



# International School of Kenya

Empowering students to create solutions for tomorrow's challenges

## Social / Emotional Development

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"> <li><input type="checkbox"/> Chooses and engages in a specific activity only with assistance</li> <li><input type="checkbox"/> Engages in individual or parallel play</li> <li><input type="checkbox"/> Begins to demonstrate emotion</li> <li><input type="checkbox"/> Participates in routine activities with guidance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Negotiates, shares or takes turns with guidance</li> <li><input type="checkbox"/> Chooses and becomes involved in one activity out of several options</li> <li><input type="checkbox"/> Participates in routine activities easily</li> <li><input type="checkbox"/> Engages in interactive play</li> <li><input type="checkbox"/> Expresses emotions</li> <li><input type="checkbox"/> Begins to self-direct within the classroom environment</li> <li><input type="checkbox"/> Sees self as part of the class group</li> <li><input type="checkbox"/> Is confident to try new activities, initiates ideas and speaks in a familiar group</li> <li><input type="checkbox"/> Participates in a group</li> <li><input type="checkbox"/> Accepts some responsibility for maintaining the classroom environment and self needs</li> <li><input type="checkbox"/> Select and use activities and resources independently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shares toys or allows a turn in response to another child's request</li> <li><input type="checkbox"/> Understands and respects difference</li> <li><input type="checkbox"/> Accepts responsibility for maintaining the classroom environment</li> <li><input type="checkbox"/> Helps others in need</li> <li><input type="checkbox"/> Shows pride and awareness of heritage and background</li> <li><input type="checkbox"/> Plays cooperatively</li> <li><input type="checkbox"/> Listens as part of a group</li> <li><input type="checkbox"/> Maintains attention, concentration and sits quietly when appropriate</li> <li><input type="checkbox"/> Dress and undress independently and manage their own personal hygiene</li> <li><input type="checkbox"/> Form good relationships with adults and peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand what is right, what is wrong and why</li> <li><input type="checkbox"/> Consider the consequences of their words and actions for themselves and others</li> <li><input type="checkbox"/> Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect</li> </ul>



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## Physical Development:

Target 1	Target 2	Target 3	Target 4
<b>Gross Motor Skills (Balance, Coordination and Intended Direction)</b>			
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Moves with intended direction and coordination</li> <li><input type="checkbox"/> Pedals in forward direction – with wide corners</li> <li><input type="checkbox"/> Demonstrates balance</li> <li><input type="checkbox"/> Throws, catches and kicks objects with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Moves with increasing coordination</li> <li><input type="checkbox"/> Pedals with controlled speed</li> <li><input type="checkbox"/> Shows increasing control while moving in changing directions</li> <li><input type="checkbox"/> Throws and kicks objects at a target and catches with increasing accuracy</li> <li><input type="checkbox"/> Shows awareness of space, of themselves and others</li> <li><input type="checkbox"/> Hops and jumps with increased coordination</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hops, skips and jumps with some control</li> <li><input type="checkbox"/> Throws an object in the intended direction with accuracy and appropriate force with increasing control</li> <li><input type="checkbox"/> Demonstrates increased control of balance</li> </ul>
<b>Fine Motor Skills (Control of small movements)</b>			
<ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to perform simple manipulations</li> <li><input type="checkbox"/> Begins to manipulate scissors</li> <li><input type="checkbox"/> Manipulates a writing tool and makes simple, intentional strokes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can perform simple manipulations (e.g. play dough, bead, lacing...)</li> <li><input type="checkbox"/> Can manipulate scissors with control</li> <li><input type="checkbox"/> Can dress self with control and accuracy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Manipulates a variety of objects requiring coordination</li> <li><input type="checkbox"/> Manipulates materials in a purposeful way</li> <li><input type="checkbox"/> Coordinates hand/eye movements with increasing accuracy</li> <li><input type="checkbox"/> Holds pencil correctly, occasionally with support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to use muscles for self help skills (buttons, zips, shoe laces etc)</li> <li><input type="checkbox"/> Holds pencil correctly with increasing accuracy</li> </ul>



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## Cognitive: Reading Literacy

