

Kindergarten 2

2018 - 2019

A Curriculum Overview
ELC International School



Welcome to ELC Family of International Schools

ELC Family of International Schools, established in 1980, is an international school group catering to children aged 18 months to 11 years of age.

It is comprised of four schools. Our toddler centres, The Purple Elephant at 39, The Purple Elephant at 49 and The Purple Elephant at 55/8, provide an educational programme for 18-month-old to 3 year old children. Many of these children continue to ELC International City School, which provides an educational programme for children aged 3 to 11 years old. The Country School, also referred to as 'Samakee', located near ISB (The International School of Bangkok), provides an early years programme for children 2 to 5 years.

ELC Family of International Schools' curricular goals are taken from the Ontario (Canada) curriculum, and also align with the goals of the British National curriculum. However, the Reggio Emilia philosophy impacts significantly on our teaching practice and the way in which children experience learning.

Children engage in an environment that is aesthetically beautiful and inspiring, yet not over stimulating or distracting. Children are supported in discovering learning through exploration, and expressing their thoughts and understanding through many expressive languages beyond the spoken. Questioning, theorising and experiencing mistakes throughout this learning process is encouraged. Collaboration between children and their peers and teachers rests on all children being respected and regarded as competent and creative members of the school community.



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Learning in this way takes an integrated approach so that concept development is experienced in a meaningful way rather than in isolation. In order to achieve this integration, our curriculum is largely taught through exploring a topic or concept over time, sometimes days, other times several weeks or months, as a project. Project integrates concepts from all the curricular disciplines and evolves over the course of the year in response to both the children's ideas and curiosity and to the demands of the curriculum. Concepts from all the disciplines are also taught explicitly and through an inquiry approach when not taught via the Project. In this way, the curricular objectives are met, through the Project, explicit teaching and an inquiry-rich programme.

ELC International School provides a rich learning opportunity for children, parents and teachers. We invite you to take the time to familiarize yourself with the ELC International School Mission Statement, Philosophy and Objectives, the Expected Schoolwide Learning Results (ESLR) and the curricular goals for each discipline on the following pages.

Welcome to ELC International School; we look forward to sharing in these learning experiences with you and your child.



MISSION STATEMENT

*We are a multicultural family of children, parents and teachers striving to develop a community of **lifelong learners**. At ELC International School we are dedicated to providing a child centered environment respecting the diversity of children and the uniqueness of each child. We are committed to developing academically competent, creative and articulate individuals who contribute to a broader social community.*

Definitions of keywords:

lifelong learner - an individual who is intrinsically motivated to ask questions about the world around them and pursue his or her ongoing curiosity

multicultural family of children - a culturally and ethnically diverse group of learners working together within everyday activities and experiences

child centred environment - spaces that provides children engagement in purposeful and intentional provocations that develop and deepen a child's interest and understanding of the world around them

academically competent - thinks logically, creatively and critically to develop conceptual understanding

creative - unique and different thinking to discover knowledge and develop critical attitudes

articulate - able to express his or her understanding fluently and coherently, by using any number of expressive languages

broader social community - the relationships between children, parents and teachers with diverse cultural identities



PHILOSOPHY

ELC International School is inspired by the Reggio Emilia Philosophy.

The 'Image of the Child' as competent, powerful, and full of potential is one of the main pillars of our philosophy. This approach is committed to the creation of conditions for learning that will enhance and facilitate the child's construction of his or her powers of thinking through the synthesis of all the expressive, communicative and cognitive languages. We maintain that every child is born with many languages of life, and that these languages are interactive by nature. The process of learning in each discipline is enhanced not only by using the language specific to the discipline but also by using many other languages from other disciplines. We believe that every child is equipped with the exploratory and perceptive abilities to organize information and sensations, and to seek out exchange and reciprocity.

Our core belief centres on relationships between children and between the child, the teacher and the parents. Through ongoing communication and documentation, the children see themselves as part of an interactive world where they work together with their parents and teachers to build a rich and meaningful community of inquiry. Relationships are strengthened through the collaborative process. Parents take on a new and more involved approach to their children's' school experiences and children see their parents at ease within the school, completely aware of everything that is happening in their daily lives.

Documentation is also an integral component of our philosophy. Documentation facilitates reflection, questioning, hypothesizing and the opening of dialogue, not only between children and their teachers, but for parents as well. Through documentation, learning is made visible.

While each child is valued for their individuality, deeper understanding and learning develops within a social context, and to this end, the classroom environment fosters interaction among small groups of children. Within this framework, the child becomes the listener and the narrator, the critic and the advocate, the leader and the follower, the teacher and the learner, regardless of whether the task at hand is individual or collaborative in nature.

Active listening is inspired through intellectual curiosity, empathy and introspection. We define listening as an active verb, which involves giving an interpretation, giving meaning to the message and value to those who offer it.

At ELC International School we believe that the creation of a beautiful physical environment supports teaching and learning and to this end, the environment takes on a highly significant role. A rich environment becomes more than a place; it can be a message regarding values and the importance of relationships in learning and in so being, becomes the third teacher.

In accordance with the United Nations Declaration of Rights, the ELC International School respects the right of every child to be educated, regardless of race, religion, ethnicity, creed, or language. We further adhere to other articles set forth by the United Nations, 'Convention of the Rights of the Child' in the areas that are applicable to the lives of the children in attendance at the school.



ELC International School: OBJECTIVES

Through our philosophy and 'The Image of the Child' as competent, powerful and full of potential, ELC International School will endeavour to:

- provide an aesthetically beautiful environment that evokes a sense of wonder and is a place for discovery and exploration, thereby becoming the 'third' teacher
 - We will know that we have provided an environment that has become "the third teacher" when... it is referenced within visible documentation as a tool used for the children's discoveries and exploration, particularly during opportunities based on evoking a sense of wonder.
- provide an intellectually stimulating and challenging learning environment which encourages mental growth, free communication of ideas and skills and the search for truth and knowledge through creativity and exploration
 - We will know that we have provided an intellectually stimulating and challenging environment when... it is referenced within visible documentation as a tool used for the children's discoveries and exploration, particularly during skill based activities.
- provide an environment where children are encouraged to elaborate their theories through 'The Hundred Languages'
 - We will know that we have provided an environment where children are encouraged to elaborate their theories through 'The Hundred Languages' when... a variety of means have been offered in any given classroom on a regular basis.
- provide an environment where children are able to co-construct together and be challenged to reach their full potential
 - We will know that we have provided an environment where children are able to co-construct together and be challenged to reach their full potential when children are visibly interacting and documented in group work that is open ended to challenge each child
- provide an environment that respects the individuality of children and develops an awareness of the value of working together in groups
 - We will know that we have provided an environment that respects the individuality of children and develops an awareness of the value of working together in groups when spaces are visible for individual as well as group work
- provide documentation for children, teachers and parents making learning visible and enabling all to understand the different languages the children use to express their theories and their understanding of the world

