



PRESCHOOL

A booklet for the parents to gain information about the curriculum, activities, values, and the policies and procedures at The Learning Tree Preschool offering the Early Years Programme.

*Parent's
Handbook:
2016-2017*



Dear Learning Tree Parents,

Welcome to The Learning Tree Preschool. Our aim is to provide the essential combination of the two factors that will enable our students to grow. Firstly, we seek to provide challenging, rich, and relevant academic experiences. Our job is to lay the foundation for future learning by preparing them for the challenges of elementary and high school. Along with the academic environment, we ensure early character development. In order to achieve this, we provide a genuinely warm, nurturing, and supportive atmosphere. This balance between high expectations and nurturing creates conducive conditions in which the individuals grow the most – as students and as people.

At The Learning Tree, qualified faculty and administrative staff implement a rich and varied curriculum, which focuses on the discovery of excellence within oneself. We set goals for the mastery of skills at each grade level; however, the children are encouraged to take pride in their own progress, rather than comparing themselves to others for a sense of accomplishment.

As young children learn at varied rates and in diverse ways, teachers use a variety of methods and materials to accommodate differentiated learning styles. They may work on projects with a whole class, in small groups or individually. Our curriculum allows integrated learning; concepts and skills from one subject area are reflected in other areas of discipline as well. Much of the learning is organized around concrete themes that hold meaning for young children, for example, school and family life, enabling them to better interpret meaning from various sources. With the purpose of extending these themes, children employ books, songs, discussions, art work and other mediums to better their understanding.

At The Learning Tree, we place great emphasis on the value of both individual learning and working in collaboration. Diversity is central to our mission and our core values. We define diversity as a reflection of the way the world really is; we acknowledge diversity as an encounter with differences in identity, experiences, backgrounds, beliefs, and ideas. A diverse school community is imperative for promoting a culture of respect, social awareness, moral responsibility, and academic excellence, along with the pursuit of lifelong learning. A Learning Tree student is a well-rounded, articulate, and morally responsible individual.

The joy, excitement and hard work of learning radiate from our lower school classrooms — onto the walls of hallways and stairwells, onto the stage in the auditorium, in every corner of the school. We believe that children learn best in an atmosphere where they are applauded for taking risks and feel safe enough to make mistakes. We believe that the pursuit of learning, especially when it comes to children, must be rooted in and driven by joy. A joyful school is one where children are engaged and happy, where they are known and loved. This does not mean that the process of learning is always easy, that there are never difficulties to overcome or challenges to face. These are there, and must be in order for children to learn and develop. However, joyful learning is purposeful and meaningful, and children deserve and respond best to a school that acknowledges this simple reality.

As Program Director, it is my role to ensure that all these aspects of a preschool are being offered at The Learning Tree. If you have any concerns about your child's development, please feel free to approach me at your earliest convenience. You can approach me informally while collecting or dropping your child, or you can make an appointment through Mrs. Huma Qazi, the Preschool Administrator, who will be available to assist you on any administrative matter.

We hope you and your child will find The Learning Tree a happy, enjoyable and stimulating experience.

Naila Jamall
Head of School



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THE LEARNING TREE

EARLY YEARS PROGRAMME

EARLY YEARS PROGRAMME

(i) PRE-NURSERY & NURSERY

At The Learning Tree qualified teachers plan and implement a curriculum which promotes learning in key areas. This serves as a preparatory ground for children as they move on to formalized education.

LANGUAGE & LITERACY

The connection between language and literacy is powerful. The acquisition of language and literacy skills is social. It happens because young children need to interact and communicate with others. Most language and literacy learning happens naturally during play and everyday experiences, and some depends on explicit instruction from observant and sensitive adults. Our Early Years' Programme aims to provide meaningful language and literacy experiences for children through a variety of oral activities and games, such as storytelling, rhymes, finger-play, role play, etc. Early literacy is often cited as the most important academic skill in school readiness; hence, teachers acknowledge the importance of speaking, listening, reading and writing skills when planning the lessons.

Literacy 'emerges' gradually in the early years. Through the preschool years, we continue this process through the Jolly Phonics program. We focus on four essential components of early literacy, around which we organize sequenced activities:

- Comprehension
- Phonological Awareness
- Alphabet Knowledge
- Concepts about Print

MATHEMATICS

At The Learning Tree, on any given day, our young students practice math even though they are not sitting at desks with open workbooks. Mathematics helps them make sense of the world around them and teaches them to reason and problem-solve. Instead of being limited to a specific period or time of the day, it is incorporated in the lesson as a natural part of children's play and daily activities. They explore mathematical concepts as they sort, classify, compare quantities, balance blocks, notice shapes, and find patterns. Our teachers build on children's prior knowledge and capitalize on their spontaneous discoveries to further their understanding. Key mathematical concepts taught in our preschool are:

- Numbers
- Geometry and Spatial Relations
- Measurements
- Patterns
- Analyzing Data

SCIENCE

"Science is our attempt to understand the things we see — to make sense of the world around us." Science shows children the interconnectedness of life and teaches them that the things they observe are not just haphazard events. The Preschool teachers pull science out of the environment and make it part of the children's daily experiences.

Teachers reinforce children's inherent curiosity through discussion. Talking is the key because it helps children internalize their observations and experiences, and develop a kind of higher-level thinking that enables them to see the big picture. They learn how to develop hypotheses, design ways to test them, record and compare data. Through exploration and discussion, preschoolers learn that science is a part of their lives — and that it's a lot of fun! There are so many opportunities that we take advantage of such as, 'Botany in the Park', 'Physics on the Playground', 'Explorations at the Water and Sand Tables', 'Chemistry through Snack', 'Relativity in the Block Corner', 'Meteorology at Circle Time', and 'Horticulture on the Windowsills'.

