

<p>Units of inquiry for Nursery 1</p>	<p>Who we are 我们是谁 An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. 对自我本质的探究；对信仰与价值观的探究；对个人、身体、心智、社交和精神健康的探究；对各种人际关系，包括家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。</p>	<p>How the world works 世界如何运作 An inquiry into the natural world and its law; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. 探究自然界以及自然规律；（物质的与生物的）自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。</p>	<p>How we express ourselves 我们如何表达自己 An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。</p>	<p>Stand Alone</p>
	<p>Central idea 中心思想 A sense of self can be influenced by interactions with others 通过他人的互动能够影响自我意识</p> <p>Key concepts 重要概念: Causation 原因, Responsibility 责任</p> <p>Related Concepts 相关概念: Impact 影响,</p> <p>Attributes of the Learner Profile 学习者培养目标: Open-minded 胸襟开阔, Principled 坚持原则</p>	<p>Central idea 中心思想 The natural world offers many opportunities 自然界提供了许多机遇</p> <p>Key concepts 重要概念: Change 变化, Function 功能</p> <p>Related Concepts 相关概念: Behaviour 行为, Growth 成长</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Thinkers 勤于思考</p>	<p>Central idea 中心思想 People communicate ideas and feelings in different ways 人们以各种方式进行交流想法和感受</p> <p>Key concepts 重要概念: Form 形式, Perspective 观点</p> <p>Related Concepts 相关概念: Similarities 相似 Differences 差异性, Opinion 建议</p> <p>Attributes of the Learner Profile 学习者培养目标: Communicators 善于交流, Courageous 勇于尝试</p>	
<p>The child in a social-cultural context - a positive sense of self; awareness and acceptance of their unique strengths and interests; a sense of being 'special'</p>	<p>Demonstrate the ability to form trusting relationships and attachments to others in the environment.</p> <p>Participate positively in routines and transition experiences when supported by making predictions about their day</p> <p>Demonstrate a sense of belonging to the environment and the people within it</p> <p>Describe their own physical characteristics e.g. I have long hair and brown eyes</p> <p>Talk about their needs for assistance or support</p> <p>Demonstrate the ability to adjust to new/ unfamiliar routines, situations and challenges</p> <p>Talk about what they like (to do, to eat, to have as a friend) and evaluate what they do not like</p>	<p>Cooperates with others in group situations.</p> <p>Demonstrate a sense of belonging to the environment and the people within it</p> <p>Demonstrate courage and resilience; initiate tasks that might be new/unfamiliar</p> <p>Express their ideas, thoughts and feelings with others; respond to other's suggestions and ideas</p> <p>Take risks and learn from mistakes</p>	<p>Display confidence about themselves and own abilities;</p> <p>Display awareness that everyone is unique and 'special'; describe family members and friends by their physical characteristics</p> <p>Express their thoughts, ideas and feelings with others</p> <p>Display the ability to both express and regulate feelings and emotions</p> <p>Explore aspects of identity in play (as a 'baby,' a 'parent,' or 'big sister'.)</p>	

<p>The child in a social-cultural context - the ability to self-motivate and realistically regulate one's feelings and emotions; to persist when faced with a challenge; to accept responsibility for their actions and emotions and to feel empowered</p>	<p>Develop awareness that their actions have an impact on others and attempt to regulate their feelings and physical actions</p> <p>Suggest possible options to allow play to continue e.g. propose solutions rather than reacting physically in a 'problem' situation</p> <p>Demonstrate the ability to engage over time in a task proposed by another person e.g. an adult</p> <p>Demonstrate confidence in making decisions</p>	<p>Demonstrate the ability to engage over time in a task proposed by another person e.g. an adult</p> <p>Display positive dispositions towards their own learning (persistence)</p> <p>Approach tasks and challenges positively</p> <p>Pursue goals with confidence and determination</p>	<p>Talk about their own feelings and propose reasons for feeling a particular way (I feel sad because I didn't have a turn)</p> <p>Recognise the emotions/feelings (of adults and peers); begin to use words that describe feelings (happy, sad, angry)</p> <p>Displays the ability to both initiate tasks and to maintain their engagement in a task.</p> <p>Displays a positive disposition towards learning</p>	
<p>The child in a social-cultural context - a sense of autonomy and the ability to work both independently and interdependently</p>	<p>Participates positively in routines and transition experiences when supported</p> <p>Accepts responsibility for their personal belongings and play materials.</p> <p>Willingly offer assistance and support to others</p> <p>Accept responsibility (with support) for their own well-being e.g. washing hands; putting their belongings in their bag</p>	<p>Demonstrate persistence in their learning (e.g try again after the first, or second attempt.)</p>		