- We will know that we have provided documentation for children, teachers and parents making learning visible and enabling all to understand the different languages the children use to express their theories and their understanding of the world when physical documentation is evident in the classrooms and is provided for future reference via digital means for children and parents
- develop and nurture in each child an appreciation for and an understanding of cultural, social, scientific and aesthetic ideas through 'The one hundred languages' reinforcing core ethical values by emphasizing personal and social responsibility
 - We will know that we have developed and nurtured in each child an appreciation for and an understanding of cultural, social, scientific and aesthetic ideas through 'The one hundred languages' reinforcing core ethical values by emphasizing personal and social responsibility when documented and visible project experiences, including transcripts of discussions, demonstrate an array of 'languages' being used for learning across disciplines
- provide an all encompassing physical and health education program which will inspire children to recognize and be guided by healthy lifestyle choices
 - We will know that we have provided an all-encompassing, physical and health education program which will inspire children to recognise and be guided by healthy lifestyle choices when we can see children independently choosing to be active during outside playtime and when making healthy dietary choices during snack and lunchtime.
- provide a learning community built on a range of model relationships between children, teachers and parents whereby the children come to view the world as an interactive, multicultural place where people truly help one another; to further the culture of the children by developing projects where children, teachers and parents work in harmony to sustain this objective with respect to the identity of each child
 - We will know that we have provided a learning community built on a range of model relationships between children, teachers, and parents whereby the children come to view the world as an interactive, multicultural place where people truly help one another; to further the culture of the children by developing projects where children, teachers, and parents, work in harmony to sustain this objective with respect to the identity of each child when, whole-class, small group, and one-on-one discussions are visible through documentation.
- encourage children to think logically, critically and independently in order to become responsible participants in society
 - We will know that we have encouraged children to think logically, critically and independently in order to become responsible participants in society when they are observed interacting, both socially and academically, with a range of children, such as during Student Council initiatives.
- present communication as a two way process where speaking and listening are equally active
 - We will know that we have presented communication as a two way process where speaking and listening are equally active when both skills are equally addressed within the reporting process.
- provide opportunities for children to understand, appreciate and develop sensitivity for all cultures, genders, ethnicities and abilities
 - We will know that we have provided opportunities for children to understand, appreciate, and develop sensitivity for all cultures, genders, ethnicities and abilities when differences are recognized and celebrated through whole-school events such as International Day, Thai cultural events, as well as day-to-day classroom experiences where intentional grouping of children demonstrates appreciation for diversity.
- provide a nurturing environment where 'Children with Special Rights'* are valued and respected for their contribution to the school community



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- o We will know that we have provided a nurturing environment where 'Children with Special Rights' are valued and respected for their contribution to the school community when they are equally represented within visible documentation.

*Special Rights' refers to children along the spectrum of learning differences and includes children who are challenged and/or gifted

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR)

ESLR represent the overall skills and attributes we believe students should develop over the course of their experience at ELC International School. To that end, teachers at each year level and in every subject area align curriculum and lesson plans to help prepare children to:

- Develop knowledge through creative and collaborative exploration to reach their full potential
- Demonstrate developmental competency in reading, writing, mathematics, sciences and other disciplines
- Explore and understand issues from multiple viewpoints
- Create, implement and self-assess original ideas
- Express their theories through a variety of mediums
- Apply knowledge and learning strategies to real world situations
- Actively listen and communicate equally
- Think logically, critically and independently in order to become responsible members of society
- Respect the individuality of self and others, regardless of culture, gender, ethnicity and ability
- Appreciate and develop a sense of responsibility for their environment
- Practise healthy lifestyle choices
- Practise core ethical values by emphasizing personal and social responsibility
- Develop a multitude of relationships which lead to an understanding of a sense of community
- Value and respect all members of the community with special rights for their contribution to the school community



WHAT IS A PROJECT?

Projects supports the core tenets of our philosophy:

- The 'Image of the Child' as competent, powerful, and full of potential
- The fostering of relationships between children and between the child, the teacher and the families
- Documentation which facilitates reflection, questioning, hypothesizing and the opening of dialogue, helping to make the children's learning visible



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- Collaborative work, where children are individuals within a social context, working together to create a deeper meaning.
- Active listening is inspired through intellectual curiosity, empathy and introspection
- An aesthetically beautiful physical environment that supports teaching and learning, becoming a message regarding values and the importance of relationships in learning and in so being, becomes the third teacher.

Projects are in-depth explorations of varying lengths that revolve around key concepts of contemporary topics. Each year level begins with an overarching concept. Teachers, in collaboration with their administrators, year level co-teachers, the Project Coordinator, the Atelieristas (Visual and Performing Arts and Digital Media teachers) and the Pedagogical Consultant, determine the direction the children in their class take in their exploration of the topic or concept.

The overarching topics help teachers have a project focus which will lend itself more easily to the integration of the children's ideas, observations, theories and points of curiosity with the curricular objectives of their year level. Each semester, and indeed each year, though the overarching topic remains the same, the project per year level and per class varies significantly in response to the particular group of children in each class.

The overarching topics or concepts are broad by design to allow for an exploration that lends itself to the integration of curricular objectives from a variety of disciplines, and also provides the children with a rich and meaningful project, one with depth, drawing from both rational and creative ways of thinking.

The exploration usually begins through a discussion between the teacher and the class or with small groups of children, where the teacher asks questions that stimulate children's thinking about a particular concept. Sometimes the teacher will also create a provocation to evoke the children's responses. By listening to the children's ideas, observations, theories and points of curiosity, the teacher, in collaboration with the project team, will begin to develop an idea of a project that will provide for a rich and in-depth learning experience, integrating the children's thinking with curricular concepts and objectives.

Projects are a process for teachers and children alike, a process where the teachers and children co-construct learning. For teachers (in collaboration with their project teaching team), listening to the children, reflecting on their ideas while considering the curricular objectives, deciding how to best provide learning experiences that integrate the children's ideas with curricular objectives in a rich manner, and continually observing interactions between the children and the provocations guide the learning.

For the children (in collaboration with each other and their teachers), it is a process of discussing, listening, observing, developing and sharing hypotheses and ideas, interacting with provocations, problem solving, reflecting on their learning, refining their theories, and revisiting provocations to construct knowledge.

In-depth projects helps children to develop effective questioning skills, problem-solving skills, collaborative skills and fosters their creativity, to understand not only the what, but the why and how as well, to make sense of the world around them.

THE ELC INTERNATIONAL SCHOOL ATELIERS

The ELC International School includes the Kindergarten Atelier, the Atelier of Light, the Atelier of Expressive Languages, the Media Atelier of Communication, Atelier of Nature, Theatre of the Imagination, the Atelier of Expressive Languages, the Atelier of Humanistic Mathematics and the Atelier of Physics. These ateliers have been designed to support our interdisciplinary project approach to learning by offering spaces that foster creativity, collaboration, small group-focused exploration, and interaction between teachers, children and a variety of media.



Connecting expressive languages, technology, mathematics, nature and science offers children the possibility to explore, investigate, hypothesize and share understanding of concepts and phenomena using both digital and traditional languages such as photography, sound, clay, wire, paper, light and shadow.

Teachers work with our project co-ordinators and our Reggio Emilia consultant, Giovanni Piazza, to consciously create opportunities for individuals and groups to co-construct knowledge combining the real with the virtual, the cognitive with the imaginative, maintaining the complexity in the process of learning.

K2 BELONGING AND CONTRIBUTING

OVERVIEW

The deepest language of all ... is the language of relationships. It goes much deeper than more easily measured skills like logical thinking and problem solving. Learning is about making relationships, and this is the language that enables us to absorb information and process it at a deep level.