SOCIAL STUDIES

Our Early Years' Programme gives children their first sense of community outside the home. Social studies learning begins as children make friends and participate in decision-making in the classroom. Teachers help children connect the classroom themes to an understanding of their community. Children learn to observe their surroundings; they notice important buildings, such as banks, firehouse, police stations, hospitals, etc. They learn what different stores sell, where the merchandise comes from, and who the customers might be.

Teachers take advantage of religious holidays, such as Christmas, Eid, Halloween, Easter, Ramadan, and Diwali, to teach children about their history and to make them aware of different cultural traditions through songs, stories and craft projects. In this manner, we inculcate respect of other religions and traditions

Parents, grandparents, and professionals from the community, such as police officers, firefighters, dentists, doctors, and artists are invited to come to the classroom to share stories about the cultural heritage and their jobs. Children learn about history of other cultures through listening to stories. Also, learning is reinforced through role-play, and singing and dancing on the tunes of traditional songs.

(ii) PRE-KINDERGARTEN & KINDERGARTEN CURRICULUM

The Pre-Kindergarten and Kindergarten curriculum ensures students acquire knowledge, concepts and skills by making relevant, significant connections to real life.

PRIMARY YEARS PROGRAMME (PYP)

The International Baccalaureate Primary Years Programme 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 is the **six transdisciplinary themes**:

- *Who we are*
- *Where we are in place and time*
- *How we express ourselves*
- *How the world works*
- *How we organize ourselves*
- *Sharing the planet*

These themes are about issues that have meaning for, and are important to, all of us. The transdisciplinary themes and subject areas form the knowledge element of the programme. The themes invite in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students. These inquiries are substantial, and usually last for several weeks. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas.

The **six transdisciplinary themes** collectively constitute a **programme of inquiry** (*see attached*) which has been developed collaboratively by the pedagogical team of the school. The programme offers a balance between learning about or through the subject areas¹, and learning beyond them. This highly defined, focused, in-depth programme of inquiry, with its emphasis on collaborative planning, aims to eliminate redundancy and avoids the pitfalls of a personality-driven curriculum.

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, the tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

¹ language; social studies; mathematics; arts; science; and personal, social and physical education

THE LEARNING TREE PYP PROGRAMME OF INQUIRY

AUGUST 2016-MAY 2017

Transdisciplinary Themes	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
Pre-Kindergarten	<p>CENTRAL IDEA: Exploring my physical, emotional and social self shapes my personality.</p> <p>KEY CONCEPTS: form, change, reflection</p> <p>RELATED CONCEPTS: identity, growth, similarities and differences</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Physical, emotional and social characteristics Exploring how we grow and change over time Discovering and appreciating who I am 		<p>CENTRAL IDEA: We can express ourselves in different ways.</p> <p>KEY CONCEPTS: function, connection, perspective</p> <p>RELATED CONCEPTS: imagination, teamwork, creativity, communication</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Different ways in which we express ourselves Expressing our feelings and ideas Understanding the feelings and ideas of others 	<p>CENTRAL IDEA: The Earth's natural cycles influence the activity of living things.</p> <p>KEY CONCEPTS: change, form, causation</p> <p>RELATED CONCEPTS: adaptation, cycles, impact, climate, earth's movement</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Earth's natural cycles The actions people take in response to Earth's natural cycles Patterns of behavior in living things related to Earth's natural cycles 		<p>CENTRAL IDEA: Living things have certain requirements in order to grow and stay healthy.</p> <p>KEY CONCEPTS: form, change, responsibility</p> <p>RELATED CONCEPTS: living things, needs, dependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Characteristics of living things How living things grow Our responsibility for the well-being of other living things
Kindergarten	<p>CENTRAL IDEA: Senses are tools for exploring our environment.</p> <p>KEY CONCEPTS: form, function, connection</p> <p>RELATED CONCEPTS: characteristics, purpose, interdependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> The five senses and how we use them Ways in which the senses work together Living without a sense 		<p>CENTRAL IDEA: Stories can engage their audience to communicate meaning.</p> <p>KEY CONCEPTS: form, reflection, perspective</p> <p>RELATED CONCEPTS: structure, interpretation, opinion</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Different forms of stories Why we tell stories How stories are created and shared Feelings and emotions that stories evoke 		<p>CENTRAL IDEA: People work at many jobs to benefit the community.</p> <p>KEY CONCEPTS: responsibility, connection, function</p> <p>RELATED CONCEPTS: duty, systems, roles, interconnectedness</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> Different types of jobs in a community Jobs have responsibilities How members in a community are connected 	<p>CENTRAL IDEA: Plants are a life-sustaining resource for us and for other living things.</p> <p>KEY CONCEPTS: change, responsibility, causation</p> <p>RELATED CONCEPTS: parts of a plant, consequences, sustainability</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> What plants provide for us and for other living things How life would be without plants Caring for plant life

