



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
Lower Primary: Years 1 - 3



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 Years 1 to 3.

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.

Co-Teaching



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 or 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 achievement. 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.

Co Curricular Activities

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. The programme runs in blocks of eight weeks, three times during the academic year.



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 in Year One perform in a concert to display the violin skills they have learned since autumn. Years Two and Three perform in a Music Gala shortly after. 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.

Mathematics: Year 1

Mathematics instruction is based on a cyclical plan that has each unit studied in the autumn and then revisited twice more throughout the school year. Each time a unit is revisited, it is expanded upon so that understanding is deepened. In this way, previous learning is constantly reinforced and built on.

Learning goals include:

Applying and Using Mathematics

- Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'
- Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context
- Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures
- Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions
- Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures
- Identify 5, 10, 20, 50 and 100 RMB notes
- Estimate the value of everyday items up to 100RMB

Number

Number and Place Value

- Count reliably at least 100 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting
- Compare and order numbers, using the related vocabulary; (equal to, more than, less than (fewer), most and least, first, second, third etc) Using the following mathematical statements $-$, $+$ and $=$
- Read and write numerals from 0 to 100, then beyond; use knowledge of place value to position these numbers on a number track and number line
- Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple
- Recall the doubles of all numbers to at least 10



Addition & Subtraction

- Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10
- Derive and recall all pairs of numbers with a total of 20 and addition facts for totals to at least 5; work out the corresponding subtraction fact

Mathematics: Year 1

- Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number
- Understand subtraction as 'take away' and find a 'difference' by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one digit or two-digit number and a multiple of 10 from a two-digit number
- Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences

Multiplication & Division

- Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups

Fractions

- Use the vocabulary as well as recognise and find halves and quarters in context

Geometry

- Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models
- Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns
- Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board

Measurement

- Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)
- Use vocabulary related to time; (before, and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening); order days of the week and months; read and represent the time to the hour and half hour

Statistics

- Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms
- Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects



Mathematics: Year 2

Using and Applying Mathematics

- Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
- Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem
- Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams
- Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples
- Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences
- Estimate the value of everyday items up to 1000 RMB
- Solve problems involving counting, adding, subtracting, doubling or halving in the context of RMB (notes only). For example, to 'pay' and 'give change'

Number

Number & Place Value

- Read and write two-digit and three-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers
- Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1
- Order two-digit numbers and position them on a number line; use the greater than ($>$) and less than ($<$) signs
- Estimate a number of objects; round two-digit numbers to the nearest 10
- Use the symbols $+$, $-$, \times , \div and $=$ to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. $\div 2 = 6$, $30 - = 24$)



Addition & Subtraction

- Derive and recall all addition and subtraction facts for each number to at least 20, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100
- Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves
- Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers
- Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences
- Use knowledge of number facts and operations to estimate and check answers to calculations

Mathematics: Year 2

Multiplication & Division

- Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10
- Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division, including calculations with remainders

Fractions

- Find one half, one quarter and three quarters of shapes and sets of objects

Geometry

- Identify and describe common 2-D shapes and 3-D shapes, including the number of sides and line of symmetry in a vertical line
- Identify and describe common 2-D shapes and 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes
- Compare and sort common 2-D shapes and 3-D shapes and everyday objects

Position & Direction

- Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn
- Follow and give directions involving position, direction and movement
- Ordering and arrange combinations of mathematical objects in patterns and sequences

Measuring

- Estimate, compare and measure lengths, and temperature, choosing and using standard units (m, cm, °C) and suitable measuring instruments
- Read the numbered divisions on a scale, and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals of 1 shown but only the divisions 0, 5, 10, 15 and 20 numbered); use a ruler to draw and measure lines to the nearest centimeter
- Recognise units of measurement for weight and capacity (g,kg,ml,L)
- Recognise and use symbols for money, including local currencies, pounds and pence; combine amounts to make a particular value
- Find different combinations of coins that equal the same amount and value
- Use units of time (seconds, minutes, hours, days) and know the relationships between them R
- Read the time to the quarter hour; identify time intervals, including those that cross the hour



Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and tables; use ICT where appropriate
- Ask and answer questions by counting the number of objects in each category and sorting categories by quantity; totaling and comparing categorical data
- Explain choices using appropriate language

Mathematics: Year 3

In Mathematics, students use the number system with increasing confidence. They move from counting reliably to calculating fluently with all four number operations. They always try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

Learning goals include:

Applying and Using Mathematics

- Solve the information in a puzzle or problem using numbers, images or diagrams; use these to find a solution and present it in context, where appropriate using £.p notation or units of measure
- Describe and explain methods, choices and solutions to puzzles and problems, orally and in writing, using pictures and diagrams

