

	<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式; 我们反思、扩展、享受我们创造力的方式; 我们的审美鉴赏。</p>	<p>Stand Alone Unit</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.</p> <p>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>Subject Area</p>	<p>Central Idea中心思想: Human rights are inherent to all human beings 人权是人类固有的</p> <p>Key concepts 重要概念: Function功能, Responsibility责任</p> <p>Related concepts 相关概念: Role 角色, Rights 权利</p> <p>Lines of inquiry 探究线索: How human rights support people 人权如何支持人民</p> <p>The ethics of human rights 人权理论</p> <p>Responsibilities connected to rights 与权力相关的责任</p> <p>Attributes of the Learner Profile 学习者培养目标: Communicators 善于交流, Thinkers 勤于思考</p> <p>PYP Subject focus 专注的学科领域: Social Studies 社会学, Language 语言, PSPE(个人教育, 社交教育和体育教育)</p> <p>Writing Genre: Memoir Persuasive Writing</p>	<p>Central Idea中心思想: Children worldwide encounter a range of challenges, risks and opportunities. 世界各地的儿童都面临一系列挑战、风险和机遇</p> <p>Key concepts 重要概念: Form形式, Connection 连系</p> <p>Related concepts 相关概念: Networks 网路, Similarities 相似</p> <p>Lines of inquiry 探究线索: Challenges, risks and opportunities that children encounter (local and global) 儿童(本地和全球)遇到的挑战, 风险和机遇</p> <p>How children respond to challenges, risks and opportunities 儿童如何应对挑战、风险和机遇</p> <p>Ways that individuals and organizations respond to challenges, risks and opportunities that children face 个人和组织应对儿童面临的挑战、风险和机会的方式</p> <p>Attributes of the Learner Profile 学习者培养目标: Courageous 敢于尝试, Reflective 及时反思</p> <p>PYP Subject focus 专注的学科领域: PSPE(个人教育, 社交教育和体育教育), Science 科学, Arts 艺术</p> <p>Writing Genre Narrative Writing: Fiction</p>	<p>Central Idea中心思想: Production and consumption of resources impacts sustainable development 资源的生产和消费影响可持续发展</p> <p>Key concepts 重要概念: Connection 连系, Perspective 观点</p> <p>Related concepts 相关概念: Interdependence 相互依, Subjectivity 主观性</p> <p>Lines of inquiry 探究线索: Perspectives on the consumption and production of resources 关于资源消耗和生产的观点</p> <p>The impact of consumption and production of resources 资源消耗和产生的影响</p> <p>Sustainable action taken regarding the impact of production and consumption of resources 就资源生产和消耗的影响采取的可持续行动</p> <p>Attributes of the Learner Profile 学习者培养目标: Balanced 全面发展, Principled 坚持原则</p> <p>PYP Subject focus 专注的学科领域: Mathematics 数学, Language 语言, Science 科学</p> <p>Writing Genre: Informational Writing: Expository Texts Persuasive Texts</p>	<p>Central Idea中心思想: Human migration is a response to challenges, risks and opportunities 人口迁移是对挑战、风险和机遇的回应</p> <p>Key concepts 重要概念: Function 功能, Perspective 观点</p> <p>Related concepts 相关概念: Behaviour 行为, Prejudice 偏见</p> <p>Lines of inquiry 探究线索: How migrations happen 迁移如何发生</p> <p>Decisions connected to migration 与迁移有关的决定</p> <p>Global and local effects of migration 全球和地方移民的影响</p> <p>Attributes of the Learner Profile 学习者培养目标: Principled 坚持原则, Open-minded 胸襟开阔</p> <p>PYP Subject focus 专注的学科领域: Arts 艺术, Mathematics 数学, Social Studies 社会学</p> <p>Writing Genre: Narrative Writing: Biography, Autobiography, and Narrative Non-Fiction</p>	<p>Central Idea中心思想: Government systems influence the lives of citizens 政府制度影响公民生活</p> <p>Key concepts 重要概念: Causation 原因, Form 形式</p> <p>Related concepts 相关概念: Structure 结构体, Consequences 后果</p> <p>Lines of inquiry 探究线索: Organisations that govern 负责管理的组织</p> <p>Modern and historical forms of government 政府的现代以及历史形式</p> <p>Types of decisions made by government 政府做出的决定类型</p> <p>Impacts governmental decisions have on people 政府决策对人民的影响</p> <p>Attributes of the Learner Profile 学习者培养目标: Knowledgeable 知识渊博, Inquirers 积极探究</p> <p>PYP Subject focus 专注的学科领域: PSPE(个人教育, 社交教育和体育教育), Arts 艺术, Language 语言</p> <p>Writing Genre: Functional Writing: Formal Letter Procedural Texts</p>	<p>Central Idea中心思想: Aesthetic appreciation has influenced art over time 审美观随着时间的推移影响艺术</p> <p>Key concepts 重要概念: Change 变化, Causation 原因</p> <p>Related concepts 相关概念: Transformation 转化, Sequences 序列</p> <p>Lines of inquiry 探究线索: Aesthetic appreciation 审美</p> <p>Change in approaches to aesthetics in art 艺术中美感呈现方式的变化</p> <p>Understanding of materials and their manipulation 了解材料及其使用</p> <p>Attributes of the Learner Profile 学习者培养目标: Caring 懂得关爱, Communicators 善于交流</p> <p>PYP Subject focus 专注的学科领域: Science 科学, Social Studies 社会学, Mathematics 数学</p> <p>Writing Genre: Poetry Test Writing</p>	<p>Central idea 中心思想 We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系</p> <p>Key concepts 重要概念: Form 形式, Function 功能, Connection 连系</p> <p>Related Concepts 相关概念: Transformation 演变, Role 角色</p> <p>Lines of Inquiry 探究线索: A language can be represented by a code 语言可以由代码表示 Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言</p>

