

	<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>Sharing the Planet 共享地球</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. 探究努力与他人及其他生物分享有限资源时的权利与责任；群体以及他们内部及之间的关系；机会均等；和平与解决冲突。</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>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>	<p><b>Stand Alone Unit</b> 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>
Subject Area	<p><b>Central Idea</b>中心思想: Mental health and wellbeing can be supported through developing an understanding of the self 通过自我认知促进心理健康和幸福感</p> <p><b>Key concepts</b> 重要概念: Form形式, Function功能</p> <p><b>Related concepts</b> 相关概念: Structure 结构体, Behaviour 行为</p> <p><b>Lines of inquiry</b> 探究线索: Mental health 心理健康 How wellbeing impacts our lives 我们的健康如何影响我们的生活 Understanding of self 了解自我</p> <p><b>Attributes of the Learner Profile</b> 学习者培养目标: Balanced, Reflective</p> <p><b>Writing Genres:</b> Friendly Letter Poetry</p>	<p><b>Central Idea</b>中心思想: Interactions with the environment and resources impact their sustainability 通过与环境和资源的相互作用来影响其可持续性</p> <p><b>Key concepts</b> 重要概念: Form形式, Causation原因</p> <p><b>Related concepts</b> 相关概念: Properties 属性, Impact 影响</p> <p><b>Lines of inquiry</b> 探究线索: Sustainable practices 可持续性实践 Implications connected to sustainable practices 与可持续性实践相关的影响 Connections between the environment and resources 环境和资源之间的联系</p> <p><b>Attributes of the Learner Profile</b> 学习者培养目标: Communicators, Courageous</p> <p><b>Writing Genres:</b> Persuasive text Formal letter</p>	<p><b>Central Idea</b>中心思想: Many inventions have led to significant changes in society 人类的发明创造引起社会的巨大变化</p> <p><b>Key concepts</b> 重要概念: Change变化, Responsibility责任</p> <p><b>Related concepts</b> 相关概念: Growth 成长, Values 价值</p> <p><b>Lines of inquiry</b> 探究线索: The process of inventing 发明的过程 Inventions over time 发明的历程 Implications of inventing and inventions 发明的过程和发明的含义</p> <p><b>Attributes of the Learner Profile</b> 学习者培养目标: Reflective, Knowledgeable</p> <p><b>Writing Genres:</b> Expository Text Nonfiction</p>	<p><b>Central Idea</b>中心思想: Personal histories can support us in understanding ourselves and others 个人的历史可以帮助我们理解自己和他人</p> <p><b>Key concepts</b> 重要概念: Connection连系, Responsibility责任</p> <p><b>Related concepts</b> 相关概念: Interdependence 相互依赖, Citizenship 国籍</p> <p><b>Lines of inquiry</b> 探究线索: Personal histories 个人历史 Connections between the past, present and future 过去、现在和未来之间的联系 Ways of exploring personal histories 探索个人历史的方法</p> <p><b>Attributes of the Learner Profile</b> 学习者培养目标: Caring, Thinkers</p> <p><b>Writing Genres:</b> Fiction Biography, autobiography, memoir, and narrative</p>	<p><b>Central Idea</b>中心思想: New digital media changes the way in which people access information and connect to each other 新数字媒体改变人类获取信息和相互交流的方式</p> <p><b>Key concepts</b> 重要概念: Change变化, Perspective观点</p> <p><b>Related concepts</b> 相关概念: Transformation 转化, Opinion 意见</p> <p><b>Lines of inquiry</b> 探究线索: How new digital media is used or organised 如何使用或组织新的数字媒体 Evaluating information 评估信息 Our responsibility in virtual environments 我们在虚拟环境中的责任</p> <p><b>Attributes of the Learner Profile</b> 学习者培养目标: Inquirers, Principled</p> <p><b>Writing Genres:</b> Test Writing Procedural Text</p>	<p><b>Central Idea</b>中心思想: Art is used to document and share significant events 艺术用于记录和分享重大事件</p> <p><b>Key concepts</b> 重要概念: Perspective观点, Connection连系</p> <p><b>Related concepts</b> 相关概念: Subjectivity 主观性, Relationships 关系</p> <p><b>Lines of inquiry</b> 探究线索: The history of art 艺术史 Decision making of artists 艺术家的决策 Significant events in art 艺术中的重大事件</p> <p><b>Attributes of the Learner Profile</b> 学习者培养目标: Courageous, Open-minded</p> <p><b>Writing Genres:</b> Biography, autobiography, memoir, and narrative</p>	<p><b>Central idea</b> 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><b>Key concepts</b> 重要概念: Form形式, Function功能, Connection连系</p> <p><b>Related Concepts</b> 相关概念: Transformation 演变, Role 角色</p> <p><b>Lines of Inquiry</b> 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>

<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"</i> Relevant sections: - Oral and Visual Communication</p>	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other. Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesise them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.</p>						
	<p>explain and discuss their own writing with peers and adults</p> <p>use register, tone, voice level and intonation to enhance meaning</p>	<p>argue persuasively and defend a point of view</p> <p>verbalise their thinking and explain their reasoning</p>	<p>use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context</p> <p>appreciate that people speak and respond according to personal and cultural perspectives</p>	<p>appreciate that language is not always used literally; understand and use the figurative language of their own culture. participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations</p>	<p>show open-minded attitudes when listening to other points of view</p> <p>use oral language to formulate and communicate possibilities and theories</p>	<p>listen appreciatively and responsively, presenting their own point of view and respecting the views of others</p> <p>understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations</p>	<p>identify and expand on main ideas in familiar oral texts</p> <p>realise that grammatical structures can be irregular and begin to use them appropriately and consistently</p> <p>recognise that different forms of grammar are used in different contexts</p> <p>listen and respond appropriately to instructions, questions and explanations</p>