Number

Number & Place Value

- Read, write and order whole numbers to at least 1000 and position them on a number line; count on from and back to zero in single-digit steps or multiples of 10
- Partition three-digit numbers into multiples of 100, 10 and 1 in different ways
- Round two-digit or three-digit numbers to the nearest 10 or 100 and give estimates for their sums and differences

Addition & Subtraction

- Derive and recall all addition and subtraction facts for each number to 20, sums and differences of multiples of 10 and number pairs that total 100
- Add or subtract mentally combinations of one-digit and two-digit numbers
- Develop and use written methods to record, support or explain addition and subtraction of two-digit and three-digit numbers
- Use knowledge of number facts and operations, including that addition can be done in any order, to estimate and check answers

Multiplication & Division

- Derive and recall multiplication facts for the 2, 3, 4, 5, 6 and 10 times-tables and the corresponding division facts; recognise multiples of 2, 5 or 10 up to 1000
- Use knowledge of number operations and corresponding inverses, including doubling and halving, to estimate and check calculations
- Multiply one-digit and two-digit numbers by 10 or 100, and describe the effect
- Use practical and informal written methods to multiply and divide two-digit numbers (e.g. 13×3 , $50 \div 4$); round remainders up or down, depending on the context
- Understand that division is the inverse of multiplication and vice versa; use this to derive and record related multiplication and division number sentences

Mathematics: Year 3

Fractions

- Find unit fractions of numbers and quantities (e.g. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{1}{6}$ and of 12 litres)
- Recognise and write proper fractions (e.g. $\frac{3}{7}$, $\frac{9}{10}$), interpreting the denominator as the parts of a whole and the numerator as the number of parts; identify and estimate fractions of shapes; use diagrams to compare fractions and establish equivalents with common denominators; add and subtract fractions with common denominators to make totals less than 1 whole
- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10



Geometry

- Relate 2-D shapes and 3-D solids to drawings of them; describe, visualise, classify, draw and make the shapes
- Draw and complete shapes with reflective symmetry; draw the reflection of a shape in a mirror line along one side
- Use a set-square to draw right angles and to identify right angles in 2-D shapes; identify angles larger than/smaller than right angles; recognise that a straight line is equivalent to two right angles; compare angles with a right angle; recognise that a straight line is equivalent to two right angles
- Identify horizontal and vertical lines and pairs of perpendicular parallel lines

Position & Direction

- Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid
- Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn
- Identify patterns and relationships involving numbers or shapes, and use these to solve problems

Measuring

- Know the relationships between kilometres and metres, metres and centimetres, kilograms and grammes, litres and millilitres; choose and use appropriate units to estimate, measure and record measurements
- Read, to the nearest division and half-division, scales that are numbered or partially numbered; use the information to measure and draw to a suitable degree of accuracy
- Read the time on a 12-hour digital clock and to the nearest 5 minutes on an analogue clock; calculate time intervals and find start or end times for a given time interval
- Measure the perimeter of simple 2-D shapes
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Solve one-step and two-step problems involving numbers, money or measures, including time, choosing and carrying out appropriate calculations

Mathematics: Year 3

Handling Data

- Answer a question by collecting, organising and interpreting data; use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations; use ICT to create a simple bar chart
- Use Venn diagrams or Carroll diagrams to sort data and objects using more than one criterion
- Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables
- Follow a line of enquiry by deciding what information is important; make and use lists, tables and graphs to organise and interpret the information



English: Year 1

In English, children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

Learning goals include:

Speaking

- Retell stories, ordering events using story language
- Tell stories and describe incidents from their own experience in an audible voice
- Interpret a text by reading aloud with some variety in pace and emphasis
- Experiment with and build new stores of words to communicate in different contexts

Listening

- Listen with sustained concentration, building new stores of words in different contexts
- Listen to tapes or video and express views about how a story or information has been presented
- Listen to and follow instructions accurately, asking for help and clarification if necessary

Group Discussion and Interaction

- Take turns to speak, listen to each other's suggestions and talk about what they are going to do
- Ask and answer questions, make relevant contributions, offer suggestions and take turns
- Explain their views to others in a small group, decide how to report the group's views to the class

Drama

- Explore familiar themes and characters through improvisation and role-play
- Act out their own and well-known stories, using voices for characters
- Discuss why they like a performance

Word Recognition: decoding (reading) and encoding (spelling)

- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

English: Year 1

Word Structure and Spelling

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly -- children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush' and 'crunch'
- Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Use knowledge of common inflections in spelling, such as plurals, -ly, -er



Engaging with and responding to texts

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
- Distinguish fiction and non-fiction texts and the different purposes for reading them

Creating and shaping texts

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Convey information and ideas in simple non-narrative forms
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and screen that combine words with images (and sounds)

Understanding and Interpreting Text

- Identify the main events and characters in stories and find specific information in simple texts
- Use syntax and context when reading for meaning
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts
- Explore the effect of patterns of language and repeated words and phrases

