



PYP

CURRICULUM BOOKLET

2025 – 2026

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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

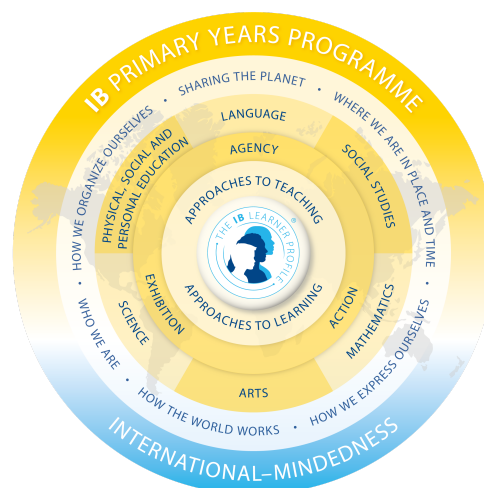
Powerful ideas that have relevance within and across the subject disciplines and which learners must explore and re-explore in order to develop an enduring understanding. Concept based learning is about big transferable ideas that transcend time, place, situation, allowing children to organise and make sense of the knowledge they acquire. We make use of seven significant 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 and self-management 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

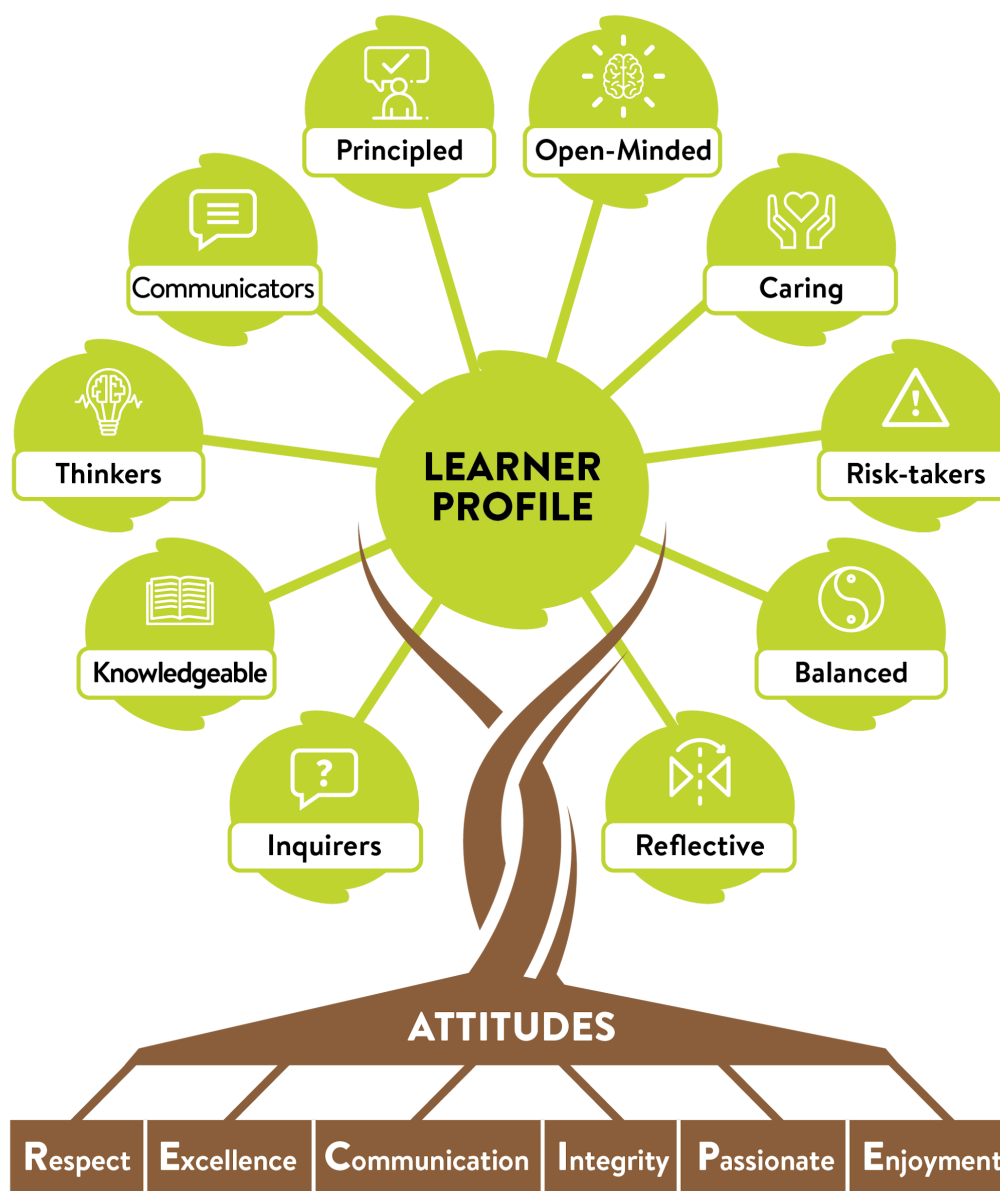
The philosophy behind the learner profile is that it provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of learners, uniting them in a common purpose. The following ten attributes make up the IB learner profile:

