

Zhuhai International School

PYP CURRICULUM 2024 - 2025



A CONTINUUM IB WORLD SCHOOL

Our Mission



At Zhuhai International School (ZIS), we are courageous and caring lifelong learners committed to personal excellence as internationally-minded leaders in our communities.

Primary Years Programme (PYP)



The IB Primary Years Programme (PYP) is a framework that supports our primary students to become lifelong learners who think globally. Through inquiry-based learning experiences, the PYP encourages students to take charge of their education—giving them “the keys to the car” so they can drive their own learning journeys. At ZIS, we use the PYP’s scope and sequence documents to guide and support student learning, helping them see education as an exploration that reaches far beyond the classroom.

From Early Years to Grade 5

Building a Holistic Curriculum: Connecting Knowledge, Skills, and Concepts

Our PYP curriculum is built on a foundation of core elements: knowledge, concepts, skills, approaches to teaching and learning, agency, and action. These guide us in creating a curriculum that encourages critical thinking, teamwork, and purposeful learning. Our teachers work together to plan lessons that integrate these elements across the six big themes, ensuring a balanced and in-depth curriculum. We use a concept-driven approach and backward design to tailor our Program of Inquiry to our students' needs, helping them make connections that are meaningful in their lives.

Learning Key Skills: Approaches to Learning

At the centre of the PYP are the Approaches to Learning (ATLs), which give students essential skills for research, thinking, communication, social interactions, and managing themselves. The ATLs help students gain confidence and independence, preparing them to adapt and thrive in different situations.

Developing the Learner Profile

In addition to the ATLs, the Learner Profile attributes describe the qualities of an internationally-minded, lifelong learner. The PYP encourages students to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These qualities guide students to take action as responsible, caring citizens.

Striving for Continuous Improvement

Our Program of Inquiry is reviewed each year to ensure it stays balanced, challenging, and relevant. By regularly updating our curriculum, we reinforce our transdisciplinary approach and ensure that our teaching aligns with our vision of a well-rounded, global education. At ZIS, we are dedicated to helping students become curious, engaged, and prepared to make a difference in the world. The PYP gives students a solid foundation, equipping them to navigate and shape a world transformed by rapid advancements in technology.

A Framework to Understand the World

6 Transdisciplinary Themes

In the PYP, students explore six big themes that cover topics of global importance. These themes guide students to learn about the world and make connections across subjects. The themes are:



Who We Are

Exploring identity, well-being, relationships, and personal growth to understand who we are individually and collectively.

Where We Are in Place & Time

Investigating histories, cultures, and geographies to understand the forces that shape communities and drive human movement and transformation.

How We Express Ourselves

Delving into the diversity of communication and creativity to explore how people express ideas, perspectives, and emotions.

How the World Works

Examining natural phenomena, scientific principles, and systems to foster curiosity about discovery, innovation, and design.

How We Organize Ourselves

Learning about social and ecological systems, trade, collaboration, and decision-making processes to understand how societies organize and function.

Sharing the Planet

Considering human and environmental interdependence, focusing on rights, responsibilities, sustainability, and coexistence for a peaceful future.

ZIS Programme of Inquiry

Pre-Kindergarten Year A

WHO WE ARE	HOW WE ORGANISE OURSELVES	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS
<p>Central Idea <i>Cooperation can help us play and learn</i></p>	<p>Central Idea <i>Routines help us organize our day and take responsibility</i></p>	<p>Central Idea <i>Colours and sounds help us express our feelings and communicate</i></p>	<p>Central Idea <i>We use our senses to explore and understand the world around us</i></p>
<p>Lines of inquiry</p> <p>An inquiry into different ways we cooperate and build relationships</p> <p>An inquiry into the purpose of play in helping us learn</p> <p>An inquiry into our responsibilities as learners</p>	<p>Lines of inquiry</p> <p>An inquiry into how daily routines help us manage our time and activities</p> <p>An inquiry into how following or not following routines affects how our day goes</p> <p>An inquiry into how the concept of time (morning, afternoon, night) helps us organise our activities</p>	<p>Lines of inquiry</p> <p>An inquiry into how colours and sounds help us express emotions</p> <p>An inquiry into the different ways we use art and music to communicate</p> <p>An inquiry into the connections between our feelings and the colours or sounds we choose</p>	<p>Lines of inquiry</p> <p>An inquiry into how our five senses help us explore and interact with the natural world</p> <p>An inquiry into how observing changes in the world around us helps us understand cause and effect</p> <p>An inquiry into how we use tools to enhance our senses and make discoveries</p>
<p>Specified concepts</p> <p>Function Responsibility</p>	<p>Specified concepts</p> <p>Function Causation Perspective</p>	<p>Specified concepts</p> <p>Form Function Connection</p>	<p>Specified concepts</p> <p>Function Causation Perspective</p>
<p>Approaches to learning</p> <p>Social Skills</p>	<p>Approaches to learning</p> <p>Self-management</p>	<p>Approaches to learning</p> <p>Communication</p>	<p>Approaches to learning</p> <p>Thinking</p>

