



上海耀中國際學校

YEW CHUNG INTERNATIONAL SCHOOL OF SHANGHAI

YCIS

# Yew Chung International School of Shanghai Pudong Campus

## Primary Curriculum & Programme Guide Upper Primary: Y4-6



# Uniquely Yew Chung

Welcome to Yew Chung International School (YCIS) Shanghai's Pudong campuses. We have created this guide to provide you with an overview of our Primary School's programme and curriculum for Key Stage 2.

The Director of Yew Chung, Dr. Betty Chan Po-king states, "Yew Chung's goal is to liberate the joy of learning within every child and nurture them as citizens of the world. We believe that global education is the key to continued success."

Since 1932, Yew Chung has cultivated an educational philosophy that emphasizes:

- Academic excellence, dual language acquisition and the tools for success in a globalized world

- A bilingual and multicultural learning environment that fosters respect for diversity
- A supportive and nurturing school life which seeks to produce confident, balanced and socially responsible individuals.

We are accredited by the Council of International Schools, (CIS), the New England Association of Schools and Colleges (NEASC), and the National Centre for School Curriculum and Textbook Development (NCCT).

We take great pride in our school and look forward to partnering with you in the education of your child.

The Primary Leadership Team

Yew Chung is committed to offering a global education characterised by a fully-rounded and balanced education that nurtures the whole child: academically, socially and spiritually.



Two fully qualified co-teachers, one Western and one Chinese, serve as teaching partners in each primary classroom and share all of the responsibilities for the care and education of the students in their class. They plan and work together to provide their students with a variety of learning experiences, they help their students develop English and Chinese communication skills and they role-model appreciation and respect for diversity.

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Our Character Education curriculum provides meaningful and memorable lessons focusing on the development of moral character based on Christian values. Using resources from 'Character First', students learn about integrity through stories, history and nature, as well as through reading, drama, arts and crafts.

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Each month, a new character trait, such as diligence, patience and resourcefulness, is introduced at an assembly. Classroom teachers then encourage and reinforce this quality over the following weeks through lessons, activities and teachable moments. At the end of the month, those students who have actively demonstrated this character in their speech and actions are publicly praised and acknowledged during a concluding assembly.



Assemblies are an important part of our programme and are designed to meet the social, emotional, and academic needs of our students. Curriculum and Character Assemblies are held in the auditorium, alternating weekly, and give each class an opportunity to showcase what they have learned using a variety of presentation methods. During these assemblies awards are given out to a few students in each class who have demonstrated strong academic effort or character. Parents are invited to come and share these celebrations of learning.



Classroom and Pastoral Care Assemblies are designed to promote a culture of unity and collaboration amongst students. Topics are based on year-level and student needs such as friendship, digital citizenship, current events, and charity.

We strongly believe in a holistic education and our Co Curricular Activities programme is one of the ways we meet this aim. The programme provides opportunities for students to participate in activities outside the formal classroom, Students can experience a variety of new learning experiences while pursuing their own individual interests. They are encouraged to work with students of other ages and classes, which helps foster new friendships and supports their social development.



# Co-Curricular Activities

We have many special events and activities during the year that provide opportunities to learn and to celebrate learning.



**Charity Week:** During Charity Week students create and lead activities to raise money for charities the school partners with including Seeds of Hope. The purpose of the event is not only to teach children about the value of giving, but for them to learn to take ownership of the process.



**Christmas Concert:** Our Christmas concert is not only a celebration of Christmas, it is a showcase of the musical talents of our students. During the event, each class is involved in a musical performance while our orchestra and choir also perform.



**Special visitors:** To enhance the learning experiences of our students, we invite guest speakers, storytellers and authors to our school a number of times during the year. We also encourage and welcome parents to share their expertise in the classroom.



**Global Child Day:** This event is organised by our Parent Organisation Pudong (POP) and is the largest community event of the year. It is a joyful celebration of the wonderful diversity that is Yew Chung. The theme differs every year, but always features food, fun and family.



**Violin Concert:** In spring, our students from Years One to Three perform in a concert to display the violin skills they have learned since autumn. This amazing event is the conclusion of the violin programme for our Year Three students before they move on to orchestra, choir, or pursue other musical interests.



Our Ecology Action Team encourages increased awareness and understanding of environmental issues. Its goal is to promote involvement and action within our school community and beyond.

This includes such activities as:

- Engaging students and staff in our school-wide recycling programme
- Tending vegetables in the school garden at Century Park
- Raising worms to create compost for our garden
- Planting trees on Arbor Day
- Participation in Earth Hour
- Raising money to support 'The Million Tree Project', organized through Shanghai Roots and Shoots which works to combat deforestation in Inner Mongolia





# Mathematics: Year 4

## Applying And Using Mathematics

- Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate
- Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem
- Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers
- Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples.
- Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols.
- Use knowledge of rounding, number operations and inverses to estimate and check calculations
- Use a calculator to carry out one-step and two-step calculations involving all four operations; recognise negative numbers in the display, correct mistaken entries and interpret the display correctly in the context of money.

## Number

### Number and Place Value

- Recognise and continue number sequences formed by counting on or back in steps of constant size
- Partition, round and order four-digit whole numbers; use positive and negative numbers in context and position them on a number line; state inequalities using the symbols  $<$  and  $>$  (e.g.  $-3 > -5$ ,  $-1 < 1$ )
- Round any number to the nearest 10, 100 or 1000
- Round decimals with one decimal place to the nearest whole number
- Count backwards through zero to include negative numbers
- Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement; position one-place and two-place decimals on a number line; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations, including measures.

### Addition and Subtraction

- Use knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000
- Add or subtract mentally pairs of two-digit whole numbers (e.g.  $47 + 58$ ,  $91 - 35$ )
- Refine and use efficient written methods to add and subtract whole numbers with up to 4 digits and money.



# Mathematics: Year 4

## Multiplication and Division

- Count in multiples of 6, 7, 9, 25 and 1000
- Identify the doubles of two-digit numbers; use these to calculate doubles of multiples of 10 and 100 and derive the corresponding halves
- Derive and recall multiplication facts up to  $10 \times 10$  and derive multiplication beyond the 10 times table, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit
- Multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers), understanding the effect; relate to scaling up or down
- Develop and use written methods to record, support and explain multiplication and division of two-digit and three-digit numbers by a one-digit number, including division with remainders (e.g.  $155 \times 9$ ,  $98 \div 6$ )
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; derive multiplication of three one-digit numbers
- Recognise and use factor pairs and the commutativity property of multiplication and addition in mental calculations.



## Fractions

- Recognise the equivalence between decimal and fraction forms of one half, quarters, tenths and hundredths
- Use diagrams to identify equivalent fractions (e.g.  $6/8$  and  $3/4$ , or  $70/100$  and  $7/10$ ); interpret mixed numbers and position them on a number line (e.g.  $3\frac{1}{2}$ )
- Use the vocabulary of ratio and proportion to describe the relationship between two quantities (e.g. 'There are 2 red beads to every 3 blue beads, or 2 beads in every 5 beads are red'); estimate a proportion (e.g. 'About one quarter of the apples in the box are green')
- Find fractions (including non-unit fractions) of numbers, quantities or shapes, where the answer is a whole number (e.g.  $2/5$  of 30 plums,  $2/8$  of a 6 by 4 rectangle)
- Add and subtract fractions with the same denominator to make one whole (e.g.  $? + 3/7 = 1?$ ).

## Measurement

- Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity, and base-ten money; know the meaning of 'kilo', 'centi' and 'milli' and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)
- Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit
- Draw rectangles and measure and calculate their perimeters; find the area of rectilinear shapes drawn on a square grid by counting squares

# Mathematics: Year 4

## Multiplication and Division

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- Derive and recall multiplication facts up to  $10 \times 10$  and derive multiplication beyond the 10 times table, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple
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## Fractions

- Recognise the equivalence between decimal and fraction forms of one half, quarters, tenths and hundredths
- Use diagrams to identify equivalent fractions (e.g.  $6/8$  and  $3/4$ , or  $70/100$  and  $7/10$ ); interpret mixed numbers and position them on a number line (e.g.  $31/2$ )
- Use the vocabulary of ratio and proportion to describe the relationship between two quantities (e.g. 'There are 2 red beads to every 3 blue beads, or 2 beads in every 5 beads are red'); estimate a proportion (e.g. 'About one quarter of the apples in the box are green')
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- Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit
- Draw rectangles and measure and calculate their perimeters; find the area of rectilinear shapes drawn on a square grid by counting squares
- Read time to the nearest minute; use am, pm and 12-hour clock notation; read 24-hour clocks; choose units of time to measure time intervals; calculate time intervals from clocks and timetables, including over the hour
- Solve problems involving converting between hours and minutes; minutes and seconds; years and months; weeks and days.

