

# PYP

## CURRICULUM BOOKLET

**2023 – 2024**

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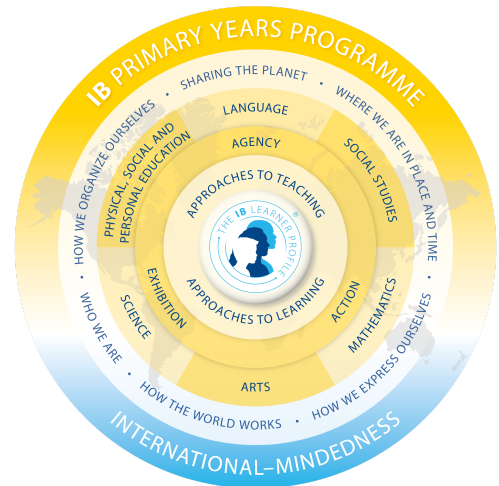
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## The Elements of the PYP

In the PYP a balance is sought between the acquisition of essential knowledge, the development of enduring conceptual understandings, the mastering of approaches to learning, the demonstration of positive attributes, and taking of responsible action.



### KNOWLEDGE

Significant, relevant subject matter that learners must explore and know about. The PYP areas of learning are language arts (English), social studies, mathematics, science and technology, arts, and personal, social and physical education. In addition, all of our learners are required to learn a second language during the programme. This helps to support our learners to become internationally-minded. This subject matter is taught through six transdisciplinary themes. These themes are explored later in this document.

### CONCEPTS

Powerful ideas that have relevance within and across the subject disciplines and which learners must explore and re-explore in order to develop an enduring understanding. Concept based learning is about big transferable ideas that transcend time, place, situation, allowing children to organise and make sense of the knowledge they acquire. We make use of seven key concepts: form, function, causation, perspective and responsibility as a framework to view our learning.

### APPROACHES TO LEARNING

The Approaches to Learning are a set of skills learners need to be able to succeed in a dynamic and challenging world and become life-long learners. The development of the skills of social interaction, critical thinking, communication, research, self-management and wellbeing are crucial and support children learning to learn.

### ACTION

Demonstrations of deeper learning in responsible behaviour through positive action and service; a manifestation in practice of the other essential elements. These actions require children to reflect on their learning to make meaningful changes to and in the world in which they live. This may be at an individual, local, national or international level.

## The IB Learner Profile

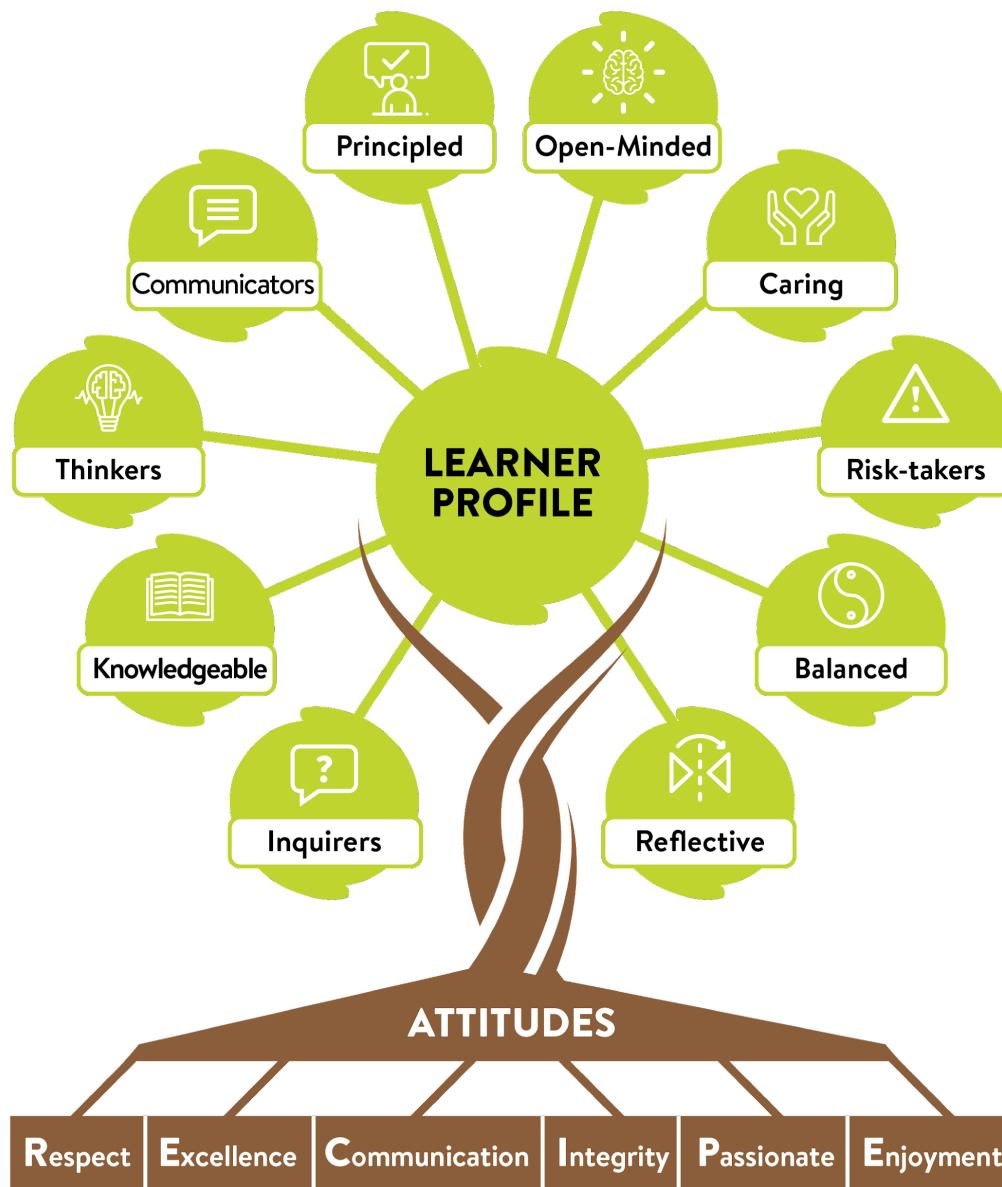
The philosophy behind the learner profile is that it provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of learners, uniting them in a common purpose. The following ten attributes make up the IB learner profile:

- Inquirers** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- Balanced** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

We use the analogy of a tree to explain the link between the Nexus RECIPE (Respect, Excellence, Communication, Integrity, Passionate, Enjoyable) and the Learner Profile attributes. The elements of the RECIPE are the roots of the tree. If we take time to focus on these and tend and nourish the roots we will enable the tree, the Learner Profile attributes, to blossom to its full potential. This is the Nexus PYP Tree.



