



**Ecole Internationale de Genève
International School of Geneva**

La Grande Boissière



Primary School

Curriculum Guide – Pre-Reception and Reception

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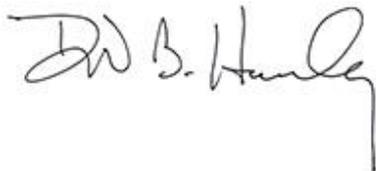
**THE FOUNDATION OF THE INTERNATIONAL SCHOOL OF GENEVA
Foundation section parents handbook**

Introduction from David Hawley, Director General

Dear parents of students enrolled at the International School of Geneva, I hope that you are as excited as I am to be part of our school community and engaged in the pursuit of our unapologetically ambitious mission to create a better and more peaceful world. Like some of you, this will be my first year at the International School of Geneva. Whether you are a family new to the school or a family with us for multiple generations, we all share things in common. We want to provide the very best educational experience for each learner every day. We want to cultivate habits of mind and of action that can make a difference today and tomorrow. We recognise that we are interdependent on and interconnected with one another. We enshrine in our charter and ensure in all our activities equality and solidarity among all peoples and the equal value of all human beings. This is why our education is inclusive, international, multilingual and grounded in humanitarian values, why the quality of our relationships matter so much and why we need to work so closely with each other. We are all educators.

In this time of unprecedented acceleration of change comes unlimited promise and peril alike. We want to do everything we can to prepare young people and ourselves to amplify the former and minimize the latter. The ultimate beneficiary of our work is humankind and the planet we share. All parents are members of the Foundation of the International School of Geneva. Information about the Foundation, how it operates and the policies that the Foundation has created for the smooth operation of its three campuses can be found via this link: my.ecolint.ch/policies

So let's get on with the joys and the challenges ahead in this, our 94th school year since it all began with eight students constructing a home for a rabbit.
Experiential... transformational... expeditionary...
With best regards,



David Hawley
Director General

Welcome to our Early Years Programme

Dear Parents,

We welcome you and your child to The International School of Geneva, where we will share together your child's first experience of school life.

The early years are crucial learning years. During this period, considerable growth and changes occur in your child's social, emotional, cognitive and physical development. Our goal is to help your child feel comfortable and secure in their new environment. We will support and encourage your child to experience pride and self-confidence, develop independence, become responsible and establish a positive attitude towards learning.

Your child's natural desire to learn will be fostered through our stimulating learning curriculum which will extend his/her understanding of the world and life.

We hope your child will feel happy in the nurturing atmosphere of our classes and will enjoy an exciting year of discovery and learning.

Les Marronniers Administration

Contents

Philosophy

Aims

Classes

Curriculum

- Art and Craft
- Cooking
- Dramatic Play
- Environmental Studies
- Language and Literacy
- Mathematics
- Outdoor Play
- Personal Development

Specialists

- EAL
- French
- Gym
- Library
- Music

A-Z of Early Years Information

- Absences
- Accidents
- Admissions
- After-school arrangements
- Attendance
- Behaviour
- Birthdays and invitations
- Bus
- Class Parent
- Clothing
- Communication
- Excursions
- Fire Drill
- Garderie
- Health
- Kermesse
- Lunch
- Medication
- Orientation
- Parent Involvement
- Photographs
- School Nurse
- Snack
- Sports Day
- Toys
- Weather Protection

Philosophy

The “Early Years” caters for the developmental needs of children between the ages of three to five years in a stimulating, caring and educational environment. Our programme provides the foundation skills for early learning through meaningful, fun and interactive experiences, enabling children to grow and develop as confident, independent and successful learners.

Children’s natural curiosity and enthusiasm for learning are fostered through inquiry, discovery, exploration, investigation and active involvement in a richly provisioned environment. Through interaction with other children and adults, materials and events in their world, children develop learning and life skills within all areas including cognitive, emotional, physical and social growth.

Play is an integral part of our programme and a valuable means by which young children learn. Through play, children develop an understanding of the world around them and interact co-operatively with others. They develop cognitive and thinking skills to plan, predict, imagine; they make decisions, negotiate and solve problems. Children also express their emotions and develop a positive attitude toward learning.

