



PRE SCHOOL CURRICULUM OVER VIEW

The Pre school curriculum follows the Early Years Program (1.5-3 years) and the Primary Years Program (3.5-6 years).

Early Year Program: A significant portion of the day allows children to play with materials and with other children while teachers facilitate and guide the play so it is beneficial and full of learning opportunities for the children. A planned and organized environment is provided as part of a play-based curriculum with interesting and engaging materials and clear purposes for their use (e.g., dress-up clothes for dramatic play, blocks for building, and art materials for creating). Teachers recognize each child's individuality and plan curricular strategies that support the child as a learner by building on his or her strengths and providing scaffolding and support in more challenging areas

PRIMARY YEARS PROGRAMME (PYP):

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The International Baccalaureate (IB) Primary Years Programme (PYP) focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

The most significant and distinctive feature of the IB Primary Years Programme are the five essential elements, including **knowledge, concepts, skills, attitudes and action.**

Four out of the the six **transdisciplinary themes** and subject areas form the knowledge element of the programme.

These include:

Who we are

How the world works

Where we are in place and time

How we organize ourselves

How we express ourselves

Sharing the planet

These themes relate to issues that have meaning for, and are important to, all of us. They invite in-depth investigations into significant knowledge and ideas, and require the involvement of the teachers and students to direct their learning. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.

ENGLISH LANGUAGE ARTS (LISTENING & SPEAKING) & VISUAL LANGUAGE (VIEWING & PRESENTING)

We plan engaging language and literacy experiences, which are flexible, with room for spontaneity as children joyfully express themselves, explore books and stories, and listen and learn together. We believe that mastery of listening is not something to expect of Preschoolers; rather, skills and understandings are emerging and need teacher support to develop. They learn through listening, therefore they are immersed in an environment rich in language. They are provided with opportunities to engage in frequent conversations—to talk and listen with responsive adults and with their peers.

To help children naturally develop literacy skills we offer book-sharing experiences with individual children and in small and large groups, helping them to learn more about the world they live in. They begin to develop their comprehension skills by listening to stories and looking at pictures and also begin to identify key events and talk about characters and settings. In such discussions, we help children make personal connections with books as well.

WRITTEN LANGUAGE – READING AND WRITING

Children learn to read and write through the Jolly Phonics Program. They develop phonological and phonemic awareness through a multi-sensory approach. We work towards developing skills such as noticing words that sound alike, rhyming, and counting syllables in words. Many activities used to develop phonemic awareness are used to introduce letters of the alphabet, help children recognize the relationship between spoken and written words, and build the understanding that sounds are represented by letters that are combined to form words. Singing songs, chanting rhymes and poems, and playing with the sounds in words, syllables, and letters are incorporated in our daily routine.

At Preschool we begin with activities to strengthen fine and gross motor skills through a range of indoor and outdoor activities. After which children are taught correct letter formations through

various mediums. Children are surrounded with print in the environment and are provided with meaningful writing opportunities so that they begin to write purposefully. We encourage children's emergent writing efforts by providing them with opportunities to experiment with their writing skills through illustrating, scribbling, making pretend letters and menus. In Kindergarten they begin to write formally with a purpose. They are taught simple writing conventions and are encouraged to use invented spelling to express themselves freely.

MATHEMATICS

We believe that young children are natural Mathematicians; they are fascinated by what is “bigger” wanting “more” of their favorite things, and are very concerned with whether the distribution of those things is “fair”. Their experiences of the world are equally affected by ideas about spatial relationships and shape. They explore the concepts of geometry whether they are building a block tower, or choosing a puzzle piece. At the TLT Preschool day to day experiences are packed with mathematical concepts that fascinate and challenge young thinkers and can eventually prompt analytical thought, growing precision, and abstraction. Math is meaningfully connected to real life experiences such as “how many” children can fit at the play dough table or “how many” slices of apple they can have at lunch. They are encouraged to express themselves and explain their understanding like when the teachers ask, “How do you know the door looks like a rectangle?” they support children's budding conception of geometric rules, such as a rectangle having four sides.

Mathematics is taught under the following strands through the Units of Inquiry in order to make learning purposeful and lifelong.

Data Handling

Shape and space

Measurements

Pattern and function

Number sense

PSPE (PHYSICAL, SOCIAL, EMOTIONAL, EDUCATION)

Outdoor play is an essential part of the daily routine at the Preschool. Children strengthen their gross motor skills, follow directions, move in different ways, balance on narrow beams and participate in team sports. Several obstacle courses are set up for them to use different muscles and practice important skills. Children are encouraged to reflect on their changing capabilities and strive towards achieving higher goals.

They collaborate with their peers and teachers to formulate games, solve problems and make decisions during pretend play. Students are encouraged to share ideas and express their feelings effectively.

Arts (Creating and responding)

The creative arts allow young children to explore and express their individuality, imaginations, and ideas through music, movement and dance, drama, and the visual arts. Through artistic experiences, children are motivated to engage in problem solving as they experiment with combinations of media and creative expression.

They have opportunities to regularly discuss beauty in their environment and their work, and thus begin to develop their appreciation of the arts. Children are exposed to different Art Material in Prenursery. At first they only explore with material and slowly begin to enjoy experimenting with it. For us at the TLT Preschool, it is not the end result which holds value but the learning which takes place during the process. Children then begin to use visual arts as a medium to express themselves.

Children have opportunities to follow simple dance routines and use a variety of musical instruments to create music. They participate in sing along presentations and the annual theatre extravaganza. Through which they are taught to move and speak eloquently on stage.

SCIENCE AND SOCIAL STUDIES

Our Units of inquiry have strong science or Social Studies focus. Children learn about the environment and the people in the world they live in.

Children at TLT participate in active investigations to learn about their environment and use several Science skills. They ask questions, investigate, and try out their ideas to find answers. They construct new ways of thinking by talking about their experiences with other children and

interested adults. They make careful observations, collect and record data, and share their findings with others. They observe animals and plants while taking walks in the park and sharpen their senses by using each sense in isolation.

They find solutions to global issues and take action towards saving the environment and come up with ways to share limited resources.

Initially, young children's focus is on themselves and their family. As they enter preschool, their

World widens to include the school, they begin to understand that though they are individuals, they exist not only within a family and school but also within larger contexts, such as their

Neighborhood and community. Young children learn how to act as a member of these wider communities, being loving, helpful, respectful thus contributing to the greater good. At TLT we lay great emphasis on celebrating different festivals. Students get first hand experiences with different cultures through guest speakers, videos and stories.