## The Six Transdisciplinary Themes

Our PYP curriculum is planned and taught around six transdisciplinary themes:

### **Who we are**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

### **Where we are in place and time**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives

### **How we express ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

### **How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment

### **How we organise ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment

### **Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution



These themes are universal and applicable to all cultures and the core values, the concepts, the approaches to learning and the knowledge taught through them have a global significance for all learners in all cultures. The transdisciplinary themes are taught through Units of Inquiry (UOIs). Each UOI has lines of inquiry that are linked to the key concepts and that aim to ensure that enduring understandings are reached by the learners. The Units of Inquiry (and the key concepts and lines of inquiry) for each Phase of the Primary School that make up the 2023-2024 Programme of Inquiry (POI) are shown below.



Phase 1	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet	
Nursery	<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p><b>Date: T1</b> <b>Central Idea:</b> The relationships we have with others can shape our journey.</p> <p><b>Key concepts:</b> Function Connection Responsibility</p> <p><b>Related concepts:</b> Relationships Behaviour</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we develop relationships.</li> <li>How relationships affect us.</li> <li>Roles and behaviours within relationships.</li> </ul> 	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectiveness of, individuals and civilizations from local and global perspectives.</p> <p><b>Date: T1</b> <b>Central Idea:</b> Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.</p> <p><b>Key concepts:</b> Change Connection Perspective</p> <p><b>Related concepts:</b> Imagination Self-Expression, creativity; Communication.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Communication through play.</li> <li>Imaginative use of materials.</li> <li>Discoveries that can be made through play.</li> </ul> 	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p><b>Date: T3</b> <b>Central Idea:</b> Through play we can express our feelings and ideas and develop new understandings.</p> <p><b>Key concepts:</b> Change Connection Perspective</p> <p><b>Related concepts:</b> Imagination Self-Expression, creativity; Communication.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Communication through play.</li> <li>Imaginative use of materials.</li> <li>Discoveries that can be made through play.</li> </ul> 	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p><b>Date: T4</b> <b>Central Idea:</b> Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.</p> <p><b>Key concepts:</b> Change Connection Perspective</p> <p><b>Related concepts:</b> Imagination Self-Expression, creativity; Communication.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Communication through play.</li> <li>Imaginative use of materials.</li> <li>Discoveries that can be made through play.</li> </ul> 	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Date: T1</b> <b>Central Idea:</b> Collaboration helps build a community.</p> <p><b>Key concepts:</b> Form Responsibility Change</p> <p><b>Related concepts:</b> Collaboration Community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The ways people help each other.</li> <li>How people help us.</li> <li>How we help them.</li> </ul> 	<p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p><b>Date: T4</b> <b>Central Idea:</b> Living things have shared needs to grow and stay healthy.</p> <p><b>Key Concepts:</b> Form Causation Change Responsibility</p> <p><b>Related Concepts:</b> Classification Living and non-living things Animals and plants</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Difference between living and nonliving things.</li> <li>Our needs and the needs of other living things.</li> <li>Sharing our lives with living things.</li> </ul> 	
Kindergarten	<p><b>Date: T1</b> <b>Central Idea:</b> People use their senses to learn about themselves and the environment.</p> <p><b>Key concepts:</b> Causation Function Connection</p> <p><b>Related concepts:</b> Relationships Behaviour Communication Choices Senses</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How our senses help us to make decisions.</li> <li>The senses and how they work.</li> <li>How the senses help us to understand and explore.</li> </ul> 	<p><b>Date: T4</b> <b>Central Idea:</b> Journeys help us to explore.</p> <p><b>Key concepts:</b> Form Causation Function</p> <p><b>Related concepts:</b> Transport Travel Experiences Time (past/present/future) Distance People</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What a journey is.</li> <li>The reasons for exploration.</li> <li>Items we use to explore.</li> </ul>	<p><b>Date: T3</b> <b>Central Idea:</b> The Arts help us to express ourselves in different ways.</p> <p><b>Key concepts:</b> Form Function Perspective</p> <p><b>Related concepts:</b> Patterns Likes/dislikes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different forms of expressions (dance, drama, art, music, visual arts)</li> <li>Being creative through the arts.</li> <li>Our responses to different forms of the arts.</li> </ul> 	<p><b>Date: T4</b> <b>Central Idea:</b> Exploring water can help us experience our world.</p> <p><b>Key concepts:</b> Form Function Change Responsibility</p> <p><b>Related concepts:</b> Systems (water cycle) Resources Changes of rate Liquids</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Sources of water</li> <li>Properties of water.</li> <li>Uses of water.</li> </ul> 	<p><b>Date: T4</b> <b>Central Idea:</b> Exploring water can help us experience our world.</p> <p><b>Key concepts:</b> Form Function Change Responsibility</p> <p><b>Related concepts:</b> Systems (water cycle) Resources Changes of rate Liquids</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Sources of water</li> <li>Properties of water.</li> <li>Uses of water.</li> </ul> 	<p><b>Date: T4</b> <b>Central Idea:</b> Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.</p> <p><b>Key concepts:</b> Form Responsibility Change</p> <p><b>Related concepts:</b> Collaboration Community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The ways people help each other.</li> <li>How people help us.</li> <li>How we help them.</li> </ul> 	<p><b>Date: T4</b> <b>Central Idea:</b> Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.</p> <p><b>Key Concepts:</b> Form Causation Change Responsibility</p> <p><b>Related Concepts:</b> Classification Living and non-living things Animals and plants</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Difference between living and nonliving things.</li> <li>Our needs and the needs of other living things.</li> <li>Sharing our lives with living things.</li> </ul> 

