<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> Relevant sections: - Oral and Visual Communication - Technological Communication</p>	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet. The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesising information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>						
	<p>experience a range of different visual language formats; appreciate and describe why particular formats are selected to achieve particular effects</p> <p>observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects</p>	<p>discuss a newspaper report and tell how the words and pictures work together to convey a particular message</p> <p>realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience.</p>	<p>identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel</p> <p>realise that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols</p>	<p>identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters</p> <p>explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response</p>	<p>view, respond to and describe visual information, communicating understanding in oral, written and visual form</p> <p>prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based applications</p> <p>understand and explain how visual effects can be used to reflect a particular context</p>	<p>describe personal reactions to visual messages; reflect on why others may perceive the images differently</p> <p>discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, balance, techniques, composition</p> <p>navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations</p>	

<p><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> Relevant sections: - Interactive Read-Aloud and Literature Discussion - Shared and Performance Reading - Guided reading - Phonics, spelling and word study</p>	<p><b>Conceptual understandings</b></p> <p>Reading and thinking work together to enable us to make meaning.</p> <p>Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.</p> <p>Identifying the main ideas in the text helps us to understand what is important.</p> <p>Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p> <p>Authors structure stories around significant themes.</p> <p>Effective stories have a structure, purpose and sequence of events (plot) that help to make the author’s intention clear.</p> <p>Synthesising ideas and information from texts leads to new ideas and understanding.</p> <p>Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>						
	<p>understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters</p> <p>understand that authors use words and literary devices to evoke mental images</p>	<p>distinguish between fact and opinion, and reach their own conclusions about what represents valid information</p> <p>use a range of strategies to solve comprehension problems and deepen their understanding of a text</p>	<p>consistently and confidently use a range of resources to find information and support their inquiries</p> <p>use the internet responsibly and knowledgeably, appreciating its uses and limitations</p>	<p>appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories</p> <p>identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness</p>	<p>know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail identify relevant, reliable and useful information and decide on appropriate ways to use it</p> <p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis</p> <p>use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility</p>	<p>work in cooperative groups to locate and select texts appropriate to purpose and audience</p>	<p>read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals</p> <p>recognise the author’s purpose, for example, to inform, entertain, persuade, instruct</p> <p>read a wide range of texts confidently, independently and with understanding</p>
