



Ecole Internationale de Genève
International School of Geneva

La Grande Boissière



Primary School

Curriculum Guide – Y1-4 (EAL)

La Grande Boissière

62, route de Chêne | CH - 1208 Geneva

Tel. +41 (0)22 787 24 54 | Fax +41 (0)22 787 24 10

reception.pri.lgb@ecolint.ch | www.ecolint.ch

2016-2017



Ecole Internationale de Genève
International School of Geneva

Primary School

Campus de
la Grande-Boissière

Year One

September 2016

ENGLISH LANGUAGE PROGRAMME – Year One

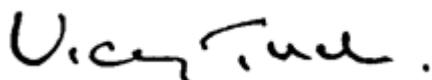
THE FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA

Introduction from the Director General

We hope that all our students will enjoy their year at Ecolint and thrive with us. We also hope that our parents will feel engaged with the life of the school and pleased with their child's progress. In order to achieve our broad educational aims for our students in a climate of respect and consideration, the Foundation has developed a number of policies of which some key ones are presented here:

- [A vision for an International education](#)
- [Pastoral Care Policy](#)
- [Foundation Policy on Student Discipline](#)
- [Considerate Working Community Policy](#)
- [Formal Complaints Policy](#)
- [The Director General's note regarding absences](#)

You can find a full set of policies [here](#).
With all good wishes



Vicky Tuck
Director General

ENGLISH LANGUAGE PROGRAMME – Year One

TABLE OF CONTENTS

	Pages
Introduction.....	4
Mathematics.....	6
Language A: English.....	8
Language B: French	10
Units of Inquiry (Humanities)	11
Visual Art.....	12
Music.....	13
Physical Education.....	14
Library.....	16
Information Technology and Communication.....	17
Additional Support.....	18
Assessment	19
Reporting to Parents.....	20
Homework	21
Behaviour	22

ENGLISH LANGUAGE PROGRAMME – Year One

INTRODUCTION

In our Primary School we strive to create a learning environment in which learning may flourish, an environment that is fulfilling and safe, where each individual child is respected for who (s)he is. The aim is to provide access to high quality education in an atmosphere of mutual respect, understanding and cooperation.

Our programme is thought through to foster confident, curious, open-minded, socially responsible and capable of thinking for themselves, children. We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts.

Through the practice of reflective discourse, and the teaching for conceptual understanding, the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, to develop the ability to think critically and creatively, to focus on process, and to begin paying attention to the “why”.

While teaching for understanding involves a lot of tactile learning, students are also encouraged to understand how to use digital tools in an intelligent way to enhance their learning.

Year One students are expected to turn six years of age during the course of the school year. Emphasis, at this Year level, is placed on developing cooperation, creativity and enthusiasm, and the cultivation of independent work habits. Children experience the enjoyment of learning to read, write and make meaning of numbers through a range of activities and guidance by the teacher. A full time assistant works alongside the classroom teacher.

We recognise the importance of building self-esteem and confidence and of fostering a positive attitude towards learning. Promoting tolerance and respect in a multicultural environment are an integral part of our social programme.

Emphasis is placed on developing:

- Confidence and the ability to adapt to new situations
- The ability to work independently and to complete a given task
- Willingness to share and help others
- Confidence to participate individually or in a group
- Cooperation when working with others
- The ability to listen to suggestions, to accept praise and/or criticism

ENGLISH LANGUAGE PROGRAMME – Year One

English and French are the two languages of instruction with the exposure to the second language increasing progressively each year. The percentages for instruction in the two languages, in the English Programme, are as follows:

Years 1 and 2	70% Language A (English) Reading, Written work Mathematics Units of Enquiry Physical Education Music
	30% Language B (French) Language B (French) Music and Movement Visual Arts

Years 3 and 4	60% Language A (English) Reading, Written work Mathematics Units of Enquiry Music
	40% Language B (French) Visual Arts Physical Education Units of Enquiry (with two teachers present - English & French) Choir (with two teachers present - French & English) Language B (French)

ENGLISH LANGUAGE PROGRAMME – Year One

MATHEMATICS

The Mathematics programme aims to build a strong foundation of number sense, engaging students through the use of materials and a range of representations, in experiences with content and processes so that students understand, compute, apply and reason with Mathematics.

The principal focus in Year One is to ensure that students develop confidence and mental fluency with whole numbers and counting, through varied and frequent practice.

In Year One, much of the instructional time focuses on these critical areas with more time devoted to number than to the other topics:

1. Representing, relating, and operating on whole numbers
2. Discussing and solving problems
3. Recognising and describing shapes and using the related vocabulary
4. Using a range of measures to describe and compare different quantities such as length, mass, capacity/volume

ENGLISH LANGUAGE PROGRAMME – Year One

MATHEMATICS

By the end of Year One, students should be able to:

Number Sense and Numeration

- Identify, name and write the numbers from 0 to at least 20, forward and backwards.
- Read, write small whole numbers, using them to say how many things there are.
- Make collections of a given size, compare and place in the correct order.
- Extend orally the counting sequence to 100
- Skip count in 2's to 20 and in 10's to 100
- Find efficient methods for finding sums and differences up to 20
- Practice grouping as a way to count, measure and estimate
- Investigate and develop strategies for composing and decomposing quantities to 10
- Count and group objects into ones and tens out to 100
- Show various meanings of addition and subtraction and the relationship between the two operations through a variety of problems

Geometry & Spatial Sense

- Recognize and identify simple geometric shapes and structures in the environment
- Identify, sort, and compare geometric shapes by common attributes
- Use words, phrases, symbols and positional language to describe things in relation to other things.

Measurement

- Create and select non-standard units of measurement to measure and compare lengths
- Begin to use the notion of time and how it is measured

Pattern, Algebra

- Recognize, describe, and extend patterns such as sequences of sounds and shapes or simple numeric patterns
- Notice the patterns in which we say numbers
- Determine the missing number in a simple equation involving addition
- Model equivalency using concrete materials

Data Analysis

- Make observations about data presented in concrete graphs and pictographs
- Count, organize and display data using concrete graphs and pictographs

Problem Solving / Reasoning

- Solve a variety of problems and conduct mathematical investigations involving addition and subtraction of whole numbers
- Create basic representations of simple mathematical ideas
- Check for reasonableness of answer
- Reason with models or pictorial representations to solve problems
- Explain thinking when solving a problem

ENGLISH LANGUAGE PROGRAMME – Year One

LANGUAGE A: ENGLISH

Year One Language Arts curriculum builds a foundation of literacy through each of the language arts. Children begin to explore and expand the functions and uses of literacy in their daily lives. They experience the enjoyment of reading, begin to learn the rules of English language structures as well as learn more about communicating with others.

Listening and speaking form the basis of all language development and are essential tools for thinking and for relating to other people. Speaking includes sharing experiences, feelings and ideas informally and in structured presentations.

Year One children apply their phonic knowledge and skills as the route to decode words and learn to read by blending sounds. Children's writing during Year 1 will generally develop at a slower pace than their reading as they need to learn to encode the sounds they hear in words, develop the physical skill needed for hand-writing, and learn how to organise their ideas in writing.

By the end of Year One, students should be able to:

Speaking and Listening

- Share experiences, feelings, ideas, and information so others understand
- Express thoughts, feelings and ideas clearly
- Participate in oral exchanges
- Enrich vocabulary by making sense of new words from how words are used
- Respond appropriately to simple instructions, directions
- Follows agreed upon rules for discussion
- Listen and respond to stories; relate to feelings and thoughts of characters in stories
- Sequence stories, orally
- Re-enact and retell stories using appropriate voice, expression
- Demonstrate awareness and sensitivity to the use of words (e.g. helpful vs. hurtful words)

Reading

- Recognise the connection between the spoken word and the written word and identify words in a short sentence.
- Construct meaning from visual representations
- Consolidate knowledge of the letters of the alphabet and their corresponding sounds
- Know and apply Year level phonics and word analysis skills in decoding words
- Sound out unfamiliar words
- Read high frequency words and many Dolch words
- Demonstrate understanding to literature by responding to different texts (stories, letters)
- Tell in own words what the book is about (summarize)
- Enjoy a wide variety of books, to include non-fiction, fiction and poetry
- Read emergent-reader text with understanding
- Read on Year level text with accuracy, appropriate rate, and expression on successive readings
- Read own writing

Writing

- Practice handwriting skills, learning the basics of the writing process
- Write with a developmentally appropriate pencil grasp and proper positioning on the page
- Use a combination of drawing, dictating and writing to describe a simple event
- Encode print, beginning with invented spelling and working towards conventional spelling for simple phonetic words, with up to five sounds.
- Spell Year level high frequency words
- Begin to use capitals, full stops and question marks
- Uses spaces between words

ENGLISH LANGUAGE PROGRAMME – Year One

LANGUAGE B : FRENCH

Les objectifs et le programme sont définis chaque année suivant le niveau linguistique de chaque groupe d'élèves. Nous nous efforçons de stimuler leur désir de communiquer par des activités ludiques et variées.

La structure du programme

Les élèves des classes 1 bénéficient de 160 minutes de cours par semaine. Nous encourageons les enfants à participer à toutes nos activités de communication. Les thèmes étudiés aident à développer et à enrichir leur vocabulaire.

Les enfants bilingues ou qui ont un bon niveau de français étudient les mêmes thèmes mais explorent davantage le vocabulaire et l'expression orale.

Les débutants apprendront le nouveau vocabulaire qui leur permettra de comprendre et de communiquer.

Evaluations :

Les enfants des classes 1 sont répartis en trois groupes différents selon leur niveau linguistique. Les nouveaux élèves sont évalués à leur arrivée et placés dans le groupe adapté à leur niveau. Le placement de l'enfant n'est pas définitif. Il est parfois possible de changer de groupe en cours d'année. Le changement de groupe se fera sur décision d'équipe.

Objectifs :

- Développer deux domaines sur quatre : compréhension orale et production orale
- Participer au développement général de l'enfant.

Débutants :

Compréhension orale

- Ecouter et comprendre les consignes
- Ecouter la langue française à travers différents supports et médias : histoires, poèmes, chansons, films...

Production orale

- Apprendre à se présenter et à saluer
- Apprendre le vocabulaire de base et les structures à travers les thèmes
- Apprendre à s'exprimer à travers des exercices sensoriels et moteurs (jeux, mimes, chansons, histoires, saynètes...)
- Travailler la prononciation et l'articulation

Lecture et production écrite

Les enfants apprennent à lire et à écrire en anglais cette année. Afin de ne pas confondre les sons et phonèmes, nous n'abordons pas la lecture et l'écriture en français en classe 1.

ENGLISH LANGUAGE PROGRAMME – Year One

LANGUAGE B : FRENCH

Intermédiaires :

Compréhension orale

- Ecouter et comprendre les consignes
- Ecouter la langue française à travers différents supports et médias : histoires, contes, poèmes, chansons, films...
- Ecouter et distinguer les sons spécifiques du français

Production orale

- Approfondir le vocabulaire et les structures à travers les thèmes
- Développer et enrichir l'expression orale
- Travailler la prononciation et l'articulation
- Raconter des anecdotes et des expériences vécues
- Présentations orales

Lecture et production écrite

Les enfants apprennent à lire et à écrire en anglais cette année. Afin de ne pas confondre les sons et phonèmes, nous n'aborderons pas la lecture et l'écriture en français en classe 1.

Avancés :

Compréhension orale

- Développer et enrichir la compréhension
- Ecouter et distinguer les sons spécifiques du français

Production orale

- Développer et enrichir le vocabulaire pour les groupes avancés
- Approfondir le vocabulaire et les structures à travers les thèmes
- Améliorer les structures langagières
- Raconter des histoires et inventer la fin
- Raconter des anecdotes et des expériences vécues
- Présentations orales

Lecture et production écrite

Les enfants apprennent à lire et à écrire en anglais cette année. Afin de ne pas confondre les sons et phonèmes, nous n'aborderons pas la lecture et l'écriture en français en classe 1.

ENGLISH LANGUAGE PROGRAMME – Year One

UNITS OF INQUIRY

The Units of Inquiry programme provides opportunities to develop the students' imagination, inventiveness and creativity, stimulated by a sense of appreciation and wonder about the global environment. The growth of a spirit of inquiry and the development of critical thinking/problem solving skills are vital parts of an investigative approach. Students are encouraged to consider issues with an open and critical mind and to be prepared to change their views as a result of the learning processes.

The programme focuses on an integrated style of teaching and provides a meaningful context for extending activities and transferring skills across traditional subject boundaries into Science, Language, Mathematics and the Arts. The programme encourages active, first-hand experience and cooperative learning.

Students learn to become aware of their responsibilities as global citizens as they use geographical and historical perspectives to begin to look at culture, environment and the connection between them. They study events and phenomena in terms of when they occurred and why they took place; they organize events through chronologies and begin to look at cause and effect relationships among them. Students collaborate with one another and work individually using skills and tools to ask questions, acquire the necessary information, organize and analyze the information and answer those questions. Science concepts bud and are nourished through observation, hands-on exploration and experimentation. Students develop wholesome attitudes, sharpen powers of observation, check clues, discover new information, and search for causes in a multi-sensory setting.

Process Skills

- Gather information from a variety of sources (classroom, the library, home, community)
- Ask questions to know and understand more about the topic
- Share information with others
- Predict based on information gathered
- Enrich vocabulary

Dispositions

- Display initiative and engagement by posing questions and investigating the answers
- Demonstrate originality and inventiveness in their work
- Demonstrate teamwork by working productively with others
- Seek appropriate help when it is needed

ENGLISH LANGUAGE PROGRAMME – Year One

VISUAL ART

Art is an integral part of the way children learn and develop and is a vehicle by which students develop an understanding and appreciation of culture in relation to other times and places. It serves as a universal language for understanding and accepting diversity.

The Visual Art programme provides opportunities for students' self-expression and helps develop positive self-images as well as a respect for the creative work of others. Experience in any given discipline, such as paper 'mâché', weaving, masks, doll making, and ceramics, is revisited multiple times during the children's primary years at LGB, strengthening their understanding and facility in that area. New concepts introduced are built upon, combined, and expanded to higher levels through the primary years. Students are offered a range of experiences in colour, design, drawing, painting, sculpture and crafts. The developmental stages and individual needs of the children are considered at each year level.

Young children, 5-6 years old, are developing their fine motor skills as well as their eye-hand co-ordination. The children develop on two levels: they improve their skills using tools and techniques taught and they learn to understand the concepts of the visual elements.

Art instruction varies from open-ended projects with the focus on the process, to teacher directed activities with specific directions to be followed for skill development. A wider variety of materials is offered and as many different experiences are provided at different levels in order that each child can feel successful.

Three periods per month are devoted to the teaching of Visual Arts by an Art Specialist.

Objectives/Learning Outcomes for Years One - Four:

- Develop aesthetic perception through multi-sensory experiences
- Express creativity and experience satisfaction, accomplishment and joy
- Demonstrate initiative in selecting techniques and materials for self expression
- Connect students to various cultures
- Develop aesthetic value
- Develop visual awareness

Dispositions for Years One - Four:

- Demonstrate motivation and enthusiasm
- Work independently
- Listen attentively
- Follow directions
- Use art to explore, develop, and express his/her ideas and feelings
- Apply problem solving
- Complete tasks in the time allotted

Year One specific objectives:

- Identify the elements of design (colour, line, shape and textures)
- Recognise and name the primary colours
- Display good coordination and skills in using simple visual art tools and materials
- Use tools and materials correctly when producing two- and three-dimensional works of art

ENGLISH LANGUAGE PROGRAMME – Year One

MUSIC

Music is an integral part of the life of young children and education in music provides students with opportunities of developing multiple brain systems. Along with all the arts, music education develops the child's integrated sensory, attentional, cognitive, emotional, and motor capacities which are the touchstones of all learning. Music education nourishes self-discipline, motivation, aesthetic awareness, cultural exposure, emotional expression and creativity. In addition to the many musical activities which occur throughout the school day, the children receive two 40 minute lessons of more formal instruction per week taught by a music specialist.