# Mathematics: Year 4

## Geometry

### Properties of Shape

- Draw polygons and classify them by identifying their properties, including their line symmetry.
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Identify 3-D objects from 2-D drawings; make nets of common solids
- Recognise horizontal and vertical lines
- Demonstrate that angles are measured in degrees and that one whole turn is 360; compare and order angles less than
- 180 degrees, know the terms acute and obtuse angles.

### Position and Direction

- Use the eight compass points to describe direction; describe and identify the position of a square on a grid of squares (describe positions on a 2-D grid as coordinates in the first quadrant)
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon within the first quadrant.

## Statistics

- Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate
- Compare the impact of representations where scales have intervals of differing size
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

# Mathematics: Year 5

## Applying and Using Mathematics

- Solve one-step and two-step problems involving whole numbers and decimals up to 3 decimal places and all four operations, choosing and using appropriate calculation strategies, including calculator use
- Represent a puzzle or problem by identifying and recording the information or calculations needed to solve it; find possible solutions and confirm them in the context of the problem
- Plan and pursue an enquiry; present evidence by collecting, organising and interpreting information; suggest extensions to the enquiry
- Explore patterns, properties and relationships and propose a general statement involving numbers or shapes; identify examples for which the statement is true or false
- Explain reasoning using diagrams, graphs and text; refine ways of recording using images and symbols
- Use inverse operations to estimate and check calculations
- Use a calculator to solve problems, including those involving decimals or fractions (e.g. find  $\frac{3}{4}$  of 150 g); interpret the display correctly in the context of measurement



## Number

### Number and Place Value

- Count from any given number in whole-number and decimal steps, extending beyond zero when counting backwards; relate the numbers to their position on a number line
- Explain what each digit represents in whole numbers and decimals with up to three places, and partition these numbers
- Read, write order, round and compare numbers with up to 3 decimal places
- Recognise that prime numbers have only two factors and identify prime numbers less than 100 and recognise composite numbers
- Use knowledge of rounding, place value, number facts with numbers up to 1,000,000.

### Addition and Subtraction

- Use knowledge of place value and addition and subtraction of two-digit numbers to derive sums and differences and doubles and halves of decimals (e.g.  $6.5 \pm 2.7$ , half of 5.6, double 0.34)
- Extend mental-methods for whole-number calculations, for example to subtract one near-multiple of 1000 from another (e.g.  $6070 - 4097$ )
- Use efficient written methods to add and subtract whole numbers and decimals with up to two places

# Mathematics: Year 5

## Multiplication and Division

- Use sequences to scale numbers up or down; solve problems involving proportions of quantities (e.g. decrease quantities in a recipe designed to feed six people)
- Recall quickly multiplication facts up to  $10 \times 10$  and derive facts beyond the 10 times table, and use them to multiply pairs of multiples of 10 and 100; derive quickly corresponding division facts
- Identify pairs of factors of two-digit whole numbers and find common multiples (e.g. for 6 and 9)
- Recognise and use square numbers and their notations; know that cube numbers are numbers multiplied by themselves 3 times
- Extend mental-methods for whole-number calculations, for example to multiply a two-digit by a one-digit number (e.g.  $12 \times 9$ ), to multiply by 25 (e.g.  $16 \times 25$ )
- Use understanding of place value to multiply and divide whole numbers and those involving decimals by 10, 100 or 1000
- Use the standard written methods to multiply numbers up to 4 digits by a 1 or 2 digit number
- Divide numbers up to 4 digits by a 1 digit number using the formal written method of short division and interpret remainders appropriately for the context
- Solve problems involving multiplication and division where larger numbers can be partitioned and the distributive property may be used.



## Fractions

- Read and write decimal numbers as fractions including equivalent, improper fractions and mixed numbers (e.g.  $1.71 = 171/100 = 1 + 71/100$ ) [same as Year 6 M.6.18]
- Write percentages as a fraction with a denominator of 100 and as a decimal fraction
- Compare and order fractions whose denominators are all multiples of the same number
- Find fractions using division (e.g. of 5 kg), and percentages of numbers and quantities (e.g. 10%, 5% and 15% of £80)
- Add and subtract fractions with the same denominator and multiples of the same number
- Associate a fraction with division and calculate decimal equivalents to simple fractions (e.g.  $3/4 = 3 \div 4 = 0.75$ )
- Solve problems which require knowing percentage and decimal equivalents of  $1/2$ ,  $1/4$ ,  $1/5$ ,  $2/5$ ,  $4/5$  and those with a denominator of a multiple of 10 or 25.

# Mathematics: Year 5

## Measurement

- Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy (e.g. the nearest centimetre); convert larger to smaller units using decimals to one place (e.g. change 2.6 kg to 2600 g)
- Interpret a reading that lies between two unnumbered divisions on a scale
- Draw and measure lines to the nearest millimetre; measure and calculate the perimeter of regular and irregular polygons; use the formula for the area of a rectangle to calculate the rectangle's area
- Read timetables and time using 24-hour clock notation; use a calendar to calculate time intervals.

## Geometry

### Properties of Shape

- Identify, visualise and describe properties of rectangles, triangles, regular polygons and 3-D solids; use knowledge of properties to draw 2-D shapes, and to identify and draw nets of 3-D shapes
- Know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles and measure them in degrees
- Identify angles on a straight line and in a full circle, and recognise that a half turn equals 180 degrees and a full turn equals 360 degrees; use this knowledge to calculate missing angle measurements.

### Position and Direction

- Read and plot coordinates in the first and second quadrant; recognise parallel and perpendicular lines in grids and shapes; use a set-square and ruler to draw shapes with perpendicular or parallel sides
- Identify, describe and represent the position of a shape following a reflection or translation within the first and second quadrant.

## Statistics

- Describe the occurrence of familiar events using the language of chance or likelihood
- Answer a set of related questions by collecting, selecting and organising relevant data; draw conclusions, using ICT to present features, and identify further questions to ask
- Construct frequency tables, pictograms and bar and line graphs to represent the frequencies of events and changes over time
- Find and interpret the mode of a set of data.

# Mathematics: Year 6

## Applying and using mathematics

- Solve multi-step problems involving addition, subtraction, multiplication and division in context, deciding which operations and methods to use and why
- Solve problems which require answers to be rounded to specified degrees of accuracy **M6.A3** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places
- Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Suggest, plan and develop lines of enquiry; collect, organise and represent information, interpret results and review methods; identify and answer related questions
- Represent and interpret sequences, patterns and relationships involving numbers and shapes; suggest and test hypotheses; construct and use simple expressions and formulae in words then symbols (e.g. the cost of  $c$  pens at 15 pence each is  $15c$  pence)
- Explain reasoning and conclusions, using words, symbols or diagrams as appropriate.

## Number

### Number and place value

- Recognise that prime numbers have only two factors and identify prime numbers less than 100; find the prime factors of two-digit numbers
- Use approximations, inverse operations and tests of divisibility to estimate and check results
- Use a calculator to solve problems involving multi-step calculations.

