



RAINBOW
INTERNATIONAL SCHOOL UGANDA

Kindergarten Handbook for Academic Year 2017 - 2018

At Rainbow International School we use The Early Years International Primary Curriculum along with selected elements from the English Early Years Curriculum. The curriculum is delivered through IPC units throughout the year.

Together with all the other information about Kindergarten, we hope this Curriculum Outline will give you an understanding of what your child will be learning during their time within the school year.

We wish your child a successful and happy year!

every child being happy and ready to learn.

The children's previous experiences whether at home, in Nursery or indeed other educational settings are all an important basis for us to build upon and enable all the children to progress and develop to the best of their potential.

The children's personal, social and emotional development is vital as it impacts on all areas of their lives. This provides a sound foundation for success in learning. The Kindergarten class offers a safe, secure, supportive and caring environment, which is vital for children to maximise their all round development.

The children are offered a range of experiences and opportunities through active learning. The children learn through play and investigation. They are encouraged to talk, observe, plan, question, investigate and explore, through a variety of activities which are continually adapted to suit learning needs and styles.

Through using the classroom and outdoor environments children learn and develop their skills, knowledge and understanding. The children are encouraged to talk, discuss and share their learning experiences. They are offered stimulating and exciting learning opportunities where they learn as a class, in groups, or as individuals. Children are treated as individuals and learn at their own level and pace to achieve their full potential. Each child is encouraged to be as independent as possible and to become confident in their own abilities.

We have high expectations of what the children can achieve.

Our Learning Focused School

At RISU we talk about what the children are *learning* as opposed to what they are *doing*.

Each child is an individual and we are interested in how they progress and achieve rather than attainment. We assess children throughout the year to measure their learning; the change that occurs in their knowledge, skills and understanding as a result of the learning experiences they have.

Within RISU, we are a learning focused community. Both the staff and children continually develop their learning, this in turn brings the school community together.

Teaching staff in Kindergarten:

Each class in the Primary section of Rainbow International School has a full time class teacher and a full time teaching assistant;

| CLASS | CLASS TEACHER | TEACHING ASSISTANT |
|--------------|----------------------|---------------------------|
| KG | Mrs Annie Butera | Miss Lucy Nakisuule |
| | | Mrs Dorothy Kabuza K |

International Mindedness

In today's increasingly interdependent world, it is more important than ever to ensure children are prepared for their roles as global citizens. At RISU we strive to educate and develop children into 21st Century Learners - internationally minded individuals who respect and celebrate diversity.

start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with global issues.

In addition to this, each thematic IPC unit of work includes specific tasks related to International as a subject in its own right, as well as encouraging schools to explore the unit from the perspectives of both the 'host' country (the country 'hosting the school') and 'home' country (the country which children call 'home').

Our definition of International Mindedness here at RISU is;

***International Mindedness** is the ability to respect and value the cultural and linguistic diversity of our school community, by developing an understanding through learning about, from and with each other.*



Principles of Learning

At RISU we believe learning is most effective when learners:

- invest in the value of learning
- are actively involved
- are given a safe space to rehearse
- can use the appropriate subject vocabulary or key words
- can use the language of learning and demonstrate their learning in a variety of ways
- are given the opportunity to reflect
- can transfer the new into a variety of different situations
- negotiate risk
- make meaningful choices

The Personal Goals are at the centre of the qualities we teach in the classroom, and want our children to display to be the most successful learners possible;

| | | |
|----------------|----------------|-------------|
| Adaptability | Communication | Cooperation |
| Enquiry | Morality | Resilience |
| Respectfulness | Thoughtfulness | |

Throughout Early Years we aim to make the children develop an understanding of these goals by using age appropriate language. Each of the goals are linked to an animal to help the children remember what they mean;

Adaptability

I can cope with unfamiliar situations



Communication

I can let

people know what I want



Cooperatively
We play well together



Enquiry
I can find out about things



Morality
I know right and wrong and do
my best to behave accordingly



Resilience
I can keep trying



Respectfulness
I can look after things



Thoughtfulness
I can share



As well as the personal goals we strive for our children to be independent, effective communicators and self-confident. Children at RISU are given every opportunity to develop into creative and critical thinkers, and instill a love of learning to become life-long learners.

Knowledge, Skills and Understanding

It is important that we all know the differences between knowledge, skills and understanding.

Knowledge:

The children continually increase their knowledge as it is self-contained information.

The children can express this in “I am learning that...” or ‘I know that’ For example: “I know that I am 4 years old. I know that I am a boy.”

