

GRADE 1

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

Table of Contents

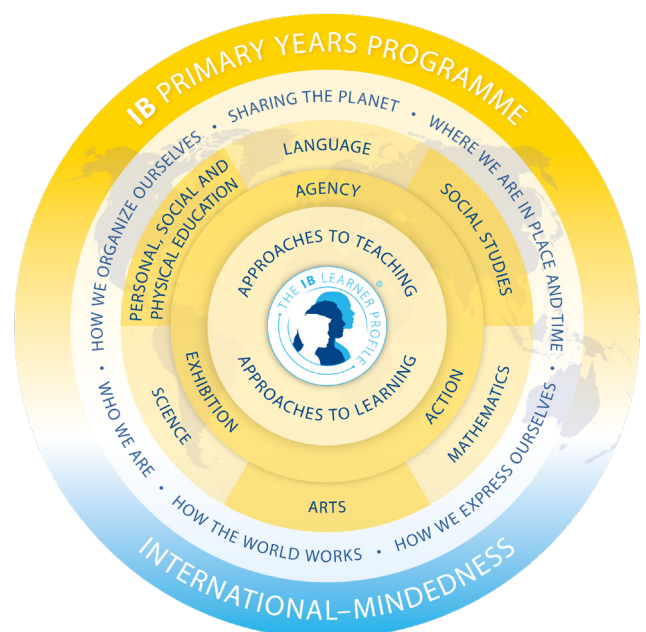
Message from the PYP Coordinator

- I. Expectations and Agreements
- II. International Baccalaureate Primary Years Programme (IBPYP)
- III. Assessment in the PYP
- IV. The Learner Profile
- V. Approaches to Learning (ATL)
- VI. Specified Concepts
- VII. What should we do with our learning?

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.

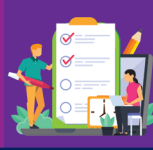
Within the PYP, Units of Inquiry are structured under six transdisciplinary themes. These themes are consistent across all grade levels, providing a coherent and progressive framework for student learning.

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: Actions influence how we connect with others to build relationships.

An inquiry into:

- Our relationships (Perspective)
- Our responsibility in relationships (Responsibility)
- How actions affect relationships (Causation)

WHERE WE ARE IN PLACE AND TIME

我们身处什么时空



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

Central Idea: The location of a place impacts how people live their lives.

An inquiry into:

- Homes around the world (Form)
- Availability and access to resources in different locations (Causation)
- The connection between a place and the way people live their lives (Connection)

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: Artists are inspired by the world around them to create and share works of art.

An inquiry into:

- An artist's inspiration (Connection)
- An artist's process (Function)
- How artists share an idea or story (Perspective)

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

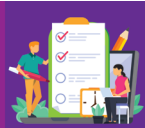
Central Idea: Living things respond to global weather changes.

An inquiry into:

- Global weather (Form)
- Changes in daily and seasonal cycles (Change)
- Adaptations in response to weather (Causation)

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: Resources and strategies help us with change and transitions.

An inquiry into:

- Resources that support us (Connection)
- Similarities and differences between school systems (Change)
- Strategies that support us (Causation)

SHARING THE PLANET

共享地球



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

Central Idea: People use natural resources in ways that affect the planet.

An inquiry into:

- Natural resources (Form)
- The use of natural resources (Function)
- Our responsibility to sustain natural resources (Responsibility)



MATHEMATICS

US Common Core Standards

NUMBER

Conceptual Understandings

- The base ten place value system is used to represent numbers and number relationships.
- Fractions are ways of representing part-whole relationships.
- The operations of addition, subtraction, multiplication, and division are related to each other and are used to process information to solve problems.
- Number operations can be modeled in a variety of ways.
- There are many mental methods that can be applied for exact and approximate computations.