### Addition, Subtraction, Multiplication & Division

- Use knowledge of place value and multiplication facts to  $10 \times 10$  to derive related multiplication and division facts involving larger numbers and decimals (e.g.  $0.8 \times 7$ ,  $4.8 \div 6$ )
- Use knowledge of multiplication facts to derive quickly squares of numbers to  $12 \times 12$  and the corresponding squares of multiples of 10
- Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using formal long multiplication
- Use written division methods in cases where the answer has up to 2 decimal places
- Divide numbers up to 4 digits by a 2 digit whole number using long division and interpret remainders as whole number remainders, fractions or rounding
- Use knowledge of the order of operations to carry out calculations involving the four operations





# Mathematics: Year 6

## Fractions, Decimals, & Percentages

- Use decimal notation for tenths, hundredths and thousandths; partition, round and order decimals with up to three places, and position them on the number line.
- Read and write decimal numbers as fractions including equivalent, improper fractions and mixed numbers (e.g.  $1.71 = 171/100 = 1 + 71/100$ ) [same as Year 5 M.5.25].
- Simplify fractions by cancelling common factors; order a set of fractions by converting them to fractions with a common denominator including fractions greater than 1
- Express one quantity as a percentage of another (e.g. express £400 as a percentage of £1000); find equivalent percentages, decimals and fractions
- Relate fractions to multiplication and division (e.g.  $6 \div 2 = 1/2$  of  $6 = 6 \times 1/2$ ); express a quotient as a fraction or decimal (e.g.  $67 \div 5 = 13.4$  or  $132/5$ ); find fractions and percentages of whole-number quantities (e.g.  $5/8$  of 96, 65% of 260)
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple fractions by whole numbers (e.g.  $3/4 \times 3$ ) and find their sums as simplest form
- Associate a fraction with division and calculate decimal equivalents (e.g.  $3/8 = 3 \div 8 = 0.375$ )
- Multiply one-digit numbers with up to two decimal places by whole numbers.



## Ratio and Proportion

- Solve simple problems involving direct proportion by scaling quantities up or down.

## Algebra

- Express missing number problems algebraically
- Use simple formulae expressed in words
- Use simple substitution to evaluate formulae
- Generate and describe linear number sequences (find the  $n$ th term)
- Find pairs of numbers that satisfy number sentences involving two unknowns
- Enumerate all possibilities of combinations of two variables.

## Measurement

- Find the difference between a positive and a negative integer, or two negative integers, in measurement contexts
- Select and use standard metric and imperial units of measure and convert between metric units using decimals to two places (e.g. change 2.75 litres to 2750 ml, or vice versa)

# Mathematics: Year 6

- Read and interpret scales on a range of measuring instruments, recognising that the measurement made is approximate and recording results to a required degree of accuracy; compare readings on different scales, for example when using different instruments
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Estimate, calculate and compare volume of cubes and cuboids.
- Estimate angles, and use a protractor to measure and draw them, on their own and in shapes; calculate angles in a triangle or around a point.

## Geometry

### Properties of Shape

- Describe, identify and visualise parallel and perpendicular edges or faces; use these properties to classify 2-D shapes and 3-D solids
- Make and draw shapes with increasing accuracy and apply knowledge of their properties
- Solve problems involving similar shapes where the scale factor is known or can be found
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in regular polygons
- Illustrate and name parts of a circle including radius, diameter and circumference

### Position And Direction

- Visualise and draw on grids of different types where a shape will be after reflection, after translations, or after rotation through  $90^\circ$  or  $180^\circ$  about its centre or one of its vertices
- Use coordinates in all four quadrants to draw, locate and complete shapes that meet given properties.

## Statistics

- Describe and predict from data using the language of chance or likelihood
- Solve problems by collecting, selecting, processing, presenting and interpreting data, using ICT where appropriate; draw conclusions and identify further questions to ask
- Construct and interpret frequency tables, bar charts with grouped discrete data, and line graphs; interpret pie charts
- Describe and interpret results and solutions to problems using the mode, range, median and mean.

## Speaking

- Offer reasons and evidence for their views, considering alternative opinions
- Respond appropriately to the contributions of others in the light of differing viewpoints
- Tell stories effectively and convey detailed information coherently for listeners
- Use and reflect on some ground rules for sustaining talk and interactions



## Listening

- Listen to a speaker, make notes on the talk and use notes to develop a role-play
- Compare the different contributions of music, words and images in short extracts from TV programmes
- Identify how talk varies with age, familiarity, gender and purpose

## Group discussion and interaction

- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor
- Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans
- Identify the main points of each speaker, compare their arguments and how they are presented

## Drama

- Create roles showing how behaviour can be interpreted from different viewpoints
- Develop scripts based on improvisation
- Comment constructively on plays and performances, discussing effects and how they are achieved

## Word structure and spelling

- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- Distinguish the spelling and meaning of common homophones
- Know and apply common spelling rules
- Develop a range of personal strategies for learning new and irregular words

## Understanding and interpreting text

- Identify and summarise evidence from a text to support a hypothesis
- Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- Use knowledge of different organisational features of texts to find information effectively
- Use knowledge of word structures and origins to develop their understanding of word meanings
- Explain how writers use figurative and expressive language to create images and atmosphere

## Engaging with and responding to texts

- Read extensively favourite authors or genres and experiment with other types of text
- Interrogate texts to deepen and clarify understanding and response
- Explore why and how writers write, including through face-to-face and online contact with authors

# English: Year 4

## Creating and shaping texts

- Develop and refine ideas in writing using planning and problem-solving strategies
- Use settings and characterisation to engage readers' interest
- Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

## Text structure and organization

- Organise text into paragraphs to distinguish between different information, events or processes
- Use adverbs and conjunctions to establish cohesion within paragraphs

## Sentence structure and punctuation

- Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
- Use commas to mark clauses, and use the apostrophe for possession

## Presentation

- Write consistently with neat, legible and joined handwriting
- Use word processing packages to present written work and continue to increase speed and accuracy in typing



# English: Year 5

## **Speaking**

- Tell a story using notes designed to cue techniques, such as repetition, recap and humour
- Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
- Use and explore different question types and different ways words are used, including in formal and informal contexts

## **Listening**

- Identify different question types and evaluate their impact on the audience
- Identify some aspects of talk that vary between formal and informal occasions
- Analyse the use of persuasive language

## **Group discussion and interaction**

- Plan and manage a group task over time using different levels of planning
- Understand different ways to take the lead and support others in groups
- Understand the process of decision making

## **Drama**

- Reflect on how working in role helps to explore complex issues
- Perform a scripted scene making use of dramatic conventions
- Use and recognise the impact of theatrical effects in drama

## **Word structure and spelling**

- Spell words containing unstressed vowels
- Know and use less common prefixes and suffixes such as im-, ir-, -cian
- Group and classify words according to their spelling patterns and their meanings

## **Understanding and interpreting text**

- Make notes on and use evidence from across a text to explain events or ideas
- Infer writers' perspectives from what is written and from what is implied
- Compare different types of narrative and information texts and identify how they are structured
- Distinguish between everyday use of words and their subject-specific use
- Explore how writers use language for comic and dramatic effects

## **Engaging with and responding to texts**

- Reflect on reading habits and preferences and plan personal reading goals
- Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- Compare how a common theme is presented in poetry, prose and other media

## **Creating and shaping texts**

- Reflect independently and critically on their own writing and edit and improve it
- Experiment with different narrative form and styles to write their own stories
- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail
- Create multi-layered texts, including use of hyperlinks and linked web pages

# English: Year 5

## Text structure and organization

- Experiment with the order of sections and paragraphs to achieve different effects
- Change the order of material within a paragraph, moving the topic sentence

## Sentence structure and punctuation

- Change the order of material within a paragraph, moving the topic sentence
- Punctuate sentences accurately, including using speech marks and apostrophes

## Presentation

- Adapt handwriting for specific purposes, for example printing, use of italics
- Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes



# English: Year 6

## Speaking

- Use a range of oral techniques to present persuasive arguments and engaging narratives
- Participate in whole-class debate using the conventions and language of debate, including standard English
- Use the techniques of dialogic talk to explore ideas, topics or issues

## Listening and responding

- Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose
- Analyse and evaluate how speakers present points effectively through use of language and gesture
- Listen for language variation in formal and informal contexts
- Identify the ways spoken language varies according to differences in the context and purpose of its use

## Group discussion and interaction

- Consider examples of conflict and resolution, exploring the language used
- Understand and use a variety of ways to criticise constructively and respond to criticism

## Drama

- Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires
- Devise a performance considering how to adapt the performance for a specific audience
- Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

## Word structure and spelling

- Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words
- Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

## Understanding and interpreting texts

- Appraise a text quickly, deciding on its value, quality or usefulness
- Understand underlying themes, causes and points of view
- Understand how writers use different structures to create coherence and impact
- Explore how word meanings change when used in different contexts
- Recognise rhetorical devices used to argue, persuade, mislead and sway the reader

## Engaging and responding to text

- Read extensively and discuss personal reading with others, including in reading groups
- Sustain engagement with longer texts, using different techniques to make the text come alive
- Compare how writers from different times and places present experiences and use language