Objectives

Specialist music teaching contributes to the complete development of the child by stimulating listening, concentration, imagination, physical co-ordination, self-confidence and general perception. Whilst it is accepted that many children will have already begun private individual tuition on a musical instrument it is also the aim of the general class music lesson to give all children the necessary skills to enjoy and appreciate creating, listening to and performing music through singing, playing or moving.

- To experience in a variety of ways the content areas of duration (rhythm), pitch (high and low sounds), dynamics (loud and soft sounds), timbre (quality and density of sound) and structure.
- To master the skills of listening, playing, moving, singing and organising sound (creating) within the content areas outlined above.

Our music curriculum is designed around these content and skills areas, and learning experiences are planned sequentially and with increasing complexity throughout years 1 to 4.

The music curriculum also provides opportunities of experiencing the historical and multi-cultural aspects of music through concerts and visiting musicians.

Creativity

Music is one of the ideal contexts within which to nourish creativity in our students. The music curriculum provides opportunities for problem solving, for trying and testing ideas, for evaluating creative products and for peer feedback.

ENGLISH LANGUAGE PROGRAMME – Year One

PHYSICAL EDUCATION

Physical Education is regarded as an important and integral part of the total programme of education. In the Primary School we aim to provide the children with a rich and stimulating environment in which they will be helped to extend their movement experiences and have opportunities for self-expression, social development and interaction. Through developmentally appropriate planned sequence of experiences, basic movement concepts and skills and progression experiences are practiced that move toward more complex games, dance and other forms of movement.

Physical Education has, as its ultimate goal, the development of the physically educated individual who has the ability to make positive lifestyle decisions which make meaningful contributions to personal well-being.

Inventive and expressive movement / gymnastics

At the Primary School, it is the ingenuity and inventiveness of the child that is built upon. Inventive movement is concerned with discovering and learning more about what the body is capable of achieving when faced with tasks to solve on the floor and apparatus. It is really a problem-solving area where the children make judgments and come to decisions as how best they can respond to any given task.

Expressive movement is concerned with children exploring many possible ways of moving, to express themselves and develop individual responses to stimulus such as a movement to an idea, a rhythm, a story.

In gymnastics, children practice locomotor skills, to include, turning, balancing, rolling, jumping and landing, and explore simple tumbling sequences.

Games skills / games

Children are exposed to a wide variety of apparatus and learning situations so that an extensive range of skills may be developed. As in other aspects of the Primary School curriculum, games skills adopt a problem-solving approach so that children are allowed to explore, experiment and discover for themselves, thereby enhancing manipulation and co-ordination.

Gymnastics: Years 1-2

- To be aware of and to be able to use the space of the hall
- To move with resilience on the feet
- To perform simple jumps
- To run with control and stop safely
- To perform simple rolls
- To be still on different body parts
- To be able to balance on different body parts
- To be aware of and control body shape, speed, direction levels and pathways
- To form simple combinations of these activities
- To move and handle simple apparatus

ENGLISH LANGUAGE PROGRAMME – Year One

PHYSICAL EDUCATION

Games Skills: Years 1-2

- To be aware of space and have the ability to work in a defined area
- To know different pieces of apparatus and to be able to use different sizes and textures of balls
- To follow simple instructions: stop - go
- To choose a piece of apparatus, using it and putting it away before selecting something else, without fuss
- To listen to and understand simple, single instructions
- To throw, catch, roll, field, kick and bounce in a simple way
- To play basic group games

Expressive movement: Years 1 and 2

- To be aware and to be able to use the general space of the hall, using different directions
- To move, using different levels
- To move with control and show moments of stillness
- To move, showing changes of speed.
- To be able to link language with their movement and their feelings

ENGLISH LANGUAGE PROGRAMME – Year One

LIBRARY

The librarians' aim is to establish a love of reading for young children.

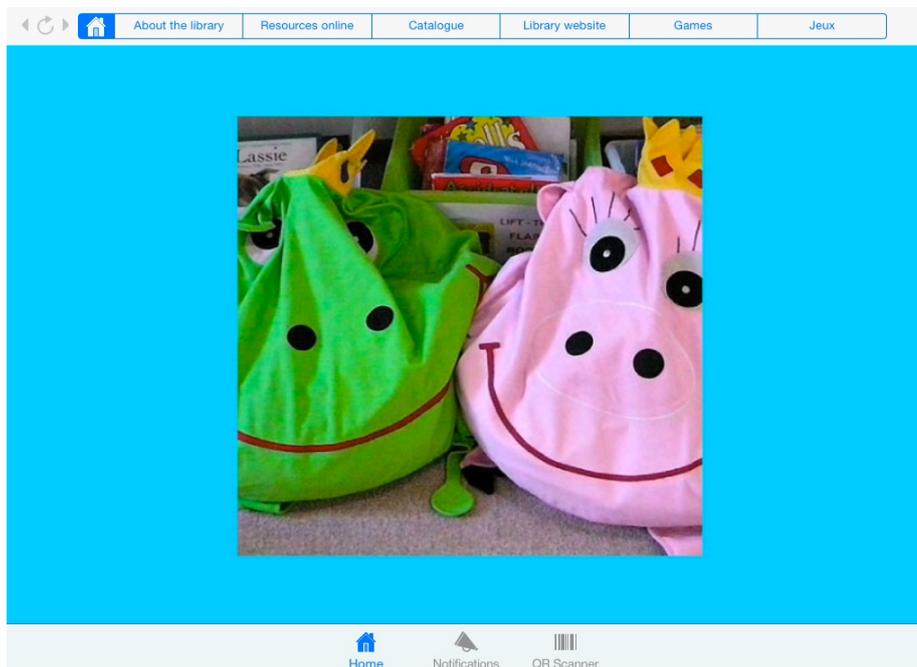
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest child can understand.

Listening to stories help children acquire language, develop their imagination, their curiosity and their general well-being.

During the year, children learn how to locate fiction and non-fiction books, poetry and biographies. They become familiar with the different parts of a book and learn how to use the catalogue online. The librarians' wish is to promote and develop the students' critical thinking skills and the pleasure of reading.

The library has developed its own website: <http://librarylesmarronniers.weebly.com>

The library has also created its own app: "Marronniers Library" which is available on iPad and iPhone. Our website and our app give access to databases of story books and information that can be read on line. The "Marronniers Library" app also allows students to access many games that have been created by the librarians and that are related to books and authors who visited the library.



ENGLISH LANGUAGE PROGRAMME – Year One

INFORMATION TECHNOLOGY AND COMMUNICATION

New technologies are at the heart of our society and will become increasingly predominant in the years to come. Therefore, it is essential that children understand how to effectively use these digital tools to support their learning. They must also learn to protect themselves from potential risks of entering the vast WEB universe.

In the Primary School, our students work with various technological tools adapted to their age.

At Les Marronniers, we have defined three main learning objectives:

- 1- Putting technology at the service of creativity and collaborative work.
- 2- Encourage the emergence of computational thinking.
- 3- Integrate multi-medias across all subjects of the primary program.

Here is a link to a more detailed slide presentation of the programme in the Primary School



<https://goo.gl/Byuy83>

ENGLISH LANGUAGE PROGRAMME – Year One

ADDITIONAL SUPPORT

Ensuring every child's success is a team effort and we aim to offer support to students who need some assistance in order to better access the curriculum.

English as an Additional Language

An EAL programme aims to provide intensive English language support for students with little or no English. This support is provided in a group setting to meet the particular needs of EAL students, in academic, emotional, and social contexts. The focus is on the development of the four main areas of language learning, oral and aural skills, reading and writing skills. An intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the student's mainstream class programme.

Learning Support

The School makes provision for students in need of learning support in order to able them to succeed to their potential and/or for those who are struggling to become independent learners. This support may involve in-class support (individual or group), and/or withdrawal (individual or group). Students may have a focused and specific need for short-term intervention such as phonological awareness training, or may have a need that requires more long-term intervention, such as dyslexia.

Students who do not present a clear picture of whether their learning issue is due to their English as a Second Language (EAL) needs or to a learning difference may receive EAL and LS simultaneously. Both types of support are provided by the School. Students in this category are closely monitored by EAL and LS staff in order to ascertain where the actual need lies.

Learning support specialists, the school psychologist, a member of the administration team, and the classroom teacher concerned, meet weekly in order to define action plans and to modify / adjust current strategies when necessary. All decisions concerning children are taken as a team.

ENGLISH LANGUAGE PROGRAMME – Year One

ASSESSMENT

Assessment and record keeping are not ends in themselves but, rather, are the means by which teachers can help students to progress. A range of appropriate and holistic assessment tools are used such as portfolios, conferencing, writing sample analysis, reading records and written assessments. The level of student current knowledge and experience is assessed through whole class and group discussions, teacher observations, and individual student response.

We use three different types of assessments:

Different types of assessments have different objectives for three different purposes:

- Assessment **for** Learning:
 - to find out what the students already know and can do, to decide where students are in their learning, where they need to go, and how best to get there.
 - to target future teaching and learning
- Assessment **of** Learning:
 - to collect and analyse data to report students' progress and achievement
 - to assess the extent to which students can apply the key concepts, knowledge, skills and attitudes related to the curricular outcomes
- Assessment **as** Learning:
 - to guide and provide opportunities for each student to monitor and reflect on his or her learning, and identify next steps

Diagnostic and screening tests are administered to the whole class at the beginning and end of the school year, to support evaluation and assessment of student progress.

ENGLISH LANGUAGE PROGRAMME – Year One

REPORTING TO PARENTS

Parent information evening

Parents are invited to a Parent Information Evening at the beginning of the school year where the curriculum and the general management of the class are explained. At this time, parents have the opportunity to meet other teachers with whom their child will work. A class curriculum guide document is given to each family.

Interviews with the class teacher and other members of the staff

Parents are welcome to make an appointment to speak to any teacher working with their child at any point in the school year. Parents can contact teachers directly through the Primary Reception: Tel. 022.787.24.54 and email: firstname.surname@ecolint.ch

Parent/teacher interviews are held in autumn and spring.

Class life and web site

We encourage you to visit the school website for weekly school bulletins, after school activities, and weekly lunch menus, and important school events, such as, for example, a conference or a workshop open to parents.

Pertinent information to class life can be accessed on the teachers page website, www.my.ecolint.ch

Referrals

When support for any speech, academic or social development is considered necessary, parent permission is sought for the child to be seen and assessed by the appropriate specialist.

Written reports on student progress

Written reports are sent twice a year; one in February and one in June for children in Years 1 – 4. One report, an end of year report, is sent out for children in Pre-Reception and Reception.

ENGLISH LANGUAGE PROGRAMME – Year One

HOMework

Message to the Parents

Homework has benefits, but it is age dependent. For primary-aged children, the research suggests that studying in class gets superior learning results.

While homework has a significant benefit at the secondary school level, there is, perhaps, a marginal benefit at the primary level. Traditionally, it has been argued that homework is meant to reinforce the relationship between parents and children, get parents involved in their children's education, and teach children to be more responsible. The first two items may be true, but homework gives a false sense of responsibility. When parents have to remind their children to do their homework every night, this purpose completely fades away.

We believe young students should use their evenings and holiday time to do more physical activities, play outdoors and participate in sports with friends. These activities, after a day in school, help replenish the brain's stores of attention, regulate emotions, keep us productive and effective, and help consolidate memories, reinforcing the day's learning.

At the primary level, what works way better than homework is **reading**. Parents and teachers may find subjects that children are interested in, and either stimulate the children to read for themselves or the parents read to the children out loud.

Young children need to rest to be productive in school. A potential problem with homework for primary children, is that it may take time away from their sleeping hours. Primary children need, on an average, ten hours of sleep a day. While the child is sleeping, its brain is preparing for the next day. It's forming new pathways to help your child learn and remember information. A good night's sleep helps enhance the child's problem-solving skills, helps the child pay attention, make decisions, and be creative.

Children learn best when they are alert, when their minds are fresh enough to grasp and comprehend new information. Given a good night's sleep, essential learning takes place in school during those hours when the minds are fresh, not after school hours or while doing homework.

Why might we still assign homework?

- To reinforce reading skills for we know that being **read to** or **reading** oneself, at home, reinforces the reading skills introduced in the classroom
- Achieve mastery of basic learning such as arithmetic facts
- Work on a special project

How can parents help?

- Support the school and the teachers in providing a suitable environment for reading.
- Provide educational activities that broaden the child's interests, such as visits to museums, historical sites and other places where learning can take place.
- Teach responsibility with daily chores. Instead of relying on homework to develop a child a sense of responsibility, there are so many everyday habits that can teach them to be responsible, such as getting up and ready in the morning, making the bed, helping out with chores, or even looking after a pet.

ENGLISH LANGUAGE PROGRAMME – Year One

BEHAVIOUR

A child's positive relation with others is a fundamental part of our educational project. A programme, *Vers le Pacifique*, put in place in all classrooms, aims to help students identify what is a conflict and to identify strategies for children to resolve conflicts in a peaceful manner.

All disciplinary action will encourage a child to understand the consequences of his/her actions and will involve the child in developing modifications.

The following behaviours are not acceptable at our school:

- Threats to other children
- Use of foul language
- Extorting money and other such items from children
- Physical assaults with or without objects

All items deemed dangerous or unsafe for the child and other children will be confiscated and returned to the parents at the end of the day.

For children deliberately hurting another child, whether physically or verbally, or for any form of bullying, the matter is brought to the attention to the Principal or / and with one of the Assistant Principals or Pastoral Care Coordinator, depending on the circumstances.

Extreme intervention

The parents of the students involved will be contacted if the Principal decides that it is necessary. In certain cases a behaviour contract will be developed in which clear rules and objectives will be communicated.

As a general rule, extreme intervention, such as suspension or exclusion of the student, will only be applied when the student involved is unable to respect the rights of other students. This will only be the case after other solutions have been exhausted and when the student involved continues to put other's well-being and/or learning in jeopardy.



Ecole Internationale de Genève
International School of Geneva

Primary School

Campus de
la Grande-Boissière

Year Two

September 2016

ENGLISH LANGUAGE PROGRAMME - Year Two

THE FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA

Introduction from the Director General

We hope that all our students will enjoy their year at Ecolint and thrive with us. We also hope that our parents will feel engaged with the life of the school and pleased with their child's progress. In order to achieve our broad educational aims for our students in a climate of respect and consideration, the Foundation has developed a number of policies of which some key ones are presented here:

- [A vision for an International education](#)
- [Pastoral Care Policy](#)
- [Foundation Policy on Student Discipline](#)
- [Considerate Working Community Policy](#)
- [Formal Complaints Policy](#)
- [The Director General's note regarding absences](#)

You can find a full set of policies [here](#).