All children are unique individuals who are growing, changing and learning at their own rate of readiness. Our programme develops and enhances the unique abilities of all children including those with specific learning needs.

An integrated curriculum provides developmentally appropriate learning experiences in the subject areas of language, art and craft, dramatic play, music and movement, personal and social development, physical development, environmental studies and mathematics.

Cultural diversity enriches the learning experiences of all children. The world represents a diverse range of races, cultures, languages and religious affiliations. Our programme encourages the awareness of peoples and cultures through discussions, parent participation and celebrations of the various local and global festivals.

Aims

In accordance with the school's mission statement and Guiding Principles, we aim to:

- Enhance each child's self-esteem and confidence resulting in a positive attitude towards themselves, others and learning.
 - Develop each child's independence and sense of responsibility for their own learning.
 - Foster each child's individuality according to their unique needs, interests, experiences and cultural backgrounds.
 - Nurture and extend children's natural play.
 - Provide an environment designed to promote and develop active learning.
 - Support children's needs according to their level of development and readiness for reading, writing and mathematical experiences.
 - Encourage each child to express his/her thoughts, experiences and feelings using language.
 - Provide a range of opportunities for the development of language through creative expression: art, music, role play, dance, movement painting and drawing.
 - Promote the development of thinking skills through discussion, questioning and listening.
 - Encourage parents to feel that they are genuine partners in their child's learning.
-

Early Years Programme

Classes

The Early Years consists of seven classes located both in “La Grande Villa” and in the Primary School, “Les Marronniers”.

There are five classes offered in the English Language programme: two Pre-Reception and three Reception classes. There are two classes offered in the French Language Programme: one Pré-Primaire 1 and one Pré-Primaire 2.

English Language Programme

Pre-reception Class (3-4 year olds)

To be eligible for Pre-Reception, children must have their 3rd birthday prior to September 1st of the academic year.

All children enrolled in this programme must be fully toilet-trained.

Located in “La Grande Villa”, five mornings and two afternoons of instruction will be offered as follows:

Monday	8.30 – 12.00 noon
Tuesday	8.30 – 3.00 pm
Wednesday	8.30 – 12.00 noon
Thursday	8.30 – 3.00 pm
Friday	8.30 – 12.00 noon

The Pre-Reception Class has an English speaking assistant who supports the class teacher and the language of instruction.

Reception Class (4-5 Year Olds)

Children are eligible for Reception if their fourth birthday falls before September 1st of the academic year.

Located in the Primary School, children attend a full day programme of instruction:

Monday	8.30 – 3.00 pm
Tuesday	8.30 – 3.00 pm
Wednesday	8.30– 12.00 noon
Thursday	8.30 – 3.00 pm
Friday	8.30 – 3.00 pm

In each Reception English Language Class there is an English speaking assistant who supports the class teacher and the language of instruction.

French (Language B)

A French-speaking assistant will develop and maintain children’s oral language in an atmosphere of confidence, trust, spontaneity and fun. A wide range of activities are used to stimulate and motivate children to participate – they sing songs, learn poems, listen to stories, play games, make art/craft projects, role-play and participate in structured language situations.

All these children are eligible to enter Year 1 the following school year.

Curriculum

Structured play is the foundation of our curriculum. Children discover many concepts through active, concrete everyday experiences as they play. Opportunities will be provided for children to select from a variety of activities, materials and equipment. There is a balance between child-initiated and teacher-directed activities, group and individual activities, active and quiet experiences and indoor and outdoor play.

The class programme fosters each child's growth in the areas of cognitive, social, emotional and physical development. The subject areas of language and literacy, mathematics, environmental studies and creative arts are implemented through meaningful and relevant learning experiences.

Art and Craft

Daily experiences with painting, play dough, cutting, collage and various other art experiences are essential and rich components of our class programmes. Working with art materials offers opportunities to explore colour, shape, design and texture and provides experiences for your children to develop and improve fine motor control. Through art experiences, children imagine, experiment, explore, plan and make choices. Art activities foster aesthetic awareness and allow children to gain a sense of personal accomplishment and recognition through self-expression.

