

Subject Area	<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>Where we are in place and time 我们身处什么时空</p> <p>An inquiry into orientation in place and time; personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. 探究的是我们在时空中的方位；个人的历史；家庭和旅程；人类的各种发现、探索与迁徙；从本地与全球的观点考察个人与文明之间千丝万缕的联系。</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>	Stand Alone
	<p><b>Central idea 中心思想</b> The culture of a community reflects its beliefs and values 社区的文化反映了其自身的信仰和价值观</p> <p><b>Key concepts 重要概念:</b> Connection 连系, Perspective 观点</p> <p><b>Related concepts 相关概念:</b> Beliefs 信仰, Subjectivity 主观性, Relationships 人际关系</p> <p><b>Lines of inquiry 探究线索:</b> Beliefs and values within communities 社区内的信仰和价值观</p> <p>Influences on our beliefs and values 信仰和价值观的影响</p> <p>Cultures within communities 社区内的文化</p> <p><b>Attributes of the Learner Profile 学习者培养目标:</b> Balanced 全面发展, Open-minded 胸襟开阔</p> <p><b>PYP subject focus 学科重点:</b> Social Studies 社会学, PSPE (个人教育、社交教育和体育), Arts 艺术</p> <p><b>Writing Genres:</b> Functional writing: Label Functional writing: Procedural text</p>	<p><b>Central idea 中心思想</b> Exploration and discovery leads to change 探索和发现导向变化</p> <p><b>Key concepts 重要概念:</b> Causation 原因, Change 变化</p> <p><b>Related concepts 相关概念:</b> Transformation 转化, Growth 成长, Impact 影响</p> <p><b>Lines of inquiry 探究线索</b> Historical explorations and discoveries 历史的探索和发现</p> <p>Motivation for explorations and discoveries 探索和发现的动机</p> <p>The impact of explorations and discoveries 探索和发现所产生的影响</p> <p><b>Attributes of the Learner Profile 学习者培养目标:</b> Courageous 勇于尝试, Inquirers 积极探究</p> <p><b>PYP subject focus 学科重点:</b> Social Studies 社会学, Science 科学, PSPE (个人教育、社交教育和体育)</p> <p><b>Writing Genres:</b> Narrative writing: Memoir (Personal memory story) Informational writing: Factual text</p>	<p><b>Central idea 中心思想</b> People plan, organise and work together to achieve a common goal 人们通过计划、组织、合作来实现共同的目标</p> <p><b>Key concepts 重要概念:</b> Function 功能, Responsibility 责任</p> <p><b>Related concepts 相关概念:</b> Role 角色, Cooperation 合作</p> <p><b>Lines of inquiry 探究线索:</b> Roles and responsibilities 角色和责任</p> <p>The use of strategic planning 使用策略规划</p> <p>Influences on meeting common goals 实现共同目标所产生的影响</p> <p><b>Attributes of the Learner Profile 学习者培养目标:</b> Principled 坚持原则, Reflective 及时反思</p> <p><b>PYP subject focus 学科重点:</b> Arts 艺术, Mathematics 数学, Language 语言</p> <p><b>Writing Genres:</b> Functional writing: Friendly letter</p>	<p><b>Central idea 中心思想</b> People communicate their thinking and ideas through symbolic language and imagery 人们通过符号和图像来传达思想和观点</p> <p><b>Key concepts 重要概念:</b> Form 形式, Perspective 观点</p> <p><b>Related concepts 相关概念:</b> Pattern 规律, Differences 差异性</p> <p><b>Lines of inquiry 探究线索:</b> Forms of symbolic language and imagery 符号和图像的形式</p> <p>Interpretation of symbolic languages and imagery 符号和图像的解释</p> <p>Representation of ideas and thinking 观点和想法的呈现</p> <p><b>Attributes of the Learner Profile 学习者培养目标:</b> Communicators 善于交流, Thinkers 勤于思考</p> <p><b>PYP subject focus 学科重点:</b> Science 科学, Language 语言, Mathematics 数学</p> <p><b>Writing Genres:</b> Poetic writing: Poetry</p>	<p><b>Central idea 中心思想</b> 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><b>Key concepts 重要概念:</b> Form 形式, Function 功能, Connection 连系</p> <p><b>Related Concepts 相关概念:</b> Transformation 演变, Role 角色</p> <p><b>Lines of Inquiry 探究线索:</b> 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><b>Oral language - listening and speaking</b> <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections: - Oral and Visual Communication</i></p>	<p><b>Conceptual understandings</b> The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p>				
	<p>use language to address their needs, express feelings and opinions</p> <p>ask questions to gain information and respond to inquiries directed to themselves or to the class</p> <p>follow classroom instructions, showing understanding</p>	<p>describe personal experiences</p> <p>talk about the stories, writing, pictures and models they have created</p> <p>participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatisation of familiar stories and poems</p>	<p>listen and respond in small or large groups for increasing periods of time</p> <p>follow two-step directions</p> <p>anticipate and predict when listening to text read aloud</p>	<p>listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form</p> <p>memorise and join in with poems, rhymes and songs</p> <p>predict likely outcomes when listening to texts read aloud</p> <p>retell familiar stories in sequence</p>	<p>distinguish beginning, medial and ending sounds of words with increasing accuracy</p> <p>use grammatical rules of the language(s) of instruction (learners may overgeneralise at this stage)</p>

