



**NURSERY / PRESCHOOL
/ PRE-KINDERGARTEN
Curriculum Guide
2020-2021**



Our Mission: To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

Message from the ECE Team

Dear Parents of Early Childhood Students,

Welcome to the Early Childhood Program at SCIS-Pudong. We trust that you will find this guide informative and helpful. It is intended to give you an overview of our Early Childhood Program and some ways in which you can support your child as they prepare for and settle into their daily routine at school.

Please know that your child's teacher will be communicating with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child's learning and progress at regular intervals. Your participation in key events during the year is highly valued and important for your child's success.

It is our hope that we can build a strong partnership this year through keeping all channels between the home and school as open as possible.

Please do not hesitate to contact your child's teacher if you have any questions, need for clarification or further information.

We look forward to working closely with you this year.

Yours sincerely,

The ECE Team

Table of Contents

I. Message from The Nursery / Preschool Team

II. Our Philosophy and Beliefs about Children

III. ECE Procedures

- Settling In
- How Can I Help with Settling In
- Drop off and Pick-up Times
- Snacks and Lunch
- Clothing and Labels
- How Our Day is Organized

IV. International Baccalaureate Primary Years Programme (IBPYP)

V. The Units of Inquiry in Nursery, Preschool and Prekindergarten

VI. Teaching and Learning in the ECE

Our Philosophy

At SCIS-Pudong we believe that early childhood development is the foundation of all learning. As such, we create learning environments that generate wonder, creativity, curiosity and engagement for all children. To this end, we embrace play as the child's primary expression of their social-emotional, linguistic, cognitive and physical development. Additionally, we respect the unique learning styles, cultural backgrounds, interests and identities of our youngest learners and aim to create a warm and inclusive family atmosphere where all members feel inspired to work together in a genuine partnership.

Our Image of the Child

Children are:

- fully formed knowledgeable, capable and competent human-beings with their own opinions, ideas, and interests.
- rich in culture, identity, and

personal experiences that influence their view of the world.

- social and collaborative people who learn from each other and are motivated to communicate and engage in society.
- active co-constructors of knowledge with peers and adults
- interested and capable of exploring complex and abstract ideas
- constantly evolving in their thought, play, physical and emotional growth
- unique with gifts and talents that should be celebrated
- language learners who express themselves in a variety of ways
- present, curious, and constantly interacting with their environment

Rights of the child:

- Children have the right to develop their potential in all situations at all times.
- Children have the right to communicate their understanding of the world through play.

- Children have the right to be heard, accepted, and respected in all manners concerning his or her rights.
- Children have a right to learn in a safe environment where their best interest is the primary consideration in all decisions and must be considered to resolve conflicts between different rights.
- Children have a right to be raised in a loving and nurturing home environment that works in active partnership with the school.
- Children have the right to choose their own friends.
- Children have the right to choose their interests and learning paths with depth of learning provided by the teacher.
- Children have the right to the best health care possible; nutrition, rest, and a clean and safe environment.
- Children have the right to belong to an inclusive community that accepts them for who they are.





Settling In

Starting school is a journey and it can mean many things to different children and their parents. It may be the first time your child has been left with people he or she does not know or encounter languages that are unfamiliar. We wholeheartedly recognize and anticipate that it may be challenging for your child to adapt to their new surroundings, teachers, languages, classrooms, and friends. However, through careful planning, preparation and most of all time, we aim to ensure this journey is successful for all of our early childhood students and their families by supporting them before, during and after school has begun.

To attain success, we place great value on building strong relationships with each of our early childhood families by providing multiple opportunities for parents and teachers to work together and share information about the child and their specific needs. By working together, we can create a smooth and positive transition to school for you and your child.

How Can I Help with Settling In

- You can help your child settle into school by being positive about the experience and talking with them about what they might do at school
- Help your child be as independent as possible and provide them with opportunities to manage simple tasks such as opening a snack container, drinking from their water bottle, unzipping their pants or coats and putting on their shoes.
- Create a morning routine that includes saying good-bye in a cheerful way.
- Let your child know they will see you after school.
- At the end of the day, ask your child about some of the fun things they did in school that day and build positivity surrounding the fun learning experiences they will encounter upon their return to school.

