



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

*La Grande Boissière*



# **Primary School**

## **Curriculum Guide – Y1-4 (EAL)**

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**2018-2019**

# ENGLISH LANGUAGE PROGRAMME – Year One

August 2017

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.

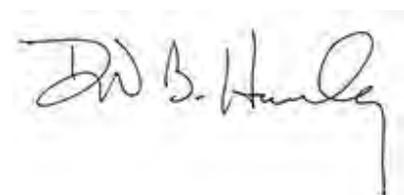
In this time of unprecedented acceleration of change comes unlimited promise and peril alike. We want to do everything we can to prepare young people and ourselves to amplify the former and minimize the latter. The ultimate beneficiary of our work is humankind and the planet we share.

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](http://my.ecolint.ch/policies)

So let's get on with the joys and the challenges ahead in this, our 94<sup>th</sup> school year since it all began with eight students constructing a home for a rabbit.

Experiential... transformational... expeditionary...

With best regards,

A handwritten signature in black ink, appearing to read 'David B. Hawley', with a long vertical line extending downwards from the end of the signature.

David Hawley  
Director General



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

Primary School

**Campus de  
la Grande-Boissière**

**Year One**

September 2017

# ENGLISH LANGUAGE PROGRAMME – Year One

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# ENGLISH LANGUAGE PROGRAMME – Year One

## INTRODUCTION

Reference to our Guiding Principles for Learning help us be mindful of making the bridge between classroom practice, education theory, and academic research. The Guiding Principles for Learning is a synthesis of the educational principles and practices that will prepare students effectively for the future, a future in which they will thrive personally and be able and eager to contribute to creating a better world.

Learning at Ecolint involves numerous areas of human development that go beyond skills and knowledge to cover aspects of social, psychological and moral development of learners. Education in our Primary School includes ideas on sustainability, learning to live together, intercultural understanding, communication skills, reflective thinking, and developing respectful attitudes towards others. The inclusion of STEM (science, technology, engineering, mathematics) in our programme helps develop student capabilities as creative and critical thinkers, increases science literacy, and enables the next generation of innovators.

Through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

The development of the essential tools of Language play a significant role in our Primary School, helping students to think and communicate. Our programme is progressively bi-lingual, English / French.

We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful for the children. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts. 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. A maximum of 24 children are in any given class, and a full time assistant works alongside the classroom teacher.

Children experience the enjoyment of learning to read, write and make meaning of numbers through a range of activities and through guidance. Emphasis is placed on developing cooperation, creativity and enthusiasm, and the cultivation of independent work habits. 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.

# ENGLISH LANGUAGE PROGRAMME – Year One

## INTRODUCTION

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
- Cooperation when working with others, listening to what others have to say
- An awareness of our role in nature
- Capacities for imagining, questioning, reflecting

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:

<b>Years 1 and 2</b>	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

<b>Years 3 and 4</b>	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 is divided into five strands: Number Sense and Numeration, Measurement, Geometry & Spatial Sense, Pattern, Data Analysis, Problem Solving / Reasoning. These strands are addressed and integrated into the teaching and learning of mathematics.

The principal focus in Year One is to help students build a strong foundation for number sense: a good intuition about numbers and their relationships. Number sense develops gradually, over time, as a result of exploring numbers, visualising them in a variety of contexts, representing, relating, and operating on whole numbers.

Much of the instructional time focuses on these critical areas of numeracy:

- Knowing number names and counting in a sequence (1's, 2's, 10's)
- Estimating for number and checking by counting
- Comparing numbers
- Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from
- Computing confidently with manipulatives with numbers up to 20
- Working with numbers 11 - 19 to gain foundations for place value
- Discussing and solving problems in familiar, practical contexts

We aim for computational fluency:

- Efficiency - children need to have a quick way to obtain the answer
- Accuracy - they need to get the right answer
- Flexibility - if they cannot figure it out, they have another way to approach the problem.

As our world is built of space and shape and is thus inherently geometric, children also learn to:

- Recognize and describe shapes and space, using the related vocabulary

Measurement is related to counting, but is considerably more sophisticated. The emphasis in this Year level is related to quantitative and spatial reasoning and comparisons. Students:

- Use non-standard measurement to describe and compare different quantities
- Use the language and vocabulary of measurement

Some of the teaching In Year One assumes a workshop structure in the classroom, with the belief that knowledge emerges in a community of activity, discourse, and reflection. Children work on problems using a variety of strategies and are asked to explain their thinking to their peers.

The emphasis is on conceptual understanding. Children engage in mathematizing in a variety of ways, working with mathematical models, to ensure that important big ideas and strategies are developed progressively. STEM projects give meaning to mathematics, where children apply mathematics during design challenges.

## LANGUAGE A: ENGLISH

# ENGLISH LANGUAGE PROGRAMME – Year One

The Year One Language Arts curriculum aims to build a foundation through each of the language arts, Speaking and Listening, Reading, and Writing, essential tools for thinking and communicating. The first and most important resource that young readers and writers ought to have is a strong foundation of the spoken language.

## Listening and Speaking skills

A talk-rich curriculum where children engage in observations in nature, role-play, recount, discuss, as some examples, provide stimulus and structures for writing. Children's interest in images in books, and their ability to read them, are used with an emphasis on talk.

Through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

## Reading skills

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks.

Children to build upon the foundations laid out in Reception, in particular:

- Phonemic awareness: matching, isolating, segmenting, deleting, blending, manipulation
- Rhyme awareness: recognizing, completing, generating
- Syllable awareness: deleting, segmenting, blending
- Word awareness: whole word, compound word, syllables in words

Children work on:

- Learning graphemes and making the connections between grapheme-phoneme, the relationship between sounds and the letters which represent those sounds;
- Reading and spelling of CVC words, using a range of letters, short vowels, some consonant digraphs and double letters
- Sounding out more complex vocabulary and comprehend the meanings of those words
- Recognizing high frequency words
- Approaching reading as a problem to be solved: question themselves, take risks by making attempts and verifying their answers

The use of high quality books within the reading curriculum engages and supports children to become motivated to read for themselves.