ZIS Programme of Inquiry

Pre-Kindergarten Year B

WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	SHARING THE PLANET	HOW THE WORLD WORKS
<p>Central Idea <i>Healthy habits help us grow and keep our bodies strong</i></p>	<p>Central Idea <i>Our families and origins shape who we are</i></p>	<p>Central Idea <i>Animals live in habitats that meet their needs</i></p>	<p>Central Idea <i>Weather affects our daily lives and the world around us</i></p>
<p>Lines of inquiry</p> <p>An inquiry into different ways to take care of our bodies</p> <p>An inquiry into how healthy habits help us grow and develop</p> <p>An inquiry into the changes our bodies go through as we grow</p>	<p>Lines of inquiry</p> <p>An inquiry into the relationships within our families</p> <p>An inquiry into how our families' stories shape who we are</p> <p>An inquiry into how our origin affects where we live and what we do</p>	<p>Lines of inquiry</p> <p>An inquiry into how different habitats meet the needs of different animals</p> <p>An inquiry into how animals and their habitats are connected</p> <p>An inquiry into our responsibility in helping protect animal habitats</p>	<p>Lines of inquiry</p> <p>An inquiry into how different types of weather and seasons affect our daily activities</p> <p>An inquiry into the causes behind changes in the weather</p> <p>An inquiry into how people adapt to weather in different ways</p>
<p>Specified concepts Responsibility, Function, Change</p>	<p>Specified concepts Connection, Perspective, Causation</p>	<p>Specified concepts Function, Connection, Responsibility</p>	<p>Specified concepts Change, Causation, Connection</p>
<p>Approaches to learning Self-management</p>	<p>Approaches to learning Communication</p>	<p>Approaches to learning Research</p>	<p>Approaches to learning Thinking</p>

ZIS Programme of Inquiry

Kindergarten

WHO WE ARE	HOW WE ORGANISE OURSELVES	HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES
<p>Central Idea <i>Relationships can enrich our lives</i></p>	<p>Central Idea <i>People in our community take on different roles to help meet our needs</i></p>	<p>Central Idea <i>Forces affect how objects move</i></p>	<p>Central Idea <i>People express themselves through different forms of art</i></p>
<p>Lines of inquiry</p> <p>An inquiry into how friendships can make us feel connected</p> <p>An inquiry into understanding our feelings and how they can shape our interactions with others</p>	<p>Lines of inquiry</p> <p>An inquiry into the different helpers in the school community have specific roles that support us</p> <p>An inquiry into how helpers ensure the smooth running of the school and provide essential services</p> <p>An inquiry into how we show responsibility by contributing to our school community through our own actions</p>	<p>Lines of inquiry</p> <p>An inquiry into the different forces that make objects move</p> <p>An inquiry into how changes in force affect movement</p> <p>An inquiry into how we use forces in our everyday lives</p>	<p>Lines of inquiry</p> <p>An inquiry into the different forms of art we use to express ourselves</p> <p>An inquiry into how art can show different perspectives and ideas</p> <p>An inquiry into the connections between art and culture</p>
<p>Specified concepts Connection, Perspective</p>	<p>Specified concepts Responsibility, Function, Connection</p>	<p>Specified concepts Function, Causation, Change</p>	<p>Specified concepts Form, Perspective, Connection</p>
<p>Approaches to learning Self-management, Social skills</p>	<p>Approaches to learning Communication</p>	<p>Approaches to learning Thinking</p>	<p>Approaches to learning Research</p>