Text structure and Organisation

- Write chronological and non-chronological texts using simple structures
- Group written sentences together in chunks of meaning or subject

Sentence Structure and Punctuation

- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

Presentation

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts

English: Year 2

Speaking

- Speak with clarity and use appropriate intonation when reading and reciting texts
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication

Listening

- Listen to others in class, ask relevant questions and follow instructions
- Listen to talk by an adult, remember some specific points and identify what they have learned
- Respond to presentations by describing characters, repeating some highlights and commenting constructively

Group Discussion and Interaction

- Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
- Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

Drama

- Adopt appropriate roles in small or large groups and consider alternative courses of action
- Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
- Consider how mood and atmosphere are created in live or recorded performance

Word Recognition: decoding (reading) and encoding (spelling)

- Read independently and with increasing fluency longer and less familiar texts
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Read high and medium frequency words independently and automatically

Word Structure and Spelling

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
- Read and spell less common alternative graphemes including trigraphs

Understanding and Interpreting Texts

- Draw together ideas and information from across a whole text, using simple signposts in the text
- Give some reasons why things happen or characters change
- Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
- Use syntax and context to build their store of vocabulary when reading for meaning
- Explore how particular words are used, including words and expressions with similar meanings

English: Year 2

Engaging with and Responding to Texts

- Read whole books on their own, choosing and justifying selections
- Engage with books through exploring and enacting interpretations
- Explain their reactions to texts, commenting on important aspects

Creating and Shaping Texts

- Draw on knowledge and experience of texts in deciding and planning what and how to write
- Sustain form in narrative, including use of person and time
- Maintain consistency in non-narrative, including purpose and tense
- Make adventurous word and language choices appropriate to the style and purpose of the text
- Select from different presentational features to suit particular writing purposes on paper and on screen

Text structure and Organisation

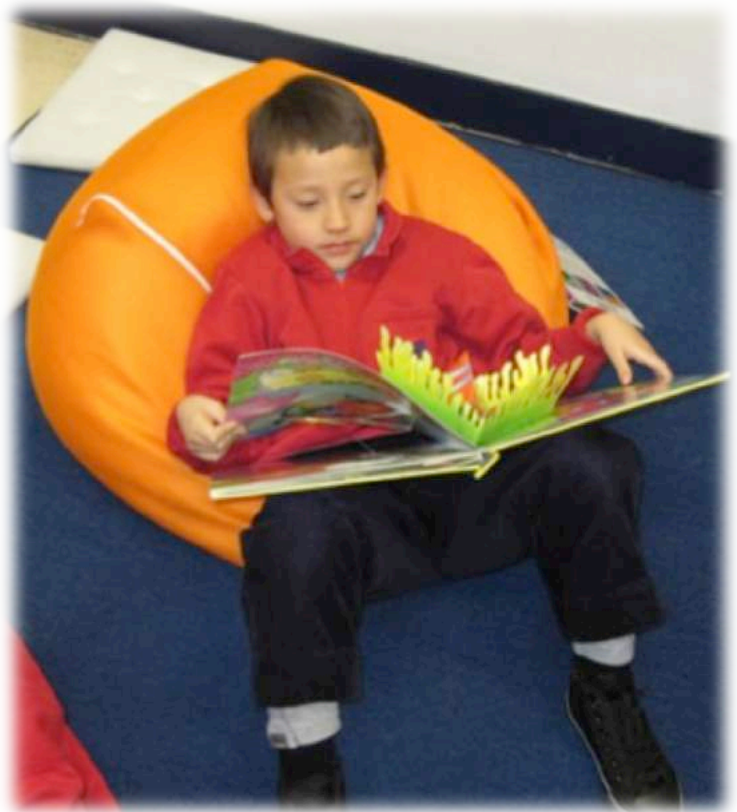
- Select from different presentational features to suit particular writing purposes on paper and on screen
- Use appropriate language to make sections hang together

Sentence Structure and Punctuation

- Use appropriate language to make sections hang together
- Compose sentences using tense consistently (present and past)
- Use question marks, and use commas to separate items in a list

Presentation

- Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
- Form and use the four basic handwriting joins
- Word process short narrative and non-narrative texts



English: Year 3

In English, students learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

Learning goals include:

Speaking

- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
- Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively

Listening and Responding

- Follow up others' points and show whether they agree or disagree in whole-class discussion
- Identify the presentational features used to communicate the main points in a broadcast
- Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

Group Discussion and Interaction

- Use talk to organise roles and action
- Actively include and respond to all members of the group
- Use the language of possibility to investigate and reflect on feelings, behaviour or relationships

Drama

- Present events and characters through dialogue to engage the interest of an audience
- Use some drama strategies to explore stories or issues
- Identify and discuss qualities of others' performances, including gesture, action and costume