Skills:

The children are actively developing their skills. This is a continuing development in which the children go through the stages of “Beginning, Developing and Mastering and beyond”.

Understanding:

By continually using their skills and knowledge this will lead to improved understanding. Children will be given reflection time to consolidate their understanding.

The children express this in “I am learning about...” or “I understand that” For example: I understand that mixing two colours makes a new colour.

Assessment for Learning

Through Assessment for Learning, teachers are able to deepen and further children’s learning rather than just measure it, and support children to become active, lifelong learners.

Assessment in the EYFS is of two main types

(i) Formative assessment (**on-going assessment**) which is what practitioners do on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning. This informs the next steps that are planned with the child and the parent.

(ii) Summative assessment – outcomes of this assessment are recorded and parents and practitioners use the information gained to identify a child’s strengths and their learning needs. This ‘sums up’ all the different information from on-going assessments that have been made about the child.

Observations are a vital part of the assessment procedure within Early Years. As each child has a unique set of abilities and talents, observations in different situations capture these first hand. The starting point is always with the child. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals.. Observations also provide opportunities to gauge children’s needs and so more accurately plan next steps in their learning. Observations take place on a regular basis as part of daily routines. Discussing these with the child, their parents and team members gives a starting point for a holistic approach that will ensure that the child is always central to what is planned.

Assessment overview for Kindergarten

| Baseline | Term 1 | Term 2 | Term 3 |
|--|--|--|--|
| - Learning & development overview - Maths (EYFS) - Picture & mark making | - Learning & development overview - Maths (EYFS) - Picture & mark making | - Learning & development overview - Maths (EYFS) - Letters and Sounds - Picture & mark making | - Learning & development overview - Maths (EYFS) - Letters and Sounds - Picture & mark making |

The International Primary Curriculum (IPC) within Early Years

The children use the ‘Learning Goals’ of the International Primary Curriculum as a basis for their learning .

The principles of the IPC can be summarised as follows:

- The overriding purpose of Early Years education is to help children develop the **skills** and **attitudes** they will need both at this level and throughout a lifetime of learning
- Children need a **holistic** educational experience that doesn’t create artificial boundaries between different aspects of their development
- **Play** is an essential part of children’s learning and general development

The activities undertaken by children aged 3 to 5 should help them work towards the subject

The learning of children in Kindergarten is fostered, promoted and developed through these four learning strands:

Strand 1: Independence and interdependence

This strand focuses to a large extent on the children's personal goals and their relationship with other children. Children learn about:

- Their own rights and those of others
- Respecting and interacting with people who are different from themselves
- Their relationships with others
- Their ability to acquire new interests and skills
- Playing alone, alongside others and with others
- Taking part in group activities

Strand 2: Communicating

This strand is primarily about developing skills in communication including speaking and listening, reading and writing, early numeracy work and the expressive arts.

Children learn about:

- Using gesture and expressive body movement for communication
- Using language skills in a variety of contexts
- Using repetitive sounds and words, aspects of language such as rhythm, rhyme and alliteration, and to enjoy stories and rhymes
- Being creative and expressive through a variety of activities
- A selection of the art, craft, songs, music and stories which are valued by the cultures in the community

Strand 3: Exploring

Through this strand the children's skills in inquiry are developed.

Children learn about:

- Trying things out, using exploration and curiosity as important and valued ways of learning
- Controlling their bodies and developing fine and gross motor control
- Using a variety of strategies for exploring and making sense of the world
- Choosing and experimenting with materials, playing with ideas, and exploring actively with all the senses
- A range of materials in daily use

Strand 4: Healthy living

Using the statements within this strand children are encouraged to understand how to look after themselves and each other.

Children learn about:

- Self-help and self-care
- Making choices
- Paying attention
- Concentrating
- Expressing emotions and emotional needs
- Keeping themselves safe from harm
- Coping with change

Before the start of each unit you will receive a letter telling you all about the content of the unit. There will also be an overview of the type of tasks the children will be doing as well as suggestions for how you can become

The Units in Early Years are;

- All about me
- Animals
- Up and Away
- Transport
- Lets get moving!

Development (English)

Language development is of vital importance to us in Kindergarten.

The child's speaking and listening skills are emphasised, supported and developed at all times. Children will be encouraged to talk about themselves, share special events, recall recent experiences, predict what might happen and relay simple messages. Adults will encourage discussion by initiating, participating and extending conversations. The children will be encouraged to use appropriate language when involved in different situations and be introduced to specific vocabulary.

The children experience reading and writing through a wide range of activities.