- Children develop as readers as they experience personal involvement in reading
- Reading for pleasure often begins as shared pleasures and emotional satisfaction arising from reading with an adult or an experienced reader

The teaching and learning of reading takes into account three interconnected goals:

- Fluency: the ability to identify words accurately and read text quickly with good expression

## LANGUAGE A: ENGLISH

# ENGLISH LANGUAGE PROGRAMME – Year One

- Comprehension: the ability to understand, reflect on, and learn from the text
- Motivation to read: a set of attitudes that result in personal involvement in the reading activities; this is the essential element for actively engaging children in the reading process

Reading skills are developed through various instructional contexts:

- Reading aloud by the teacher
- Shared reading and Guided reading by levels of readiness
- Interactive read-aloud and Independent reading

Reading aloud: Children listen to the teacher read aloud to develop key understanding and skills. Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Reading aloud also makes for an important shared experience, and provides children access to a wider range of texts.

Shared Reading: Children gather and listen to a story or text, participating in reading a more complex text than they are yet ready to process. As they listen and share the reading of an enlarged book, the children are building phonemic awareness, letter knowledge, word-recognition, and more.

Guided reading: This is explicit instruction that propels students toward confident, independent reading of Year level books.

Interactive or dialogical read-aloud: This is a read-aloud where children are actively involved asking and answering questions and making predictions. Teachers scaffold children's understanding of the book being read, model strategies for making inferences and explanations, and teach vocabulary and concepts.

Independent reading: Children have a choice on what they read, selecting from a variety of genres and levels of difficulty, broadening their reading experiences.

## Writing skills

Learning to write, like learning to read, is a journey from dependence to independence; it is a developmental process. Enthusiasm and confidence grow from encouragement to experiment in an environment that nurtures a desire for children to express their ideas, thoughts and feelings, helping them develop confidence in themselves as readers and writers.

Young children can compose long before they can transcribe and teaching approaches at this stage focus on easing the burden of transcription and enabling the child to compose more freely. Spelling will be mainly phonetic and students will use their resourcefulness to write words containing the vowel sounds they have not yet encountered.

**Authors** of children's books visit our school and help widen the children's imaginative experiences and are aspirational for children as writers.

## LANGUAGE B : FRENCH

# ENGLISH LANGUAGE PROGRAMME – Year One

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, l'intonation 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.

## LANGUAGE B : FRENCH

# ENGLISH LANGUAGE PROGRAMME – Year One

## 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'abordons 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'abordons pas la lecture et l'écriture en français en classe 1.

## UNITS OF INQUIRY

The Units of Inquiry programme provides opportunities to develop the students' imagination,

# ENGLISH LANGUAGE PROGRAMME – Year One

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

## 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.

## **ENGLISH LANGUAGE PROGRAMME – Year One**

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, 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 variety of materials is offered and 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 and 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

## **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,

# ENGLISH LANGUAGE PROGRAMME – Year One

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 an 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 coordination.

# ENGLISH LANGUAGE PROGRAMME – Year One

## PHYSICAL EDUCATION

### 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 be still on different body parts
- To form simple combinations of these activities
- To move and handle simple apparatus

### 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, 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

## LIBRARY

# ENGLISH LANGUAGE PROGRAMME – Year One

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

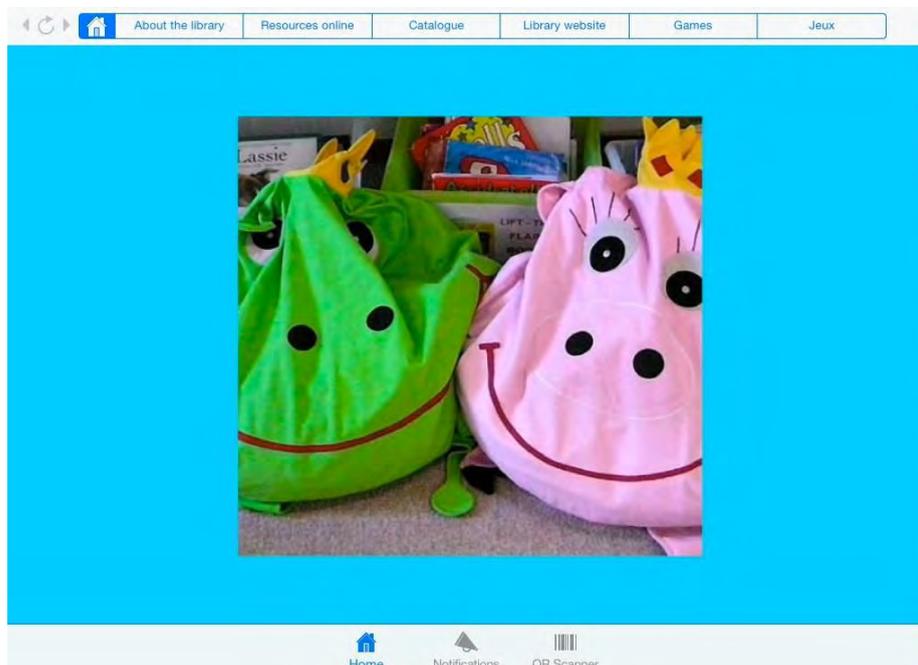
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest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

The EAL programme aims to provide intensive English language support for students with a limited amount of 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. Intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the students' mainstream class programme.

Please see the EAL Parents' Handbook for more detailed information about the 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.

### **ESP**

The ESP Programme is specifically designed for children who require a lot more support than what is provided within our regular learning support programme, in order for them to benefit from the learning that takes place in a regular classroom. The ESP programme is limited to a maximum of eight children who may come from Years 1 - 4, to include the children in the French Language Programme.

Each student in the ESP is an integral member of a class and may be accompanied by a specialist from the ESP programme, based on the child's IEP. The child benefits, as well, from teaching and learning moments in the classroom specifically designated for the ESP programme.

