

PYP

CURRICULUM BOOKLET

2026 – 2027

Relevant Contacts

Fiona Lewis	Head of Primary School	lewis.f@nexus.edu.sg
Paul Rimmer	Deputy Head of Primary School & PYP Coordinator	rimmer.p@nexus.edu.sg
Allan Bilney	Deputy Head of Primary School	bilney.a@nexus.edu.sg
Rachel Chua	Assistant Head of Primary School	chua.r@nexus.edu.sg

Primary School Year Group Leaders

Monika Bulcock	Nursery and Kindergarten	bulcock.m@nexus.edu.sg
Bhavana Nair	Year 1	nair.b@nexus.edu.sg
Louise Sybrandy	Year 2	sybrandy.l@nexus.edu.sg
Teresa Hickey-Kemmett	Year 3	hickey.t@nexus.edu.sg
Suzie Bacon	Year 4	bacon.s@nexus.edu.sg
Maggie Dawson	Year 5	dawson.m@nexus.edu.sg
Paul Kemmett	Year 6	kemmett.p@nexus.edu.sg

Primary School Assistant Year Group Leaders

Sabrina Tan	Nursery and Kindergarten	tan.s@nexus.edu.sg
Rachel Ng	Year 1	ng.r@nexus.edu.sg
Natasha Dodani	Year 2	dodani.n@nexus.edu.sg
Bharti Dadhwal	Year 3	dadhwal.b@nexus.edu.sg
Morgan Morris-Pocock	Year 4	morris.m@nexus.edu.sg
Shiv Walker	Year 5	walker.s@nexus.edu.sg
Nikki Lisek	Year 6	lisek.n@nexus.edu.sg

Learning Area Leader and Subject Leaders

Jessica Mascaro	Learning Area Leader, English Additional Language	mascaro.j@nexus.edu.sg
Zoe Zhou	Learning Area Leader, Chinese Additional Language	zhou.z@nexus.edu.sg
Housna Belkhir	Learning Area Leader, European Languages	belkhir.h@nexus.edu.sg
Cassie Maxwell	Learning Area Leader, Music	maxwell.c@nexus.edu.sg
Russell Pollock	Learning Area Leader, Primary PHE	pollock.r@nexus.edu.sg
Larisa Rimmer	Subject lead, Primary Aquatics, Director of Aquatics	rimmer.l@nexus.edu.sg
Natasa Markovic	Learning Area Leader, Visual Arts	markovic.n@nexus.edu.sg
Jordan Bool	Learning Support Coordinator	bool.j@nexus.edu.sg

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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

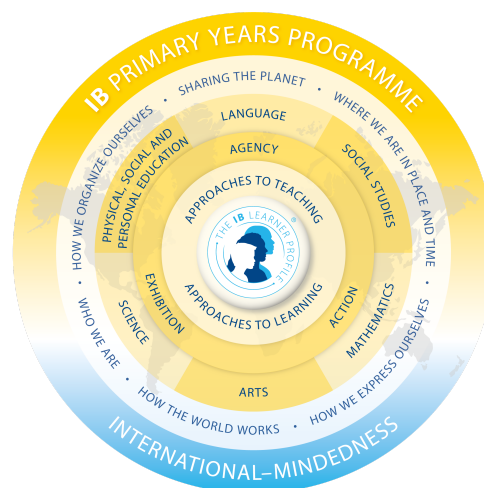
Powerful ideas that have relevance within and across the subject disciplines and which learners must explore and re-explore in order to develop an enduring understanding. Concept based learning is about big transferable ideas that transcend time, place, situation, allowing children to organise and make 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. These are supported by additional concepts.