<b>Visual language - viewing and presenting</b> <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> <b>Relevant sections:</b> - Oral and Visual Communication - Technological Communication	<b>Conceptual understandings</b> People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created helps us to understand and create our own presentations.				
	select and incorporate colours, shapes, symbols and images into visual presentations	relate to different contexts presented in visual texts according to their own experiences, for example, "That looks like my uncle's farm."  locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products	use a variety of implements to practise and develop handwriting and presentation skills  recognise ICT iconography and follow prompts to access programs or activate devices	talk about their own feelings in response to visual messages; show empathy for the way others might feel  connect visual information with their own experiences to construct their own meaning, for example, when taking a trip  attend to visual information showing understanding through discussion, role play, illustrations  use body language in mime and role play to communicate ideas and feelings visually	
<b>Written language - reading</b> <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> <b>Relevant sections:</b> - Interactive Read-Aloud and Literature Discussion - Shared and Performance Reading - Guided reading - Phonics, spelling and word study	<b>Conceptual understandings</b> The sounds of spoken language can be represented visually. Written language works differently from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.				
	have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation  listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes	use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)	understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts  instantly recognise an increasing bank of high-frequency and high-interest words, characters or symbols	read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography  participate in shared reading, posing and responding to questions and joining in the refrains  make connections between personal experience and storybook characters	select and reread favourite texts for enjoyment  understand sound-symbol relationships and recognise familiar sounds/symbols/words of the language community  read and understand the meaning of self-selected and teacher-selected texts at an appropriate level
<b>Written language - writing</b> <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> <b>Relevant sections:</b> - Writing - Writing about reading - Phonics, spelling and word study	<b>Conceptual understandings</b> People write to communicate. The sounds of spoken language can be represented visually (letters, symbols, characters). Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.				
	participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions show an awareness of sound-symbol relationships and begin to recognise the way that some familiar sounds can be recorded	write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, "I like ...", "I can ...", "I went to ...", "I am going to ..."  enjoy writing and value their own efforts  create illustrations to match their own written text  illustrate their own writing and contribute to a class book or collection of published writing.  read their own writing to the teacher and to classmates, realising that what they have written remains unchanged	demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality  connect written codes with the sounds of spoken language and reflect this understanding when recording ideas	discriminate between types of code, for example, letters, numbers, symbols, words/characters  write an increasing number of frequently used words or ideas independently  form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community	
<b>Mathematics - Data handling</b>	<b>Conceptual understandings</b> Information can be expressed as organised and structured data. Objects and events can be organised in different ways.				

	Some events in daily life are more likely to happen than others.			