# 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.

### 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 may contact teachers directly by email: [firstname.surname@ecolint.ch](mailto:firstname.surname@ecolint.ch). Alternatively, parents may contact the Reception: [reception.lgb@ecolint.ch](mailto:reception.lgb@ecolint.ch), Tel. 022.787.24.54 to schedule a meeting with a member of staff.

Parent/teacher interviews are held in autumn and spring.

The Principal and Assistant Principal(s) are available to listen and discuss your child's progress. However, we appreciate you first meet with the teacher prior to making an appointment with members of the administration.

### 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](http://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 electronically, 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.

### e-portfolios

At the end of the academic year, each child will have his/her own e-portfolio. The e-portfolio is a tool that demonstrates the evolution of your child's development of skills. It brings added-value to the paperwork you see, as the use of media showcases your child's progress.

## HOMework

# ENGLISH LANGUAGE PROGRAMME – Year One

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 be involved in 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 much better than homework is **reading**. In Year One, children will begin taking home readers to read aloud to an adult or an experienced reader, as "homework", when they are developmentally ready.

Reading aloud is the foundation for literacy development. Children can listen on a higher language level than they can read; reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Students of any age benefit from hearing an experienced reading of a wonderful book.

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 is 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
- To work towards achieving mastery of basic learning such as arithmetic facts
- To 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, The Pacific Path, 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 2017

# ENGLISH LANGUAGE PROGRAMME - Year Two

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# ENGLISH LANGUAGE PROGRAMME - Year Two

## INTRODUCTION

Reference to our Guiding Principles for Learning help us be mindful of making the bridge between classroom practice, education theory, and academic research. The Guiding Principles for Learning is a synthesis of the educational principles and practices that will prepare students effectively for the future, a future in which they will thrive personally and be able and eager to contribute to creating a better world.

Learning involves numerous areas of human development that go beyond skills and knowledge to cover aspects of social, psychological and moral development of learners. Education in our Primary School includes ideas on sustainability, learning to live together, intercultural understanding, communication skills, reflective thinking, and developing respectful attitudes towards others. The inclusion of STEM (science, technology, engineering, mathematics) in our programme helps develop student capabilities as creative and critical thinkers, increases science literacy, and enables the next generation of innovators.

Through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

The development of the essential tools of Language play a significant role in our Primary School, helping students to think and communicate. Our programme is progressively bi-lingual, English / French.

We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful for the children. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts. 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.

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. 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 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
- An awareness of our role in nature
- Capacities for imagining, questioning, reflecting

# ENGLISH LANGUAGE PROGRAMME - Year Two

## INTRODUCTION

We encourage and promote cooperation, creativity and enthusiasm, and the cultivation of independent work habits. 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.

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:

<b>Years 1 and 2</b>	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

<b>Years 3 and 4</b>	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 is divided into five strands: Number Sense and Numeration, Measurement, Geometry & Spatial Sense, Pattern, Data Analysis, Problem Solving / Reasoning. These strands are addressed and integrated into the teaching and learning of mathematics.

The principal focus in Year Two is to ensure that students continue to build a strong foundation for number sense, by exploring numbers, visualising them in a variety of contexts and relating them to build a web of richly interconnected ideas. That web of understanding will allow the child to have a rich understanding around a 'fact' which helps them be more flexible and be able to recall the information when needed.

Much of the instructional time focuses on these critical areas of numeracy:

- Working with numbers up to 100
- Developing and extending understanding of the language of addition and subtraction
- Developing and understanding strategies for addition and subtraction within two digit numbers
- Developing understanding of whole number relationships
- Promoting a focus on sense of place value.

Place value is a concept that is difficult for young learners. A good understanding of place value of whole numbers is vital, as it is the basis of both our mental and written calculations.

We aim for computational fluency:

- Efficiency - children need to have a quick way to obtain the answer
- Accuracy - they need to get the right answer
- Flexibility - if they cannot figure it out, they have another way to approach the problem.

As our world is built of space and shape and is inherently geometric, children in Year Two learn to:

- Identify and name 2D and 3D shapes and begin to recognize them in their environment

Measurement is related to counting, but is considerably more sophisticated. The emphasis in Year Two is related to understanding of linear measurement and measuring lengths as iterating length units. Students:

- Use a range of measures to describe and compare different quantities such as length, mass, capacity/volume

Some of the teaching assumes a workshop structure in the classroom, with the belief that knowledge emerges in a community of activity, discourse, and reflection. Children work on problems using a variety of strategies and are asked to explain their thinking to their peers.

The emphasis is on conceptual understanding. Children engage in mathematizing in a variety of ways, working with mathematical models, to ensure that important big ideas and strategies are developed progressively. STEM projects give meaning to mathematics, where children apply mathematics during design challenges.

# ENGLISH LANGUAGE PROGRAMME - Year Two

## LANGUAGE A: ENGLISH

The Year Two Language Arts curriculum continues to build a foundation through each of the language arts, Speaking and Listening, Reading, and Writing, essential tools for thinking and communicating. The first and most important resource that young readers and writers ought to have is a strong foundation of the spoken language.

Children continue to build upon the foundations laid out in Year One, in particular:

- Continued work on segmentation and blending, and applying this skill when reading unfamiliar texts.
- Continued work on graphemes
- Read and learn to spell CVC words
- Read and write high frequency words
- Use newly acquired grapheme-phoneme relationships in reading to write words and phrases
- Read, spell using a wide range of CVC words, consonant digraphs, some long vowel phonemes.
- Develop strategies of explicit and implicit understanding through texts read by the adult.
- Enrich their vocabulary needed for understanding a text.

### Listening and Speaking skills

- Activities encourage students to develop communication skills aimed at a wider range of audiences.
- A talk-rich curriculum where children engage in observations in nature, role-play, recount, instruction, discussion, provide stimulus and structures for writing.
- Children's interest in images in books, and their ability to read them, are used with an emphasis on talk.