Through the use of books, rhymes and poems we aim to nurture a positive attitude towards reading, and familiarity with books and their format.

Children are encouraged to choose books to share. They will begin to develop an awareness of print and the recognition of their own name, labels and text in their environment.

The children will be encouraged to 'mark make' using a variety of materials and use emergent writing skills in play when making lists, writing notes or messages.

The children will be taught to listen carefully following phase one of the 'Letters and Sounds' programme currently used in England and Wales. The children's language learning in the Kindergarten will prepare them for the introduction of the more reading and writing skills in Reception.

| ENGLISH UNITS TAUGHT WITHIN KINDERGARTEN | |
|--|---|
| Term 1 | <p><u>All About me -</u></p> <ul style="list-style-type: none"> ● Emotions (Phonological Awareness: Rhymes, reading, talking and joining in) ● My body (Phonological Awareness: rhymes, storytelling, name and labels) ● Family (Phonological Awareness: Rhymes, narrative, reading, responding and awareness of print) ● Senses (Phonological Awareness: Objects and materials to stimulate interest) <p><u>Animals</u></p> <ul style="list-style-type: none"> ● Jungle/ zoo (Phonological Awareness: Rhymes, Alliteration, reading, talking and joining in) ● Farm /pet (Phonological Awareness: rhymes, Alliteration, storytelling, name and labels) ● Under the sea (Phonological Awareness: Rhymes, narrative, reading, responding and awareness of print) ● Bears (Phonological awareness, Rhymes, Alliteration, narrative, reading, responding and awareness of print) |

| | |
|--------|--|
| Term 2 | <p><u>Up and away</u></p> <ul style="list-style-type: none"> ● Flying kites (Storytelling, reading and talk, book narrative, responding) ● Bubbles /mobiles (rhyme, storytelling, Print culture, writing blending, segmenting) ● hot air balloon/paper planes (Print culture, writing blending, segmenting) <p><u>Transport</u></p> <ul style="list-style-type: none"> ● Road transport (storytelling, reading and talk, Book narrative, responding, linking letters to sounds) ● water Transport (storytelling, reading and talk, Book narrative, responding, linking letters to sounds) ● Air Transport ((outdoor space, handwriting, linking letters to sounds,) |
| Term 3 | <p><u>Let's get Moving</u></p> <ul style="list-style-type: none"> ● How do we move (Outdoor space, handwriting, Speech sound discrimination, rhyme, Alliteration) ● Favourite sports (Speech sound discrimination, oral blending and rhyme) ● Songs / music (rhyme, rhythm, speech sound discrimination, oral blending and rhyme) ● Slippery ice (reading: non-fiction) |

Mathematical Development (Maths)

Practical Mathematical experiences occur daily in Kindergarten and are integrated and linked to learning in other areas. The children use equipment for sorting, classifying, comparing and counting. They also use counting songs to develop their counting skills. They are encouraged to problem solve, investigate and talk about their experiences and explain reasons for their choices. They will be introduced to mathematical language.

| MATHS UNITS TAUGHT WITHIN KINDERGARTEN | |
|--|---|
| Term 1 | Counting and number recognition counting and comparing numbers Shapes Patterns Measure (length and Height) more less Real life problems |
| Term 2 | Counting One more Shape and space Pattern Time Measure Position Real Life problems |
| Term 3 | Counting Addition and subtraction (In practical activities) Shapes |

| |
|-------------------|
| 1. Mathematics |
| Comparing numbers |
| Direction |
| Time |
| Money |

Learning Technology (Computing)

In Kindergarten the children explore and use a variety of technological tools in their classroom environment. They experience technology through role play and the use of tablets, remote control devices, computers and simple interactive applications. These skills are developed by the class teacher through an integrated approach in the classroom. In Term 2, the children start visiting the computer lab to get familiarised with the computers and continue using the tablets, remote control devices and interactive applications.

Music

Specialist Music lessons occur once per week in Kindergarten and extend the musical development that happens regularly in the classrooms. It is an opportunity for children to explore sounds and how they can be controlled. Children will be encouraged to sing and respond to a range of action songs which aid the development of language and motor skills.

They will be introduced to and experience playing a range of tuned and untuned percussion instruments. Children will be taught specific listening skills and begin to understand the basic elements of music – beat, rhythm, pitch, tempo and dynamics.

Students will often work collaboratively in groups and will have many opportunities to develop their confidence in performing to their peers and others.

