.
- Body awareness is developed through movement and expression.

Movement

- Engage in active play
- Engage in health- and skill-related components of physical fitness
- Explore gross-body coordination through locomotor movements and non-locomotor movements
- Explore fine and gross-motor manipulative skills
- Explore new materials, environments, and situations
- Express a dominant side and begin to perform tasks consistently with it
- Explore and attempt to follow different rhythmic activities
- Use the body as a mode of expression
- Practice fundamental movement skills in minor game and play situations
- Experiment with different ways of moving their body safely and manipulating objects and space
- Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active
- Follow rules to promote fair play in a range of physical activities

IDENTITY

Conceptual Understandings

- Each person is unique and recognizing personal characteristics builds a deeper understanding of the self.
- Each person is unique and recognizing personal characteristics builds a deeper understanding of the self.
- Navigating different outcomes is part of life and helps build character.
- Emotions, attitudes, and self-worth influence the way people act and respond to each other.

Identity

- Identify themselves through personal connections (e.G., Peers, school class, ethnicity, gender)
- Identify and communicate similarities and differences between themselves and others
- Communicate how they have grown and changed
- Identify and explore strategies and attitudes that help people cope with change
- Demonstrate a sense of competence and perseverance with daily tasks, and seek support to develop independence
- Identify their feelings and emotions, and explain possible causes
- Recognize that others have emotions, feelings, and perspectives that may be different from their own
- Investigate who they are and the people in their world



INTERACTIONS

Conceptual Understandings

- Interacting with others develops relationships and contributes to a sense of well-being.
- Ideas and feelings can be communicated with others in a variety of modes.
- There are norms of behavior that guide the interactions between people.
- A person's behavior affects others.
- Caring for the local environment fosters appreciation and action.

Interactions

- Enjoy interacting, playing, and engaging with others, including listening and speaking respectfully
- Share their own ideas and feelings in an appropriate manner
- Demonstrate responsible behavior, such as taking turns, and express the reasons for it
- Reach out for help when it is needed for themselves or others
- Ask questions
- Celebrate their own accomplishments as well as those of others
- Begin to understand how to express and recognize consent
- Talk about their interactions with the environment
- Practice personal and social skills to interact respectfully with others
- Express and describe emotions they experience
- Explore how to seek, give or deny permission respectfully when sharing possessions or personal space

WELLNESS

Conceptual Understandings

- Daily physical activity and play can have an impact on well-being.
- Eating a variety of foods and maintaining personal hygiene can help to prevent illness.
- Individuals grow and develop physically, cognitively, and emotionally.
- Safe participation requires sharing and respecting space while following rules.

Wellness

- Participate in a variety of different physical activities
- Explore characteristics of various foods and their potential effects on the body
- Demonstrate an awareness of basic hygiene in daily routines
- Identify body parts and the senses, and demonstrate how they are used
- Identify safety hazards in the environment
- Identify different characteristics of safe and unsafe places
- Identify personal risk-taking behaviors
- Demonstrate protective behaviors, name body parts and rehearse help-seeking strategies that help keep them safe
- Identify health symbols, messages and strategies in their community that support their health and safety



SOCIAL EMOTIONAL

Collaborative for Academic, Social, and Emotional Learning

Conceptual Understandings

- We can recognize and name simple feelings in ourselves and others.
- Our bodies give us clues about strong feelings.
- We can use simple actions to calm our bodies when we have strong feelings.
- We can use words to express our needs and feelings.
- Our actions and words can help solve problems and care for others.

Social Emotional Learning

Following Directions

- Demonstrate listening and following directions while doing activities

Accidents

- Identify when something happens by accident.
- Demonstrate saying "I didn't mean to. It was an accident. Are you ok?" in scenarios.

Asking for What You Need or Want

- Demonstrate asking for what they need or want during skill practice activity.

Strong Feelings

- Demonstrate putting their hands on their tummies and saying stop during skills practice activity.

Managing Disappointment

- Demonstrate belly breathing. Demonstrate calm down steps in response to scenarios

Identifying Feelings

- Identify the feelings, happy or sad when presented with physical (face or body) clues.
- Tell about a time they were happy or sad.

Naming Feelings

- Name their feelings in response to scenarios.

Safeguarding

Ways to Stay Safe

- Identify common safety rules (Never-Never Rules) for guns, fire, riding on wheels, crossing streets, riding in a car, water, sharp tools, and dogs
- Demonstrate using the Ways to Stay Safe in response to scenarios

The Always Ask First Rule

- Demonstrate following the Always Ask First Rule in response to scenarios
- Identify the person they should ask first in response to scenarios

Safe and Unsafe Touches

- Identify safe and unsafe touches
- Follow the Ways to Stay Safe in response to scenarios about unsafe and unwanted touches.
- Refuse unwanted touches in response to scenarios.

The Touching Rule

- Identify private body parts
- Identify the Touching Rule
- Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule

Practicing Staying Safe

- Identify the Touching Rule
- Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule

Reviewing Safety Skills

- Identify Safety Rules, Always Ask First Rule, the Ways to Stay Safe and the Touching Rule.
- Recognize when a bigger person has broken the Touching Rule
- Apply the Ways to Stay Safe to scenarios from the Julie Stays Safe video



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