<p><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> Relevant sections: - Writing - Writing about reading - Phonics, spelling and word study</p>	<p><b>Conceptual understandings</b></p> <p>Writing and thinking work together to enable us to express ideas and convey meaning.</p> <p>Asking questions of ourselves and others helps to make our writing more focused and purposeful.</p> <p>The way we structure and organise our writing helps others to understand and appreciate it.</p> <p>Rereading and editing our own writing enables us to express what we want to say more clearly.</p> <p>Stories that people want to read are built around themes to which they can make connections.</p> <p>Effective stories have a purpose and structure that help to make the author’s intention clear.</p> <p>Synthesising ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.</p> <p>Knowing what we aim to achieve helps us to plan and develop different forms of writing.</p> <p>Through the process of planning, drafting, editing and revising, our writing improves over time.</p>						
	<p>work cooperatively with a partner to discuss and improve each other’s work, taking the roles of authors and editors</p> <p>use written language as a means of reflecting on their own learning</p> <p>recognise and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration</p>	<p>show awareness of different audiences and adapt writing appropriately</p> <p>critique the writing of peers sensitively; offer constructive suggestions</p>	<p>work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.</p> <p>use appropriate paragraphing to organise ideas</p>	<p>use a range of strategies to record words/ideas of increasing complexity</p> <p>vary sentence structure and length</p> <p>identify and describe elements of a story—setting, plot, character, theme</p>	<p>use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</p> <p>write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing</p>	<p>write independently and with confidence, showing the development of their own voice and style</p> <p>use planning, drafting, editing and reviewing processes independently and with increasing competence</p>	<p>use appropriate punctuation to support meaning</p> <p>use knowledge of written code patterns to accurately spell high-frequency and familiar words</p> <p>use standard spelling for most words and use appropriate resources to check spelling</p>

<p><b>Mathematics - Data handling</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p>	<p><b>Conceptual understandings</b></p> <p>Data can be presented effectively for valid interpretation and communication. Range, mode, median and mean can be used to analyse statistical data. Probability can be represented on a scale between 0–1 or 0%–100%. The probability of an event can be predicted theoretically.</p>					
		<p>understand that different types of graphs have special purposes</p> <p>understand that probability can be expressed in scale (0–1) or per cent (0%–100%)</p> <p>collect, display and interpret data in circle graphs (pie charts) and line graphs</p> <p><b>Completing a table from given data</b></p> <p><b>Reading and interpreting data from tables/line graphs</b></p> <p>express probabilities using scale (0–1) or per cent (0%–100%).</p> <p>design a survey and systematically collect, record, organise and display the data in a bar graph, circle graph, line graph</p> <p><b>Solve 1-step word problems using data from tables/graphs</b></p>				
<p><b>Mathematics - Measurement</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p>	<p><b>Conceptual understandings</b></p> <p>Accuracy of measurements depends on the situation and the precision of the tool. Conversion of units and measurements allows us to make sense of the world we live in. A range of procedures exists to measure different attributes of objects and events.</p>					
		<p>understand procedures for finding area</p> <p>understand the relationships between area and perimeter</p> <p><b>Finding one dimension of a rectangle given the other dimension and its area/perimeter</b></p> <p><b>Finding the length of one side of a square given its area/perimeter</b></p> <p><b>Finding the area of figures made up of rectangles and squares</b></p> <p>develop and describe formulas for finding perimeter, area</p> <p>read and interpret scales on a range of measuring instruments</p> <p>measure and construct angles in degrees using a protractor</p> <p>Using notation such as <math>\angle ABC</math> and <math>\angle a</math> to name angles</p> <p>Measuring angles of in degrees</p> <p>Drawing an angle of a given size</p> <p>Relating quarter, half and complete turns to angles in degrees</p> <p>8-point compass</p>	<p><b>Time: measuring time in seconds</b></p> <p><b>Time: 24-hour clock</b></p> <p><b>Time: Solving problems involving time in 24-hour clock</b></p> <p>use timetables and schedules (12-hour and 24-hour clocks) in real-life situations determine times worldwide.</p>			

			select and use appropriate units of measurement and tools to solve problems in real-life situations				
<b>Mathematics - Shape and space</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i>	<b>Conceptual understandings</b> Manipulation of shape and space takes place for a particular purpose. Consolidating what we know of geometric concepts allow us to make sense of and interact with our world. Geometric tools and methods can be used to solve problems relating to shape and space.						