PYP 1	<p>CENTRAL IDEA: The choices people make affect their health and well-being.</p> <p>KEY CONCEPTS: causation, responsibility, reflection</p> <p>RELATED CONCEPTS: choice, consequences, balance, schedules</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Healthy and unhealthy habits • What it means to have a balanced lifestyle • How the choices we make affect our health 	<p>CENTRAL IDEA: Homes reflect cultural influences and local conditions.</p> <p>KEY CONCEPTS: form, connection, perspective</p> <p>RELATED CONCEPTS: culture, locality, needs, design</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • What constitutes a home • How homes reflect family values • How homes reflect the local culture • Factors that determine where people live 	<p>CENTRAL IDEA: Celebrations and traditions are expressions of shared beliefs and values.</p> <p>KEY CONCEPTS: form, connection, perspective</p> <p>RELATED CONCEPTS: beliefs, values, culture, artefacts</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Why people celebrate • Features of traditions and celebrations • Symbolic representations of celebrations and traditions • What meaning people assign to celebrations and traditions 	<p>CENTRAL IDEA: Matter exists in different forms and can undergo changes.</p> <p>KEY CONCEPTS: form, causation, change</p> <p>RELATED CONCEPTS: matter, changes of state, properties of materials, uses of materials</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • States of matter • How materials change • Uses of different materials 	<p>CENTRAL IDEA: Maps help us organize and understand the world around us.</p> <p>KEY CONCEPTS: form, function, connection</p> <p>RELATED CONCEPTS: exploration, geography, directions, globe, weather, regions</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different types of maps and its features • Uses of maps • How maps can organize us 	<p>CENTRAL IDEA: People interact with, use and value the natural environment in different ways.</p> <p>KEY CONCEPTS: causation perspective, responsibility</p> <p>RELATED CONCEPTS: impact, conservation, behaviour, habitat, interdependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Natural and human-made elements of the environment • How people's interactions have an impact on the natural environment • How natural spaces are valued in the local environment
PYP 2	<p>CENTRAL IDEA: Relationships are influenced by learning about other people's perspectives and communicating our own.</p> <p>KEY CONCEPTS: reflection, connection, perspective</p> <p>RELATED CONCEPTS: diversity, conflict, communication</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • Social interactions between people • Acknowledging other people's perspectives • Managing and resolving conflict 	<p>CENTRAL IDEA: Past civilizations influence present day systems and technologies.</p> <p>KEY CONCEPTS: change, connection, causation</p> <p>RELATED CONCEPTS: history, inventions, continuity, heritage</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Significant past civilizations • Systems and technologies developed in the past • Aspects of past civilizations that have survived, and continue to influence us 	<p>CENTRAL IDEA: Imagination is a tool for extending our ability to think, create and express ourselves.</p> <p>KEY CONCEPTS: perspective, reflection</p> <p>RELATED CONCEPTS: expression, creation, transformation</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • How we demonstrate and enjoy our imagination • How our imagination helps us to consider other perspectives • How imagination helps us to solve problems • The value of imagination 	<p>CENTRAL IDEA: Space exploration leads to our understanding of our place in the universe.</p> <p>KEY CONCEPTS: form, connection, function</p> <p>RELATED CONCEPTS: solar system, universe, exploration</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • The features of the universe • Earth's place in the universe • Exploring space through technology and space travel 	<p>CENTRAL IDEA: Pollution is nowadays a part of our life.</p> <p>KEY CONCEPTS: change, responsibility, connection</p> <p>RELATED CONCEPTS: pollution, 3Rs (reduce, reuse, recycle) behaviour</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • What causes pollution • Effects of pollution on our lives and on Earth • Measures to fight pollution 	<p>CENTRAL IDEA: Creepy crawly creatures (mini-beasts) and humans share the earth.</p> <p>KEY CONCEPTS: connection, responsibility</p> <p>RELATED CONCEPTS: classification of living things, interdependence, food chain</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Creepy crawly creatures (mini-beasts) around us • The impact of mini-beasts on our environment • Our responsibility towards mini-beasts, and how we can coexist
PYP 3	<p>CENTRAL IDEA: In an attempt to meet human needs, societies have determined human rights and responsibilities.</p> <p>KEY CONCEPTS: responsibility, reflection, perspective</p> <p>RELATED CONCEPTS: rights & responsibilities, needs vs. wants, children's rights, history, justice</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Rights that all children should have • Similarities and differences between a right and a responsibility • How rights differ throughout the world 	<p>CENTRAL IDEA: The Earth's physical geography has an impact on human interactions and settlements.</p> <p>KEY CONCEPTS: form, causation, change</p> <p>RELATED CONCEPTS: migration, landforms, environment, resources, natural events</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Variability of physical geography around the world • The relationship between location and settlement • Impact of physical environment on human interactions and settlements 	<p>CENTRAL IDEA: People express themselves and inform others through different types of stories.</p> <p>KEY CONCEPTS: function, perspective, reflection</p> <p>RELATED CONCEPTS: interpretation, culture, expression, genres</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different stories have different purposes • Feelings expressed and evoked through different types of literature • Communicating our own ideas and feelings to others 	<p>CENTRAL IDEA: Energy and matter interact through forces that result in changes in motion.</p> <p>KEY CONCEPTS: causation, change, function</p> <p>RELATED CONCEPTS: states of matter, interdependence, sustainability, technological advances</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • How matter changes • Why energy is important • How forces affect motion 	<p>CENTRAL IDEA: Systems are created to meet the needs of the communities.</p> <p>KEY CONCEPTS: form, connection, responsibility</p> <p>RELATED CONCEPTS: communication, networks, interdependence, time, governments</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different human-made systems • Why people create and maintain systems • What makes a system successful 	<p>CENTRAL IDEA: Saving endangered species is crucial for our health and survival.</p> <p>KEY CONCEPTS: function, causation, responsibility</p> <p>RELATED CONCEPTS: classification of living things, natural resources, extinction, interdependence, conservation</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • Positive and negative forms of human impact on the planet • How our choices affect Earth's resources • Ways to reduce, reuse, recycle