<p>The child in a social-cultural context team membership and leadership skills; the ability to interact positively with their peers and adults and to respect and value their own and other's ideas</p>	<p>Show interest in being part of a social group</p> <p>Ask others if they can enter into shared play (a non verbal request to play may be staying close by the play situation or beginning to use the same materials)</p>	<p>Actively participate as a member of a group, sharing ideas and resources</p> <p>Display the ability to wait for their turn</p> <p>Willingly take and share turns</p>	<p>Participate as a group member through shared social space e.g. using the same equipment, or playing close to other children</p> <p>Understand turn taking from their own perspective (that it is 'their' turn)</p> <p>Attend to and respond to the ideas and feelings of others (observe their facial expressions and gestures)</p>	
<p>The child in a social-cultural context - negotiation in social contexts, conflict resolution skills and an understanding of their role in making an active contribution to a peaceful community</p>	<p>Seek support to resolve social conflict situations as to avoid physical assertion e.g. look for an adult or another child to assist in a social conflict situation</p> <p>Listen to others (adults and or children) attempting to resolve a social conflict</p>		<p>Display awareness of group living rules and the conventions of everyday communal living and codes of acceptable behaviour</p> <p>Demonstrate an ability to regulate their feelings and emotions in social conflict situations</p>	
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings using verbal (and non-verbal) language(s)</p>	<p>Attend to others for longer periods of time</p> <p>Beginning to have clarity in verbal interaction</p>	<p>Participate actively as a contributor of group/shared goals</p> <p>Asks questions to support curiosity</p>	<p>Strings words together in a simple sentence</p>	<p>Use language to recall an event/share an experience (may work in past, present and future tenses)</p>

	<p>Is beginning to engage in one to one and small group discussions/conversations listening to others, questioning, and responding appropriately within the context of the conversation</p> <p>Repeat and explore words and sounds heard when interacting with others (children and adults, repetitive stories and chants)</p> <p>Use language to resolve conflict situations</p>	<p>Attends to sounds in the environment(notice a bird call, or the sound of the rain; recognise an emergency vehicle siren)</p>	<p>Displays an increasing interest in using oral language to share ideas stories and songs</p> <p>Demonstrates the use of multiple word sentences to describe, their ideas, thoughts and feelings</p> <p>Uses simple familiar/repeated words from a different language (Mandarin)</p> <p>Uses drawing, dancing, pretend play, puppets or drama to tell a story</p> <p>Participate in simple clapping patterns</p>	
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings using the symbolic languages (expressive and creative languages)</p>	<p>Participates in imaginary play scenarios with others</p> <p>Negotiate verbally and non-verbally to pretend play with others</p>	<p>Uses available resources to create props to support play</p> <p>Builds stories around toys e.g. farm animals</p>	<p>Communicate through pretend or symbolic play e.g. use objects as if they were 'something else' e.g. a plate used 'as if' it was a steering wheel</p> <p>Use oral language to narrate simple stories (pretend and real life stories which may be told in conjunction with puppets; drawing or painting their ideas)</p> <p>Demonstrates more complex pretend play with peers</p>	
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings through print and text language/literacy awareness</p>	<p>Willingly participates in 1:1 or small group (may seek out an adult to initiate a reading experience)</p> <p>Engages in reading behaviours during pretend play</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p>	<p>Asks questions both verbally and non-verbally about a story</p> <p>Shows beginning awareness of signs and symbols in the environment.</p> <p>Recognises some environmental print, e.g. Food labels, own name</p> <p>Perform an action within a storybook as described in the story e.g. pretend to eat an apple when the storybook character is eating an apple</p>	<p>Displays interest in and returns to look for favourite book</p> <p>Asks questions about the images in a story or about the storyline-tells a favourite story</p> <p>Fills in the missing word or phrase in a known rhyme, story or game</p> <p>Listens to stories with increasing attention and recall</p> <p>Display increasing interest in using oral language to share ideas, stories and song</p> <p>Re-tells a favourite story</p>	
<p>The child as a communicator - the communication of ideas, thoughts, emotions and feelings through mark making and writing</p>	<p>Holds pen or crayon using a whole hand (palmar) grasp</p> <p>Labels random shapes as objects/people or ideas</p> <p>Form recognisable shapes as representations of an object e.g. human figures will appear as a circular 'head' initially with no body/arms/legs and dots for eyes</p>	<p>Imitates drawing simple shapes such as circles and lines</p> <p>Use marks which stand for letters (initially a mix of personal or random shapes developing into recognisable or shared letter/number symbols)</p> <p>Demonstrate interest in recognising and writing their own name (letters may spread out over the page and be somewhat disconnected)</p>	<p>Distinguishes between the different marks that they</p> <p>Makes random marks with different stroke</p>	