	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<p><b>Phase 2</b></p> <p>An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>Date:</b> T1  <b>Central idea:</b>                      Choices influence our wellbeing.</p> <p><b>Key concepts:</b>                      Perspective                      Connection                      Causation</p> <p><b>Related concepts:</b>                      Relationships                      Behaviour                      Communication                      Choices</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How people view wellbeing</li> <li>Using strategies to keep us balanced</li> <li>Roles and behaviours within relationships (Year long)</li> </ul> 	<p><b>Date:</b> T4  <b>Central idea:</b>                      Celebrations are a form of expression.</p> <p><b>Key concepts:</b>                      Form                      Function                      Connection</p> <p><b>Related concepts:</b>                      Celebrations                      Culture                      Beliefs</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Features of a celebration</li> <li>Reasons people celebrate</li> <li>Celebrations are expressed in different ways across cultures.</li> </ul> 	<p><b>Date:</b> T3  <b>Central idea:</b>                      People can apply their understanding of forces to invent and create.</p> <p><b>Key concepts:</b>                      Form                      Function                      Causation</p> <p><b>Related concepts:</b>                      Forces                      Energy</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What forces are</li> <li>How forces work</li> <li>Inventing and creating using forces.</li> </ul> 	<p><b>Date:</b> T4, Wks 7 - T4, Wks 8  <b>Central idea:</b>                      People collaborate and organise themselves using systems.</p> <p><b>Key concepts:</b>                      Function                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Process                      Service                      Community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Systems help order the world around us</li> <li>Collaboration promotes progress</li> <li>The role of responsibility in organisation</li> </ul>	<p><b>Date:</b> T1  <b>Central idea:</b>                      Choices influence our wellbeing.</p> <p><b>Key concepts:</b>                      Perspective                      Connection                      Causation</p> <p><b>Related concepts:</b>                      Relationships                      Behaviour                      Communication                      Choices</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How people view wellbeing</li> <li>Using strategies to keep us balanced</li> <li>Roles and behaviours within relationships (Year long)</li> </ul> 	<p><b>Date:</b> T1  <b>Central idea:</b>                      Our choices can change our environment</p> <p><b>Key concepts:</b>                      Change                      Responsibility</p> <p><b>Related concepts:</b>                      Sustainability                      Choice                      Consumption                      Conservation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The influences of our choices on the environment</li> <li>How waste can be reduced</li> <li>Action we can take at home and at school to reduce, reuse, recycle</li> </ul> 
<p><b>Y1</b></p>	<p><b>Date:</b> T1, Wks - 7  <b>Central idea:</b>                      Our choices affect our health.</p> <p><b>Key concepts:</b>                      Form                      Causation                      Perspective</p> <p><b>Related concepts:</b>                      Mindfulness                      Reflection                      Choice                      Relationship</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The choices we make</li> <li>What it means to be healthy</li> <li>The impact of our choices</li> </ul> 	<p><b>Date:</b> T1, Wks - T1, Wks 4  <b>Central idea:</b>                      An understanding of our host country develops our respect for its culture and brings us together.</p> <p><b>Key concepts:</b>                      Connection                      Change                      Perspective</p> <p><b>Related concepts:</b>                      Family                      Time</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The geography of our local environment (connection)</li> <li>The culture and identity of our local culture (Perspective)</li> <li>How Singapore has been influenced by others (Change)</li> </ul>	<p><b>Date:</b> T1, Wks - T3, Wks 3  <b>Central idea:</b>                      People use stories to express themselves.</p> <p><b>Key concepts:</b>                      Form                      Function                      Connection</p> <p><b>Related concepts:</b>                      Morals                      Beliefs                      Story                      Creativity                      Entertainment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Stories are told in different ways.</li> <li>Stories are told for different reasons.</li> <li>Ideas, cultures and values are reflected in stories.</li> </ul> 	<p><b>Date:</b> T1, Wks - T4, Wks 6  <b>Central idea:</b>                      Exploring light can help us experience our world.</p> <p><b>Key concepts:</b>                      Form                      Function                      Causation                      Connection</p> <p><b>Related concepts:</b>                      Light                      Shadow                      Colour</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The properties of light</li> <li>The sources of light</li> <li>The application of light.</li> </ul> 	<p><b>Date:</b> T1, Wks - T4, Wks 8  <b>Central idea:</b>                      People's actions impact living things and their environment.</p> <p><b>Key concepts:</b>                      Connection                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Environment                      Habitats                      Living things</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How different environments meet the needs of living things</li> <li>The impact our actions have on living things</li> <li>Our responsibility to living things</li> </ul> 	
<p><b>Y2</b></p>	<p><b>Date:</b> T1, Wks - 7  <b>Central idea:</b>                      Our choices affect our health.</p> <p><b>Key concepts:</b>                      Form                      Causation                      Perspective</p> <p><b>Related concepts:</b>                      Mindfulness                      Reflection                      Choice                      Relationship</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The choices we make</li> <li>What it means to be healthy</li> <li>The impact of our choices</li> </ul> 	<p><b>Date:</b> T1, Wks - T3, Wks 3  <b>Central idea:</b>                      People use stories to express themselves.</p> <p><b>Key concepts:</b>                      Form                      Function                      Connection</p> <p><b>Related concepts:</b>                      Morals                      Beliefs                      Story                      Creativity                      Entertainment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Stories are told in different ways.</li> <li>Stories are told for different reasons.</li> <li>Ideas, cultures and values are reflected in stories.</li> </ul>	<p><b>Date:</b> T1, Wks - T4, Wks 6  <b>Central idea:</b>                      Exploring light can help us experience our world.</p> <p><b>Key concepts:</b>                      Form                      Function                      Causation                      Connection</p> <p><b>Related concepts:</b>                      Light                      Shadow                      Colour</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The properties of light</li> <li>The sources of light</li> <li>The application of light.</li> </ul> 	<p><b>Date:</b> T1, Wks - T4, Wks 8  <b>Central idea:</b>                      People collaborate and organise themselves using systems.</p> <p><b>Key concepts:</b>                      Function                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Process                      Service                      Community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Systems help order the world around us</li> <li>Collaboration promotes progress</li> <li>The role of responsibility in organisation</li> </ul>	<p><b>Date:</b> T1, Wks - T3, Wks 3  <b>Central idea:</b>                      People's actions impact living things and their environment.</p> <p><b>Key concepts:</b>                      Connection                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Environment                      Habitats                      Living things</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How different environments meet the needs of living things</li> <li>The impact our actions have on living things</li> <li>Our responsibility to living things</li> </ul> 	