	<p>understand that information about themselves and their surroundings can be collected and recorded in different ways</p> <p>collect and represent data in different types of graphs, for example, tally marks, bar graphs</p> <p>create a pictograph and sample bar graph of real objects and interpret data by comparing quantities (for example, more, fewer, less than, greater than)</p>		<p>understand that sets can be organised by one or more attributes</p> <p>understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).</p> <p>express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).</p>	
<b>Mathematics - Measurement</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i>	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">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.</p>			
		<p>understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year</p> <p>understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds.</p> <p>read and write the time to the hour, half hour, quarter hour  <b>Time: telling time to the hour/half hour</b></p>	<p>understand the use of standard units to measure, for example, length, mass, money, time, temperature</p> <p>understand that tools can be used to measure</p> <p>estimate and measure objects using standard units of measurement: length, mass, capacity, money and temperature  <b>Length, mass, volume: length in metres/centimetres, mass in kilograms/grams, volume of liquid in litres</b></p> <p>use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature</p>	
<b>Mathematics - Shape and space</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i>	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">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.</p>			
	<p>understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment.</p>			<p>understand that there are relationships among and between 2D and 3D shapes</p> <p>understand that geometric shapes are useful for representing real-world situations</p> <p>understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes</p> <p>understand that examples of symmetry and transformations can be found in their immediate environment</p> <p>sort, describe and label 2D and 3D shapes  <b>(Rectangle, Square, Circle, Triangle, Cube, Cuboid, Cone, Cylinder, Sphere)</b></p> <p>analyse and use what they know about 3D shapes to describe and work with 2D shapes</p>
<b>Mathematics - Pattern and function</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i>	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">Whole numbers exhibit patterns and relationships that can be observed and described.                      Patterns can be represented using numbers and other symbols.</p>			
		<p>understand the inverse relationship between addition and subtraction</p>		<p>understand that patterns can be found in numbers, for example, odd and even numbers, skip counting  <b>Skip counting in tens/hundreds</b></p>

		understand the associative and commutative properties of addition.		represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers	
<b>Mathematics - Number</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i>	<b>Conceptual understandings</b> The base 10 place value system is used to represent numbers and number relationships. Fractions are ways of representing whole-part 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 modelled in a variety of ways. There are many mental methods that can be applied for exact and approximate computations.				
		use the language of addition and subtraction, for example, add, take away, plus, minus, sum, difference  model addition and subtraction of whole numbers <b>Concepts of addition and subtraction number bonds for numbers up to 10</b>  develop strategies for memorising addition and subtraction number facts <b>mental calculation involving addition and subtraction within 20</b>  use fast recall of addition and subtraction number facts in real-life situations  estimate sums and differences	model numbers to hundreds or beyond using the base 10 place value system** <b>(up to 100)</b>  estimate quantities to 100 or beyond <b>(up to 100)</b>  read and write whole numbers up to hundreds or beyond <b>(up to 100)</b>  read, write, compare and order cardinal and ordinal numbers  use whole numbers up to hundreds or beyond in real-life situations  use cardinal and ordinal numbers in real-life situations	understand situations that involve multiplication and division <b>concepts of multiplication and division</b>	
	<b>Conceptual understandings</b> 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 artist and the audience.				
<b>Arts - Responding</b>	<b>Visual art</b>  investigate the purposes of artwork from different times, places and a range of cultures including their own  sharpen their powers of observation	<b>Drama</b>  compare varied styles of performance with drama from their own culture  use drama performance to tell stories about people and events from various cultures, including their own  describe the dynamic connection between the audience and performer.	<b>Dance</b>  identify dance components such as rhythm and use of space in their own and others' dance creations  realise that there is a dynamic connection between the audience and performer	<b>Visual art</b>  identify the formal elements of an artwork  describe similarities and differences between artworks  <b>Dance</b>  compare a variety of dance genres over time to the contemporary dance form of their culture  recognise the theme of a dance and communicate their personal interpretation  <b>Music</b>  sing individually and in unison  recognise music from a basic range of cultures and styles  express their responses to music from different cultures and styles  share performances with each other and give constructive criticism.	