Word Recognition: (decoding-reading and encoding-spelling)

- Read independently and with increasing fluency longer and less familiar text
- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
- Know how to tackle unfamiliar words that are not completely decodable
- Read and spell less common alternative graphemes including trigraphs
- Read high and medium frequency words independently and automatically



English: Year 3

Word Structure and Spelling

- Spell high and medium frequency words
- Recognise a range of prefixes and suffixes, understanding how they assist in decoding long complex words
- Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules

Understanding and Interpreting Texts

- Infer characters' feelings in fiction and consequences in logical explanations
- Identify and make notes of the main points of section(s) of text
- Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen
- Use syntax, context and word structure to build their store of vocabulary as they read for meaning
- Explore how different texts appeal to readers using varied sentence structures and descriptive language

Engaging and Responding to Texts

- Share and compare reasons for reading preferences, extending the range of books read
- Empathise with characters and debate moral dilemmas portrayed in texts
- Identify features that writers use to provoke readers' reactions

Creating and Shaping Texts

- Make decisions about form and purpose, identify success criteria and use them to evaluate their writing
- Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved
- Write non-narrative texts using structures of different text-types
- Select and use a range of technical and descriptive vocabulary
- Use layout, format graphics and illustrations for different purposes

Text Structure and Organisation

- Signal sequence, place and time to give coherence
- Group related material into paragraphs

Sentence Structure and Punctuation

- Show relationships of time, reason and cause through subordination and connectives
- Compose sentences using adjectives, verbs and nouns for precision, clarity and impact
- Clarify meaning through the use of exclamation marks and speech marks

Presentation

- Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
- Develop accuracy and speed when using keyboard skills to type, edit and re-draft



Topic - Science: Year 1

Students observe, explore and ask questions about living things, materials and phenomena during Science. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They share their ideas using scientific language, drawings, charts and tables.

Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classify
- Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions
- Apply scientific knowledge to the real world
- Developing skills for collaborative working

Plants

- Identify a variety of common plants in the local environment
- Identify and describe the basic structure of a variety of common flowering plants, including trees; and understand that plants come from seeds

Animals, Including humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Everyday Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties, including sorting materials for recycling

Seasonal Changes

- Identify different types of seasons (e.g.: four seasons, wet/dry seasons), including those personal to them
- Observe changes across the seasons and how these affect the lives of people in the local area and on the global level
- Observe and describe weather associated with the seasons



Topic - Science: Year 2

Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions
- Applying scientific knowledge to the real world
- Developing skills for collaborative working

Animals, including humans

- Recognise that animals, including humans, have offspring which grow into adults
- Recognise and compare the external body parts of humans and other animals
- Recognise similarities and differences between self and others and the need to treat all living creatures with respect and sensitivity
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene, and to know how to make simple choices to improve their health and well-being
- Recognise the five senses that enable humans and other animals to be aware of the world around them

Use of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- Identify recyclable materials



Topic - Science: Year 2

Living things and their habitats

- Identify that most living things live in habitats to which they are suited
- Describe how different habitats provide for the basic needs of different kinds of animals and plants
- Describe how animals and plants depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats found locally and comparing them to those found globally
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food, comparing animals from different locales
- Describe how to protect endangered animals and habitats

Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change
- Recognise that we can harness the energy of the sun to use as a renewable energy source



Topic - Science: Year 3

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

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explain the important role plants play in the environment

Topic - Science: Year 3

Plants cont'd

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- Care for plants and describe their importance to the environment (e.g. That plants give us oxygen)

Animals, including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify healthy lifestyle choices (including diet and exercise), apply them to everyday life, and justify the choice
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance, formation, and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter
- Describe how humans use rocks

Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing
- Explore the everyday and/or innovative uses of different magnets



Topic - History and Geography: Year 1

The History and Geography curriculum is drawn from the National Curriculum of England and internationalised to ensure relevance to our diverse community of learners. Students look at both the present and the past and explore how people's choices affect and have affected their environment and each other. They study the lands and traditions of people of different cultures.