ZIS Programme of Inquiry

Grade 1

WHO WE ARE	HOW WE ORGANISE OURSELVES	WHERE WE ARE IN PLACE & TIME	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE EXPRESS OURSELVES
Central Idea <i>Fostering a community creates a sense of belonging</i>	Central Idea <i>Communities are organised to meet the needs of their members</i>	Central Idea <i>Animals move and adapt to survive in changing environments</i>	Central Idea <i>Earth and space are interconnected systems</i>	Central Idea <i>Observing nature inspires us to think creatively and innovate</i>	Central Idea <i>Images and words help us share stories and experiences</i>
Lines of inquiry An inquiry into the impact of inclusive practices on community well-being An inquiry into the strategies and actions to nurture a supportive community An inquiry into the role of collaboration to strengthen community bonding	Lines of inquiry An inquiry into how different roles and services in a neighbourhood help meet the community's needs An inquiry into how neighbourhoods are organised to support the well-being of their members An inquiry into how maps help us understand and navigate community spaces	Lines of inquiry An inquiry into why animals migrate An inquiry into how animals adapt to different environments An inquiry into how migration affects ecosystems and habitats	Lines of inquiry An inquiry into the structure of Earth and the solar system An inquiry into how Earth's movements affect natural phenomena such as day and night and seasons An inquiry into how humans explore and learn about space	Lines of inquiry An inquiry into the unique features and behaviours of living things An inquiry into how living things inspire us	Lines of inquiry An inquiry into how images can tell stories and communicate ideas An inquiry into the connection between words and images in storytelling An inquiry into how stories can change depending on who is telling them
Specified concepts Causation, Responsibility, Connection	Specified concepts Function, Connection, Perspective	Specified concepts Causation, Change, Connection	Specified concepts Connection, Form, Causation	Specified concepts Form, Perspective	Specified concepts Form, Connection, Perspective
Approaches to learning Social Skills	Approaches to learning Communication	Approaches to learning Thinking	Approaches to learning Research	Approaches to learning Self-Management	Approaches to learning Thinking

ZIS Programme of Inquiry

Grade 2

WHO WE ARE	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES
<p>Central idea The decisions we make and the actions we take can impact our wellbeing</p>	<p>Central idea Water is an essential resource that moves through different systems</p>	<p>Central idea Biodiversity supports the balance of life on Earth</p>	<p>Central idea People exchange goods and services to meet their needs and wants</p>	<p>Central idea Explorers help us learn more about our world and discover new places</p>	<p>Central idea We can use drama and dance to express stories and emotions</p>
<p>Lines of inquiry An inquiry into what it means to have a balanced lifestyle</p> <p>An inquiry into how the choices we make affect our health</p> <p>An inquiry into the different sources of information that help us make choices</p>	<p>Lines of inquiry An inquiry into the stages of the water cycle and how water moves through systems</p> <p>An inquiry into the role of water in sustaining life</p> <p>An inquiry into how people use and conserve water responsibly</p>	<p>Lines of inquiry An inquiry into how biodiversity keeps ecosystems balanced</p> <p>An inquiry into how human actions affect biodiversity</p> <p>An inquiry into our role in protecting biodiversity</p>	<p>Lines of inquiry An inquiry into how goods and services are exchanged to meet people's needs and wants</p> <p>An inquiry into how markets help organise the exchange of goods and services</p> <p>An inquiry into how decisions in markets are based on people's needs and desires</p>	<p>Lines of inquiry An inquiry into why people explore and what makes it difficult</p> <p>An inquiry into how exploration has changed over time</p> <p>An inquiry into how exploration has affected people and places</p>	<p>Lines of inquiry An inquiry into how drama and dance help us express stories and ideas</p> <p>An inquiry into the connection between movement, music, and storytelling</p> <p>An inquiry into how different interpretations of the same story can be expressed through performance</p>
<p>Specified concepts Form, Causation, Perspective</p>	<p>Specified concepts Function, Connection, Responsibility</p>	<p>Specified concepts Connection, Causation, Responsibility</p>	<p>Specified concepts Function, Connection, Causation</p>	<p>Specified concepts Causation, Change, Connection</p>	<p>Specified concepts Function, Connection, Perspective</p>
<p>Approaches to learning Self-management</p>	<p>Approaches to learning Research</p>	<p>Approaches to learning Research</p>	<p>Approaches to learning Social Skills</p>	<p>Approaches to learning Communication</p>	<p>Approaches to learning Thinking</p>