Drop-off and Pick-up Times:

Drop off time is from 7:40-8:00am. Students in the ECE are able to go directly to their classroom in

the morning. Dismissal time is at 3:00pm. Parent will be able to pick their child up in the lobby while students who take the bus will be brought directly to the bus by their teacher or an assistant. Buses leave at approximately 3:10pm. If there is a change in your child's mode of transportation, please notify both Mr. Stuart Ren in the office (sren@scis-china.org), as well as your child's homeroom teacher.

Snacks and Lunch:

Eating at school is an important part our daily program. Morning snack will be available from 8:30-10:40. Afternoon snack will be from 2:15-2:30pm. Please be sure that your child brings their own healthy food to eat at snack time. We ask that you not send candy or sweet drinks to school. Lunch takes place between 11:00 - 12:15pm depending upon the classroom. Your child may have a school lunch or bring a lunch from home if they choose. We encourage each of our students to bring a reusable water bottle to stay hydrated throughout the day. Students eat both snack and lunch in their classroom.

Clothing and Labels

Children are involved in a variety of activities at school, which are often messy, such as painting and water play. Therefore, we would suggest children bring two extra sets of clothes to school to change into in the event of accidents or spills. Please try to avoid difficult fastenings on clothes and shoes such as buckles, laces or belts. We do encourage the children to be as independent as possible when it comes to dressing and putting shoes on and off. Velcro fastening shoes are very practical for ECE children.

Please be sure to label all of your child's belongings with a permanent marker. This includes all school bags, uniforms, sweaters and jackets, lunch bags, and water bottles. This is especially important for the first day of school!

Toileting

Nursery students are not expected to be toilet trained prior to the start of school. Parents and teachers will

work together to encourage toilet training skills as part of the program.

Students in Preschool and Prekindergarten are required to be toilet independent upon entering the start of the school year. Diapers and Pull-ups are not allowed during the school day, but will be accepted during rest/naptime only in Preschool. In the event of a toileting accident, soiled clothes are bagged and sent home with the parent/guardian for laundering. While accidents may happen, these must be infrequent occurrences. If more than two accidents happen within the same week, the teacher will schedule a meeting with the parents to create a plan of action. Within one month, if there are more than four accidents, the parents will need to meet with the Early Years Coordinator, Homeroom Teacher and/or Principal to determine a course of action. In cases where the student is willfully having frequent accidents, or showing signs that they are not fully toilet trained, they will be asked to stay at

home for a week until the situation improves.

How Our Day is Organized

Each ECE classroom has one Lead Teacher, one Mandarin Assistant Teacher and one Assistant Teacher. The daily classroom schedule is organized in a way that allows for minimal transitions and long periods of time that allow children to inquire, explore and collaborate with others in the classroom. The schedule is predictable, developmentally appropriate and allows for a range of different types of activities including:

- Active and quiet times
- Large-group activities, small group activities and time to play along or with others
- Indoor and outdoor playtimes
- Time for children to select their own activities and for teacher-directed activities such as reading a story or circle time

Sample Daily Schedule

SCIS-Pudong ECE Class Schedule	
7:45 – 8:00	Student Arrival and Settling In
8:00 – 9:15	Open Inquiry and Exploration
9:15 – 9:30	Circle / Story Time
9:30 – 9:50	Flexible Snack
9:50 – 10:50	Outdoor Exploration / Learning
10:50 – 11:30	Lunch in Classrooms
11:30 - 12:00	Transition to Nap
12:00 – 2:00	Nap Time
2:00 – 2:50	Flexible Snack / Open Exploration
2:50 – 3:00	Prepare for Dismissal



At SCIS-Pudong we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Nursery to Grade 5. It is an inquiry-driven concept-based curriculum framework that actively encourages students to ask questions and seek answers to the world around them.

Inquiry-based learning involves:

- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between

previous learning and current learning;

- Making predictions and acting purposefully to see what happens;
- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;
- Making and defending a position; and
- Solving problems in a variety of ways

Much of the curriculum is arranged and taught through large cross-

curricular units of study known as units of inquiry. Throughout the Lower School these units are arranged under six themes. These same themes are repeated at every grade level. However, within the ECE students inquire into 4 of the six themes. The themes are:

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

As IB learners we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

WHO WE ARE?**Unit Title / Focus:**

All About Me

Central idea:

As I grow and change, I discover new things about who I am and what I can do.