PYP 4	<p>CENTRAL IDEA: The effective interactions between human body systems contribute to health and survival.</p> <p>KEY CONCEPTS: function, connection, responsibility</p> <p>RELATED CONCEPTS: homeostasis, interdependence, health, body systems</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • Impact of lifestyle choices on the body 	<p>CENTRAL IDEA: Exploration leads to discoveries, opportunities, and new understandings.</p> <p>KEY CONCEPTS: causation, function, reflection</p> <p>RELATED CONCEPTS: discovery, inventions, technological advancement, history, innovation</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Why people explore • How inventions and discoveries bring about changes in lifestyles • Positive and negative consequences of explorations • How have inventions have changed over time 	<p>CENTRAL IDEA: People throughout the world express themselves using architecture and geometrical shapes.</p> <p>KEY CONCEPTS: function, perspective, connection</p> <p>RELATED CONCEPTS: design, landscape, aesthetics</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Basic concepts of geometry and measurement • The uses of geometric shapes in architecture • How different types of architecture represent culture 	<p>CENTRAL IDEA: Changes in the Earth and its atmosphere have impacts on the way people live their lives.</p> <p>KEY CONCEPTS: causation, change, perspective</p> <p>RELATED CONCEPTS: geology, adaptation, weather, natural changes</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • How the different components of the Earth are interrelated • Why the Earth has changed and is continuing to change • Human response to Earth's changes 	<p>CENTRAL IDEA: Language use reflects social and cultural contexts.</p> <p>KEY CONCEPTS: perspective, function, connection</p> <p>RELATED CONCEPTS: literature, etymology, diversity, communication, semantics</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Interconnectedness between language, society and culture • How different languages work • Using language differently for different purposes. 	<p>CENTRAL IDEA: Human actions can help sustain resources and maintain peace on Earth.</p> <p>KEY CONCEPTS: form, reflection, responsibility</p> <p>RELATED CONCEPTS: renewable and nonrenewable resources, conservation, peace</p> <p>LINES OF INQUIRY:</p> <ul style="list-style-type: none"> • Natural resources and how they are used and shared • What factors affect peace on Earth • How humans impact the environment
PYP 5	<p>CENTRAL IDEA: Our choice of role models is shaped by our beliefs, values and past history.</p> <p>KEY CONCEPTS: connection, perspective, reflection</p> <p>RELATED CONCEPTS: religion, civilizations, identity, traditions, role models</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Major civilizations and belief systems of the past • How our choice of role models represents our beliefs and values • How my choices impact my actions 	<p>CENTRAL IDEA: Humans have adapted to ongoing climatic and geographical changes on Earth.</p> <p>KEY CONCEPTS: change, causation, responsibility</p> <p>RELATED CONCEPTS: history, physical geography, maps, geological events, climate change</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • History of earth • Climatic and geographical zones of earth • How natural processes affect climatic conditions around the world • How people have adapted and responded to geological and environmental changes 	<p>CENTRAL IDEA: Throughout history, people have interacted with each other and communicated using the arts.</p> <p>KEY CONCEPTS: change, connection, perspective</p> <p>RELATED CONCEPTS: progress, aesthetics, technique, interpretation, culture</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • How people communicate through the arts • How art works provide insight and information • The role of arts in different cultures, places and times • Development of art forms over time 	<p>CENTRAL IDEA: Energy may be converted, transformed and used to support human progress.</p> <p>KEY CONCEPTS: form, change, function</p> <p>RELATED CONCEPTS: renewable & nonrenewable resources, conservation, efficiency, technological advances, alternative sources</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable & nonrenewable) • Light as a form of energy • How energy is used • Sustainable energy practices 	<p>CENTRAL IDEA: Economic activity relies on systems of production, exchange and consumption of goods and services</p> <p>KEY CONCEPTS: function, connection, responsibility</p> <p>RELATED CONCEPTS: production, interdependence, safety, competition</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • The responsibility of consumers and producers 	<p>CENTRAL IDEA: Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p>KEY CONCEPTS: causation, connection, responsibility</p> <p>RELATED CONCEPTS: plants, balance, conservation, adaptation, interdependence</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Plants as a source of energy for all organisms • Ways in which ecosystems, biomes and environments are interdependent • How human interaction with the environment can affect the balance of systems • The consequences of imbalance within ecosystems
PYP 6	<p>CENTRAL IDEA: The functioning of the human body is dependent on its ability to resist and fight disease.</p> <p>KEY CONCEPTS: connection causation, responsibility,</p> <p>RELATED CONCEPTS: body systems, prevention, immunity, interdependence, diseases</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Body systems and their functions • Impact of diseases on the human body • Treatment options and cure of diseases • Preventing diseases and staying healthy 	<p>CENTRAL IDEA: Migration is a response to circumstances and challenges.</p> <p>KEY CONCEPTS: causation, change, perspective</p> <p>RELATED CONCEPTS: resources, settlement, history, geography</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Causes and effects of migration • Relationship between migration and sustainability • Human migration throughout history 	<p>EXHIBITION UNIT</p> <p>The way people express themselves is influenced by political, social and economic events.</p>	<p>CENTRAL IDEA: People apply their understanding of forces and motion to invent and create.</p> <p>KEY CONCEPTS: function , connection, change</p> <p>RELATED CONCEPTS: innovation, physics, transformation</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Forces at work • Application of the knowledge of forces and motion • Effect of force on the motion of objects 	<p>CENTRAL IDEA: Government structures impact the way we live.</p> <p>KEY CONCEPTS: form, causation, reflection</p> <p>RELATED CONCEPTS: freedom, justice, history, government structures</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Different government structures (past and present) • Impact of laws on society • Government's response to the needs of their communities 	<p>CENTRAL IDEA: The fact that materials can undergo permanent or temporary changes poses challenges and provides benefits for society and the environment.</p> <p>KEY CONCEPTS: form, function, responsibility</p> <p>RELATED CONCEPTS: matter, industrialization, conservation, efficiency</p> <p>LINES OF INQUIRY</p> <ul style="list-style-type: none"> • Nature of chemical and physical changes • Practical applications and implications of change in materials • Ethical dilemmas associated with manufacturing processes and by-products

TRANSDISCIPLINARY SUBJECT SCOPE AND SEQUENCE

ENGLISH LANGUAGE ARTS

Our programme aims to provide meaningful language and literacy experiences for children through a variety of oral activities and games, such as storytelling, rhymes, finger-play, role play, etc. through the Jolly Phonics programme. Early literacy is often cited as the most important academic skill in school readiness; hence, teachers acknowledge the importance of speaking, listening, reading and writing skills when planning the lessons.