ZIS Programme of Inquiry

Grade 3

WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW WE ORGANISE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE & TIME	SHARING THE PLANET
<p>Central Idea <i>Role models can reflect the beliefs and values of individuals and societies</i></p>	<p>Central Idea Art forms from different cultures help us understand diverse ways of life</p>	<p>Central Idea Leaders organize communities to ensure the well-being of their members</p>	<p>Central Idea Matter exists in different states and can change forms</p>	<p>Central Idea Civilisations shape the world we live in today</p>	<p>Central Idea People can make choices to reduce waste and protect the environment</p>
<p>Lines of inquiry An inquiry into what determines our beliefs and values</p> <p>An inquiry into how and why role models are chosen</p> <p>An inquiry into the influence role models can have</p>	<p>Lines of inquiry An inquiry into how art reflects different cultures and traditions</p> <p>An inquiry into the perspectives that are expressed through cultural art forms</p> <p>An inquiry into how art forms have changed over time</p>	<p>Lines of inquiry An inquiry into the role leaders play in organising communities</p> <p>An inquiry into how leadership decisions impact wellbeing of the community</p> <p>An inquiry into the ways communities organise to make decisions and solve problems</p>	<p>Lines of inquiry An inquiry into the different states of matter and their properties</p> <p>An inquiry into how matter changes from one state to another</p> <p>An inquiry into how we use the properties of matter in everyday life</p>	<p>Lines of inquiry An inquiry into how ancient civilisations influenced the modern world</p> <p>An inquiry into the reasons civilisations rose and fell</p> <p>An inquiry into how we are connected to civilisations through time</p>	<p>Lines of inquiry An inquiry into how waste impacts the environment</p> <p>An inquiry into the choices we make to reduce, reuse, and recycle</p> <p>An inquiry into how reducing waste can lead to positive environmental changes</p>
<p>Specified concepts Causation, perspective</p>	<p>Specified concepts Connection, Perspective, Change</p>	<p>Specified concepts Responsibility, Causation, Function</p>	<p>Specified concepts Change, Function, Form</p>	<p>Specified concepts Change, Causation, Connection</p>	<p>Specified concepts Causation, Responsibility, Change</p>
<p>Approaches to learning Social skills</p>	<p>Approaches to learning Communication</p>	<p>Approaches to learning Communication</p>	<p>Approaches to learning Research</p>	<p>Approaches to learning Thinking</p>	<p>Approaches to learning Self-management</p>