Learning goals include:

Historical and Geographical Inquiry, Communication, and Skills

- Ask/answer geographical/historical questions and use appropriate vocabulary
- Observe and record geographical information
- Use a variety of sources to find out about the past
- Communicate understanding in a variety of ways
- Use fieldwork skills outside the classroom
- Use globes, maps, and plans at a range of scales
- Express views about people, places and environments



Knowledge and Understanding of People and Places

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens - through discussions with others, making choices and following rules
- Develop a healthy, safe lifestyle - recognising rules and people who can help them stay safe
- Identify and describe where places are and what they are like
- Recognise how places have become the way they are and how they are changing
- Recognise how places compare with other places
- Recognise how places are linked to other places in the world

Knowledge and Understanding of Events and Changes in the Past

- Place events and objects in chronological order
- Use common words and phrases relating to the passing of time
- Identify important events in their own life and the lives of other significant people in their lives
- Identify differences between ways of life at different times

Knowledge and understanding of patterns, processes, environmental change and sustainable development

- Make observations about where things are located
- Recognise changes in the environment
- Recognise how the environment may be improved and sustained

Topic - History and Geography: Year 2

Historical and Geographical Inquiry, Communication, and Skills

- Ask/answer geographical/historical questions and use appropriate vocabulary
- Use a variety of sources to find out about the past
- Observe and record historical/geographical information
- Communicate knowledge of history in a variety of ways
- Express their own views about people, places, and the environment
- Use globes, maps and plans at a range of scales
- Use fieldwork skills outside the classroom
- Make maps and plans

Knowledge and Understanding of People and Places

- Identify and describe what places are like and where places are
- Identify and explain how places have become the way they are and how they are changing
- Identify and explain how places compare with other places
- Identify and explain how places are linked to other places in the world

Knowledge and Understanding of Events and Changes in the Past

- Place events and objects in chronological order
- Use common words and phrases re/ passing time
- Recognise why people did things and why events happened as a result
- Identify important events in their own life and the lives of other significant people in their lives
- Identify differences between ways of life at different times
- Historical Interpretation – Identify different ways in which the past is represented

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

- Make observations about where things are located and about other features in the environment
- Recognise changes in physical and human features
- Recognise changes in the environment
- Identify and describe how the environment can be improved and sustained



Topic - History and Geography: Year 3

The History and Geography curriculum is drawn from the National Curriculum and internationalized to ensure relevance to our diverse community of learners. In history, students learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in different parts of the world and consider this from political, economical, technological as well as scientific, social, religious, cultural and aesthetic perspectives. In geography, students investigate a variety of people, places and environments, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it.

Learning goals include:

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 organise historical information
- Collect, record, and analyse evidence to draw conclusions during enquiry Use atlases, globes, maps and plans at a range of scales
- Communicate knowledge and understanding of history 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
- Prepare to play an active role as citizens – through discussion with others, making choices and following rules
- Develop a healthy, safe lifestyle – recognising rules and people who can help them stay safe



Topic - History and Geography: Year 3

Knowledge and Understanding of People and Places cont'd

- 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, people 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
- 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



Chinese: Year 1

Y1 中文

总体目标 AIMS:)

- 培养学生学习中文的兴趣，形成对中国文化的初步认识和理解 To cultivate students' interest in learning Chinese, to have an elementary understanding of Chinese culture
- 培养学生进行日常交际的语言技能 To cultivate students' abilities in everyday intercommunicate
- 初步发展学生的读写能力 To develop students' literacy on an elementary level

具体目标 OBJECTIVES:)

汉字 CHARACTER

- 能认读大约 90 个常用的汉字 To read about 90 commonly-used characters
- 能抄写/书写大约 50 个常用的汉字 To copy/write about 50 commonly-used characters

词语 VOCABULARY

- 能在日常的生活运用 200 个左右的常用词汇 To use about 200 commonly-used words in speaking
- 母语学生能认读其中 140 个左右的常用词汇 Chinese as First language students to read 140 among those commonly-used words

听说 LISTENING & SPEAKING

- 培养良好的听说习惯 To develop good habits in listening and speaking
- 能听懂课堂用语 To understand classroom expressions
- 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

- 母语学生能借助图片阅读教师编写或挑选的儿歌和故事等 To read rhymes and stories attached with pictures that compiled or chosen by teacher

主要话题 COURSE TOPICS

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



Chinese as an Additional Language

中文非母语第一水平段 (CAL)-)Level 1 (Y2/ Y3)

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 2(Y2/

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 3 (Y3)

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 First Language

中文母语第一水平段 CFL -)Level 1 (Y2)

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 500 - 600 个左右 To learn about 500-600 commonly-used characters
- 学习汉字构字的基础知识——笔划名称、笔划规则、偏旁部首 To learn basic word formatting - names and rules of strokes of Chinese characters

听说 LISTENING AND SPEAKING

- 培养良好的聆听习惯和说话态度 To develop good habits in listening and speaking
- 能用普通话与人交谈 To talk with others in Putonghua
- 能用完整的语句回答问题 To answer questions in complete sentences

阅读 READING

- 能正确、流利地朗读课文 To read texts fluently with correct pronunciation
- 能理解课文中的词语和句子 To understand phrases and sentences in the texts
- 能阅读浅易的短文，了解主要内容 To read and understand simple passages

写作 WRITING

- 能用学过的词语造句 To make sentences with phrases in the texts
- 看图或观察实物后，能写几句连贯的话 To produce a few complete sentences about pictures or objects