ORAL LANGUAGE (LISTENING & SPEAKING) & VISUAL LANGUAGE (VIEWING & PRESENTING)

We believe that in today's dynamic world, content can be grasped and communicated through varied mediums. Self-expression through oration and drama is as important for children as the written medium to emerge as confident, well-rounded personalities. At The Learning Tree, students experience a range of opportunities to express their understanding through the oral and visual mediums, which enables them to become self-confident, self-aware, and buoyant individuals. They learn to adjust their tone and content while speaking to suit different audiences and purposes, so that they can express themselves accurately and fluently. This process, in addition, also sharpens their listening skills.

Dramatics is encouraged from the early years. Approaches such as role-play, improvisation and scripted performances enable students to show their competence and extends their self-assurance. Each child is given opportunities to express themselves in original and creative ways, bringing out the shiest of our students. Visual presentations serve as an important medium to express understanding of a concept, be it through role play, illustrations, etc.

WRITTEN LANGUAGE – READING & WRITING

Literacy is integrated with the units of inquiry, which provide a context for learning the language, and participating in reading and writing activities.

Reading materials are selected carefully in order to enhance the students' understanding of the units of inquiry. Students are encouraged to read for pleasure and for extracting information. A diverse variety of books and reading programs are carefully selected. We use the Oxford Reading Tree and Jolly Phonics as our core reading schemes and have a range of supplementary material to extend the students' reading skills that these programmes seek to develop. Training in phonics is imperative for developing good reading and spelling skills; hence, phonetic and sight words reading is introduced at the very beginning.

Our units of inquiry provide the context for real-life writing on different topics and genres. Students learn writing with the teacher's support with an emphasis on 'emergent' writing. They are encouraged to express their thoughts and feelings without constraints, and are encouraged to reflect on their experiences. We believe that creativity should not be curbed by over-emphasis on conventions in the early years of development. As their skills develop, they are then encouraged to use their knowledge of phonics and common sight words to write with increasing accuracy.

We aim to provide a stimulating environment in which students write freely in order to unleash the students' creativity. Self-reflection not only develops written expression, but also serves as a platform for improvement.

MATHEMATICS

At The Learning Tree, we provide students with the opportunity to see themselves as “mathematicians”, where they enjoy and are enthusiastic when exploring and learning about mathematics. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized. It is important that learners acquire mathematical understanding by constructing their own meaning starting with exploring their own personal experiences, understandings and knowledge. Additionally, mathematics needs to be taught in relevant, realistic contexts, rather than by attempting to impart a fixed body of knowledge directly to students.

The following strands of mathematics are taught, and where possible, mathematical units serve to increase the students’ understanding of the unit of inquiry:

- Number
- Data Handling
- Patterns and Function
- Measurement
- Shape and Space

How children learn mathematics can be described by the following stages: *constructing meaning about mathematics, transferring meaning into symbols, and applying with understanding*. Learners *construct meaning* based on their previous experiences and understanding, and by reflecting upon their interactions with objects and ideas. Only when learners have constructed their ideas about a mathematical concept should they attempt to *transfer this understanding into symbols*. *Applying with understanding* can be viewed as the learners demonstrating and acting on their understanding through authentic activities.

URDU LANGUAGE ARTS

At The Learning Tree, we take pride in promoting our national language, the mother tongue of many of our student population, and we encourage our students to do the same. Literacy in Urdu holds utmost importance, and it holds the place of one of our core subjects.

Urdu language is taught through the following strands:

VISUAL (VIEWING & PRESENTING) & ORAL LANGUAGE (LISTENING & SPEAKING)

We aim to provide a stimulating environment for the development of our students, where they learn to speak with confidence and pride. Role-play, class and group discussions, nursery rhymes, and stories-telling are an important part of our Urdu curriculum.

WRITTEN LANGUAGE (READING & WRITING)

A conceptual approach to teaching literacy skills in Urdu is adopted. Students listen to ‘read-aloud’ stories based on their interest in order to develop the love for the language.

Recognition of Urdu alphabet and common words are reinforced through flashcards in the early years. We provide students with a large selection of Urdu resource books from renowned publishers like Oxford and Book Group. Over-emphasis on reading skills enables the students to develop fluency from an early age.

While reading is encouraged through a number of strategies, writing goes hand in hand. Students start learning to write the Urdu alphabet using the phonic approach with the help of trained Urdu teachers. They begin by writing letters, and eventually analyze and synthesize letters in simple words. This will enable them to be ready for the upcoming years in Junior School.

VISUAL ARTS

Art is the vehicle that is used to enhance the understanding of the transdisciplinary themes by providing both students and teachers with a range of mediums with which to access the units of inquiry. Arts teaching and learning is infused in all areas of curriculum, particularly in the PYP units of inquiry, which are relevant and assist in furthering the understanding.

CREATING

Students are exposed to a broad range of experiences in order to develop their observational skills. They have the opportunity to experiment and display their creativity through various mediums. Their creativity is fostered and valued for the effort involved rather than the finished result.

Resources are easily accessible to the students. Age-appropriate curriculum, planned collaboratively, aims to coach the students to use a variety of material in varied activities so that they are free to explore their strengths and preferences. The instruction imparted is grade-appropriate, and care is taken so as not to curb the creativity of the students.

RESPONDING

Opportunities are provided to experience visual arts beyond the students own initial involvement by inviting artists into the school, or by visiting art galleries, artists' studios and exhibitions. Students will experience visual arts created by diverse artists – locally and globally, now and in the past, by women and men, and by people of different backgrounds.



TLT

THE LEARNING TREE

**PERSONAL, SOCIAL, PHYSICAL AND
EMOTIONAL DEVELOPMENT**

IB LEARNER PROFILE ATTRIBUTES

The transdisciplinary model of the PYP endorses themes of global significance. These themes promote an awareness of the common human condition and experience. The students explore this common ground collaboratively, from the multiple perspectives of their individual experiences and backgrounds.

