

International School of Kenya



**Parent Guide
to the
ISK Curriculum**

**PRE - KINDERGARTEN
“ALL ABOUT ME”**

International School of Kenya

ISK Mission:

ISK inspires and nurtures passion, creativity and ambition in pursuit of a better world.

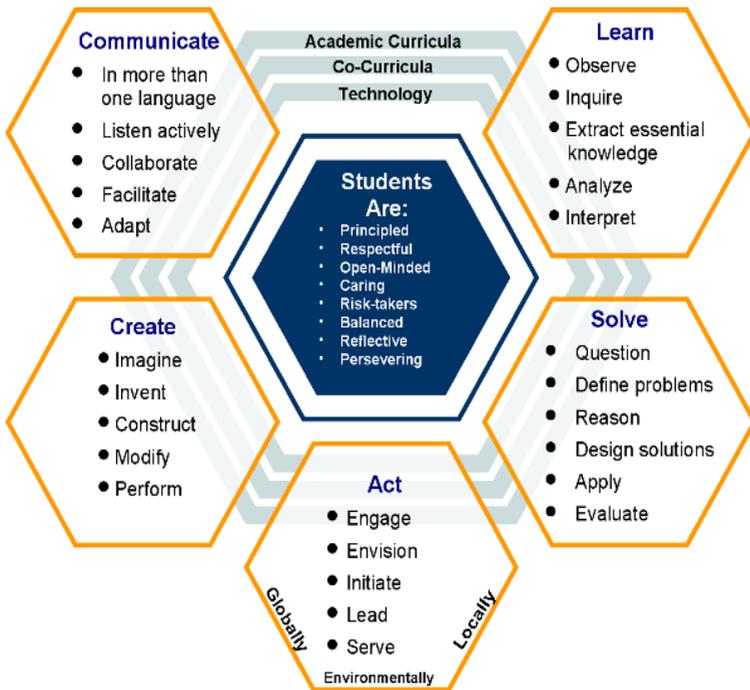
ISK Vision:

“Empowering students to create solutions for tomorrow’s challenges”

Educational AIMS:

We strive to develop students of character who learn, create, act and solve in a collaborative and engaging environment.

students of character who:





Communication

The home-school connection is of vital importance to a student's success. Parents are welcome to contact their child's teachers or the elementary office at any time to set up an appointment.

The following publications will provide parents with information about what is happening at ISK:

- The Link: A monthly school wide publication outlining all the major events on campus
- ES Handbook: The handbook outlines all of the policies and procedures related to life in the elementary school (e.g. bus service, canteen service, behaviour expectations, absence policies, etc.)
- Class Moodle sites: Each teacher maintains a website with updated information about what is happening in the class. These pages are accessed via the ISK homepage. Your child's teacher will provide additional access information.
- Curriculum OnLine: Access to curriculum documents is available on the ISK website (Homepage - Learning - Academics - Curriculum OnLine)

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ES Principal:	Extension 111
ES Counselor:	Extension 115/116
Registrar:	Extension 323
Director of Teaching and Learning:	Extension 322



Elementary School Curriculum Overview

ISK's Elementary School is dedicated to providing a challenging learning environment which is child-centered and well-balanced in order to develop the whole child. Our school is a center of inquiry, creativity and joyful learning.

In PK, the **curriculum** consists of core subjects (Language Arts, Mathematics, Social Studies and Science) combined with a specialist program (PE, Music, Guidance, Library and Technology Integration) All curricular areas address the key strands of early childhood education: social/emotional, physical and cognitive development. Field trips are scheduled to coordinate with the curricular area being studied.

Assessment of student learning is a continuous process involving students, teachers and parents. Teachers and students work together to set learning goals. Teachers provide frequent, specific feedback in order to help students meet those goals.

Student progress is reported to parents regularly throughout the year. Semester reports are sent to parents and scheduled parent/teacher conferences take place in the first semester. Student-led conferences occur in the second semester and your child will share his/her progress towards the learning goals through their portfolios. Each component of assessment should be viewed as part of a whole, which provides comprehensive information about your child's academic progress, personal and social skills and work/study habits.

The elementary school also features a growing age-appropriate **service learning program**. The aim of this program is to develop students who are confident and competent in contributing to and learning from their community. The program provides meaningful opportunities for students to cultivate both personal and community growth, while building recognition of human interdependence.

At ISK, parents join with caring, experienced professionals in forming a strong partnership that makes each child's learning – academic and social – the focus of everything that we do.