(Fraser, 2012, p. 304)

Through connection-building interactions with educators, children develop meaningful relationships that help foster a positive sense of self and a sense of belonging and contributing. Developing a sense of belonging and contributing through relationships is tied closely to children's emotional development and ability to self-regulate.

Educators nurture children's emotional development – their development of a sense of identity, positive self-concept, self-reliance, and ability to self-regulate – by creating a warm and responsive environment that contributes to children's ability to experience success.

Through a variety of experiences in which they are supported in demonstrating their competence, children further develop the capacity to understand their own emotions and to express them with consideration and respect for others, to delay gratification, and to adapt their responses. They recognize their uniqueness and their ability to make significant contributions.

As they develop self-confidence, children become more receptive to relating to others and take pleasure in learning new skills. Children need regular opportunities throughout the day to learn and value the interpersonal skills required to communicate and cooperate with others.

A young child's environment of relationships plays an important role in the development of executive capacities [self regulation]. Environments that foster executive functioning are characterized by adult-child relationships (both within and outside the home) that guide children from complete dependence on adult support to gradual assumption of the "executive" role for themselves.

(Center on the Developing Child at Harvard University, 2011, p. 6)

Educators support children's development of emotional maturity and social competence in various ways – for example, by documenting the children's strategies for navigating social situations, by modelling problem solving and alternative ways of managing conflict, and by affirming positive choices.

They provide the scaffolding that individual children need as they learn to self-regulate, with the understanding that children's ability to regulate emotions varies from individual to individual – for example, that there are differences in children's emotional reaction times and in the duration and intensity of their emotional responses.

Our educators use their understanding of self-regulation to become attuned to individual differences in children.



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When educators pay attention to differences in individual children's ability to manage incoming sensory stimulation and challenges, for example, they are better able to establish nurturing relationships with the children.

Similarly, educators are attuned to cultural differences in the expression of emotion. At home, children learn when to express emotions, and how – for example, through gestures or facial expressions, by making eye contact or avoiding it. By being attuned and responsive to these differences, educators are better able to support the children's development of a positive sense of self, and to help strengthen their capacity for developing relationships and for learning.

OVERALL EXPECTATIONS

1. Overall Expectation: Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

- Communication has the power to influence and encourage change.
- We learn about the world, others, and ourselves through listening.
- The ways in which people communicate are diverse and are influenced by their background experiences.
- Knowledge is socially constructed – created by people learning, working and investigating together – and can be shared.
- Communication includes non-verbal behaviours and gesturing. We can experiment with words to achieve intended effects.
- Oral language is the basis for literacy, thinking, and relating in all languages.

2. Overall Expectation: identify and use social skills in play and other contexts

- People develop skills to help negotiate social relationships in a variety of contexts.
- My words and actions can affect others.
- People can have differing points of view.
- I am responsible for my choices and actions.
- I can use language to negotiate and express thoughts.
- Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.

3. Overall Expectation: demonstrate an ability to use problem -solving skills in a variety of contexts, including social contexts

- We can use our problem-solving skills in social situations.
- There are many ways to solve a problem.
- I can think about and adapt my actions, depending on the context.
- We make choices and decisions when solving problems.
- Problems can provide an interesting challenge.
- Problems can have many solutions.
- There are many kinds of relationships.
- Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.

4. Overall Expectation: demonstrate an understanding of diversity among individuals and families within schools and the wider community



- It is essential for us all to honour and understand diverse cultural, linguistic, and personal preferences.
- I am a member of a community. Some people in the community are the same as me and some are different from me.
- I can have many roles in the community.
- We are learning that all persons have value and that we can benefit from accepting and welcoming individual differences.

5. Overall Expectation: communicate their thoughts and feelings, and their theories and ideas, through various art forms

- There are many ways to communicate thinking, theories, ideas, and feelings.
- The arts provide a natural vehicle through which we can explore and express ourselves in a variety of creative ways.
- We can discover and interpret the world around us through the arts.
- We develop our ability to communicate through our engagement in imaginative and innovative thought and action.
- Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.

6. Overall Expectation: demonstrate a sense of identity and a positive self-image

- It is essential for us to honour every person's uniqueness.
- We learn about our strengths and come to understand how we belong and how we can contribute.
- We can contribute our unique knowledge when we engage with others.
- We learn adaptive, management, and coping skills, and practise communication and critical thinking skills, in order to learn how to build relationships.
- It is important to pay attention to, and share, various different perspectives.

7. Overall Expectation: develop an appreciation of the multiple perspectives encountered within groups, and of ways in which they themselves can contribute to groups and to group well-being

- Everyone needs to have a sense of belonging.
- We all need to be heard and have a voice in the groups to which we belong.
- It is important for all of us to listen to and consider the diverse viewpoints expressed in the groups to which we belong.
- We make different contributions to groups in different contexts.
- The norms and customs that govern our behaviour may be different in different groups.

8. Overall Expectation: recognise bias in ideas and develop the self-confidence to stand up for themselves and others against prejudice and discrimination

- Culture and society influence our opinions, biases, and beliefs.
- Everyone has the right to feel safe, comfortable, and accepted.
- Respect, empathy, and a sense of fairness are essential to ensuring that everyone feels safe, comfortable, and accepted.
- Self-confidence develops in many ways. Trusting relationships with others, safe environments, respect, and having a healthy lifestyle all contribute to the development of self-confidence.
- It takes courage to stand up for what you believe in.

9. Overall Expectation: demonstrate an awareness of their surroundings



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- Everything in our daily lives is connected.
- Communities support people in different ways.
- People contribute to their communities in different ways.
- All aspects of a community are connected and interrelated.
- People have the capacity to feel a sense of wonder about the world

10. Overall Expectation: demonstrate an understanding of the natural world and the need to care for and respect the environment

- People and the natural world are interdependent.
- Our actions can make a difference in the world.
- We have a responsibility to understand and care for the natural world.
- People have the capacity to feel a sense of wonder about the world.
- We are learning that our actions and choices can affect nature and the environment.

11. Overall Expectation: demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts

- In socio-dramatic play and in dance, we can imagine, represent, retell, and create.
- I can create and communicate using dance and drama, music, and drawing and painting and sculpting.
- I can use visual representation to show what I'm thinking in various ways – I can capture a memory, describe, imagine, negotiate, and show a procedure.
- Engaging in socio-dramatic play, dance, music, and visual arts fosters children's imagination, helps develop empathy, builds self-esteem, and promotes the development of relationships, all while enabling children to experience a sense of accomplishment.

12. Overall Expectation: demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts

- We can convey thoughts, ideas, and feelings or emotions in many different ways by moving our bodies, role-playing, making music, and making pictures or sculptures or other art works.
- We can create sounds in many ways, then play with different sounds and rhythms to create music.
- We can use many different materials to create visual representations, and we can communicate so many different ideas and emotions.
- Role-playing in made-up contexts or scenarios can help us understand particular situations, texts, ideas, and stories.
- Stories, actions, and symbolic representations can be created in a dance, or through movement, or in socio-dramatic play.
- Music can make us think and feel in different ways and it helps us develop our thinking and communication

K2 SELF-REGULATION AND WELL-BEING

OVERVIEW

This frame encompasses children's learning and development with respect to:



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- their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others;
- regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning;
- their physical and mental health and wellness.
- the interrelatedness of children's self-awareness, sense of self, an ability to self-regulate;
- the role of the learning environment in helping children to be calm, focused, and alert so they are better able to learn.