## Creating and shaping texts

- Set their own challenges to extend achievement and experience in writing
- Use different narrative techniques to engage and entertain the reader
- In non-narrative, establish, balance and maintain viewpoints
- Select words and language drawing on knowledge of literary features and formal and informal writing
- Integrate words, images and sounds imaginatively for different purposes

## Text structure and organisation

- Use varied structures to shape and organise text coherently
- Use paragraphs to achieve pace and emphasis

## Sentence structure and punctuation

- Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- Use punctuation to clarify meaning in complex sentences

## Presentation

- Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style





# Topic: Year 4

## **Historical and Geographical Inquiry, Communication and Skills**

- Ask/answer historical/geographical questions and use appropriate vocabulary
- Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
- Recall, select, and organize historical information
- Collect, record, and analyse evidence to draw conclusions during enquiry
- Communicate knowledge and understanding in a variety of ways
- Identify and explain different views that people, including themselves, hold about topical geographical issues
- Use atlases, globes, maps, and plans at a range of scales

## **Knowledge and Understanding of People and Places**

- Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
  - Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
  - Identify and describe places, environments and their locations
  - Identify and describe what places are important to people and why
  - Identify how and why places change and how they may change in the future
  - Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
- Recognise how places fit within a wider geographical context and are interdependent

## **Knowledge and Understanding of Events and Changes in the Past**

- Place events, people and changes into correct periods of time
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
- Explain the features of the lives of everyday men/women/children in the past
- Identify characteristics and features of the period and societies studied
- Explain reasons for and results of historical events, situations, and changes in the periods studied
- Describe and make links between the main events, situations and changes within and across different periods and societies studied
- Historical Interpretation – Explain how the past is recorded and remembered in different ways

## **Knowledge and Understanding of Patterns, Processes, Environmental Change and Sustainable Development**

- Recognise and explain patterns made by physical and human features in the environment
- Recognise some physical and human processes and explain how these can cause changes in places and environments
- Recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives
- Explain how and why people manage environments and resources sustainably - identify opportunities for their own involvement



# Topic: Year 5

## **Historical and Geographical Inquiry, Communication and Skills Ask/answer geographical/historical questions and use appropriate vocabulary**

- Ask/answer historical/geographical questions and use appropriate vocabulary
- Use a variety of sources (including ICT and photographs) to find out about places, events, people, and historical changes
- Recall, select, and organize historical information
- Collect, record, and analyse evidence to draw conclusions during enquiry
- Communicate knowledge and understanding in a variety of ways
- Identify and explain different views that people, including themselves, hold about topical geographical issues
- Use atlases, globes, maps, and plans at a range of scales
- Draw maps and plans at a range of scales
- Use appropriate fieldwork techniques and instruments
- Use decision making skills



## **Knowledge and Understanding of People and Places**

- Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past
- Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity
- Identify and describe places, environments and their locations
- Identify how and why places change and how they may change in the future
- Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world
- Recognise how places fit within a wider geographical context and are interdependent

## **Knowledge and Understanding of Events and Changes in the Past**

- Place events, people and changes into chronological order and correct periods of time
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
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# Topic: Science

## Year 4

Students learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

Learning goals include:

### **Working Scientifically**

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Applying scientific knowledge and skills to daily life and solving problems
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.
- Working collaboratively

### **Living things and their habitats**

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change (naturally or by human intervention) and that this can sometimes have positive and negative impact on living things
- Identify endangered and extinct species and discuss the causes and implications of this
- Explore human beings' responsibility towards animals and living things in the environment
- Construct and interpret a variety of food chains, identifying producers, predators and prey (from y4 animals including humans)

### **Animals, including humans**

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Design and explain a healthy regimen of diet, exercise and dental care

# Topic: Science

## Year 4

### States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celsius (°c)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- Recognise the importance of water conservation and means of saving water

### Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

### Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors
- Identify renewable and non-renewable energy sources.



of

# Topic: Science

## Year 5

### Working Scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- Applying scientific knowledge and skills to daily life
- Working collaboratively

### Living Things and their Habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (from Y3 plants)
- Describe the changes as humans develop to old age (from Y5 animals including humans)

### Animals including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans. (from Year 6)



### Earth & Space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the moon relative to the earth
- Describe the sun Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- Explain why we have different seasons in reference to the tilt of the earth and its movement around the sun

### Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

# Topic: Science

## Year 6

### Working Scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.
- Applying scientific knowledge and skills to daily life
- Working collaboratively

### Living Things & their Habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.
- Identify how living creatures are interdependent.

### Properties and Changing of materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- Explore the effects on the climate/environment from changing materials (e.g coal burning, acid rain, non-biodegradable plastics)



## Evolution and inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how all living things are adapted to suit their environment in different ways and that adaptation may lead to evolution.

## Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight

## Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.
- Compare and contrast renewable and non-renewable sources of energy.





# Chinese as an Additional Language

## 中文非母语第一水平段 CAL -Level 1

### 主要话题 COURSE TOPICS

- 每日活动 Everyday activities
- 社会交往 Personal and social life
- 周围的世界 The world around us
- 职业世界 The world of work
- 世界话题 The international world



### 汉字 CHARACTER

- 能认读大约 100 个常用的汉字 To read about 100 commonly-used characters
- 能书写大约 60 个常用的汉字 To write about 60 commonly-used characters

### 词语 VOCABULARY

- 能在日常的生活运用 400 个左右的常用词汇 To use about 400 commonly-used words in speaking

### 听说 LISTENING & SPEAKING

- 培养良好的听说习惯 To develop good habits in listening and speaking
- 培养语感 To establish language sense
- 能听懂课堂用语 To understand classroom expressions
- 能作简单的问候及介绍 To greet people and introduce themselves
- 能用完整的句子回答问题 To answer questions in complete sentences
- 能用简单的中文进行日常生活交流 To be able to speak simple conversational words and communicate in simple Chinese

### 读 READING

- 能借助拼音阅读 To read dialogues with Pinyin
- 能阅读并理解简单的句子 To read simple sentences with understanding

### 写 WRITING

- 能做简单的替换练习 To make simple sentence in substitution drills

# Chinese as an Additional Language

## 中文非母语第二水平段 CAL -Level 2C

### 汉字 CHARACTER

- 能认读大约 200 个常用的汉字 To read about 200 commonly-used characters
- 能书写大约 100 个常用的汉字 To write 100 commonly-used characters

### 词语 VOCABULARY

- 能在日常的生活运用 600 个左右的常用词汇 To use about 600 commonly-used words in speaking

### 听说 LISTENING & SPEAKING

- 能借助拼音学习生字并正确朗读 To use Pinyin to learn new characters and correct pronunciation
- 能理解简单的谈话并复述主要的意义 To understand short talks and retell the main ideas
- 能进行日常交流 To cope with daily conversation

### 读 READING

- 继续培养良好的朗读习惯 To continue to develop good reading habits
- 能正确地朗读并理解句子及短文 To read sentences and short passages fluently with correct pronunciation and understanding

### 写 WRITING

- 能用词语和所学的句型进行造句 To make sentences with phrases and after the sentence patterns in the texts



# Chinese as an Additional Language

## 中文非母语第三水平段 CAL -Level 3C

### 汉字 CHARACTER

- 能认读大约 250 个常用的汉字 To read about 250 commonly-used characters
- 能书写大约 150 个常用的汉字 To write about 150 characters

### 词语 VOCABULARY

- 能在日常的生活运用 800 个左右的常用词汇 To use about 800 commonly-used words

### 听说 LISTENING & SPEAKING

- 能有条理地叙述 To use sequencing of events in talks
- 能用几句连贯的句子表达思想 To express ideas, opinions and feelings with several sentences
- 能叙述所学的内容 To re-tell stories at their level
- 在角色表演活动中,无论对朋友还是陌生人都能针对问题做出初步的正确反应 To perform role-playing tasks which involve both taking the initiative and responding to questions, with both strangers and friends

### 读 READING

- 能正确流利地朗读短文及故事 To read passages and simple Chinese stories correctly and fluently
- 能理解阅读材料的主要内容 To grasp the general meanings of reading materials

### 写 WRITING

- 能运用所学的句型造句 To make sentences after the sentence patterns in the texts
- 能写一般的叙事短文和小故事 To produce general narrative articles and short stories



# Chinese as an Additional Language

## 中文非母语第四水平段 CAL -Level 4C

### 汉字 CHARACTER

- 能认读大约 300 个常用的汉字 To read about 300 commonly-used characters
- 能书写大约 200 个常用的汉字 To write about 200 commonly-used characters