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 programme of inquiry is planned and taught around six transdisciplinary themes:

Who we are	An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing
Where we are in place and time	An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation
How we express ourselves	An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses
How the world works	An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts
How we organise ourselves	An inquiry into systems, structures and networks through: • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making
Sharing the planet	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, coexistence and wisdom

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 significant concepts and that aim to ensure that enduring understandings are reached by the learners. The Units of Inquiry (and the significant

concepts and lines of inquiry) for each Phase of the Primary School that make up the 2025-2026 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	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. Date: Year-long Central idea: The relationships we have with others can shape our journey. Specified concepts: Function, Connection, Responsibility Additional concepts: Relationships, Behaviour Lines of Inquiry: ❖ How we develop relationships. ❖ How relationships affect us. ❖ Roles and behaviours within relationships. 	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 civilizations from local and global perspectives. Please Note: Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.	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. Date: T3 Central idea: Through play we can express our feelings and ideas and develop new understandings. Specified concepts: Change, Connection, Perspective Additional concepts: Imagination, Self-Expression, Creativity, Communication Lines of Inquiry: ❖ Communication through play. ❖ Imaginative use of materials. ❖ Discoveries that can be made through play. 	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. Please Note: Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. Date: T2, T3, T4 Central idea: Collaboration helps build a community. Specified concepts: Function, Connection, Responsibility Additional concepts: Collaboration, Community Lines of Inquiry: ❖ The ways people help each other. ❖ How people help us. ❖ How we help them.	An inquiry into rights and responsibilities in the struggle to share finite resources with all people and with other living things; communities and the relationships within an environment; access to equal opportunities and peace and conflict resolution. Date: T4 Central idea: Living things have shared needs to grow and stay healthy. Specified Concepts: Form, Function, Change, Responsibility Additional Concepts: Classification (Living and non-living things), Animals and plants, Interdependence Lines of inquiry: ❖ Differences between living and nonliving things. ❖ The needs of living things. ❖ Sharing our lives with living things. 	
Kindergarten	Our senses help us learn about ourselves, form relationships and understand the world around us. Date: T1 Central idea: Our senses help us learn about ourselves, form relationships and understand the world around us. Specified concepts: Perspective, Function, Connection Additional concepts: Relationships, Behaviour, Communication, Choices, Senses, Environment Lines of Inquiry: ❖ How we use our senses to connect with others. ❖ The senses and how they work. ❖ How people experience the world differently. 	Journeys help us to explore. Date: T4 Central idea: Journeys help us to explore. Specified concepts: Form, Responsibility, Function Additional concepts: Travel, Experiences, Time (past/present/future), Distance, People Lines of Inquiry: ❖ Different kinds of journey and what it looks like. ❖ My responsibilities when on a journey. ❖ What we need to take on a journey. 	The Arts help us to express ourselves in different ways. Date: T3 Central idea: The Arts help us to express ourselves in different ways. Specified concepts: Form, Function, Perspective Additional concepts: Creativity, Likes/dislikes Lines of Inquiry: ❖ Different forms of expressions (dance, drama, art, music, visual arts) ❖ Being creative through the arts. ❖ Our responses to different forms of the arts. 	Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.	Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.	Signs and symbols help us communicate and organise ourselves. Date: T2 Central idea: Signs and symbols help us communicate and organise ourselves. Specified concepts: Form, Causation, Function Additional concepts: Communication Lines of Inquiry: ❖ Types of signs and symbols we see around us. ❖ How we use signs and symbols to organise and communicate. ❖ Why we use signs and symbols to help us.	Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries.