						understand the common language used to describe shapes understand systems for describing position and direction understand that 2D representations of 3D objects can be used to visualise and solve problems analyse, describe, classify and visualise 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary <b>Properties of rectangle and square, excluding diagonal properties</b> <b>Drawing rectangles and squares on square grid</b> describe lines and angles using geometric vocabulary create and model how a 2D net converts into a 3D shape and vice versa use geometric vocabulary when describing shape and space in mathematical situations and beyond use 2D representations of 3D objects to visualise and solve problems, for example using drawings or models. Identify symmetric figures Determining whether a straight line is a line of symmetry of a symmetric figure Completing a symmetric figure with respect to a given line of symmetry on square grid	
<b>Mathematics - Pattern and function</b> <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i>	<b>Conceptual understandings</b> Patterns can often be generalised using algebraic expressions, equations or functions. Exponential notation is a powerful way to express repeated products of the same number.						
	understand that patterns can be generalised by a rule understand that patterns can be represented, analysed and generalised using tables, graphs, words, and, when possible, symbolic rules. <b>Patterns in numbers up to 100000</b> represent the rule of a pattern by using a function use functions to solve problems.						

<p><b>Mathematics - Number</b> (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</p>	<p><b>Conceptual understandings</b> The base 10 place value system extends infinitely in two directions. Fractions, decimal fractions and percentages are ways of representing whole-part relationships. For fractional and decimal computation, the ideas developed for whole-number computation can apply. Ratios are a comparison of two numbers or quantities.</p>						
	<p><b>Solving up to 2-step word problems involving the 4 operations</b> <b>Multiplication algorithm</b></p> <ul style="list-style-type: none"> <li>• Up to 4 digits by 1 digit</li> <li>• Up to 3 digits by 2 digits</li> </ul> <p>Division algorithm (up to 4 digits by 1 digit) <b>Solving up to 3-step word problems involving the 4 operations</b></p>			<p>simplify fractions using manipulatives model decimal fractions to thousandths or beyond <b>Notation, representations and place value (tenths, hundredths, thousandths)</b> <b>Adding and subtracting fractions with denominators of the given fractions not exceeding 12 and not more than two different denominators</b> <b>Solving up to 2 -step word problems involving addition and subtraction (of fractions)</b> model addition, subtraction, multiplication and division of fractions <b>Fraction as part of a set of objects</b> simplify fractions in mental and written form <b>Comparing and ordering fractions</b> simplify fractions in computation answers</p>		<p>model numbers to millions or beyond using the base 10 place value system</p> <ul style="list-style-type: none"> <li>• (up to 100,000)</li> </ul> <p>read, write, compare and order whole numbers up to millions or beyond</p> <ul style="list-style-type: none"> <li>• (up to 100,000)</li> </ul> <p><b>Rounding numbers to the nearest 10, 100, or 1000</b> Use of # <b>Rounding off answers to a specified degree of accuracy</b> <b>Factors, multiples and their relationship</b> <b>Determining if a 1-digit number is a factor of a given number within 100</b> <b>Finding the common factors of two given numbers</b> <b>Determining if a number is a multiple of a given 1-digit number</b> <b>Finding the common multiples of two given 1-digit numbers</b></p>	<p>model integers in appropriate contexts model improper fractions and mixed numbers <b>Mixed numbers, improper fractions and their relationship</b> <b>Dividing a whole number by a whole number with quotient as a decimal</b> <b>Rounding decimals to</b></p> <ul style="list-style-type: none"> <li>• The nearest whole number</li> <li>• 1 decimal place</li> <li>• 2 decimal places</li> </ul> <p><b>Adding and subtracting decimals (up to 2 decimal places)</b> <b>Multiplying and dividing decimals (up to 2 decimal places) by a 1-digit whole number</b> model addition, subtraction, multiplication and division of decimals. read, write, compare and order decimal fractions to thousandths or beyond <b>Converting decimals to fractions</b> <b>Converting fractions to decimals when the denominator is a factor of 10 or 100</b> use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations</p>