Through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

### Reading skills

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks.

- The use of high quality books within the reading curriculum engages and supports children to become motivated to read for themselves.
- Children develop as readers as they experience personal involvement in reading.
- Reading for pleasure often begins as shared pleasures and emotional satisfaction arising from reading with an adult or an experienced reader.

The teaching and learning of reading takes into account three interconnected goals:

- Fluency: the ability to identify words accurately and read text quickly with good expression.
- Comprehension: the ability to understand, reflect on, and learn from the text.
- Motivation to read: a set of attitudes that result in the student's involvement in the reading activities offered, an essential element for actively engaging children in the reading process.

# ENGLISH LANGUAGE PROGRAMME - Year Two

## LANGUAGE A: ENGLISH

Reading skills are developed through various instructional contexts:

- Reading aloud by the teacher
- Shared reading
- Guided reading by levels of readiness
- Interactive read-aloud
- Independent reading

Reading aloud: Children listen to the teacher read aloud to develop key understanding and skills. Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Reading aloud also makes for an important shared experience, and provides children access to a wider range of texts.

Shared Reading: Children gather and listen to a story or text, participating in reading a more complex text than they are yet ready to process. As they listen and share the reading of an enlarged book, the children are building phonemic awareness, letter knowledge, word-recognition, and more.

Guided reading is explicit instruction that propels students toward confident, independent reading of Year level books.

Interactive or dialogical read-aloud: This is a read-aloud where children are actively involved asking and answering questions and making predictions. Teachers scaffold children's understanding of the book being read, model strategies for making inferences and explanations, and teach vocabulary and concepts. Typically, a storybook is read several times in slightly different ways in order to increase the amount and quality of children's analytical talk as they answer carefully crafted questions

Independent reading is about choice where children select from a variety of genres and levels of difficulty, broadening their reading experiences.

Paired reading: students read aloud to each other. This encourages cooperation and supports peer-assisted learning.

### **Writing skills**

Learning to write, like learning to read, is a journey from dependence to independence. The programme of reading high quality texts and the opportunity to explore a wide variety of texts, over time, will enable children to become increasingly aware of purpose, audience, form, voice, language structures, and conventions.

Young children can compose long before they can transcribe and many teaching approaches at this stage focus on easing the burden of transcription and enabling the child to compose more freely. Writing skills are extended to include a greater understanding of the mechanics of punctuation, the development of conventional spelling, and the formal language structures.

Authors of children's books visit our school and help widen the children's imaginative experiences and are aspirational for children as writers.

# 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 coordination, 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 multicultural 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 an 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 coordination.

# ENGLISH LANGUAGE PROGRAMME - Year Two

## PHYSICAL EDUCATION

### 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 be still on different body parts
- To form simple combinations of these activities
- To move and handle simple apparatus

### 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, 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 Two

## LIBRARY

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

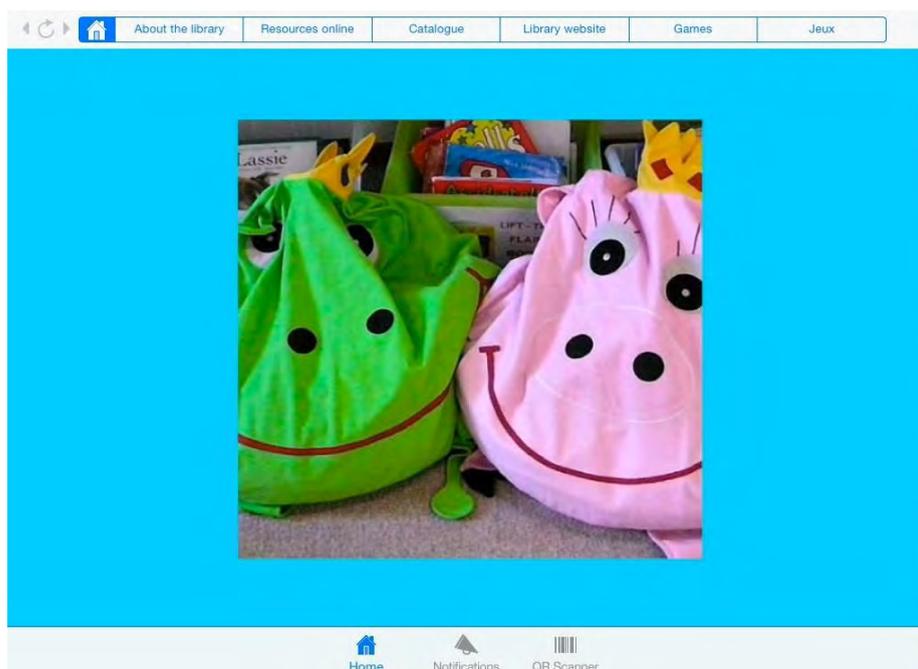
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest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

The EAL programme aims to provide intensive English language support for students with a limited amount of 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. Intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the students' mainstream class programme.

Please see the EAL Parents' Handbook for more detailed information about the 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.

### **ESP**

The ESP Programme is specifically designed for children who require a lot more support than what is provided within our regular learning support programme, in order for them to benefit from the learning that takes place in a regular classroom. The ESP programme is limited to a maximum of eight children who may come from Years 1 - 4, to include the children in the French Language Programme.

Each student in the ESP is an integral member of a class and may be accompanied by a specialist from the ESP programme, based on the child's IEP. The child benefits, as well, from teaching and learning moments in the classroom specifically designated for the ESP programme.

# **ENGLISH LANGUAGE PROGRAMME - Year Two**

# 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.

### 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 may contact teachers directly by email: [firstname.surname@ecolint.ch](mailto:firstname.surname@ecolint.ch). Alternatively, parents may contact the Reception: [reception.lgb@ecolint.ch](mailto:reception.lgb@ecolint.ch), Tel. 022.787.24.54 to schedule a meeting with a member of staff.