An inquiry into:

- Things I do at school.
- Things I do by myself at school.
- Things I do with others at school.
- How we do things differently from home and at school

WHERE WE ARE IN PLACE AND TIME**Unit Title / Focus:**

Movement

Central idea:

We move from place to place in different ways.

An inquiry into:

- What movement feels like, sounds like, and looks like
- How we get from place to place
- Movement makes us go in different directions
- Things that move creates action/ reaction/ consequences

HOW WE EXPRESS OURSELVES**Unit Title / Focus:**

How we Express Ourselves

Central idea:

We see many ways to express ideas and feelings.

An inquiry into:

- We communicate in different forms
- The way we communicate our feelings
- How communication helps us understand and make meaning

HOW WE ORGANIZE OURSELVES**Unit Title / Focus:**

Life at School

Central idea:

Systems and routines help strengthen our community

An inquiry into:

- How systems support routines
- Structures inside and outside the classroom
- How actions impact community

WHO WE ARE?**Unit Title / Focus:**

All About Me

Central idea:

As I grow and change I discover new things about who I am and what I can do.

An inquiry into:

- What am I like
- The ways that I change
- My responsibilities as a learner that help me grow

HOW WE EXPRESS OURSELVES?**Unit Title / Focus:**

Art and Artists

Central idea:

Artists create art to express themselves in different ways.

An inquiry into:

- Different forms of art
- Learning through art
- Artists and how they work

HOW WE ORGANIZE OURSELVES**Unit Title / Focus:**

Build it! Create it!

Central idea:

People use materials to build things for enjoyment or problem solving

An inquiry into:

- Different materials and their properties
- Structures
- Shapes used to make stable, weight bearing structures

SHARING THE PLANET**Unit Title / Focus:**

Living Things

Central idea:

Living things have certain needs in order to grow and stay healthy

An inquiry into:

- Characteristics of living things
- The needs of living things.
- How living things change through their life.



The Early Childhood (Nursery, Preschool and Pre-Kindergarten) Program at SCIS immerses children in an atmosphere of wonder and growth. It focuses on the development of the whole-child by providing opportunities for children to learn and practice newly acquired skills. Our program challenges students just beyond their level of present mastery and provides opportunities for them to take risks and try new things in a nurturing community where they feel safe, happy and valued.

The academic component of the early childhood program is based upon 38 objectives for development and learning that are distributed into four overarching areas: social-emotional development, physical development, cognitive development and language development. The following information provides a greater level of insight into each domain.

Four Foundation Areas of Development for Early Childhood

Social/Emotional Development

Social/emotional development during the early years is about socialization—the process by which children learn

the values and behaviors accepted by society. It is also about becoming a competent and confident person. Developing social-emotional competence is essential to a child's well-being, and success in school and life.

There are three goals for social/emotional development:

- **Achieving a sense of self:** knowing oneself and relating to other people— both children and adults.
- **Taking responsibility for self and others:** following rules and routines, respecting others, and taking initiative.
- **Behaving in a prosocial way:** showing empathy and getting along in the world, for example, by sharing and taking turns.

Physical Development

Physical development includes children's gross (large muscle) and fine (small muscle) motor skills. Physical development is sometimes taken for granted in the early childhood classroom because it is often assumed that it happens automatically. This is not true, physical development is just as important to learning as every other area of

development. With more advanced physical development, children master increasingly complex tasks and gain personal responsibility for their own physical needs such as dressing themselves. The more children can do the more they are willing to try new and challenging tasks. Research shows that physical education in the early grades supports children's academic achievement, general healthy self-esteem, stress management and social development.

There are two goals for physical development:

- **Achieving gross motor control:** moving the large muscles in the body, especially the arms and legs, consciously and deliberately. Gross motor control includes balance and stability; movements such as running, jumping, hopping, galloping, and skipping; and physical manipulations such as throwing, kicking, and catching.
- **Achieving fine motor control:** using and coordinating the small muscles in the hands and wrists with dexterity. As these fine muscles develop, children are able to perform self-help skills and manipulate small objects such as scissors and writing tools. The achievement of fine motor skills generally lags behind gross motor development.