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<ul style="list-style-type: none"><li><input type="checkbox"/> Manipulates books but incorrectly (upside down, etc)</li><li><input type="checkbox"/> Listens to a story with assistance</li><li><input type="checkbox"/> Minimal participation with support</li><li><input type="checkbox"/> Shows interest in print</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Sits and listens to a story</li><li><input type="checkbox"/> Retells familiar stories</li><li><input type="checkbox"/> Shows interest in stories (asks questions, recalls and reflects)</li><li><input type="checkbox"/> Holds book and turns pages correctly</li><li><input type="checkbox"/> Participates in class reading, poems and songs</li><li><input type="checkbox"/> Comments on and describes illustrations in books</li><li><input type="checkbox"/> Recognizes sequencing in books (beginning and end)</li><li><input type="checkbox"/> Recognizes own name in print</li><li><input type="checkbox"/> Identifies some letter names and sounds</li><li><input type="checkbox"/> Recognizes rhyming words</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Memorizes pattern books, poems and familiar stories</li><li><input type="checkbox"/> Uses clear illustrations to tell stories</li><li><input type="checkbox"/> Accurate story sequencing (beginning, middle and end)</li><li><input type="checkbox"/> Makes meaningful predictions</li><li><input type="checkbox"/> Demonstrates ability to rhyme words</li><li><input type="checkbox"/> Recognizes grade level sight words</li><li><input type="checkbox"/> Blends and segments simple words</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Uses pictures to decode words in print</li><li><input type="checkbox"/> Begins to blend and segment words independently</li><li><input type="checkbox"/> Uses growing awareness of sound segments (phonemes, rhyming etc)</li><li><input type="checkbox"/> Reads at instructional level 'A'</li><li><input type="checkbox"/> Knows all letter names and sounds</li></ul>



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## Cognitive: Writing Literacy

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"><li><input type="checkbox"/> Makes marks to indicate first name</li><li><input type="checkbox"/> Makes exploratory marks</li><li><input type="checkbox"/> Demonstrates awareness that print conveys meaning</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Relies primarily on pictures to convey meaning</li><li><input type="checkbox"/> Begins to label and add words to pictures</li><li><input type="checkbox"/> Writes first name recognisably</li><li><input type="checkbox"/> Makes marks other than drawing on paper</li><li><input type="checkbox"/> Writes recognisable letters to represent words</li><li><input type="checkbox"/> Tells about own pictures and writing</li><li><input type="checkbox"/> Holds pencil correctly</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Uses pictures and print to convey meaning</li><li><input type="checkbox"/> Copies signs, labels, names and words</li><li><input type="checkbox"/> Understands letter/sound relationships</li><li><input type="checkbox"/> Uses beginning and ending consonants to make words</li><li><input type="checkbox"/> Matches letters to sounds</li><li><input type="checkbox"/> Writes legibly, forming most letters correctly</li><li><input type="checkbox"/> Writes name without assistance</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Spells words on the basis of sounds without regard for conventional spelling patterns</li><li><input type="checkbox"/> Uses beginning, middle and ending sounds to make words</li><li><input type="checkbox"/> Writes familiar words without assistance</li><li><input type="checkbox"/> Demonstrates understanding of sequencing in stories through writing or pictures</li><li><input type="checkbox"/> Write words to support or describe pictures</li><li><input type="checkbox"/> Writes from top to bottom, left to right, and front to back</li></ul>



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## Cognitive Development – Mathematics

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to develop an understanding of whole numbers</li><li><input type="checkbox"/> Says and use number names in order in familiar contexts</li><li><input type="checkbox"/> Recognises and names different colours</li><li><input type="checkbox"/> Recognises and name simple 2D shapes</li><li><input type="checkbox"/> Uses language such as more or less to compare to two numbers</li><li><input type="checkbox"/> Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes</li><li><input type="checkbox"/> Counts by ones to at least ten</li><li><input type="checkbox"/> Counts 1:1 correspondence with confidence and accuracy</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to recognize and duplicate simple, numerical and non-numerical sequential patterns</li><li><input type="checkbox"/> Recognizes the properties of simple 2D shapes</li><li><input type="checkbox"/> Recognises numerals 1 to 9</li><li><input type="checkbox"/> Begins to sort objects according to their attributes</li><li><input type="checkbox"/> Uses language such as 'greater', 'heavier' or 'lighter' to compare quantities</li><li><input type="checkbox"/> Interprets and creates pictographs</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Recognizes and duplicates simple, numerical and non-numerical sequential patterns consistently and independently</li><li><input type="checkbox"/> Uses developing mathematical ideas and methods to solve practical problems</li><li><input type="checkbox"/> In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting</li><li><input type="checkbox"/> Finds one more or one less than a number to ten</li><li><input type="checkbox"/> Uses everyday words to describe position</li><li><input type="checkbox"/> Measures using non-standard measurements</li><li><input type="checkbox"/> Uses concrete materials and pictures to explain mathematical ideas</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Begins to relate adding to combining two groups of objects and subtraction to taking away</li><li><input type="checkbox"/> Begins to recognize simple 3D shapes</li><li><input type="checkbox"/> Counts back from 10 to 1</li><li><input type="checkbox"/> Can compare and order numbers</li><li><input type="checkbox"/> Uses a rule to sort objects</li></ul>