What children learn in connection with this frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.

Their own emotions, attention, and behaviour – allows them to develop the emotional well-being and the habits of mind, such as persistence and curiosity, that are essential for early learning and that set the stage for lifelong learning.

Self-regulation involves attention skills, working memory, and cognitive flexibility – qualities that provide the underpinning for essential skills needed throughout life, such as planning and problem-solving skills (Pascal, 2009a, p. 4). Self-regulation skills also allow children to have positive social interactions and help establish constructive patterns of behaviour that will be useful to them throughout their lives (Ponitz et al., 2009).

Research has shown that the ability to self-regulate is essential to the development of learning skills and work habits (Baumeister & Vohs, 2011), which are critically important to student success throughout the grades. Dr Shanker outlines the development of self-regulation in five domains;

Biological: “Biological (or physiological) self-regulation” refers to the ability to manage responses that are governed by the nervous system and affect level of energy or “stage of arousal”, on a continuum from sleep or drowsiness, through being calmly focused and alert, to being overstimulated or “flooded”. Self-regulation in this domain can be described as the ability to “attain, maintain and change one’s level of energy to match the demands of a task or situation” (Shanker, 2013b, p. xiii, citing Baumeister & Vohs, 2011). Responses that affect level of energy vary widely from person to person and from situation to situation. For example, some children may be overwhelmed by a level of sensory input, be it auditory, visual, or related to touch or the proximity of others, that would not disturb most other children. Some children may be extremely sensitive to noise (e.g., buzzers or bells); others may find it difficult to sit for longer than a few minutes. Behaviours such as humming or chewing things, fidgeting (e.g., tapping, jigglng), or constantly moving may indicate that the child is trying to remain or become calm, alert, and focused – in other words, that the child is attempting to self-regulate.

Emotional: “Emotional self-regulation” refers to the ability to monitor and modify intense emotional responses, feelings, and moods. For example, children self-regulate when they are able to recover from feelings of embarrassment, disappointment, hurt, anger, or frustration and carry on with confidence and a positive disposition.

Cognitive: “Cognitive self-regulation” refers to the ability to monitor and modify behaviour related to mental processes such as memory, attention, the acquisition and retention of information, and problem solving. For example, children self-regulate when they are able to focus, sustain, and then switch their attention; sequence their thoughts; and ignore distractions.

Social: “Social self-regulation” refers to the ability to recognize, understand, assess, and act on social cues – in other words, to engage in and sustain social interactions. For example, children demonstrate social self-regulation when they respond appropriately to cues communicated through facial expression or tone of voice and when they play



cooperatively with others.

Prosocial: “Prosocial self-regulation” refers to the ability to empathize with others and to demonstrate behaviours that lead “toward positive social activities” (Bronson, 2000, p. 86), including making friends and helping others. Prosocial self-regulation involves an ability to self-regulate in the other four domains. For example, a child who attends to another child who has fallen and hurt himself demonstrates *cognitive* self-regulation (in recognizing the urgency of, and shifting attention to an external event); *biological* and *emotional* self-regulation (in remaining calm enough to attend to the hurt child); and *social* self-regulation (in recognizing and understanding that a friend needs help and comfort) in addition to *prosocial* regulation (in acting on feelings of empathy and the desire to help a friend).

Biological, emotional, cognitive, social and pro-social regulation and the ability to communicate with others are foundational to all forms of learning and have shown to be best developed in play-based environments.

OVERALL EXPECTATIONS

1. Overall Expectation: Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

- Communication has the power to influence and encourage change.
- We learn about the world, others, and ourselves through listening.
- The ways in which people communicate are diverse and are influenced by their background experiences
- Communication includes non-verbal behaviours and gesturing. We can experiment with words to achieve intended effects.
- Oral language is the basis for literacy, thinking, and relating in all languages.

2. Overall Expectation: Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours

- We are responsible for our own choices and decisions.
- Everyone wants to be calm, focused, and alert.
- We each need different strategies, environments, and support to be calm, focused, and alert.
- We need to learn about strategies and environmental factors that can help us self-regulate.
- We can learn how to adapt our behaviour to suit a variety of social circumstances, including the customs of different groups of people.

3. Overall Expectation: Identify and use social skills in play and other contexts

- People develop skills to help negotiate social relationships in a variety of contexts.
- My words and actions can affect others.
- People can have differing points of view.
- I am responsible for my choices and actions.
- I can use language to negotiate and express thoughts.
- Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.



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4. Overall Expectation: Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts

- We use our problem-solving skills in social situations.
- There are many ways to solve a problem.
- I can think about and adapt my actions to suit the context.
- I can leave and then return to paying attention.
- We make choices and decisions when solving problems.
- Problems can provide an interesting challenge.
- Problems can have many solutions.
- There are many kinds of relationships.

5. Overall Expectation: Demonstrate an awareness of their own health and well-being

- We develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around us and the health of others.
- I have the right to be healthy and to feel safe.
- There are things that I need to know and do to keep myself safe and healthy.
- I am empowered to make choices that will keep me healthy.
- Healthy food choices affect my body and my feelings.
- I am learning to recognize when I am tired or need a break.
- I am learning to make healthy choices and to be physically active, in order to keep my body healthy and safe, and to grow strong.

6. Overall Expectation: Participate actively and regularly in a variety of activities that require the application of movement concepts

- We learn skills and knowledge that will help us to enjoy being active and healthy throughout our lives.
- I can play cooperatively with others in a wide variety of physical activities.
- There are things that I need to know and do to keep myself safe and healthy.
- I am empowered to make choices that will keep me healthy.
- I can participate regularly and safely in a wide variety of physical activities and learn how to develop and improve my own personal fitness.

7. Overall Expectation: develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts

- We learn skills and knowledge that will help us to enjoy being active and healthy throughout our lives.
- There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy.
- I am learning how to move in a variety of ways in a variety of physical activities.

8. Overall Expectation : Communicate their thoughts and feelings, and their theories and ideas, through various art forms



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- There are many ways to communicate thinking, theories, ideas, and feelings.
- The arts provide a natural vehicle through which we can explore and express ourselves in a variety of creative ways.
- We can discover and interpret the world around us through the arts.
- We develop our ability to communicate through our engagement in imaginative and innovative thought and action.

K2 DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS

OVERVIEW

Literacy behaviours are evident in virtually everything we do, say, and represent. According to literacy scholar and educator Allan Luke, the challenge for today's students is that they are being asked to read not just the text, but "the world". "Children need to [shape] and [master] a repertoire of capabilities" (Luke & Freebody, 1999, p. 2) to enable them to move beyond basic comprehension skills to understanding and using texts on several levels for a range of purposes in a range of technologies.

To help meet this challenge, it is important for educators to give children many opportunities to use and develop literacy behaviours – for example, to use language to describe, to give reasons, to ask questions, or to negotiate – in a wide variety of contexts. It is equally important for educators to learn to use many "languages" both expressively and receptively, to broaden their understanding of what it means to be "literate".