Some of the topics we will be studying are:

- Rainbow Fish/The Cracker - music and literacy, stories and sounds
- Growth and Change - loud and quiet
- All about me - Beat and tempo
- Going places - high and low
- Working world (understanding the world) Texture

Physical Education (PE)

In Kindergarten the Physical Education Program at PDO School focuses and develops safe and appropriate movement. The class teacher leads the PE lessons and ensures the children will learn to enjoy a variety of activities in a supportive environment, they will become more confident and competent movers. Spatial awareness, thought and language collectively form a basic understanding of movement concepts in the stages of early learning.

Following the Early Years IPC curriculum, the students will be covering gymnastics, athletics/fitness, ball skills, net games and movement to music. Within these 6 categories, it is expected that students will:

- Develop a variety of fine and gross motor basic movements (general coordination, balance, direction) and manipulative skills (throwing, catching, kicking and striking)
- Develop positive social skills and the ability to get along with others in movement environments e.g. take turns, share equipment, move safely and cooperate behavior
- Increase kinesthetic awareness (spatial and body awareness) and be confident and safe movers
- Improve early stage problem solving and movement creativity while using a variety of manipulatives (balls, hoops, beanbags, racquets, parachutes and general PE equipment)

- physical activity
- Enjoy and seek out physical activity for lifelong wellness

Swimming

Swimming is an essential life skill and part of the Primary P.E. curriculum. All children are expected to participate in the school's swimming programme, which aims to broadly develop a child's water confidence leading to coordination and safety in deep water (a life skill); develop their stroke development technique, introduce the child to water safety and develop their independent and team skills.

The programme followed at Rainbow International School are appropriate to each individual child's ability and needs.

In early years we particularly focus on having fun in water, safety and water confidence. These activities are taught through the following areas:

- Water games eg. walking in the swimming pool, playing with balls, using noodles, floating objects
- Saying out loud and showing best safety ways of how to get into the swimming pool
- Moving steep by steep as they show how much confidence they have in the swimming pool e.g Telling the teacher and showing what they can do, going to the level group they are familiar with in terms of confidence
- Saying out the swimming pool rules loud and clear e.g no pushing, no running around the pool no pushing others in the pool

ESL/SEND children within Kindergarten

* **NB:** Direct support is not given in EYFS, unless there is an extenuating circumstance. Children of concern are flagged and then monitored with notes being kept in their class files.

| NAME OF CHILD | CLASS | SUPPORT RECEIVING (ESL/SEND/IN CLASS/ OUT OF CLASS) | OWN LEARNING ASSISTANT ? |
|--|-------|--|--------------------------|
| Currently no children in KG receiving SEND support | | | |

Home Learning

Home learning tasks can play an important part in consolidating children's attainment, developing independent learning habits and involving parents in the education of their children. Children will receive learning to complete at home on a regular basis increasing in amount and frequency as children move up through the school.

In Nursery, Kindergarten and Reception, we ask all parents to talk with and read to, your child every day. A home learning project is given every fortnight which can take as long or as little time as the child is inspired for.

Parents as Partners

Parents are the prime educators of their children, therefore parents and teachers need to work together in the best interests of the child. Our goal is for your child to feel happy, secure, confident and curious, embracing new experiences with interest and creativity.

At RISU we value the contribution parents make and we hope to work closely with you.

You can support your child at home by:

- Speaking in your home language
- Talking to your child about their day, “What have you learnt today?”
- Sharing in the learning your child brings home by asking them about it....eg how did you do it? What did you enjoy? Were you learning by yourself or with friends?
- Using positive and encouraging words when your child is learning something new
- Encouraging your child to be independent
- Encouraging your child to be resilient and have a go at something new or challenging
- Reading and sharing books together
- Taking your child on visits that could link with your IPC units
- Encouraging your child to look carefully at the world around them – discuss what they see, counting items that they see, describing colours of things that they see
- Helping your child share any special festivals or celebrations with us
- Working together with school to have a consistent approach to challenging behaviour eg. not wanting to share
- Spending time with your child eg cooking together, going for a walk, riding bicycles or other physical, practical activities

Staff are always happy to meet with you to answer questions and to discuss the progress of your child/ren throughout the year. Feel free to send questions or ideas to us; we are always willing to listen. If anything arises concerning your child, please talk to us... if it is on your mind then it is important to us.

As you will appreciate, because of our teaching and supervision commitments, staff are not always immediately available to meet in person. To ensure that a staff member is able to see you, please either telephone, email the staff member or write to the teacher in question, to arrange a suitable appointment.

We hope your child has a happy and successful year in Kindergarten