Cognitive Development

Cognitive development refers to the mind and how it works. It involves how children think, how they see their world, and how they use what they learn.

There are three goals for cognitive development.

- **Learning and problem solving:** being purposeful about acquiring and using information, resources, and materials. As children observe events around them, ask questions, make predictions, and test possible solutions, learning reaches beyond just acquiring facts. Persistence and knowing how to apply knowledge expands their learning even further.
- **Thinking logically:** gathering and making sense of the information by comparing, contrasting, sorting, classifying, counting, measuring and recognizing patterns. As children use logical thinking, they organize their world conceptually and gain a better understanding of how it works.
- **Representing and thinking symbolically:** using objects in a unique way, for instance, a cup to represent a telephone, or a broom to represent a horse; pretending, for instance, to be mommy or a firefighter; portraying the world through charts or pictures, for instance, making a graph to show changes in the weather over

time or a drawing to show what happened to a character in a story. Representations and symbols free children from the world of literal meanings and allow them to use materials and their imagination to explore abstract ideas.

Language Development

Language development includes understanding and communicating through words, spoken and written. Children are born with the capacity to communicate with others – both verbally and non-verbally. By the time they reach schooling age, their ability to communicate thoughts and feelings through spoken language takes on new importance. Language becomes the principal tool for establishing and maintaining relationships with adults and other children.

There are two goals for language development:

- **Listening and speaking:** using spoken language to communicate with others, enlarging one's vocabulary, expressing oneself, understanding the oral speech of others, participating in a conversation, and using language to solve problems. As children learn to listen and speak, they gain control of themselves and their world, relate effectively to others, and gather and store more and more information.

- **Reading and writing:** making sense of written language, understanding the purpose of print and how it works, gaining knowledge of the alphabet, writing letters and words. When children begin to read they gain access to new worlds of information and faraway places, including the world of imagination. Writing things down expands memory, communication and understanding.

The Learning Environment

The early childhood learning environment is a very important aspect of our program, as it is structured and designed in a unique way that meets students' developmental needs. The learning environment is designed to make all students feel safe and comfortable while fostering a sense of responsibility, confidence and independence. Our classrooms and other learning spaces are organized to support interest areas that offer multiple opportunities for children to explore, discover and grow. These include:

- **Blocks**
- **Dramatic play**
- **Music and movement**
- **Art**
- **Cooking**
- **Sand and water**
- **Library**

Nursery, Preschool and Prekindergarten Objectives for Development and Learning

Social–Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
 - a. moves purposely from place to place with control
5. Demonstrates balancing skills
 - a. sustains balance during simple movement exercises

6. Demonstrates gross-motor manipulative skills
 - a. manipulates balls or simple objects with flexible body movement
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration



c. Notices and discriminates smaller and smaller units of sound

16. Demonstrates knowledge of the alphabet

- a. Identifies and names letters
- b. Uses letter–sound knowledge

17. Demonstrates knowledge of print and its uses

- a. Uses and appreciates books
- b. Uses print concepts

18. Comprehends and responds to books and other texts

- a. Interacts during read-alouds and book conversations
- b. Uses emergent reading skills
- c. Retells stories

19. Demonstrates emergent writing skills

- a. Writes name
- b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations

- a. Counts
- b. Quantifies
- c. Connects numerals with their quantities

21. Explores and describes spatial relationships and shapes

- a. Understands spatial relationships
- b. Understands shapes

22. Compares and measures

23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills

25. Demonstrates knowledge of the characteristics of living things

26. Demonstrates knowledge of the physical properties of objects and materials

27. Demonstrates knowledge of Earth's environment

28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self

30. Shows basic understanding of people and how they live

31. Explores change related to familiar people or places

32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts

34. Explores musical concepts and expression

35. Explores dance and movement concepts

36. Explores drama through actions and language

English Language Acquisition

37. Demonstrates progress in listening to and understanding English

38. Demonstrates progress in speaking English





Pudong Campus

198 Hengqiao Road, Kangqiao,
Pudong, Shanghai, China 201315
Phone: 86-21-5812-9888

www.scis-china.org