This sharing of experience increases the students' awareness of, and sensitivity to, the experiences of others beyond the local community, hence developing an international perspective, beginning with each student's ability to consider and reflect upon the point of view of someone else in the same class.

While recognizing the importance of knowledge, concepts and skills, it is vital that there is also focus on the development of certain attributes making a commitment to a values-laden curriculum as prescribed by the International Baccalaureate. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Our learners strive to be:

IB learner profile	
<i>Inquirers</i>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<i>Knowledgeable</i>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<i>Thinkers</i>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<i>Communicators</i>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<i>Principled</i>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<i>Open-minded</i>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<i>Caring</i>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<i>Risk-takers</i>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<i>Balanced</i>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<i>Reflective</i>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Our preschool is a safe, caring community with an orderly routine, and each child is valued as a unique individual. Everything in the classroom lends itself to learning the concepts underlying personal, social and emotional development. When children play pretend games or build with blocks, or work together in small groups on class projects, they learn to accept differences, deal with their emotions, and practice resolving conflicts. They learn to share, take turns, and practice being both leaders and followers. They develop a sense of personal responsibility by performing a variety of jobs, such as giving out the cups and napkins for snacks, or opening the door and turning out the lights when the class leaves the room. Preschoolers also learn community responsibility by cleaning up after play time and taking pride in having a clean, neat classroom. Teachers initiate discussions and ask thought-provoking questions so that children may reflect on their experiences.

SETTLING YOUR CHILD INTO SCHOOL

Please take your time to settle your child into the his/her classroom. Some children settle almost immediately, while others take longer. However, all children need someone they know well to be with them when they take such a big step.

We suggest you stay with your child on the first day and then leave them for a longer time each day until they are happy to stay for the whole session.

The first few weeks of the school term is usually devoted to settling children into the school routine.

So Many Goodbyes!

Thoughts on separation in the school setting

Separation is an important and difficult part of life for each of us. Separation happens over and over in big and small ways from the loss of a favorite jacket to the loss of a loved one. Each of us learns to cope with loss and to go on with life based on our early experiences with separation.

Sensitive caregivers recognize that separation is important work for young children. They help children experience and cope with the process of saying good-bye rather than rushing them through to avoid the issue. Young children experience fear and helplessness when they are separated from the security of familiar family members. This often expresses itself emotionally as frustration, anger and withdrawal. One of the most difficult and rewarding tasks for parents and teachers is to help a child move through his fear to a positive sense of trust. Trusting oneself and others is in fact what growing up is all about! It is especially important for parents and teachers to be sensitive to each others' feelings, so they can work together to help children through the separation process.

Techniques on separation for parents

PREPARE YOUR CHILD –

Visit the program with your child, talk in concrete terms and in language he can understand about what is going to happen when he/she goes to school. Visit the new school with your child for 1-2 hours, following the orientation agenda provided by the school before the child is scheduled to begin.

BRIDGE THE GAP – Between home and school by letting the teacher know your child's routines, likes and dislikes. Have him/her help choose comforting objects to bring to his "new place".

MAKE THE TIME REAL – Repeating the sequence of activities they will participate in help young children understand when you will return. "First mummy goes back home (or goes to work), then you play with your friends, then after snack-time (or story-time, or work-time-depending on the school schedule) I will come to take you home".

TALK POSITIVELY - About the situation you have chosen. While most parents feel ambivalent and guilty about leaving, young children sometimes interpret this to mean: "mummy doesn't feel good about this" or "This new place is not safe for me".

ACCEPT YOUR CHILD'S FEELINGS - If he/she tantrums and declares he is "not going", verbalize his/her fears, "I know it feels scary to go to a new place", or "you are really angry when I leave".

GIVE SOME AREAS OF CONTROL - to your child since he/she cannot choose which school program he/she is enrolled in. Let him choose what to wear, or what to bring to share.

TELL STORIES - about how nervous you (father or mother) were on a new job. Children like to hear about big competent adults feeling lonely or fearful in new situations. Then it must be okay for kids to have those feelings too!

DEVELOP A ROUTINE - for saying good bye. Holding hands up to the door, a song in the car, a hug and a kiss... young children need to be able to predict what is going to happen next, both lingering and "sneaking out" makes children anxious and makes good-byes difficult and prevents them from engaging in the program.

TAKE CARE OF YOURSELF - Separation is often harder on the parent than the child. Don't be reluctant to call the school/teacher to check on how your child is settling. Share your feelings with your spouse or friend, have a good sigh or even a cry (out of your child's sight,) and pat yourself on the back for enabling your child to experience one of life's most important emotions....'loving and saying good-bye.'

CREATIVE DEVELOPMENT

At The Learning Tree we place great emphasis on promoting creativity through music, movement, art, and drama. The arts are not an extra or frill activity, to be enjoyed after all the ‘academic activities’ are complete, but rather a fundamental learning tool that is integrated into the curriculum. Much of the learning in the areas of science, math, and literacy takes place through the creative medium. Young children *apply* the knowledge acquired to both practical and creative experiences. This develops their higher-order problem-solving and critical-thinking skills that will be fundamental to later learning. As the old adage goes, “It’s the process, not the product!”

PHYSICAL DEVELOPMENT:

FINE MOTOR SKILLS

Writing, drawing and cutting are activities that can be difficult to master for many preschoolers, which may lead to frustration. Providing opportunities for children to develop fine motor skills through puzzles, and open-ended activities, such as arts and crafts projects, and working with scissors, beads, blocks, buttons, zippers, play dough, and Lego will help to develop these muscles. The development of fine-motor skills is essentially going to lead to the growth of the children’s writing abilities.