	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
Phase 2	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.	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 civilizations from local and global perspectives.	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.	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.	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.	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 with them; access to equal opportunities; peace and conflict resolution.
Y1	Date: T1 Central idea: Choices influence our wellbeing. Specified concepts: Perspective Connection Causation Additional concepts: Relationships Behaviour Communication Choices Lines of Inquiry: ❖ How people view wellbeing. ❖ Using strategies to keep us balanced ❖ Roles and behaviours within relationships (Year long) 	Date: T1 Central idea: Choices influence our wellbeing. Specified concepts: Perspective Connection Causation Additional concepts: Relationships Behaviour Communication Choices Lines of Inquiry: ❖ How people view wellbeing. ❖ Using strategies to keep us balanced ❖ Roles and behaviours within relationships (Year long) 	Date: T4 Central idea: Celebrations are a form of expression. Specified concepts: Form Function Connection Additional concepts: Celebrations Culture Beliefs Lines of Inquiry: ❖ Features of a celebration. ❖ Reasons people celebrate. ❖ Celebrations are expressed in different ways across cultures.	Date: T3 Central idea: People can apply their understanding of forces to make things move or work. Specified concepts: Form Function Causation Additional concepts: Forces Energy Lines of Inquiry: ❖ What forces are. ❖ How forces work. ❖ Exploring how simple machines help us do work. 	Please Note: Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries. Date: T2 Central idea: We can care for the earth by making choices about waste. Specified concepts: Causation Change Responsibility Additional concepts: Sustainability Choice Consumption Conservation Lines of Inquiry: ❖ The influence of our choices on environment ❖ How waste can be reduced. ❖ Action we can take at home a school to reduce, reuse, recycle 	Date: T2 Central idea: We can care for the earth by making choices about waste. Specified concepts: Causation Change Responsibility Additional concepts: Sustainability Choice Consumption Conservation Lines of Inquiry: ❖ The influence of our choices on environment ❖ How waste can be reduced. ❖ Action we can take at home a school to reduce, reuse, recycle 
Y2	Date: 28 Aug - 3 Oct 2025 Central idea: Our choices affect our health. Specified concepts: Form Causation Perspective Additional concepts: Mindfulness Reflection Choice Relationship Time Lines of Inquiry: ❖ The choices we make ❖ What it means to be healthy ❖ The impact of our choices 	Date: 8 Dec 2025 - 3 Feb 2026 Central idea: Knowing about our host country enables us to develop cultural and historical awareness. Specified concepts: Form Function Change Additional concepts: Mindfulness Reflection Choice Relationship Time Lines of Inquiry: ❖ The history of Singapore ❖ The culture and identity of Singapore ❖ How Singapore has been influenced by others	Date: 6 Oct - 5 Dec 2025 Central idea: People use stories to express themselves. Specified concepts: Form Function Perspective Additional concepts: Culture Morals Storytelling Creativity Entertainment Lines of Inquiry: ❖ Stories are told in different ways. ❖ The purpose of stories ❖ Stories are interpreted in different ways	Date: 23 Feb - 27 Mar 2026 Central idea: Exploring light can help us experience our world. Specified concepts: Form Function Causation Connection Additional concepts: Light Shadow Colour Lines of Inquiry: ❖ The properties of light. ❖ The sources of light. ❖ The application of light. 	Date: Year long Central idea: People collaborate and organise themselves using systems. Specified concepts: Form Function Causation Responsibility Additional concepts: Process Service Community Lines of Inquiry: ❖ Systems help order the world around us ❖ Collaboration promotes progress ❖ The role of responsibility in organisation	Date: 20 Apr - 29 May 2026 Central idea: Living things depend on their environment, and we have a responsibility to care for them. Specified concepts: Connection Causation Responsibility Additional concepts: Environment Habitats Living things Lines of Inquiry: ❖ Different environments meet the needs of living things ❖ The impact our actions have on things ❖ Our responsibility to living things 