Parent/teacher interviews are held in autumn and spring.

The Principal and Assistant Principal(s) are available to listen and discuss your child's progress. However, we appreciate you first meet with the teacher prior to making an appointment with members of the administration.

### 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](http://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 electronically, 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.

### e-portfolios

At the end of the academic year, each child will have his/her own e-portfolio. The e-portfolio is a tool that demonstrates the evolution of your child's development of skills. It brings added-value to the paperwork you see, as the use of media showcases your child's progress.

# ENGLISH LANGUAGE PROGRAMME - Year Two

## HOMework

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 be involved in 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 much better than homework is **reading**. Children read for themselves or an adult reads to the children aloud. Reading aloud is the foundation for literacy development. Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Students of any age benefit from hearing an experienced reading of a wonderful book.

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 2017

# **ENGLISH LANGUAGE PROGRAMME – Year Three**

# ENGLISH LANGUAGE PROGRAMME – Year Three

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# ENGLISH LANGUAGE PROGRAMME – Year Three

## INTRODUCTION

Reference to our Guiding Principles for Learning help us be mindful of making the bridge between classroom practice, education theory, and academic research. The Guiding Principles for Learning is a synthesis of the educational principles and practices that will prepare students effectively for the future, a future in which they will thrive personally and be able and eager to contribute to creating a better world.

Learning at Ecolint involves numerous areas of human development that go beyond skills and knowledge to cover aspects of social, psychological and moral development of learners. Education in our Primary School includes ideas on sustainability, learning to live together, intercultural understanding, communication skills, reflective thinking, and developing respectful attitudes towards others. The inclusion of STEM (science, technology, engineering, mathematics) in our programme helps develop student capabilities as creative and critical thinkers, increases science literacy, and enables the next generation of innovators.

Through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

The development of the essential tools of Language play a significant role in our Primary School, helping students to think and communicate. Our programme is progressively bi-lingual, English / French.

We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful for the children. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts. 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.

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.

## ENGLISH LANGUAGE PROGRAMME – Year Three INTRODUCTION

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
- An awareness of our role in nature
- Capacities for imagining, questioning, reflecting

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:

<b>Years 1 and 2</b>	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

<b>Years 3 and 4</b>	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 is divided into five strands: Number Sense and Numeration, Measurement, Geometry & Spatial Sense, Pattern, Data Analysis, Problem Solving / Reasoning. These strands are addressed and integrated into the teaching and learning of mathematics.

The principal focus in Year Three is promoting a mature sense of place value while working representing numbers, solving problems and justifying estimates to computations. Year Three students continue to work for understanding of number operations by exploring numbers, visualising them in a variety of contexts, and relating them to build a web of richly interconnected ideas.

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

- Building fluency with addition and subtraction
- Representing and solving problems involving addition and subtraction
- Extending understanding of place value
- Using place value understanding and properties of operations to add and subtract
- Representing and solving problems involving multiples and sharing
- Beginning to develop an understanding of fractions as equal parts of a collection

We aim for computational fluency:

- Efficiency - children need to have a quick way to obtain the answer
- Accuracy - they need to get the right answer
- Flexibility - if they cannot figure it out, they have another way to approach the problem.

As our world is built of space and shape and is inherently geometric, children also learn to:

- Extend knowledge and description of the properties of shapes using accurate language
- Begin to reason about attributes of geometric shapes by composing and decomposing them
- Identify and create symmetrical designs and pictures

Measurement is related to counting. In Year Three, children:

- Measure lengths in standard units
- Relate addition and subtraction to length
- Use the language and vocabulary related to length, mass and capacity and begin to compare between two lengths, two masses, two capacities
- Work on developing increasing accurate estimation competencies.

Some of the teaching assumes a workshop structure in the classroom, with the belief that knowledge emerges in a community of activity, discourse, and reflection. Children work on problems using a variety of strategies and are asked to explain their thinking to their peers.

The emphasis is on conceptual understanding, not just on the procedures and the practice of these procedures. Children engage in mathematizing in a variety of ways, working with mathematical models, to ensure that important big ideas and strategies are developed progressively. STEM projects give meaning to mathematics, where children apply mathematics during design challenges.

# ENGLISH LANGUAGE PROGRAMME – Year Three

## LANGUAGE A: ENGLISH

The Year Three Language Arts curriculum continues to build a foundation of literacy through each of the language arts, moving children into reading, writing, and towards spelling fluency.

Reading demands sustained voluntary attention from a mind that can hold a train of thought long enough to reflect on it. Reading effectively for meaning and pleasure involves a complex range of skills, most of which rely on strong speech and language skills, such as, using sounds to decode, knowing how words work together and understanding the vocabulary to gain meaning. It is a complex intellectual act. Being able to read is the skill that unlocks the benefits of education. Our aim is to ensure that children develop into confident, enthusiastic readers.

### Reading skills

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks.

- The use of high quality books within the reading curriculum engages and supports children to become motivated to read for themselves.
- Children develop as readers as they experience personal involvement in reading.
- Reading for pleasure often begins as shared pleasures and emotional satisfaction arising from reading with an adult or an experienced reader.

Through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

The teaching and learning of reading takes into account three interconnected goals:

- Fluency: the ability to identify words accurately and read text quickly with good expression.
- Comprehension: the ability to understand, reflect on, and learn from the text.
- Motivation to read: a set of attitudes that result in the student's involvement in the reading activities offered to him / her; this is the essential element for actively engaging children in the reading process.

Reading skills are developed through various instructional contexts:

- Reading aloud by the teacher
- Shared reading
- Guided reading by levels of readiness
- Paired reading
- Independent reading

Reading aloud: Children listen to the teacher read aloud to develop key understanding and skills. Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Reading aloud also makes for an important shared experience, and provides children access to a wider range of texts.

# ENGLISH LANGUAGE PROGRAMME – Year Three

## LANGUAGE A: ENGLISH

Shared Reading: Children gather and listen to a story or text, participating in reading a more complex text than they are yet ready to process. As they listen and share the reading of an enlarged book, the children are building phonemic awareness, letter knowledge, word-recognition, and more.