The Early Childhood Program

The Early Childhood Program at ISK includes the Pre-Kindergarten program and the Kindergarten program.

Early Childhood Philosophy

We believe that through a child's natural curiosity and an inquiry-based approach, the ISK Early Childhood program provides children with the building blocks for a lifelong love of learning.

Early Childhood Learning Strands

The following strands are woven throughout the Early Childhood program:

Social/Emotional Development: Children learn values and behaviors acceptable in society which include:

- o Empathy
- o Managing emotions
- o Motivation
- o Social skills
- o Self awareness

Physical Development: Gross (large muscle) and fine (small muscle) motor skills.

Gross motor objectives include:

- o Developing and refining basic locomotor skills
- o Developing spatial awareness in relation to self, others and the environment

Fine motor objectives include:

- o Developing and refining fine muscle control
- o Developing and refining basic eye-hand coordination

Cognitive Development: Children listen, inquire, think and apply what they learn.

Cognitive development includes:

- o Language and literacy
- o Numeracy
- o Sciences
- o Creative Arts



Literacy and Language

There is a strong literacy connection that is embedded in all areas of the curriculum. Students develop reading, writing, and communication skills in all areas of study. Within a language rich environment, students begin and continue to develop effective reading, writing, listening and speaking skills.

- **Reading** (shared reading, read alouds)
- **Writing** (letter formation, invented spelling, journal writing)
- **Imaginative Play**
- **Listening and Speaking**

Mathematics



The focus in the primary grades is on building a strong mathematical foundation for all students. The ISK mathematics program requires students to persevere as they engage in rich, authentic tasks where they must reason, make sense of, and apply mathematical concepts.

Features of the Pre- Kindergarten Mathematics program:

Major topics covered include:

- * One-to-one number correspondence
- * Counting
- * Reading and writing numbers
- * 2D Shapes
- * Patterns
- * Positional
- * Sequencing

Integrated Units of Learning



In PK, learning in all areas is centred around big ideas that are universal to all children. These units combine literacy, language, maths, social studies, science, social skills, physical development and the creative arts. These units are designed to engage students' natural curiosity. These units of exploration foster students' ability to create their own learning and solutions. All units are centered around an 'enduring understanding' or "big idea."

Language development is the foundation to learning in all areas. A language-rich environment and a multitude of sensory opportunities are a daily part of children's exploration in PK.

Social Studies concepts are woven into the following strands celebrating how we are the same and how we are different: *Social Organization, Culture and Heritage, Place and Environment, Time/Continuity and Change, and Resources and Economics.*

Science concepts are embedded in children's natural curiosity about their world. These concepts are woven into the following strands: *Life Sciences, Physical Sciences, Earth and Space, and Environmental Science.*

Pre - Kindergarten Units of Learning

- * All About Me
School Routines, Senses, Feelings
- * Celebrations
- * Minibeasts
Forces and Motion, Growing and Changing
- * People Who Help Us
Safety, Healthy food, Classification, Non-fiction texts
- * Kenya
Places, People, Language, Animals and conservation

Assessment is based on students' participation in activities and their ability to communicate their understanding of new concepts.

Special Classes



Physical Education PE classes focus on age appropriate activities, games, skills, and sports in order to enhance students' physical, social, and emotional development. Good sportsmanship, fair play, doing one's best, and respect for self and others are key components of the program. The swimming program focuses on comfort and safety in the water and stroke development. Students attend two classes of PE and one class of swimming each week. Students need: a PE uniform, sport shoes, hat, water bottle, swimsuit, towel, swim bag, and goggles.



Music The Elementary Music program provides students with a multitude of opportunities to experience the many forms of music. Classroom activities include: listening, singing alone and with others, playing tuned and untuned percussion instruments and creative movement/dance. The students get to experience music from all parts of the world. Students attend music class once



Technology Technology is regularly integrated into the curriculum as well as the learning process. Classroom teachers and the Tech Integration Facilitator plan ways to develop students' skills using technology while also challenging their design thinking capacity and supporting their passions and

Assessment in special classes based on individual grade level curricula.

Students receive an effort and an achievement grade in these classes.



Library The goal in the library is to enable students to become lifelong readers and learners. In addition to choosing books, students learn about libraries (how they are organized and how they are used) and listen to a variety of types of literature. Students attend library class once a week and need to bring a library bag, as well as their book, each time.



Guidance The ES counselor works with teachers, students and parents to address academic, social and behavioural needs of the students. Guidance lessons take place every week.