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
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships and communities; friends, communities and cultures; rights and responsibilities; what it means to be human.	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 civilizations from local and global perspectives.	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.	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.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities; the struggle to share finite resources with people and with other living things; communities and the relationships with between them; access to equal opportunity and peace and conflict resolution.
Y3	Date: 11 Aug - 26 Sept 2025 Central idea: Actions affect others. Specified concepts: Causation, Function, Responsibility Additional concepts: Relationships, Behaviour, Values, Diversity, Inclusion, The nature of self, Roles Lines of Inquiry: ❖ Actions impact our emotions. ❖ Characteristics of healthy relationships. ❖ Resolving conflicts to build positive relationships.	Date: 29 Sept - 28 Nov 2025 Central idea: Individual lives are shaped by their environment. Specified concepts: Form, Connection, Perspective Additional concepts: Similarities, Differences, Urban and rural environments, Physical environment, Lifestyle, Opportunity, Stereotypes, Physical and economic environments Lines of Inquiry: ❖ People live in different environments. ❖ Factors that influence people's lives. ❖ Opportunities and challenges encountered in different regions around the world.	Date: 1 Dec 2025 - 6 Feb 2026 Central idea: Identity can be expressed and explored through the arts. Specified concepts: Form, Connection, Responsibility Additional concepts: Culture, Diversity, the Arts, Design, Pattern, Symbols Lines of Inquiry: ❖ Creative ways identities are expressed. ❖ How people use art to share feelings and experiences. ❖ How art helps us understand ourselves and connect with others	Date: 12 Apr - 19 June 2026 Central idea: Forces change the natural environment. Specified concepts: Form, Causation, Change Additional concepts: Change in state (solids, liquids and gases); Plate tectonics; Rock Cycle; Structure of the Earth; Geological Time; Erosion and Deposition; Natural Climate Change Lines of Inquiry: ❖ The Earth has different natural features. ❖ Natural phenomena shape the planet. ❖ Ways communities respond and adjust to changes in the natural environment.	Date: 9 Feb - 27 Mar 2026 Central idea: Systems connect communities. Specified concepts: Function, Connection, Responsibility Additional concepts: Systems, Components, Networks, Sustainability, Interconnectedness Lines of Inquiry: ❖ Different systems and how they work. ❖ Impact of systems on communities. ❖ Challenges communities face when systems break down.	Date: Year long Central idea: Citizens contribute to communities Specified concepts: Causation, Perspective, Responsibility Additional concepts: Community, Citizens, Issues, Debate Lines of Inquiry: ❖ Issues in our local community. ❖ Different views on issues. ❖ Actions that support our local community.
Y4	Date: 11 Aug - 19 Sept 2025 Central idea: Informed choices support wellbeing. Specified concepts: Form, Causation, Responsibility Additional concepts: Balance, Structures, Consequences, Values Lines of Inquiry: ❖ The elements that make up wellbeing. ❖ Factors that impact people's emotions. ❖ Actions we can take to ensure our own and others wellbeing.	Date: 22 Sept - 7 Nov Central idea: Migration of people changes places and communities over time. Specified concepts: Causation, Change, Perspective Additional concepts: Forced and voluntary migration (push + pull factors), Adaptation, Culture, beliefs and values, Citizenship Lines of Inquiry: ❖ Why people migrate. ❖ The effects of migration. ❖ How migration changes the perspective within individuals, families and the community of the host and home regions.	Date: 13 Jan - 6 Mar 2026 Central idea: Clothing choices can express people's values. Specified concepts: Change, Perspective, Function Additional concepts: Identity, Fashion, Environmental Impact, Sustainability Lines of Inquiry: ❖ Factors that impact the clothes people wear. ❖ Changes in the clothing industry. ❖ Sustainable clothing.	Date: 9 Mar - 30 Apr 2026 Central idea: People use simple machines to assist with everyday life. Specified concepts: Function, Connection, Causation Additional concepts: Forces, Simple Machines Lines of Inquiry: ❖ How simple machines work. ❖ Forces that act upon objects. ❖ How simple machines assist with everyday life	Date: 5 May - 18 June 2026 Central idea: Trade is a way of meeting the needs and wants of people. Specified concepts: Function, Connection, Responsibility Additional concepts: Products and services, Trade, Perceived value, Supply and demand, Advertising Lines of Inquiry: ❖ How trade works. ❖ The meaning of 'wealth'. ❖ Factors that impact trade and wealth.	Date: 10 Nov - 19 Dec 2025 Central idea: Water is an essential resource. Specified concepts: Function, Change, Responsibility Additional concepts: Cycles, Impact, Sustainability, Conservation Lines of Inquiry: ❖ A balanced water cycle. ❖ How water is used. ❖ Our local, national and global responsibilities regarding water.

