

	<p>Who we are 我们是谁</p> <p>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</p> <p>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 organise ourselves 我们如何组织自己</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment. 探究人类创造的制度与社区之间的相互联系；各种组织的结构与功能；社会决策机制；经济活动及其对人类与环境的影响。</p>	<p>How we express ourselves 我们如何表达自己</p> <p>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>Subject Area</p>	<p>Central idea 中心思想 Balancing internal thoughts and feelings can contribute to personal wellbeing 平衡内心的想法和感受可以促进个人的身心健康</p> <p>Key concepts 重要概念: Causation 原因, Responsibility 责任</p> <p>Related concepts 相关概念: Consequences 后果, Impact 影响, Initiative 主动权</p> <p>Lines of Inquiry 探究线索: Factors that impact our internal thoughts and feelings 影响我们内心想法和感受的因素</p> <p>Strategies connected to wellbeing 与身心健康相关的策略</p> <p>Forms of wellbeing 身心健康的形式</p> <p>Attributes of the Learner Profile 学习者培养目标: Caring 全面发展, Reflective 善于交流</p> <p>PYP subject focus 学科重点: PSPE (个人教育、社交教育和体育), Language 语言, Science 科学</p>	<p>Central idea 中心思想 Everything goes through a process of change 世界万物都会经历一个变化的过程</p> <p>Key concepts 重要概念: Connection 连系, Form 形式</p> <p>Related concepts 相关概念: Pattern 规律, Differences 差异性, Interdependence 相互依赖</p> <p>Lines of Inquiry 探究线索: Patterns in change 变化的规律</p> <p>Factors that influence change 影响变化的因素</p> <p>Forms of change 变化的形式</p> <p>Attributes of the Learner Profile 学习者培养目标: Knowledgeable 知识渊博, Thinkers 勤于思考</p> <p>PYP subject focus 学科重点: Science 科学, Mathematics 数学, Arts 艺术</p>	<p>Central idea 中心思想 Decision making requires thought and consideration 做出决定需要思考和原因</p> <p>Key concepts 重要概念: Causation 原因, Perspective 观点</p> <p>Related concepts 相关概念: Opinion 建议, Subjectivity 主观性, Evidence 证据</p> <p>Lines of Inquiry 探究线索: Everyday decisions 每天的决定</p> <p>Involvement in decisions 参与决策</p> <p>Influences on decisions 决定所产生的影响</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>PYP subject focus 学科重点: Social studies 社会学, PSPE (个人教育、社交教育和体育), Mathematics 数学</p>	<p>Central idea 中心思想 Through play we express our feelings and ideas and come to new understandings 我们通过玩乐表达情感和想法，并发展出新的理解</p> <p>Key concepts 重要概念: Change 变化, Function 功能</p> <p>Related Concepts 相关概念: Transformation 演变, Role 角色</p> <p>Lines of Inquiry 探究线索: Different forms of play 玩乐的不同形式</p> <p>Use of resources during play 玩乐中资源的使用</p> <p>How play can change our thinking 玩乐如何改变我们的思维方式</p> <p>Attributes of the Learner Profile 学习者培养目标: Communicators 善于交流, Inquirers 积极探究</p> <p>PYP subject focus 学科重点: Arts 艺术, Language 语言, Social Studies 社会学</p>	<p>Central idea 中心思想 We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系</p> <p>Key concepts 重要概念: Form 形式, Function 功能, Connection 连系</p> <p>Related Concepts 相关概念: Transformation 演变, Role 角色</p> <p>Lines of Inquiry 探究线索: A language can be represented by a code 语言可以由代码表示 Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言</p>