Phase 3	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<p><b>Y3</b></p> <p>Date: Aug 10 - Sept 8 2023                      + Last week of term (June 13-15)  <b>Central Idea:</b>                      People's actions affect others.</p> <p><b>Key concepts:</b>                      Causation                      Function                      Responsibility</p> <p><b>Related concepts:</b>                      Relationships, Behaviour, Values, Diversity, Inclusion, The nature of self, Roles</p> <p><b>Lines of Inquiry:</b>                      ✦ Similarities and differences affect how groups work.                      ✦ People's choices inform their actions.                      ✦ Actions and related outcomes.</p> 	<p>Date: May 6 - June 7 2024  <b>Central Idea:</b>                      Individuals are shaped by their environment.</p> <p><b>Key concepts:</b>                      Form                      Connection                      Responsibility</p> <p><b>Related concepts:</b>                      Similarities, Differences, Subjectivity, physical environment, economic environment, Equal opportunities</p> <p><b>Lines of Inquiry:</b>                      ✦ Children's lives around the world.                      ✦ Factors that influence people's lives.                      ✦ Opportunities and challenges around the world.</p> 	<p>Date: Sept 15 - Nov 10 2023  <b>Central Idea:</b>                      Culture is reflected through the Arts.</p> <p><b>Key concepts:</b>                      Form                      Connection                      Responsibility</p> <p><b>Related concepts:</b>                      Culture, diversity, 'the Arts', design, pattern, symbols</p> <p><b>Lines of Inquiry:</b>                      ✦ Creative ways cultures are expressed.                      ✦ How we express our culture through the arts.                      ✦ How culture is preserved.</p> 	<p>Date: Mar 4 - May 3 2024  <b>Central Idea:</b>                      Forces change the natural environment.</p> <p><b>Key concepts:</b>                      Form                      Causation                      Connection                      Change</p> <p><b>Related concepts:</b>                      Change in state (solids, liquids and gases), Plate tectonics: Rock Cycle: Structure of the Earth: Geological Time: Erosion and Deposition: Natural Climate Change.</p> <p><b>Lines of Inquiry:</b>                      ✦ The Earth has different natural features.                      ✦ Natural phenomena (processes) shape the planet.                      ✦ Human adaptations to Earth's changes.</p> 	<p>Date: Jan 21 - Mar 1 2024  <b>Central Idea:</b>                      Systems connect communities.</p> <p><b>Key concepts:</b>                      Function                      Causation                      Connection                      Change</p> <p><b>Related concepts:</b>                      Systems, components, networks, sustainability, interconnectedness</p> <p><b>Lines of Inquiry:</b>                      ✦ Different systems and how they work.                      ✦ Impact of systems on communities.                      ✦ Sustainable systems for the future.</p> 	<p>Date: Nov 13 2023 - Jan 19 2024  <b>Central Idea:</b>                      Citizens contribute to communities.</p> <p><b>Key concepts:</b>                      Causation                      Perspective                      Responsibility</p> <p><b>Related concepts:</b>                      Community, Citizens, issues, debate.</p> <p><b>Lines of Inquiry:</b>                      ✦ Issues in our local community.                      ✦ Different views on issues.                      ✦ Actions that support our local community.</p> 	<p>Date: 10th August to 15th September 2023  <b>Central Idea:</b>                      Informed choices support well-being.</p> <p><b>Key concepts:</b>                      Form                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Physical well-being                      Emotional well-being and mindfulness                      Spiritual well-being                      Balance                      Structures                      Consequences                      Values</p> <p><b>Lines of Inquiry:</b>                      ✦ The elements that make up well-being                      ✦ What affects people's emotions                      ✦ Actions we can take to ensure our own and others well-being.</p> 
<p><b>Y4</b></p> <p>Date: 16th September to 17th November 2023</p> <p><b>Central Idea:</b>                      Migration of people changes places and communities over time.</p> <p><b>Key concepts:</b>                      Causation                      Change                      Perspective</p> <p><b>Related concepts:</b>                      Forced and voluntary migration (push + pull factors)                      Adaptation                      Culture, beliefs and values                      Citizenship</p> <p><b>Lines of Inquiry:</b>                      ✦ Reasons why people migrate.                      ✦ The effects of migration.                      ✦ How migration changes the perspective within individuals, families and the community of the host and home area.</p> 	<p>Date: 16th March to 31st May 2024  <b>Central Idea:</b>                      People use simple machines to assist with everyday life.</p> <p><b>Key concepts:</b>                      Form                      Function                      Causation</p> <p><b>Related concepts:</b>                      Forces                      Simple Machines                      Design                      Trade                      Innovation                      Value                      Sustainability</p> <p><b>Lines of Inquiry:</b>                      ✦ Forces that act upon objects.                      ✦ How simple machines work.                      ✦ How simple machines can be used to solve problems.</p> 	<p>Date: 16th January to 1st March 2024  <b>Central Idea:</b>                      Clothing choices can express people's values.</p> <p><b>Key concepts:</b>                      Change                      Perspective                      Function                      Connection</p> <p><b>Related concepts:</b>                      Identity                      Values                      Environmental Impact                      Fair environmental conditions                      Sustainability                      Stereotyping</p> <p><b>Lines of Inquiry:</b>                      ✦ Factors that impact the clothes people wear.                      ✦ The clothing industry.                      ✦ Sustainable clothing.</p> 	<p>Date: 4th May to 14th June 2024  <b>Central Idea:</b>                      Trading is a way of meeting the needs and wants of people.</p> <p><b>Key concepts:</b>                      Trade                      Function                      Connection                      Responsibility</p> <p><b>Related concepts:</b>                      Systems                      Trade                      Supply and demand                      Needs and wants                      Advertising</p> <p><b>Lines of Inquiry:</b>                      ✦ Forces that act upon objects.                      ✦ How simple machines work.                      ✦ The meaning of 'wealth'.                      ✦ Factors that impact trade and wealth.</p> 	<p>Date: 16th November 2023 to 16th January 2024  <b>Central Idea:</b>                      Water is an essential resource.</p> <p><b>Key concepts:</b>                      Change                      Responsibility</p> <p><b>Related concepts:</b>                      Cycles                      Impact                      Evaporation and Condensation                      Filtration and separation</p> <p><b>Lines of Inquiry:</b>                      ✦ A balanced water cycle.                      ✦ How water is used.                      ✦ Our local, national and global responsibilities regarding water.</p> 		