GROSS MOTOR SKILLS

Frequent opportunities are provided to the children to use their large muscles through activities such as running, balancing, jumping, hopping, climbing, dancing, and outdoor play. More specifically, the children will:

- Walk up stairs using alternative feet
- Run with age-appropriate coordination and control
- Throw and catch a ball
- Use playground equipment safely
- Demonstrate age-appropriate safety awareness

SPECIAL EVENTS AT THE LEARNING TREE

We believe that in order to provide a complete educational experience, an institution must offer sports, drama and other extracurricular activities in addition to the curricular disciplines.

SPORTS DAY:

Sports and athletics constitute an integral part of our extra-curricular activities. Every child is provided with an opportunity to participate in the Sports Day event held annually. The students are encouraged and trained to perform at their optimum level; however, our main objective is to provide students with the opportunity to participate in competitive sports without being afraid of failure. The drills and practices involved in preparing our students for Sports Day serve to train them in the skills that they require to further their athletic abilities.

THEATER EXTRAVAGANZA:

Concert not only helps our students develop self-confidence but it gives them an opportunity to develop their self-expression, explore their talents, and to work as a team. Each play is selected and adapted to suit purpose after much deliberation, considering the interest and content according to the age and grade level, and roles are assigned to children keeping in view their strengths. Care is taken to provide an occasion to each child to play an important role in the play, where he or she speaks at least one or more dialogues. Teachers contribute their time and effort painstakingly rehearsing the students to play their roles to the best of their ability. The combined effort of the teachers and students is displayed effectively to make our concert a memorable experience for the students and the audience.

CULTURAL AND RELIGIOUS HOLIDAYS:

We mark various cultural and religious occasions with a celebration, a story-telling session, singsong or other activity. In today's times, we feel it is as important for children to be exposed to other cultures as their own in order to develop a sense of acceptance and tolerance, as it is these qualities that enable our young students to be international-minded individuals.

LEARNING MODULES:

We offer a variety of extracurricular activities on and off our school premises for our Junior School students. Our 'Learning Modules' are very popular with our students. They offer an opportunity to the students to participate in one activity of their choice every term. These modules are conducted by professionals once a week during school hours. The child's progress is monitored and graded by the course conductor, and is later reported in the mid-term and final term report cards. Every module is supervised by school representatives who assist the course conductor, and are responsible for the general well-being of the children.

ACADEMIC NIGHT:

'Academic Night' is an event that takes place once a year at TLT Junior School. The occasion provides an opportunity for the primary students to display their learning in the key areas of development. Parents and visitors are invited to participate in the activities and games conducted by the students who exhibit their expertise in their field of learning. Parents are provided a practical and hands-on insight into the learning processes at our school at varied grade levels, whereas the students get to interact with the visitors on an academic level.



TLT

THE LEARNING TREE

GENERAL PROCEDURES & GUIDELINES

SCHOOL TERM DATES AND TIMINGS

TERM DATES FOR 2016 - 2017

	Term Begins	Mid-Term Break	Term Ends
1st Term	August 2016	October 2016	December 2016
2 nd Term	January 2017	March 2017	May 2017

A detailed school calendar will be posted on the school website and Edmodo at the beginning of each term.

SCHOOL HOURS (Monday to Thursday):

Pre-Nursery Students:	9:30 a.m.	11:30 a.m.
Nursery Students:	9:00 a.m.	12:00 noon
Pre-Kindergarten Students	8:00 a.m.	12:30 p.m.
Kindergarten Students	8:00 a.m.	1:00 p.m.

SCHOOL HOURS (Friday Only):

Pre-Nursery Students:	9:30 a.m.	11:30 a.m.
Nursery Students:	9:00 a.m.	12:00 noon
Pre-Kindergarten Students	8:00 a.m.	12:15 p.m.
Kindergarten Students	8:00 a.m.	12:15 p.m.

GENERAL SCHOOL POLICIES

Morning and Home Time Guidelines

Entrance and Exits / Parking: Please park your cars in an orderly manner outside the school. Please avoid parking in front of any gate. All cars are to approach the school from Rojhan Road (please follow traffic flow map) and exit from the Bagh-e-Mucca side (ONE-WAY traffic only). Please refrain from driving fast and blowing your car horns.

Kindly convey these instructions to your drivers (traffic map is attached on the last page of the handbook).

Pick and Drop Rules: We emphasize on children being punctual. The door will be closed at the timings indicated below:

Pre-Nursery students	9.40 a.m.
Nursery students	9.10 a.m.
Pre-Kindergarten & Kindergarten students	8:05 a.m.

Children and teachers find it very disruptive to have parents walking in and out during school hours. If you arrive late please do not knock on the main door; instead, intercom the office. If you wish to pick up your child early, please inform your child's teacher in the morning and intercom the office once you arrive to collect your child

Collect your child promptly at home-time, or call us if there is any delay, so that we can reassure your child. Parents should wait outside till they hear the 12:00 noon bell at home-time before they enter the building.

Kindly direct your maids to wait a couple of minutes after the bell before they enter the building. The reason behind this policy is so that teachers can scrutinize ID cards and avoid overcrowding inside the building. Drivers are not allowed inside the school premises and must wait next to the main gate, hand over the ID card to the school guard or maid, who will then proceed to bring your child to the main entrance.

Collect your child yourself or notify the school office if someone else is collecting him or her from school. They must always show the issued ID card at the gate. Please remember that once a teacher hands over your child to you or the maid / driver the teachers are not responsible for the supervision of your child.

Identity Cards: Please Note: -

- As a safety precaution, all students will be issued with an I.D. card at the beginning of term. This must be shown at the main entrance gate by whoever collects the child or enters the school premises.
- Unidentified persons will not be permitted to take a child away from school.
- When any change is to be made in the method of a child's departure, please notify the class teachers or school office by a note or telephone.
- We cannot accept messages delivered orally by children.
- If you require a duplicate copy of the card, kindly send an application along with a passport-sized photograph of your child to the school office.

