



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



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Physical Development:

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



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Cognitive: Reading Literacy

Target 1	Target 2	Target 3	Target 4
<ul style="list-style-type: none"><input type="checkbox"/> Manipulates books but incorrectly (upside down, etc)<input type="checkbox"/> Listens to a story with assistance<input type="checkbox"/> Minimal participation with support<input type="checkbox"/> Shows interest in print	<ul style="list-style-type: none"><input type="checkbox"/> Sits and listens to a story<input type="checkbox"/> Retells familiar stories<input type="checkbox"/> Shows interest in stories (asks questions, recalls and reflects)<input type="checkbox"/> Holds book and turns pages correctly<input type="checkbox"/> Participates in class reading, poems and songs<input type="checkbox"/> Comments on and describes illustrations in books<input type="checkbox"/> Recognizes sequencing in books (beginning and end)<input type="checkbox"/> Recognizes own name in print<input type="checkbox"/> Identifies some letter names and sounds<input type="checkbox"/> Recognizes rhyming words	<ul style="list-style-type: none"><input type="checkbox"/> Memorizes pattern books, poems and familiar stories<input type="checkbox"/> Uses clear illustrations to tell stories<input type="checkbox"/> Accurate story sequencing (beginning, middle and end)<input type="checkbox"/> Makes meaningful predictions<input type="checkbox"/> Demonstrates ability to rhyme words<input type="checkbox"/> Recognizes grade level sight words<input type="checkbox"/> Blends and segments simple words	<ul style="list-style-type: none"><input type="checkbox"/> Uses pictures to decode words in print<input type="checkbox"/> Begins to blend and segment words independently<input type="checkbox"/> Uses growing awareness of sound segments (phonemes, rhyming etc)<input type="checkbox"/> Reads at instructional level 'A'<input type="checkbox"/> Knows all letter names and sounds



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Cognitive: Writing Literacy

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



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Cognitive Development – Mathematics

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



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PRE KINDER

Content Strands

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

Process Strands

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



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Cognitive Development – Social Studies

Grade	Social Organization [Government] <i>How and why people are organized and rules and laws are created and implemented</i>	Culture and Heritage [Culture] <i>How and why communities reflect the actions, beliefs and traditions of their people</i>	Place and Environment [Geography] <i>How and why people and particular geographical environments are inter-related</i>	Time, Continuity & Change [History] <i>How and why the past is important to people and influences the present</i>	Resources and Economics [Economics] <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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