<b>Arts - Creating</b>	<b>Conceptual understandings</b>				

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	<p>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.</p>			
	<p><b>Visual Arts</b></p> <p>identify, plan and make specific choices of materials, tools and processes</p> <p>sharpen their powers of observation</p> <p>demonstrate control of tools, materials and processes</p>	<p><b>Drama</b></p> <p>share drama with different audiences by participating, listening and watching</p> <p>identify with characters through role-play development</p> <p>work cooperatively towards a common goal, taking an active part in a creative experience</p> <p>consider and maintain appropriate behaviours in drama, as an audience member or as a performer</p> <p>value and develop imaginary roles or situations.</p>	<p><b>Dance</b></p> <p>create movement to various tempos</p> <p>share dance with different audiences by participating, listening and watching</p> <p>consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation.</p>	<p><b>Visual Arts</b></p> <p>combine a variety of formal elements to communicate ideas, feelings and/or experiences</p> <p><b>Dance</b></p> <p>interpret and communicate feeling, experience and narrative through dance</p> <p>develop physical balance and coordination</p> <p><b>Music</b></p> <p>explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings</p> <p>create music to represent different cultures and styles</p> <p>read, write and perform simple musical patterns and phrases</p>
<b>PSPE - Identity</b>	<p><b>Conceptual understandings</b></p> <p>There are many factors that contribute to a person's individual identity. Understanding and respecting other peoples' perspectives helps us to develop empathy. Different challenges and situations require different strategies. Identifying and understanding our emotions helps us to regulate our behaviour. A positive attitude helps us to overcome challenges and approach problems. A person's self-concept can change and grow with experience. Using self- knowledge allows us to embrace new situations with confidence.</p>			
	<p>recognise others' perspectives and accommodate these to shape a broader view of the world</p> <p>describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences</p>	<p>describe how personal growth has resulted in new skills and abilities</p> <p>examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help</p>	<p>identify and understand the consequences of actions</p> <p>demonstrate a positive belief in their abilities and believe they can reach their goals by persevering</p>	<p>explain how different experiences can result in different emotions</p> <p>are aware of their emotions and begin to regulate their emotional responses and behaviour</p>
<b>PSPE - Active living</b>	<p><b>Conceptual understandings</b></p> <p>Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Growth can be measured through changes in capability as well as through physical changes. We can apply a range of fundamental movement skills to a variety of activities. Movements can be used to convey feelings, attitudes, ideas or emotions. The use of responsible practices in physical environments can contribute to our personal safety and the safety of others. Maintaining good hygiene can help to prevent illness.</p>			
	<p>display creative movements in response to stimuli and express different feelings, emotions and ideas</p>	<p>use and adapt basic movement skills (gross and fine motor) in a variety of activities</p> <p>recognise the importance of regular exercise in the development of well-being</p>	<p>identify healthy food choices</p> <p>communicate their understanding of the need for good hygiene practices</p> <p>understand the need to act responsibly to help ensure the safety of themselves and others</p>	<p>explore different movements that can be linked to create sequences</p>

<p><b>PSPE - Interactions</b></p>	<p><b>Conceptual understandings</b></p> <p>Our actions towards others influence their actions towards us.            There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.            Relationships require nurturing.            Accepting others into a group builds open-mindedness.            Responsible citizenship involves conservation and preservation of the local environment.            Participation in a group can require group members to take on different roles and responsibilities.</p>				
	<p>value interacting, playing and learning with others</p>	<p>ask questions and express wonderings</p> <p>seek adult support in situations of conflict</p>	<p>recognise the different group roles and responsibilities</p> <p>assume responsibility for a role in a group</p> <p>discuss and set goals for group interactions</p>	<p>cooperate with others</p> <p>celebrate the accomplishment of the group</p>	
<p><b>Social Studies</b> <i>Learning outcomes taken from National Curriculum Standards for Social Studies (National Council of Social Studies, 2010)</i></p>	<p>Learners will understand:            “Culture” refers to the behaviours, beliefs, values, traditions, institutions, and ways of living together of a group of people</p> <p>Learners will be able to:            Ask and find answers to questions related to culture in the contexts of school, community, state and region</p> <p>Learners demonstrate understanding by:            Selecting a social group, investigating the commonly held beliefs, values, behaviours, and traditions that characterise the culture of that group, and creating and illustrated description of findings</p>	<p>Learners will understand:            Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live</p> <p>Learners will be able to:            Ask and find answers to geographic questions related to the school, community, state, region, and world</p> <p>Learners demonstrate understanding by:            Creating illustrations and composing answers to geographic questions about people, places and environments</p>	<p>Learners will understand:            Characteristics that distinguish individuals            How the rules and norms of groups to which they belong impact their lives</p> <p>Learners will be able to:            Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good</p>		
<p><b>Science</b> <i>Learning outcomes taken from the Next Generation Science Standards (NGSS Lead States, 2013)</i></p>	<p>Use and share observations of local weather conditions to describe patterns over time.</p> <p>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<p>Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p>	<p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>Analyse data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<p>Make observations to determine the effect of sunlight on Earth’s surface.</p> <p>Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p>	
<p><b>ICT</b> <i>(Learning outcomes taken from the ISTE Standards for Students (International Society for Technology in Education, 2016))</i></p>	<p>2. Digital Citizen Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.</p> <p>2.a. Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.</p>	<p>1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p> <p>1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their leaning environments personal and select resources from those available to enhance their learning.</p>	<p>7. Global Collaborator Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</p> <p>7.a. With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.</p>	<p>6. Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</p> <p>6.b. Students use digital tools to create original works.</p>	

			7.c. With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.		