### 词语 VOCABULARY

- 能在日常的生活运用 1000 个左右的常用词汇 To use about 1,000 commonly-used words

### 听说 LISTENING & SPEAKING

- 能回答主题对话中的问题 To respond to unprepared questions in a general conversation on topics
- 能清楚地表达自己的想法 To express themselves clearly in discussions
- 能较具体地进行叙述 To produce detailed descriptions

### 读 READING

- 能理解更广泛的课文内容 To show a general understanding of more extended texts
- 能在阅读中细察特殊信息,进行相关的整合,形成合理的阅读思路 To scan for particular information, organize the relevant information and present it in a given format

### 写 WRITING

- 能掌握较复杂的句型 To master more complicated sentence structures
- 能书写短文或通过日记表达自己的经历和想法 To write short passages or diaries of one's own experience or through observations
- 能运用书面语言征寻详尽资料,表达个人见解及汇报等 To carry out writing tasks such as asking for detailed information, giving some personal information, reporting



# Chinese as an Additional Language

## 中文非母语第五水平段 CAL -Level 5(Y5/Y6)

### 汉字 CHARACTER

- 能认读大约 300 个常用的汉字 To read about 300 commonly-used characters
- 能书写大约 200 个常用的汉字 To write about 200 commonly-used characters

### 词语 VOCABULARY

- 能在日常的生活运用 1200 个左右的常用词汇 To use about 1,200 commonly-used words

### 听说 LISTENING & SPEAKING

- 能清楚地回答问题并表达自己的想法 To report, express opinions clearly and respond to questions in a general conversation on a topic
- 能参与讨论并清晰地表达观点 To play a part in discussion; choose and organize ideas and present them clearly
- 能根据他人及实际情况进行应变 To adapt to the needs of the audience and situation

### 读 READING

- 能认识一些主要的公共标示 To demonstrate understanding of words within a text such as public notices, instructions and signs
- 能在扩充阅读材料中抓住重点,理解主题 To demonstrate the ability to identify the important points or themes within an extended piece of writing
- 能总结所学的内容并抓住内容中的联系 To draw conclusions from, and see relations within an extended text
- 能留具体信息并将相关信息组织起来以特定的形式呈现 To scan for particular information, organize the relevant information and present it in a given format

### 写 WRITING

- 能掌握更多较复杂的句型 To learn more informative and complicated sentence structures
- 能正确表达自己的想法,感觉和观点,以吸引、告知和说服读者 To express thoughts, feelings and opinions in order to interest, inform or convince
- 能掌握正确的书写,词汇,语法,书写规则及标点符号 To demonstrate control of vocabulary, syntax and grammar, punctuation and spelling

# Chinese as an Additional Language

## 中文非母语第六水平段 CAL – Level 6(Y6)

### 汉字 CHARACTER

- 能认读大约 300 个常用的汉字 To read about 300 commonly-used characters
- 能书写大约 200 个常用的汉字 To write about 200 commonly-used characters

### 词语 VOCABULARY

- 能在日常的生活中运用 1400 个左右的常用词汇 To use about 1,400 commonly-used words

### 听说 LISTENING & SPEAKING

- 能流利地交流，并清晰有效地予以回应 To communicate fluently and make clear and effective responses
- 能围绕一个主题，使用更复杂的句子连贯地表达 To talk about a topic coherently within more complicated sentences
- 对于自己熟悉的主题，能理解更为复杂的演讲或报告，理解中心，掌握细节，并有效恰当地发表自己的观点  
Understand more complex speeches or presentations on familiar topics, and grasp the main points and specific details and express opinions effectively and accurately
- 能根据他人及实际情况进行应变 To adapt to the needs of the audience and situation

### 读 READING

- 能独立、完整、容易地理解掌握一些简短不复杂的文本。To understand and convey the basic information in short, uncomplicated texts independently, completely and easily
- 能在各种扩充阅读材料中抓住重点,理解主题 To demonstrate the ability to identify the important points or themes within different extended pieces of writing
- 能理解有一定长度的阅读材料，并掌握中心、事实及细节 To understand expository writings of a certain length and grasp the main concepts, important facts and details
- 能了解一些语言组织架构以及文本呈现的顺序及时间框架 To have some knowledge of language structures and an initial understanding of the sequences and time frames in certain texts

### 写 WRITING

- 能继续使用关联词以及比较复杂的句型 To continue to learn conjunctions and use a complex sentences in writing
- 能连贯、清晰、有效地在语句中传达信息或观点 To make coherent, articulate and meaningful statements when conveying information or presenting a viewpoint
- 能基于事实语料来记录、重写信息 To record and rewrite information based on real-life language materials
- 能掌握正确的书写, 词汇, 语法, 书写规则及标点符号 To demonstrate control of vocabulary, syntax and grammar, punctuation and spelling
- 能精通应用文体的写作来满足一般需求 Have a good command of the forms of writing to meet the general needs for practical writing

# Chinese as a First Language

## 中文字母第三水平段 (CFL – Level 3(Y4))

### 总体目标 AIMS:

- 培养学生学习中文的兴趣，培养他们听、说、读、写的基本能力 To cultivate students' interest in learning Chinese and develop their abilities in listening, speaking, reading and writing
- 教给学习方法，培养自学能力，发展思维能力、想象能力和创造能力，使他们掌握运用中文进行思想交流和信息传递的基本技能 To teach students methods of learning and self-learning in Chinese and enhance their abilities in thinking, imagination and creativity so that they master the basic skills in communication with Chinese
- 用中国文化精华教育学生，加深他们对中国文化的认识和理解 To guide students to learn the essence of eastern culture and to have a better understanding of Chinese culture

### 字词 VOCABULARY

- 学会常用汉字 600 个左右 To learn about 600 commonly-used characters
- 学习部首查字法 To learn the method of consulting dictionaries.
- 运用字典，独立识字 To learn Chinese characters independently by dictionaries

### 听说 LISTENING AND SPEAKING

- 能听懂程度适合的较复杂的讲话和儿童故事 To understand more complicated speech and children's stories at their level
- 培养先想后说的习惯 To develop the habit of 'thinking before speaking'
- 能说一段意思完整、连贯，语句通顺的话 To give a complete, continuous and smooth speech

### 阅读 READING

- 能正确、流利、有感情地朗读课文 To read texts correctly, fluently and expressively
- 能结合上下文和生活实际理解词句 To understand phrases in its context or with the help of real life experiences
- 理解自然段的意思 To understand the main idea of each paragraph
- 学习课文中用词造句、连句成段的方法 To learn the wording in the texts and the way of connecting each sentence into a paragraph

### 写作 WRITING

- 继续进行造句练习 To continue sentence-making practices
- 能就课文的部分句式仿写句子 To make sentences using the sentence patterns in the texts
- 能根据生活实践或观察所得，写简单的短文、日记 To write short passages or diaries of their own experiences

# Chinese as a First Language

## 中文母语第四水平段(CFL – Level 4(Y5))

### 字词 VOCABULARY

- 学会常用汉字 500 个左右 To continue to learn how to consult dictionaries skillfully
- 提高独立识字的能力 To enhance students' ability to learn Chinese characters independently

### 听说 LISTENING AND SPEAKING

- 养成专心听、认真想的习惯 To develop a good habit of attentive listening and independent thinking
- 能辨别他人言语中的错误 To discover language mistakes in others' speaking
- 参加讨论，能清楚、明白地发表自己的意见 To express themselves clearly in discussions

### 阅读 READING

- 学习默读课文 To learn silent reading of texts
- 边读边思考，理解主要内容 To think while reading and understand the main ideas of texts
- 继续学习含义较深、结构复杂的句式 To continue to learn more informative and complicated sentence structures
- 认识文章的总体结构 To have a general knowledge about structures of articles
- 了解段与段、段与篇的关系 To understand relationships between paragraphs to the article
- 能概括指定段落的大意 To draw group meanings to certain paragraph

### 写作 WRITING

- 学习用完整的句子来清楚、准确地表情达意 To express clearly and exactly with complete sentences
- 能按要求改变句子的表达形式 To change sentence patterns as per requirements
- 能根据生活实践或观察所得，写简短的记叙文 To write short passages on real-life experiences or observations