Research supports the understanding that mathematics experiences occur naturally as children play. During play, young children spontaneously measure, sort, classify, estimate, pattern, count, and more (Ginsberg, 2006; Sarama & Clements, 2008; Seo & Ginsberg, 2004; Hunting 2010). However, the presence alone of mathematics in play is insufficient for rich learning to occur. Intentional, purposeful teacher interactions are necessary to ensure that mathematical learning is maximized during play (Baroody, Lai, & Mix, 2006; deVries, Thomas, & Warren, 2007; Balfanz, 1999; Ginsburg, Lee, & Boyd, 2008)

To maintain high expectations for all children, it is important for the educators to build on a child's strengths and focus on what the child is already able to do – that is, to see all children through an "asset lens". It is also important for the team to make adjustments to learning opportunities on the basis of ongoing observation, conversations, documentation, and analysis of their observations in order to maintain a zone of proximal development for the child.

Literacy behaviours are evident in virtually every aspect of human behaviour. The development of literacy through literacy behaviours is not limited to a particular time in the day. Literacy learning is incorporated throughout the day – it can be made visible, or explicit, to the children in any context, and can be observed by the educators at any time.

By focusing on literacy behaviours, educators can find many experiences throughout the day that can be used to develop children's literacy. The literacy behaviours of using language to describe, to give reasons, to ask questions, and to negotiate are observable in multiple contexts – for example, negotiating during a block construction, discussing plans at a sand table, describing intentions while painting, asking questions during a conversation, giving reasons for moving an object to another table, modelling behaviour during a read-aloud, or discussing options during interactive writing with a small group.

Problem solving and reasoning that involve conceptual understandings of mathematics are the foundations of



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mathematics in Kindergarten classrooms. Rich and relevant mathematical problems involve important mathematical ideas and arise out of real-life situations, and can be approached in a variety of ways so that all children can be involved in exploring solutions.

Solving such mathematical problems requires persistence, flexibility in thinking, and multiple perspectives, since there may not be a single, easy-to-find, correct answer. Through mathematics investigations in a wide variety of contexts, children develop their ability to use mathematics as a way of making sense out of their daily experiences.

Through these investigations, they also develop increasing confidence along with the knowledge, skills, and attitudes needed to be numerate. Some examples of contexts for investigations are the following:

- in the blocks, sand, or water areas
- at a computer or tablet
- in a small or large group
- during transitions or routines
- in the outdoors

Young children have the curiosity and the capability to engage in complex mathematical thinking and learning. Children need to experience mathematics concepts in depth through revisiting and repeating investigations over a long period of time (e.g., the idea of “five” can be represented by the numeral “5” [numerality] to indicate the number of items [quantity] or the fifth person in a line [ordinality] or the number of a soccer player [nominal]). Enabling children to revisit and think about mathematics in multiple contexts allows their current thinking to be demonstrated and new thinking and learning to be revealed and made visible.

Learning experiences should reflect the children’s questions and interests and be embedded in a developmentally appropriate context. For example, with regard to the counting concept that a number’s position in a counting sequence determines its magnitude, when a child says “I am four now and I am going to be five”, educators might ask the child, “Are you going to be older or younger on your next birthday?”

The learning experiences should also support children in making connections between their ideas/questions/wonderings and the conceptual understandings in the overall expectations. Children need to be able to explore and investigate materials and concepts in concrete ways. By providing opportunities that are interesting to the children, the educators can invite them to engage in such complex explorations as reasoning, investigating mathematical ideas, extending their understanding, reflecting, and making generalizations. Individual learning is supported and extended by both the educators and the children’s peers.

OVERALL EXPECTATIONS

1. Overall Expectation: Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

- Communication has the power to influence and encourage change.
- We learn about the world, others, and ourselves through listening.
- The ways in which people communicate are diverse and are influenced by their background experiences
- Communication includes non-verbal behaviours and gesturing. We can experiment with words to achieve intended effects.



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- Knowledge is socially constructed – created by people learning, working, and investigating together – and can be shared.
- Oral language is the basis for literacy, thinking, and relating in all languages.

2. Overall Expectation: Demonstrate literacy behaviours that enable beginning readers to make sense of a variety of picture books

- Reading is an active process of interacting with and constructing meaning from books and their illustrations.
- Concepts of print and reading strategies help us to understand the meaning of different texts.
- Readers use a variety of strategies to think about and understand what they read

3. Overall Expectation: Demonstrate literacy behaviours that enable beginning writers to communicate with others

- Written communication enables us to make thoughts, ideas, and feelings visible to others.
- We write for a variety of reasons and purposes.
- It is important for others to understand what we are trying to say through writing.
- Writers think first about the purpose and the audience for their writing and then about what form of writing would best convey their desired meaning
- Writers use different tools and resources to help them write.

4. Overall Expectation: Demonstrate an understanding and critical awareness of a variety of written materials that are read by and with their educator

- Being literate enables people to think about and make sense of the world.
- We read for a variety of reasons and purposes.
- Reading makes us think and feel in different ways.
- There are different types of texts.

5. Overall Expectation: Demonstrate an understanding and critical awareness of media texts

- Media texts are constructed to persuade and influence the reader or viewer.
- Media texts are everywhere.
- Media texts can influence our thoughts, ideas, feelings, beliefs, and wishes.
- We need to think about how media texts can affect us.

6. Overall Expectation: Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings

- People have the capacity to feel a sense of wonder about the world.
- The natural and built worlds are connected and have an impact on one another.
- Human-built and natural systems interact with one another.



7. Overall Expectation: Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships

- Numbers represent a common organizational structure that we use in our lives and in our world to communicate/represent value.
- Numbers can be taken apart (decomposed) and put together (recomposed).
- The ability to decompose and recompose is a useful strategy in all aspects of mathematical thinking.
- We can use objects, pictures, symbols, and/or words to represent number and quantity.
- There are many ways to count. Each way to count has a proper sequence.
- Quantity can be represented in many ways.
- The same quantity can look different (concept of abstraction).
- We are learning that as we move up or down the counting sequence, the quantity increases or decreases by the number we are counting by (concept of magnitude).

8. Overall Expectation: Measure, using non-standard units of the same size, and compare objects, materials, and spaces in terms of their length, mass, capacity, area, and temperature, and explore ways of measuring the passage of time, through inquiry and play-based learning

- We are thinking and learning about how measurement helps us to describe, compare, and communicate.
- Objects and shapes have measurable attributes that can be compared and communicated in different ways.
- We use different tools to measure different things.
- The attribute we are measuring determines the tool we will use and therefore the unit of measurement.
- The unit used to measure makes a difference.
- Any space in between units counts as a measure.
- We use comparative and descriptive language when communicating about measurement attributes.
- The ability to decompose and recompose is a useful strategy in all aspects of mathematical thinking.
- The strategy of decomposing and recomposing shapes in geometry helps us think about measurement.

9. Overall Expectation: Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation

- Our world is composed of shapes and figures that are put together in particular ways for particular purposes.
- Shapes and figures have different properties and attributes.
- We can understand and describe our world by looking at how shapes and figures work together.
- When an object changes its position in space, or when we change our perspective on an object, it may look different but it is still the same object.
- We can use positional language to describe an object's location.
- Many of the properties in two-dimensional shapes can also be found in three-dimensional figures.
- The strategy of decomposing and recomposing is useful in all aspects of mathematical thinking.
- The strategy of decomposing and recomposing shapes in geometry helps us think about measurement.