With all good wishes



Vicky Tuck
Director General

ENGLISH LANGUAGE PROGRAMME - Year Two

TABLE OF CONTENTS

	Page
Introduction	4
Mathematics.....	6
Language A: English.....	8
Language B: French.....	9
Units of Inquiry (Humanities).....	12
Visual Art.....	13
Music.....	14
Physical Education.....	15
Library.....	17
Information Technology and Communication.....	18
Additional Support	19
Assessment.....	20
Reporting to Parents.....	21
Homework	22
Behaviour	23

ENGLISH LANGUAGE PROGRAMME - Year Two

INTRODUCTION

In our Primary School we strive to create a learning environment in which learning may flourish, an environment that is fulfilling and safe, where each individual child is respected for who (s)he is. The aim is to provide access to high quality education in an atmosphere of mutual respect, understanding and cooperation.

Our programme is thought through to foster confident, curious, open-minded, socially responsible and capable of thinking for themselves, children. We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts.

Through the practice of reflective discourse, and the teaching for conceptual understanding, the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, to develop the ability to think critically and creatively, to focus on process, and to begin paying attention to the “why”.

While teaching for understanding involves a lot of tactile learning, students are also encouraged to understand how to use digital tools in an intelligent way to enhance their learning.

We recognise the importance of building self-esteem and confidence and of fostering a positive attitude towards learning. Promoting tolerance and respect in a multicultural environment are an integral part of our social programme.

The **Year Two** programme is designed for six to seven year olds who have already completed Class One or its equivalent. Certain basic skills in reading, writing and mathematical knowledge and skills introduced in Year One will continue to be developed, reinforced, consolidated and extended. At this stage, most children still need concrete apparatus and real experiences to support their understanding in Class Two. Daily reading is considered of paramount importance.

The « Reading Boost » programme is designed for children who are not yet reading and writing confidently at this stage. It is not a remedial programme but a measure put into place for some students to better ensure their success in reading and writing in school.

Teachers working with Year Two children nurture the social and emotional skills of the earlier years, guiding the child from a very egocentric world towards a feeling of respect and responsibility towards the group as a whole. Emphasis is placed on developing:

- Confidence and the ability to cope with new situations
- Ability to work independently and to complete a given task
- Willingness to share and help others
- Confidence to participate individually or in a group
- Cooperation when working with others
- Ability to listen to suggestions, to accept praise and/or criticism

ENGLISH LANGUAGE PROGRAMME - Year Two

English and French are the two languages of instruction with the exposure to the second language increasing progressively each year. The percentages for instruction in the two languages, in the English Programme, are as follows:

Years 1 and 2	70% Language A (English) Reading, Written work Mathematics Units of Enquiry Physical Education Music
	30% Language B (French) Language B (French) Music and Movement Visual Arts

Years 3 and 4	60% Language A (English) Reading, Written work Mathematics Units of Enquiry Music
	40% Language B (French) Visual Arts Physical Education Units of Enquiry (with two teachers present - English & French) Choir (with two teachers present - French & English) Language B (French)

ENGLISH LANGUAGE PROGRAMME - Year Two

MATHEMATICS

The Mathematics programme aims to build a strong foundation of number sense, engaging students through the use of materials and a range of representations, in experiences with content and processes so that students understand, compute, apply and reason with Mathematics.

The principal focus in Year Two is to ensure that students continue to develop confidence and mental fluency with whole numbers and counting, through varied and frequent practice with increasingly complex problems over time.

In Year Two, the instructional time focuses on these critical areas:

1. Developing and extending understanding of the language of addition and subtraction to include sum and difference
2. Developing and understanding strategies for addition and subtraction within two digit numbers
3. Developing understanding of whole number relationships and place value, including grouping in tens and ones
4. Recognising and describing shapes and using the related vocabulary
5. Developing an understanding of linear measurement
6. Using a range of measures to describe and compare different quantities such as length, mass, capacity/volume

ENGLISH LANGUAGE PROGRAMME - Year Two

MATHEMATICS

By the end of Year Two, students should be able to:

Number Sense and Numeration

- Count, read, write, represent and order whole numbers to 100, using a variety of tools
- Compare whole number, their representations, using the vocabulary of more, less, equal
- Demonstrate fluency with addition and subtraction facts up to 20
- Extend orally the counting sequence into the 100's
- Skip count by 2's, 5's, 10's from 0 to 100.
- Counting forwards in tens from any given number
- Find efficient methods for finding sums while applying tens partners, doubles, near doubles
- Develop strategies for composing and decomposing quantities up to 99
- Practice and refine groupings based on tens
- Begin to describe simple fractions that are part of a whole using apparatus, drawings
- Use a variety of mental and informal written strategies to work out calculations
- Use various strategies to estimate quantities

Geometry & Spatial Sense

- Identify and name two shapes and simple three simple dimensional figures.
- Recognize and geometric shapes and structures in the environment
- Sort and classify solid 2 dimensional shapes by common attributes
- Recognize and create simple shapes that have symmetry using a variety of tools
- Use words, phrases and symbols that describe things in relation to other things

Measurement

- Estimate, measure and describe length using non-standard and standard units.
- Measure and describe capacity or mass of objects using nonstandard units
- Tell time to the hour and half hour
- Use the concept of time and how it is measured
- Know the names of the days of the week and the months of the year in the proper order

Pattern, Algebra

- Identify, create and continue sequential patterns by identifying the unit of repeat
- Record mathematical relationships using symbols $+$ $-$ \div \times $=$
- Use models to identify the properties of zero in addition and subtraction
- Determine the missing number in a simple equation involving addition and subtraction

Data Analysis, Probability

- Collect and organize categorical data using bar graphs, pictographs, Venn, and/or grids
- Describe parts of data displayed in graph by noting by comparing parts of the data.

Problem Solving /Reasoning

- Solve a variety of problems and conduct mathematical investigations involving addition and subtraction of whole numbers
- Create basic representations of simple mathematical ideas
- Check for reasonableness of answer
- Reason with models or pictorial representations to solve problems
- Explain thinking when solving a problem

ENGLISH LANGUAGE PROGRAMME - Year Two

LANGUAGE A: ENGLISH

The Year Two Language Arts curriculum continues to build a foundation of literacy through each of the language arts. More emphasis is placed on word recognition and progression in phonemic awareness. Students sound out more complex vocabulary and comprehend the meanings of those words. They read a variety of Year level appropriate texts. Comprehension skills are further developed, focusing on context clues, leading to the development of prediction and inference. Writing skills are extended to include a greater understanding of the mechanics of punctuation, the development of conventional spelling, and the formal language structures. Speaking and listening skills are furthered through specific activities that encourage students to develop communication skills aimed at a wider range of audiences.

By the end of Year Two, students should be able to:

Speaking and Listening

- Respond appropriately to simple instructions, directions
- Effectively take part and follow conversations
- Ask questions for clarification and understanding
- Share and talk about what is read and learnt
- Participate in learning situations, collective role-playing, and dramatic representations of stories
- Express ideas orally, staying on topic when speaking
- Listen to and talk about stories, poems, factual information, explanations
- Develop and enrich descriptive vocabulary
- Develop confidence in expression: one-to-one, class groups, large groups
- Demonstrate awareness and sensitivity to the use of words (e.g., helpful and hurtful words)

Reading

- Recognise initial consonant blends and digraphs, long and short vowels and vowel digraphs
- Use phonic and context clues as self-correction strategies when reading
- Read with sufficient accuracy and fluency to support comprehension of Year level material
- Use the clues of punctuation marks for expression and fluency
- Understand what is read by responding appropriately to questions
- Confirm predictions about what will happen next in a story
- Read aloud smoothly and easily in familiar text
- Make inferences about a character

Writing

- Continue to practice handwriting skills, forming all letters correctly
- Use correct directionality and spacing
- Utilize resources to edit for spelling (personal dictionary, word book, word wall...)
- Use conventional spelling for high frequency words and words with regular spelling patterns
- Begin to use basic punctuation marks (i.e. full stops, capital letters, question marks) correctly
- Organise thoughts and information for writing
- Write text from prompts
- Produce individual imaginative and factual pieces of writing
- Develop drafts, edit and revise as appropriate
- Identify a variety of sources of information (books, pictures, etc.)

ENGLISH LANGUAGE PROGRAMME - Year Two

LANGUAGE B : FRENCH

Les objectifs et le programme sont définis chaque année suivant le niveau linguistique de chaque groupe d'élèves. Les quatre savoirs (écouter, parler, écrire et lire) sont approfondis.

La structure du programme

Les élèves de la classe 3 bénéficient de 200 minutes de cours par semaine. Nous encourageons les enfants à participer à toutes nos activités de communication. Les thèmes étudiés aident à développer et à enrichir leur vocabulaire.

Les enfants bilingues ou qui possèdent un bon niveau de français étudient les mêmes thèmes mais explorent davantage la langue écrite. L'accent sera mis sur la lecture, la grammaire, l'orthographe et la conjugaison.

Les débutants apprendront le nouveau vocabulaire qui leur permettra de comprendre et de communiquer.

Evaluations et placement dans le groupe adapté

Les élèves de la classe 3 sont répartis en quatre groupes selon leur niveau linguistique. Les nouveaux élèves sont évalués à leur arrivée et placés dans le groupe adapté à leur niveau. Le placement de l'enfant n'est pas définitif. Il est parfois possible de changer de groupe en cours d'année. Le changement de groupe se fera sur décision d'équipe.

Devoirs

Les enfants des groupes avancés ont des devoirs liés à la lecture et lisent des livres de la bibliothèque de classe à partir du mois de janvier.

Objectifs

- Développer les quatre domaines : compréhension orale, production orale, lecture et production écrite
- Participer au développement général de l'enfant.

Débutants :

Compréhension orale

- Ecouter et comprendre les consignes
- Ecouter la langue française à travers différents supports et médias : histoires, poèmes, chansons, films...
- Apprendre à différencier les sons spécifiques au français afin de préparer les élèves à l'orthographe

ENGLISH LANGUAGE PROGRAMME - Year Two

LANGUAGE B : FRENCH

Production orale

- Apprendre à se présenter et à saluer
- Apprendre le vocabulaire de base et les structures à travers les thèmes
- Apprendre à s'exprimer à travers des exercices sensoriels et moteurs (jeux, mimes, chansons, histoires, saynètes...)

Lecture

- Reconnaissance globale de certains mots
- Etude des sons simples

Production écrite

- Associer l'image et le mot

Intermédiaires :

Compréhension orale

- Ecouter et comprendre les consignes
- Ecouter la langue française à travers différents supports et médias : histoires, poèmes, chansons, films...
- Apprendre à différencier les sons spécifiques au français afin de préparer les élèves à l'orthographe

Production orale

- Enrichir le vocabulaire et les structures à travers les thèmes
- Améliorer les structures langagières
- Raconter des histoires et inventer la fin
- Raconter des expériences vécues
- Présentations orales

Lecture

- Etude des sons spécifiques en français
- Transfert des compétences en lecture de la langue A vers la langue B
- Comprendre un texte simple
- Lire les livres de la bibliothèque de classe

Production écrite

- Ecrire des mots simples en rapport avec les sons étudiés en classe
- Ecrire des phrases simples

Avancés:

Compréhension orale

- Ecouter la langue française à travers différents supports et médias : histoires, poèmes, chansons, documentaires...
- Apprendre à différencier les sons spécifiques au français afin de préparer les élèves à l'orthographe

ENGLISH LANGUAGE PROGRAMME - Year Two

LANGUAGE B: FRENCH

Production orale

- Enrichir le vocabulaire et les structures à travers les thèmes
- Améliorer les structures langagières
- Raconter des histoires et inventer la fin
- Raconter des expériences vécues
- Présentations orales

Lecture

- Etude des sons spécifiques en français
- Lecture suivie
- Comprendre des textes simples
- Lire les livres de la bibliothèque de classe

Production écrite

- Ecrire des mots simples en rapport avec les sons étudiés en classe
- Ecrire des phrases simples

ENGLISH LANGUAGE PROGRAMME - Year Two

UNITS OF INQUIRY

The Units of Inquiry programme provides opportunities to develop the students' imagination, inventiveness and creativity, stimulated by a sense of appreciation and wonder about the global environment. The growth of a spirit of inquiry and the development of critical thinking/problem solving skills are vital parts of an investigative approach. Students are encouraged to consider issues with an open and critical mind and to be prepared to change their views as a result of the learning processes.

The programme focuses on an integrated style of teaching and provides a meaningful context for extending activities and transferring skills across traditional subject boundaries into Science, Language, Mathematics and the Expressive Arts. The programme encourages active first-hand experience and cooperative learning.

Students learn to become aware of their responsibilities as global citizens as they use geographical and historical perspectives to begin to look at culture, environment and the connection between them. They study events and phenomena in terms of when they occurred and why they took place; they organize events through chronologies and begin to look at cause and effect relationships among them. Students collaborate with one another and work individually using skills and tools to ask questions, acquire the necessary information, organize and analyze the information and answer those questions. Science concepts bud and are nourished through observation, hands-on exploration and experimentation. Students develop wholesome attitudes, sharpen powers of observation, check clues, discover new information, and search for causes in a multi-sensory setting.

Process Skills

- Develop an awareness that a variety of sources can be used to gather information
- Identify appropriate resources
- Gather information from a variety of sources (classroom, the library, home, community)
- Ask questions to know and understand more about the topic
- Organise information in an appropriate manner
- Share information with others in a variety of forms, individually or in groups
- Predict based on information gathered
- Stimulate further investigation
- Draw conclusions
- Participate and collaborate with others
- Enrich vocabulary
- Reflect on learning

Dispositions

- Display initiative and engagement by posing questions and investigating the answers
- Demonstrate originality and inventiveness in the work
- Demonstrate teamwork by working productively with others
- Be open and responsive to feedback from teachers and peers to guide own inquiry process
- Seek appropriate help when it is needed

ENGLISH LANGUAGE PROGRAMME - Year Two

VISUAL ART

Visual Art is an integral part of the way children learn and develop and is a vehicle by which students develop an understanding and appreciation of culture in relation to other times and places. It serves as a universal language for understanding and accepting diversity.

The Visual Art programme provides opportunities for students' self-expression and helps develop positive self-images as well as a respect for the creative work of others. Experience in any given discipline, such as paper mâché, weaving, masks, doll making, and ceramics, is revisited multiple times during the children's primary years at LGB, strengthening their understanding and facility in that area. New concepts introduced are built upon, combined, and expanded to higher levels through the primary years. Students are offered a range of experiences in colour, design, drawing, painting, sculpture and crafts. The developmental stages and individual needs of the children are considered at each year level.

Young children, 5-6 years old, are developing their fine motor skills as well as their eye-hand coordination. The children develop on two levels: they improve their skills using tools and techniques taught and they learn to understand the concepts of the visual elements.

Art instruction varies from open-ended projects with the focus on the process, to teacher directed activities with specific directions to be followed for skill development. A wider variety of materials is offered and as many different experiences are provided at different levels in order that each child can feel successful.

Three periods per month are devoted to the teaching of Visual Arts by an Art Specialist.

