

Welcome to Nursery Information Guide

"Empowering Learners of today to be global citizen leaders of tomorrow" IC

"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" IB



2019-2020 School Year

Programme of Inquiry in Nursery

Transdisciplinary Theme	Who We Are	How We Express Ourselves	How the World Works	Sharing the Planet
Subject Focus	PSE (Personal Social Education)	PSE (Personal Social Education)	Science Social Studies PSE (Personal Social Education)	Science PSE (Personal Social Education)
Central Idea	People's unique characteristics shape their identity	Understanding our feelings helps us express ourselves in different ways.	Water exists in the world in different forms and is used in various ways	Animals adapt to their environment in order to grow and survive
Lines of Inquiry	<ul style="list-style-type: none"> - How people are the same and different - How my characteristics make me unique - How I change over time 	<ul style="list-style-type: none"> - Identifying our feelings - Ways people express their feelings - How feelings impact our behavior - Our responsibility in expressing our feelings 	<ul style="list-style-type: none"> - Sources of water - How water changes - Uses of water - People's responsibility when using water 	<ul style="list-style-type: none"> - Characteristics of animals - Different habitats for different animals - Our responsibility towards animals

Languages

English

Language is an essential element for constructing meaning. "It empowers the learners and provides an intellectual framework to support conceptual development and critical thinking" (MPYPH, 2009, p.68). The strands of language are: listening and speaking, viewing and presenting, reading and writing.

Learners listen to and understand oral messages. They develop their abilities to interact effectively with peers and participate in conversations and group discussions. They view and discuss familiar and relevant visuals and develop their abilities to use visual images as sources of information. Various learning experiences allow students to listen attentively to stories and develop their oral expressions by retelling a story and mentioning the main events. They begin to discriminate between different visual representations (symbols, numbers, letters, words). Learners start exploring familiar and rhyming words through songs and chants. They practice proper writing implements (posture, hand position, pencil grip, etc) and engage in different authentic experiences that allow them to use drawing and makings as a means of expression.

اللغة العربية

اللغة العربية، لغتنا الأم، هي جزء لا يتجزأ من هويتنا الشخصية والاجتماعية والثقافية. واستخدامها كلغة تفكير وتواصل، يساهم في تنمية مهارات المتعلم الذهنية والعاطفية والتفاعلية واللغوية، ويرسم ملامحه كفرد مؤثر في محيطه، ومواطن فاعل في مجتمعه. وقد أثبتت الدراسات أن القوة في تعلم اللغة الأم تكمن في اكتساب القيم والمبادئ والعادات والمعتقدات، كما في تعزيز التواصل والاندماج الاجتماعي، وزيادة الإنجاز على المستوى الأكاديمي.

على الرغم من أن الانترنتاشونال كولدج لا تعتمد اللغة العربية لغة تدريس، إلا أنها تقوم بتدريسها وفق منهج متكامل تركز حوله الأنشطة المتنوعة كطريقة للتعلم، بحيث يكون الطفل قادراً على استخدام لغته الأم للتعبير عن نفسه، والتواصل مع محيطه، ما يجعله فاعلاً ومتفاعلاً في آن.

يتم تعليم اللغة العربية إما من خلال اعتماد مبدأ الوحدة التعليمية، أو من خارجها، وذلك لتحقيق أهداف تنمية قدرات الطفل ومهاراته الفكرية والعاطفية والاجتماعية واللغوية.

التعلّم من خلال اللعب وسيلة تربويّة مهمّة في هذه المرحلة، يُضاف إليها التفاعل الحسيّ المباشر مع محيطه، والاستكشاف والحوار والمحادثة، واختيار القصص والأغاني والعدديّات والأشعار والدّمي، والارتقاء بمستوى تحصيل الطّفل بالتحفيز والتشجيع.

Mathematics

Preschool children show an interest in the everyday math that is naturally part of their world. Students acquire mathematical concepts by constructing meaning and by moving from concrete manipulation to more abstract representations. Mathematical knowledge is arranged into five strands: data handling, measurement, shape and space, pattern and function, and number.

Data Handling

Learners classify objects according to a specific criterion, describe real objects and events by attributes, and create graphs using objects or people.

Measurement

Learners understand that objects can be compared by attributes and use non-standard units to measure objects. They describe and sequence events in their daily life.

Space and Shape

Learners engage in authentic learning experiences that allow them to describe the relative position of an object (above, below inside...). They construct and represent models and structures which helps them identify and describe 2D shapes.

Pattern and Function

Learners understand that sound and color patterns can be found in everyday situations. They identify, reproduce, and extend patterns.

Number

Learners identify, order, represent, and compare numbers till 5. They are expected to connect numerals to set (till 5) and use the language of mathematics to compare quantities (more, less, the same).

Science

Preschool children explore scientific knowledge in their daily interactions and observations. (MPYPH, 2009, p.93). Learners' scientific knowledge is constructed through active exploration of their surroundings. Their curiosity is promoted through numerous learning opportunities that help them develop a caring and respectful attitude towards the natural world. Their exploration of scientific principles allows them to develop science specific skills that are embedded in our units of inquiry.