<p>Oral language - Listening and speaking <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;">Conceptual understandings</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>Year 5 Outcomes</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>Year 6 Outcomes</p>							
	<p>generate, develop and modify ideas and opinions through discussion</p> <p>use standard grammatical structures competently in appropriate situations</p>	<p>listen and respond appropriately to instructions, questions and explanations</p> <p>infer meanings, draw conclusions and make judgments about oral presentations</p> <p>reflect on communication to monitor and assess their own learning.</p>	<p>use an increasing vocabulary and more complex sentence structures with a high level of specificity</p> <p>argue persuasively and justify a point of view</p> <p>paraphrase and summarize when communicating orally</p> <p>use speech responsibly to inform, entertain and influence others</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>appreciate that people speak and respond according to personal and cultural perspectives</p>	<p>participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations</p> <p>use register, tone, voice level and intonation to enhance meaning</p>	<p>understand and use figurative language such as simile, personification and metaphor</p> <p>reflect on communication to monitor and as</p>	
<p>Visual language - Viewing and presenting <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;">Conceptual understandings</p> <p style="text-align: center;">Visual texts have the power to influence thinking and behaviour.</p> <p style="text-align: center;">Interpreting visual texts involves making an informed judgment about the intention of the message.</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.</p> <p style="text-align: center;">Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.</p> <p style="text-align: center;">Synthesising information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>						
<p>Year 5 Outcomes</p>							

<p><i>- Technological Communication</i></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>Year 6 Outcomes</p>							
	<p>realize that individuals interpret visual information according to their personal experiences and different perspectives</p>	<p>analyse and interpret the ways in which visual effects are used to establish context</p> <p>reflect on ways in which understanding the intention of a visual message can influence personal responses.</p>	<p>identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects</p> <p>examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit</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>realize 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>show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning</p>	<p>view and critically analyse a range of visual texts, communicating understanding through oral, written and visual media</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>Written language - Reading <i>These outcomes are used in conjunction with the goals outlined in "The Fountas and Pinnell Literacy Continuum, 2016"</i> <i>Relevant sections:</i></p>	<p style="text-align: center;">Conceptual understandings</p> <p style="text-align: center;">Reading and thinking work together to enable us to make meaning.</p> <p style="text-align: center;">Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.</p> <p style="text-align: center;">Identifying the main ideas in the text helps us to understand what is important.</p> <p style="text-align: center;">Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p> <p style="text-align: center;">Authors structure stories around significant themes.</p> <p style="text-align: center;">Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.</p> <p style="text-align: center;">Synthesising ideas and information from texts leads to new ideas and understanding.</p> <p style="text-align: center;">Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>						