Objectives/Learning Outcomes for Years One - Four:

- Develop aesthetic perception through multi-sensory experiences
- Express creativity and experience satisfaction, accomplishment and joy
- Demonstrate initiative in selecting techniques and materials for self-expression
- Connect students to various cultures
- Develop aesthetic value
- Develop visual awareness

Dispositions for Years One - Four:

- Demonstrate motivation and enthusiasm
- Work independently
- Listen attentively
- Follow directions
- Use art to explore, develop, and express his/her ideas and feelings
- Apply problem solving
- Complete tasks in the time allotted

Objectives for Year Two:

- Identify the elements of design (colour, line, shape, symmetry and texture)
- Recognise and name the primary and secondary colours
- Use tools and materials correctly when producing two-and three-dimensional works of art
- Apply the skills, concepts and techniques to create a specific effect and composition

ENGLISH LANGUAGE PROGRAMME - Year Two

MUSIC

Music is an integral part of the life of young children and education in music provides students with opportunities of developing multiple brain systems. Along with all the arts, music education develops the child's integrated sensory, attentional, cognitive, emotional, and motor capacities which are the touchstones of all learning. Music education nourishes self-discipline, motivation, aesthetic awareness, cultural exposure, emotional expression and creativity. In addition to the many musical activities which occur throughout the school day, the children receive two 40 minute lessons of more formal instruction per week taught by a music specialist.

Objectives

Specialist music teaching contributes to the complete development of the child by stimulating listening, concentration, imagination, physical co-ordination, self-confidence and general perception. Whilst it is accepted that many children will have already begun private individual tuition on a musical instrument it is also the aim of the general class music lesson to give all children the necessary skills to enjoy and appreciate creating, listening to and performing music through singing, playing or moving.

- To experience in a variety of ways the content areas of duration (rhythm), pitch (high and low sounds), dynamics (loud and soft sounds), timbre (quality and density of sound) and structure.
- To master the skills of listening, playing, moving, singing and organising sound (creating) within the content areas outlined above.

Our music curriculum is designed around these content and skill areas and learning experiences are planned sequentially and with increasing complexity throughout Years 1 to 4.

The music curriculum also provides opportunities of experiencing the historical and multi-cultural aspects of music through concerts and visiting musicians.

Creativity

Music is one of the ideal contexts within which to nourish creativity in our students. The music curriculum provides opportunities for problem solving, for trying and testing ideas, for evaluating creative products and for peer feedback.

ENGLISH LANGUAGE PROGRAMME - Year Two

PHYSICAL EDUCATION

Physical Education is regarded as an important and integral part of the total programme of education. In the Primary School we aim to provide the children with a rich and stimulating environment in which they will be helped to extend their movement experiences and have opportunities for self-expression, social development and interaction. Through developmentally appropriate planned sequence of experiences, basic movement concepts and skills and progression experiences are practiced that move toward more complex games, dance and other forms of movement.

Physical Education has, as its ultimate goal, the development of the physically educated individual who has the ability to make positive lifestyle decisions which make meaningful contributions to personal well-being.

Inventive and expressive movement / gymnastics

At the Primary School, it is the ingenuity and inventiveness of the child that is built upon. Inventive movement is concerned with discovering and learning more about what the body is capable of achieving when faced with tasks to solve on the floor and apparatus. It is really a problem-solving area where the children make judgments and come to decisions as how best they can respond to any given task.

Expressive movement is concerned with children exploring many possible ways of moving, to express themselves and develop individual responses to stimulus such as a movement to an idea, a rhythm, a story.

Children will be expected to think in their movement lessons and opportunities will be presented in which they will respond to the challenges set in order to arrive at the right decision for them, the task and the situation.

In gymnastics, children practice locomotor skills, to include, turning, balancing, rolling, jumping and landing, and explore simple tumbling sequences.

Games skills / games

Children are exposed to a wide variety of apparatus and learning situations so that an extensive range of skills may be developed. As in other aspects of the Primary School curriculum, games skills adopt a problem-solving approach so that children are allowed to explore, experiment and discover for themselves, thereby enhancing manipulation and co-ordination.

Gymnastics: Years 1-2

- To be aware of and to be able to use the space of the hall
- To move with resilience on the feet
- To perform simple jumps
- To run with control and stop safely
- To perform simple rolls
- To be able to balance on different body parts
- To be aware of and control body shape, speed, direction levels and pathways
- To be still on different body parts
- To form simple combinations of these activities
- To move and handle simple apparatus

ENGLISH LANGUAGE PROGRAMME - Year Two

PHYSICAL EDUCATION

Games Skills: Years 1-2

- To be aware of space and have the ability to work in a defined area
- To know which is the side, the end and the middle of an area
- To know different pieces of apparatus and to be able to use different sizes and textures of balls
- To follow simple instructions: stop - go
- To choose a piece of apparatus, using it and putting it away before selecting something else, without fuss
- To listen to and understand simple, single instructions
- To throw, catch, roll, field, kick and bounce in a simple way
- To play basic group games

Expressive movement / dance: Years 1-2

- To be aware and to be able to use the general space of the hall, using different directions
- To move, using different levels
- To move with control and show moments of stillness
- To move, showing changes of speed
- To be able to link language with their movement and their feelings

ENGLISH LANGUAGE PROGRAMME - Year Two

LIBRARY

The librarians' aim is to establish a love of reading for young children.

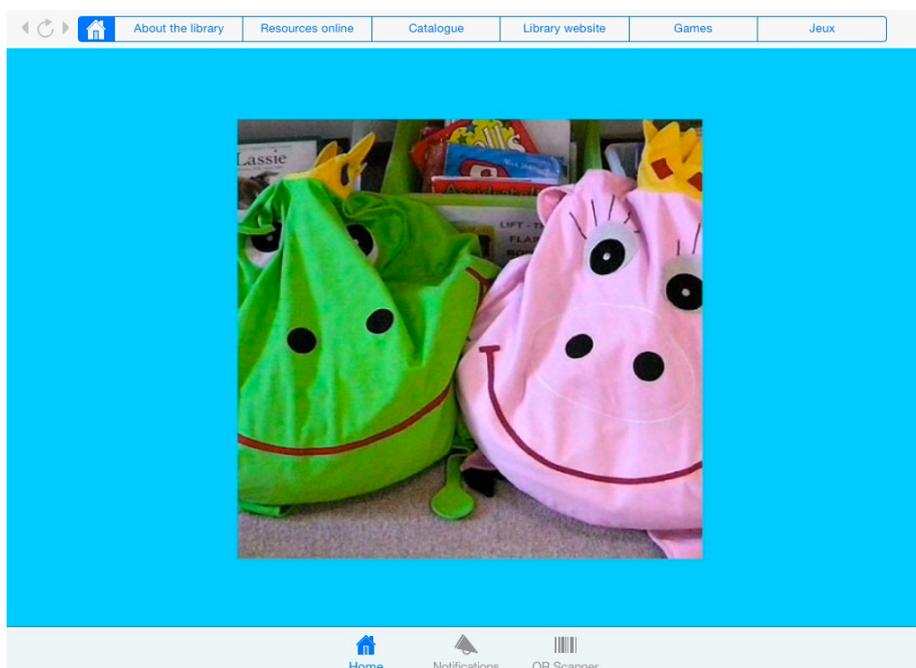
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest child can understand.

Listening to stories help children acquire language, develop their imagination, their curiosity and their general well-being.

During the year, children learn how to locate fiction and non-fiction books, poetry and biographies. They become familiar with the different parts of a book and learn how to use the catalogue online. The librarians' wish is to promote and develop the students' critical thinking skills and the pleasure of reading.

The library has developed its own website: <http://librarylesmarronniers.weebly.com>

The library has also created its own app: "Marronniers Library" which is available on iPad and iPhone. Our website and our app give access to databases of story books and information that can be read on line. The "Marronniers Library" app also allows students to access many games that have been created by the librarians and that are related to books and authors who visited the library.



ENGLISH LANGUAGE PROGRAMME - Year Two

INFORMATION TECHNOLOGY AND COMMUNICATION

New technologies are at the heart of our society and will become increasingly predominant in the years to come. Therefore, it is essential that children understand how to effectively use these digital tools to support their learning. They must also learn to protect themselves from potential risks of entering the vast WEB universe.

In the Primary School, our students work with various technological tools adapted to their age.

At Les Marronniers, we have defined three main learning objectives:

- 1- Putting technology at the service of creativity and collaborative work.
- 2- Encourage the emergence of computational thinking.
- 3- Integrate multimedias across all subjects of the primary program.

Here is a link to a more detailed slide presentation of the programme in the Primary School



<https://goo.gl/Byuy83>

ENGLISH LANGUAGE PROGRAMME - Year Two

ADDITIONAL SUPPORT

Ensuring every child's success is a team effort and we aim to offer support to students who need some assistance in order to better access the curriculum.

English as an Additional Language

An EAL programme aims to provide intensive English language support for students with little or no English. This support is provided in a small group setting to meet the particular needs of EAL students, in academic, emotional, and social contexts. The focus is on the development of the four main areas of language learning, oral and aural skills, reading and writing skills. An intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the student's mainstream class programme.

Learning Support

The School makes provision for students in need of learning support in order to able them to succeed to their potential and / or for those who are struggling to become independent learners. This support may involve in-class support (individual or group), and/or withdrawal (individual or group). Students may have a focused and specific need for short-term intervention such as phonological awareness training, or may have a need that requires more long-term intervention, such as dyslexia.

Students who do not present a clear picture of whether their learning issue is due to their English as a Second Language (EAL) needs or to a learning difference may receive EAL and LS simultaneously. Both types of support are provided by the School. Students in this category are closely monitored by EAL and LS staff in order to ascertain where the actual need lies.

Learning support specialists, the school psychologist, a member of the administration team, and the classroom teacher concerned, meet weekly in order to define action plans and to modify / adjust current strategies when necessary. All decisions concerning children are taken as a team.

ENGLISH LANGUAGE PROGRAMME - Year Two

ASSESSMENT

Assessment and record keeping are not ends in themselves but, rather, are the means by which teachers can help students to progress. A range of appropriate and holistic assessment tools are used such as portfolios, conferencing, writing sample analysis, reading records and written assessments. The level of student current knowledge and experience is assessed through whole class and group discussions, teacher observations, and individual student response.

We use three different types of assessments:

Different types of assessments have different objectives for three different purposes:

- Assessment **for** Learning:
 - to find out what the students already know and can do, to decide where students are in their learning, where they need to go, and how best to get there.
 - to target future teaching and learning
- Assessment **of** Learning:
 - to collect and analyse data to report students' progress and achievement
 - to assess the extent to which students can apply the key concepts, knowledge, skills and attitudes related to the curricular outcomes
- Assessment **as** Learning:
 - to guide and provide opportunities for each student to monitor and reflect on his or her learning, and identify next steps

Diagnostic and screening tests are administered to the whole class at the beginning and end of the school year, to support evaluation and assessment of student progress.

ENGLISH LANGUAGE PROGRAMME - Year Two

REPORTING TO PARENTS

Parent information evening

Parents are invited to a Parent Information Evening at the beginning of the school year where the curriculum and the general management of the class are explained. At this time, parents have the opportunity to meet other teachers with whom their child will work. A class curriculum guide document is given to each family.

Interviews with the class teacher and other members of the staff

Parents are welcome to make an appointment to speak to any teacher working with their child at any point in the school year. Parents can contact teachers directly through the Primary Reception: Tel. 022.787.24.54 and email: firstname.surname@ecolint.ch

Parent/teacher interviews are held in autumn and spring.

Class life and web site

We encourage you to visit the school website for weekly school bulletins, after school activities, and weekly lunch menus, and important school events, such as, for example, a conference or a workshop open to parents.

Pertinent information to class life can be accessed on the teachers page website, www.my.ecolint.ch

Referrals

When support for any speech, academic or social development is considered necessary, parent permission is sought for the child to be seen and assessed by the appropriate specialist.

Written reports on student progress

Written reports are sent twice a year; one in February and one in June for children in Years 1 – 4. One report, an end of year report, is sent out for children in Pre-Reception and Reception.

ENGLISH LANGUAGE PROGRAMME - Year Two

HOMework

Message to the Parents

Homework has benefits, but it is age dependent. For primary-aged children, the research suggests that studying in class gets superior learning results.

While homework has a significant benefit at the secondary school level, there is, perhaps, a marginal benefit at the primary level. Traditionally, it has been argued that homework is meant to reinforce the relationship between parents and children, get parents involved in their children's education, and teach children to be more responsible. The first two items may be true, but homework gives a false sense of responsibility. When parents have to remind their children to do their homework every night, this purpose completely fades away.

We believe young students should use their evenings and holiday time to do more physical activities, play outdoors and participate in sports with friends. These activities, after a day in school, help replenish the brain's stores of attention, regulate emotions, keep us productive and effective, and help consolidate memories, reinforcing the day's learning.

At the primary level, what works way better than homework is **reading**. Parents and teachers may find subjects that children are interested in, and either stimulate the children to read for themselves or the parents read to the children out loud.

Young children need to rest to be productive in school. A potential problem with homework for primary children, is that it may take time away from their sleeping hours. Primary children need, on an average, ten hours of sleep a day. While the child is sleeping, its brain is preparing for the next day. It's forming new pathways to help your child learn and remember information. A good night's sleep helps enhance the child's problem-solving skills, helps the child pay attention, make decisions, and be creative.

Children learn best when they are alert, when their minds are fresh enough to grasp and comprehend new information. Given a good night's sleep, essential learning takes place in school during those hours when the minds are fresh, not after school hours or while doing homework.

Why might we still assign homework?

- To reinforce reading skills for we know that being **read to** or **reading** oneself, at home, reinforces the reading skills introduced in the classroom
- Achieve mastery of basic learning such as arithmetic facts
- Work on a special project

How can parents help?

- Support the school and the teachers in providing a suitable environment for reading.
- Provide educational activities that broaden the child's interests, such as visits to museums, historical sites and other places where learning can take place.
- Teach responsibility with daily chores. Instead of relying on homework to develop a child a sense of responsibility, there are so many everyday habits that can teach them to be responsible, such as getting up and ready in the morning, making the bed, helping out with chores, or even looking after a pet.

ENGLISH LANGUAGE PROGRAMME - Year Two

BEHAVIOUR

A child's positive relation with others is a fundamental part of our educational project. A programme, Vers le Pacifique, put in place in all classrooms, aims to help students identify what is a conflict and to identify strategies for children to resolve conflicts in a peaceful manner.

All disciplinary action will encourage a child to understand the consequences of his/her actions and will involve the child in developing modifications.

The following behaviours are not acceptable at our school:

- Threats to other children
- Use of foul language
- Extorting money and other such items from children
- Physical assaults with or without objects

All items deemed dangerous or unsafe for the child and other children will be confiscated and returned to the parents at the end of the day.

For children deliberately hurting another child, whether physically or verbally, or for any form of bullying, the matter is brought to the attention to the Principal or / and with one of the Assistant Principals or Pastoral Care Coordinator, depending on the circumstances.

Extreme intervention

The parents of the students involved will be contacted if the Principal decides that it is necessary. In certain cases a behaviour contract will be developed in which clear rules and objectives will be communicated.

As a general rule, extreme intervention, such as suspension or exclusion of the student, will only be applied when the student involved is unable to respect the rights of other students. This will only be the case after other solutions have been exhausted and when the student involved continues to put other's well-being and/or learning in jeopardy.



Ecole Internationale de Genève
International School of Geneva

Primary School

Campus de
la Grande-Boissière

Year Three

September 2016

ENGLISH LANGUAGE PROGRAMME – Year Three

THE FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA

Introduction from the Director General

We hope that all our students will enjoy their year at Ecolint and thrive with us. We also hope that our parents will feel engaged with the life of the school and pleased with their child's progress. In order to achieve our broad educational aims for our students in a climate of respect and consideration, the Foundation has developed a number of policies of which some key ones are presented here:

- [A vision for an International education](#)
- [Pastoral Care Policy](#)
- [Foundation Policy on Student Discipline](#)
- [Considerate Working Community Policy](#)
- [Formal Complaints Policy](#)
- [The Director General's note regarding absences](#)

You can find a full set of policies [here](#).