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

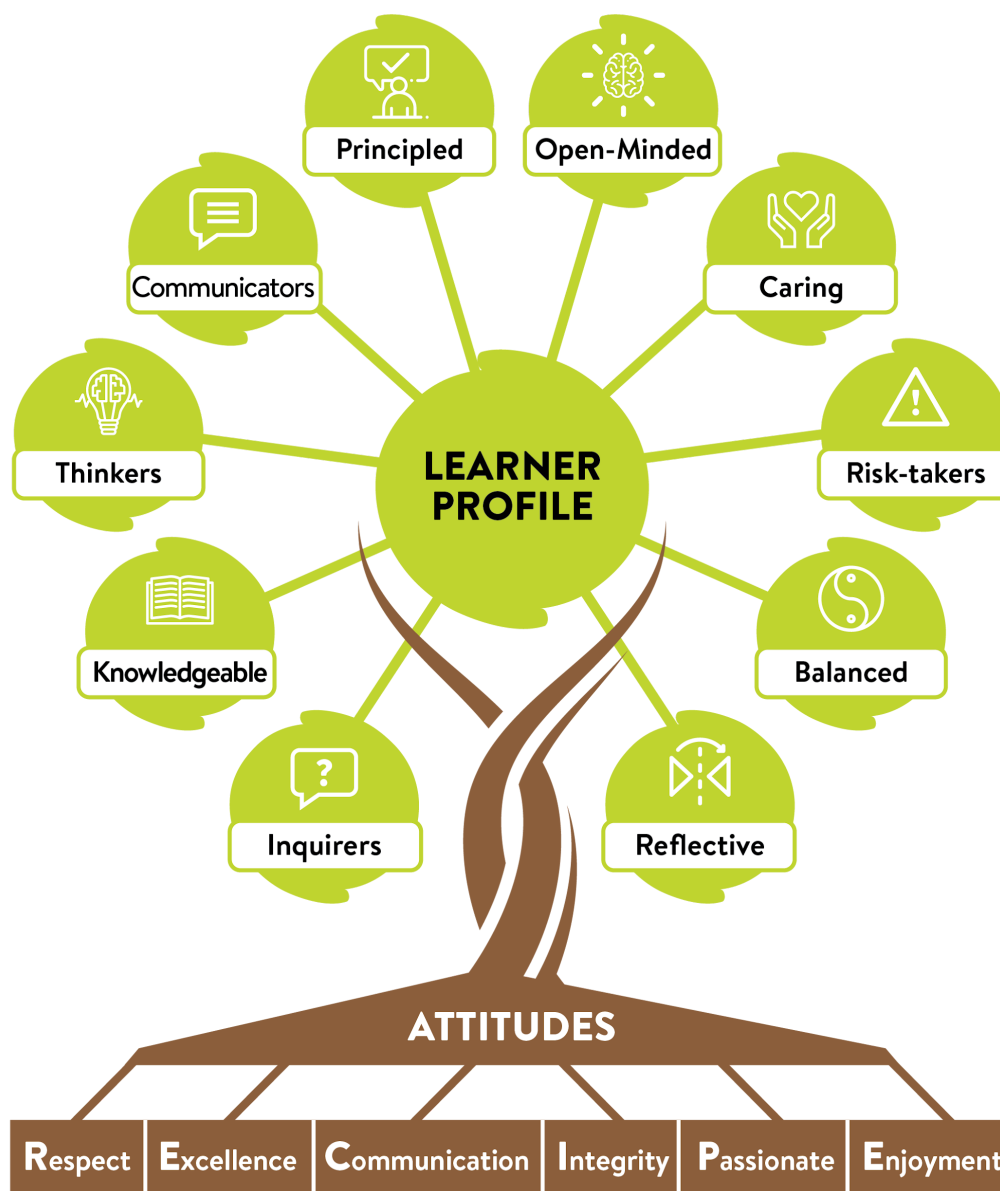
The philosophy behind the learner profile is that it provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of learners, uniting them in a common purpose. The following ten attributes make up the IB learner profile:

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 globally significant and relevant. The concepts, approaches to learning and 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 specified concepts and that aim to ensure that enduring understandings are reached by

the learners. The Units of Inquiry for each year of the Primary School that make up the 2026-2027 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
	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	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	An inquiry into the diversity of voice, perspective, and expression through: - inspiration, imagination, creativity - personal, social and cultural modes and practices of communication - intentions, perceptions, interpretations and responses	An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts	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	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
Nursery	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. - Learning about ourselves and what makes us unique. - Roles and behaviours within relationships. Care MVMT: Care for Self	Please Note: Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries. Specified concepts: Function Connection Responsibility Additional concepts: Relationships Behaviour Lines of Inquiry: - How we develop relationships. - Learning about ourselves and what makes us unique. - Roles and behaviours within relationships. Care MVMT: Care for Self	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. Care MVMT: Care for Self	Please Note: Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries. 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. Care MVMT: Care for Self	Date: T3 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. Care MVMT: Care for Others	Date: T4 Central idea: Living things have shared needs to grow and stay healthy. Specified concepts: Form Causation 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. Care MVMT: Care for the World
Kindergarten	Date: T3 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. Care MVMT: Care for Self	Date: T4 Central idea: Journeys help us to explore. Specified concepts: Change Responsibility Function Additional concepts: Transport Travel Experiences Time (past/present/future) Distance People Lines of Inquiry: - Different kinds of journey and transitions. - My responsibilities when on a journey. - The places and communities we belong to. Care MVMT: Care for Self Care MVMT: Care for Others	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. Care MVMT: Care for Self Care MVMT: Care for Others	Please Note: Four units of inquiry are required in Kindergarten to allow for extended units and emerging inquiries. 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. Care MVMT: Care for Self Care MVMT: Care for Others	Date: T3 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. Care MVMT: Care for the World	Please Note: Four units of inquiry are required in Kindergarten to allow for extended units and emerging inquiries. 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. Care MVMT: Care for the World

Phase 2	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 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	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	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	An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts	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	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
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). Care MVMT: Care for Self	Please Note: Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries. Specified concepts: Function Connection Responsibility Additional concepts: Relationships Behaviour Communication Choices Lines of Inquiry: - How we develop relationships. - Learning about ourselves and what makes us unique. - Roles and behaviours within relationships. Care MVMT: Care for Self	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. Care MVMT: Care for Others	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. Care MVMT: Care MVMT	Please Note: Four units of inquiry are required in Nursery-Y1 to allow for extended units and emerging inquiries. Specified concepts: Form Function Causation Additional concepts: Forces Energy Lines of Inquiry: - What forces are. - How forces work. - Exploring how simple machines help us. Care MVMT: Care MVMT	Date: T2 Central idea: We can care for the earth by making good choices about waste. Specified concepts: Causation Change Responsibility Additional concepts: Sustainability Choice Consumption Conservation Lines of Inquiry: - The influence of our choices on the environment. - How waste can be reduced. - Action we can take at home and at school to reduce, reuse, recycle. Care MVMT: Care for the World
Y2	Date: 24 Aug - 9 Oct 2026 Central idea: Our choices affect our health. Specified concepts: Form Causation Perspective Additional concepts: Mindfulness Reflection Choice Relationship Lines of Inquiry: - The choices we make. - What it means to be healthy. - The impact of our choices. Care MVMT: Care for Self	Date: 26 Oct - 27 Nov 2026 Central idea: Knowing about our host country enables us to develop cultural and historical awareness. Specified concepts: Form Function Change Additional concepts: Family Time Lines of Inquiry: - Personal stories help us understand our past. - The cultural diversity of Singapore. - How Singapore has been influenced by others. Care MVMT: Care for Others	Date: 1 Feb - 26 March 2027 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 can mean different things to different people. Care MVMT: Care for Others	Date: 30 Nov, 2026 - 29 Jan 2027 Central idea: Exploring light helps us experience our world. Specified concepts: Form Function Causation Additional concepts: Light Shadow Colour Lines of Inquiry: - The properties of light. - The sources of light. - The application of light. Care MVMT: Care MVMT	Date: 10 Aug - 21 Aug 2026; 31 May - 25 June 2027 Central idea: People collaborate and organise themselves using systems. Specified concepts: Process Service Community Lines of Inquiry: - Systems help order the world around us. - Collaboration promotes progress. - The role of responsibility in organisation. Care MVMT: Care for Others	Date: 12 April - 28 May 2027 Central idea: Human actions affect living things and our environment. Specified concepts: Connection Change Responsibility Additional concepts: Environment Habitats Living things Lines of Inquiry: - Living things and their habitats. - The impact of humans on the environment. - Responsible actions help our planet. Care MVMT: Care for the World