ZIS Programme of Inquiry

Grade 4

WHO WE ARE	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES	SHARING THE PLANET
<p>Central Idea Understanding ourselves can play a pivotal role in shaping relationships</p>	<p>Central Idea Energy plays an important role in shaping the world</p>	<p>Central Idea Transportation systems connect people and places, enabling the movement of goods & services</p>	<p>Central Idea Migration impacts people, communities, and cultures</p>	<p>Central Idea Different media can be used to communicate messages and influence people</p>	<p>Central Idea Equal access to the world's finite resources can provide challenges for the global community</p>
<p>Lines of inquiry</p> <p>An inquiry into developing personal strengths and skills to build a strong sense of self</p> <p>An inquiry into our roles and responsibilities in nurturing positive relationships</p> <p>An inquiry into leadership qualities that support our community</p>	<p>Lines of inquiry</p> <p>An inquiry into the different forms of energy and their characteristics</p> <p>An inquiry into how energy is harnessed, stored, and transformed</p> <p>An inquiry into the role of energy in everyday life</p>	<p>Lines of inquiry</p> <p>An inquiry into the ways transportation systems connect different communities</p> <p>An inquiry into the function of transportation in moving people, goods, and services</p> <p>An inquiry into the impact of transportation systems on people's lives & environment</p>	<p>Lines of inquiry</p> <p>An inquiry into the reasons people migrate</p> <p>An inquiry into the changes that occur because of migration</p> <p>An inquiry into different perspectives on migration from migrants and communities</p>	<p>Lines of inquiry</p> <p>An inquiry into the different forms of media and their purposes</p> <p>An inquiry into how media can influence our thoughts and actions</p> <p>An inquiry into the perspectives communicated through different types of media</p>	<p>Lines of inquiry</p> <p>An inquiry into the differences between renewable and non-renewable resources</p> <p>An inquiry into the factors influencing equitable access to renewable and non-renewable resources</p> <p>An inquiry into the sustainable management and use of resources for future generations</p>
<p>Specified concepts Responsibility, Connection</p>	<p>Specified concepts Function, Form, Connection</p>	<p>Specified concepts Connection, Function, Causation</p>	<p>Specified concepts Causation, Change, Perspective</p>	<p>Specified concepts Form, Function, Perspective</p>	<p>Specified concepts Form, Causation, Responsibility</p>
<p>Approaches to learning Social Skills</p>	<p>Approaches to learning Research</p>	<p>Approaches to learning Research</p>	<p>Approaches to learning Thinking</p>	<p>Approaches to learning Communication</p>	<p>Approaches to learning Self-management</p>

ZIS Programme of Inquiry

Grade 5

WHO WE ARE	HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES	SHARING THE PLANET	HOW WE ORGANISE OURSELVES	WHERE WE ARE IN PLACE & TIME
<p>Central Idea As we progress through life, our bodies, minds, and relationships undergo shifts and changes</p>	<p>Central Idea Scientific principles drive innovation and help us solve problems</p>	<p>Central Idea Expression through various forms of art & communication can inspire change & impact society</p>	<p>Central Idea Together we take action to make our world a better place</p>	<p>Central Idea Global organizations and systems connect people and nations to meet shared needs</p>	<p>Central Idea Inventions and discoveries impact how we live today and shape the future</p>
<p>Lines of inquiry</p> <p>An inquiry into how we can sustain and manage our overall wellbeing</p> <p>An inquiry into the mental, physical & social transformations we undergo during adolescence</p> <p>An inquiry into the resources accessible to us as we develop</p>	<p>Lines of inquiry</p> <p>An inquiry into how scientific principles explain natural phenomena</p> <p>An inquiry into how humans use scientific knowledge to create new technologies</p> <p>An inquiry into how innovation impacts society and the environment</p>	<p>Lines of inquiry</p> <p>An inquiry into how individuals and groups use expression to influence society</p> <p>An inquiry into the ways expression can lead to social or environmental change</p> <p>An inquiry into the responsibility of using our voices to make a positive impact</p>	<p>Lines of inquiry</p> <p>Student groups will co-construct lines of inquiry to drive their Exhibition</p>	<p>Lines of inquiry</p> <p>An inquiry into the role global organisations play in connecting countries & addressing international issues</p> <p>An inquiry into the effects of international trade on communities & economies</p> <p>An inquiry into how countries & global organisations work together to solve shared challenges</p>	<p>Lines of inquiry</p> <p>An inquiry into the reasons inventions and discoveries occur</p> <p>An inquiry into the changes that inventions and discoveries bring to society</p> <p>An inquiry into the perspectives of inventors and how their inventions impact the world</p>
<p>Specified concepts Responsibility, Change</p>	<p>Specified concepts Change, Causation, Function</p>	<p>Specified concepts Perspective, Change, Responsibility</p>	<p>Specified concepts Co-constructed by teacher and students</p>	<p>Specified concepts Connection, Causation, Responsibility</p>	<p>Specified concepts Causation, Change, Perspective</p>
<p>Approaches to learning Social Skills</p>	<p>Approaches to learning Thinking</p>	<p>Approaches to learning Communication</p>	<p>Approaches to learning Co-constructed by teacher and students</p>	<p>Approaches to learning Research</p>	<p>Approaches to learning Research</p>