

## 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.

## K2 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><b>Who we are</b></p> <p>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><b>FRIENDSHIPS</b></p> <p>The choices people make affect their health and well-being</p> <p><b>Curriculum focus:</b> Personal, Social and Physical Education</p>
<p><b>How we organize ourselves</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations nature and its value; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>TRANSPORTATION</b></p> <p>Transportation has a large impact on a community.</p> <p><b>Curriculum focus:</b> Social Studies</p>
<p><b>How we express ourselves</b></p> <p>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><b>MUSIC AND DANCE</b></p> <p>People around the world use music and dance to express themselves.</p> <p><b>Curriculum focus:</b> The Arts</p>
<p><b>How the world works</b></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact scientific and technological advances on society and on the environment.</p>	<p><b>LIFE CYCLES</b></p> <p>All living things go through a process of change.</p> <p><b>Curriculum focus:</b> 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 programme will provide meaningful and well-planned opportunities for students 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 the academic year, students show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

#### Conceptual understandings

People listen and speak to share thoughts and feelings  
 People ask questions to learn from others  
 The sounds of language are a symbolic way of representing ideas and objects

### Written Language- reading

Children learn to read by reading. In order to develop lifelong reading habits, students need to have extended periods of time to read for pleasure, interest, and information, experiencing an extensive range of quality fiction and non-fiction texts. As students engage with interesting and appealing texts, appropriate to their experiences and developmental phase, they acquire the skills, strategies and conceptual understanding necessary to become competent, motivated, independent readers.

At the completion of the academic year, students should show an understanding that language could be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

#### 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  
 The sounds of spoken language can be represented visually  
 Written language works differently from spoken language

### 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 means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

#### **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 identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

#### **Conceptual understandings**

We can enjoy and learn from visual language

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

People use static and moving images to communicate ideas and information

## Mathematics

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

### Number

Students will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Students will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

#### 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

Number operations can be modelled in a variety of ways

The operations of addition and subtraction are related to each other and used to process information to solve problems

### Data Handling

Students will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The students will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

#### Conceptual understandings

Information can be expressed as organised and structured data

Objects and events can be organised in different ways

Some events in daily life are more likely to happen than others

### Measurement

Students will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements; particular tools allow us to measure and describe attributes of objects and events with more accuracy. Students will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

#### Conceptual understandings

Standard units allow us to have a common language to identify, compare, order and sequence objects and events

We use tools to measure the attributes of objects and events

Estimation allows us to measure with different levels of accuracy

### Shape and Space

Students will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Students will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions 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 whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, students will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

#### **Conceptual understandings**

Patterns and sequences occur in everyday situations

Patterns repeat and grow

Whole numbers exhibit patterns and have relationships that can be observed and described

## 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.