Cooking

Cooking is an important part of our curriculum. Cooking appeals to children's senses and provides a wealth of learning opportunities: as children melt cheese, they learn about change, as they measure a cup of milk, they learn about measurement and volume, as they knead biscuit dough and stir butter they develop their fine motor skills and as they put away utensils, they learn to sort and classify. Children's speaking and listening skills are developed through cooking as they talk about what they are doing and respond to instructions. Through cooking, children learn to appreciate other people's cultures, to work co-operatively in small groups, to show consideration in sharing and waiting one's turn, to develop independence, to complete a task and to take pride in their accomplishments.

Dramatic Play

Through dramatic play, children will have opportunities to interact with one another and work co-operatively together to solve problems as they share, take turns and negotiate for props and roles during their pretend play. Role-playing offers children many experiences for socio-emotional development in which they can act out fears safely, learn to control their anxieties and develop sensitivity to others with appropriate help and support from the teacher. Props such as signs in the role play area will stimulate children's thinking about the uses of print as a means of communication.

Environment Studies

Environmental Studies, incorporating Social Studies, Science and Technology, will extend children's knowledge and understanding of the world around them and their part within it. Child-centred and activity oriented, it will provide children with a stimulating learning environment enabling them to explore themselves and their world as they perceive it.

In their active explorations, opportunities will be provided for children to observe, question, predict, manipulate, explore and communicate. An inquiry-based programme will be implemented through the use of topics.

Language and Literacy

Language is the natural medium of thought and learning transcending the whole curriculum. An integrated approach to language development will be implemented through a combination of methodologies: auditory training, knowledge of letters sounds and whole language to actively involve children in all modes of learning – speaking listening, writing, reading, observing, experiencing and illustrating.

Children will have daily opportunities to express their thoughts and ideas through a range of activities that promote oral language development such as role play situations, manipulative activities, construction sets for designing and building, puzzles, board games, art and craft, music and movement, class discussions, responding to literature.

Many opportunities are provided for children to experience meaningful interaction with language and print so they can become familiar with letter names and sounds. Children will listen to stories read aloud every day including fiction and non-fiction books. Other kinds of reading experiences include big books, wall stories, class sentences, poems and rhymes. Opportunities are also provided for children to read by themselves, with a friend, in a group, with their teacher or at a listening centre.

In the Reception Class, children who are ready to commence the reading scheme will take home books on a regular basis to read to their parents. Children will be encouraged to write and model writing through a range of activities such as making captions for drawings or photographs of special events, as well as captions to accompany art/craft and construction projects. Children will also be helped to write individual diaries developed from their own language and personal experiences, and to share imaginative class and individual stories. In the Reception Class, children will be encouraged to develop an appropriate pen grip. They will experience formal instruction in the correct formation of letters and numerals with emphasis on the starting points and direction.

Mathematics

Young children are naturally engaged in emergent mathematical thinking. Mathematical concepts will be developed through “hands on” activities accompanied by focused teacher questioning.

A range of learning experiences and materials will be provided for children to explore, discover, create, investigate, share, describe, discuss and apply mathematics. These experiences will include number, pattern and function, shape and space, measuring and data handling.

Nursery rhymes, action rhymes, stories and songs which use counting words provide valuable early experiences in numeracy for young children.

The importance of play, as an effective medium for learning, is recognised and will be developed through the home corner, class shops, role play, sand and water activities, construction materials, finger plays, board games and art/craft materials.

Outdoor Play

Playing outdoors is fun and a fundamental aspect of the children’s learning experience. Class teachers and assistants supervise the children, encourage friendships, enrich language skills and help children learn to resolve conflicts. Safe, age-appropriate equipment and stimulating play spaces are available for children to enjoy outdoor play and develop concepts of space and place.

Children have access to large play equipment in order to develop their own strength, mobility and body control by climbing, sliding, hanging, balancing and swinging. Sand and water activities provide many opportunities for developing children’s physical dexterity in pouring, moulding and using a range of tools. A diversity of wheeled and small games equipment (scooters, tricycles, hoops, beanbags, hobbyhorses and balls) are available to build children’s muscle strength while improving balance and co-ordination.