Chinese as First Language

中文母语第一水平段 CFL -)Level 2 (Y3)

字词 VOCABULARY

- 学会常用汉字 700 - 800 个左右 To learn about 700-800 commonly-used characters
- 初步掌握汉字读音的工具——汉语拼音 To learn to use Pinyin - the tool of Chinese pronunciation

听说 LISTENING AND SPEAKING

- 能听懂简短的一段话和简单的儿童故事，并记住主要内容 To understand short talks and simple children's stories and to remember the main ideas
- 学习说话的礼节 To learn good manners in speaking
- 能当众发表个人见解 To talk about personal ideas in front of others

阅读 READING

- 能正确、流利、有感情地朗读课文 To read texts correctly, fluently and expressively
- 能理解课文中词语和句子，理解课文的主要内容 To understand phrases and sentences in the texts, grasp the general meanings of texts
- 学习课文中用词造句的方法 To learn the wording of the texts

写作 WRITING

- 能用学过的词语造句 To make sentences with phrases in the texts
- 看图或观察实物后，进行简单的叙述 To produce simple passages through observations
- 能写简单的留言条 To take simple notes



Chinese Studies

中国研习课 (Y1-Y3)

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): Years 1 and 2

In ICT, students work on their own and with others using ICT skills to complete a wide variety of projects. When appropriate, these projects are connected to other areas of the curriculum so that students experience real-life applications of these skills.

Learning goals include:

Creativity and innovation: Demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes

- Use multiple forms of knowledge to create products
- Create original works as a means of personal or group expression
- Use models and games to introduce systems

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

- Identify and use digital media and environments to share ideas
- Identify issues in a group setting using digital tools

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

- Identify information needs and question to solve an information problem or make an informed decision
- Identify information resources for specific tasks
- Identify navigation skills in accessing resources such as table of contents, index, menu, and search fields
- Collect and analyse data and information to make decisions and draw conclusions

Digital citizenship: Understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior

- Identify safe and responsible use of information and technology such as careful disclosure of personal information
- Identify the source of information

Technology operations and concepts: Demonstrate sound understanding of technology concepts, systems, and operations

- Identify and use technology tools including hardware and electronic devices
- Identify and use software applications with assistance



Information & Communication Technology (ICT): Year 3

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): Year 3

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



Art: Year 1

In this introductory year to Primary Visual Arts, students will develop understanding of the below concepts through participation in a variety of hands-on, open-ended visual arts experiences. Students will develop awareness of the principles of design with a focus on repetition. They will explore the use of colour and shape in patterns; random, alternating, and regular patterns in everyday objects.

Learning goals include:

Creating and Presenting

Students will:

- Create two- and three-dimensional works of art that express feelings and ideas.
- Experiment with the use of the elements of design in art works.
- Explore the use of a variety of materials, tools, and techniques.
- Imagine, generate and plan ideas as part of the creative process.

Perceptions

Students will:

- Express their feelings and ideas about art works and art experiences.
- Share questions that arise in response to works of art.
- Identify their interests and areas they would like to explore further 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.



Art: Year 2

In addition to the concepts introduced in Year 1, students in Year 2 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 2 will be on contrast

Learning goals include:

Creating and Presenting

Students will:

- Create two and three-dimensional works of art that express feelings and ideas inspired by personal experiences.
- 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 personal understandings.
- Use a variety of materials, tools, and techniques to respond to design challenges within drawing, mixed media, painting, printmaking, sculpture.
- Imagine, generate and plan ideas as part of the creative process.

Perceptions

Students will:

- Express their feelings and ideas about art works and art experiences.
- Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork.
- Demonstrate an awareness 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 from diverse communities, times, and places.



Art: Year 3

In addition to the concepts introduced in Year 2, 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 3 will be on repetition and rhythm.

Learning goals include:

Creating and Presenting

Students will:

- Create two- and three-dimensional works of art that express feelings and ideas inspired by activities in their community or observations of nature.
- Express their feelings and ideas about works of art.
- 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 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.
- Demonstrate an understanding of composition, using principles of design to create narrative art works 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, painting, printmaking, sculpture, and mixed media.
- Imagine, generate and plan ideas as part of the creative process

Perceptions

Students will:

- Express their feelings and ideas about works of art.
- 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 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.



Music: Years 1

During Music, Year 1 students sing and play instruments, become aware of music in their daily experience, and learn about music from various cultures. Creating movements in response to music helps students connect to dance and discern variations in rhythm, tempo, and dynamics.