Constructing Meaning

- Model numbers to hundreds or beyond using the base ten place value system
- Estimate quantities to 100 or beyond
- Use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference
- Model addition and subtraction of whole numbers
- Estimate sums and differences
- Understand situations that involve multiplication and division
- Model simple fraction relationships (portion circles and rectangles into halves and fourths/quarters)
- Model addition and subtraction of fractions with the same denominator

Transferring Meaning into Symbols

- Read and write whole numbers up to hundreds or beyond
- Read, write, compare, and order cardinal and ordinal numbers
- Describe mental and written strategies for adding and subtracting two-digit numbers
- Develop strategies for memorizing addition and subtraction number facts

Applying with Understanding

- Use whole numbers up to hundreds or beyond in real-life situations
- Use cardinal and ordinal numbers in real-life situations
- Use fast recall of addition and subtraction number facts in real-life situations
- Use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations
- Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies, or by using a calculator
- Use strategies to evaluate the reasonableness of answers
- Estimate sum, difference, product, and quotient in real-life situations
- Use fractions in real-life situations

PATTERN AND FUNCTION

Conceptual Understandings

- Whole numbers exhibit patterns and relationships can be observed and described.
- Patterns can be represented using numbers and other symbols.

Constructing Meaning

- Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting
- Understand the inverse relationship between addition and subtraction
- Understand the associative and commutative properties of addition

Transferring Meaning into Symbols

- Represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers
- Describe number patterns, for example, odd and even numbers, skip counting
- Identify a sequence of operations relating one set of numbers to another set

Applying with Understanding

- Extend and create patterns in numbers, for example, odd and even numbers, skip counting
- Use number patterns to represent and understand real-life situations
- Use the properties and relationships of addition and subtraction to solve problems

SHAPE AND SPACE

Conceptual Understandings

- Shapes are classified and named according to their properties.
- Some shapes are made up of parts that repeat in some way.
- Specific vocabulary can be used to describe an object's position in space.

Constructing Meaning

- Understand that there are relationships among and between 2D and 3D shapes
- Understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes
- Understand that examples of symmetry and transformations can be found in their immediate environment
- Understand that directions can be used to describe pathways, regions, positions, and boundaries of their immediate environment
- Understand that geometric shapes are useful for representing real-world situations

Transferring Meaning into Symbols

- Sort, describe, and label 2D and 3D shapes
- Analyze and describe the relationships between 2D and 3D shapes
- Create and describe symmetrical and tessellating patterns
- Identify lines of reflective symmetry
- Interpret and create simple directions, describing paths, regions, positions, and boundaries of their immediate environment
- Represent ideas about the real world using geometric vocabulary and symbols, for example, through oral description, drawing, modeling, labeling

Applying with Understanding

- Analyze and use what they know about 3D shapes to describe and work with 2D shapes
- Recognize and explain simple symmetrical designs in the environment
- Apply knowledge of symmetry to problem-solving situations
- Interpret and use simple directions, describing paths, regions, positions, and boundaries of their immediate environment



DATA HANDLING

Conceptual Understandings

- Information can be expressed as organized and structured data.
- Objects and events can be organized in different ways.
- Some events in daily life are more likely to happen than others.

Constructing Meaning

- Understand that sets can be organized by one or more attributes
- Understand that data can be collected, displayed, and interpreted using simple bar graphs (for example, bar graphs, line graphs)
- Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain)

Transferring Meaning into Symbols

- Collect and represent data in different types of graphs (for example, tall marks, bar graphs)
- Represent the relationship between objects in sets using tree, venn, and carroll diagrams
- Express the change of an event happening using words or phrase (impossible, less likely, maybe, most likely, certain)

Applying with Understanding

- Collect, display, and interpret data for the purpose of answering questions
- Create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer; less than, greater than)
- Use tree, Venn, and Carroll diagrams to explore relationships between data
- Identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain)

MEASUREMENT

Conceptual Understandings

- Standard units allow us to have a common language to identify, compare, order, and sequence objects and events.
- We use tools to measure the attributes of objects and events.
- Estimation allows us to measure with different levels of accuracy.

Constructing Meaning

- Understand the use of standard units to measure, for example, length, mass, money, time, temperature
- Understand that tools can be used to measure
- Understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
- Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes, and seconds

Transferring Meaning into Symbols

- Estimate and measure objects using standard units of measurement: length, mass, capacity, money, and temperature
- Read and write the time to the hour, half hour, and quarter hour
- Estimate and compare lengths of time: second, minute, hour, day, week, and month

Applying with Understanding

- Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money, and temperature
- Select appropriate tools and units of measurement
- Use measures of time to assist with problem solving in real-life situations
- Use timelines in units of inquiry and other real-life situations



LANGUAGE (ENGLISH)

US Common Core Standards

LISTENING & SPEAKING

Conceptual Understandings

- Language helps people to develop their understanding of each other as they interact.
- Everyone has the right to speak and be listened to, and people interpret messages according to their unique experiences and ways of understanding.
- The sounds of language are a symbolic way of representing ideas and objects.
- Multilingual learners use translanguaging to make sense of and interact with the world around them.

