EtonHouse® International School

K1 Curriculum Map 2020-21

	Who we are 我们是谁 An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. 对自我本质的探究；对信仰与价值观的探究；对个人、身体、心智、社交和精神健康的探究；对各种人际关系，包括 家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。	Sharing the Planet 共享地球 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。	How the world works 世界如何运作 An inquiry into the natural world and its law; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. 探究自然界以及自然规律；（物质的与生物的）自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。	How we express ourselves 我们如何表达自己 An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。	Stand alone
Subject Area	**Central idea 中心思想** Respecting each other's thoughts can develop relationships 尊重彼此的想法可以促进人与人之间关系的发展 **Key concepts 重要概念:** Perspective观点, Change 变化 **Related concepts 相关概念:** Values价值, Differences 差异性 **Lines of Inquiry 探究线索:** Ways of demonstrating respect 表达尊重的方式 The development of relationships 人际关系的发展 Skills that support relationship building 建立人际关系的技能 **Attributes of the Learner Profile 学习者培养目标:** Open-minded 胸襟开阔, Principled 坚持原则 **PYP subject focus 学科重点:** PSPE (个人教育、社交教育和体育), Language 语言, Mathematics 数学 **Writing Genres:** Narrative writing: Memoir (Personal memory story) Functional writing: Friendly letter	**Central Idea 中心思想** Use of resources impacts their sustainability 资源利用会影响其可持续性 **Key Concepts 重要概念:** Function功能, Responsibility 责任 **Related concepts 相关概念:** Consequences 后果, Beliefs 信仰, **Lines of Inquiry 探究线索:** Use of resources 资源的利用 Sustainable use of resources 资源利用的可持续性 Impact of sustainable practices 可持续性实践产生的影响 **Attributes of the Learner Profile 学习者培养目标:** Caring 懂得关爱, Inquirers 积极探究 **PYP subject focus 学科重点:** Science 科学, Mathematics 数学, Social Studies 社会学 **Writing Genres:** Functional writing: Procedural text	**Central idea 中心思想** Natural occurrences influence living things 自然事件会影响生物 **Key concepts 重要概念:** Form 形式, Causation 原因 **Related concepts 相关概念:** Transformations 演变 , Growth 成长, Impact 影响 **Lines of Inquiry 探究线索:** Natural occurrences (eg. weather, growth, decay etc) 自然事件（比如：天气，成长，衰退） Impact of natural occurrences 自然事件的影响 Ways living things respond 生物的应对方式 **Attributes of the Learner Profile 学习者培养目标:** Knowledgeable 知识渊博, Thinkers 勤于思考 **PYP subject focus 学科重点:** Science 科学, Social Studies 社会学, Arts 艺术 **Writing Genres:** Functional writing: Label Informational writing: Factual text	**Central Idea 中心思想** Art connects artists with their audience 艺术是连接艺术家和观赏者的桥梁 **Key concepts 重要概念:** Connection 连系, Function 功能 **Related concepts 相关概念:** Relationship 关系, Communication 交流 **Lines of Inquiry 探究线索:** Choices made during the creation of art 艺术创作过程中的选择 Ideas, feelings, emotions and skills conveyed by art 艺术传达的想法，感受，情感和技巧 Differing opinions about art 关于艺术的不同观点 **Attributes of the Learner Profile 学习者培养目标:** Courageous 勇于尝试, Reflective 及时反思 **PYP subject focus 学科重点:** Arts 艺术, Language 语言, PSPE (个人教育、社交教育和体育) **Writing Genres:** Poetic writing: Poetry	**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 **Key concepts 重要概念:** Form形式, Function功能, Connection连系 **Related Concepts 相关概念:** Transformation 演变, Role 角色 **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