Arts - Responding	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">Through exploring arts across cultures, places and times we can appreciate that people innovate. People communicate across cultures, places and times through arts. The arts provide us with multiple perspectives. We reflect and act on the responses to our creative work.</p>						
			<p><b>Dance:</b> investigate a cultural or historical dance form and identify how it communicates artistic, ritual or social issues, beliefs or values</p> <p>recognise the role and relevance of dance in their own society through exposure to a variety of performers and their perspectives</p> <p>analyse how the meanings of movements can change in various cultural and historical contexts</p>	<p><b>Drama</b> describe how drama plays an innovative role in communicating ideas within cultures and societies</p> <p>understand the role and relevance of drama in their own society through exposure to a variety of performers and their perspectives</p> <p>recognise and explore some of the different roles in theatre</p>	<p><b>Music</b> sing individually and in harmony</p> <p>explain the role and relevance of music in their own culture, its uses and associations through place and time</p> <p>modify their practices and/or compositions based on the audiences' responses</p>	<p><b>Visual arts</b> explain the cultural and historical perspectives of an artwork</p> <p>understand the role and relevance of visual arts in society</p> <p>reflect on the factors that influence personal reactions to artwork</p>	
Arts - Creating	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">We act on the responses to our artwork to inform and challenge our artistic development. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work. Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p>						
			<p><b>Dance</b> improvise to create various movements for specific purposes</p> <p>choreograph movement to music, word and sound choreograph performance to express and communicate an idea, feeling, experience, relationship or narrative.</p> <p>show physical confidence in the use of their bodies work to develop each other's ideas during the creative process</p>	<p><b>Drama</b> manipulate a variety of different drama strategies and techniques to create informed scripts, characterisations and contexts</p> <p>work to develop each other's ideas during the creative process consider the skills and techniques used by a range of drama practitioners in the performing arts</p> <p>show an awareness of audience and adapt performances accordingly consider the advice and feedback of others as an essential part of the creative process</p>	<p><b>Music</b> create music that will be continually refined after being shared with others present, in small groups, innovative musical</p> <p>performances on a selected issue</p> <p>read and write music in traditional and/or non-traditional notation.</p>	<p><b>Visual Arts</b> become increasingly independent in the realisation of the creative process</p> <p>identify factors to be considered when displaying an artwork</p> <p>select, research and develop an idea or theme for an artwork</p> <p>develop an awareness of their personal preferences.</p>	
PSPE - Identity	<p style="text-align: center;"><b>Conceptual Understandings</b></p> <p style="text-align: center;">Many different and conflicting cultures influence identity formation. The physical changes people experience at different stages in their lives affect their evolving identities. Stereotyping or prejudging can lead to misconceptions and conflict. The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth. Being emotionally aware helps us to manage relationships and support each other. A person's self-worth is reinforced and reflected in engagement with and/or service to others. A strong sense of self-efficacy enhances human accomplishments and personal well-being. Coping with situations of change, challenge and adversity develops our resilience.</p>						

	<p>identify how their self-knowledge can continue to support the growth and development of identity</p> <p>analyse self-talk and use it constructively</p>	<p>use emotional awareness and personal skills to relate to and help others</p>		<p>examine the complexity of their own evolving identities</p> <p>recognise how a person's identity affects self-worth</p> <p>recognise how a person's identity affects how they are perceived by others and influences interactions</p>		<p>recognise, analyse and apply different strategies to cope with adversity</p>	
<p><b>PSPE - Active living</b></p>	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. There is a connection between exercise, nutrition and physical well-being. Setting personal goals and developing plans to achieve these goals can enhance performance. There are physical, social and emotional changes associated with puberty. Appropriate application of skills is vital to effective performance. Complexity and style adds aesthetic value to a performance. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>						