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		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.	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 civilizations from local and global perspectives.	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.	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.	An inquiry into the interconnectedness of human-made systems and communities; the function and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities; the struggle to share finite resources with people and with other living things; communities and the relationships within them; access to equal opportunities; peace and conflict resolution.
	Y5	Date: 11 - 22 Aug 2025 (Digital) 8 - 12 Dec 2025 (Puberty) 15 Dec 2025 - 13 Feb 2026 Central idea: As we grow up, our bodies, behaviours and responsibilities change. Specified concepts: Change Causation Responsibility Additional concepts: Puberty Personal Health and welfare Wellbeing (Balance) Lines of Inquiry: ❖ How our bodies change as we grow up. ❖ Ways to manage our wellbeing. ❖ The impact of our choices. 	Date: 18 May - 19 June 2026 Central idea: Exploration expands human understanding. Specified concepts: Function Change Causation Additional concepts: Space Lines of Inquiry: ❖ Earth and its place in the universe. ❖ How space exploration has changed over time. ❖ The reasons why people explore space. 	Date: 13 Apr - 15 May 2026 Central idea: People can promote awareness through creative actions. Specified concepts: Connection Change Form Additional concepts: Persuasion Audience Critical thinking Lines of Inquiry: ❖ The features of persuasion. ❖ Action as a tool to influence opinions/points of view. ❖ Provoking critical thinking. 	Date: 23 Feb - 27 Mar 2026 Central idea: Scientific inquiry helps us to investigate changing states of matter. Specified concepts: Form Change Responsibility Additional concepts: Chemical and Physical changes Lines of Inquiry: ❖ States of matter. ❖ Physical and chemical changes that solids, liquids and gases can undergo. ❖ Designing a fair test using the scientific method	Date: 28 Oct - 5 Dec 2025 Central idea: Systems influence the lives of people. Specified concepts: Function Causation Responsibility Additional concepts: Roles Behaviour Citizenship Rights Justice Values Lines of Inquiry: ❖ How government systems function. ❖ The impact of government systems on people. ❖ The rights and responsibilities of citizenship. 	Date: 25 Aug - 10 Oct 2025 Central idea: Peace and conflict exists within and between communities. Specified concepts: Perspective Responsibility Connection Additional concepts: Peace Conflict Community Global/National Environment Resources RECIPE Lines of Inquiry: ❖ Causes of conflict. ❖ Our responsibilities to maintain peace. ❖ Strategies to resolve conflict or maintain peace. 
Y6		Engaging in the learning journey allows individuals to reflect and grow.	Exploring the past helps us understand the present and innovate for the future.	Different media allow us to reflect on, extend and enjoy our creativity.	Energy can be transferred and transformed to be used for human purposes.	Communicating information ethically and effectively is a shared responsibility.	Empathy and awareness drives responsible actions for sustainability.
	Y6	Date: 13 Apr - 5 June 2026 Central idea: Engaging in the learning journey allows individuals to reflect and grow. Specified concepts: All Additional concepts: Learner chosen Lines of Inquiry: Learner developed 	Date: 23 Feb - 27 Mar 2026 Central idea: Exploring the past helps us understand the present and innovate for the future. Specified concepts: Form Change Causation Additional concepts: Continuity Innovation History Lines of Inquiry: ❖ How people lived in the past. ❖ How challenges and opportunities changed how people live. ❖ Connections and implications between the past, present and future. 	Date: 13 Jan - 13 Feb 2026 Central idea: Different media allow us to reflect on, extend and enjoy our creativity. Specified concepts: Responsibility Perspective Causation Additional concepts: Creativity Aesthetics Interpretation Lines of Inquiry: ❖ Different forms of artistic expression ❖ Interpretation and appreciation of artworks ❖ Techniques which will evoke a response. 	Date: Aug 25 - Oct 10 2025 Central idea: Energy can be transferred and transformed to be used for human purposes. Specified concepts: Function Perspective Change Additional concepts: Energy Transformation Variable Lines of Inquiry: ❖ How energy is transferred and transformed. ❖ How energy is used. ❖ The changes in energy production due to advances in science and technology. 	Date: Year Long Central idea: Communicating information ethically and effectively is a shared responsibility. Specified concepts: Function Perspective Responsibility Additional concepts: Independence Leadership Organisation Resilience Lines of Inquiry: ❖ The systems and processes involved in producing and sharing information. ❖ How different perspectives influence the way information is communicated and interpreted. ❖ Our responsibility to ensure information is accurate.	Date: 27 Oct - 19 Dec 2025 Central idea: Empathy and awareness drives responsible actions for sustainability. Specified concepts: Connection Causation Perspective Additional concepts: Sustainability Balance Interdependence Lines of Inquiry: ❖ The environment is made up of interdependent systems. ❖ Human activity and inactions impact on these systems. ❖ People's perspectives impact their actions. 