Personal and Social Development

Young children are faced with many challenges when they start school. A secure and supportive classroom environment will foster children’s self-confidence and positive feelings toward learning. A

Early Years Programme

range of experiences will encourage children to make decisions, show initiative, experience success in performing difficult tasks, persevere, solve problems and ask for assistance when needed.

Children will be encouraged to explore and learn in their unique way. Opportunities will be provided for children to gain independence and develop responsibility for their own learning. Children will also become increasingly independent through learning self-help skills necessary for starting school: dressing and undressing, managing in the toilet, washing hands, eating and drinking and looking after personal belongings.

Socialisation is an integral part of children's daily lives. Co-operative learning experiences will enable children to learn to play and work collaboratively with others; and develop social skills such as sharing, helping, negotiating and talking with others to solve problems.

Specialists

E.A.L. (English as an Additional Language)

Children who have language backgrounds other than English and who are learning English as their second or additional language are integrated in the regular classroom with children of their own age group. Opportunities will be provided for children to learn English through free and directed play experiences with other children and structured learning situations with the class teacher and assistant.

Physical Education

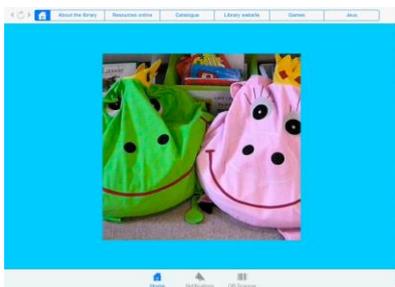
Children in the Reception class attend a gym session for 30 minutes once per week in the school gymnasium. A school gym kit is available for purchase from the Receptionist. This session is taught by a specialist Physical Education teacher. The programme covers aspects of young children's physical development and is designed to develop co-ordination, locomotion, balance and a positive attitude towards fitness.

Library

The children in the Reception class will have access to a range of fiction and non-fiction books to borrow and read at home. Parents are also welcome to borrow books in a wide choice of languages.

The library has developed its own website: <http://libraryesmarronniers.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.



Music

Music and Movement is an integral part of daily activities in the classroom and is incorporated with more formal experiences to help children acquire an appreciation and understanding of music. Musical skills and concepts are developed through songs, listening and responding to music and creative exploration using instruments. A Music specialist teaches these classes. The Pre-Reception classes will have Music for 30 minutes once a week. The Reception classes have Music for 30 minutes and Music and Movement for 30 minutes once per week.

Assessment and Reporting

Ongoing assessment enables teachers to plan appropriate experiences and activities, to meet the needs and interests of each child, and to enhance the development and learning of every child in the class.

Continuous observation assessment of children's progress and documentation of their development is an integral part of our programme and provides ongoing information about each child's growth and development in all learning areas: social-emotional, cognitive and physical.

A variety of authentic assessment techniques will be employed including observing children participating in daily activities in the classroom, viewing children's work samples and developing an individual portfolio.

Student Portfolio

An individual portfolio will be developed in the Pre-reception and Reception classes to reflect a child's developing conceptual understandings, knowledge, skills, achievements, interests and creativity. Input from families and children's own evaluation of their work are also important aspects of our assessment procedures for children in the Reception class.

Parent/Teacher Interviews

Parent/Teacher interviews provide a valuable in-depth exchange of information about a child, as well as help parents understand the programme's goals and objectives. Interviews will be conducted twice during the school year – November and late May. An optional interview will be available in February. Your child's class teacher may also request additional interviews at other times during the year.

Parents may also request an additional interview with the class teacher throughout the year.

Informal communication will occur on a daily basis as required by parents and teachers.

Parents can contact teacher directly for a meeting or through the Primary Reception: tel:022 787 24 54.

Email: reception.pri.lgb@ecolint.ch

Report

Progress reports provide a written record of each child's development in all areas of the curriculum. The end of year report demonstrates a child's developing skills, concepts and knowledge through a checklist format, as well as narrative comments written by the class and specialist teachers. It is written in June and distributed to parents at the end of the school year.