With all good wishes



Vicky Tuck
Director General

ENGLISH LANGUAGE PROGRAMME – Year Three

TABLE OF CONTENTS

	Page
Introduction.....	4
Mathematics.....	6
Language A: English.....	8
Language B: French.....	9
Units of Inquiry	12
Visual Art.....	13
Music.....	14
Physical Education.....	15
Library	16
Information Technology and Communication.....	17
Additional Support.....	18
Assessment	19
Reporting to Parents.....	20
Homework	21
Behaviour	22

ENGLISH LANGUAGE PROGRAMME – Year Three

INTRODUCTION

In our Primary School we strive to create a learning environment in which learning may flourish, an environment that is fulfilling and safe, where each individual child is respected for who (s)he is. The aim is to provide access to high quality education in an atmosphere of mutual respect, understanding and cooperation.

Our programme is thought through to foster confident, curious, open-minded, socially responsible and capable of thinking for themselves, children. We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts.

Through the practice of reflective discourse, and the teaching for conceptual understanding, the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, to develop the ability to think critically and creatively, to focus on process, and to begin paying attention to the “why”.

While teaching for understanding involves a lot of tactile learning, students are also encouraged to understand how to use digital tools in an intelligent way to enhance their learning.

We recognise the importance of building self-esteem and confidence and of fostering a positive attitude towards learning. Promoting tolerance and respect in a multicultural environment are an integral part of our social programme.

Students normally turn eight years old in **Year Three** and normally come from a Year Two or equivalent. Students demonstrate increasing sophistication in all aspects of language use and mathematical understanding, beginning to apply these skills in practical ways. In Year Three, students begin to develop the ability to reason logically and to think about and solve problems, although some will continue to rely on concrete objects to help them. They gradually become more mature, more independent, learn to voice their own opinions, and work cooperatively with others.

Teachers working with Year three children nurture the social and emotional skills of the earlier years, continuing to guide the child towards a feeling of respect and responsibility towards the group as a whole. Emphasis is placed on developing:

- Confidence and the ability to cope with new situations
- The ability to work independently and to complete a given task
- Willingness to share and help others
- Confidence to participate individually or in a group
- Cooperation when working with others
- The ability to listen to suggestions, to accept praise and/or criticism

ENGLISH LANGUAGE PROGRAMME – Year Three

English and French are the two languages of instruction with the exposure to the second language increasing progressively each year. The percentages for instruction in the two languages, in the English Programme, are as follows:

Years 1 and 2	70% Language A (English) Reading, Written work Mathematics Units of Enquiry Physical Education Music
	30% Language B (French) Language B (French) Music and Movement Visual Arts

Years 3 and 4	60% Language A (English) Reading, Written work Mathematics Units of Enquiry Music
	40% Language B (French) Visual Arts Physical Education Units of Enquiry (with two teachers present - English & French) Choir (with two teachers present - French & English) Language B (French)

ENGLISH LANGUAGE PROGRAMME – Year Three

MATHEMATICS

The Mathematics programme aims to build a strong foundation of number sense, engaging students in experiences with content and processes to help them understand, compute, apply and reason with Mathematics. Students learn to work collaboratively and to express their understanding in multiple ways, using materials and a range of representations.

In Year Three, the understanding of base ten notation is extended and we aim to ensure that students become increasingly confident and fluent with whole numbers including number facts, the concept of place value, and the use of the four operations, through varied and frequent practice with increasingly complex problems, over time.

In Year Three, the instructional time focuses on these critical areas:

1. Extending understanding of place value
2. Building fluency with addition and subtraction
3. Representing and solving problems involving multiples and sharing
4. Developing understanding of fractions as numbers
5. Using standard units of measurement
6. Measuring using appropriate tools and units
7. Extending knowledge and use of the properties of shapes using accurate language.

ENGLISH LANGUAGE PROGRAMME – Year Three

MATHEMATICS

By the end of Year Three, students should be able to:

Number Sense and Numeration

- Read, represent and write whole numbers to 1000
- Order and compare whole numbers to 1000 using the symbols $<$ $=$ $>$
- Count by 2's, 5's, and 10's to 100 and commit those multiplication tables to memory
- Represent and solve problems involving addition and subtraction, in a variety of situations
- Know that the position of a digit in a number affects its value
- Identify place value positions to 100 and use place value understanding
- Use a variety of mental strategies and tools to add and subtract whole numbers to 100
- Work with equal groups of objects to gain foundations for multiplication
- Represent and demonstrate the concept of division as repeated subtraction and as sharing
- Round quantities to the nearest 10^{th} to find approximate sum, differences
- Read, represent using numerals and physical models, fractions and their relationship to the whole

Geometry & Spatial Sense

- Recognize geometric shapes and structures in the environment and specify their location
- Recognize, describe various polygons and sort and classify them by their geometric properties
- Describe and represent the relative locations of objects; represent objects on a map or grid
- Create symmetrical designs and pictures

Measurement

- Estimate, measure and record length, height, and distance using standard units
- Express and write time from analogue and digital clocks to the nearest quarter-hour
- Tell passage of time in terms of day, week, month

Pattern, Algebra

- Recognize, describe, and extend patterns and determine a next term in linear patterns.
- Use symbols to represent unknown quantities and identify values for the symbols
- Use commutative and associative rules to simplify mental calculations

Data Analysis, Probability

- Collect, organize, and display data in concrete graphs and respond to questions related to the data
- Investigate simple probability situations

Problem Solving /Reasoning

- Solve a variety of problems and conduct mathematical investigations involving addition and subtraction of whole numbers
- Estimate and check for reasonableness of solutions in addition and subtraction problems
- Create basic representations of simple mathematical ideas
- Reason with models or pictorial representations to solve problems
- Explain thinking when solving a problem
- Think about mathematical problems in different ways

ENGLISH LANGUAGE PROGRAMME – Year Three

LANGUAGE A: ENGLISH

The Year Three Language Arts curriculum continues to develop the foundation of literacy through each of the language arts. Children experience a variety of literature, respond to the ideas, feelings, attitudes and experiences in various texts, and continue to acquire the mechanics of writing (spelling, handwriting, grammar, punctuation and paragraphing). Listening and speaking skills are extended through a variety of classroom activities to help students make meaning of conversation, text and media, and to respond to the ideas of others, recognizing and using the power of speech responsibly.

By the end of Year Three, students should be able to:

Speaking and Listening

- Follow rules of conversation and group discussion
- Ask questions for clarification and understanding
- Respond to the ideas of others with respect
- Participate in collaborative conversations with members of the class
- Share experiences, feelings, ideas and information and relate these to feelings and thoughts of characters in stories
- Begin to restate or rephrase information heard
- Support opinions with reasonable thoughts
- Recount stories and begin to determine their central message
- Share an experience with appropriate facts and relevant, descriptive details, speaking audibly
- Participate in collective role-play and dramatic representation of stories

Reading

- Extend word attack skills
- Use the cues of punctuation to guide in meaning making and expressive oral reading
- Continue to build up and enrich vocabulary by making sense of new words from how words are used
- Read Year-level texts orally with accuracy, appropriate rate, and expression
- Apply appropriate strategies to self-correct when reading
- Begin to infer cause and effect relations that are not stated explicitly
- Retell sequence of events
- Make, confirm, modify predictions while reading
- Make inferences in what is seen in visual representations
- Read, view, and listen for pleasure and / or information
- Engage with novels and other types of prose and poetry

Writing

- Continue to develop cursive handwriting
- Use capital letters and a variety of punctuation marks appropriately
- Utilize resources to edit for spelling (word wall, dictionary...)
- Plan and edit own work with peer and teacher feedback
- Write clear sentences and paragraphs that develop central ideas
- Write simple sequenced stories in terms of beginning, middle and end
- Write compositions that describe and explain familiar objects, events, and experiences
- Take notes from resources, restating in own words
- Organize and present information using visual, oral and written representations

ENGLISH LANGUAGE PROGRAMME – Year Three

LANGUAGE B : FRENCH

Les objectifs et le programme sont définis chaque année suivant le niveau linguistique de chaque groupe d'élèves. Les quatre savoirs (écouter, parler, écrire et lire) sont approfondis.

La structure du programme

Les élèves de la classe 3 bénéficient de 200 minutes de cours par semaine. Nous encourageons les enfants à participer à toutes nos activités de communication. Les thèmes étudiés aident à développer et à enrichir leur vocabulaire.

Les enfants bilingues ou qui possèdent un bon niveau de français étudient les mêmes thèmes mais explorent davantage la langue écrite. L'accent sera mis sur la lecture, la grammaire, l'orthographe et la conjugaison.

Les débutants apprendront le nouveau vocabulaire qui leur permettra de comprendre et de communiquer.

Evaluations et placement dans le groupe adapté

Les élèves de la classe 3 sont répartis en quatre groupes différents selon leur niveau linguistique. Les nouveaux élèves sont évalués à leur arrivée et placés dans le groupe adapté à leur niveau. Le placement de l'enfant n'est pas définitif. Il est parfois possible de changer de groupe en cours d'année. Le changement de groupe se fera sur décision d'équipe.

Devoirs

Les devoirs font partie du programme en classe 3. Ils permettent aussi aux parents de suivre la progression de leur enfant par rapport au programme. Il n'y a pas de devoirs au niveau débutant.

Objectifs

- Développer les quatre domaines : compréhension orale, production orale, lecture et production écrite
- Participer au développement général de l'enfant.

Débutants :

Compréhension et production orales

- Apprendre à se présenter et à saluer
- Apprendre le vocabulaire de base et les structures à travers les thèmes
- Travailler la prononciation et l'articulation
- Production de petites pièces de théâtre

Lecture

- Transfert des compétences en lecture de la langue A vers la langue B
- Développer la compréhension

ENGLISH LANGUAGE PROGRAMME – Year Three

LANGUAGE B : FRENCH

Production écrite

- Associer l'image et le mot pour les élèves débutants
- Ecrire des phrases très simples

Intermédiaire :

Compréhension orale

- Ecouter et comprendre les consignes
- Ecouter des histoires simples
- Apprendre à différencier les sons spécifiques au français afin de préparer les élèves à l'orthographe

Production orale

- Apprendre le vocabulaire de base et les structures à travers les thèmes
- Apprendre à poser des questions et répondre en utilisant des phrases négatives
- Apprendre à s'exprimer spontanément

Lecture

- Transfert des compétences en lecture de la langue A vers la langue B
- Développer la compréhension
- Lire à haute voix et comprendre un texte lu
- Lire les livres de la bibliothèque de classe

Production écrite

- Etudier les sons de la langue française et leur orthographe
- Mettre en œuvre les connaissances grammaticales
- Ecrire des phrases très simples

Avancés :

Compréhension orale

- Découvrir la langue française à travers différents supports et médias : histoires, poèmes, chansons, documentaires...
- Apprendre à différencier les sons plus complexes du français

Production orale

- Apprendre à poser des questions et répondre en utilisant des phrases négatives
- Apprendre à s'exprimer spontanément
- Faire des présentations orales

ENGLISH LANGUAGE PROGRAMME – Year Three

LANGUAGE B : FRENCH

Lecture

- Travailler la fluidité de la lecture
- Lire à haute voix et travailler l'intonation et les liaisons
- Vérifier la compréhension des textes lus
- Lire les livres de la bibliothèque de classe

Production écrite

- Apprendre l'orthographe
- Mettre en œuvre les connaissances grammaticales
- Ecrire des petits textes en utilisant les structures ou les verbes appris
- Production écrite à partir d'images séquentielles
- Inventer la fin d'une histoire

ENGLISH LANGUAGE PROGRAMME – Year Three

UNITS OF INQUIRY

Students learn the background knowledge, vocabulary, oral language, comprehension and writing in two languages, English and French, and develop a reflective disposition in between these two languages, through a dual language learning experience. This takes place four periods a week, as part of the acquisition of the knowledge and skills learnt through the Units of Inquiry.

The Units of Inquiry programme provides opportunities to develop the students' imagination, inventiveness and creativity, stimulated by a sense of appreciation and wonder about the global environment. The growth of a spirit of inquiry and the development of critical thinking / problem solving skills are vital parts of an investigative approach. Students are encouraged to consider issues with an open and critical mind and to be prepared to change their views as a result of the learning processes.

The programme focuses on an integrated style of co-teaching, with four out of six periods being taught by two teachers, one working in English and one working in French, teaching together to develop the content understanding in both languages. This situation provides an environment of trans-linguaging, where students develop comfort and competence in working between our two languages, as they progress in both languages. A meaningful context is provided for extending activities and transferring skills across traditional subject boundaries into Science, Language, Mathematics and the Expressive and Visual Arts, through spatial, temporal, social and scientific perspectives.

Students learn to become aware of their responsibilities as global citizens as they use geographical and historical perspectives to begin to look at culture, environment and the connection between them. They study events and phenomena in terms of when they occurred and why they took place; they organize events through chronologies and begin to look at cause and effect relationships among them. Students collaborate with one another and work individually using skills and tools to ask questions, acquire the necessary information, organize and analyze the information and answer those questions. They learn about the natural world and begin to act and think as scientists by engaging in active inquiries and investigations. They develop early problem-solving skills through observation, experimentation, and drawing conclusions.

Process Skills

- Identify appropriate sources and gather information from a variety of sources and media
- Make decisions about the usefulness of information and reflect on learning
- Take notes to paraphrase information
- Predict and draw conclusions based on information gathered
- Organize information in an appropriate manner
- Cite sources used and Share information with others
- Participate and collaborate with others to broaden and deepen understanding

Dispositions

- Display initiative and engagement by posing questions and investigating the answers
- Demonstrate creativity by using multiple resources and formats
- Organize knowledge so that it is useful
- Value fellow classmates and work with them to complete inquiries
- Assume shared responsibility for collaborative work
- Use interaction with and feedback from teachers and peers to guide own inquiry process
- Seek appropriate help when it is needed

ENGLISH LANGUAGE PROGRAMME – Year Three

VISUAL ART

Art is an integral part of the way children learn and develop and is a vehicle by which students develop an understanding and appreciation of culture in relation to other times and places. It serves as a universal language for understanding and accepting diversity.

The Visual Art programme provides opportunities for students' self-expression and helps develop positive self-images as well as a respect for the creative work of others. Experience in any given discipline, such as paper mâché, weaving, masks, doll making, and ceramics, is revisited multiple times during the children's primary years at LGB, strengthening their understanding and facility in that area. New concepts introduced are built upon, combined, and expanded to higher levels through the primary years. Students are offered a range of experiences in colour, design, drawing, painting, sculpture and crafts. The developmental stages and individual needs of the children are considered at each year level.

Children 7-9 years of age continue to explore and use the methods and processes acquired in the previous years. Work is extended by using their increased dexterity and manipulative skills, consolidating their skills and techniques. The children develop on two levels: they improve their skills using tools and techniques taught and they learn to understand the concepts of the visual elements.

Art instruction varies from open-ended projects with the focus on the process, to teacher directed activities with specific directions to be followed for skill development. A wider variety of materials is offered and as many different experiences are provided at different levels in order that each child can feel successful. One and half periods per week are devoted to the teaching of Visual Arts, in French, by an Art Specialist.