In Nursery, two of our units, *How the World Works* and *Sharing the Planet* are science focused.

Throughout the *How the World Works* unit, learners demonstrate an understanding of the properties of water. They will inquire into how water changes state from liquid to solid and vice versa.

Throughout the *Sharing the Planet* learners inquire into the different needs of animals. They inquire into the different animal shelters, their food preferences and how they adapt to the environment.

Science Skills

Our curriculum and units of inquiry allow the development of science directed skills. It provides rich opportunities for students to:

- observe carefully in order to gather data
- use a variety of instruments and tools to measure data accurately
- use scientific vocabulary to explain their observations and experiences
- identify or generate a question or problem to be explored
- plan and carry out systematic investigations, manipulating variables as necessary
- make and test predictions
- interpret and evaluate data gathered in order to draw conclusions
- consider scientific models and applications of these models (including their limitations) (MPYPH, 2009, p.93)

Social Studies

“In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. Social studies encourages curiosity, and develops an understanding of a rapidly changing world. Through social studies, students develop an understanding of their personal and cultural identities. They develop the skills and knowledge needed to participate actively in their classroom, their community, and the world and to understand themselves in relation to their communities” (MPYPH, 2009, p.103).

In Nursery, two of our units, *Who We Are* and *How the World Works* are social studies focused.

Throughout the unit, *Who We Are* learners inquire into the similarities and differences among people. They will reflect on the diversity within their immediate community.

Throughout the unit *How the World Works* learners reflect on their responsibilities for conserving water as a natural resource.

Social Studies Skills

Our curriculum and units of inquiry allow the development of social studies directed skills which are either addressed explicitly or implicitly. It provides rich opportunities for students to:

- formulate and ask questions about the past, the future, places and society
- use and analyze evidence from a variety of historical, geographical and societal sources

- orientate in relation to place and time
- identify roles, rights and responsibilities in society
- assess the accuracy, validity, and possible bias of sources (MPYPH, 2009, p.106)

Personal Social and Physical Education

Preschool children need learning environments that promote their personal social education thus developing their overall wellbeing. "Wellbeing is intrinsically linked to all aspects of a students' development at school and beyond" (MPYPH, 2009, p.112).

Personal Social Education

At preschool, learners start developing their identity as individuals. They recognize their characteristics, strengths, limitations and challenges. They are guided to cope successfully with their emotions, and to recognize their own feelings and self-worth. Learners develop their abilities to interact with others, build relationships, recognize similarities and differences between themselves and others, and appreciate diversity.

Learners are encouraged to reflect on the development of their own personal and social well-being. They identify and develop different strategies to help manage situations of change and adversity. In Nursery, learners start developing their understanding of themselves. They inquire into the characteristics that makes them unique constructing by that a deeper understanding of themselves. They start developing their social skills, become aware of their feelings and reflect on their behavior to interact positively with others.

Physical Education

The preschool homeroom teachers are also the physical education teachers. We are keen on developing the students' physical development in a sequential, well researched and developmental progression. Throughout the year, learners engage in teacher initiated physical education activities that allow learners to develop their gross motor skills and observe changes in their own bodies. They become more aware of their physical capacities and how their bodies can move creatively in response to different stimuli. Various individual and group games allow learners to recognize the importance of rules and procedures in defining the nature of a game.

Arts

Preschool students respond to the world and create their own expressions using different modes of communication. The Arts encompass dance, drama, music, and visual arts. They are languages that allows the children to respond to their environment and express themselves through creative processes.

Visual Arts

At preschool, learners are exposed to a wide range of learning experiences in their classrooms that develop their abilities to respond to and create their own paintings, photos, crafts, sculptures, architectural structures etc.

In Nursery, learners observe different paintings. They are encouraged and guided to express opinions regarding different artwork. They develop their abilities to identify the formal elements of an artwork (color, lines and shapes). In addition, well planned and intentional learning opportunities allow them to use different media, produce 2D and 3D works of art, and manipulate sculptural materials such as playdough and papier mache. They explore the works of Wassily Kandinsky, Giuseppe Arcimboldo, Romero Britto, and Mondrian. They also explore the works of some local Lebanese artists by either visiting their galleries or having them as key speakers at their classrooms.

Music

At preschool, students are exposed to music through songs, chants, rhymes etc. Their experiences extend to the music class where they develop their abilities to sing in harmony, explore body music, play musical instruments, and experiment with a beat.

In Nursery, learners listen to various musical pieces with growing attention and appreciation. They explore music as another language for expression and communication of ideas.

Information and Communication Technology (ICT)

Information and Communication Technology (ICT) plays a pivotal role in the development of our children and their education. Technology is integrated throughout all curriculum areas to make learning more authentic. A balanced use of and exposure to technology is intentionally planned throughout the day. The teachers model digital citizenship using different technology resources and tools, such as computers, tablets, cameras, iPads. They also guide learners into accessing information from different on-line resources. Learners are provided with opportunities to develop their media literacy skills by using different applications to get information.