Phase 4	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
Y5	<p>An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social and emotional health; human relationships; including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p><b>Date:</b> 10/08/23 - 15/09/23  <b>25/09/2024 - 01/09/2024</b></p> <p><b>Central idea:</b>                      As we grow up, our bodies, behaviours and responsibilities change.</p> <p><b>Key concepts:</b>                      Change                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Puberty                      Personal Health and welfare                      Well Being (Balance)</p> <p><b>Lines of Inquiry:</b>                      How our bodies change as we grow up.                      Ways to manage our wellbeing.                      The impact of our choices.</p> 	<p>An inquiry into orientation in place and time; personal history; homes and families; the discovery, exploration and migration of humankind; the relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.</p> <p><b>Date:</b> 10/04/2024 - 11/06/2024</p> <p><b>Central idea:</b>                      Exploration expands human understanding.</p> <p><b>Key concepts:</b>                      Function                      Change                      Causation</p> <p><b>Related concepts:</b>                      Space                      Journeys                      Discovery</p> <p><b>Lines of Inquiry:</b>                      Earth and its place in the universe.                      How space exploration has changed over time.                      The reasons why people explore space.</p> 	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p><b>Date:</b> 04/05/2024 - 22/04/2023</p> <p><b>Central idea:</b>                      People can promote awareness through creative actions.</p> <p><b>Key concepts:</b>                      Connection                      Perspective                      Form</p> <p><b>Related concepts:</b>                      Persuasion                      Audience                      Critical thinking</p> <p><b>Lines of Inquiry:</b>                      The features of persuasion.                      Action as a tool to influence opinions/points of view.                      Provoking critical thinking.</p> 	<p>An inquiry into the natural world and its laws; the interactions between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p><b>Date:</b> 10/11/2023 - 10/01/2024</p> <p><b>Central idea:</b>                      Scientific inquiry helps us to investigate changing states of matter.</p> <p><b>Key concepts:</b>                      Form                      Change                      Perspective</p> <p><b>Related concepts:</b>                      Chemical and Physical changes</p> <p><b>Lines of Inquiry:</b>                      States of matter.                      Physical and chemical changes that solids, liquids and gases can undergo.                      How scientific inquiry can lead to new understandings and implications.</p> 	<p>An inquiry into the interconnectedness of humans inside and outside communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Date:</b> 01/09/2023 - 17/11/2023</p> <p><b>Central idea:</b>                      Systems influence the lives of people.</p> <p><b>Key concepts:</b>                      Function                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Roles                      Behaviour                      Citizenship                      Rights                      Justice                      Values</p> <p><b>Lines of Inquiry:</b>                      How government systems function.                      The impact of government systems on people.                      The rights and responsibilities of citizenship.</p> 	<p>An inquiry into rights and responsibilities in the context of sharing resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p><b>Date:</b> 10/08/2023 - 15/09/2023</p> <p><b>Central idea:</b>                      Peace and conflict exists within and between communities.</p> <p><b>Key concepts:</b>                      Perspective                      Responsibility                      Connection</p> <p><b>Related concepts:</b>                      Peace                      Conflict                      Global/National Environment                      Resources                      RECIFE</p> <p><b>Lines of Inquiry:</b>                      Causes of conflict.                      Our responsibilities to maintain peace.                      Strategies to resolve conflict or maintain peace.</p> 
Y6	<p>An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social and emotional health; human relationships; including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p> <p><b>Date:</b> 6 to 7 weeks - End of term 4</p> <p><b>Central idea:</b>                      Engaging in the learning journey allows individuals to reflect and grow.</p> <p><b>Exhibition</b></p> <p><b>Key concepts:</b>                      All</p> <p><b>Related concepts:</b>                      Learner Chosen</p> <p><b>Lines of Inquiry:</b>                      Learner Developed</p> 	<p>An inquiry into orientation in place and time; personal history; homes and families; the discovery, exploration and migration of humankind; the relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.</p> <p><b>Date:</b> and unit 7 weeks</p> <p><b>Central idea:</b>                      Exploring the past helps us understand the present and innovate for the future.</p> <p><b>Key concepts:</b>                      Form                      Change                      Causation</p> <p><b>Related concepts:</b>                      Community                      Progress                      Difference                      Innovation</p> <p><b>Lines of Inquiry:</b>                      How people lived in the past.                      How the challenges and opportunities changed how people live.                      Connections and implications between the past, present and future.</p> 	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <p><b>Date:</b> 3rd &amp; 8 Weeks</p> <p><b>Central idea:</b>                      Different mediums allow us to reflect on, extend and enjoy our creativity.</p> <p><b>Key concepts:</b>                      Connection                      Perspective                      Causation</p> <p><b>Related concepts:</b>                      Creativity                      Aesthetics</p> <p><b>Lines of Inquiry:</b>                      Different mediums of artistic expression                      Interpretation and appreciation of artworks                      Techniques which will evoke a response.</p> 	<p>An inquiry into the natural world and its laws; the interactions between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p> <p><b>Date:</b> 4th unit - Six weeks then two week crossover into Sharing the Planet</p> <p><b>Central idea:</b>                      Energy can be transformed and used for human purposes.</p> <p><b>Key concepts:</b>                      Function                      Connection                      Change</p> <p><b>Related concepts:</b>                      Properties                      Role                      Interdependence</p> <p><b>Lines of Inquiry:</b>                      How energy is transformed.                      How energy is used.                      The changes in energy production due to advances in science and technology (Change)</p> 	<p>An inquiry into the interconnectedness of humans inside and outside communities; the structure and function of organizations; social decision-making; economic activities and their impact on humankind and the environment.</p> <p><b>Date:</b> 01/09/2023 - 17/11/2023</p> <p><b>Central idea:</b>                      Systems influence the lives of people.</p> <p><b>Key concepts:</b>                      Function                      Causation                      Responsibility</p> <p><b>Related concepts:</b>                      Roles                      Behaviour                      Citizenship                      Rights                      Justice                      Values</p> <p><b>Lines of Inquiry:</b>                      How government systems function.                      The impact of government systems on people.                      The rights and responsibilities of citizenship.</p> 	<p>An inquiry into rights and responsibilities in the context of sharing resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p><b>Date:</b> 5th unit with a two week crossover from how the world works</p> <p><b>Central idea:</b>                      Empathy and awareness drive responsible actions for sustainable, balanced, and connected communities.</p> <p><b>Key concepts:</b>                      Connection                      Responsibility                      Perspective</p> <p><b>Related concepts:</b>                      Responsibility                      Sustainability                      Balance                      Wants Vs Needs</p> <p><b>Lines of Inquiry:</b>                      The environment is made up of interdependent systems.                      Human activity and inactions impact on these systems.                      People's perspectives impact their actions.</p> 



## Standards and Assessment

Through the Programme of Inquiry, we offer the children a powerful concept-driven learning journey. For each UOI assessment, tasks are designed to assess the learners' enduring understandings as explored through the concept-driven lines of inquiry. Specific approaches to learning and/or attributes of the Learner Profile may also be assessed where relevant. Parents are strongly encouraged to provide feedback as part of the assessment tasks.