Guided reading is explicit instruction that propels students toward confident, independent reading of Year level books.

Paired reading: Students read aloud to each other and respond as readers. This encourages cooperation and supports peer-assisted learning.

Independent reading is about choice where children select from a variety of genres and levels of difficulty, broadening their reading experiences.

In **Year Three**, children continue to improve upon:

- Reading phonetically decodable two-syllable and three syllable words
- Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.
- Sounding out more complex vocabulary and learning to comprehend the meaning of those words
- Focusing on context clues, leading to the development of prediction and inference
- Learning to spell complex words using phonically plausible attempts
- Reading a variety of Year level appropriate texts

**Writing, Speaking and Listening skills** are furthered through specific activities that encourage students to develop communication skills aimed at a wider range of audiences. The programme of reading high quality texts and the opportunity to explore a wide variety of texts, over time, will enable children to become increasingly aware of purpose, audience, form, voice, language structures, and conventions.

Children explore different ways and means of composing and publishing writing, including digital and multimodal texts, related to purpose and audience. Spelling and grammar, linked to language and form, are taught as an integral part of the language arts curriculum.

Authors of children's books visit our school and help widen the children's imaginative experiences and are aspirational for children as writers.

# 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 understanding of content 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 coordination, 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 multicultural 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 integral part of the total programme of education. 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. Children explore 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 coordination.

### **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 / 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 an appreciation for the value and needs for simple rules

# ENGLISH LANGUAGE PROGRAMME – Year Three

## LIBRARY

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

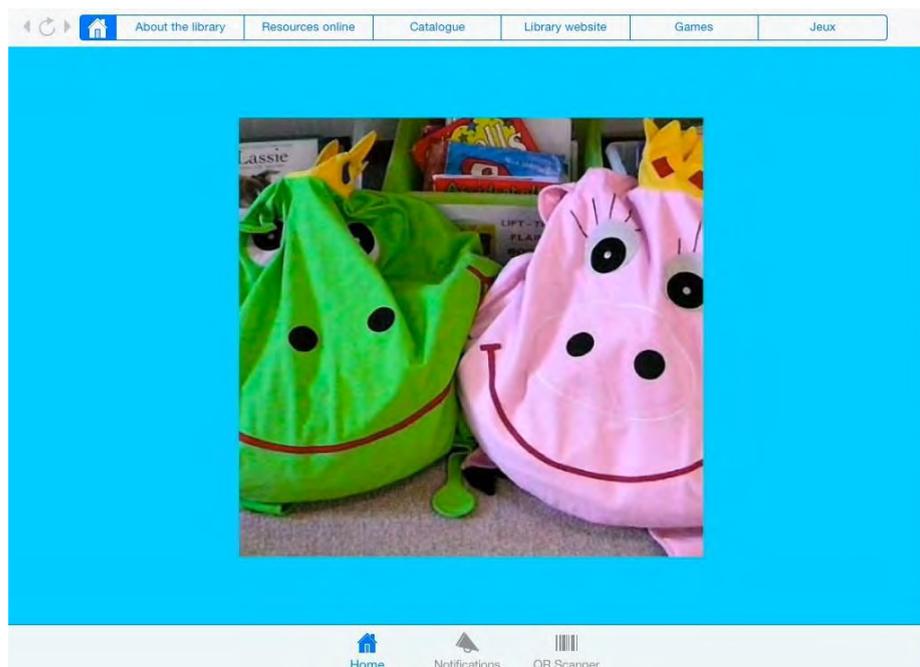
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest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

The EAL programme aims to provide intensive English language support for students with a limited amount of 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. Intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the students' mainstream class programme.

Please see the EAL Parents' Handbook for more detailed information about the 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.

### ESP

The ESP Programme is specifically designed for children who require a lot more support than what is provided within our regular learning support programme, in order for them to benefit from the learning that takes place in a regular classroom. The ESP programme is limited to a maximum of eight children who may come from Years 1 - 4, to include the children in the French Language Programme.

Each student in the ESP is an integral member of a class and may be accompanied by a specialist from the ESP programme, based on the child's IEP. The child benefits, as well, from teaching and

## ENGLISH LANGUAGE PROGRAMME – Year Three

learning moments in the classroom specifically designated for the ESP programme.

### 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.

### 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 may contact teachers directly by email: [firstname.surname@ecolint.ch](mailto:firstname.surname@ecolint.ch). Alternatively, parents may contact the Reception: [reception.lgb@ecolint.ch](mailto:reception.lgb@ecolint.ch), Tel. 022.787.24.54 to schedule a meeting with a member of staff.

Parent/teacher interviews are held in autumn and spring.

The Principal and Assistant Principal(s) are available to listen and discuss your child's progress. However, we appreciate you first meet with the teacher prior to making an appointment with members of the administration.

### 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](http://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 electronically, 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.

### e-portfolios

At the end of the academic year, each child will have his/her own e-portfolio. The e-portfolio is a tool that demonstrates the evolution of your child's development of skills. It brings added-value to the paperwork you see, as the use of media showcases your child's progress.

# ENGLISH LANGUAGE PROGRAMME – Year Three

## HOMEWORK

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 be involved in 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 much better than homework is **reading**. Children read for themselves, or an adult reads to the children aloud. Reading aloud is the foundation for literacy development. Children can listen on a higher language level than they can read; reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Students of any age benefit from hearing an experienced reading of a wonderful book.

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
- To work towards achieving mastery of basic learning such as arithmetic facts
- To 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 2017

# ENGLISH LANGUAGE PROGRAMME – Year Four

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# ENGLISH LANGUAGE PROGRAMME – Year Four

## INTRODUCTION

Reference to our Guiding Principles for Learning help us be mindful of making the bridge between classroom practice, education theory, and academic research. The Guiding Principles for Learning is a synthesis of the educational principles and practices that will prepare students effectively for the future, a future in which they will thrive personally and be able and eager to contribute to creating a better world.