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## PRE KINDER

### Content Strands

	<b>Number &amp; Operations</b>	<b>Algebra</b>	<b>Geometry</b>	<b>Measurement</b>	<b>Data Analysis &amp; Probability</b>
<b>PK</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Develop an understanding of whole numbers</li><li><input type="checkbox"/> Use meanings of numbers to create strategies for solving problems to practical situations</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Recognize and duplicate simple, numerical and non-numerical sequential patterns</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Explore and identify regular 2-dimensional and 3-dimensional shapes</li><li><input type="checkbox"/> Describe spatial relationships (to describe position)</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Compare objects using measurable attributes</li><li><input type="checkbox"/> Develop an understanding of time</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Use attributes of objects to sort and compare</li><li><input type="checkbox"/> Interpret and create pictographs</li></ul>

### Process Strands

	<b>Problem Solving</b>	<b>Reasoning &amp; Proof</b>	<b>Communication</b>
<b>PK</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Choose and use equipment and resources</li><li><input type="checkbox"/> Explore own interests</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Categorise and sort objects and pictures</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Use concrete materials and pictures to explain mathematical ideas</li></ul>



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## Cognitive Development – Social Studies

Grade	<b>Social Organization [Government]</b>  <i>How and why people are organized and rules and laws are created and implemented</i>	<b>Culture and Heritage [Culture]</b>  <i>How and why communities reflect the actions, beliefs and traditions of their people</i>	<b>Place and Environment [Geography]</b>  <i>How and why people and particular geographical environments are inter-related</i>	<b>Time, Continuity &amp; Change [History]</b>  <i>How and why the past is important to people and influences the present</i>	<b>Resources and Economics [Economics]</b>  <i>How and why people view and use resources differently and the consequences of this</i>
PK	<input type="checkbox"/> Identify family and school groups  <input type="checkbox"/> Identify the rules associated with family and school groups	<input type="checkbox"/> Recognize similarities and differences in daily routines  <input type="checkbox"/> Understand that holidays and celebrations are special events	<input type="checkbox"/> Use vocabulary related to location (over, under, near, far, left, right) (related to maths)  <input type="checkbox"/> Locate places on the school campus and describe their relative locations	<input type="checkbox"/> Use vocabulary related to time: (before, after, finish, next)  <input type="checkbox"/> Place events in chronological order	<input type="checkbox"/> Identify basic human needs (food, clothing, shelter)  <input type="checkbox"/> Identify jobs in the home, school and community



## Cognitive Development – Science

### **NATURE OF SCIENCE**

#### **Understand the nature of scientific inquiry (*Understand and use the scientific method*)**

- Use the senses to make observations about living things, nonliving objects, and events
- Compare, sort and classify according to attributes

#### **Communicate scientific ideas and activities clearly**

- Ask questions about observations

#### **Investigate using appropriate tools and instruments to conduct scientific activities**

- Use simple tools to gather information

#### **Understand the nature of scientific knowledge and enterprise (*Understand why science is important*)**

- Learn to see themselves as scientists

### **LIFE SCIENCES**

#### **Understand biological evolution and diversity (scientific comparisons)**

- Understand simple classification of grouping living things

#### **Understand the structure and function of cells and organisms**

- Know that living things and nonliving objects are different
- Know that living things go through a process of growth and change

### **PHYSICAL SCIENCES**

#### **Understand the structure and properties of matter**

- Know vocabulary used to describe some observable properties (e.g., color, shape, size) of objects
- Sort objects based on observable properties
- Know that the physical properties of things can change

#### **Understand forces and motion**

- Know the effects of forces (e.g., wind, gravity) in nature
- Know that objects can be moved in space in a number of ways (e.g., pushing, pulling, sinking and floating)

### **EARTH AND BEYOND**

#### **Understand the composition, structure and features of the geosphere, hydrosphere and atmosphere (*Earth, Water and Air*)**

- Begin to understand vocabulary (e.g., rainy, windy, sunny) for different types of weather
- Know that weather conditions change over time





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- Investigate some different materials and their properties (e.g., rock, water, soil) of Earth

## **Understand the composition and structure of the universe and the Earth's place in it**

- Use vocabulary (e.g. clouds, sun, moon) to describe major features of the sky

## **ENVIRONMENTAL SCIENCES**

### **Understand atmospheric processes and cycles**

- Understand how energy is used in daily lives

PASSION | CREATIVITY | AMBITION

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