<p>The thinking child - problem solving and planning skills, logical, critical and creative thinking</p>	<p>Pursue their own play interests with enthusiasm and concentration.</p> <p>Respond to adult questions and share personal theories.</p>	<p>Demonstrates curiosity in, and wonder about events, situations and people</p> <p>Observe and talk about relationships e.g. compare items and talk about cause and effect.</p> <p>Displays understanding of cause and effect and predicts</p> <p>Showing interests in problem solving situation and is keen to pursue the task to completion.</p>	<p>Uses play to explore, investigate and imagine</p> <p>Attempt to take action around a problem, demonstrating one or more problem solving strategies (e.g trial and error, observation of others, seeking assistance from or asking questions of others, reflection on previous attempts, researching others strategies)</p>	
<p>The thinking child - mathematical understandings (number and operations; geometry and spatial awareness; measurement; pattern/algebraic thinking; displaying and analysing data; money and time)</p>	<p>Shows curiosity about numbers by offering comments or asking questions</p> <p>Group items together and forms a set e.g. setting the table with one cup, one bowl, one spoon</p>	<p>Understanding that one item has one number value (1:1 correspondence) i.e. learners may initially touch each object that they count (eventually they will learn to do this mentally)</p> <p>Counts by rote (chanting the sequence of numbers by memory)</p> <p>Bring together simple collections of items and demonstrate simple mental addition (may use fingers to support the counting process); understand 'more' and 'less;' is still developing understanding of how to find out how many 'more' or 'less'</p>	<p>Use simple mathematical language in daily life e.g. I have two pieces of apple; Can I please have some more? I have lots of trains</p> <p>Recognise 2D shapes in the environment (may not as yet know the names of shapes) e.g. will identify a square window, or a rectangle window pane</p>	
<p>The thinking child - scientific and technological understandings of the world</p>	<p>Display enjoyment when observing and investigating</p> <p>Show interest in and ask questions about what interests them (nonverbally a question can be expressed by displaying wonder and or curiosity, or focused interest)</p>	<p>Show interest in and ask questions about what interests them (nonverbally a question can be expressed by displaying wonder and or curiosity, or focused interest)</p> <p>Understand tools as a source of supporting exploration and discovery (magnifying glasses; torches; collection boxes, cameras)</p> <p>Notice patterns in the natural world (e.g. the different shapes of clouds, or animal skin patterns; show interest in life cycles and seasonal patterns)</p> <p>Experiment with ideas and materials (e.g. test water flow at the water play trough; explore opaque and transparent materials on the light table)</p>	<p>Display an awareness of technology within the environment (air conditioning, mobile phones, computers)</p> <p>Explore similarities and differences (e.g. notice the 'same' leaves, or shells; begin to classify initially all the 'same' items...and much later classify by 'different')</p> <p>Use one or more senses to explore objects and materials in their environment (hands-on exploration)</p>	
<p>The physical child - positive image of self</p>	<p>Display pride in their physical skills and ability</p> <p>Engage confidently and successfully in self help tasks</p>	<p>Demonstrate awareness and appreciation of their own body, its care and safety 9e.g. Learning to balance relaxation and periods of high activity; discriminating risk and danger)</p>	<p>Displays confidence in using their bodies to express ideas, thoughts and feelings as well as to respond to physical challenges.</p>	
<p>The physical child - gross motor control</p>	<p>Negotiates objects when moving in space.e.g. stop and start with fluency</p> <p>Engages in aiming throwing and catching activities.</p> <p>Participates in climbing and balancing experiences.</p>	<p>Identify and name the body parts and talk about what their body can do (I have two legs, I am balancing</p>	<p>Explore a wide range of large muscle movements e.g. walking, running, jumping (locomotor movements) with increasing control and coordination</p> <p>Use their bodies for creative expression e.g. to express ideas, thoughts and feelings through dance and drama</p>	

	judge personal body space in relation to people and objects; weave their body in/out/around objects			
The physical child - fine motor control (including eye hand co-ordination and visual discrimination skills)	Explores an increasingly wider variety of grips in order to effectively handle objects. Displays eye-hand coordination. Use language to talk about manipulating objects (eg. I have to turn, I have to push).Explores an increasingly wider variety of grips in order to effectively handle objects.	Display flexibility and small muscle control over tools which support participation in daily living Display flexibility and small muscle control over tools which support participation in learning experiences (drawing and painting tools, scissors and staplers) Display eye hand coordination (e.g. thread beads onto a string, place small blocks on top of one another, use mosaic tiles with precision; pour liquid without spilling)	Displays increasing control and coordination over a variety of movements involving arms, hands and fingers.(e.g. pound, squeeze or roll dough; turn or press bathroom taps; twist or flip a water bottle top) Demonstrates beginning manipulation of scissors (finger thumb opposition).	Displays increasing use of one preferred hand (left, or right). Children will use their non preferred hand to support tasks e.g. hold paper with the non preferred hand whilst cutting with a preferred hand (bimanual coordination)