Learning at Ecolint involves numerous areas of human development that go beyond skills and knowledge to cover aspects of social, psychological and moral development of learners. Education in our Primary School includes ideas on sustainability, learning to live together, intercultural understanding, communication skills, reflective thinking, and developing respectful attitudes towards others. The inclusion of STEM (science, technology, engineering, mathematics) in our programme helps develop student capabilities as creative and critical thinkers, increases science literacy, and enables the next generation of innovators.

Through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

The development of the essential tools of Language play a significant role in our Primary School, helping students to think and communicate. Our programme is progressively bi-lingual, English / French.

We teach around concepts-focused learning objectives, so that learning is more efficient, relevant and meaningful for the children. Teaching for conceptual understanding facilitates the transfer and application of knowledge and skills to different contexts. 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.

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 teamwork 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.

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
- Cooperation when working with others, listening to what others have to say
- An awareness of our role in nature
- Capacities for imagining, questioning, reflecting

# ENGLISH LANGUAGE PROGRAMME – Year Four

## INTRODUCTION

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:

<b>Years 1 and 2</b>	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

<b>Years 3 and 4</b>	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 is divided into five strands: Number Sense and Numeration, Measurement, Geometry & Spatial Sense, Pattern, Data Analysis, Problem Solving / Reasoning. These strands are addressed and integrated into the teaching and learning of mathematics.

In Year Four we continue to promote a mature sense of place value while representing numbers, solving problems and justifying estimates to computations. Students work for understanding number operations by exploring numbers, visualising them in a variety of contexts and relating them to build a web of richly interconnected ideas. Focus on problem-solving is the conduit for sharing and developing mathematical thinking, through mathematical activity and communication, and student talk.

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

- Add and subtract with regrouping
- Represent and solve problems involving multiplication and division.
- Understand the properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Develop strategies for division based on understanding the inverse relationship between multiplication and division.
- Solve problems involving the four operations and identify
- Understand place value for multi-digit whole number
- Understand fractions as equal parts of a collection and being able to compare and ordering them.
- Extend knowledge and understanding of the number system to include the decimal numbers and fractions

We aim for computational fluency:

- Efficiency - children need to have a quick way to obtain the answer
- Accuracy - they need to get the right answer
- Flexibility - if they cannot figure it out, they have another way to approach the problem.

Geometry holds an important place in the curriculum as we live in a three-dimensional world. Geometry is best developed in a spirit of problem solving. Year Four students:

- Identify and describe plane figures based on geometric properties and expand on the ability to see geometry in the real world
- Identify locations with coordinates
- An appreciation of pattern in space so to be able to see symmetry, found everywhere in nature and prevalent in art, architecture, and design in cultures all over the world.

# ENGLISH LANGUAGE PROGRAMME – Year Four

## MATHEMATICS

Measurement, as a concept, is further developed in Year Four:

- Ensure a good foundation in linear measurement
- Develop an understanding of the concepts of perimeter and area of rectilinear figures
- Reinforce the notions of place value by expressing larger measurements in smaller units within the metric system.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Some of the teaching assumes a workshop structure in the classroom, with the belief that knowledge emerges in a community of activity, discourse, and reflection. Children work on problems using a variety of strategies and are asked to explain their thinking to their peers.

The emphasis is on conceptual understanding, not just on the procedures and the practice of these procedures. Children engage in mathematizing in a variety of ways, working with mathematical models, to ensure that important big ideas and strategies are developed progressively. STEM projects give meaning to mathematics, where children apply mathematics during design challenges.

# ENGLISH LANGUAGE PROGRAMME – Year Four

## LANGUAGE A: ENGLISH

The Year Four Language Arts curriculum continues to build a foundation of literacy through each of the language arts, moving children into reading, writing, and towards spelling fluency, including listening and speaking skills.

### **Listening and Speaking skills**

A talk-rich curriculum where children engage in observations and discussions provide stimulus and structures for writing. Equally, through the practice of reflective discourse the children have the opportunity to learn to develop and organize their thinking, for themselves and with others, develop an ability to think critically and creatively, and focus on process.

**Reading** demands sustained voluntary attention from a mind that can hold a train of thought long enough to reflect on it. Reading effectively for meaning and pleasure involves a complex range of skills, most of which rely on strong speech and language skills, such as, using sounds to decode, knowing how words work together and understanding the vocabulary to gain meaning. It is a complex intellectual act.

Being able to read is the skill that unlocks the benefits of education. Our aim is to ensure that children develop into confident, enthusiastic readers.

### **Reading skills**

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks.

- The use of high quality books within the reading curriculum engages and supports children to become motivated to read for themselves.
- Children develop as readers as they experience personal involvement in reading.
- Reading for pleasure often begins as shared pleasures and emotional satisfaction arising from reading with an adult or an experienced reader.

The teaching and learning of reading takes into account three interconnected goals:

- Fluency: the ability to identify words accurately and read text quickly with good expression.
- Comprehension: the ability to understand, reflect on, and learn from the text.
- Motivation to read: a set of attitudes that result in the student's involvement in the reading activities offered to him / her; this is the essential element for actively engaging children in the reading process.

Reading skills are developed through various instructional contexts:

- Reading aloud by the teacher
- Shared reading
- Guided reading by levels of readiness
- Paired reading
- Independent reading

# ENGLISH LANGUAGE PROGRAMME – Year Four

## LANGUAGE A: ENGLISH

Reading aloud: Children listening to the teacher read aloud to develop key understanding and skills. Children can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Reading aloud also makes for an important shared experience, and provides children access to a wider range of texts.

Shared Reading: Children gather and listen to a story or text, participating in reading a more complex text than they are yet ready to process. As they listen and share the reading of an enlarged book, the children are building phonemic awareness, letter knowledge, word-recognition, and more.

Guided reading is explicit instruction that propels students toward confident, independent reading of Year level books.