A – Z of Early Years Information

Absences

Parents are asked to telephone or email the Reception Desk (tel. 022 787 24 54) if their child is to be absent (email: reception.pri.lgb@ecolint.ch). Parents who wish to take their child out of school for an extended holiday must send a written request to the Principal.

Accidents

An accident report will be completed following a significant injury to a child and forwarded to the attention of the Principal. Details of how the accident happened, injuries incurred and treatment received will be outlined. The School Nurse will attend to all significant injuries and the parents will be notified. In the case of a minor injury, parents will be informed at home time.

Admissions

At the beginning of the school year, a staggered entry will enable children to feel comfortable and secure in their new environment. Parents will receive an individual starting date and time for their child prior to school commencing in September.

After-school arrangements

Parents are asked to write in the class diary informing the class teacher of any changes in the collection of their child after school. After-school activities are available for children in Class 1 upwards.

Attendance

School officially begins at 8.30 am. However, parents may bring their children to the classrooms from 8.15 am.

Behaviour

At the beginning of each school year, the class teacher creates a list of clear expectations with the children for appropriate and acceptable behaviour in the classroom and during outdoor play.

Birthdays and Invitations

Birthdays are celebrated at school. Children are welcome to bring a birthday cake/small cakes or treats to share with their friends at snack time. **Invitations** to birthday parties will only be distributed at school if all the children in the class have been invited to attend the party.

Bus

Children who have had their fifth birthday may arrive and depart school on the school bus. A class assistant supervises the children until the buses depart at 3.30 pm.

Class Parent

A class parent is selected at the beginning of the school year. The role of the class parent is to assist the classroom teacher in involving all parents in their child's learning (e.g. excursions, cooking, special cultural events), to attend meetings held by the Principal and to participate in whole school fund raising events.

Clothing

Children should wear comfortable clothing so they can participate in activities which include paint, water and sand. Clothing and footwear should be easy for children to manage independently. Each child should have a change of clothing (underpants, socks, pants) kept in their "cubby" in the cloakroom in case of emergencies!

Early Years Programme

Communication

Communication between parents and teachers is an essential element in our programme for young children:

- School website: www.ecolint.ch

The information on the school's website is updated regularly where you will find general information: Primary School Newsletter, the PTA newsletter, weekly menus, items relative to illnesses, etc. Activities relative to your child's class will be found on your child's class website.

- my.ecolint.ch

On this site you will find information pertaining to special events occurring in your child's class. These may include themes explored, invitations to parents to participate in cooking activities, and information about new children and other items of interest. The newsletter will be published on the teacher's website.

- Parent Information Evening

An information evening for parents will be held prior to the commencement of the school year. This is an opportunity to meet the class teacher and learn about the programme's goals and objectives. All parents are highly encouraged to attend this session.

Excursions

Excursions are organized to provide first hand experiences for children, enhancing and enriching their understanding of the world around them. Parents are required to sign the travel permission form when their child commences school.

Fire Drill

A practice fire drill procedure is implemented at least once per term. On the sound of the alarm, the teacher and children must immediately evacuate the school building and proceed to a designated safe area.

Garderie

A Garderie is available from 3.00 pm to 3.30 pm for children who are already five years old and who have siblings in the Middle School. An early morning Garderie is also available from 8.00 – 8.15 am.

After School Care Programme:

This service is available to help busy parents with their childcare at the end of the school day. It is a paying service, available from 15h00 until 18h daily, except on Wednesdays when it is available from 12h00 until 18h. This service is also available for children in the Grande Villa from 12h on Mondays and Fridays. For more information and enrolment, please go to the Primary School pages of the school website, www.ecolint.ch. You will find more information under the heading "Extra-curricular Life"

Health

Parents must notify the school if their child is diagnosed with an infectious disease e.g., chicken pox or other highly communicable diseases such as upper respiratory infections, conjunctivitis, impetigo and strep throat. A school notice will be distributed to all the children in the class notifying the parents of the illness. Parents are encouraged to keep their child at home if he/she has a runny nose, a cough or a fever.