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
Y3	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	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	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	An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts	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	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
	Date: 10 Aug - 25 Sept 2026 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. Care MGMT: Care for Others	Date: 28 Sept - 27 Nov 2026 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. Care MGMT: Care for the World	Date: 1 Dec - 5 Feb 2027 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. Care MGMT: Care for Self	Date: 19 April - 25 June 2027 Central idea: Forces change the natural environment. Specified concepts: Form, Causation, Change Additional concepts: Change in state; 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. - How communities respond and adjust to changes in the natural environment. Care MGMT: Care for the World	Date: Year Long 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. Care MGMT: Care for Others	Date: 15 Feb - 16 April 2027 Central idea: (tbc) Central idea: Biodiversity is impacted by human actions on the natural environment. Human choices shape the world that all living things share. Specified concepts: Causation, Perspective, Responsibility Additional concepts: Community, Sustainability, Issues, Action Lines of Inquiry: Care MGMT: Care for the World
Y4	Date: 10 Aug - 19 Sept 2026 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 wellbeing. - Actions we can take to ensure our own and others wellbeing. Care MGMT: Care for Self	Date: 21 Sept - 13 Nov 2026 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. Care MGMT: Care for Others	Date: 28 Jan - 12 March 2027 Central idea: Clothing choices can express people's values. Specified concepts: Change, Function, Connection Additional concepts: Identity, Fashion, Environmental Impact, Fair employment conditions, Citizenship Lines of Inquiry: - Factors that impact the clothes people wear. - Changes in the clothing industry. - Sustainable clothing. Care MGMT: Care for the World	Date: 15 March - 7 May 2027 Central idea: People use simple machines to assist with everyday life. Specified concepts: Connection, Function, Causation Additional concepts: Forces, Simple Machines Lines of Inquiry: - Forces that act upon objects. - How simple machines work. - How simple machines assist with everyday life. Care MGMT: Care MGMT	Date: 10 May - 25 June 2027 Central idea: Trade is a way of meeting the needs and wants of people. Specified concepts: Function, Change, Responsibility Additional concepts: Products and services, Trade, Perceived value, Wealth, Supply and demand, Advertising Lines of Inquiry: - How trade works. - The meaning of 'wealth'. - Factors that impact trade and wealth. Care MGMT: Care MGMT	Date: 16 Nov 2026 - 15 Jan 2027 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. Care MGMT: Care for the World