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<p>Oral language - listening and speaking</p>	<p>Conceptual understandings Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.</p>				
<p>interact effectively with peers and adults in familiar social settings</p> <p>use single words and two-word phrases in context</p> <p>realise that people speak different languages</p>	<p>join in with poems, rhymes, songs and repeated phrases in shared books</p> <p>understand simple questions and respond with actions or words</p>	<p>use gestures, actions, body language and/or words to communicate needs and to express ideas.</p>	<p>tell their own stories using words, gestures, and objects/artifacts</p> <p>join in with poems, rhymes, songs and repeated phrases in shared books</p> <p>use oral language to communicate during classroom activities, conversations and imaginative play</p>	<p>name classmates, teachers and familiar classroom and playground objects</p> <p>follow classroom directions and routines, using context cues</p> <p>listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words.</p> <p>use own grammar style as part of the process of developing grammatical awareness.</p> <p>use the mother tongue (with translation, if necessary) to express needs and explain ideas</p> <p>begin to communicate in more than one language</p>	
<p>Visual language - viewing and presenting</p>	<p>Conceptual understandings Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.</p>				
<p>make personal connections to visual texts, for example, a picture book about children making friends in a new situation</p> <p>attend to visual information showing understanding through play, gestures, facial expression</p>	<p>listen to terminology associated with visual texts and understand terms such as colour, shape, size</p> <p>select and incorporate colours, shapes, symbols and images into visual presentations</p> <p>observe visual cues that indicate context; show understanding by matching pictures with context</p>		<p>attend to visual information showing understanding through play, gestures, facial expression</p> <p>reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise</p> <p>use body language to communicate and to convey understanding, for example, pointing, gesturing, facial expressions</p>	<p>show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favourite pages</p> <p>recognise familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed;</p>	
<p>Written language - reading</p>	<p>Conceptual understandings Illustrations convey meaning. Print conveys meaning. People read for pleasure. Stories can tell about imagined worlds. Printed information can tell about the real world. There are established ways of setting out print and organising books.</p>				
<p>make connections to their own experience when listening to or "reading" texts</p> <p>recognise their own first name</p>	<p>show curiosity and ask questions about pictures or text</p>	<p>locate and respond to aspects of interest in self selected texts (pointing, examining pictures closely, commenting)</p>	<p>enjoy listening to stories</p> <p>listen attentively and respond to stories read aloud</p> <p>participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</p>	<p>choose and "read" picture books for pleasure</p> <p>show curiosity and ask questions about pictures or text</p> <p>handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</p>	

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	locate and respond to aspects of interest in self selected texts (pointing, examining pictures closely, commenting)			join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction	indicate printed text where the teacher should start reading
Written language - writing	Conceptual understandings Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves in writing. Talking about our stories and pictures helps other people to understand and enjoy them.				
	use their own experience as a stimulus when drawing and "writing" participate in shared writing, observing the teacher's writing and making suggestions	use their own experience as a stimulus when drawing listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction	show curiosity and ask questions about written language participate in shared writing,	experiment with writing using different writing implements and media choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party	experiment with writing using different writing implements and media differentiate between illustrations and written text
Mathematics – Data handling	Conceptual understandings We collect information to make sense of the world around us. Organising objects and events helps us to solve problems. Events in daily life involve chance.				
	sort and label real objects by attributes. create pictographs create living graphs using real object and people represent information through pictographs	describe real objects and events by attributes	collect, display and interpret data for the purpose of answering questions express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain	that information about themselves and their surroundings can be collected and recorded in different ways understand that sets can be organised by one or more attributes	
Mathematics - 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. non-standard units. Events can be ordered and sequenced.				
	understand that events in daily routines can be described and sequenced, for example, before, after, bedtime, storytime, today, tomorrow.	understand that attributes of real objects can be compared and described, for example, longer, shorter, heavier, empty, full, hotter, colder	understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year	compare the length, mass and capacity of objects using non-standard units use non-standard units of measurement to solve problems in real-life situations involving length, mass	

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				and capacity	
Mathematics – Shape and space	Conceptual understandings Shapes can be described and organised according to their properties. Objects in our immediate environment have a position in space that can be described according to a point of reference.				
	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.			understand that 2D and 3D shapes have characteristics that can be described and compared	
Mathematics - Pattern and function	Conceptual understandings Patterns and sequences occur in everyday situations. Patterns repeat and grow.				
		understand that patterns can be found in everyday situations, for example, sounds, actions, objects, nature.		extend and create patterns	
Mathematics - Number <i>(Learning outcomes in bold are taken from Learning and Teaching Early Math: The Learning Trajectory Approach by Douglas Clements and Julia Sarama)</i>	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.				
	understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set	use the language of mathematics to compare quantities in real life situations, for example more, less, first, second	understand one-to-one correspondence recognise groups of zero to five objects without counting (subitising)	understand one-to-one correspondence count to determine the number of objects in a set Reciter (10) Corresponder Counter (Small numbers) <i>(Verbal and Object Counting, Chapter 3, Clements & Sarama, 2014)</i>	understand whole-part relationships Nonverbal +/- Small Number +/- <i>(Addition and Subtraction, Chapter 5, Clements and Sarama, 2014)</i>
Arts - Responding	Conceptual understandings We enjoy and experience different forms of arts. 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 reflect on our artwork and the work of others.				
	Music describe how music makes them feel listen to music and create their own work in response Dance describe the ideas and feelings communicated through body movements	Music recognise different sources of music in daily life Drama display audience etiquette and appropriate responses	Dance display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance	Music use voice to imitate sounds and learn songs listen to music and create their own work in response	Visual Arts enjoy experiencing artworks