Listening & Speaking

- Listen and respond in small or large group discussions for increasing periods of time
- Remember and join in with poems, rhymes, songs, games and classroom routines
- Use oral language to communicate and build understanding during classroom activities and routines, conversations and play
- Use spoken language to communicate information relating to their personal experiences
- Ask questions or express wonderings to gain information and respond to their own or others' inquiries
- Recognize the value of being able to communicate in more than one language
- Recognize that taking turns to speak and listen is part of respectful interactions that build relationships
- 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
- Anticipate and predict when listening to texts
- Distinguish and use sounds of the target language with increasing accuracy (for example, initial, medial and final sounds of words; intonation; stress, tones)
- 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
- Predict likely outcomes when listening to or viewing texts



READING

Conceptual Understandings

- People read to learn about and understand the lives of others and the world around them.
- Reading stimulates the enjoyment of imagined worlds.
- Words have the power to engage the imagination and develop creativity.
- Consistent ways of recording words or ideas enable members of a language community to communicate.

Reading

- Select and reread favourite texts for enjoyment
- Participate in shared reading, posing and responding to questions and joining in refrains
- Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group
- Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level
- Develop personal preferences, selecting text for pleasure and information
- Listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes
- Identify the difference between fiction and non-fiction texts
- Understand and apply reliable strategies when decoding print (for example, phonemic awareness, sound-symbol, word-characters)
- Read and understand familiar written texts from the immediate environment, for example, signs, advertisements, logos, iconography
- Understand how written language is represented symbolically by the relevant language community (for example sound-symbol, word characters)
- Instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols
- Have a secure knowledge of the basic conventions of the target language(s) in printed text, for example, orientation, directional movement, layout, spacing, punctuation
- Recognize examples of written texts in other languages in the immediate environment
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text
- Read with sufficient accuracy and fluency to support comprehension
 - Read grade level text with purpose and understanding
 - Read grade level text orally with accuracy, appropriate rate, and expression on successive readings
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts
- ask and answer questions about key details in a text, retell familiar stories, including key details, identify characters, settings, and major events in a story.
- identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- identify who is telling the story at various points in a text.
- use illustrations and details in a story to describe its characters, setting, or events.
- ask and answer questions about key details in a text.
- identify the main topic and retell key details of a text.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- make connections (text to self, text to text, text to world) between personal experience and fictional characters or real people they meet in texts
- select and use non-fiction texts (for example websites, books) for the purpose of inquiry, with teacher guidance
- read texts fluently (at an appropriate level, independently, confidently and with good understanding)
- identify and explain the basic structure and organization of texts
- engage with digital texts and understand how to navigate and use some of the features, for example hyperlinks, audio, video options

Foundational Skills

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Print all uppercase and lowercase letters
- Distinguish long and short vowel sounds
- Name sounds for r-controlled vowels
- Name sounds for vowel digraphs and vowel diphthongs
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Read and spell the first 100 high frequency words, including irregular words (Trick Words)
- Identify word structures such as blends, digraphs, base words, suffixes, syllable types (closed and vowel-consonant-e syllables)
- Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words
- Read and spell compound words and other words with two syllables by breaking them into syllables
- Read and spell words with -s, -es, -ed, -ingsuffixes when added to non-changing base words
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginnings of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main events
- Retell key details of a fictional story and demonstrate understanding
- Use illustrations and/or details in a story to describe its characters, setting, and events
- Ask and answer questions about key details in a text
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Identify specific words in a story that tell or suggest details
- Identify who is telling the story at various points in a text
- Identify the main topic and retell key details of informational text
- Identify and explain new meanings for familiar words and newly taught words
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- Construct complete sentences using vocabulary words
- Use sentence-level context as a clue to the meaning of a word or phrase
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- Sort words into categories to gain a sense of the concepts the categories represent
- Define words by category and by one or more key attributes
- Apply beginning dictionary skills
- Identify real-life connections between words and their uses
- Use verbs to convey a sense of past, present, and future
- Read controlled stories with fluency, expression, and understanding



WRITING

Conceptual Understandings

- Written language works differently from spoken language.
- Written language is the visual representation/symbolization of spoken language.
- Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.
- Every language has particular features that are used by the language community.
- When writing, people can draw inspiration from the texts they read, listen to and view.