<p>- Interactive Read-Aloud and Literature Discussion - Shared and Performance Reading - Guided reading - Phonics, spelling and word study</p>	<p>Year 5 Outcomes</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>Year 6 Outcomes</p>							
<p>Written language - Writing These outcomes are used in conjunction with the goals outlined in “The Fountas and Pinnell Literacy Continuum, 2016” Relevant sections: - Writing - Writing about reading</p>	<p>Conceptual understandings</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>read a wide range of texts confidently, independently and with understanding</p> <p>work in cooperative groups to locate and select texts appropriate to purpose and audience</p> <p>compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact</p> <p>use a range of strategies to solve comprehension problems and deepen their understanding of a text</p>	<p>identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres</p> <p>make inferences and be able to justify them</p> <p>identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness</p>	<p>consistently and confidently use a range of resources to find information and support their inquiries</p> <p>locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community.</p>	<p>appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing</p> <p>participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding</p>	<p>distinguish between fact and opinion, and reach their own conclusions about what represents valid information</p> <p>use the internet responsibly and knowledgeably, appreciating its uses and limitations</p>	<p>appreciate authors’ use of language and interpret meaning beyond the literal</p> <p>understand that authors use words and literary devices to evoke mental images</p> <p>recognize and understand figurative language, for example, similes, metaphors, idioms</p>	

<p>- Phonics, spelling and word study</p>							
	Year 5 Outcomes						
	<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>
	Year 6 Outcomes						
<p>use standard spelling for most words and use appropriate resources to check spelling</p> <p>use planning, drafting, editing and reviewing processes independently and with increasing competence</p> <p>write independently and with confidence, showing the development of their own voice and style</p>	<p>demonstrate an increasing understanding of how grammar works</p> <p>vary sentence structure and length</p> <p>critique the writing of peers sensitively; offer constructive suggestions</p>	<p>locate, organize, synthesize and present written information obtained from a variety of valid sources</p> <p>use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</p> <p>adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader</p>	<p>use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood</p> <p>use appropriate paragraphing to organize ideas</p>	<p>use written language as a means of reflecting on their own learning</p> <p>choose to publish written work in handwritten form or in digital format independently</p> <p>write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive</p>	<p>recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration</p> <p>use a range of tools and techniques to produce written work that is attractively and effectively presented.</p>		
<p>Mathematics - Data handling (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</p>	<p>Conceptual understandings</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>						
	Year 5 Outcomes						
		<p>understand that different types of graphs have special purposes</p> <p>understand that probability can be</p>					<p>Completing a table from given data</p> <p>Reading and interpreting data from tables/line graphs</p>

		<p>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>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>					Solve 1-step word problems using data from tables/graphs	
Year 6 Outcomes								
				<p>set up a spreadsheet using simple formulas to manipulate data and to create graphs</p> <p>create and manipulate an electronic database for their own purposes</p> <p>understand that the mode, median, mean and range can summarize a set of data</p> <p>identify, describe and explain the range, mode, median and mean in a set of data</p>	<p>understand the difference between experimental and theoretical probability.</p> <p>determine the theoretical probability of an event and explain why it might differ from experimental probability.</p>		<p>Average as 'total value÷number of data'</p> <p>Relationship between average, total value and number of data</p>	
<p>Mathematics - Measurement (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</p>	<p>Conceptual understandings</p> <p>Accuracy of measurements depends on the situation and the precision of the tool.</p> <p>Conversion of units and measurements allows us to make sense of the world we live in.</p> <p>A range of procedures exists to measure different attributes of objects and events.</p>							
	Year 5 Outcomes							
			<p>understand procedures for finding area</p> <p>understand the relationships between area and perimeter</p> <p>develop and describe formulas for finding perimeter, area</p> <p>read and interpret scales on a range of measuring instruments</p>	<p>use timetables and schedules (12-hour and 24-hour clocks) in real-life situations determine times worldwide.</p>				<p>Finding one dimension of a rectangle given the other dimension and its area/perimeter</p> <p>Finding the length of one side of a square given its area/perimeter</p> <p>Finding the area of figures made up of rectangles and squares</p> <p>Time: measuring time in seconds</p> <p>Time: 24-hour clock</p> <p>Time: Solving problems involving time in 24-hour clock</p>