	<p>reflect and act upon their preferences for physical activities in leisure time</p> <p>identify realistic goals and strategies to improve personal fitness</p>				<p>exhibit effective decision-making processes in the application of skills during physical activity</p> <p>introduce greater complexity and refine movements to improve the quality of a movement sequence</p>		
<p><b>PSPE - Interactions</b></p>	<p style="text-align: center;"><b>Conceptual understandings</b></p> <p style="text-align: center;">An effective group can accomplish more than a set of individuals. An individual can experience both intrinsic satisfaction and personal growth from interactions. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. People are interdependent with, and have a custodial responsibility towards, the environment in which they live. People have a responsibility to repair and restore relationships and environments where harm has taken place.</p>						
	<p>work towards a consensus, understanding the need to negotiate and compromise</p> <p>independently use different strategies to resolve conflict</p>	<p>independently use different strategies to resolve conflict</p>		<p>take action to support reparation in relationships and in the environment when harm has been done.</p>		<p>reflect critically on the effectiveness of the group during and at the end of the process</p> <p>build on previous experiences to improve group performance</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>Individuals change over time Physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others Concepts such as: growth, change, learning, self, family, and groups Ask and find answers to questions about how individual identity forms and changes</p>	<p>Benefits and problems resulting from the discovery and use of resources Concepts such as: location, direction, distance, and scale Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies Presenting an oral report that corresponds to a picture that shows land use locally or in other parts of the world (e.g. in farming, industry, homes, or businesses)</p>	<p>How society often turns to science and technology to solve problems That science often leads to new technology in areas such as communication and transportation, and results in change over time Research and evaluate various scientific and technological proposals for addressing real-life issues and problems Using diverse media to create and represent findings of research related to scientific or technological advances</p>	<p>Key concepts such as: past, present, future, similarity, difference, and change That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts Describe how people in the past lived, and research their values and beliefs Use historical methods of inquiry and literacy skills to research and present findings</p>	<p>That media and technology are a part of every aspect of our lives Use diverse types of media to research and share information Identify the points of view expressed in information sources regarding science and technology Researching, designing, and presenting a project including illustrations or a model showing the positive and negative aspects of the uses of technology in the school or local community</p>		



				Writing stories and descriptions about life in the past			
<p><b>Science</b> <i>Learning outcomes taken from the Next Generation Science Standards (NGSS Lead States, 2013)</i></p>	<p><b>4-LS1 From Molecules to Organisms: Structures and Processes</b> Students who demonstrate understanding can: 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>	<p><b>4-ESS3 Earth and Human Activity</b> Students who demonstrate understanding can: 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p><b>4-PS3 Energy</b> Students who demonstrate understanding can: 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide. 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p>	<p><b>4-ESS1 Earth's Place in the Universe</b> Students who demonstrate understanding can: 4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. <b>4-ESS2 Earth's Systems</b> Students who demonstrate understanding can: 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. 4-ESS2-2. Analyse and interpret data from maps to describe patterns of Earth's features.</p>	<p><b>4-PS4 Waves and their Applications in Technologies for Information Transfer</b> Students who demonstrate understanding can: 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.</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>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. 6.b. Students use digital tools to create original works.</p>	<p>5. Computational Thinker Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. 