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Oral language - listening and speaking	Conceptual understandings			
These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections: *- Oral and Visual Communication*	Spoken words connect us with others. People listen and speak to share thoughts and feelings. People ask questions to learn from others.			
	use own grammar style as part of the process of developing grammatical awareness. listen and respond in small or large groups for increasing periods of time follow classroom instructions, showing understanding	listen and respond in small or large groups for increasing periods of time describe personal experiences	obtain simple information from accessible spoken texts use language to address their needs, express feelings and opinions ask questions to gain information and respond to inquiries directed to themselves or to the class	listen to and enjoy stories read aloud; show understanding by responding in oral or visual form talk about the stories, writing, pictures and models they have created memorise and join in with poems, rhymes and songs tell their own stories using words, gestures, and objects/artifacts memorize and join in with poems, rhymes and songs	understand sound–symbol relationships and recognize familiar sounds/symbols/words of the language community use oral language to communicate during classroom activities, conversations and imaginative play realize that word order can change from one language to another predict likely outcomes when listening to texts read aloud follow two-step directions

Visual language - viewing and presenting	Conceptual understandings			
These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections: *- Oral and Visual Communication* *- Technological Communication*	Visual language is all around us. The pictures, images, and symbols in our environment have meaning. We can enjoy and learn from visual language.			
	reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise attend to visual information showing understanding through, role play recognise familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences	locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products show their understanding that visual messages influence our behaviour	locate and use appropriate ICT iconography to activate different devices, for example, computer games, CD player, television	select and incorporate colours, shapes, symbols and images into visual presentations through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.	

Written language - reading	**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.			
These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections: *- Interactive Read-Aloud and Literature Discussion* *- Shared and Performance Reading*	show curiosity and ask questions about pictures or text. make connections to their own experience when listening to or "reading" texts listen attentively and respond to stories read aloud	realise that the organisation of on-screen text is different from how text is organised in a book listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes	distinguish between pictures and written text, for example, can point to a picture when asked	express opinions about the meaning of a story participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.	understand sound–symbol relationships and recognise familiar sounds/symbols/words of the language community make connections to their own experience when listening to or "reading" texts join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.
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.			
These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016" Relevant sections: *- Writing* *- Writing about reading*	write their own name independently. 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	show curiosity and ask questions about written language	listen and respond to shared books (enlarged texts), observing conventions of print, according to the language(s) of instruction	use their own experience as a stimulus when drawing and "writing" differentiate between illustrations and written text begin to discriminate between letters/characters, numbers and symbols	experiment with writing using different writing implements and media show an awareness of sound–symbol relationships and begin to recognise the way that some familiar sounds can be recorded

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.				
	collect and represent data in different types of graphs, for example, tally marks, bar graphs	understand that information about themselves and their surroundings can be collected and recorded in different ways identify and describe chance in daily events (impossible, less likely, maybe, most likely, certain).	collect, display and interpret data for the purpose of answering questions 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.				
	identify, describe and sequence events in their daily routine, for example, before, after, bedtime, storytime, today, tomorrow	use non-standard units of measurement to solve problems in real-life situations involving length, mass and capacity.	compare the length, mass and capacity of objects using non-standard units		understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year
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 geometric shapes are useful for representing real-world situations	understand that 2D and 3D shapes have characteristics that can be described and compared	explore and describe the paths, regions and boundaries of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down)		describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.
Mathematics - Pattern and function	**Conceptual understandings** Patterns and sequences occur in everyday situations. Patterns repeat and grow.				
				represent patterns in a variety of ways, for example, using words, drawings, symbols, materials, actions, numbers extend and create patterns.	