Writing

- Participate in shared and guided writing, observing the teacher's model, asking questions, and offering suggestions
- Engages in writing and identifies as a writer
- Write about their own ideas, experiences and feelings
- Incorporate vocabulary used in their speaking in their writing
- Use simple sentence structures in their writing
- Write to communicate a message to a particular audience (narrative, informative, opinion)
- Write an increasing number of frequently used words or ideas independently
- Recognize how visuals can support a written text
- Connect written codes with spoken language and reflect this understanding when recording ideas
- Comment on similarities and differences between the writing system of the target language(s) and that of their home language(s) (if appropriate)
- Participate in shared research and writing projects (e.G., Explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)
- Explore writing as a means of sharing opinions and ideas, and developing their personal voice
- Participate in conferences with teachers to monitor and document progress, and to agree on new learning goals
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. * May include oral or written prewriting (graphic organizers)
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers
- Discriminate between types of code (e.G., Letters, numbers, symbols, words/characters)
- Write to convey meaning to others
- Begin to reread their writing with the aim of ensuring that the meaning is clear
- Recognize that self-assessment and feedback from others can improve their writing
- Point out similarities or differences to the writing system of their home language(s) if appropriate
- Form written code (for example, letters or characters) conventionally and legibly, with an understanding as to why this is important within a language community
- Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end
- Use some of the conventions of written text, for example, sequence, spacing, directionality
- Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, key personal interest words
- Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged

Opinion Writing

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

Informative Writing

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

Narrative Writing

- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

VIEWING & PRESENTING

Conceptual Understandings

- People draw on their own experiences and make personal connections to information presented visually.
- Visual information and techniques assist interpretation and building understanding, and can engage the audience in different ways.
- Viewing and talking about images others have created help people to understand and create their own presentations.

Viewing & Presenting

- Talk about their own feelings in response to visual messages; listen to others and show empathy for the way others might feel, realizing that people react differently
- Connect visual information with their own experiences
- Realize that text and illustrations in reference materials work together to convey information
- Attend to visual information showing understanding through discussion, role play, illustrations
- Understand that visual messages influence our behaviour
- Use body language to communicate ideas and feelings visually
- Use a variety of implements to practise and develop handwriting and presentation skills
- Recognize digital iconography and follow prompts to access digital tools for viewing and presenting
- View visual information and show understanding by asking relevant questions and discussing meaning
- Observe and discuss information presented visually in a range of texts, including print and digital
- Through teacher modelling, become aware of terminology used to describe visual effects, for example, line, colour, shape, direction, size, layout, border, frame
- View different versions of the same story and discuss the effectiveness of the different ways of telling the same story
- View a range of visual language formats and discuss their effectiveness, for example, picture books, film/video, still images, posters, drama, webpages and games
- Show understanding of visual information through discussion, roleplay and illustrations
- Explore the way that shapes, symbols and colours can have meaning in visual texts
- Realize 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
- Observe visual images and begin to appreciate, and be able to express, that these have been created to achieve particular purposes
- Communicate information and ideas to familiar audiences using a variety of media and modalities



Conceptual Understandings

- Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas.
- They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships.
- Students will examine change over varying time periods and will recognize that more than one variable may affect change.
- They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment.
- Students will communicate their ideas or provide explanations using their own scientific experience.

Questioning and Predicting

Pose and respond to questions, and make predictions about familiar objects and events

- thinking about “What will happen if.....?” type questions about everyday objects and events
- using the senses to explore the local environment to pose interesting questions and making predictions about what will happen

Planning and Conducting

Participate in guided investigations to explore and answer questions

- manipulating objects and making observations of what happens
- researching ideas collaboratively using big books, web pages and ICT within the classroom
- exploring different ways of solving science questions through guided discussion
- sorting information and classifying objects based on easily observable characteristics with teacher guidance

Use informal measurements to collect and record observations, using digital technologies as appropriate

- using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) to make and record observations with teacher guidance

Processing, Modeling, and Analyzing

Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions

- using matching activities, including identifying similar things, odd-one-out and opposites
- discussing original predictions and, with guidance, comparing these to their observations
- exploring ways of recording and sharing information through class discussion
- jointly constructing simple column graphs and picture graphs to represent class investigations