			<p>measure and construct angles in degrees using a protractor</p> <p>select and use appropriate units of measurement and tools to solve problems in real-life situations</p>				<p>Using notation such as $\angle ABC$ and $\angle a$ 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>
<i>Year 6 Outcomes</i>							
			<p>understand unit conversions within measurement systems (metric or customary)</p> <p>use decimal and fraction notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles</p> <p>carry out simple unit conversions within a system of measurement (metric or customary).</p> <p>determine and justify the level of accuracy required to solve real-life problems involving measurement</p> <p>use decimal and fractional notation in measurement, for example, 3.2 cm, 1.47 kg, 1½ miles</p>				<p>Area of triangle</p> <ul style="list-style-type: none"> • Concepts of base and height • Area of triangle • Finding the area of figures made up of rectangles, squares and triangles <p>Volume of cube and cuboid</p> <ul style="list-style-type: none"> • Building solids with unit cubes • Measuring volume in cubic units, cm^3 and m^3, excluding conversions between cm^3 and m^3 • Drawing cubes and cuboids on isometric grids • Volume of cube/cuboid • Finding the volume of liquid in a rectangular tank • Relationship between L (or ml) and cm^3 <p>Converting a measurement from a smaller unit to a larger unit in decimal form and vice versa (kilometers and metres, metres and centimetres, kilograms and grams, litres and millilitres)</p> <p>Angles on a straight line</p> <p>Angles as a point</p> <p>Vertically opposite angles</p> <p>Finding unknown angles</p>
<p>Mathematics - Shape and space (Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</p>	<p>Conceptual understandings</p> <p>Manipulation of shape and space takes place for a particular purpose.</p> <p>Consolidating what we know of geometric concepts allow us to make sense of and interact with our world.</p> <p>Geometric tools and methods can be used to solve problems relating to shape and space.</p>						
	<i>Year 5 Outcomes</i>						

						<p>understand the common language used to describe shapes</p> <p>understand systems for describing position and direction</p> <p>understand that 2D representations of 3D objects can be used to visualise and solve problems</p> <p>analyse, describe, classify and visualise 2D (including circles, triangles and quadrilaterals) and 3D shapes, using geometric vocabulary</p> <p>describe lines and angles using geometric vocabulary</p> <p>create and model how a 2D net converts into a 3D shape and vice versa</p> <p>use geometric vocabulary when describing shape and space in mathematical situations and beyond</p> <p>use 2D representations of 3D objects to visualise and solve problems, for example using drawings or models.</p>	<p>Properties of rectangle and square, excluding diagonal properties</p> <p>Drawing rectangles and squares on square grid</p> <p>Identify symmetric figures</p> <p>Determining whether a straight line is a line of symmetry of a symmetric figure</p> <p>Completing a symmetric figure with respect to a given line of symmetry on square grid</p>
<i>Year 6 Outcomes</i>							
						<p>understand the properties of regular and irregular polyhedra</p> <p>understand the properties of circles</p> <p>understand how scale (ratios) is used to enlarge and reduce shapes</p> <p>understand that geometric ideas and relationships can be used to solve problems in other areas of mathematics and in real life.</p> <p>identify and use scale (ratios) to enlarge and reduce shapes</p> <p>identify and use the language and notation of bearing to describe direction and position</p> <p>explore the use of geometric ideas and relationships to solve problems in other areas of mathematics.</p> <p>use scale (ratios) to enlarge and reduce shapes</p> <p>apply the language and notation of bearing to describe direction and position</p>	<p>Properties of isosceles triangle, equilateral triangle, right-angled triangle</p> <p>Angle sum of a triangle</p> <p>Finding unknown angles in geometric figures without additional construction of lines (of isosceles triangle, equilateral triangle, right-angled triangle)</p> <p>Properties of parallelogram, rhombus, trapezium</p> <p>Finding unknown angles without additional construction of lines (of parallelogram, rhombus, trapezium)</p>
Mathematics - Pattern and function	<p>Conceptual understandings</p> <p>Patterns can often be generalised using algebraic expressions, equations or functions.</p>						