Objectives/Learning Outcomes for Years One - Four:

- Develop aesthetic perception through multi-sensory experiences
- Express creativity and experience satisfaction, accomplishment and joy
- Demonstrate initiative in selecting techniques and materials for self expression
- Connect students to various cultures
- Develop aesthetic value
- Develop visual awareness

Dispositions for Years One - Four:

- Demonstrate motivation and enthusiasm
- Work independently
- Listen attentively
- Follow directions
- Use art to explore, develop, and express his/her ideas and feelings
- Apply problem solving
- Complete tasks in the time allotted

Objectives for Year Three:

- Identify the elements of design (colour, line, direction, shape, symmetry and texture)
- Recognise and name the primary, secondary and complementary colours
- Understand foreground / middle ground /background
- Use tools and materials correctly when producing two-and three-dimensional works of art
- Apply the skills, concepts and techniques to create a specific effect and composition

ENGLISH LANGUAGE PROGRAMME – Year Three

MUSIC

Music is an integral part of the life of young children and education in music provides students with opportunities of developing multiple brain systems. Along with all the arts, music education develops the child's integrated sensory, attentional, cognitive, emotional, and motor capacities which are the touchstones of all learning. Music education nourishes self-discipline, motivation, aesthetic awareness, cultural exposure, emotional expression and creativity. In addition to the many musical activities which occur throughout the school day, the children receive one 40 minute lesson of more formal instruction per week taught by a music specialist. Children also receive one 40 minute period of singing and choral work per week.

Objectives

Specialist music teaching contributes to the complete development of the child by stimulating listening, concentration, imagination, physical co-ordination, self-confidence and general perception. Whilst it is accepted that many children will have already begun private individual tuition on a musical instrument it is also the aim of the general class music lesson to give all children the necessary skills to enjoy and appreciate creating, listening to and performing music through singing, playing or moving.

- To experience in a variety of ways the content areas of duration (rhythm), pitch (high and low sounds), dynamics (loud and soft sounds), timbre (quality and density of sound) and structure.
- To master the skills of listening, playing, moving, singing and organising sound (creating) within the content areas outlined above.

Our music curriculum is designed around these content and skill areas, and learning experiences are planned sequentially and with increasing complexity throughout years 1 to 4.

The music curriculum also provides opportunities of experiencing the historical and multi-cultural aspects of music through concerts and visiting musicians.

Creativity

Music is one of the ideal contexts within which to nourish creativity in our students. The music curriculum provides opportunities for problem solving, for trying and testing ideas, for evaluating creative products and for peer feedback.

ENGLISH LANGUAGE PROGRAMME – Year Three

PHYSICAL EDUCATION

Physical Education is regarded as an important and integral part of the total programme of education. In the Primary School we aim to provide the children with a rich and stimulating environment in which they will be helped to extend their movement experiences and have opportunities for self-expression, social development and interaction. Through developmentally appropriate planned sequence of experiences, basic movement concepts and skills and progression experiences are practiced that move toward more complex games, dance and other forms of movement.

Physical Education has, as its ultimate goal, the development of the physically educated individual who has the ability to make positive lifestyle decisions which make meaningful contributions to personal well-being.

Inventive and expressive movement / gymnastics

At the Primary School, it is the ingenuity and inventiveness of the child that is built upon. Inventive movement is concerned with discovering and learning more about what the body is capable of achieving when faced with tasks to solve on the floor and apparatus. It is really a problem-solving area where the children make judgments and come to decisions as how best they can respond to any given task.

Expressive movement is concerned with children exploring many possible ways of moving, to express themselves and develop individual responses to stimulus such as a movement to an idea, a rhythm, a story.

In gymnastics, children practice locomotor skills, to include, turning, balancing, rolling, jumping and landing, and explore simple tumbling sequences.

Games skills / games

Children are exposed to a wide variety of apparatus and learning situations so that an extensive range of skills may be developed. As in other aspects of the Primary School curriculum, games skills adopt a problem-solving approach so that children are allowed to explore, experiment and discover for themselves, thereby enhancing manipulation and co-ordination.

Gymnastics: Years 3-4

- To be able to run with control in a variety of ways
- To jump and land safely
- To be able to balance on different body parts
- To be aware of and control body shape, speed, direction, levels and pathways
- To be able to compose sequences
- To work with a partner or group

Games Skills: Years 3-4

- To practice simple games skills and to put them into use in small games situation
- To work with a partner, e.g. throwing and catching in pairs
- To pass back and forward to each other
- To make use of a range of apparatus in free and structured situations
- To invent games which bring a combination of skills, e.g. roll ball into a space for partner to chase, field and throw back
- To perform skills on the move and at different speeds
- To introduce the need for simple rules

ENGLISH LANGUAGE PROGRAMME – Year Three

LIBRARY

The librarians' aim is to establish a love of reading for young children.

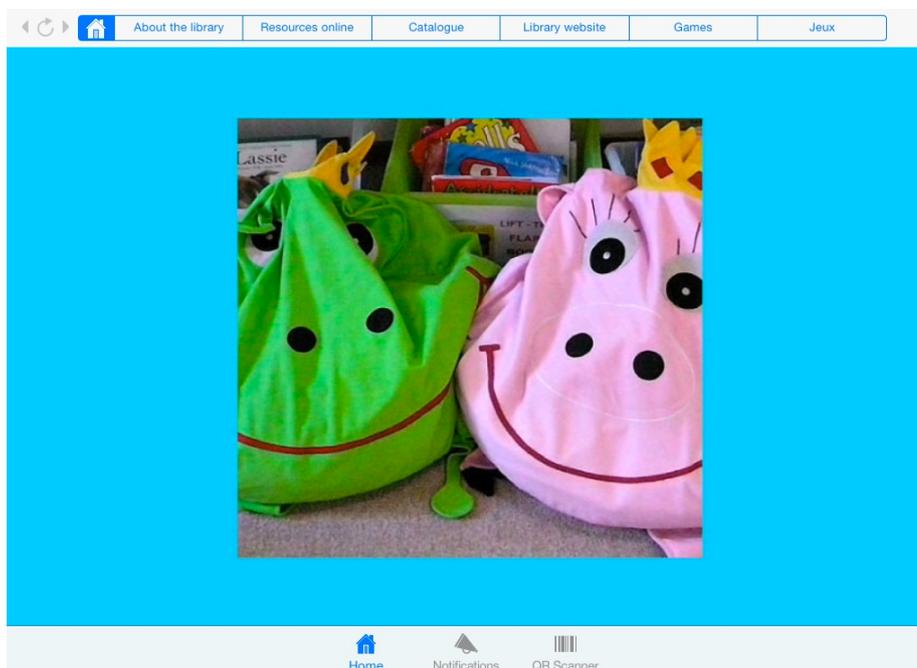
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest child can understand.

Listening to stories help children acquire language, develop their imagination, their curiosity and their general well-being.

During the year, children learn how to locate fiction and non-fiction books, poetry and biographies. They become familiar with the different parts of a book and learn how to use the catalogue online. The librarians' wish is to promote and develop the students' critical thinking skills and the pleasure of reading.

The library has developed its own website: <http://librarylesmarronniers.weebly.com>

The library has also created its own app: "Marronniers Library" which is available on iPad and iPhone. Our website and our app give access to databases of story books and information that can be read on line. The "Marronniers Library" app also allows students to access many games that have been created by the librarians and that are related to books and authors who visited the library.



ENGLISH LANGUAGE PROGRAMME – Year Three

INFORMATION TECHNOLOGY AND COMMUNICATION

New technologies are at the heart of our society and will become increasingly predominant in the years to come. Therefore, it is essential that children understand how to effectively use these digital tools to support their learning. They must also learn to protect themselves from potential risks of entering the vast WEB universe.

In the Primary School, our students work with various technological tools adapted to their age.

At Les Marronniers, we have defined three main learning objectives:

- 1- Putting technology at the service of creativity and collaborative work.
- 2- Encourage the emergence of computational thinking.
- 3- Integrate multimedias across all subjects of the primary program.

Here is a link to a more detailed slide presentation of the programme in the Primary School



<https://goo.gl/Byuy83>

ENGLISH LANGUAGE PROGRAMME – Year Three

ADDITIONAL SUPPORT

Ensuring every child's success is a team effort and we aim to offer support to students who need some assistance in order to better access the curriculum.

English as an Additional Language

An EAL programme aims to provide intensive English language support for students with little or no English. This support is provided in a small group setting to meet the particular needs of EAL students, in academic, emotional, and social contexts. The focus is on the development of the four main areas of language learning, oral and aural skills, reading and writing skills. An intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the student's mainstream class programme.

Learning Support

The School makes provision for students in need of learning support in order to able them to succeed to their potential and/or for those who are struggling to become independent learners. This support may involve in-class support (individual or group), and/or withdrawal (individual or group). Students may have a focused and specific need for short-term intervention such as phonological awareness training, or may have a need that requires more long-term intervention, such as dyslexia.

Students who do not present a clear picture of whether their learning issue is due to their English as a Second Language (EAL) needs or to a learning difference may receive EAL and LS simultaneously. Both types of support are provided by the School. Students in this category are closely monitored by EAL and LS staff in order to ascertain where the actual need lies.

Learning support specialists, the school psychologist, a member of the administration team, and the classroom teacher concerned, meet weekly in order to define action plans and to modify / adjust current strategies when necessary. All decisions concerning children are taken as a team.

ENGLISH LANGUAGE PROGRAMME – Year Three

ASSESSMENT

Assessment and record keeping are not ends in themselves but, rather, are the means by which teachers can help students to progress. A range of appropriate and holistic assessment tools are used such as portfolios, conferencing, writing sample analysis, reading records and written assessments. The level of student current knowledge and experience is assessed through whole class and group discussions, teacher observations, and individual student response.

We use three different types of assessments:

Different types of assessments have different objectives for three different purposes:

- Assessment **for** Learning:
 - to find out what the students already know and can do, to decide where students are in their learning, where they need to go, and how best to get there.
 - to target future teaching and learning
- Assessment **of** Learning:
 - to collect and analyse data to report students' progress and achievement
 - to assess the extent to which students can apply the key concepts, knowledge, skills and attitudes related to the curricular outcomes
- Assessment **as** Learning:
 - to guide and provide opportunities for each student to monitor and reflect on his or her learning, and identify next steps

Diagnostic and screening tests are administered to the whole class at the beginning and end of the school year, to support evaluation and assessment of student progress.

ENGLISH LANGUAGE PROGRAMME – Year Three

REPORTING TO PARENTS

Parent information evening

Parents are invited to a Parent Information Evening at the beginning of the school year where the curriculum and the general management of the class are explained. At this time, parents have the opportunity to meet other teachers with whom their child will work. A class curriculum guide document is given to each family.

Interviews with the class teacher and other members of the staff

Parents are welcome to make an appointment to speak to any teacher working with their child at any point in the school year. Parents can contact teachers directly through the Primary Reception: Tel. 022.787.24.54 and email: firstname.surname@ecolint.ch

Parent/teacher interviews are held in autumn and spring.

Class life and web site

We encourage you to visit the school website for weekly school bulletins, after school activities, and weekly lunch menus, and important school events, such as, for example, a conference or a workshop open to parents.

Pertinent information to class life can be accessed on the teachers page website, www.my.ecolint.ch

Referrals

When support for any speech, academic or social development is considered necessary, parent permission is sought for the child to be seen and assessed by the appropriate specialist.

Written reports on student progress

Written reports are sent twice a year; one in February and one in June for children in Years 1 – 4. One report, an end of year report, is sent out for children in Pre-Reception and Reception.

ENGLISH LANGUAGE PROGRAMME – Year Three

HOMWORK

Message to the Parents

Homework has benefits, but it is age dependent. For primary-aged children, the research suggests that studying in class gets superior learning results.

While homework has a significant benefit at the secondary school level, there is, perhaps, a marginal benefit at the primary level. Traditionally, it has been argued that homework is meant to reinforce the relationship between parents and children, get parents involved in their children's education, and teach children to be more responsible. The first two items may be true, but homework gives a false sense of responsibility. When parents have to remind their children to do their homework every night, this purpose completely fades away.

We believe young students should use their evenings and holiday time to do more physical activities, play outdoors and participate in sports with friends. These activities, after a day in school, help replenish the brain's stores of attention, regulate emotions, keep us productive and effective, and help consolidate memories, reinforcing the day's learning.

At the primary level, what works way better than homework is **reading**. Parents and teachers may find subjects that children are interested in, and either stimulate the children to read for themselves or the parents read to the children out loud.

Young children need to rest to be productive in school. A potential problem with homework for primary children, is that it may take time away from their sleeping hours. Primary children need, on an average, ten hours of sleep a day. While the child is sleeping, its brain is preparing for the next day. It's forming new pathways to help your child learn and remember information. A good night's sleep helps enhance the child's problem-solving skills, helps the child pay attention, make decisions, and be creative.

Children learn best when they are alert, when their minds are fresh enough to grasp and comprehend new information. Given a good night's sleep, essential learning takes place in school during those hours when the minds are fresh, not after school hours or while doing homework.

Why might we still assign homework?

- To reinforce reading skills for we know that being **read to** or **reading** oneself, at home, reinforces the reading skills introduced in the classroom
- Achieve mastery of basic learning such as arithmetic facts
- Work on a special project

How can parents help?

- Support the school and the teachers in providing a suitable environment for reading.
- Provide educational activities that broaden the child's interests, such as visits to museums, historical sites and other places where learning can take place.
- Teach responsibility with daily chores. Instead of relying on homework to develop a child a sense of responsibility, there are so many everyday habits that can teach them to be responsible, such as getting up and ready in the morning, making the bed, helping out with chores, or even looking after a pet.

ENGLISH LANGUAGE PROGRAMME – Year Three

BEHAVIOUR

A child's positive relation with others is a fundamental part of our educational project. A programme, Vers le Pacifique, put in place in all classrooms, aims to help students identify what is a conflict and to identify strategies for children to resolve conflicts in a peaceful manner.

All disciplinary action will encourage a child to understand the consequences of his/her actions and will involve the child in developing modifications.

The following behaviours are not acceptable at our school:

- Threats to other children
- Use of foul language
- Extorting money and other such items from children
- Physical assaults with or without objects

All items deemed dangerous or unsafe for the child and other children will be confiscated and returned to the parents at the end of the day.

For children deliberately hurting another child, whether physically or verbally, or for any form of bullying, the matter is brought to the attention to the Principal or / and with one of the Assistant Principals or Pastoral Care Coordinator, depending on the circumstances.

Extreme intervention

The parents of the students involved will be contacted if the Principal decides that it is necessary. In certain cases a behaviour contract will be developed in which clear rules and objectives will be communicated.

As a general rule, extreme intervention, such as suspension or exclusion of the student, will only be applied when the student involved is unable to respect the rights of other students. This will only be the case after other solutions have been exhausted and when the student involved continues to put other's well-being and/or learning in jeopardy.