### STANDARDS

Standards in the 'core' subject areas of Language Arts, Mathematics and Science must remain high. We have designed the curriculum scope and sequence for these areas using those curricular from around the world that consistently achieve the highest academic standards (based on the Programme for International Student Assessment (PISA) - a worldwide study by the Organisation for Economic Co-operation and Development (OECD) of learners' mathematics, science and reading performance).

Our Mathematics Scope and Sequence has been developed by using the PYP scope and sequence document for Mathematics, with reference to the Western Australian curriculum, Scottish curriculum, New Zealand curriculum and English National Curricular expectations. The expectations in Mathematics for each Phase of the Primary School can be found in the Mathematics Scope and Sequence document.

Our Language Arts Scope and Sequence has been developed in line with the PYP scope and sequence document for Language, referencing the New Zealand Curriculum for English. For the development of phonological awareness and word study we specifically follow the English National Curriculum's Letters and Sounds Programme. This foundation is built on using the Australian Words Their Way Programme throughout Primary School. These programmes enable us to provide a personalised learner-centred approach to vocabulary growth and spelling development whereby learners engage in a variety of sound, pattern and meaning activities, sorting pictures and words. The children are individually and regularly assessed using spelling inventories. The classroom teacher will then work with the learner to provide a range of activities based on their individual spelling goals. The expectations in Language Arts for each Phase of the Primary School can be found in the Language Arts Scope and Sequence document.

Our Science Scope and Sequence has been developed using the PYP scope and sequence document for Science, along with the Scientific knowledge and understandings as outlined by the Australian Curriculum Assessment and Reporting Authority (ACARA).

### ASSESSMENT

The purpose of assessment is to inform learning and teaching. Assessment provides information and feedback about what a learner knows, understands and can do. This is in line with the knowledge, concepts and skills explored through different units and curriculum areas.

There are two main types of assessment: assessment of learning and assessment for learning. Assessment of learning refers to assessment that measures what has been learned to inform decisions about individual learners and cohorts. Assessment of learning usually makes judgments about learners' achievements and leads to decisions about progress and placement. A variety of means of assessment are employed so that learners have sufficient opportunity to demonstrate their learning. Assessment of learning tells learners, teachers and parents how learners have performed in

comparison with other learners or an external standard. Assessment of learning is sometimes referred to as summative assessment.

Assessment for learning is ongoing and diagnostic: its goal is to provide learners and teachers with ongoing data about the learner's readiness for further learning. When we assess for learning, we are gathering information about learner learning that informs teaching and helps learners to learn more. The main audiences for data gathered for this purpose are the learner and teacher, although parents may also benefit from the information if they use it to help further learning. Assessment for learning involves learners receiving a considerable quantity of descriptive feedback during the learning process. This feedback allows the teacher and learner to adjust what they are doing in order to improve the learning and crucially to also improve the process of learning and themselves as learners. This feedback can come from many sources, including the learner, peers, teachers and parents, and will usually be related to a specific piece of learning. Assessment for learning is sometimes referred to as formative assessment.

Nexus, as an IB school that follows the PYP, makes strong use of assessment for learning as the most powerful driver of learning. In Mathematics, this takes the form of pre-assessments before a strand of mathematical inquiry is taught followed by ongoing assessments throughout the strand. In addition, all teachers use diagnostic tools to make judgements on each learner's progress against our Mathematics Standards. For external quality assurance, a sample of learners participate in the ACER ISA assessments for Mathematics and Reading. These standardised assessment tools allow us to compare Nexus learner progress with other schools regionally and globally. In Language Arts, individualised reading assessments are carried out with all Primary School learners from Kindergarten to Year 6. Younger learners or learners who find reading more challenging are likely to be assessed more regularly. Writing is assessed formatively, with the teacher and learner discussing aspects of writing and agreeing next steps as pieces of texts are planned, crafted and refined.

## Timetable

Classroom teachers are responsible for the majority of the learning taking place in the Primary School. Teaching periods are generally of one hour duration, although we are flexible with our timings to allow for the needs of the learners. For example, usually younger children learn best with shorter blocks of learning and older learners benefit from longer blocks of learning to allow them to inquire into concepts in more depth. Sample timetables for Phase 1 (Nursery and Kindergarten) and Phase 4 (Years 5 and 6) are shown below. The timetable for your child’s specific class is provided by the classroom teacher. Please note, that due to the child-led inquiry approach of the PYP sometimes the timetables vary from those published to allow individual children or cohorts to explore concepts or experience learning opportunities that are more meaningful to them.

In addition to the academic courses, the programme at Nexus includes a variety of extra-curricular and co-curricular activities which are designed to contribute to the overall personal development of each learner. We strongly encourage children to become involved in these activities. These can run before and after school and at lunchtime.

### Sample timetable:

	Primary	
	Mon	Friday
08:00 - 08:20	Arrival	
08:20 - 08:35	Reflection Time	
08:35 - 09:05	Homeroom Time	Assembly
09:05 - 09:35		Homeroom Time
09:35 - 09:40	Movement	
09:40 - 10:10	Break	
10:10 - 10:40	LOTE	Swimming
10:40 - 11:10		
11:10 - 11:15	Movement	
11:15 - 11:45	Visual Arts	LOTE
11:45 - 12:15		
12:15 - 12:20	Movement	
12:20 - 12:50	Lunch/ Break	
12:50 - 01:20		
01:20 - 01:50	Homeroom Time	Homeroom Time
01:50 - 02:20		
02:20 - 02:25	Movement	Dismissal
02:25 - 02:55	Homeroom Time	
02:55 - 03:25		
03:25	Dismissal	

## Specialist Teachers

We are proud to have a wide range of specialist teachers and integrators that enhance the learning experiences for our children. We believe that the level of this specialist teaching is unique to Nexus.

Every week all learners in the Primary School experience periods of Visual Arts, Music and Physical and Health Education (PHE), some being land-based and some aquatic-based. All our learners are also required to learn in a second language taught through five 30 minute intensive and immersive language sessions each week. Families have the option of French or Mandarin. We also celebrate the varied and rich first languages that our families bring to Nexus – offering a truly international experience to our learners.

For more details, please see the specific scope and sequence documents located on the Parent Portal.