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#### 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><b>Central idea</b> 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><b>Key Concepts</b> Form形式, Function功能, Connection连系</p> <p><b>Lines of Inquiry</b> 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>Be able to understand and pronounce phonetic symbols (23 initials, 24 finals)</p> <p>Be able to understand four tones in Mandarin Be able to describe body parts (tall, short, fat, slim, big, small)</p> <p>Be able to relate the names of the countries and the language that they're using (Singapore, China, England, USA, Japan, India, Malaysia, Australia, Korean/ English, Mandarin, Japanese, Korean, Hindi, Malay)</p> <p>Be able to use numbers in expression relating to date, days of week and telephone number</p> <p>Be able to talk about hobbies at home or at school (reading, drawing, playing football, dancing, singing)</p> <p>Be able to recognise and name fruit (apple, banana, strawberry, grapes, orange, watermelon, papaya, mango)</p> <p>Be able to recognise and name animals in the zoo (lion, elephant, tiger, panda, monkey, zebra, horse)</p> <p>Be able to talk about weather</p> <p>Be able to talk about transportation from home to school (bus, MRT, taxi, car, bike)</p> <p>Be able to recognise and name snack (cake, ice cream, bread, French fries, hamburger)</p> <p>Be able to recognise and name public places (hospital, school, MRT station)</p> <p>Be able to recognise and name clothes (skirt, T-shirt, school uniform, dress, trousers)</p> <p>Be able to recognise and name stationary (pen, pencil, eraser, scissors, ruler, glue stick)</p>	<p><b>Reading</b> Be able to read words or sentences with the help of Pinyin  Be able to read simple stories with the help of Pinyin  Be able to recognise some familiar characters related to learnt vocabulary</p> <p><b>Writing</b> Be able to write phonetic symbols  Be able to write phonetic symbols with four tones  Be able to understand and write five basic strokes (横, 竖, 撇, 点, 折)  Be able to write the Chinese characters according to different topics  Be able to write simple sentence</p>	<ul style="list-style-type: none"> <li>· To master common used measure words;</li> <li>· To master adverbials of time;</li> <li>· To master common special sentence structures</li> </ul> <ol style="list-style-type: none"> <li>1. The plural form of personal pronouns“你/我/他+们”</li> <li>2. The adverb “也” (indicating similarity)</li> <li>3. The adverb “都” (indicating all inclusive)</li> <li>4. The structural particle “的” (indicating possession)</li> <li>5. Verbs indicating mental activities: “喜欢”</li> <li>6. Exclamatory sentences</li> <li>7. Subject + (Day of a week/Month/Date)</li> <li>8. Auxiliary verbs 会</li> <li>9. Adverbs of degree: “很”</li> <li>10. “二” and “两” 两+Measure word + Noun</li> <li>11. Nominal Measure words:件、条、斤、块</li> <li>12. Adverbs of degree</li> <li>13. The adverb “正” or “正在” (indicating an action is going on)</li> <li>14. Interrogative sentences (Special questions “怎么样”)</li> </ol>

(Mandarin learning outcomes developed by Broadrick Team, 2016)