Personal Care:

ILLNESS

It is the parent's responsibility to inform the school immediately if a child becomes ill. Parents are asked to keep children at home until they are well to minimize the spread of any illness.

If the child becomes ill during the school day, the parents will be notified promptly and the child will be cared for until a parent or designated person (who shows the issued identity card) comes to collect the child.

Parents are responsible for keeping the school informed about emergency telephone numbers and it is expected that sick children will be picked up promptly upon notification.

PLEASE MAKE SURE YOUR CHILD IS FULLY FIT BEFORE RETURNING TO SCHOOL. If your child has had a contagious illness, e.g. chicken pox, typhoid or any such infection, he/she will not be permitted to rejoin school without a clearance doctor's certificate.

MEDICINE AND SPECIAL MEDICAL ATTENTION

The Learning Tree will not administer non-prescription or prescription medicine to children. We do, however, appreciate that in certain circumstances – as in the case of asthmatic children - immediate attention in the form of inhalers may well be required. We ask all parents to complete the school's Medical Form prior to their child starting school and any necessary medicine for emergency purposes must be noted on the form.

EMERGENCY MEDICAL TREATMENT

The school has a well-equipped First Aid box and all staff has been given basic First Aid training by the school pediatrician. In the event of a serious accident, parents or the emergency contact noted on the Medical Form, will be telephoned immediately. The Aga Khan Hospital will be used as a treatment centre.

HEAD LICE:

To ensure hygiene and safety requirements are maintained we carry out regular checks in school. If it is discovered that there is a case of head lice, we immediately notify parents to take their child home. It is kindly requested that parents do not send their child to school till they are certain that their child's hair is completely lice- free.

Miscellaneous Notes:

SNACK TIME:

Nursery & Pre-Nursery: The students are not required to bring a lunch box or a water bottle. School will provide a healthy snack and a drink, e.g. fruits, vegetables, cookies & mineral water.

Pre-Kindergarten & Kindergarten: Students are required to bring their own snack and a water bottle. A snack menu will be issued at the beginning of the term. No juices or fizzy drinks are allowed.

SCHOOL UNIFORM:

Nursery & Pre-Nursery: Students are required to dress in casual comfortable attire. However, on every Wednesday of the week, they will be required to wear The Learning Tree sports practice uniform available at Ghani Sons. Please note that you will be informed of your child's house color, therefore kindly refer to the notice before purchasing the uniform.

Pre-Kindergarten & Kindergarten: Students are required to be dressed in complete school uniform with white socks and P.E. shoes. However, on every Wednesday of the week, they will be required to wear The Learning Tree sports practice uniform available at Ghani Sons. Please note that you will be informed of your child's house color, therefore kindly refer to the notice before purchasing the uniform.

PERSONAL ITEMS / TOYS:

We do understand that children enjoy bringing their own special items to school from time to time. Please try to ensure that these are collected on the same day to avoid loss, as we can not guarantee looking after them.

SCHOOL EQUIPMENT:

All school equipment, however trivial must remain on the premises. If your child inadvertently takes anything home, please return it to the school as soon as possible.

BIRTHDAYS:

The Learning Tree does mark the occasion with a birthday song and celebration. Parents are welcome to bring a special treat for their child's birthday. Please check with the class teacher a few days before, who will let you know the number of children and the best day for the treat to take place, in case the birthday falls on a weekend. Presents of any kind are not permitted, e.g., candy, toys or any other form of a giveaway.

HOLIDAYS:

Parents are requested to take trips and holidays during the scheduled school holidays rather than in term-time. Parents will be notified of the half-term and public holidays at the start of every term. Please remember that absence hinders progress at every level in the school. One week's notice of holidays should be given in writing to the Administrator. Parents are also advised to check the notice board (located in front of the main door) for any important announcements.

In the event of an unscheduled holiday during the term, parents will receive a text message through our official school bulk SMS system. You are also advised to regularly check our school website: www.thelearningtree.edu.pk

PARENT-TEACHER MEETINGS:

Parent teacher meetings are held once a year, at the end of first term in the school year. Should a parent need to discuss a particular aspect of the child's schooling or have any queries, we are happy to arrange an appointment with your child's teacher or the Principal.

DISCIPLINE POLICY AT THE LEARNING TREE

Our policy is that a child is never naughty, but certain actions or reactions are not acceptable. We do not physically reprimand. If the problem cannot be solved quickly, we will remove a child/children from situations for a 'cool down' period and then return them to the classroom.

Subject: **GENERAL TRAFFIC GUIDELINES FOR ALL PRESCHOOL PARENTS**

Dear Parents

In order to maintain a smooth and safe traffic flow in the mornings, we have formulated the following set of traffic guidelines, which you are required to follow while dropping off your child to school.

1. Please go through the traffic flow plan with great care. These guidelines are there for your children's safety.
2. School staff will be there every morning to ensure the safety of your children and the enforcement of the traffic rules.
3. If you want to accompany your children and drop them off personally, please park your car in an appropriate parking place and in a manner that does not inconvenience others. Please do not park in the NO PARKING areas.

For Pre-K & K PARENTS ONLY:

4. Please drop off your children in the Drop Zone ONLY. Where a responsible staff member will supervise their entry in the school.
5. Please make sure that your children sit on the left side of the car so that they can exit quickly and a smooth flow of traffic is maintained.
6. Kindly avoid keeping the school bags/lunch boxes, etc, in the boot of the car, as their retrieval will slow down the flow of traffic.

IMPORTANT: Please inform your drivers and other family members of these traffic rules.

Parents, you are the role models for our students, and we depend on you to follow rules and contribute to our school community to set an example for your children. It is your positive attitude towards the institution that sets the tone for a conducive and happy learning environment. I look forward to having a mutually beneficial year ahead of us and thank you for your cooperation.

Naila Jamal

THE LEARNING TREE

Preschool Location Map