Ecole Internationale de Genève
International School of Geneva

Primary School

**Campus de
la Grande-Boissière**

Year Four

September 2016

ENGLISH LANGUAGE PROGRAMME – Year Four

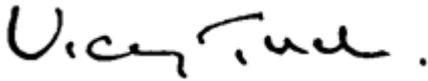
THE FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA

Introduction from the Director General

We hope that all our students will enjoy their year at Ecolint and thrive with us. We also hope that our parents will feel engaged with the life of the school and pleased with their child's progress. In order to achieve our broad educational aims for our students in a climate of respect and consideration, the Foundation has developed a number of policies of which some key ones are presented here:

- [A vision for an International education](#)
- [Pastoral Care Policy](#)
- [Foundation Policy on Student Discipline](#)
- [Considerate Working Community Policy](#)
- [Formal Complaints Policy](#)
- [The Director General's note regarding absences](#)

You can find a full set of policies [here](#).
With all good wishes



Vicky Tuck

Director General

ENGLISH LANGUAGE PROGRAMME – Year Four

TABLE OF CONTENTS

	Page
Introduction	4
Mathematics.....	6
Language A: English.....	8
Language B: French.....	9
Units of Inquiry (Humanities)	12
Visual Art	13
Music.....	14
Physical Education.....	15
Library.....	16
Information Technology and Communication.....	17
Additional Support.....	18
Assessment.....	19
Reporting to Parents.....	20
Homework	21
Behaviour	22

ENGLISH LANGUAGE PROGRAMME – Year Four

INTRODUCTION

In our Primary School we strive to create a learning environment in which learning may flourish, an environment that is fulfilling and safe, where each individual child is respected for who (s)he is. The aim is to provide access to high quality education in an atmosphere of mutual respect, understanding and cooperation.

Our programme is thought through to foster confident, curious, open-minded, socially responsible and capable of thinking for themselves, children. We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts.

Through the practice of reflective discourse, and the teaching for conceptual understanding, the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, to develop the ability to think critically and creatively, to focus on process, and to begin paying attention to the “why”.

While teaching for understanding involves a lot of tactile learning, students are also encouraged to understand how to use digital tools in an intelligent way to enhance their learning.

We recognise the importance of building self-esteem and confidence and of fostering a positive attitude towards learning. Promoting tolerance and respect in a multicultural environment are an integral part of our social programme.

Students are expected to turn nine in **Year Four**, and will already have completed Year Three or its equivalent. At the end of the academic year, Year Four students leave the Primary School for the Middle School.

With a foundation in basic literacy and numeracy skills, students now use their increasing self-reliance, maturity and independence to further develop their organizational skills. As they move towards more abstract forms of reasoning, the capacity for self-evaluation and reflection of their own learning, understanding is extended. Collaborative learning and team work help students to work together productively as part of a social group. Building on the ability to articulate one’s strategies, ideas and understanding using language and other media is an important aspect of the Year Four programme.

ENGLISH LANGUAGE PROGRAMME – Year Four

English and French are the two languages of instruction with the exposure to the second language increasing progressively each year. The percentages for instruction in the two languages, in the English Programme, are as follows:

Years 1 and 2	70% Language A (English) Reading, Written work Mathematics Units of Enquiry Physical Education Music
	30% Language B (French) Language B (French) Music and Movement Visual Arts

Years 3 and 4	60% Language A (English) Reading, Written work Mathematics Units of Enquiry Music
	40% Language B (French) Visual Arts Physical Education Units of Enquiry (with two teachers present - English & French) Choir (with two teachers present - French & English) Language B (French)

ENGLISH LANGUAGE PROGRAMME – Year Four

MATHEMATICS

The Mathematics programme aims to build a strong foundation of number sense, engaging students in experiences with content and processes to help them understand, compute, apply and reason with Mathematics. Students learn to work collaboratively and to express their understanding in multiple ways, using materials and a range of representations.

The focus in Year Four is to ensure that students become increasingly fluent with whole numbers, the four operations, and the concept of place value. Students perform calculations with increasingly large whole numbers and develop their ability to solve a range of problems, including with simple fractions and decimal place value.

In Year Four, the instructional time focuses on these critical areas:

1. Developing a mature sense of place value for multi-digit whole numbers
2. Using the four operations with whole numbers to solve problems
3. Making sense of problems and persevering in solving them
4. Developing understanding of the properties of multiplication and the relationship between multiplication and division
5. Using problems drawn from data presented in tables, charts
6. Extending knowledge and understanding of the number system to include the decimal numbers and fractions
7. Developing an understanding of the concept of area
8. Calculating perimeter and area of rectilinear figures
9. Describing the relationships between various shapes and their properties
10. Using measuring instruments with increasing accuracy

ENGLISH LANGUAGE PROGRAMME – Year Four

MATHEMATICS

By the end of Year Four, students should be able to:

Number Sense and Numeration

- Count forward in a variety of ways (2's, 5's, 10's, 25's 100's) up to 1000 from various starting points; by 100's up to 10'000
- Read, represent and write whole numbers to 10'000
- Demonstrate fluency with multiplication facts 0 – 10
- Order and compare whole numbers to 10'000 using the symbols $<$ $=$ $>$
- Know that the position of a digit in a number affects its value
- Use place value understanding to 100 and properties of operations to perform multi-digit arithmetic
- Determine the missing number in equations involving addition and subtraction of three-digit numbers
- Explain the relationship between multiplication and division as inverse operations
- Round quantities to the nearest 1000 to find approximate sum, differences
- Identify fractions as a part of a whole and demonstrate how simple fractions can be represented
- Place simple improper fractions and mixed numbers in the correct order on a number line
- Solve problems involving the multiplication of a two-digit whole number by a one-digit whole number

Geometry & Spatial Sense

- Recognize and describe various polygons and sort and classify them by their geometric properties
- Describe plane and solid shapes
- Complete and describe designs and pictures that have lines of symmetry

Measurement

- Estimate, measure and record using standard units (mm, cm, m, km, gm, kg, ml, l)
- Tell and write time from analog and digital clocks to the nearest minute
- Use standard tools and units to measure perimeter and area of two-dimensional figures

Pattern, Algebra

- Identify and continue numerical sequences and figure patterns and begin to understand that patterns can be generalized
- Use symbols to represent unknown quantities and identify values for the symbols
- Use commutative and associative rules to simplify mental calculations

Data Analysis, Probability

- Collect, organize and display data (i.e. using line plots, simple bar graphs, tally charts)
- Ask and answer questions about class-generated data

Problem Solving / Reasoning

- Create basic representations of simple mathematical ideas
- Reason with models or pictorial representations to solve problems
- Explain the reasoning used in solving problems
- Check for reasonableness of answer
- Make sense of problems and persevere in solving them
- Conduct mathematical investigations involving whole numbers

ENGLISH LANGUAGE PROGRAMME – Year Four

LANGUAGE A: ENGLISH

The Year Four Language Arts curriculum continues to expand the foundations of literacy through each of the language arts, focusing on the development of more complex and abstract thinking. Students read fluently, with expression and without stopping to figure out what each word means. They write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. This fluency in reading and writing facilitates innovation and creativity in Language Arts. Working from a foundation of previously-established literacy skills, children are able to take a more independent approach to learning.

By the end of Year Four, students should be able to:

Speaking and Listening

- Follow rules of conversation and group discussion; respond to the ideas of others with respect
- Participate in collaborative conversations with members of the class
- Listen to and begin to be able to summarize thoughts, ideas, and information being communicated
- Support opinions with reasonable thoughts
- Recount stories and determine their central message
- Share an experience with appropriate facts and relevant, descriptive details, speaking audibly
- Describe characters in a story and begin to explain how their actions contribute to the sequence of events
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details

Reading / Comprehension

- Read for information and use a variety of reference materials to find information
- Read aloud with fluency and expression, using the cues of punctuation to guide meaning
- Read, view, and listen for pleasure
- Use sentence and word context to find the meaning of unknown words
- Make, confirm, modify predictions while reading
- Recall main ideas, characters and settings of story
- Retell the sequence of events
- Recognise main ideas and supporting details, problems and solutions; cause and effect; fact and opinion
- Infer cause and effect relations that are not stated explicitly
- Distinguish the literal and non-literal meanings or words and phrases in context (e.g. take steps)
- Respond to different literary genres of literature, such as poetry, drama, fiction and nonfiction
- Begin to understand that texts may be interpreted differently by different readers

Writing

- Write legibly in a cursive style
- Use standard English conventions appropriate for Year level
- Proofread and edit drafts using an editing checklist; revise for meaning and clarity
- Write sentences and paragraphs that develop central ideas and use supporting facts and details
- Sequence events so that the story unfolds naturally
- Organise related ideas together within a paragraph to maintain a consistent focus
- Write narratives to recount a well-elaborated event or short sequence of events
- Write informative and explanatory texts to examine a topic; convey ideas and information clearly
- Demonstrate originality and inventiveness in writing (stories, poems, and other genres)
- Take notes from resources, restating in own words
- Use reference materials (dictionary, atlas, online resources)

ENGLISH LANGUAGE PROGRAMME – Year Four

LANGUAGE B : FRENCH

Les objectifs et le programme sont définis chaque année suivant le niveau linguistique de chaque groupe d'élèves. Les quatre savoirs (écouter, parler, écrire et lire) sont approfondis.

La structure du programme

Les élèves de la classe 4 bénéficient de 200 minutes de cours par semaine. Nous encourageons les enfants à participer à toutes nos activités de communication. Les thèmes étudiés aident à développer et à enrichir leur vocabulaire.

Les enfants bilingues ou qui possèdent un bon niveau de français étudient les mêmes thèmes mais explorent davantage la langue écrite. L'accent sera mis sur la lecture, la grammaire, l'orthographe et la conjugaison.

Les débutants apprendront le nouveau vocabulaire qui leur permettra de comprendre et de communiquer.

Evaluations et placement dans le groupe adapté

Les élèves de la classe 4 sont répartis en cinq groupes différents selon leur niveau linguistique. Les nouveaux élèves sont évalués à leur arrivée et placés dans le groupe adapté à leur niveau. Le placement de l'enfant n'est pas définitif. Il est parfois possible de changer de groupe en cours d'année. Le changement de groupe se fera sur décision d'équipe.

Devoirs

Les devoirs font partie du programme en classe 4. Ils permettent aussi aux parents de suivre la progression de leur enfant par rapport au programme. Il n'y a pas de devoirs au niveau débutant jusqu'au mois de janvier.

Objectifs

- Développer les quatre domaines : compréhension orale, production orale, lecture et production écrite
- Participer au développement général de l'enfant.

Débutants :

Compréhension orale

- Ecouter et comprendre les consignes
- Découvrir la langue française à travers différents supports et médias: histoires, poèmes, chansons, films...
- Apprendre à différencier les sons spécifiques au français afin de préparer les élèves à l'orthographe

Production orale

- Apprendre à se présenter et à saluer
- Développer le vocabulaire de base et les structures de base
- Apprendre à poser des questions
- Travailler la prononciation et l'articulation

ENGLISH LANGUAGE PROGRAMME – Year Four

LANGUAGE B : FRENCH

Lecture

- Transfert des compétences en lecture de la langue A vers la langue B
- Développer la compréhension
- Lire les livres de la bibliothèque de classe

Production écrite

- Ecrire des mots et des phrases simples
- Etudier des sons de la langue française et leur orthographe

Intermédiaires :

Compréhension orale

- Découvrir la langue française à travers différents supports et médias: histoires, poèmes, chansons, documentaires...
- Apprendre à différencier les sons spécifiques au français afin de préparer les élèves à l'orthographe

Production orale

- Apprendre à poser des questions
- Travailler la prononciation et l'articulation
- Exprimer ses sentiments et ses préférences
- Préparer des dialogues
- Faire des présentations orales

Lecture

- Transfert des compétences en lecture de la langue A vers la langue B
- Développer la compréhension
- Lire à haute voix
- Lire les livres de la bibliothèque de classe
- Savoir utiliser un dictionnaire

Production écrite

- Ecrire des phrases simples en utilisant les structures ou les verbes appris
- Etudier des sons de la langue française et leur orthographe
- Ecrire la fin d'une histoire
- Décrire des images

ENGLISH LANGUAGE PROGRAMME – Year Four

LANGUAGE B : FRENCH

Avancés :

Compréhension orale

- Développer la compréhension fine à travers différents supports : album, roman, poésie, texte documentaire...

Production orale

- Exprimer ses sentiments et ses préférences
- Faire des présentations orales
- Participer aux discussions de groupes
- S'exprimer en utilisant un vocabulaire plus soutenu

Lecture

- Acquérir une lecture fluide et expressive et comprendre un texte lu
- Lire à haute voix en faisant les liaisons
- Lire silencieusement
- Lire les livres de la bibliothèque de classe
- Participer à un rallye lecture

Production écrite

- Apprendre l'orthographe
- Ecrire un récit (une histoire vécue ou inventée) en utilisant les outils de la classe
- Rédiger des textes simples en appliquant les règles de grammaire, de conjugaison et d'orthographe

ENGLISH LANGUAGE PROGRAMME – Year Four

UNITS OF INQUIRY

Students learn the background knowledge, vocabulary, oral language, comprehension and writing in two languages, English and French, and develop a reflective disposition in between these two languages, through a dual language learning experience. This takes place four periods a week, as part of the acquisition of the knowledge and skills learnt through the Units of Inquiry.

The Units of Inquiry programme provides opportunities to develop the students' imagination, inventiveness and creativity, stimulated by a sense of appreciation and wonder about the global environment. The growth of a spirit of inquiry and the development of critical thinking/problem solving skills are vital parts of an investigative approach. Students are encouraged to consider issues with an open and critical mind and to be prepared to change their views as a result of the learning processes.

The programme focuses on an integrated style of co-teaching, with four out of six periods being taught by two teachers, one working in English and one working in French, teaching together to develop the content understanding in both languages. This situation provides an environment of trans-languaging, where students develop comfort and competence in working between our two languages, as they progress in both languages. A meaningful context is provided for extending activities and transferring skills across traditional subject boundaries into Science, Language, Mathematics and the Expressive and Visual Arts, through spatial, temporal, social and scientific perspectives.

Students learn to become aware of their responsibilities as global citizens as they use geographical and historical perspectives to begin to look at culture, environment and the connection between them. They study events and phenomena in terms of when they occurred and why they took place; they organize events through chronologies and begin to look at cause and effect relationships among them. Students collaborate with one another and work individually using skills and tools to ask questions, acquire the necessary information, organize and analyze the information and answer those questions. They learn about the natural world and begin to act and think as scientists by engaging in active inquiries and investigations. They develop early problem-solving skills through observation, experimentation, and drawing conclusions.

Process Skills

- Identify appropriate sources and gather information from a variety of sources and media
- Make decisions about the usefulness of information and reflect on learning
- Take notes to paraphrase information
- Predict and draw conclusions based on information gathered
- Organize information in an appropriate manner
- Cite sources used share information with others
- Participate and collaborate with others to broaden and deepen understanding

Dispositions

- Display initiative and engagement by posing questions and investigating the answers
- Demonstrate creativity by using multiple resources and formats
- Organize knowledge so that it is useful
- Value fellow classmates and work with them to complete inquiries
- Assume shared responsibility for collaborative work
- Use interaction with and feedback from teachers and peers to guide own inquiry process
- Seek appropriate help when it is needed

ENGLISH LANGUAGE PROGRAMME – Year Four

VISUAL ART

Art is an integral part of the way children learn and develop and is a vehicle by which students develop an understanding and appreciation of culture in relation to other times and places. It serves as a universal language for understanding and accepting diversity.

The Visual Art programme provides opportunities for students' self-expression and helps develop positive self-images as well as a respect for the creative work of others. Experience in any given discipline, such as paper mâché, weaving, masks, doll making, and ceramics, is revisited multiple times during the children's primary years at LGB, strengthening their understanding and facility in that area. New concepts introduced are built upon, combined, and expanded to higher levels through the primary years. Students are offered a range of experiences in colour, design, drawing, painting, sculpture and crafts. The developmental stages and individual needs of the children are considered at each year level.