Learning goals include:

Artistic perception – Elements of Music

- Use icons or invented symbols to represent musical sounds and ideas
- Use body movement to respond to dynamics and tempo
- Identify & describe basic elements in music (high/low, slow/fast, loud/soft)

Creative Expression - Performing

- Move and use body percussion and instruments to demonstrate awareness of beat and tempo
- Use the voice to speak, chant, and sing
- Perform in class and at assemblies using appropriate behavior

Creative Expression - Creating

- Improvise simple instrumental and/or vocal accompaniments to multicultural songs, recorded selections, stories, and poems
- Create movements in response to music

Artistic Appreciation – Listening & Appraising

- Actively participate in a variety of musical activities
- Identify the sources of a wide variety of sounds

Historical & Cultural Context

- Use personal experiences to describe music from diverse cultures
- Use developmentally appropriate movements to respond to music from various genres and styles (rhythm, melody)
- Identify and sing the different kinds of folk and community songs familiar in the local context of China

Connections, Relationships & Applications

- Improvise songs to accompany games, stories, and class activities across subject areas
- Demonstrate an awareness of music as a part of daily life



Music: Years 2

During Music, Year 2 students sing and play classroom instruments to improve listening skills, accuracy and technique, and understanding of musical forms. By improvising simple rhythmic accompaniments and learning singing games from various cultures, students begin their creative work in music and learn to focus listening on music and dance by creating and performing movements.

Learning goals include:

Artistic perception – Elements of Music

- Use icons or invented symbols to represent beat
- Use basic elements of music (high/low, slow/fast, loud/soft/simple time – 2/4, 3/4, 4/4)
- Identify simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests

Creative Expression - Performing

- Use the singing voice to Echo short melodic patterns
- Sing age appropriate songs from memory
- Play classroom instruments using appropriate techniques
- Demonstrate awareness of beat, tempo, dynamics, and melodic direction through movement and playing instruments
- Perform in class and at assemblies using appropriate behaviour

Creative Expression - Creating

- Create accompaniments using the voice or a variety of classroom instruments
- Create simple sequences of movements that correspond to specific music

Artistic Appreciation – Listening & Appraising

- Identify and compare the various uses of music in daily experiences
- Identify and talk about music written for specific purposes (work song, lullaby, holiday song)

Historical & Cultural Context

- Sing and play simple games, and perform dances from various cultures
- Use personal experiences to describe voices and instruments from diverse cultures
- Use developmentally appropriate movements to respond to music from various genres, periods, and styles (rhythm, melody, form)
- Identify and sing the different kinds of folk and community songs familiar in the local context of China

Connections, Relationships & Applications

- Use music together with dance, theatre, and the visual arts for story telling (crosscurricular links)
- Identify and talk about the reasons that artists create dances, music, theatre pieces, and works of visual art



Music: Years 3

During Music, Year 3 students learn verbal syllables, such as sol and fa, for the degrees of the musical scale called solfège. In doing so, students learn to read, write, and perform simple patterns of pitch, a process that leads to a whole world of listening to, playing, singing, and composing music.

Learning goals include:

Artistic perception – Elements of Music

- Identify and use simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests
- Read, write, and perform simple patterns of pitch (solfege)
- Identify ascending/ descending melody and even/uneven rhythm patterns in selected pieces of music
- Identify simple musical forms (AB, ABA)
- Visually and aurally identify individual wind, string, brass, and percussion instruments used in a variety of music



Creative Expression - Performing

- Sing with accuracy in a developmentally appropriate range demonstrating dynamics and tempo
- Sing ageappropriate songs from memory
- Play rhythmic ostinatos on classroom instruments
- Perform using appropriate behavior and stage etiquette

Creative Expression - Creating

- Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments
- Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music

Artistic Appreciation – Listening & Appraising

- Use the terminology of music previously learned to discuss individual preferences for specific music
- Identify how musical elements communicate ideas and moods
- Respond to a live performance with appropriate audience behaviour

Historical & Cultural Context

- Identify the uses of specific music in daily life and specific events
- Participate in music from various cultures through dance, song, games and playing instruments
- Identify and sing the different kinds of folk and community songs familiar in the local context of China

Violin: Year 1



The music curriculum includes compulsory violin lessons for students in Years One to Three. Students have one half-hour lesson per week, taught by a specialist violin teacher, and two, follow-up half-hour practice sessions conducted by the Chinese co-teachers. For both violin lessons and practices, the classes are divided into two groups according to ability and experience.