	<p>identify and explain why certain body postures and movements communicate certain ideas and feelings</p> <p>Drama talk about ideas and feelings in response to dramatic performances</p> <p>make personal connections to artworks</p> <p>Visual Arts communicate their initial responses to an artwork in visual, oral or physical modes</p> <p>create artwork in response to a variety of stimuli</p>	<p>Visual Arts create artwork in response to a variety of stimuli.</p> <p>show curiosity and ask questions about artworks</p>	<p>respond to dance through spoken, visual and/or kinesthetic mediums.</p>	<p>express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</p> <p>Drama respond to live performances, stories and plays from other times and/or places</p> <p>respond to dramatic ideas through spoken, visual, auditory and kinesthetic mediums.</p> <p>Visual Art show curiosity and ask questions about artworks</p>	
<p>Arts - Creating</p>	<p>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.</p>				
	<p>Music use vocal sounds, rhythms and instruments to express feelings or idea</p> <p>Dance communicate and express feelings through body movements</p> <p>explore the dynamic flow of body movements such as fast, slow, big, small, strong, smooth, sharp, tension and relaxation</p> <p>Visual Art use their imagination and experiences to inform their art making</p> <p>engage with, and enjoy a variety of visual arts experiences</p> <p>realise that their artwork has meaning take responsibility for the care of tools and materials take responsibility for their own and others' safety in the working environment</p>	<p>Music use the voice and body to create musical patterns play untuned percussion instruments in time with a beat</p> <p>Dance use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes</p> <p>Visual Arts engage with, and enjoy a variety of visual arts experiences</p>	<p>Music participate in performing and creating music both individually and collectively</p> <p>Dance develop the ability to cooperate and communicate with others in creating dance work individually or in groups with trust and confidence</p> <p>Visual Arts use their imagination and experiences to inform their art making</p> <p>take responsibility for the care of tools and materials</p> <p>take responsibility for their own and others' safety in the working environment</p>	<p>Music create and accompany music using a variety of sounds and instruments</p> <p>participate in performing and creating music both individually and collectively</p> <p>create their own basic musical instruments.</p> <p>Dance use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costumes</p> <p>Drama engage in imaginative play using a range of stimuli</p> <p>develop the ability to cooperate and communicate with others in creating drama</p> <p>explore familiar roles, themes and stories dramatically create roles in response to props, set and costumes</p>	
<p>PSPE - Identity</p>	<p>Conceptual understandings Each person is an individual. As people grow and change they develop new skills, understandings and abilities. Emotions, attitudes and beliefs influence the way we act. Positive thoughts help us to develop a positive attitude. Knowing how we are similar to and different from others helps shape our understanding of self.</p>				

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	<p>Reflecting on our experiences helps us to understand ourselves better. Developing independence builds self-worth' and personal responsibility.</p>				
	<p>identify themselves in relation to others (for example, family, peers, school class,)</p> <p>identify their feelings and emotions and explain possible causes</p> <p>identify feelings and begin to understand how these are related to behaviour</p>	<p>describe how they have grown and changed describe some physical and personal characteristics and personal preferences</p> <p>talk about similarities and differences between themselves and others</p>	<p>demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence</p>	<p>willingly approach and persevere with new situations</p>	
PSPE - Active living	<p>Conceptual understandings</p> <p>Our daily practices can have an impact on our well-being. We can observe changes in our bodies when we exercise. Our bodies change as we grow. We can explore our body's capacity for movement. Our bodies can move creatively in response to different stimuli. Safe participation requires sharing space and following rules.</p>				
	<p>engage in a variety of different physical activities</p> <p>demonstrate an awareness of basic hygiene in their daily routines</p>	<p>demonstrate an awareness of how being active contributes to good health</p>	<p>develop a range of fine and gross motor skills</p>	<p>explore creative movements in response to different stimuli</p>	
PSPE - Interactions	<p>Conceptual understandings</p> <p>Interacting with others can be fun. Group experiences depend on cooperation of group members. Ideas and feelings can be communicated with others in a variety of modes. Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend). Our behaviour affects others. Caring for local environments fosters appreciation.</p>				
	<p>enjoy interacting, playing and engaging with others</p> <p>take turns</p> <p>identify when their actions have impacted on others</p>	<p>ask questions</p> <p>talk about their interactions with the environment.</p>	<p>listen respectfully to others</p> <p>reach out for help when it is needed for themselves or others</p>	<p>share their own relevant ideas and feelings in an appropriate manner</p> <p>celebrate the accomplishments of others</p>	