# Chinese as a First Language

## 中文字母第五水平段(CFL – Level 5(Y6))

### 字词 VOCABULARY

- 运用字典独立识字 To independently learn Chinese characters using dictionaries
- 能发现、纠正错别字 To discover and correct wrong characters

### 听说 LISTENING AND SPEAKING

- 能听懂简短的演讲和报告，并能复述其要点 To understand short speech and reports and be able to retell their main contents
- 在讨论中，能就他人的发言和问题作出即兴的反应 To respond to unprepared questions and speech in a general conversation

### 阅读 READING

- 进一步认识文章的结构，能概括文章的主要内容和中心思想 To understand more deeply the structure of articles and be able to draw the main or central ideas of articles
- 能按要求完成读书笔记 To write reading reports according to requirements

### 写作 WRITING

- 能用常用的关联词语造句 To make sentences with common connective words
- 学习把句子写得丰富、生动 To write meaningful and vivid sentences
- 会写一般的记叙文，写写宣传、广告等实应用文 To write narratives and simple practical articles such as ads or promotional materials
- 初步学习修改自己的作文 To revise and edit one's own articles



# Chinese Studies

## 中国研习课 (Y4-6)

### 主题 TOPICS:

- 传统节日与风俗习惯 Traditional Festivals and Customs
- 传统游戏与体育活动 Traditional Chinese Games and Sports
- 艺术与手工艺 Arts and Crafts
- 古代建筑 Ancient Architectures
- 中国饮食文化 Chinese Food, Dishes and Drinks
- 中国历史 Chinese History
- 中国地理 Chinese Geography
- 中国文学 Chinese Literature
- 科学与技术 Science and Technology



### 目标 AIMS:

- 培养学生对中国文化的兴趣  
To cultivate students' interest in Chinese culture
- 丰富学生的中国文化知识  
To increase students' knowledge of Chinese culture
- 欣赏中国文化的精粹，发展对中国文化和文明的洞察力  
To appreciate the essence of Chinese culture, thereby developing insights into Chinese culture and civilisation
- 促进学生的个人发展，使其能更好地了解自我、理解他人  
To promote students' personal development and the understanding of themselves as well as others
- 促使学生理解、尊重不同文化，并为生活于一个多元文化的世界做准备  
To develop students' understanding and respect of different cultures so as to prepare them to live in an multicultural world
- 通过发展多种技能来促进学生其他领域的学习  
To complement students' other areas of study by developing their skills

# Information & Communication Technology (ICT)

In ICT, students use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Learning goals include:

## **Creativity and innovation**

- Demonstrate creative thinking, construct knowledge and use information and communication technologies to develop innovative products and processes
- Demonstrate different ways to gain knowledge to create products
- Create original works as a means of personal or group expression incorporating teacher-selected resources
- Interpret models and simulations to explore systems and issues

## **Communication and collaboration**

- Use digital media and environments to communicate and work collaboratively, to support individual learning and to contribute to the learning of others
- Develop, illustrate and present ideas using digital media environments
- Select and use digital tools and media to present solutions collaboratively

## **Research skills and critical thinking**

- Exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources
- Categorize and understand information needs and create research questions to solve an information problem or make an informed decision
- Select Information resources to solve and information problem or make an informed decision
- Demonstrate navigation skills in accessing information resources
- Collect and analyze data and information to make decisions, draw conclusions, and create new understanding

# Information & Communication Technology (ICT)

## Digital citizenship

- Understand human, cultural and societal issues related to information and communication technologies and practice legal and ethical behavior
- Describe safe, ethical, and responsible practices in the use of information and technology
- Identify and cite (name) information and sources in an ethical and responsible manner

## Technology operations and concepts

- Demonstrate sound understanding of technology concepts, systems and operations
- Identify and use technology tools independently such as electronic devices and keyboards
- Identify and use software applications independently
- Identify technology tools and software application problems
- Identify and experiment with new technologies such as hardware, software applications and web-based applications



In addition to the concepts introduced in Years 1, 2 & 3, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences. Students will develop understanding of all principles of design but the focus in Year 4 will be on variety.

Learning goals include:

## **Creating and Presenting**

*Students will:*

- Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject .
- Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
- Use elements of design in art works to communicate ideas, messages, and understandings.
- Use a variety of materials, tools, and techniques to respond to design challenges within drawing, mixed media, painting, print making and sculpture Imagine, generate and plan ideas as part of the creative process.

## **Perceptions**

*Students will:*

- Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
- Demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
- Identify and document their strengths, their interests, and areas for improvement as creators of art

## **Exploring Forms and Global Contexts**

*Students will:*

- Identify and describe a variety of visual art forms they see in their home, at school, in their community, and in visual arts experiences.
- Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places.



# Art: Year 5

In addition to the concepts introduced in Years 1 to 4, students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences. Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Year 5 will be on emphasis.

Learning goals include:

## Creating and Presenting

*Students will:*

- Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences
- Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- Use elements of design in art works to communicate ideas, messages, and understandings
- Use a variety of materials, tools, and techniques to determine solutions to design challenges (drawing, mixed media, painting, printmaking, sculpture) Imagine, generate and plan ideas as part of the creative process.

## Perceptions

*Students will:*

- interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey Analyse the use of elements and principles of design in a variety of art works, and explain how they are used to communicate meaning or understanding
- Demonstrate awareness of the meaning of signs, symbols, and styles in works of art
- Identify and document their strengths, their interests, and areas for improvement as creators and viewers of art

## Exploring Forms and Global Contexts

*Students will:*

- Describe how visual art forms and styles represent various messages and contexts in the past and present
- Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made



# Art: Year 6

In addition to the concepts introduced in Years 1 to 5, students in Year 6 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences. Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Year 6 will be on proportion.

Learning goals include:

## Creating and Presenting

*Students will:*

- Create two- and three-dimensional art works that express feelings and ideas inspired by their own and others' points of view.
- Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic.
- Use elements of design in art works to communicate ideas, messages, and understandings.
- Use a variety of materials, tools, and techniques to determine solutions to design challenges. Imagine, generate and plan ideas as part of the creative process.

## Perceptions

*Students will:*

- Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.
- Explain how the elements and principles of design are used in their own and others' art work to communicate meaning or understanding.
- Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
- Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art

## Exploring Forms and Global Contexts

*Students will:*

- Describe how forms and styles of visual and media arts represent various messages and contexts in the past and present.
- Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places.



# Music: Year 4

During Music, the Year 4 students focus on rhythmic patterns, musical forms, melody, harmony, and timbre as they read, write, and perform music. Increased listening skills help students identify qualities in music selections in the four families of orchestral instruments, and in male and female adult voices. By singing from memory, students improve their accuracy and are able to create rhythmic and melodic phrases. They compare and contrast music from around the world, honing their ability to select and use specific criteria to judge the quality of a musical performance. Students learn to describe how musical elements help the composer or performer communicate an idea or mood, and are able to identify the use of similar elements, such as pattern and rhythm, in other art forms.

Learning goals include:

## **Artistic perception – Elements of Music**

- Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests including British terminology and 6/8 time
- Identify melody, harmony, accompaniment and timbre in selected pieces when presented aurally
- Identify visually and aurally the four families of orchestral instruments, and describe the way in which sound is produced on the various instruments
- Identify simple musical forms (AABA, AABB, round, verse, and refrain)



## **Creative Expression – Performing**

- Sing with accuracy in a developmentally appropriate range demonstrating articulation and phrasing
- Sing age appropriate songs from memory, including rounds, two part songs, and ostinatos
- Play rhythmic and melodic ostinatos on classroom instruments
- Play melodies using diatonic and pentatonic scales
- Perform using appropriate behaviour and stage etiquette

## **Creative Expression – Creating**

- Create and improvise melodies using diatonic and pentatonic scales
- Create short, rhythmic, and melodic phrases in 'call and response' form
- Create developmentally appropriate movements to express pitch, tempo, form, and dynamics

## **Artistic Appreciation – Listening & Appraising**

- Select and use specific criteria in making judgments of a musical performance
- Students will describe how specific musical elements communicate particular ideas or moods in music

## **Historical & Cultural Context**

- Students will identify the uses of music in various cultures and time periods
- Sing memorized songs from diverse cultures
- Play memorized songs from diverse cultures
- Identify differences and commonalities in music from various cultures
- Identify and sing the different kinds of folk and community songs familiar in the local context of China

## **Connections, Relationships & Applications**

- Identify the use of similar elements in music and other art forms, e.g. form, pattern, rhythm
- Identify what a range of musicians and composers do to create music of different styles
- Begin to utilise technology in exploring and recording music (iPads, iPods, computer labs)



During Music, the Year 5 students not only sing and play melodies and accompaniments in various forms and from many cultures, but also compose melodic patterns, a precursor to writing music. Students also employ their expanding vocabulary of music and classify a variety of instruments by how they produce sound. By learning more about music from around the world, students can recognize the influence of culture on music. They also evaluate how practice and rehearsal improve their performance.