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 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	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	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	An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impacts	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	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
Y6	Date: 11 Jan - 19 March 2027 Central idea: As we grow up, our bodies, behaviours and responsibilities change. Specified concepts: Change, Perspective, Responsibility Additional concepts: Puberty, Health, Wellbeing Lines of Inquiry: - How our bodies change as we grow up. - Ways to manage our wellbeing. - The impact of our choices. Care MGMT: Care for Self	Date: 26 Oct - 18 Dec 2026 Central idea: Exploration expands human understanding. Specified concepts: Space, Change, Causation Additional concepts: Space, Discovery, Technology Lines of Inquiry: - Our solar system and universe. - How space exploration has changed over time. - The reasons why people explore space. Care MGMT: Care MGMT	Date: 24 May - 25 June 2027 Central idea: People can promote awareness through creative actions. Specified concepts: Persuasion, Change, Form Additional concepts: Persuasion, Audience, Critical thinking, Creative thinking Lines of Inquiry: - The features of persuasion. - Action as a tool to influence opinions/points of view. - Critical and creative thinking. Care MGMT: Care for the World	Date: 22 March - 21 May 2027 Central idea: Scientific inquiry helps us to investigate changing states of matter. Specified concepts: Form, Function, Change Additional concepts: Chemical and Physical changes, Matter, Variable Lines of Inquiry: - States of matter. - Physical and chemical changes of matter. - Designing a fair test using the scientific method. Care MGMT: Care MGMT	Date: 24 Aug - 9 Oct 2026 Central idea: Governance systems influence the lives of people. Specified concepts: Function, Connection, Responsibility Additional concepts: Citizenship, Rights, Resources Lines of Inquiry: - How governance systems function. - The impact of governance systems on people. - The rights and responsibilities of citizens. Care MGMT: Care for Others	Date: 10 Aug - 21 Aug 2026, (year long) Central idea: Peace and conflict exists within and between communities. Specified concepts: Perspective, Responsibility, Causation Additional concepts: Peace, Conflict, Community, Strategy Lines of Inquiry: - Causes of conflict. - Points of view in conflicts. - Strategies to resolve conflict or maintain peace. Care MGMT: Care for Others
Y6	Date: Year long Central idea: Engaging in the learning journey allows individuals to reflect and grow. Exhibition Specified concepts: All Additional concepts: Learner chosen Lines of Inquiry: Learner developed Care MGMT: Care MGMT	Date: 15 Feb - 19 Mar 2027 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. Care MGMT: Care for Others	Date: 12 Dec 2026 - 5 Feb 2027 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. Care MGMT: Care for Self	Date: 3 Aug - 9 Oct 2026 Central idea: Energy can be transferred and transformed to be used for human purposes. Specified concepts: Function, Connection, 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. Care MGMT: Care MGMT	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 craft and processes involved in producing and communicating information effectively - How different perspectives influence the way information is communicated and interpreted. - Our responsibility to ensure information is accurate. Care MGMT: Care MGMT	Date: 26 Oct - 11 Dec 2026 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. Care MGMT: Care for the World

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 Number Continuum and Strand 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. Once Level 30 is reached, the NGRT assessment is then used to continue to assess reading ages. 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, with the teacher librarians following the Information Literacy Scope and Sequence to guide research skills lessons from Y3 to Y6 and some of our Library lessons from Nursery to Y6. 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 Visual Arts is to encourage learners to view, interpret and engage with the world through an artistic lens. Visual arts serve not only as a means of creative expression, but also as a powerful tool for fostering transdisciplinary connections and deepening learners' understanding of both the world around them and their inner selves.

The design and implementation of the Visual Arts programme is informed by the IB PYP Arts framework and is built around two interconnected strands: Creating and Responding. Learning in the visual arts is recognised as a developmental journey, where artistic growth is nurtured through exploration, reflection and practice rather than being solely age-related.

From Nursery to Year 6, learners engage in a wide range of experiences that allow them to both create and respond to artworks across diverse media and contexts. Through these experiences, learners develop technical skills, conceptual understanding and confidence as artists while building an appreciation for the role of art in society.

The curriculum is anchored in authentic connections: to self, to artists and their practices, to cultures past and present, to the environment, and to the expressive possibilities of materials and processes. Skill-building is intentionally balanced with imagination, experimentation and free-flowing creativity, ensuring learners develop as both thinkers and makers.

Threaded throughout the programme are the Studio Habits of Mind, which support learners in thinking and working like artists. Learners progressively develop their ability to:

- Develop Craft
- Engage and Persist
- Envision
- Express
- Observe
- Stretch and Explore
- Reflect
- Understand and Appreciate Art Worlds

These habits are introduced from the earliest years and revisited throughout the Primary School, enabling learners to deepen their understanding, refine their skills and become increasingly independent in their creative practice.