10. Overall Expectation: Recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next

- There are specific ways we can describe patterns.
- Patterns always have an element of repetition.
- The core of a pattern helps us to think about and name what comes next in the pattern.
- The ability to recognize and understand patterns is helpful in all aspects of everyday life.
- I am learning to communicate why something is a pattern and what comes next.
- If we do something to the front of a pattern, it affects what we do in other parts.
- Algebra can be used to think about mathematical relationships, to communicate, and to analyse change.

11. Overall Expectation: Collect, organize, display, and interpret data to solve problems and to communicate information, and explore the concept of probability in everyday contexts

- We collect data to learn about and understand the world.
- We pose questions to help us collect data.
- We can collect and organize data in different ways for different purposes. We can represent data in different ways (e.g., using graphs, charts, tables, and other tools).
- The way we represent data (our choice of tools) is based on the features of the data we want to share to answer our question(s).
- Graphs, charts, tables, and other tools help us see the patterns in the data collected.
- We can make inferences and predictions and draw conclusions based on the patterns we see in the data we have collected and graphed.

12. Overall Expectation: Apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts

We use the mathematical processes embedded in many different context to make sense of our experiences and communicate our thinking.

- **Problem solving:** Problems can be solved collaboratively. There are many ways to solve a problem. Solving problems helps us learn how to think like mathematicians.
- **Reasoning and proving:** Observing mathematical strategies and talking about them help make us aware of our mathematical thinking. When we explain our thinking and reasoning, we all learn more.
- **Reflecting:** Reflective statements and questions deepen our understanding by helping us think critically about our answers/ solutions.
- **Selecting tools and strategies:** The processes of thinking about and choosing tools and strategies help us to understand ideas and solve problems.
- **Connecting:** Connections can be made between the mathematics in play-based learning and questions related to our interests and daily experiences.
- **Representing:** There are many ways to represent our ideas and thinking. We can show our thinking by using concrete materials, pictures, numbers, and gestures, or by using physical actions, such as hopping, tapping, or clapping, or in various other ways.
- **Communicating:** Mathematical thinking can be communicated in many ways, including oral, visual, and concrete means.



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13. Overall Expectation: Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities

- The arts are a vehicle for understanding different cultures and communities and expressing our own ideas about them.
- Through interacting with various works of dance, drama, music, and visual arts, including multimedia art works, we deepen our awareness and appreciation of diverse perspectives.
- The arts have symbols that are rooted in a particular social, historical, and cultural context and therefore may have meanings that are different from what we know from our own culture and time.
- The arts provide a natural vehicle through which we can explore and express ourselves.

14. Overall Expectation: Communicate their thoughts and feelings, and their theories and ideas, through various art forms

- There are many ways to communicate thinking, theories, ideas, and feelings.
- We can discover and interpret the world around us through the arts.
- Through the arts, we can become critically literate and creative citizens of the world.
- The arts provide a natural vehicle through which we can explore and express ourselves in a variety of creative ways.

K2 PROBLEM SOLVING AND INNOVATING

OVERVIEW

Play is the genesis of innovation, and allows us to deal with an ever-changing world.

(Brown, 2009, p. 199)

We don't have to teach [children] to ask "why?" because inside each human being is the need to understand the reasons, the meaning of the world around us and the meaning of our life. ... But children not only ask "why?" They are also able to find answers to their whys, to create their own theories...Observe and listen to children because when they ask "why?" they are not simply asking for the answer from you. They are requesting the courage to find a collection of possible answers.

(Rinaldi, 2004, p.2)

Children explore the world through natural curiosity, in ways that engage the mind, the senses and the body. They make meaning of their world by asking questions, testing theories, solving problems, and engaging in creative and analytical thinking. The innovative ways of thinking about and doing things that naturally arise with an active curiosity, and applying those ideas in relationships with others, with materials and with the environment. Collaborative problem solving is encompassed in project learning and bringing innovative ideas to relationships with others.

Problem solving occurs in all contexts not just mathematics so that children will develop the habit of applying creative, analytical and critical thinking skills in all aspects of their lives. Children in kindergarten bring with them a capacity to wonder and imagine and ability to discover and experiment as a means of finding answers.

When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged and see themselves as contributing members of their world. This creative approach is a central aspect of both problem solving and innovating. Children develop problem-solving strategies from first-hand explorations and from exchanging ideas with other children and with adults, all of which can help them to see things from different points of view.

Children develop “working theories” as answers to their questions by observing and listening and exploring, discussing and representing. Their theories become increasingly useful for making sense of the world and for giving them some control over the problem solving process.

Children’s innate capacity to ask questions and recognise problems may in fact encourage them to make connections that lead to innovative thinking and solutions that are meaningful and relevant to them. Their resilience and initiative develop as they persevere through many attempts at solving a problem.

The outdoor world offers an abundance of resources and materials for supporting problem solving and innovating. Interacting in the school garden, with plants, animals, insects, rocks, flowers etc. can give rise to many wonderings and discoveries. Play and interactions in nature develop the capacity for creativity, problem solving and intellectual development in children.

OVERALL EXPECTATIONS

1. Overall Expectation: Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts

- Communication has the power to influence and encourage change.
- We learn about the world, others, and ourselves through listening.
- The ways in which people communicate are diverse and are influenced by their background experiences.

2. Overall Expectation: Demonstrate an ability to use problem-solving skills in a variety of contexts, including social contexts

- We can use our problem-solving skills in social situations.
- There are many ways to solve a problem.
- I can think about and adapt my actions, depending on the context.
- We make choices and decisions when solving problems.
- Problems can provide an interesting challenge.
- Problems can have many solutions.

3. Overall Expectation: Demonstrate an awareness of their own health and well-being

- We develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around us and the health of others.
- I have the right to be healthy and to feel safe.
- There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy.
- Healthy food choices affect my body and my feelings.
- I am learning to recognize when I am tired or need a break.
- I am learning to make healthy choices and to be physically active, in order to keep my body healthy and safe, and to grow strong.
- We learn adaptive, management, and coping skills, and practise communication and critical thinking skills, in order to learn how to build relationships.



4. Overall Expectation: Demonstrate literacy behaviours that enable beginning readers to make sense of a variety of picture books

- Reading is an active process of interacting with and constructing meaning from books and their illustrations.
- Concepts of print help us to understand the meaning of different texts.
- Readers use a variety of strategies to think about and understand what is read to them .

5. Overall Expectation: Demonstrate literacy behaviours that enable beginning writers to communicate with others

- Written communication enables us to make thoughts, ideas, and feelings visible to others.
- We write for a variety of reasons and purposes.
- It is important for others to understand what we are trying to say through writing.
- Writers think first about the purpose and the audience for their writing
- Writers use different tools and resources to help them write.

6. Overall Expectation: Use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)

- People have the capacity to feel a sense of wonder about the world.
- Curiosity is part of an inquiry stance.
- Wonderings, questions, ideas, and theories can be created through inquiry.
- The inquiry process helps us to discover new information and to confirm or question our theories about the world.
- The inquiry process is organized and systematic but not linear.