The physical child - understandings about diet, nutrition and healthy lifestyles	Engage in adult's support in personal hygiene practices (washing hands, flushing toilet.)	Engage in active learning experiences in indoor and outdoor learning environment Articulate simple understandings about how their bodies function	Respond, with adult encouragement, to invitations to balance calm and vigorous play activity	
The physical child - understandings about personal safety	Participate in decision making process about matters that affects them (toileting, eating, routines.) Engage in and talk about pre-school/school routines around infection control (e.g. washing hands) Engage in school/preschool routines around fire safety			
The child as an agent of change - appreciation of and respect for the natural world (living and non living things)	Share observations and ideas about the natural world with others e.g. this leaf is really shiny; this plant needs water, it looks thirsty	Observes and shares interest in familiar natural phenomenon e.g. wind blowing leaves, rain falling Demonstrates an interest in and asks questions about the natural environment Experiments with objects and materials to explore the natural world e.g. uses a rock to crush colour out of a flower petal; digs for ants with a stick Demonstrates care and respect for living things Demonstrates an interest in and ask questions about natural environment (animals, plants, stones and shells)	Explores and investigates the environment with all senses	
The child as an agent of change - understanding about sustainability	Participate in recycling and waste minimisation processes Remind others of sustainable practices e.g. ask a peer to turn off a tap; suggest adults turn off electricity when not in use	Is beginning to understand the need to care for the natural world such as placing rubbish in the bin, using recyclables (Recycle center) Display understanding of conserving and preserving natural resources (water)	Participate in learning experiences which support environmental awareness e.g. gardening/composting; artwork with recycled materials Recognise familiar signs/symbols related to e.g. the recycling arrows	

<p>The child as an agent of change - understanding about social sustainability and global social justice</p>	<p>Demonstrate understanding of their own family and the roles/responsibilities they and others play within their family</p> <p>Show interest in interacting with others within their immediate social environment</p>	<p>Demonstrate a sense of responsibility in relation to being a member of a group</p>	<p>Display curiosity in books, dolls, puzzles which depict 'difference' (of ability, gender, culture/ethnicity, language tradition and/or religion)</p> <p>Respond to expressed emotion/feelings in others e.g. anger, distress, caring</p>	
<p>Mandarin</p>	<p>能够与他人建立信任的关系以及相互依赖的关系。 Demonstrates the ability to form trusting relationships and attachments to others in the environment.</p> <p>在共同的社交环境下能够与他人一同参与各种活动。 Cooperates with others in group situations.</p> <p>有兴趣成为社交小组的一部分。 Show interest in being part of the social group.</p> <p>展现对自己以及所具备能力的自信。 Display confidence about themselves and own abilities.</p> <p>能够意识到自己的行动会对他人产生有影响。 Aware that some actions can hurt or harm others.</p> <p>能够自信的作出决策。 Demonstrates confidence in making decisions.</p> <p>能够听取他人的建议。 Listens to others (adult and children)</p> <p>能够识别不同的情绪/感受。 The ability to motivate and to realistically regulate one's own feelings and emotions</p>	<p>开始使用口语和非口语来交流。 Begins to use a combination of verbal and non-verbal language.</p> <p>用玩的方式来探索, 研究, 和想象。 Uses play to explore, investigate and imagine</p> <p>展现出对因果关系的理解以及预测结果的能力。 Displays understanding of cause and effect and predicts</p> <p>对成人提出的问题作出适当的反馈。 Respond to adult questions</p> <p>有创意的使用想法及材料, 表现出创造力与足智多谋的能力。 Display creativity and resourcefulness in the innovative use of ideas and materials.</p> <p>在日常生活中能使用简单的数学语言, 例如, 我有两片苹果。 Uses simple mathematical language in daily life.</p> <p>会使用基本形状名称。 Uses basic shape names</p>	<p>认真关注他人说话。 Attends to others when they speak.</p> <p>单词串联组合成简单的句子。 Strings words together in a simple sentence.</p> <p>认真地关注周围的声音。 Attends to sounds in the environment.</p> <p>通过画画, 舞蹈, 假象游戏, 玩偶, 表演来讲述故事。 Uses drawing, dancing, pretend play, puppets or drama to tell a story.</p> <p>能够通过使用各种物品自行参与假想游戏。 Uses available resources to create props to support play</p> <p>能够展现出对图书的兴趣, 并能够重复归还/寻找喜欢的图书。 Displays interest in and returns to look for favourite book</p> <p>愿意参与一对一或小组的阅读活动。 Willingly participates in 1:1 or small group reading experiences</p> <p>能用蜡笔、粉笔、记号笔等在纸上随意涂写各种形状。 Uses mark markers to create random shapes across a page.</p> <p>能把随意涂画的形状标记成某样物品/人或想法。 Labels random shapes as objects/people or ideas</p>	