For example:

Develop Craft

Phase 1 Nursery and Kindergarten	Phase 2 Years 1 and 2	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
• Experiment with different tools and materials • Explore sensory qualities of media • Explore different formal elements to create art	• Explore diverse techniques and materials to create and express ideas • Identify and explore the expressive potential of formal elements	• Learn to use and apply various art-making techniques and media with greater skill and control • Safely and responsibly use and	• Learn to use various art-making techniques with refined precision, more confidence and a higher level of craftsmanship

• Learn to care for and share art materials	• Use materials and tools appropriately	• care for art tools and materials • Show awareness of the effective application of the formal elements	• Take initiative in using and caring for art tools and materials in the art room • Utilise a range of ways to make meaning using the formal elements of art
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Learning takes place through lines of inquiry that support learners' exploration and understanding. Whenever there is an authentic connection, Visual Arts inquiries may connect to a Unit of Inquiry, extending and deepening learners' understanding through artistic processes and perspectives. At other times, learners engage in stand-alone Visual Arts inquiries that focus on artistic skills, concepts, creative thinking and art appreciation.

An example of a Visual Arts inquiry connected to a Year 4 Unit of Inquiry:

Unit of Inquiry Theme:

Who We Are

Central Idea:

Informed choices support wellbeing

Visual Arts Line of Inquiry:

Informed choices between traditional and digital art methods can communicate personal identity and support creative wellbeing.

Concepts:

Form – What artistic choices and visual elements help communicate identity and wellbeing?

Perspective – How can different artists and individuals use traditional and digital methods to represent themselves in unique ways?

Reflection – How do our personal experiences, interests, and understanding of ourselves influence the artistic choices we make?

Skills:

- Watercolour painting techniques
- Digital art and image composition
- Reflecting on artistic choices and personal identity

Media Exploration:

- Pencil drawing, graphite tracing method
- Watercolour painting
- Digital illustration and design tools

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, musical traditions, and creative experiences, learners develop skills in singing, composing, improvising, listening, performing, and reflecting on music. Learners explore a variety of instruments, musical styles, and digital technologies while developing confidence, creativity, collaboration, and an appreciation of music from different cultures. With a wide range 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 with a range of musical experiences that enable them to both respond to and create music. Learners develop understanding through singing, playing, composing, improvising, listening, performing, and reflecting. They explore musical concepts through a progression of graphic, traditional, and staff notation, using these systems to communicate and develop musical ideas. Additionally, they cultivate an awareness and appreciation of music from different cultures and contexts, learning to describe, compare, and evaluate music using appropriate musical vocabulary.

Music specialists plan collaboratively with 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 sharing with peers in class, as well as participating in assemblies, special events, community performances, 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 sounds, instruments and musical elements • Introduction to musical symbols	• World songs and musical cultures • Creative expression through music, movement and storytelling • Making music together through	• Composing and improvising music in group and solo contexts • Ukulele, Drumming and Violin – music skill-based learning	• Elements of music and musical analysis • Musical composition and digital technology • Composing Music for Film and multimedia contexts

and notation ● Working together as musicians	singing and instruments ● Beginning notation, composition and music technology	● Exploring music around the world and across cultures ● Movie Music, Soundscapes and Foley Artists	● Ukulele and Djembe Ensembles
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Language Acquisition

We recognise the unique richness and diversity that an international school community brings. We value and celebrate the diverse linguistic backgrounds of our learners. Every language a child speaks contributes to their identity and enriches our learning community. Learning to communicate in more than one language enables our learners to build deep connections, friendships, and networks in the global community in which we live, learn, and work.

Through language learning, children gain far more than just vocabulary. They develop the confidence to collaborate, decode meaning in context, and build strong receptive and expressive skills across both spoken and written formats. Additionally, they cultivate a broader appreciation for multilingualism and multiculturalism and develop intercultural understanding, empathy, and respect for diverse perspectives.

