



**ISS**

SINGAPORE CAMPUS

# ELEMENTARY SCHOOL

**Realising Potential**

EARLY YEARS PHILOSOPHY & APPROACH



## Early Years (Kindergarten 1 & 2)



Children in Kindergarten 1 and 2 (K1 and K2) are ages four to six years old and these two Grade levels are known as Early Years.

Early Years learning at ISS follows the IB PYP curriculum framework which incorporates current research and best practices in early childhood education. Children participate in an inquiry-based programme that responds to their academic and developmental needs.

### **Our Image of the Child**

We believe that children are naturally curious and full of wonder, with an innate ability to question and pursue their own learning and research. Our inquiry-based learning environment encourages children to develop these capacities and participate actively in exploring and problem-solving. Our teachers view children as competent partners in the learning experience and understand that each child has a unique pattern of growth and development. We encourage students to develop independence by taking initiative with their own self-care and organization.

### **The Learning Environment**

Our educational values and image of the child are communicated by and supported by carefully planned learning environments.

#### ***Physical Space***

The physical learning environment is designed to support learning objectives, as well as the unique needs of young children. The arrangement of objects and activities encourages children to make choices, manipulate, create and represent their ideas and

understandings. Displays serve as a continual reminder of children's learning and point of engagement to support inquiries.

### ***Organization***

Our classroom time remains flexible within a balanced academic programme, while continuing to respond to the emerging needs and interests of students. Each day, children play a role in proposing activities. We show respect for children's learning by not interrupting their sustained involvement in projects when it is not mandatory for a transition to occur.

### ***Connecting to Nature***

Experiences with the natural world encourage children to use all of their senses to explore and discover. As children work with natural materials, they learn about their role using the physical properties of their world. Our programme supports engagement with nature inside and outside of the classroom.

### **Relationships & Interactions**

Our safe and nurturing atmosphere encourages children to build confidence and take risks. We believe that children feel most safe, secure and supported when their sense of shared ownership and belonging is emphasized. Children learn about themselves and the world, and construct their own identity within the context of their families and communities. Connections to home and family are viewed as integral to learning and are a visible part of curriculum planning and the environment. Children work together as a learning group, fostering their individual competencies and making collaborative discoveries.

### **Play**

Play is essential for young children's cognitive, social, emotional, and physical development. Through play, children express, combine, and extend what they know about the world around them, incorporating their knowledge and skills. Children regularly participate in various kinds of play, which can be either child-led or teacher-initiated.