Children 7-9 years of age continue to explore and use the methods and processes acquired in the previous years. Work is extended by using their increased dexterity and manipulative skills, consolidating their skills and techniques. The children develop on two levels: they improve their skills using tools and techniques taught and they learn to understand the concepts of the visual elements.

Art instruction varies from open-ended projects with the focus on the process, to teacher directed activities with specific directions to be followed for skill development. A wider variety of materials is offered and as many different experiences are provided at different levels in order that each child can feel successful.

One and half periods per week are devoted to the teaching of Visual Arts, in French, by an Art Specialist.

Objectives/Learning Outcomes for Years One - Four:

- Develop aesthetic perception through multi-sensory experiences
- Express creativity and experience satisfaction, accomplishment and joy
- Demonstrate initiative in selecting techniques and materials for self expression
- Connect students to various cultures
- Develop aesthetic value
- Develop visual awareness

Dispositions for Years One - Four:

- Demonstrate motivation and enthusiasm
- Work independently
- Listen attentively
- Follow directions
- Use art to explore, develop, and express his/her ideas and feelings
- Apply problem solving
- Complete tasks in the time allotted

Objectives for Year Four:

- Identify the elements of design (colour, line, size, direction, shape, texture and value)
- Identify and apply the principles of design (balance, repetition, harmony, and contrast)
- Use tools and materials correctly when producing two-and three-dimensional works of art
- Apply the skills, concepts and techniques to create a specific effect and composition

ENGLISH LANGUAGE PROGRAMME – Year Four

MUSIC

Music is an integral part of the life of young children and education in music provides students with opportunities of developing multiple brain systems. Along with all the arts, music education develops the child's integrated sensory, attentional, cognitive, emotional, and motor capacities which are the touchstones of all learning. Music education nourishes self-discipline, motivation, aesthetic awareness, cultural exposure, emotional expression and creativity. In addition to the many musical activities which occur throughout the school day, the children receive one 40 minute lesson of more formal instruction per week taught by a music specialist. Children also receive one 40 minute period of singing and choral work per week.

Objectives

Specialist music teaching contributes to the complete development of the child by stimulating listening, concentration, imagination, physical co-ordination, self-confidence and general perception. Whilst it is accepted that many children will have already begun private individual tuition on a musical instrument it is also the aim of the general class music lesson to give all children the necessary skills to enjoy and appreciate creating, listening to and performing music through singing, playing or moving.

- To experience in a variety of ways the content areas of duration (rhythm), pitch (high and low sounds), dynamics (loud and soft sounds), timbre (quality and density of sound) and structure.
- To master the skills of listening, playing, moving, singing and organising sound (creating) within the content areas outlined above.

Our music curriculum is designed around these content and skills areas, and learning experiences are planned sequentially and with increasing complexity throughout years 1 to 4.

The music curriculum also provides opportunities of experiencing the historical and multi-cultural aspects of music through concerts and visiting musicians.

Creativity

Music is one of the ideal contexts within which to nourish creativity in our students. The music curriculum provides opportunities for problem solving, for trying and testing ideas, for evaluating creative products and for peer feedback.

ENGLISH LANGUAGE PROGRAMME – Year Four

PHYSICAL EDUCATION

Physical Education is regarded as an important and integral part of the total programme of education. In the Primary School we aim to provide the children with a rich and stimulating environment in which they will be helped to extend their movement experiences and have opportunities for self-expression, social development and interaction. Through developmentally appropriate planned sequence of experiences, basic movement concepts and skills and progression experiences are practiced that move toward more complex games, dance and other forms of movement.

Physical Education has, as its ultimate goal, the development of the physically educated individual who has the ability to make positive lifestyle decisions which make meaningful contributions to personal well-being.

Inventive and expressive movement / gymnastics

At the Primary School, it is the ingenuity and inventiveness of the child that is built upon. Inventive movement is concerned with discovering and learning more about what the body is capable of achieving when faced with tasks to solve on the floor and apparatus. It is really a problem-solving area where the children make judgments and come to decisions as how best they can respond to any given task.

Expressive movement is concerned with children exploring many possible ways of moving, to express themselves and develop individual responses to stimulus such as a movement to an idea, a rhythm, a story.

In gymnastics, children practice locomotor skills, to include, turning, balancing, rolling, jumping and landing, and explore simple tumbling sequences.

Games skills / games

Children are exposed to a wide variety of apparatus and learning situations so that an extensive range of skills may be developed. As in other aspects of the Primary School curriculum, games skills adopt a problem-solving approach so that children are allowed to explore, experiment and discover for themselves, thereby enhancing manipulation and co-ordination.

Gymnastics: Years 3-4

- To be able to run with control in a variety of ways
- To jump and land safely
- To be able to balance on different body parts
- To be aware of and control body shape, speed, direction, levels and pathways
- To be able to compose sequences
- To work with a partner or group

Games Skills: Years 3-4

- To practice simple games skills and to put them into use in small games situation
- To work with a partner, e.g. throwing and catching in pairs
- To throw back and forward to each other
- To make use of a range of apparatus in free and structured situations
- To invent games which bring a combination of skills, e.g. roll ball into a space for partner to chase, field and throw back
- To perform skills on the move and at different speeds
- To introduce the need for simple rules

ENGLISH LANGUAGE PROGRAMME – Year Four

LIBRARY

The librarians' aim is to establish a love of reading for young children.

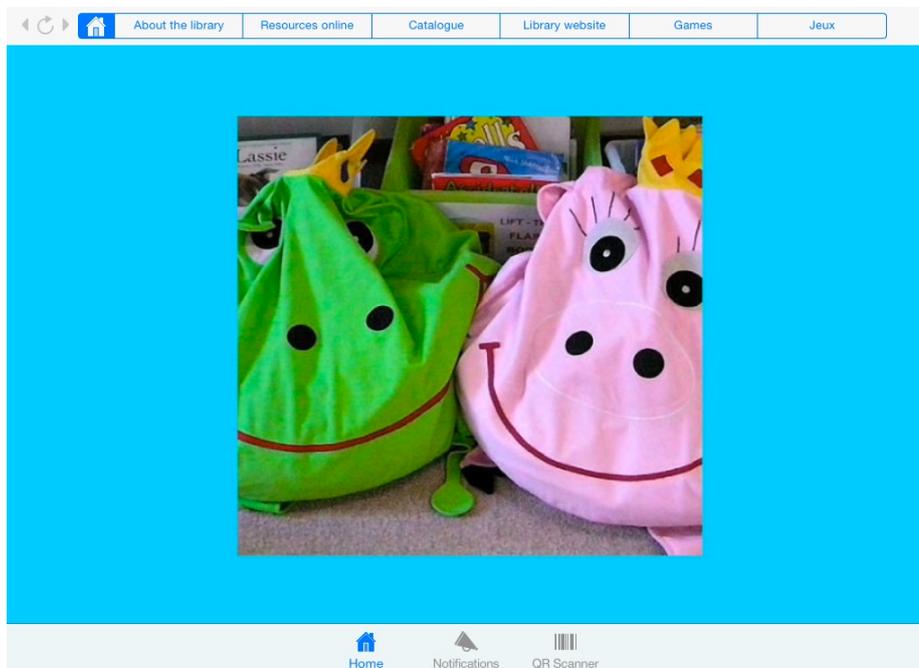
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest child can understand.

Listening to stories help children acquire language, develop their imagination, their curiosity and their general well-being.

During the year, children learn how to locate fiction and non-fiction books, poetry and biographies. They become familiar with the different parts of a book and learn how to use the catalogue online. The librarians' wish is to promote and develop the students' critical thinking skills and the pleasure of reading.

The library has developed its own website: <http://librarylesmarronniers.weebly.com>

The library has also created its own app: "Marronniers Library" which is available on iPad and iPhone. Our website and our app give access to databases of story books and information that can be read on line. The "Marronniers Library" app also allows students to access many games that have been created by the librarians and that are related to books and authors who visited the library.



ENGLISH LANGUAGE PROGRAMME – Year Four

INFORMATION TECHNOLOGY AND COMMUNICATION

New technologies are at the heart of our society and will become increasingly predominant in the years to come. Therefore, it is essential that children understand how to effectively use these digital tools to support their learning. They must also learn to protect themselves from potential risks of entering the vast WEB universe.

In the Primary School, our students work with various technological tools adapted to their age.

At Les Marronniers, we have defined three main learning objectives:

- 1- Putting technology at the service of creativity and collaborative work.
- 2- Encourage the emergence of computational thinking.
- 3- Integrate multimedias across all subjects of the primary program.

Here is a link to a more detailed slide presentation of the programme in the Primary School



<https://goo.gl/Byuy83>

ENGLISH LANGUAGE PROGRAMME – Year Four

ADDITIONAL SUPPORT

Ensuring every child's success is a team effort and we aim to offer support to students who need some assistance in order to better access the curriculum.

English as an Additional Language (EAL)

An EAL programme aims to provide intensive English language support for students with little or no English. This support is provided in a small group setting to meet the particular needs of EAL students, in academic, emotional, and social contexts. The focus is on the development of the four main areas of language learning, oral and aural skills, reading and writing skills. An intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the student's mainstream class programme.

Learning Support

The School makes provision for students in need of learning support in order to able them to succeed to their potential and/or for those who are struggling to become independent learners. This support may involve in-class support (individual or group), and/or withdrawal (individual or group). Students may have a focused and specific need for short-term intervention such as phonological awareness training, or may have a need that requires more long-term intervention, such as dyslexia.

Students who do not present a clear picture of whether their learning issue is due to their English as a Second Language (EAL) needs or to a learning difference may receive EAL and LS simultaneously. Both types of support are provided by the School. Students in this category are closely monitored by EAL and LS staff in order to ascertain where the actual need lies.

Learning support specialists, the school psychologist, a member of the administration team, and the classroom teacher concerned, meet weekly in order to define action plans and to modify / adjust current strategies when necessary. All decisions concerning children are taken as a team.

ENGLISH LANGUAGE PROGRAMME – Year Four

ASSESSMENT

Assessment and record keeping are not ends in themselves but, rather, are the means by which teachers can help students to progress. A range of appropriate and holistic assessment tools are used such as portfolios, conferencing, writing sample analysis, reading records and written assessments. The level of student current knowledge and experience is assessed through whole class and group discussions, teacher observations, and individual student response.

We use three different types of assessments for three different purposes:

- Assessment **for** Learning:
 - to find out what the students already know and can do, to decide where students are in their learning, where they need to go, and how best to get there.
 - to target future teaching and learning
- Assessment **of** Learning:
 - to collect and analyse data to report students' progress and achievement
 - to assess the extent to which students can apply the key concepts, knowledge, skills and attitudes related to the curricular outcomes
- Assessment **as** Learning:
 - to guide and provide opportunities for each student to monitor and reflect on his or her learning, and identify next steps

Diagnostic and screening tests are administered to the whole class at the beginning and end of the school year, to support evaluation and assessment of student progress.

ENGLISH LANGUAGE PROGRAMME – Year Four

REPORTING TO PARENTS

Parent information evening

Parents are invited to a Parent Information Evening at the beginning of the school year where the curriculum and the general management of the class are explained. At this time, parents have the opportunity to meet other teachers with whom their child will work. A class curriculum guide document is given to each family.

Interviews with the class teacher and other members of the staff

Parents are welcome to make an appointment to speak to any teacher working with their child at any point in the school year. Parents can contact teachers directly through the Primary Reception: Tel. 022.787.24.54 and email: firstname.surname@ecolint.ch

Class life

Pertinent information to class life can be accessed on the teachers page website, www.my.ecolint.ch

Referrals

When support for any speech, academic or social development is considered necessary, parent permission is sought for the child to be seen and assessed by the appropriate specialist.

Parent/teacher interviews

Parent/teacher interviews are held in autumn and spring.

Written reports on student progress

Written reports are sent twice a year; one in February and one in June for children in Years 1 – 4. One report, an end of year report, is sent out for children in Pre-Reception and Reception.

School Events

The School Administration communicates with parents by means of the Principal's newsletter on the school website (www.ecolint.ch). This is updated weekly on a Friday. Parents should check this page weekly in order to keep themselves informed.

ENGLISH LANGUAGE PROGRAMME – Year Four

HOMework

Message to the Parents

Homework has benefits, but it is age dependent. For primary-aged children, the research suggests that studying in class gets superior learning results.

While homework has a significant benefit at the secondary school level, there is, perhaps, a marginal benefit at the primary level. Traditionally, it has been argued that homework is meant to reinforce the relationship between parents and children, get parents involved in their children's education, and teach children to be more responsible. The first two items may be true, but homework gives a false sense of responsibility. When parents have to remind their children to do their homework every night, this purpose completely fades away.

We believe young students should use their evenings and holiday time to do more physical activities, play outdoors and participate in sports with friends. These activities, after a day in school, help replenish the brain's stores of attention, regulate emotions, keep us productive and effective, and help consolidate memories, reinforcing the day's learning.

At the primary level, what works way better than homework is **reading**. Parents and teachers may find subjects that children are interested in, and either stimulate the children to read for themselves or the parents read to the children out loud.

Young children need to rest to be productive in school. A potential problem with homework for primary children, is that it may take time away from their sleeping hours. Primary children need, on an average, ten hours of sleep a day. While the child is sleeping, its brain is preparing for the next day. It's forming new pathways to help your child learn and remember information. A good night's sleep helps enhance the child's problem-solving skills, helps the child pay attention, make decisions, and be creative.

Children learn best when they are alert, when their minds are fresh enough to grasp and comprehend new information. Given a good night's sleep, essential learning takes place in school during those hours when the minds are fresh, not after school hours or while doing homework.

Why might we still assign homework?

- To reinforce reading skills for we know that being **read to** or **reading** oneself, at home, reinforces the reading skills introduced in the classroom
- Achieve mastery of basic learning such as arithmetic facts
- Work on a special project

How can parents help?

- Support the school and the teachers in providing a suitable environment for reading.
- Provide educational activities that broaden the child's interests, such as visits to museums, historical sites and other places where learning can take place.
- Teach responsibility with daily chores. Instead of relying on homework to develop a child a sense of responsibility, there are so many everyday habits that can teach them to be responsible, such as getting up and ready in the morning, making the bed, helping out with chores, or even looking after a pet.

ENGLISH LANGUAGE PROGRAMME – Year Four BEHAVIOUR

A child's positive relation with others is a fundamental part of our educational project. A programme, Vers le Pacifique, put in place in all classrooms, aims to help students identify what is a conflict and to identify strategies for children to resolve conflicts in a peaceful manner.

All disciplinary action will encourage a child to understand the consequences of his/her actions and will involve the child in developing modifications.

The following behaviours are not acceptable at our school:

- Threats to other children
- Use of foul language
- Extorting money and other such items from children
- Physical assaults with or without objects

All items deemed dangerous or unsafe for the child and other children will be confiscated and returned to the parents at the end of the day.

For children deliberately hurting another child, whether physically or verbally, or for any form of bullying, the matter is brought to the attention to the Principal or / and with one of the Assistant Principals or Pastoral Care Coordinator, depending on the circumstances.

Extreme intervention

The parents of the students involved will be contacted if the Principal decides that it is necessary. In certain cases a behaviour contract will be developed in which clear rules and objectives will be communicated.

As a general rule, extreme intervention, such as suspension or exclusion of the student, will only be applied when the student involved is unable to respect the rights of other students. This will only be the case after other solutions have been exhausted and when the student involved continues to put other's well-being and/or learning in jeopardy.