Paired reading: students read aloud to each other and respond as readers. This encourages cooperation and supports peer-assisted learning.

Independent reading is about choice where children select from a variety of genres and levels of difficulty, broadening their reading experiences.

In **Year Four**, children continue to improve upon:

- Sounding out more complex vocabulary and learn to comprehend the meaning of those words
- Focusing on context clues, leading to the development of prediction and inference
- Learning to spell complex words using phonically plausible attempts
- Reading a variety of Year level appropriate texts
- Learning to recognise phonic irregularities
- Becoming more secure with less common grapheme-phoneme correspondences
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words
- Using contractions, past tense, suffixes accurately and effectively
- Applying the mechanics of writing which are extended to include a greater understanding of the mechanics of punctuation, the development of conventional spelling, and the formal language structures

Writing, Speaking and Listening skills are furthered through specific activities that encourage students to develop communication skills aimed at a wider range of audiences. Year Four children become increasingly aware of purpose, audience, form, voice, language structures, and conventions and explore different ways and means of composing and publishing writing, including digital and multimodal texts, related to purpose and audience. They write non-fiction type texts, such as recount, explanation, non-chronological report, instructions, etc. They are involved in dialogical discussions around a book, a text.

Authors of children's books visit our school and help widen the children's imaginative experiences and are aspirational for children as writers.

# 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

## LANGUAGE B : FRENCH

# ENGLISH LANGUAGE PROGRAMME – Year Four

## 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
- Écrire 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-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 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 coordination, 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 multicultural 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 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. Children explore 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 coordination.

### **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 / 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 an appreciation for the value and needs for simple rules

# ENGLISH LANGUAGE PROGRAMME – Year Four

## LIBRARY

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

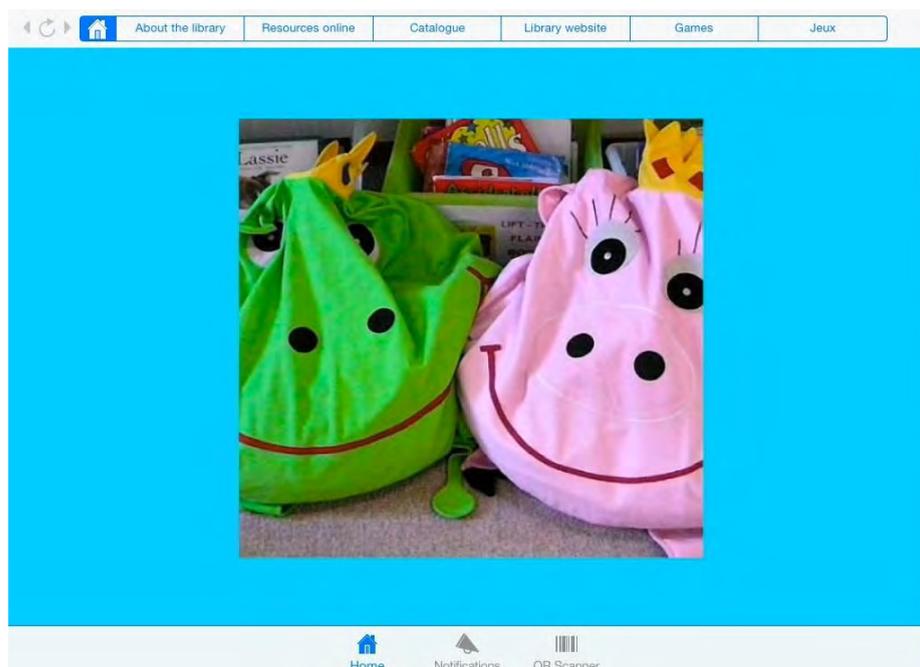
Authors, illustrators, and a variety of different genre of books are introduced to students in order to encourage discovery and to foster a love for children's literature. Good children's books deal with powerful emotions and present complex concepts in developmentally effective ways that even the youngest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

The EAL programme aims to provide intensive English language support for students with a limited amount of 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. Intermediate level language support is available for more advanced EAL students. This support is arranged to supplement the students' mainstream class programme.

Please see the EAL Parents' Handbook for more detailed information about the 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.

### **ESP**

The ESP Programme is specifically designed for children who require a lot more support than what is provided within our regular learning support programme, in order for them to benefit from the learning that takes place in a regular classroom. The ESP programme is limited to a maximum of eight children who may come from Years 1 - 4, to include the children in the French Language Programme.

Each student in the ESP is an integral member of a class and may be accompanied by a specialist from the ESP programme, based on the child's IEP. The child benefits, as well, from teaching and learning moments in the classroom specifically designated for the ESP programme.

# **ENGLISH LANGUAGE PROGRAMME – Year Four**

# 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.

### 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 may contact teachers directly by email: [firstname.surname@ecolint.ch](mailto:firstname.surname@ecolint.ch). Alternatively, parents may contact the Reception: [reception.lgb@ecolint.ch](mailto:reception.lgb@ecolint.ch), Tel. 022.787.24.54 to schedule a meeting with a member of staff.

Parent/teacher interviews are held in autumn and spring.

The Principal and Assistant Principal(s) are available to listen and discuss your child's progress. However, we appreciate you first meet with the teacher prior to making an appointment with members of the administration.

### 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](http://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 electronically, 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.

### e-portfolios

At the end of the academic year, each child will have his/her own e-portfolio. The e-portfolio is a tool that demonstrates the evolution of your child's development of skills. It brings added-value to the paperwork you see, as the use of media showcases your child's progress.

# ENGLISH LANGUAGE PROGRAMME – Year Four

## HOMework

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 be involved in 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 much better than homework is **reading**. Children read for themselves, or an adult reads to the children aloud. Reading aloud is the foundation for literacy development. Children can listen on a higher language level than they can read; reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. Students of any age benefit from hearing an experienced reading of a wonderful book.

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
- To work towards achieving mastery of basic learning such as arithmetic facts
- To 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.