7. Overall Expectation: Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings.

- People have the capacity to feel a sense of wonder about the world.
- The natural and built worlds are connected and have an impact on one another.
- Human-built and natural systems interact with one another.

8. Overall Expectation: Apply the mathematical processes to support the development of mathematical thinking, to demonstrate understanding, and to communicate thinking and learning in mathematics, while engaged in play-based learning and in other contexts

- We use the mathematical processes embedded in many different contexts to make sense of our experiences and communicate our thinking.
- Problem solving: Problems can be solved collaboratively. There are many ways to solve a problem. Solving problems helps us learn how to think like mathematicians.
- Reasoning and proving: Observing mathematical strategies and talking about them help make us aware of our mathematical thinking. When we explain our thinking and reasoning, we all learn more.
- Reflecting: Reflective statements and questions deepen our understanding by helping us think critically about our answers/ solutions.



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- Selecting tools and strategies: The processes of thinking about and choosing tools and strategies help us to understand ideas and solve problems.
- Connecting: Connections can be made between the mathematics in play-based learning and questions related to our interests and daily experiences.
- Representing: There are many ways to represent our ideas and thinking. We can show our thinking by using concrete materials, pictures, numbers, and gestures, or by using physical actions, such as hopping, tapping, or clapping, or in various other ways.
- Communicating: Mathematical thinking can be communicated in many ways, including oral, visual, and concrete means.

9. Overall Expectation: Communicate their thoughts and feelings, and their theories and ideas, through various art forms

- There are many ways to communicate thinking, theories, ideas, and feelings.
- We can discover and interpret the world around us through the arts.
- Through the arts, we can become critically literate and creative citizens of the world.
- The arts provide a natural vehicle through which we can explore and express ourselves in a variety of creative ways.

10. Overall Expectation: Use use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts

- Exploration of materials and modes promotes creative expression and thought.
- The arts provide ways of perceiving, interpreting, organizing, and questioning various aspects of our world through exploration and experimentation.
- There are many collaborative ways to solve a problem.
- We can explore and create original "artistic texts" in kinesthetic, visual, spatial, aural, and dramatic ways.

11. Overall Expectation: Use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)

- Inventions change our relationship with the world.
- We use technology and design for different purposes.
- Function and design are interrelated.
- Safety is an important design consideration.

INFORMATION TECHNOLOGY

Information Technology is not taught as a separate subject at ELC. Technology skills such as proficient computer, digital photography and video usage are developed within the context of project work. Both within their classroom and the Digital Atelier, children learn skills such as searching and retrieving information, desktop publishing, graphic design and multimedia presentations.



THE ARTS

Young children have an innate need to make sense of the world. The arts in their many forms provide a natural vehicle through which children express their interpretation of our world. Therefore, the arts play an important role in the development of children's communication and thinking skills.

The arts stimulate learning. They play an integral role in children's cognitive, motor, language, social, and emotional development. Learning through the arts helps develop decision-making skills, stimulates memory, facilitates understanding, develops symbolic communication, promotes sensory development, and encourages creative thinking. Learning through the arts also fosters children's imagination, helps to develop empathy, promotes the development of relationships, and builds self-esteem, while enabling children to experience a sense of accomplishment.

Participation in meaningful arts-related activities engages children in problem solving, as well as critical and creative thinking. The arts are a vehicle for children to understand different cultures as well as to express their own culture. Many studies demonstrate that learning through the arts also improves literacy and numeracy.

Each area of the arts is of equal importance. Children need to have ready access to a wide variety of materials, resources, and experiences that offer them different pathways through which they can demonstrate their learning. The creative process is the focus of the arts. Children need time to revisit materials and experiences to consolidate their learning. Carefully planned activities provide daily opportunities for children to explore visual arts materials, tools, and processes; music; and drama and dance. Various learning centres in the classroom (e.g., the shadow screen, the dramatic play centre) enable children to apply and extend their learning.

It is important that young children see themselves as artists, musicians, dancers, and actors.

Arts activities and experiences are embedded in meaningful contexts in which children are thoroughly involved in the whole artistic process. Children need time to imagine, create, and explore in a non-threatening environment where they know their individual choices and responses are respected and valued.

Providing children with opportunities to express themselves through the arts supports their growing understanding in all areas of learning. Arts activities are also be integrated not only to support the learning of expectations in other areas, but also to support the diverse learning styles, interests, and abilities of individual children. Exposure to and involvement in a variety of art forms will provide young children with the foundation for a lifelong interest in and appreciation of the arts.

Teachers sometimes invite local artists or children's family members who are involved in the arts into the school to enhance children's exposure to the arts and to introduce them to the arts as a profession and as a reflection of local culture and their community.

OVERALL EXPECTATIONS

By the end of Kindergarten 2, children will:

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama, and dance;
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts;
- use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others;
- express responses to a variety of art forms, including those from other cultures;
- communicate their ideas through various art forms.



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MUSIC

The Music programme at ELC International School is based upon the teachings of Carl Orff. Orff (1895-1982) is probably best known as the composer of such works as "Carmina Burana" and "Catulli Carmina", but it is his work with "Music for Children" which has inspired a global movement in music education.

Orff's philosophy is based on solid, pedagogical principles. A structured, sequential development of knowledge and skills encourages joyful participation, creativity, and personal musical growth from all participants. The Orff approach taps the very essence of our beings. Children learn through doing, exploring and improvising. They are active participants in an integrated, guided process, one which allows for differing musical abilities. In the Orff approach, no child is neglected.

The Orff philosophy combines the elements of speech, rhythm, movement, dance, and song. And at the heart of all this is improvisation - the instinct children have to create their own melodies, to explore their imaginations.

Elemental music is never only music but an integration of movement, dance and language. It is music one creates oneself in which one is involved not as a listener, but as a participant.

-Carl Orff

As children progress through Kindergarten 2, they:

- demonstrate an awareness of personal interests and a sense of accomplishment in music, "I like to use the cymbals." "I used drums to make the sound of thunder." "I know that song. I'll sing it for you."
- explore a variety of tools and materials of their own choice (e.g. spoons, castanets, rhythm sticks, music software) to create music in familiar and new ways
- explore different elements (e.g. beat, sound quality, speed, volume) of music (e.g. clap the beat of a song; tap their feet on carpet and then on tile, and compare the sounds; experiment with different instruments to accompany a song)
- use or demonstrate understanding of vocabulary related to music (e.g. names of instruments; words for sound quality, speed, and volume) in informal conversations and in discussions about their learning, "That's a drum. It made a loud boom." "This song keeps getting faster." "I'm keeping the beat with my foot."
- use problem-solving skills and their imagination to create music (e.g. experiment with different instruments to create a rhythm pattern to accompany a familiar song; contribute to making a variation on a familiar song with the class)
- express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form
- respond to music from various cultures, including their own, "I heard that song at a wedding. It makes me want to dance." "I can sing a song in my language."
- communicate their understanding of something, "We made our sticks sound like thunder."