Learners use a range of reference materials and digital technologies to find, explore, analyse and communicate information responsibly, creatively and with discrimination. These materials and technologies are used across the curriculum at Nexus International School (Singapore). Interactive projectors, laptops, iPads and visualisers and other digital devices are a part of our normal daily teaching. The digital coach and teacher librarian provide support and guidance to learners and teachers in these crucial areas. Learners in Years 5 and 6 are part of our 1:1 programme and are expected to bring an iPad to school every day - [click here](#) for further details.



## Visual Arts

The role of the Visual Arts is to encourage learners to use their artistic lens while looking at their world. It is used as a tool to teach an understanding of a transdisciplinary theme through the visual arts perspective.

Its design and implementation is built on the PYP Arts Scope and Sequence as published by the IB, which recognises that learning in the arts is a developmental process that is not always age related.

This provides learners from Nursery to Year 6 a range of experiences that enable them to both respond to as well as create artworks in varied media.

The learning experiences allow the learners to connect to the self, to artists, to cultures, to the environment, to techniques and processes. Threading through, is a fine balance of building skills while continuing to encourage a learner's free flowing creativity.

Learners are introduced to skills and concepts from the youngest years, which are progressively built upon through repetition along with the introduction of supporting techniques to better a skill or introducing a related concept to deepen an understanding

For example: Colour

Phase 1: Nursery and Kindergarten	Phase 2: Years 1 and 2	Phase 3: Years 3 and 4	Phase 4: Years 5 and 6
<ul style="list-style-type: none"> <li>● Observing and identifying colours</li> <li>● Special colours (primary colours)</li> <li>● Mixing colours to create new colours</li> <li>● Colours and feelings</li> </ul>	<ul style="list-style-type: none"> <li>● Primary colours</li> <li>● Secondary colours</li> <li>● Shades and tints</li> <li>● Contrasting colours</li> <li>● Using colours to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>● Neutral colours</li> <li>● Monochrome</li> <li>● Different ways artists use colours to express themselves</li> </ul>	<ul style="list-style-type: none"> <li>● Complimentary colours and how they mix and function</li> <li>● Different ways artists use colour to express themselves</li> <li>● Using colour as an element of art to design an artwork</li> <li>● Colours in a cultural context</li> </ul>

The learning is through lines of inquiry that support learners' inquiry; this may link to the UOI in the classroom or through a stand alone inquiry in the Visual Arts that connects to one of the key concepts.

*An example of a Visual Arts line of inquiry linking into a Year 5 and 6 UOI:*

*Central Idea:*

*'Perspective and connection influence peace and conflict within and between communities'*

*Visual Arts Line of Inquiry:*

*An inquiry into the representation of peace and conflict in the visual arts*

*Artists and Artwork: Picasso's 'Guernica' and Wyndham Lewis's 'A Battery Shelled'*

**Concepts:**

- Form: How would you describe the way the elements of art have been used by the artist?
- Connection: How does it make you feel?
- Perspective: How would you communicate peace and conflict in an artwork?
- Related concepts: Symbolism

**Skills:**

- Analysing an artwork
- Developing an idea using thumbnail sketches
- Using the elements of art to create meaning

**Experimenting with Media:**

- Oil pastel
- Paints
- Markers
- Colour pencils

**Experimenting with Media:**

- Creating      P4-4 Utilise a broad range of ways to make meaning  
P4-6 An awareness of their personal preferences
- Responding    P3-2 Identify and consider the context in which artworks are being made  
P4-3 Reflect through the creative process to challenge their thinking and enact new and unusual possibilities

## Music

The Music Department at Nexus is dedicated to offering opportunities for learners to participate and achieve their potential through our music programme.

The four core elements of musical development for learners are:

- Classroom music curriculum
- Individual instrumental lessons provided through the Nexus Instrumental Programme
- Participation in music ensembles (CCAs)
- Concerts, performances and community participation opportunities

Learners develop singing, composing and improvising, instrumental and performance skills through a variety of songs and dances drawn from all over the world. With a large variety of classroom musical instruments, in addition to a vibrant ensemble programme, learners are well supported in reaching their musical potential.

### Music in the PYP:

The programme's design and implementation is built on the PYP Arts Scope and Sequence as published by the IB. This provides learners from Nursery to Year 6 a range of musical experiences that enable them to both respond to as well as create music.

Music specialists plan collaboratively with the classroom teachers to deliver a fully transdisciplinary approach to the UOI with authentic links. Some units are taught independently of the UOI, with connections made through one of the key concepts.

During their Music lessons, learners have many performance opportunities including to peers in class, as well as wider-school opportunities such as assemblies, special events and phase productions throughout the year.

Phase 1: Nursery and Kindergarten	Phase 2: Years 1 and 2	Phase 3: Years 3 and 4	Phase 4: Years 5 and 6
<ul style="list-style-type: none"> <li>● Music and movement</li> <li>● Exploring basic music notation</li> <li>● Introduction to music elements</li> <li>● Singing, music and feelings</li> </ul>	<ul style="list-style-type: none"> <li>● World songs and simple staves</li> <li>● Creative expression through the arts</li> <li>● World music celebration through songs</li> <li>● Basic music notation</li> </ul>	<ul style="list-style-type: none"> <li>● Composing music in groups and solo context</li> <li>● Ukulele; Recorder; Violin - music skill based learning</li> <li>● Exploring music around the world</li> </ul>	<ul style="list-style-type: none"> <li>● Elements of music</li> <li>● Musical composition and digital technology</li> <li>● Violin; Woodwind instruments</li> <li>● World music</li> </ul>

## Language Acquisition

We all understand first hand the unique richness and diversity that an international school community made up of families from a wide range of cultures and nationalities provides. Learning to communicate in more than one language enables us to make and develop links, friendships and connections in the new, global community in which we live, learn and work.

Through learning a language, children gain more than merely accumulating words and phrases to help them communicate with different groups of people. They also gain the confidence to collaborate, to discover new meaning and to see language used in context, as well as to read and understand when hearing another language. They learn to present their ideas both in speaking and writing. Additionally, they gain a wider understanding of multilingualism and of multiculturalism, which increasingly impacts upon our lives.

Such is the importance placed on additional language acquisition at Nexus, we offer five lessons each week in a new language throughout the Primary School (French or Mandarin Chinese). This is for all learners, from Nursery through to Year 6 unless they are still developing their English language skills. Through activities appropriate to the maturity and skill development of learners, we practise the four skills of listening, speaking, reading and writing. Learners are encouraged to continue to learn the same language throughout Primary School. This enables learners to reach a greater level of proficiency, allowing them to communicate to a higher level and to better understand the culture of countries where that language is spoken. If a change is requested, we do ask that learners and their families then commit to studying in the new chosen language up to the end of Y6. The change would be made in time for the new semester.