Mathematics - Number *(Learning outcomes in bold are taken from Learning and Teaching Early Math: The Learning Trajectory Approach by Douglas Clements and Julia Sarama)*	**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 whole-part relationships ***Make it N*** ***Find Change +/-*** *(Addition and Subtraction, Chapter 5, Clements and Sarama, 2014)*	subitise in real-life situations ***Maker of small collections*** ***Perceptual subitiser to 4*** ***Perceptual subitiser to 5*** ***Conceptual subitiser to 5*** *(Quantity, Number, and Subitising Chapter 2, Clements & Sarama, 2014)*	use simple fraction names in real-life situations.	understand that numbers can be constructed in multiple ways, for example, by combining and partitioning understand conservation of number understand the relative magnitude of whole numbers connect number names and numerals to the quantities they represent. count to determine the number of objects in a set **Counter (10)** **Producer (Small Numbers)** **Counter and Producer (10?+)** **Counter Backward from 10** **Counter from N (N+1, N-1)** *(Verbal and Object Counting, Chapter 3, Clements & Sarama, 2011)*
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.			
	Dance describe the ideas and feelings communicated through body movements identify and explain why certain body postures and movements communicate certain ideas and feelings **Visual Arts** make personal connections to artworks	**Visual Arts** create artwork in response to a variety of stimuli.	**Visual Arts** express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)	**Music** distinguish the sounds of different instruments in music explore body and untuned percussion instrument sounds distinguish the sounds of different instruments in music recognise music from a basic range of cultures and styles **Dance** display audience etiquette and appropriate responses such as watching, listening and responding to favourite parts of the performance respond to dance through spoken, visual and/or kinesthetic mediums. **Drama** display audience etiquette and appropriate responses	

			talk about ideas and feelings in response to dramatic performances make personal connections to artworks **Visual Arts** analyse the relationships within an artwork and construct meanings communicate their initial responses to an artwork in visual, oral or physical modes express opinions about an artwork	
Arts - Creating	**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.			
	Drama develop the ability to cooperate and communicate with others in creating drama explore familiar roles, themes and stories dramatically demonstrate control of tools, materials and processes	**Drama** create roles in response to props, set and costumes work individually or in groups with confidence **Music** create their own basic musical instruments **Visual Arts** create artwork in response to a variety of stimuli participate in individual and collaborative creative experiences.	**Dance** move freely through the space to show levels of low, medium and high and change of direction use stimulus materials to extend the body and enhance body movements such as streamers, scarves, props and costume develop the ability to cooperate and communicate with others in creating dance **Music** use vocal sounds, rhythms and instruments to express feelings or ideas record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) **Visual Arts** identify, plan and make specific choices of materials, tools and processes	**Music** participate in performing and creating music both individually and collectively **Visual Arts** take responsibility for the care of tools and materials take responsibility for their own and others' safety in the working environment
PSPE - Identity	**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. Reflecting on our experiences helps us to understand ourselves better. Developing independence builds self-worth[1] and personal responsibility.				
are aware of their emotions and begin to regulate their emotional responses and behaviour identify themselves in relation to others (for example, ethnicity, gender) recognise that others have emotions, feelings and perspectives that may be different from their own reflect on their experiences in order to build a deeper understanding of self	solve problems and overcome difficulties with a sense of optimism identify and understand the consequences of actions	examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help	describe similarities and differences between themselves and others	are aware of their emotions and begin to regulate their emotional responses and behaviour) demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
PSPE - Active living	**Conceptual understandings** 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.			
	engage in a variety of different physical activities		demonstrate an awareness of how being active contributes to good health	explore creative movements in response to different stimuli display creative movements in response to stimuli and express different feelings, emotions and ideas	develop a range of fine and gross motor skills use and adapt basic movement skills (gross and fine motor) in a variety of activities understand the need to act responsibly to help ensure the safety of themselves and others. explore and reflect on the changing capabilities of the human body
PSPE - Interactions	**Conceptual understandings** 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.			
	listen respectfully to others share their own relevant ideas and feelings in an appropriate manner celebrate the accomplishments of others identify when their actions have impacted on others	understand the impact of their actions on each other and the environment.	ask questions		share their own relevant ideas and feelings in an appropriate manner recognise the different group roles and responsibilities