DRAMA AND DANCE

As children progress through Kindergarten 2, they:

- demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance (e.g., contribute their own ideas to role playing; move in ways of their choice in free dance; create their own actions for a song or chant and/or follow actions created by classmate)



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- explore a variety of tools and materials of their own choice to create drama and dance in familiar and new ways (e.g., use large blocks to create structures for dramatic play, use flashlights for shadow puppets, use streamers for dance movement)
- explore different elements of drama (e.g. character, setting, dramatic structure) and dance (e.g. rhythm, space, shape)
- use or demonstrate understanding of vocabulary related to drama and dance in informal conversations and in discussions about their learning, "I'll be the bus driver." "Let's make some puppets for our play." "I can dance really fast." "I was a leaf falling. I started up high, then I spun around, then I fell on the ground."
- use problem-solving skills and their imagination to create drama and dance (e.g., try out different voices for parts of a story or chant; find different ways to move to music, trying to connect the movement with the mood and speed of the music; create a sequence of movements)
- express their responses to drama and dance by moving, by making connections to their own experiences, or by about drama and dance, "He scared me when he yelled 'trip trap trip trap'." "That puppet show we saw was just like the story we read."
- dramatize rhymes, stories, legends, and folk tales from various cultures, including their own
- communicate their understanding of something (e.g., a poem, a story, a piece of music) through drama and dance (e.g. move like the animals in a poem; find different ways to move to music or a teacher prompt; move as if they are outside on a windy day after hearing a story about the wind; freeze like a statue)

PHYSICAL EDUCATION

At ELC International School, we aim to provide a broad based Physical Education curriculum. The children will be taught the "Fundamental Movement Skills", (FMS) during their time at ELC International school. These basic movement skills are the foundation of all physical activity and are essential to the development of effective motor skills. The curriculum for each year has been carefully planned to cover the FMS appropriate for that age group, and to ensure a natural progression as skills are developed and the children mature.

We divide these movement skills into three categories:

1. Locomotion/Traveling: In which the body moves from one point to another.

2. Manipulation Skills: Which involves giving force to objects or receiving force from objects. We also include athletics skills in this section.

3. Stability Skills: In which the body remains in place, but moves around its horizontal or vertical axis. This is largely covered with gymnastics.

Also incorporated are sections such as: "Healthy Living" and "Active Participation", which are considered important aspects of a child's understanding about their lifestyle choices. They need to be clear about how their actions and decisions affect their health, fitness and personal well being, and to take on increasing responsibility for the choices they make. ACTIVE PARTICIPATION and HEALTHY LIVING will be incorporated into the lessons on a regular and repetitive basis, so that the children will become thoroughly acquainted with the concepts.



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By the end of K2, students will be able to perform the basic movement skills required to participate in physical activities: locomotion/traveling, manipulation, and stability. They will be well prepared to move onto the more complex physical demands of Year 1.

THAI LANGUAGE AND CULTURE

The Thai Language and Culture programme at ELC is based on the Thai Ministry of Education curriculum. The children experience the Thai language through many activities, which incorporate and enhance age appropriate skills such as listening, speaking, reading and writing. Programmes are offered for both native and non-native speakers of Thai. The children listen to stories from a variety of genres, including Thai fables. These are read aloud then discussed to enhance vocabulary development. The children are encouraged to participate in conversations to extend their vocabulary, as well as focusing on meaning and pronunciation.

Our Thai Culture Programme helps to develop a child's understanding and general knowledge about Thailand: the geography, history, culture, traditions and customs. The children are fortunate to have an opportunity to experience the richness of Thai traditions as we celebrate several Thai holidays at ELC International School. Moreover, the Thai classroom provides children with the opportunity to experience the beauty and comfort of a traditional Thai house, complete with floor cushions and low teak tables.

MANDARIN

ELC International School Mandarin program offers classes for both native and non-native speakers. Mandarin is optional for non-native Thai children in K2 to Y2 and those who take it have one 40 minute class each week. From Y3 to Y6, all children attend one 50 minute class each week.

Within lessons, the children are introduced to the richness of Chinese culture and at the same time learn the language. The topics chosen for each class are age-related and where possible linked to the year level projects or concepts within other disciplines. Each class is taught using a variety of methods such as classroom conversations, listening to stories being read aloud, recognizing and writing characters (depending on child level), joining in songs, riddles, nursery rhymes, playing games, and drawing. Chinese festival and handicraft activities are introduced accordingly at different times of the year.

The majority of children are non-native speakers, however native speakers are extended within the class with individualized activities and of course they join in some group activity games.

Mandarin is also offered as an after school activity and children have 2 lessons a week.

SUPPORTING YOUR CHILD'S LEARNING

When parents are involved in their children's education, achievement levels tend to rise. The following are ways to support your child's success:

1. Ensure your child gets the most out of the school day by helping him/her to arrive at school on time, healthy and well rested. A nutritious breakfast is essential.
2. Encourage your child to take part in school activities and to take pride in the school community, including its buildings and grounds.
3. Communicate with your child's teacher and principal by visiting the school, phoning, or sending notes. If you have a concern, ask for a parent-teacher conference.
4. Encourage your child by talking about and showing your appreciation for his/her efforts. For example, view and read the class documentation such as panels and discuss the project with your child.



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5. Refer to this curriculum summary to keep up-to-date on what your child is learning.
6. Attend school events such as concerts and meet the teacher sessions.
7. Read and discuss your school newsletter, "Elephant Tales".
8. Pick up your child promptly at the end of the day. On any occasion when you find you will be late, kindly phone and inform the school so that your child feels valued and respected..
9. Read to and with your child daily from a wide variety of books.

MATH SUPPORT AT HOME

When age appropriate, you may enjoy the following math activities that you can do with your child at home.

1. Estimate and count the number of utensils and plates used to set the table for dinner.
2. Use a calendar to count the days to a particular date, for example, someone's birthday, then count down as the days go by.
3. Together take an inventory of something in your house, for example toothbrushes. Estimate and verify by counting.
4. If you are cooking, allow your child to measure ingredients.
5. Play games that require number recognition and counting like bingo, snap and dominoes. Card games are very beneficial for number awareness.
6. Name and count coins and notes.
7. Call out a number and ask your child if it is odd or even. Count cars on the road or birds in the sky and ask if the total is an odd or an even number.
8. Spend a short time exploring the online programme MATIFIC together

READING TO YOUR CHILD AT HOME

It has been shown that children who observe their parents reading, also are attracted to reading. Reading the newspaper, recipes and also for pleasure has a positive effect on your child's reading habits.

Ten to fifteen minutes of reading each day will help your child's reading development. The goal is to help your child enjoy reading and associate it with feelings of relaxation and success. For this reason, reading in your mother tongue is equally beneficial. Extend your child's interests and vocabulary by selecting books in a variety of areas of interest. The following points may be helpful for you:

1. At times have your child choose a book for you to read. At other times, you choose.
2. Sit your child on your knee or beside you. Relax.
3. Make sure your child can see the pictures.
4. Talk about the cover, illustrations, and the title before you begin.
5. Read with expression and enjoyment.
6. Talk about the story without interrupting the flow. You might ask the following questions:
 - a. What do you think.....?
 - b. What would happen if.....?
 - c. What would you do.....?
 - d. What might happen next.....?

Even older children enjoy being read to. Allow your child to select a novel in the Children's Section of a bookstore. Read one chapter to the child each night. This is not only relaxing for the child but also it gives you



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the opportunity to discuss the plot and characters in the story. You may find your child picks up the novel on his/her own if it is of a high interest level.