<p><i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p>	<p>Exponential notation is a powerful way to express repeated products of the same number.</p>							
	Year 5 Outcomes							
	<p>understand that patterns can be generalised by a rule</p> <p>understand that patterns can be represented, analysed and generalised using tables, graphs, words, and, when possible, symbolic rules.</p> <p>represent the rule of a pattern by using a function</p> <p>use functions to solve problems.</p>							<p>Patterns in numbers up to 100000</p>
	Year 6 Outcomes							
<p>understand exponents as repeated multiplication</p> <p>understand the inverse relationship between exponents and roots</p> <p>analyse pattern and function using words, tables and graphs, and, when possible, symbolic rules.</p> <p>select appropriate methods to analyse patterns and identify rules</p>								
<p>Mathematics - Number <i>(Learning outcomes in bold taken from the Singapore Mathematics Syllabus: Primary 1 to 5)</i></p>	<p>Conceptual understandings</p> <p>The base 10 place value system extends infinitely in two directions.</p> <p>Fractions, decimal fractions and percentages are ways of representing whole-part relationships.</p> <p>For fractional and decimal computation, the ideas developed for whole-number computation can apply.</p> <p>Ratios are a comparison of two numbers or quantities.</p>							
	Year 5 Outcomes							

				<p>simplify fractions using manipulatives</p> <p>model decimal fractions to thousandths or beyond</p> <p>model addition, subtraction, multiplication and division of fractions</p> <p>simplify fractions in mental and written form</p> <p>simplify fractions in computation answers</p>			<p>model integers in appropriate contexts</p> <p>model improper fractions and mixed numbers</p> <p>Mixed numbers, improper fractions and their relationship</p> <p>Dividing a whole number by a whole number with quotient as a decimal</p> <p>Rounding decimals to</p> <ul style="list-style-type: none"> • The nearest whole number • 1 decimal place • 2 decimal places <p>Adding and subtracting decimals (up to 2 decimal places)</p> <p>Multiplying and dividing decimals (up to 2 decimal places) by a 1-digit whole number</p> <p>model addition, subtraction, multiplication and division of decimals.</p> <p>read, write, compare and order decimal fractions to thousandths or beyond</p> <p>Converting decimals to fractions</p> <p>Converting fractions to decimals when the denominator is a factor of 10 or 100</p> <p>use mental and written strategies for adding, subtracting, multiplying and dividing fractions and decimals in real-life situations</p> <p>Solving up to 2-step word problems involving the 4 operations</p> <p>Multiplication algorithm</p> <ul style="list-style-type: none"> • Up to 4 digits by 1 digit • Up to 3 digits by 2 digits <p>Division algorithm (up to 4 digits by 1 digit)</p> <p>Solving up to 3-step word problems involving the 4 operations</p> <p>Notation, representations and place value (tenths, hundredths, thousandths)</p> <p>Adding and subtracting fractions with denominators of the given fractions not exceeding 12 and not more than two different denominators</p> <p>Solving up to 2 -step word problems involving addition and subtraction (of fractions)</p> <p>Fraction as part of a set of objects</p> <p>Comparing and ordering fractions</p>
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							<p>model numbers to millions or beyond using the base 10 place value system</p> <ul style="list-style-type: none"> • (up to 100,000) <p>read, write, compare and order whole numbers up to millions or beyond</p> <ul style="list-style-type: none"> • (up to 100,000) <p>Rounding numbers to the nearest 10, 100, or 1000</p> <p>Use of \approx</p> <p>Rounding off answers to a specified degree of accuracy</p> <p>Factors, multiples and their relationship</p> <p>Determining if a 1-digit number is a factor of a given number within 100</p> <p>Finding the common factors of two given numbers</p> <p>Determining if a number is a multiple of a given 1-digit number</p> <p>Finding the common multiples of two given 1-digit numbers</p>
<i>Year 6 Outcomes</i>							
					<p>model ratios</p> <p>model percentages</p> <p>read and write ratios</p> <p>notation, representations and interpretation of $a:b$ and $a:b:c$, where a, b and c are whole numbers, excluding ratios involving fractions and decimals.</p> <p>equivalent ratios</p> <p>dividing a quantity in a given ratio</p> <p>expressing a ratio in its simplest form</p>		<p>Dividing a whole number by a whole number with quotient as a decimal</p> <p>Multiplying and dividing by 10, 100, 1000 and their multiples without a calculator</p> <p>Order of operations without a calculator</p> <p>Use of brackets without a calculator</p> <p>Solving word problems involving the 4 operations</p>