Learning goals include:

## **Artistic perception – Elements of Music**

- Read, write and perform simple songs and scales in major keys using informal melodic notation
- Read, write, and perform rhythmic notation including sixteenth notes and dotted notes
- Describe music according to its elements, using the terminology of music
- Recognise and describe aural examples of musical forms

## **Creative Expression – Performing**

- Sing a varied repertoire of music from diverse cultures alone and with others (rounds, descants, and songs with ostinatos)
- Use classroom instruments to play melodies and accompaniments from a varied repertoire of music, alone and with others (rounds, descants, and ostinatos)
- Perform using appropriate behaviour and stage etiquette

## **Creative Expression – Creating**

- Compose and improvise simple rhythmic and melodic patterns on classroom instruments
- Create dance movements to express or represent intent in specific music

## **Artistic Appreciation – Listening & Appraising**

- Use specific criteria when judging the relative quality of musical performances
- Describe the characteristics and features that make up a performance
- Evaluate improvement in personal musical performances after practice or rehearsal

## **Historical & Cultural Context**

- Identify music and dances from diverse cultures and time periods
- Sing, play and perform songs and dances from diverse cultures and time periods
- Compare musical styles from two or more cultures
- Recognise the influence of various cultures on music
- Classify how a variety of instruments from diverse cultures produce sound
- Identify and sing the different kinds of folk and community songs familiar in the local context
- 

## **Connections, Relationships & Applications**

- Identify and interpret expressive characteristics in works of art and music
- Integrate several art disciplines (dance, music, or visual arts) into a wellorganised presentation or performance
- Utilise technology in exploring and recording music (iPads, iPods, computer labs)

# Music: Year 6

During Music, In Year 6, students analyse how different elements are used in music of various styles and from diverse cultures as they increase their musical skills by singing and playing instruments. They also learn to create simple melodies and read and write those melodies on the treble clef. And because of their increased knowledge of musical elements and vocabulary, students develop and apply appropriate criteria to support their opinions about specific musical selections.

Learning goals include:

## Artistic perception – Elements of Music

- Read, write, and perform simple melodic notation and scales in treble clef in major keys
- Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes and syncopation
- Identify and describe music forms including theme and variations (twelve bar blues)

## Creative Expression – Performing

- Sing a varied repertoire of music expressively, including rounds, descants, ostinatos and songs in two-part harmony
- Use classroom instruments to play melodies and accompaniments from a varied repertoire of music (rounds, descants, ostinatos and two-part harmony)
- Perform using appropriate behaviour and stage etiquette



## Creative Expression – Creating

- Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments
- Create musical works or responses to music using various forms of technology

## Artistic Appreciation – Listening & Appraising

- Identify and analysedifferences in tempo and dynamics in contrasting music selections
- Develop and apply appropriate criteria to support personal opinions of specific musical works

## Historical & Cultural Context

- Describe the social functions of a variety of musical forms from various cultures and time periods (folk songs and dances)
- Analyse the use of music elements in aural examples from various genres and cultures
- Sing and play music from diverse cultures and time periods
- Describe the influence of various cultures and historical events on music and society
- Identify and sing the different kinds of folk and community songs familiar in the local context of China
- Explore Chinese dance

## Connections, Relationships & Applications

- Explain the roleof music in community events and the media
- Identify ways in which music professions are similar to or different from one another
- Utilise technology in exploring and recording music (iPads, iPods, computer labs)
- Learn about careers in and related to music

# Physical Education

The purpose for studying Physical Education at YCIS is to enhance students' physical, mental, and emotional wellbeing in preparation for leading a fulfilling, active, and healthy lifestyle. Students will become responsible citizens and effective communicators, allowing them to empathise and interact with people and ideas in a dynamic global society.

Physical education uses movement and competencies to develop self-discipline, critical thinking, social skills, and confidence. Through individual and team activities, students improve aspects of fitness and develop personal and interpersonal skills, which in turn nurture good sportsmanship and leadership

By being an active participant in Physical Education, YCIS students develop an appreciation of a healthy lifestyle that understands the importance of balance in their physical, mental and emotional wellbeing. Physical Education and Health is a unique pathway for students to develop a growth mindset and realise their full potential.



# Physical Education: Year 4

## Year 4

### Learning goals include:

#### **Active Living**

##### *Active Participation*

- Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
- Demonstrate an understanding of factors that contribute to their personal enjoyment of being active as they participate in a wide variety of individual and small-group activities
- Describe the benefits of participating in physical activity every day

##### *Physical Fitness*

- Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- Identify new capabilities and other benefits that may result from improved cardiorespiratory fitness
- Assess their degree of physical exertion during cardiorespiratory fitness activities, using simple self-assessment methods
- Develop and act on personal goals related to physical activity

##### *Safety*

- Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- Describe how to respond to accidents or injuries incurred while participating in physical activity

#### **Movement Competencies**

##### *Skills and Concepts*

- Perform controlled transitions between static positions, using different body parts and shapes and different levels, with and without equipment
- Demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control
- Perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions
- Send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment
- Retain objects of different shapes and sizes in different ways, using different body parts and equipment

##### *Movement Strategies*

- Demonstrate an understanding that different physical activities have different components
- Apply a variety of simple tactics to increase their chances of success during physical activities

# Physical Education: Year 5

## Year 5

### Learning goals include:

#### **Active Living**

##### *Active Participation*

- Actively participate in a wide variety of program activities according to their capabilities, while applying behaviours that enhance their readiness and ability to take part
- Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
- Identify factors that motivate participation in physical activity every day at school, at home, or in their communities

##### *Physical Fitness*

- Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- Identify how different physical activities affect the body and contribute to physical fitness and good health
- Assess their level of exertion during physical activity, using simple self-assessment techniques, and explain how intrinsic and extrinsic factors affect the exertion required to perform physical activities
- Develop and act on personal fitness goals based on their interests, self-assessments, and feelings when participating in physical activity

##### *Safety*

- Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- Describe common precautions for preventing accidents and injuries while participating in different types of physical activity

#### **Movement Competencies**

##### *Skills and Concepts*

- Perform a variety of controlled static balances and transitions between balances, using a variety of body parts and shapes, at different levels, individually, and with partners and equipment
- Demonstrate the ability to jump and land, in control, from a low height
- Perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions
- Send and receive objects of a variety of shapes and sizes at different levels and speeds, using different body parts and equipment, while applying basic principles of movement
- Retain objects of various shapes and sizes in different ways, using different body parts, with and without equipment, while moving around others and equipment

##### *Movement Strategies*

- Demonstrate an understanding of the basic components of physical activities, and apply this understanding as they participate in a variety of physical activities
- Identify common features of specific categories of physical activities
- Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

# Physical Education: Year 6

## Year 6

### Learning goals include:

#### **Active Living**

##### *Active Participation*

- Actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take risks
- Demonstrate an understanding of factors that contribute to their personal enjoyment of being active, as they participate in a wide variety of individual and small-group activities and lead-up games
- Describe factors that motivate them to participate in physical activity every day, at school and during leisure time, and that influence their choice of activities

##### *Physical Fitness*

- Participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability on a daily basis
- Identify the components of health-related fitness and the benefits associated with developing and maintaining each of them
- Assess a specific component of their health-related fitness by noting physical responses during various physical activities, and monitor changes over time
- Develop and implement personal plans relating to a specific component of health-related fitness, chosen on the basis of their personal fitness assessments and interests

##### *Safety*

- Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- Demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities

#### **Movement Competencies**

##### *Skills and Concepts*

- Perform controlled transfers of weight in a variety of situations involving static and dynamic balance, using changes in speed and levels, with and without equipment
- Demonstrate the ability to jump in control for height or distance, using a variety of body actions
- Explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, and using different pathways
- Send and receive objects using different body parts and equipment, adjusting for speed, while applying basic principles of movement
- Retain objects with and without equipment in a variety of situations while moving in different pathways around others and equipment

##### *Movement Strategies*

- Demonstrate an understanding of the components of physical activities
- Describe common features of specific categories of physical activities
- Apply a variety of tactical solutions to increase their chances of success as they participate in physical activities

## To better meet the needs of students who come from non-English speaking backgrounds, Yew Chung, Pudong, offers a programme called English as an Additional Language (EAL).