As part of the IB's PYP transdisciplinary approach to learning, we seek, where appropriate, to make the most of opportunities to develop learners' wider understanding, linking in with some of the UOIs that are followed in classrooms. Inquiry based learning is challenging when carried out in a new language, but we aim to widen children's horizons given the new cultural input and awareness that our subject can provide.

### **Our Approach:**

We are aware that learners join the school at a range of points and with very different prior experience in their additional language. We therefore aim to offer a flexible, personalised approach, and in most year groups create separate groups to help offer those with lesser and greater experience in the language additional support or challenge as required. We use the Nexus Language Acquisition Progression Pathway as a tool to measure learners' language progress. There are 9 defined stages across the four skills of listening, speaking, reading and writing in the pathway with well-formed descriptors.

## Physical and Health Education (PHE)

In our Physical and Health Education programme, not only do we focus on the physical skills that learners require, but where possible we link directly to the classroom UOI or we link through the PYP key concepts and Learner Profile attributes.

Physical and Health Education is also an ideal setting to explore and develop a variety of approaches to learning. These include:

- Communication skills through team games and peer feedback;
- Self-management skills such as developing spatial awareness and understanding codes of behaviour;
- Social skills, such as cooperating and adopting a variety of roles;
- Thinking skills through application and evaluation;

### Phase 1: Nursery and Kindergarten and Phase 2: Years 1 and 2

Learning to move is crucial for a child's development. Our programme is designed to help our learners develop the necessary mobility skills for negotiating the physical environment. Learning to move and learning through movement contribute to the cognitive, psychomotor and physical development of each and every child in our programme. The programme is designed such that learners participate in a range of units from 6 different components:

1. Gross motor skills (such as running, jumping, hopping and skipping)
2. Ball and motor skills (such as kicking, catching, throwing, striking and fielding)
3. Cooperative games (encouraging teamwork and problem solving skills in a team environment)
4. Movement education (movement of the human body explored through dance and/or gymnastics)
5. Athletics (applying running, jumping and throwing skills in an athletics setting)
6. Aquatics (developing basic strokes and water safety skills)

### Phase 3: Years 3 and 4

In this programme, learners are encouraged to take the fundamental skills learned in the earlier programmes, continue to develop them further and apply these in a variety of physical and social settings. Learners participate in a range of units from the 6 IB contexts:

1. Aquatics (developing stroke mechanics and competitive skills)
2. Adventure Challenge
3. Health Related Fitness
4. Games (Invasion, striking and fielding, net and wall games)
5. Individual Pursuits
6. Movement Composition

### Phase 4: Years 5 and 6

Learners are encouraged to select and use their physical skills with control and coordination. There is an emphasis on working in team environments and understanding the tactics required for specific activities and games. Learners participate in a range of units from the same 6 IB contexts as the previous phase:

1. Aquatics (focusing on stroke refinement and advanced competitive skills)
2. Adventure Challenge
3. Health Related Fitness
4. Games (Invasion, striking and fielding, net and wall games)
5. Individual Pursuits
6. Movement Composition

### Aquatic-based Physical and Health Education in all Phases

The aquatic-based component of our programme is responsible for almost half of the Primary Physical and Health Education curriculum time. This is because we feel that water confidence, safety and the ability to swim proficiently is of great importance for all, in today's environment and in Singapore in particular.

Our aquatic-based component is designed for learners of all ages and abilities to ensure correct technique and conditioning. The programme also looks to develop an individual's self-esteem and level of sportsmanship. There will be opportunities for some learners to be part of a team environment and compete in local competitions. This environment is created to foster teamwork and allow learners to continue their development both physically and socially.

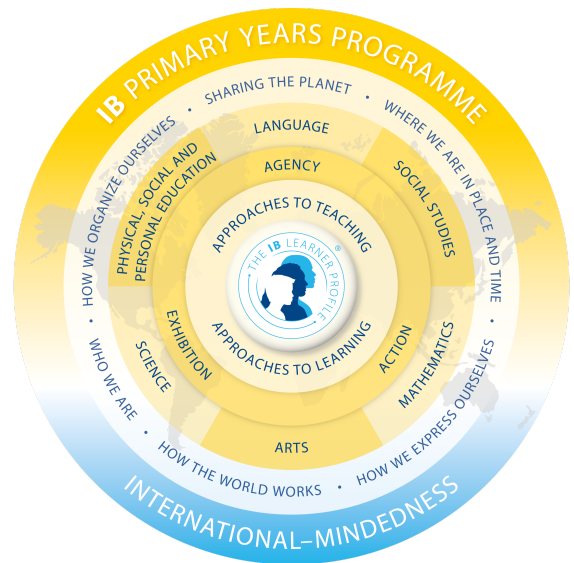
By the time learners have completed the entire primary programme (Nursery to Year 6) they should be able to:

- Perform freestyle with bilateral breathing
- Perform backstroke with correct timing of rotation
- Perform butterfly (breathing every two strokes)
- Swim all strokes legally over 50 metres
- Perform the basic skills of both open turns and tumble turns for the appropriate stroke
- 200m freestyle maintaining stroke efficiency for the entirety
- Perform a shallow racing dive from a starting block
- Perform fundamental skills and understanding of the Flippa Ball game
- Perform basic snorkelling skills
- Perform basic open water swimming technique and strategies

Throughout the programmes we use a variety of assessment styles including both formative and summative assessment. We endeavour to make applied assessments short and sharp so learners can be active for as long as possible in their timetabled Physical and Health Education sessions.

## What is the PYP framework?

The PYP curriculum framework centres on transdisciplinary learning as the curriculum organiser for learners to experience learning between, across and beyond traditional subject boundaries. It is an in-depth guide to authentic inquiry-based learning and teaching that is engaging, significant, challenging and relevant.



## What is curriculum?

The term **curriculum** refers to the lessons and academic content taught in a school or in a specific course or programme. Many schools offer National Curriculums such as the English National Curriculum. Nexus International School (Singapore) offers an internationally designed curriculum within the IB PYP framework.

## What are scope and sequence documents?

Our scope and sequence documents are informed by, and adapted from, the IB PYP scope and sequences. They identify the scope of work and sequence of coverage across our different curricular areas of Mathematics, Language Arts, Science, Social Studies, Music, Visual Art and PSPE (including PHE and swimming). These scope and sequence documents can be found in the Parent Zone on our Website