Evaluating

Compare observations with those of others

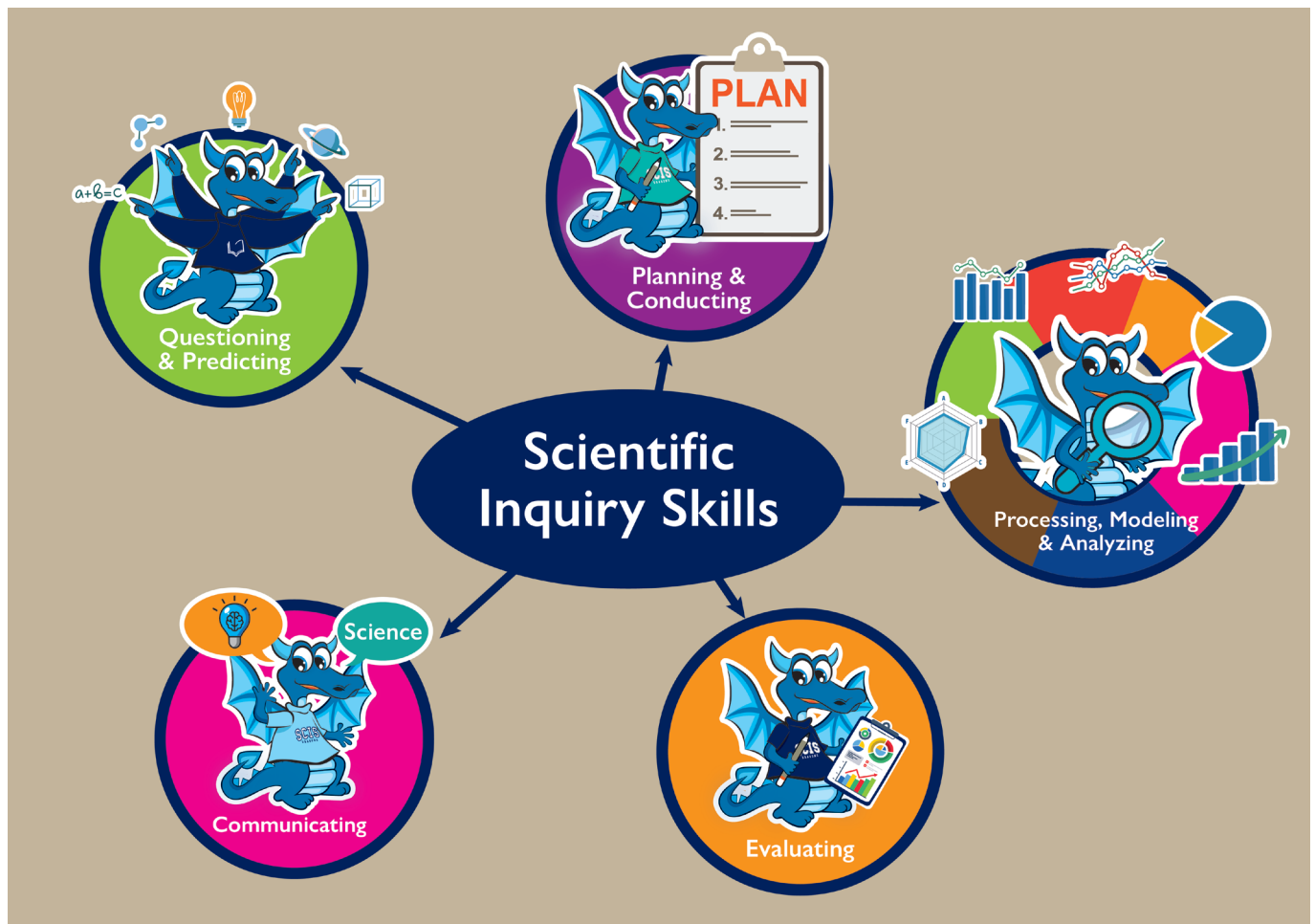
- discussing observations as a whole class to identify similarities and differences in their observations

Communicating

Represent and communicate observations and ideas in a variety of ways

- discussing or representing what was discovered in an investigation
- engaging in whole class or guided small group discussions to share observations and ideas





Science – Human Endeavor

Use and Influence of Science

- Describe how people use science in their daily life, including using patterns to make scientific prediction

CREATING

Conceptual Understandings

- We can communicate our ideas, feelings, and experiences through our artwork.
- We solve problems during the creative process by thinking critically and imaginatively.
- Applying a range of strategies helps us to express ourselves.
- We are receptive to the value of working individually and collaboratively to create art.
- People create art to express who they are as individuals and community.
- Dance, drama, music, and visual arts express meaning in unique ways.