Learning goals include:

Basic Violin Theory

- Distinguish the bowing terms down-bow, up-bow, half bow and full-bow
- Achieve an understanding of independent fingering (Plays the 1st, 2nd and 3rd finger positions)
- Understands note values from eight notes to whole notes

Exploring Basic Violin Skills

- Demonstrates how to properly hold the violin and bow
- Plays the open string G, D, A and E with accuracy
- Plays the D major scale smoothly
- Demonstrates accurate finger placement on the fingerboard

Application of Theory and Skills for Performance

- Can quickly shift fingers and change strings
- Combines basic violin skills and theory to accurately play simple pieces
- Improve their own work and others' work in relation to its intended effect

Violin: Year 2

Basic Violin Theory

- Distinguishes and reads basic rhythms
- Distinguishes the special fingerings 1Low, 2Low & 3High
- Has a basic knowledge of note names

Exploring Basic Violin Skills

- Plays the special fingerings 1Low, 2Low & 3High
- Plays the G and F major, A minor scales in a slurred articulation with accuracy
- Independently plays increasingly complex rhythms

Application of Theory and Skills for Performance

- Plays increasingly complex rhythms in combination with other rhythms
- Improve their own work and others' work in relation to its intended effect



Violin: Year 3

Basic Violin Theory

- Distinguish and reads increasingly complex rhythms
- Knowledge of note names
- Knowledge of repeat signs and D.S al coda

Exploring Basic Violin Skills

- Plays all fingerings in 1st position accurately and quickly
- Plays the B and D minor scales, B and D minor arpeggios, B and D chromatic scales with accuracy
- Plays the complicated pattern of rhythm including triplets, staccato, slurred, legato, accent and pizzicato

Application of Theory and Skills for Performance

- Performs complex pieces at an increased tempo with accuracy
- Improves their own work and others' work in relation to its intended effect
- Can independently analyze and perform difficult pieces without the assistance

In spring, our students in Year One perform in a concert to display the violin skills they have learned since autumn. Years Two and Three perform in a Music Gala shortly after. 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.



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 1

Year 1

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
- Identify a variety of ways to be physically active at school and at home

Physical Fitness

- Daily physical activity (DPA): 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
- Demonstrate an understanding of how being active helps them to be healthy
- Identify the physical signs of exertion during a variety of physical activities

Safety

- Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- Identify environmental factors that pose safety risks during their participation in physical activity, and describe ways of preparing themselves to enjoy outdoor activities safely

Movement Competencies

Skills and Concepts

- Perform a variety of static balances, using different body parts at different levels
- Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them
- Perform a variety of locomotor movements, travelling in different directions and using different body parts
- Send objects of different shapes and sizes at different levels and in different ways, using different body parts
- Receive objects of different shapes and sizes at different levels and in different ways, using different body parts

Movement Strategies

- Demonstrate an understanding that different physical activities have different components
- Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities



Physical Education: Year 2

Year 2

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
- Identify a variety of ways to be physically active at school and at home

Physical Fitness

- Daily physical activity (DPA): 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
- Demonstrate an understanding of how being active helps them to be healthy
- Identify the physical signs of exertion during a variety of physical activities
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Safety

- Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- Identify environmental factors that pose safety risks during their participation in physical activity, and describe ways of preparing themselves to enjoy outdoor activities safely

Movement Competencies

Skills and Concepts

- Perform a variety of static balances, using different body parts at different levels
- Demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them
- Perform a variety of locomotor movements, travelling in different directions and using different body parts
- Send objects of different shapes and sizes at different levels and in different ways, using different body parts
- Receive objects of different shapes and sizes at different levels and in different ways, using different body parts

Movement Strategies

- Demonstrate an understanding that different physical activities have different components
- Apply a variety of simple tactics to increase their chances of success while participating in and exploring physical activities



Physical Education: Year 3

Year 3

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
- Identify reasons for participating in physical activity every day

Physical Fitness

- Daily physical activity (DPA): 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
- Describe different types of activities that improve the strength of the heart and lungs
- Recognize their degree of exertion in physical activities by using simple assessment methods and identify factors that affect their performance level
- Participate in setting and achieving realistic personal and group goals related to physical activity

Safety

- Demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity
- Identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity

Movement Competencies

Skills and Concepts

- Perform a variety of static balances with and without equipment, using different body parts at different levels and making different body shapes
- Demonstrate the ability to jump, hop, and land safely and in control, taking off from one foot or from two feet
- Perform a variety of locomotor movements with and without equipment, travelling in different directions and at different speeds, and using different pathways
- Send objects of different shapes and sizes at different levels and in different ways, using different body parts
- Receive objects of different shapes and sizes at different levels and in various ways, using different body parts

Movement Strategies

- Demonstrate an understanding that different physical activities have different components, and apply this understanding as they participate in and explore a variety of individual and small-group activities
- Apply a variety of simple tactics to increase their chances of success during physical activities



To better meet the needs of students who come from non-English speaking backgrounds, YCIS, 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 knowledge 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 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 One 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 the children as learners 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 on the last day of the school year.

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 behavioural 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 learning 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.

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 complement 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 Individualized Education Plan (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.

Learning Beyond the Classroom



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.

Students in Year 4-6 students participate in 'Soccer Days' with other local international schools.

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.



