

Kindergarten at ISB

In line with the recent PYP enhancement, we have designed the PYP at ISB to reflect this and presented the Kindergarten expectation under these headings- Learning and Teaching, The Learner and the Learning Community.

At ISB our aim is to provide the best possible learning experiences for our young students.

As students' progress through the IB programmes they continually build upon and develop their independence, self-confidence and sense of responsibility for their learning, providing them with a learning continuum that prepares them emotionally, socially and intellectually.

The flexibility provided by the IB Primary Years Programme enables teachers to stimulate and develop each student's individual interests. The IB PYP in the Kindergarten acknowledges that young children are constructing their own meaning and provides a framework that provides support for them to be active learners and inquirers, whilst nurturing their basic skills and needs. There is a focus on play, building relationships and learning in the preschool environment.

Learning and Teaching

Research has verified that young children learn through their experiences, through their play and interactions with each other and the environment. Play is essential in supporting children's learning and development.

Play occurs in both indoor and outdoor environments and provides a context for students to feel nurtured, express themselves and satisfy their natural curiosity.

Play in a safe and secure environment allows students to try new things, take risks, solve problems and master learning situations. Teachers can utilise these opportunities to reinforce social aspects such as caring for others, fairness and personal responsibility.

Children are encouraged to work together, become more independent and to make choices relating to their learning. Literacy and numeracy skills are introduced through everyday activities, linked to the Units of Inquiry, or through play, games and songs, relevant to each child's stage of development and interest. Learning should be fun and in Kindergarten our aim is to encourage children's interest and to enable them to progress at their own level and at their own pace.

The Learner

Young children are natural inquirers; they ask questions, explore, gather information, make predictions and come to conclusions in their play and social interactions all day long. It is the natural process of finding out about the world around them.

As an inquiry based programme, activities and play experiences are structured and organized to ensure inquiry and learning can take place.

Teachers pose questions and problems and scaffold learning experiences to challenge the children in their thinking and decision making.

Academic and social learning are integrated; the programme emphasizes increasing levels of self-awareness, social development, physical skills, independence, self-help skills and responsibility. Students learn to communicate and negotiate with other children and adults.

For ISB students this means:

- The child is seen as an active learner and given agency to make choices and lead their own inquiry
- A safe and secure environment where they are able to explore freely
- Supported by dedicated staff who nurture their learning needs, who continually assess and adapt the programme as required
- Exposure to a developmentally appropriate curriculum
- A flexible programme where the children are provided with a wide variety of planned and self-initiated learning opportunities
- Opportunities to move freely between supervised areas including learning centres, activity rooms and the outdoors to maximize experiences
- Opportunities to be involved in small group, individual and class based learning experiences
- Opportunities to participate in activities that stimulate their interests and are appropriate to their individual developmental needs
- The opportunity to socialize and develop skills that support friendships

Our Kindergarten Programme helps children:

- Discover themselves and become confident about who they are
- Think in a variety of ways: through reasoning, imagination and intuition
- Evaluate the things around them
- Develop socially
- Supporting the development of their language and communication skills
- Practice important physical skills
- Make significant discoveries, through careful observation and focused activities

Within the PYP, new activities are regularly introduced to match the interests and abilities of the children. Each unit addresses the core subjects but also offers a wide range of other learning opportunities. Cooperation, creativity, individual initiative and responsibility are always encouraged.

The Learning Community

Our learning community is an inclusive and caring one. We value relationships and build on nurturing a sense of belonging. We partner up with parents and the local community to support our work within and outside our programme of inquiry. We believe the physical, social and emotional well-being of the child is a shared responsibility of the learning community. At ISB, we believe this would form a solid foundation for the development of international mindedness in our children.

K1 Expectations

These expectations are based on the subject specific scope and sequence documents of the International Baccalaureate Organisation. This document outlines the expectations your child will be expected to meet at the end of a particular year level. In consultation with the homeroom/ subject teachers these expectations are to provide a framework for your child's learning.

Units of Inquiry

K2 will study four Units of Inquiry throughout the school year. The Unit of Inquiry encompasses the subject specific areas of Language, Mathematics, Science, Social Studies, Technology, Arts, Personal, Social and Physical Education.