Creating

- Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings
- Express one or more moods/feelings in a musical composition
- Create music to represent different cultures and styles
- Create a soundscape based on personal experiences
- Collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)
- Read, write, and perform simple musical patterns and phrases
- Create music for different purposes
- Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow)

RESPONDING

Conceptual Understandings

- We are receptive to art practices and artworks from different cultures, places, and times (including our own).
- People communicate ideas, feelings, and experiences through the arts.
- We can reflect on and learn from the different stages of creating.
- There is a relationship between the artists and the audience.
- Engagement in the arts creates opportunities for inquiry through purposeful play.
- People connect to others and share ideas through the arts.

Responding

- Sing individually and in unison
- Recognize music from a basic range of cultures and styles
- Express their responses to music from different cultures and styles
- Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film)
- Explore individually or collectively a musical response to a narrated story
- Describe how music makes them feel
- Reflect on and communicate their reactions to music using musical vocabulary
- Record and share the stages of the process of creating a composition
- Share performances with each other and give constructive criticism
- Recognize that sound can be notated in a variety of ways





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Creating

- Consider their audience when creating artwork
- Sharpen their powers of observation
- Identify the stages of their own and others' creative processes
- Identify, plan, and make specific choices of materials, tools, and processes
- Combine a variety of formal elements to communicate ideas, feelings, and/or experiences
- Take responsibility for the care of tools and materials
- Make predictions, experiment, and anticipate possible outcomes
- Take responsibility for their own and others' safety in the working environment

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Responding

- Investigate the purposes of artwork from different times, places, and a range of cultures including their own
- Sharpen their powers of observation
- Identify the formal elements of an artwork
- Identify the materials and processes used in the creation of an artwork
- Describe similarities and differences between artworks
- Become an engaged and responsive audience for a variety of art forms
- Make personal connections to artworks
- Identify the stages of their own and others' creative processes
- Express opinions about an artwork



PHYSICAL EDUCATION

Australian Curriculum

MOVEMENT

Conceptual Understandings

- Physical health and fitness are made up of different components (e.g., sleep, concentration, strength, endurance) that respond to physical activity and play.
- Moving in different ways across different environments helps develop overall movement skill and motor patterns.
- Movement can express feelings, attitudes, and emotions.

Movement

- Identify different intensities of physical activity and use these in different activities and contexts
- Demonstrate health- and skill-related components of physical fitness
- Explore and recall gross-body coordination through locomotor movements and non-locomotor movements
- Explore and recall fine and gross-motor manipulative skills
- Use trial and error to safely explore options and solutions with materials and situations
- Recognize and identify a dominant side in themselves, being able to identify left versus right
- Follow rhythmic activities
- Use the body to express feelings, attitudes, and emotions

IDENTITY

Conceptual Understandings

- A person's identity and sense of self are shaped by different factors, including their personal qualities and abilities.
- Reflecting on interactions with others can lead to developing new strategies to face new situations and challenges, and to solve problems with confidence.
- Different challenges and situations require different strategies.
- Identifying and understanding emotions help people to regulate their own behavior and to understand others, which contributes to the development of empathy and compassion.

Identity

- Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences and abilities
- Recognize others' perspectives and accommodate these to shape a broader view of the world
- Describe how personal growth has resulted in new skills and abilities
- Examine possible strategies to deal with change, including problem-solving
- Express needs and wants, hopes, goals, and aspirations, and the belief that people can reach their goals through perseverance
- Be aware of their emotions and begin to regulate their emotional responses and behavior
- Explain how different experiences and actions can result in different feelings and emotions





INTERACTIONS

Conceptual Understandings

- Interacting with others in groups builds open-mindedness and nurtures positive relationships.
- Participation in a group can require group members to take on different roles and responsibilities.
- There are norms of behavior that guide the interactions between people, and within and between groups.
- People's actions can influence the actions of others.
- Responsible citizenship involves conservation and preservation of the local environment.