					<p>finding the ratio of two or three given quantities read and write integers in appropriate contexts read, write, compare and order percentages convert between fractions, decimals and percentages. expressing a part of a whole as a percentage use of % finding a percentage part of a whole percentages interchangeably in real-life situations select and use an appropriate sequence of operations to solve word problems estimate and make approximations in real-life situations involving fractions, decimals and percentages use whole numbers up to millions or beyond in real-life situations use ratios in real-life situations use integers in real-life situations.</p>		<p>Finding the missing term in a pair of equivalent ratio Adding and subtracting mixed numbers Finding discount, GST and annual interest Solving up to 2-step word problems involving percentage Converting fractions to decimals Solving word problems involving addition, subtraction and multiplication Multiplying and dividing decimals (up to 3 decimal places) by 10, 100, 1000 and their multiples without a calculator Solving word problems involving the 4 operations (related to decimals) Solving 2-step word problems involving ratio Rate the amount of a quantity per unit of another quantity Finding rate, total amount or number of units given the other two quantities Solving word problems involving rate model numbers to millions or beyond using the base 10 place value system <p style="text-align: right;">(up to 10,000,000)</p> model exponents and square roots understand the relationship between fractions, decimals and percentages read, write, compare and order whole numbers up to millions or beyond <p style="text-align: right;">(up to 10,000,000)</p> read and write exponents and square roots convert improper fractions to mixed numbers and vice versa multiplying a proper/improper fraction and a whole number without calculator multiplying a proper fraction and a proper/ improper fractions without calculator multiplying two improper fractions multiplying a mixed number and a whole number select an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator use strategies to evaluate the reasonableness of answers</p>
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							convert improper fractions to mixed numbers and vice versa in real-life situations
Arts - Responding	<p style="text-align: center;">Conceptual understandings</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>						
	Year 5 Outcomes						
			<p>Dance: 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>Drama 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>Music 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>Visual arts 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>	
	Year 6 Outcomes						
		<p>Drama reflect on a variety of dramatic forms to identify new understandings within the arts</p> <p>use responses to drama to adapt and improve work, considering the original intention</p>	<p>Dance: analyse and integrate the reflections of others into the creative process when evaluating and improving.</p>	<p>Music interpret and explain the cultural and/or historical perspectives of a musical composition</p> <p>explore different artistic presentations that are/were innovative and their implications.</p>		<p>Visual arts reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</p> <p>critique and make informed judgments about artworks.</p>	
Arts - Creating	<p style="text-align: center;">Conceptual understandings</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>						

	<i>Year 5 Outcomes</i>					
		<p>Dance 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>Drama 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>Music 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>Visual Arts 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>	
	<i>Year 6 Outcomes</i>					
	<p>create and perform a sequential drama that explores a particular issue by experimenting with different dramatic forms explore writing for performance.</p>	<p>create and perform in a variety of dance genres and cultural dance types</p> <p>analyse and integrate the reflections of others into the creative process when evaluating and improving</p>	<p>incorporate the other arts and available resources in order to broaden their creative expression</p>		<p>adjust and refine their creative process in response to constructive criticism</p> <p>utilize a broad range of ways to make meaning</p>	
<p>PSPE - Identity</p>	<p style="text-align: center;">Conceptual Understandings</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>					
	<i>Year 5 Outcomes</i>					

	<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>	
Year 6 Outcomes							
	<p>identify causal relationships and understand how they impact on the experience of individuals and groups</p> <p>embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being</p>	<p>analyse how assumptions can lead to misconceptions</p> <p>understand the role of and strategies for optimism in the development of their own well-being</p>		<p>accept and appreciate the diversity of cultures, experiences and perspectives of others</p>	<p>analyse how society can influence our concept of self-worth (for example, through the media and advertising)</p>	<p>identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued</p>	
PSPE - Active living	<p>Conceptual understandings</p> <p>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>						
	Year 5 Outcomes						
	<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>	