Recognising this value, Nexus provides an additional language pathway for all primary learners from Nursery through to Year 6 (with exceptions made for those requiring intensive English language support). Through age-appropriate and scaffolded activities, we actively practice the four core skills: listening, speaking, reading, and writing.

To achieve deep linguistic proficiency and cultural understanding, learners are strongly encouraged to continue with the same language throughout Primary School. If a language change is requested, families are encouraged to commit to the new language pathway through to the end of Year 6 in order to maximise continuity and progress. To ensure a smooth transition, approved changes are implemented at the start of the upcoming semester.

In alignment with the IB PYP transdisciplinary framework, language learning is connected to Units of Inquiry (UOIs) wherever meaningful and appropriate, helping learners make authentic connections across disciplines and real-world contexts. While inquiry-based learning in an additional language can be challenging, it powerfully widens children's horizons, deepens their cultural awareness, and enriches their international-mindedness.

Our Approach:

We welcome learners at various stages of their language journeys, understanding that everyone joins us with different prior experiences. To support this, we offer a flexible, personalized approach. In most year groups, we create tailored learning groups to provide targeted support for beginners and appropriate challenges for advanced speakers.

Through meaningful, age-appropriate topics, learners develop language skills while gaining insights into different cultures and perspectives.

To monitor growth, we use the *Nexus Language Acquisition Progression Pathway*. This pathway features nine clearly defined stages across the four core skills of listening, speaking, reading, and writing, allowing us to accurately measure and guide each learner's progress.

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 (ATL). 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;

Throughout the Primary Years Programme (PYP), our learners engage with five core physical education strands: **Individual Pursuits, Games, Movement Composition, Adventure Challenges, and Health-Related Fitness**. These contexts are explored dynamically across four distinct developmental phases:

Phase 1: Nursery and Kindergarten

Learning to move is crucial for a child's development. In this initial phase, the programme focuses entirely on developing our youngest learners' fundamental movements and expanding their physical capabilities. Through joyful, play-based exploration, children develop both gross and fine motor skills, learning how their bodies work and how to navigate the world around them safely. Learning to move and learning through movement at this stage lays the groundwork for cognitive, social, and physical growth.

Phase 2: Years 1 and 2

Building upon their foundational movements, learners in Years 1 and 2 begin to refine their mobility skills for more complex physical and social environments. This phase bridges early exploration with structured physical education, contributing deeply to each child's cognitive, psychomotor, and physical development. At this stage, learners explore and adapt fundamental movement skills, learning how to link movements together into sequences to convey meaning. They develop an awareness of how their bodies grow, understand personal safety responsibilities, and recognise the importance of physical activity, healthy eating, and good hygiene to their overall wellbeing.

Phase 3: Years 3 and 4

In this phase, learners take the fundamental skills developed in earlier years and begin applying them with greater intent across a variety of physical and social settings. The focus shifts toward greater skill refinement, spatial awareness, and collaboration. Learners engage with the core PYP contexts to explore more structured team dynamics, stroke mechanics in the water, and creative choreography. They also begin to understand how regular physical activity directly impacts their personal fitness and overall health.

Phase 4: Years 5 and 6

As learners reach the final stages of the primary programme, they are encouraged to select, adapt, and use their physical skills with high levels of control and coordination. There is a strong emphasis on working within team environments, analyzing performance, and understanding the strategic tactics required for specific games and activities. Through the PYP contexts, learners take greater ownership of their physical journeys, developing leadership, critical thinking, and a lifelong commitment to personal wellbeing.

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.
- Perform a shallow racing dive from a starting block.
- Perform fundamental skills and understanding of water polo.
- Perform basic open water swimming techniques and strategies.
- Understand and apply basic Aquathlon skills 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, PHE (including PHE and swimming) and SEL (Social and Emotional Learning). These scope and sequence documents can be found in the Parent Zone on our Website.