Interactions

- Enjoy interacting, playing, and engaging with others, including setting goals for group interactions
- Share relevant ideas clearly and confidently
- Recognize different group roles and assume responsibility for a role in a group
- Seek support in situations of conflict
- Ask questions and express wonderings
- Celebrate accomplishments reached together
- Identify and use various modes of communication to give and receive consent
- Understand the impact of their actions on the social and natural environment

WELLNESS

Conceptual Understandings

- Physical activity and play contribute to a healthy, balanced lifestyle.
- Making informed choices with friends and family can help prevent illness.
- Humans change and adapt both physically and mentally as they grow.
- The use of responsible practices in physical environments can contribute to the safety of the self and others.

Wellness

- Recognize the benefits of engaging in a variety of physical activities every day
- Identify different types of food and their potential impacts on the body
- Communicate the importance of maintaining proper hygiene
- Describe the ways people change and adapt physically and mentally over time
- Explain how different feelings, emotions, and ideas are related to a person's identity
- Recognize safety hazards in the environment (such as behaviors that may lead to conflict with others)
- Recognize the need to act responsibly to help ensure the safety of themselves and others in a variety of environments, including using online security protocols
- Recognize personal and group risk-taking behaviors



SOCIAL EMOTIONAL

Collaborative for Academic, Social, and Emotional Learning

Conceptual Understandings

- Focusing our attention helps us understand new ideas
- Listening and following directions support successful learning
- We can use strategies to stay engaged when learning feels challenging
- Learning is influenced by our choices and actions

Social Emotional Learning

Listening to Learn

- Name and demonstrate the Listening Rules
- Apply attention, memory, and inhibitory control skills in a brain-building game

Strong Feelings

- Recognize situations and physical body cues that signal strong feelings
- Demonstrate two Calming-Down Steps to manage strong feelings

Handling Name-Calling

- Demonstrate assertive responses to name-calling
- Identify adults to tell if name-calling doesn't stop

Inviting to Join In

- Apply the Problem-Solving Steps
- Demonstrate how to invite someone to
- play in response to scenarios

Calming Down Anger

- Explain physical and situational clues to feeling angry
- Demonstrate the proper belly breathing technique
- Use a three-step process to calm down: Say "stop," name your feeling, and do belly breathing

Being Assertive

- Distinguish an assertive request from a passive or aggressive one
- Identify assertive posture and tone of voice
- Demonstrate assertive communication skills in response to scenarios

Following Directions

- Demonstrate listening and following directions within the context of a game

Self-Talk for Calming Down

- Recognize situations that require the use of calming-down strategies
- Use positive self-talk to calm down

Managing Worry

- Recognize situations that require the use of calming-down skills
- Demonstrate the Ways to Calm Down—belly breathing, counting, and using
- Positive self-talk
- Identify grown-ups to talk to when feeling worried

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
- Recognize safe and unsafe situations
- Demonstrate applying the Ways to Stay Safe in response to scenarios
- Apply assertiveness skills in response to scenarios where they need to refuse to break a Never-Never Rule

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
- Demonstrate assertively saying who they should ask first in response to scenarios

Safe and Unsafe Touches

- Identify safe and unsafe touches
- Refuse unsafe touches assertively in response to scenarios
- Refuse unwanted touches assertively 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
- Identify the Never Keep Secrets Rule
- Apply assertiveness skills to report in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule
- Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule and the Never Keep Secrets Rule

Reviewing Safety Skills

- Identify the Ways to Stay Safe, Never-Never Rules, Always Ask First Rule, Touching Rule, and Never Keep Secrets Rule
- Recognize when a person has broken the Touching Rule
- Apply the Ways to Stay Safe to scenarios from the David Speaks Up video

Anti-Bullying:

Recognizing Bullying

- Identify bullying
- Recognize bullying in response to scenarios

Reporting Bullying

- Identify caring adults to talk to about bullying or mean behaviors
- Differentiate between tattling and reporting
- Demonstrate how to report bullying

Refusing Bullying

- Recognize bullying
- Apply assertiveness skills to refuse bullying in response to scenarios

Bystander Power

- Recognize bullying
- Apply assertiveness skills to refuse bullying in response to scenarios



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