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 and Mathematics 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, Ontario curriculum, New Zealand curriculum and the National Curriculum for England 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, heavily based on the English National Curriculum, as well as referencing the New Zealand Curriculum for English. For the development of phonological awareness and word study we specifically follow the Little Wandle Programme from Nursery to Year 2. This foundation is built on using StepsWeb from Year 3 to Year 6. 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. 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.

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 and identification of growth, Year 3 to Year 6 learners will participate in the Quest Assessments online for Mathematics and Reading. These standardised assessment tools allow us to compare Nexus learner progress with other schools regionally and globally, and against the expected standardised scores from the United Kingdom. In Language Arts, individualised reading assessments are carried out with all Primary School learners from Year 1 to Year 6 using the PM Benchmark assessment tool. 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			
		Monday-Thursday	Friday
MORNING	08:00 - 08:20	Arrival	
	08:20 - 08:40	Reflection Time	
	08:40 - 09:10	Homeroom Time	Assembly
	09:10 - 09:40		Homeroom Time
	09:40 - 09:45	Movement	
	09:45 - 10:15	Break	
	10:15 - 10:45	LOTE	Swimming
	10:45 - 11:15		
	11:15 - 11:20	Movement	
	11:20 - 11:50	Visual Arts	LOTE
	11:50 - 12:20		
AFTERNOON	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	02:20 - Dismissal
	02:25 - 02:55	Homeroom Time	
	02:55 - 03:25		
	03:25 - Dismissal		

Single Subject Specialist Teachers

We are proud to have a wide range of single subject 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
- Observing and identifying colours - Special colours (primary colours) - Mixing colours to create new colours - Colours and feelings	- Primary colours - Secondary colours - Shades and tints - Contrasting colours - Using colours to express feelings	- Neutral colours - Monochrome - Different ways artists use colours to express themselves	- Complimentary colours and how they mix and function - Different ways artists use colour to express themselves - Using colour as an element of art to design an artwork - Colours in a cultural context

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

Music

The Music Department at Nexus is committed to providing learners with opportunities to participate and reach their full potential through our comprehensive music programme.

Our music programme focuses on four core elements:

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

Through a diverse array of global songs and dances, learners develop skills in singing, composing, improvising, playing instruments, and performing. With a wide variety of classroom musical instruments and a dynamic ensemble programme, we ensure learners are well-supported in achieving their musical aspirations.

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. Learners will have the opportunity to identify and reflect on "big ideas" by connecting various musical elements. They will use notation to develop their musical concepts. Additionally, they will cultivate an awareness and appreciation of music from different cultures, and be able to describe and compare sounds using appropriate musical vocabulary.

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
• Music and movement • Exploring basic music notation • Introduction to music elements • Working together as Musicians	• World songs and simple staves • Creative expression through the arts • Making Music together • Basic music notation	• Composing music in groups and solo context • Ukulele; Drumming; Violin - music skill based learning • Exploring music around the world • Movie Music and Foley Artists	• Elements of music • Musical composition and digital technology • Composing Music for Film • Ukulele and Djembe Ensembles

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. 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 specified 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.

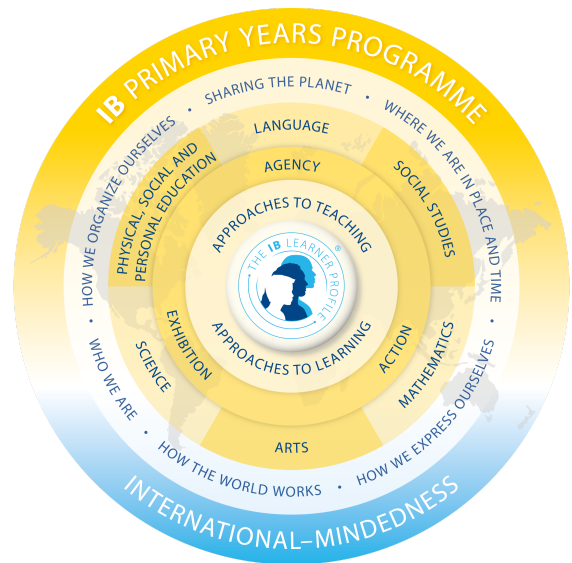
By the time learners have completed the entire primary programme (Nursery to Year 6) they should be able to:

- 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 water polo.
- 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.