Kermesse

This is the main PTA fund raising event on the campus and occurs late May or early June. It is an international event with booths from most of the countries represented in our school. It is a wonderful family day outing.

Lunch

Children attending a full day programme may eat either a picnic lunch or hot lunch. The class assistant supervises lunch in the classrooms from 12.00 – 12.45 pm.

Picnic lunch is a packed lunch brought from home and may consist of a sandwich, fruit, yoghurt, biscuits and drink. Hot lunch is provided by the school cafeteria. A menu is published weekly on the Primary

Early Years Programme

School pages of the school website. Parents can either subscribe for the school year, termly or may purchase individual lunch tickets.

Medication

Medication cannot be administered to a child without the written permission of the parents, addressed to the Principal. Medication must be given directly to the class teacher or assistant with a clear written explanation of the dosage required.

Parent Involvement

Parents are encouraged to participate actively in our classes including celebrating festivals, cooking, excursions, organising class parties, volunteering in the Library, and making books in the classrooms.

Photographs

Individual and class photographs are taken by professional photographers during the school year. Parents may opt to buy or return the photos.

Quiet Time

Quiet time is part of the daily routine for all children attending a full day programme. After outdoor play at lunch time, children are encouraged to rest quietly for 15-30 minutes.

The classrooms are dimmed to create a peaceful and restful environment.

Sometimes children will listen to tapes of relaxing music or stories during this quiet period.

Safety Week

Every year, the cantonal police visit our school and discuss the importance of road safety with the children.

School Nurse

A nurse is on duty at the Infirmary during school hours to treat injuries and sudden illnesses. A detailed record of treatments is maintained. The class teacher and assistants attend to minor cuts and scratches. Parents are requested to complete the green health form and student's health form at the beginning of the school year.

School Newsletters

School newsletters are published regularly on the Primary School pages of the school website www.ecolint.ch, under the heading of "School Principal's Note". You will receive an e-mail to advise you that this page has been updated with the latest school news.

Snack

Snack is eaten mid-morning either in the classroom or in the playground. Children are encouraged to bring small nutritional snacks such as cheese and crackers, fromage frais, fresh fruit, vegetable sticks, popcorn or muffins. It is helpful if the snack is packed separately from the picnic lunch. The school provides a drink during snack time.

Sports Day

A sports day is organised for all classes in June. Children participate in a range of fun activities such as bean bag toss, obstacle course, sack relay, parachute, and egg and spoon race. Parents are invited to attend this special event held in the garden for "La Grande Villa" classes and on the campus football field for Reception Classes. The children in Reception are required to wear their gym clothes.

Toys

Our school is a war-toy-free place and the use of toy guns and super hero toys are not permitted. Children may bring other items of interest they would like to share with their friends. As a rule, toys brought from home are not to be played with at school as they tend to get broken and damaged or even sometimes, disappear! Toys will be kept in children's backpacks in the cloakroom.

Weather Protection

During the winter months, children could bring a lip salve to protect their lips from the cold weather. In summer, children should bring a hat to wear during outside play and a small tube of sun cream lotion. Parents are encouraged to apply the lotion prior to coming to school in the morning, especially on forecasted hot days.

I've Been Busy

Did you do a painting?

No. But –
I did a lot of other things,
Almost too many to say.
I talked and laughed and thought and played.
I've had a lovely, busy day.

Did you do a painting?

No. But -
I climbed up and down the trestle and held on tight at the top.
I talked on the phone, and told my friend what I wanted at her shop.

Did you do a painting?

No. But –
I found some worms where the soil was wet.
We dug the holes quite deep
For lunch I ate tomatoes and rice, Then I settled for a sleep.

Did you do a painting?

No. But –
I used five boxes to make a house.
We took the teddy in, too.
I sat on my mat with my legs tucked up
And listened to "Wombat Stew".

Did you do a painting?

No. But –
I watered all the growing plants,
Then I saw you at the gate.
I might do a painting tomorrow –
Or perhaps you'll have to wait!

Joan Waters