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Social Studies *Learning outcomes taken from National Curriculum Standards for Social Studies (National Council of Social Studies, 2010)*	Learners will understand: Fundamental values of democracy: the common good Learners demonstrate understanding by: Preparing a list of rules to support a just classroom	Learners will understand: How people and communities deal with scarcity of resources The difference between needs and wants Learners will be able to: Analyse the differences between wants and needs Learners demonstrate understanding by: Developing a visual that illustrates strategies for distributing scarce resources in the classroom, school, or community	Learners will understand: Physical changes in community and region such as seasons, climate, weather and their effects on plants and animals Learners will be able to: Describe examples of cause-effect relationships Learners demonstrate understanding by: Enacting role-plays in which past events and experiences are reconstructed		
Science	Possible learning outcomes: Communicate scientific findings to others verbally, through drawings, photographs, displays and simple charts Respond to questions about their investigations Show respect for others' views and theories Develop ways to debate and disagree with others' theories in a respectful way	Possible learning outcomes: Identify different materials (eg wood, metal, plastic) Investigate and describe the properties of materials Describe how materials can be used sustainably Experiment with reusing and repurposing resources based on knowledge of the material's properties	Possible learning outcomes: Identify living and non-living things and describes their characteristics Identify natural occurences in the world Describe the impact natural occurrences have on living things Talk about different ways that living things can respond to natural occurrences	Possible learning outcomes: Identify different forms of energy that can be used to make art (eg. sound, light, kinetic, gravitational, etc) Investigate a form of energy making and testing predictions Make artwork/s using a chosen form of energy or combining forms of energy	
ICT *Learning outcomes taken from the ISTE Standards for Students (International Society for Technology in Education,2016)*	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.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.	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.a. With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.	4. Innovative Designer Students use a variety of technologies within a design process to solve problems by creating new, useful or imaginative solutions. 4.a. With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning.	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.a. With guidance from an educator, students choose different tools for creating something new or for communicating with others.	

Mandarin

	Speaking and Listening	Reading and Writing	Grammar
Stand Alone Unit - **How we express ourselves** 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. **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 **Key Concepts** Form形式, Function功能, Connection连系 **Lines of Inquiry**	use single words and two-word phrases in context realise that people speak different languages understand simple questions and respond with actions or words join in with poems, rhymes, songs and repeated phrases in shared books Be able to understand the greeting and greet others. (Hello, Good morning, Good bye, please) Be able to follow simple classroom instructions (Please come in, please sit down, read after me) Be able to exchange basic personal information (name, age, year level)	**Reading** Begin to recognise some characters related to vocabulary learnt Show curiosity and ask questions about pictures or text Listen attentively and respond to stories read aloud Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain familiarity Make connections to their own experience when listening to or "reading" texts Show curiosity and ask questions about pictures or text	· To master basic nouns, pronouns and verbs; · To master basic sentence structures; · To master frequently used interrogative sentences 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"

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 ' 吗 、几、哪")	Be able to understand and talk about basic family members (father, mother, brothers, sisters) Be able to tell the names of the basic body parts (eyes, face, ears, nose, mouth, head, hand, foot) Be able to count and recognise numbers in Mandarin (1-10) Be able to recognise and name colours (red, green, blue, yellow) Be able to recognise and name shapes (circle, triangle, square) Be able to recognise and name fruit (apple, banana, strawberry, grapes), vegetables (Chinese cabbage, bok choy, tomato, carrot) and animals (cat, dog, bird) Be able to use simple sentences to express their feeling Be able to sing some simple Mandarin nursery rhythms	Enjoy listening to stories Listen attentively and respond to stories read aloud Join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction Participates in group reading (books, rhymes, poems, and songs). Memorises pattern books, poems, and familiar books. Comments on illustrations in books. **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 Makes marks other than drawing on paper(scribbles). 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 Relies primarily on pictures to convey meaning. Tells about own pictures and writing. Participate in shared writing, observing the teacher's writing and making suggestions. Show curiosity and ask questions about written language Participate in shared writing,	7. Sentences with verbal predicates 8. The "是" Sentences 9. Negative sentences with "不" 10. The "有" Sentences 11. Sentences with nominal predicates 12. Imperative sentences (indicating polite requests) 13. Interrogative sentences (General questions "吗") 14. Interrogative sentences (Special questions "什么、几、哪")

(Mandarin learning outcomes developed by Broadrick Team, 2016)