All students new to the school, as well as our existing K4 students in the ECE programme, are assessed and placed into one of two English programmes; EAL or Mainstream English. Students are monitored and assessed regularly throughout the school year to ensure they are correctly placed in the appropriate class.

During the scheduled daily English classes in each year level, an EAL specialist teacher teaches English to students who require EAL support. The students are placed in an EAL class with other students of similar English experience and level of ability. Students receive help to develop English language skills, which include: listening, speaking, reading and writing. During EAL lessons, the students learn similar skills and content to the mainstream English classes, but there is more focus on the reading, phonics, grammar and vocabulary needed for EAL students to function successfully in a mainstream setting. The EAL classes are smaller, usually ranging from eight to twelve students, and are taught by specialist EAL teachers. EAL students spend the rest of the school day in the mainstream classroom.

Many factors such as the child's prior experiences with English, as well as their own efforts and progress, determine how long they will spend in the EAL programme. There is no set time limit or time frame for this. The teachers use assessments and observations to decide when it is time to promote a child to a higher level of EAL or integrate them back in to the mainstream English class. The decision to promote a child from EAL is made through consultation between EAL teachers and class teachers and this move will not take place until the teachers feel that a student is fully prepared and will be successful in the mainstream English programme.



More information about which EAL class a child attends, the exact lesson time and name of the EAL teacher is communicated to parents at the beginning of each school year or when a new student arrives at school and is assessed. The EAL department also provides more information about the EAL programme at the Parent Information Evening, EAL parent workshops and through individual meetings between parents and their child's EAL teachers.

Learning at home is an essential part of a good education. Homework not only reinforces classroom learning, it also helps children and young people to develop the skills and attitudes they need for successful lifelong learning. It supports the development of independent learning skills, including the habits of enquiry and investigation.

Homework is an integral part of the curriculum and is planned and prepared alongside all other programmes of learning. It is appropriate to the age, ability and circumstances of the pupils, and takes into account any special educational needs. As part of the daily homework requirements, we recommend a daily reading session for all primary school children.

Year Level	English Curriculum (Including reading)	Chinese Curriculum	Total
Year 1	15 – 25 minutes	15 – 25 minutes	30 – 50 minutes
Year 2	20 – 30 minutes	20 – 30 minutes	40 – 60 minutes
Year 3	25 – 35 minutes	20 – 30 minutes	45 – 65 minutes
Year 4	35 – 45 minutes	20 – 30 minutes	55 – 75 minutes
Year 5	45 – 55 minutes	20 – 30 minutes	65 – 85 minutes
Year 6	50 – 60 minutes	20 – 30 minutes	70 – 90 minutes

The school will ensure:

- Tasks are wide-ranging and structured and their purpose explained to pupils
- Homework is coordinated and monitored by the teachers
- Homework is monitored and revised regularly, and marked in line with school practices
- The quality of completed homework is monitored and reviewed at regular periods in consultation with pupils and parents

We expect students to:

- Use their homework diary to record all homework
- Record and ensure their understanding of the homework tasks
- Demonstrate a commitment to spending an allocated time doing the tasks set
- Hand the work back on time

We expect parents or guardians to encourage and monitor homework and inform the school if an issue arises.

**Homework Diary:** Students in Years Two to Six will receive a homework diary. These diaries are used for the student to record the homework requirements for the day/week and to write informal notes back and forth between the teacher and the student's parents or guardians. Teachers generally sign the book everyday and expect parents to sign the book as well.





Children learn and demonstrate their understanding in a variety of ways. Therefore, it is important to have a varied approach to assessment. Our small class size and co-teaching models allow our teachers to really get to know your child as a learner and this relationship forms the foundation of assessment. Throughout the year, teachers assess students understanding through observations, discussions, quizzes, tests, projects, and journals.

Progress Reports are issued in October followed shortly after by Parent-Teacher interviews. Mid Year Reports are issued in late January/early February followed again by Parent-Teacher Interviews. Students showcase their learning in the spring during Student Led Conferences and End of Year Reports are sent home the last day of school.

Of course, parents are always welcome to meet with teachers as needed.



**Learning Support Services** endeavors to assist all students in reaching their educational potential.

**A student receiving learning support** may have...

- transitioned from a different learning environment resulting in specific educational learning gaps.
- a specific learning difficulty, affecting their capacity to learn at the same rate as their peers.
- a communication impairment, altering their capability to express themselves and/or comprehend effectively.
- a behavioral condition influencing their focus and concentration that impacts their proficiency to learn.
- an extended period of absence from an educational institute that has caused gaps in their knowledge.
- spoken another language at school to the one at home, but who also has difficulties in addition to their mother tongue / school language.
- a combination of any of the conditions listed above.

**A student will have access to Learning Support Services...**

- through the initial identification and referral, to a Learning Support teacher, by their classroom and/or specialist teachers.
- if they have received external professional assessments and recommendations for the school have been suggested.
- if their parents have specific concerns about their academic progress or behavioral needs and wish to discuss these with a Learning Support teacher.
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*Every student's individual requirements will be taken into consideration through the gathering of information via student observations, class work, class-based unit tests, Learning Support screening tools and all additional professional assessment reports made available by the parents.*

The Learning Support available to a student will vary due to the specific educational needs required. A student may receive assistance in an individualized or small group setting. This support may be provided within the classroom itself during their subject-based lessons or the student may participate in a specific skill orientated withdrawal programme on a daily/weekly basis. Support may also be available to the student's classroom teacher through additional learning strategies and differentiated curriculum that would compliment the student's learning. Depending on the nature of the learning difficulty and the level of student assistance required, a Learning Support Plan or an Individual Education Plan (IEP) would be developed, monitored and reviewed throughout the year. The classroom teacher will initially inform parents that their child has been referred to a Learning Support teacher for assistance. Regular communication between the Learning Support teacher and the parents will then be established.

As a means of better understanding a student's learning, parents may be requested to seek additional external professional assessments whose school recommendations would then become part of the student's Learning Support Plan or (IEP). At times, and if determined a necessity, parents may also be requested to provide a Learning Support Assistant to enhance direct in-class support.

The true success of any Learning Support Service depends on consistent home-school communication, the mutual sharing of information and a collaborative approach to all recommended strategies and interventions provided.



Throughout the year, students participate in excursions planned to make use of the world beyond the classroom. We are fortunate that Shanghai offers a wide variety of parks, museums, and historical locations that provide an excellent opportunity to enhance learning, experience and development. Teachers also bring the “world” into the classroom by inviting guests to speak about topics related to units of study.



## School Communication

Most of our communication with parents is through the School Blogs and email. The School Blogs can be found at <http://blogs.pd.ycis-sh.com/eceprimarynews/> with RPCP as the password. The ECE and Primary News Blog contains whole school information. Year Level Blogs contain upcoming curriculum information and reminders for year levels, and each class has Class Blog for direct communication from the Co-Teachers. School messages are generally sent by email and uploaded on the appropriate blog, with the link provided. Each child has a School Diary which can be used for communication between teachers and parents.

The school send home a newsletter every 3-4 weeks. The newsletter contains informative articles and special interest stories for our school community. The Newsletter also informs parents of upcoming events.

## Parent Organisation and Parent Relations Officer

The YCIS Parent Organisation Pudong (POP) was established to build community spirit and support school community. The POP members are very active and offer many volunteer opportunities to assist with school life and events. The school employs a full-time Community Relations Officer and a Part-time POP Liaison Officer to provide support and resources for parents. Parents will be invited to participate as class volunteers, attend social events and attend our informative and engaging parent workshops.

## Parent Volunteers

We welcome any parent who is able to volunteer their time to assist us. We also have special days during the year when we need extra help such as field trips and special events. Primary classes have Class Parent Representatives; interested parents should see your parent relations officer.





Yew Chung will align with

*Science and Technology*

*Culture and Arts*

*Love and Charity*

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