	Year 6 Outcomes						
		understand the interdependence of factors that can affect health and well-being	recognize the importance of moderation in relation to safe personal behaviour.		identify and discuss the changes that occur during puberty and their impact on well-being		
PSPE - Interactions	Conceptual understandings 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.						
	Year 5 Outcomes						
	work towards a consensus, understanding the need to negotiate and compromise	independently use different strategies to resolve conflict		take action to support reparation in relationships and in the environment when harm has been done.		reflect critically on the effectiveness of the group during and at the end of the process	
	independently use different strategies to resolve conflict					build on previous experiences to improve group performance	
	Year 6 Outcomes						
	take action to support reparation in relationships and in the environment when harm has been done.				work towards a consensus, understanding the need to negotiate and compromise		
Social Studies <i>Learning outcomes taken from National Curriculum Standards for Social Studies</i>	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	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	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	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,	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		

<p><i>(National Council of Social Studies, 2010)</i></p>	<p>Ask and find answers to questions about how individual identity forms and changes</p>	<p>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>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>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 Writing stories and descriptions about life in the past</p>	<p>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>		
<p>Science <i>Learning outcomes taken from the Next Generation Science Standards (NGSS Lead States, 2013)</i></p>	<p>5-PS1 Matter and Its Interactions Students who demonstrate understanding can: 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. 5-PS1-3. Make observations and measurements to identify materials based on their properties. 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p>5-PS2 Motion and Stability: Forces and Interactions Students who demonstrate understanding can: 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. 5-LS1 From Molecules to Organisms: Structures and Processes Students who demonstrate understanding can: 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.</p>	<p>5-PS3 Energy Students who demonstrate understanding can: 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. 5-LS2 Ecosystems: Interactions, Energy, and Dynamics Students who demonstrate understanding can: 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p>5-ESS1 Earth's Place in the Universe Students who demonstrate understanding can: 5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. 5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</p>	<p>5-ESS2 Earth's Systems Students who demonstrate understanding can: 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. 5-ESS3 Earth and Human Activity Students who demonstrate understanding can: 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p>		
<p>ICT <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>

Mandarin	Speaking and Listening	Reading and Writing	Grammar
<p>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.</p> <p>Central idea We connect to and develop our understanding of language through inquiry 通过探究活动我们建立对语言的理解和连系</p> <p>Key Concepts Form形式, Function功能, Connection连系</p> <p>Lines of Inquiry A language can be represented by a code 语言可以由代码表示 Language supports us to share knowledge and ideas with others 语言支持我们与他人分享知识和想法 Language and culture are interdependent 语言和文化是相互依存的 The number system is language 数字系统是语言</p>	<ul style="list-style-type: none"> ● 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 ● 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 ● 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 ● Be able to tell the names of the famous places around the world 能够说出世界名胜 ● Be able to make itinerary for the one trip abroad 能够设计一趟旅行的行程 ● Be able to describe the feeling when they are sick 能够描述他们生病时的感受 ● 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 ● 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...) ● Be able to make basic conversation when they go shopping 能够在购物时进行简单对话 ● 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 ● 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 	<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"> ● 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 ● To master common compound sentences; 掌握常用复句 ● To master some special sentence structures 掌握一些特殊句型 <ol style="list-style-type: none"> 1. Pronouns 自己 代名词: 自己 2. The expression of approximate numbers : 多 近似数据的表达: 多 3. Measure words: 双、副、辆、位 量词: 双、副、辆、位 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 5. Auxiliary verbs 应该 助动词: 应该 6. Separate words 帮忙 可以拆分开使用的词: 帮忙 7. Adverbs of degree 极 程度副词: 极 8. Adverbs of time 已经 时间副词: 已经 9. Adverbs of time 先 时间副词: 先 10. Adverbs of time 还 时间副词: 还 11. Adverbs of frequency 经常、常常 频率副词: 经常、常常 12. Adverbs of frequency “再”and“又” 频率副词: 在和又 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) 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)

			<p>15. The “在”sentences(Noun phrase + 在+ Directional phrase) “在”字句 (名词短语+在+方位短语)</p> <p>16. Alternative questions还是.....? 选择疑问句:还是.....?</p> <p>17. The “把”sentences “把”字句</p> <p>18. Coordinate compound sentences 一边..... 一边..... 并列复合句: 一边.....一边....</p> <p>19. Contracted sentences一.....就..... 句型: 一.....就.....</p>
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(Mandarin learning outcomes developed by Broadrick Team, 2016)