5.b. With guidance from an educator, students analyse age-appropriate data and look for similarities in order to identify patterns and categories. 5.d. Students understand how technology is used to make a task easier or repeatable and can identify real-world examples.</p>	<p>4. Innovative Designer Students use a variety of technologies within a design process to solve problems by creating new, useful or imaginative solutions. 4.b. Students use age-appropriate digital and non-digital tools to design something and are aware of the step-by-step process of designing.</p>	<p>3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. 3.c. With guidance from an educator, students explore a variety of teacher-selected tools to organise information and make connections to their learning.</p>	<p>2. Digital Citizen Students recognise 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. 2.b. With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others. 2.c. With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.</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. 7.c. With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.</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. 1.b. With guidance from an educator, students learn about various technologies that can be used to connect to others or make their learning environments personal and select resources from those available to enhance their learning.</p>

	Speaking and Listening	Reading and Writing	Grammar
<p><b>Stand Alone Unit -</b> <b>How we express ourselves</b> 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>	<ul style="list-style-type: none"> <li>● Be able to understand the differences among four seasons and tell the seasons in their own countries 能够理解四季的不同并说出他们自己国家的季节</li> <li>● Be able to choose various kinds of clothes based on different seasons 能够根据不同季节选择不同种类的服饰</li> <li>● Be able to understand the concepts of “seven continents” and main countries in every continent 能够理解七大洲的概念和每个洲内的主要国家</li> <li>● Be able to tell the names of the famous places around the world 能够说出世界名胜</li> <li>● Be able to make itinerary for the one trip abroad 能够设计一趟旅行的行程</li> <li>● Be able to describe the feeling when they are sick 能够描述他们生病时的感受</li> <li>● Be able to tell different food and match the food with the countries accordingly 能够说出不同的食物并将食物与国家配对</li> <li>● Be able to order food and ask questions about the dishes (How does it taste like? Salty/ spicy ...) 能够点菜并询问有关菜肴的问题 (它的味道如何? 咸/辣...)</li> <li>● Be able to make basic conversation when they go shopping 能够在购物时进行简单对话</li> <li>● Be able to ask the price of an item, tell the others the price and give change 能够询问商品价格, 告诉其他人其价格并找零</li> <li>● Be able to describe the rooms (bathroom, living room, kitchen...) and furniture at home 能够描述房间(厕所、客厅、厨房....) 和家里的家具</li> </ul>	<p>Be able to read stories without the help of Pinyin 能够阅读无汉语拼音的故事</p> <p>Work towards a reading vocabulary of 100-150 words 努力达到100-150个阅读词汇量</p> <p>Be able to understand the hidden meanings of Chinese idioms and fables 能够理解中文成语和寓言的内在寓意</p> <p>Be able to write the Chinese characters according to different topics 能够书写不同的主题的汉字</p> <p>Be able to write various compound sentences 能够书写多种复句</p> <p>Be able to write a passage 能够书写段落</p> <p>Be able to create stories 能够创作故事</p>	<ul style="list-style-type: none"> <li>● To master notional words and function words with complicated meanings and usages; 掌握概念词和功能词的意义和用法</li> <li>● To master common compound sentences; 掌握常用复句</li> <li>● To master some special sentence structures 掌握一些特殊句型</li> </ul> <ol style="list-style-type: none"> <li>1. Pronouns 自己 代名词: 自己</li> <li>2. The expression of approximate numbers : 多 近似数据的表达: 多</li> <li>3. Measure words: 双、副、辆、位 量词: 双、副、辆、位</li> <li>4. Verbs indicating one’s attitude, perspective or wish 打算 暗示某人的态度, 观点或意愿的动词: 打算</li> <li>5. Auxiliary verbs 应该 助动词: 应该</li> <li>6. Separate words 帮忙 可以拆开使用的词: 帮忙</li> <li>7. Adverbs of degree 极 程度副词: 极</li> <li>8. Adverbs of time 已经 时间副词: 已经</li> <li>9. Adverbs of time 先 时间副词: 先</li> <li>10. Adverbs of time 还 时间副词: 还</li> <li>11. Adverbs of frequency 经常、常常 频率副词: 经常、常常</li> <li>12. Adverbs of frequency “再”and“又” 频率副词: 在和又</li> <li>13. Prepositions: indicating space and direction 往 (往+ Direction + verb phrase) 介词: 指示空间和方位: 往 (往+方向+动词短语)</li> <li>14. Prepositions: indicating space and direction 到 (从+ Starting point +到 +Ending point) 介词: 指示空间和方位: 到 (从+哪里+到+哪里)</li> <li>15. The “在”sentences(Noun phrase + 在+ Directional phrase) “在”字句 (名词短语+在+方位短语)</li> <li>16. Alternative questions .....还是.....? 选择疑问句: .....还是.....?</li> <li>17. The “把”sentences “把”字句</li> <li>18. Coordinate compound sentences 一边.....一边..... 并列复合句: 一边.....一边.....</li> </ol>

			19. Contracted sentences— .....就..... 句型：一.....就.....
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(Mandarin learning outcomes developed by Broadrick Team, 2016)