Transdisciplinary Theme	Unit of Inquiry
<p>Where we are in place and time An inquiry into orientation in place and time; our 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.</p>	<p>TOYS Toys we now play with have evolved through time Curriculum focus: Social Studies</p>
<p>Who we are An inquiry into the nature of the self; beliefs and values; of personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>MY FAMILY My family helps me grow and develop in many ways Curriculum focus: Personal, Social and Physical Education</p>
<p>How we express ourselves An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect, extend and enjoy our creativity; our appreciation of aesthetics.</p>	<p>STORIES Stories are a way to communicate thoughts, feelings, experiences and ideas Curriculum focus: The Arts</p>
<p>How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p>PLANTS Plants are important to life Curriculum focus: Science</p>

Language

Language is divided into four strands: Listening and Speaking, Reading, Writing and Viewing and Presenting.

Oral language—listening and speaking

Oral language encompasses all aspects of listening and speaking—skills that are essential for ongoing language development, for learning and for relating to others. Our balanced programme will provide meaningful and well-planned opportunities for learners to participate as listeners as well as speakers. Listening involves more than just hearing sounds. It requires active and conscious attention in order to make sense of what is heard. Purposeful talk enables students to articulate thoughts as they construct and reconstruct meaning to understand the world around them.

At the completion of K1, students show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

In addition to this, the IB also acknowledges that the development of the mother-tongue language is crucial for both cognitive development and maintaining cultural identity.

Conceptual understandings

Spoken words connect us with others.
People listen and speak to share thoughts and feelings.

Written Language- reading

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Conceptual understandings

Illustrations convey meaning
Print conveys meaning
People read for pleasure
Stories can tell about imagined worlds
Printed information can tell about the real world
There are established ways of setting out print and organizing books

Written Language- writing

Children learn to write by writing. Acquiring a set of isolated skills will not turn them into writers. It is only in the process of sharing their ideas in written form that skills are developed, applied and refined to produce increasingly effective written communication.

At the completion of the academic year, students should show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual understandings

Writing conveys meaning

People write to tell about their experiences, ideas and feelings

Everyone can express themselves in writing.

Talking about our stories and pictures helps other people to understand and enjoy them

Visual language—viewing and presenting

Viewing and presenting are fundamental processes that are historically and universally powerful and significant. These processes involve interpreting, using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs.

At the completion of the academic year, students should show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Conceptual understandings

Visual language is all around us

The pictures, images, and symbols in our environment have meaning

We can enjoy and learn from visual language

Mathematics

Mathematics is divided into five interwoven strands: Number, Data Handling, Measurement, Shape and Space and Pattern and Function

Number

Students will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Conceptual understandings

Numbers are a naming system

Numbers can be used in many ways for different purposes in the real world

Numbers are connected to each other through a variety of relationships

Making connections between our experiences with number can help us to develop number sense

Data Handling

Students will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Conceptual understandings

We collect information to make sense of the world around us

Organising objects and events helps us to solve problems

Events in daily life involve chance

Measurement

Students will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Conceptual understandings

Measurement involves comparing objects and events

Objects have attributes that can be measured using non-standard units

Events can be ordered and sequenced

Shape and Space

Students will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Conceptual understandings

Shapes can be described and organized according to their properties

Objects in our immediate environment have a position in space that can be described according to a point of reference

Shapes are classified and named according to their properties

Pattern and Function

Students will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Conceptual understandings

Patterns and sequences occur in everyday situations

Patterns repeat and grow

The Arts

Arts expectations encompass Dance, Drama, Music and Visual Arts and have two strands: Responding and Creating. The responding and creating strands are dynamically linked and this is reinforced through continual reflection upon work throughout the creating process.

Responding

Students show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Creating

Students show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Personal, Social and Physical Education

Personal, Social and Physical Education is divided into three strands: Identity, Active Living and Interaction.

Identity

Students have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. Students demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. They reflect on their experiences in order to inform future learning and to understand themselves better.

Active Living

Students show awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. Students explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. They recognize the need for safe participation when interacting in a range of physical contexts.

Interaction

Students interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. They interact with, and demonstrate care for, local environments.