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<p>Social Studies</p>	<p>Use primary sources (friends, family, teachers) to explore what factors affect personal wellbeing</p> <p>Use secondary sources to research wellbeing and the many forms it takes</p> <p>Reflect on the responsibility people have for their own wellbeing and the wellbeing of others</p>	<p>Identify how humans make changes to the local environment and the types of changes made</p> <p>Suggest the positive and negative effects of changes humans make to the local environment</p>	<p>Describe the process of decision making with increasing depth</p> <p>Talk about different ways that decisions can be made when they involve more than one person</p> <p>Discuss or represent how we know a decision we have made has been effective</p> <p>Evaluate decisions that have been made</p> <p>Identify the different people involved in the decision making and the responsibilities they have to make decisions with thought and consideration.</p>	<p>Talk about different ways that people play</p> <p>Discuss or represent how people's thinking can change through play</p> <p>Describe how people can express themselves through play</p> <p>Discuss or represent interactions during play (linked to verbal and nonverbal cues evident in play)</p>	
<p>Science</p>	<p>Describe any changes that occur to our body when balance changes</p> <p>Identify situations or experiences that affect personal wellbeing</p> <p>Explore ways of balancing our internal thoughts and feelings</p> <p>Explore responsibility towards wellbeing within ourselves and other</p>	<p>Describe the changes that they see in the world</p> <p>Compare the process of change in different things</p> <p>Identify the common components of change (for example, birth, growth, maturity, reproduction, decay, decomposition, weathering)</p> <p>Investigate the responses of things to changes in their surroundings.</p>	<p>Identify and take decisions on the type of instruments and tools that could be used for a specific investigation</p> <p>Describe the decisions and choices that have to be made in order to gather data (scientists make many decisions during their experiments)</p> <p>Reflect on the decisions that are made during scientific investigations and the variables that are manipulated.</p>	<p>Use their senses to observe and acquire information during play.</p> <p>Make simple predictions during play situations</p> <p>Generate questions and problems to be explored arising from play situations</p>	

Mandarin

Stand Alone Unit - How we express ourselves	Speaking and Listening	Reading and Writing	Grammar
<p>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.</p> <p>Central idea We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系</p> <p>Key Concepts Form形式, Function功能, Connection连系</p> <p>Lines of Inquiry A language can be represented by a code 语言可以由代码表示 Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言</p>	<p>use single words and two-word phrases in context</p> <p>realise that people speak different languages</p> <p>understand simple questions and respond with actions or words</p> <p>join in with poems, rhymes, songs and repeated phrases in shared books</p> <p>Be able to understand the greeting and greet others. (Hello, Good morning, Good bye, please)</p> <p>Be able to follow simple classroom instructions (Please come in, please sit down, read after me)</p> <p>Be able to exchange basic personal information (name, age, year level)</p> <p>Be able to understand and talk about basic family members (father, mother, brothers, sisters)</p> <p>Be able to tell the names of the basic body parts (eyes, face, ears, nose, mouth, head, hand, foot)</p> <p>Be able to count and recognise numbers in Mandarin (1-10)</p> <p>Be able to recognise and name colours (red, green, blue, yellow)</p>	<p>Reading Begin to recognise some characters related to vocabulary learnt</p> <p>Show curiosity and ask questions about pictures or text</p> <p>Listen attentively and respond to stories read aloud</p> <p>Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity</p> <p>Show curiosity and ask questions about pictures or text</p> <p>Enjoy listening to stories</p> <p>Listen attentively and respond to stories read aloud</p> <p>Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction</p> <p>Participates in group reading (books, rhymes, poems, and songs).</p> <p>Memorises pattern books, poems, and familiar books.</p> <p>Comments on illustrations in books.</p>	<ul style="list-style-type: none"> · To master basic nouns, pronouns and verbs; · To master basic sentence structures; · To master frequently used interrogative sentences <ol style="list-style-type: none"> 1. The personal pronouns“我”、“你”、“您”、“他”、“她” 2. Demonstrative pronouns“这”、“那”、“这儿”、“那儿” 3. Common measure words“个”、“口”、“名”、“本” 4. Verbs indicating mental activities: “爱” 5. The conjunction “和” 6. The modal particle “了” 7. Sentences with verbal predicates 8. The “是” Sentences 9. Negative sentences with “不” 10. The “有” Sentences 11. Sentences with nominal predicates

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	<p>Be able to recognise and name shapes (circle, triangle, square)</p> <p>Be able to recognise and name fruit (apple, banana, strawberry, grapes), vegetables (Chinese cabbage, bok choy, tomato, carrot) and animals (cat, dog, bird)</p> <p>Be able to use simple sentences to express their feeling</p> <p>Be able to sing some simple Mandarin nursery rhythms</p>	<p>Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end</p> <p>Holds book and turns pages correctly.</p> <p>Writing</p> <p>Experiment with writing using different writing implements and media</p> <p>Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party</p> <p>Makes marks other than drawing on paper(scribbles).</p> <p>Use their own experience as a stimulus when drawing</p> <p>Listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction</p> <p>Relies primarily on pictures to convey meaning.</p> <p>Tells about own pictures and writing.</p> <p>Show curiosity and ask questions about written language</p>	<p>12. Imperative sentences (indicating polite requests)</p> <p>13. Interrogative sentences (General questions “吗”)</p> <p>14. Interrogative sentences (Special questions “什么、几、哪”)</p>
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(Mandarin learning outcomes developed by Broadrick Team, 2016)