



Welcome to Early Childhood



MISSION

“We all want to learn more;
We all do it in different ways;
We all have fun learning;
We all help.”

- ISB Student



WELCOME TO EARLY CHILDHOOD (EC)

We believe that young children are competent, unique individuals who are able to pose, and solve, their own problems.

We create a safe and caring environment for them to learn, play and build relationships. In order to facilitate the learning, we set-up responsive environments in collaboration with the children, based on discussions, careful observations, documentation and planning.

Children are encouraged to take risks and reach beyond their current knowledge, skills and understanding. We foster their natural curiosity in order for them to construct meaning and make sense of the world around them.

The children have time, choice and opportunity to explore, develop confidence and continue to be agents of their own learning.

ISB Early Childhood Team

Watch Video 



PLAY IN THE PRIMARY YEARS PROGRAMME (PYP)

The power of **play is the primary vehicle for inquiry**, supporting thoughtful and intentional opportunities for child-initiated play, hands-on learning, and the co-construction of learning between teachers and young learners. Through play and exploration, students learn to inquire as they build and test theories to help make sense of the world around them.



OUTDOOR LEARNING - 'WALDKINDER'

At ISB we partake in outdoor learning throughout the entire year and throughout all seasons and weather. Our weekly "Waldkinder" is an integral part of our curriculum, where the outdoors becomes our classroom! Learning in an outdoor environment allows children to interact with the elements around them and helps them to gain a deeper understanding of the world we live in. It is also an important way for our students to connect to our host country Switzerland's environment and make connections to the local community.



ONE PRIMARY YEARS PROGRAMME - TWO LANGUAGE COMBINATIONS

Watch Video



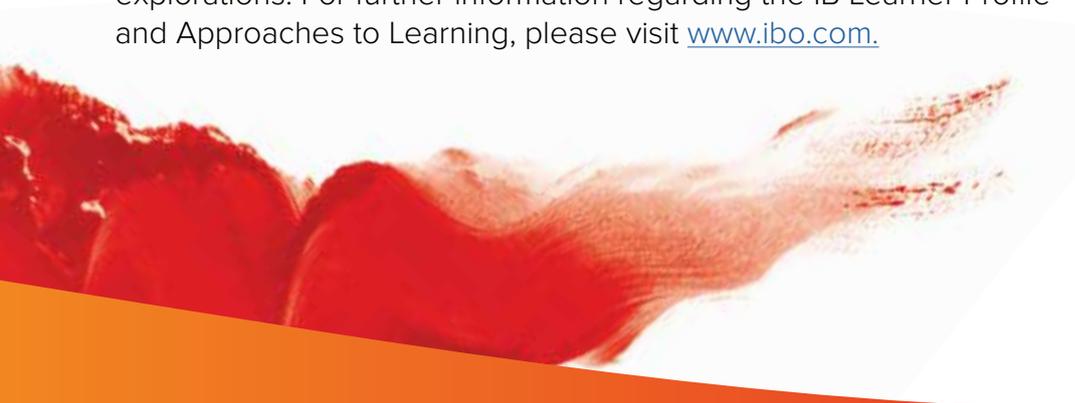
The ISB Dual Language Programme (English/German) is a new addition to our Junior School Primary Years Programme (PYP) and complements our current English Language Programme. Both follow the full PYP Programme of study, which ISB has offered since its foundation in 1979.

The Dual Language Programme offers students instruction in their first (“home”) language (English or German), while providing the opportunity to learn in and about a second (“target”) language. As students develop proficiency in both languages, they can better integrate with the local community.

The programme is currently available to students 3 to 7 years old and will be progressively extended to older students.

THE EARLY CHILDHOOD CURRICULUM

The Early Childhood curriculum focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. In promoting this aim, we are committed to developing, assessing and reporting on the [attributes of the IB Learner Profile](#) and the Approaches to Learning. The teaching and assessment of the IB Learner Profile attributes and the [Approaches to Learning](#) are embedded in the Units of Inquiry, our in-depth conceptual explorations. For further information regarding the IB Learner Profile and Approaches to Learning, please visit www.ibo.com.



SELF-MANAGEMENT SKILLS

Children develop an awareness of themselves and how they are similar and different to others.

They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. They develop the ability to reflect on their experiences in order to inform future learning.

The children show an awareness of how daily practices, including exercise, can have an impact on well-being. They explore the body's capacity for movement and recognise the need for safe participation when interacting in a range of physical contexts.

Related Learner Profile Attributes:

Risk-taker, Balanced, Reflective



Developing independence builds self-worth and personal responsibility.



Our daily practices can have an impact on our well-being.



SOCIAL SKILLS

Throughout their EC Learning Journey, the children develop social skills. They interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others

and identify when their actions have had an impact. The children also interact with, and demonstrate care for, local environments.

Related Learner Profile Attributes:

Caring, Principled, Open-minded

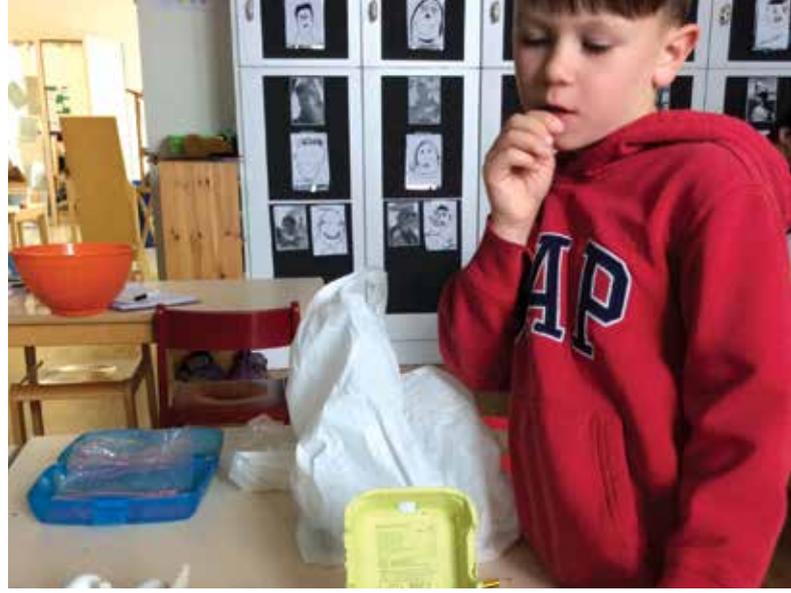


Group experiences depend on the cooperation of group members.



Interacting with others can be fun.





Through exploration and inquiry, we can further our knowledge and understanding of ourselves and the world around us.



RESEARCH SKILLS

Children develop their observational skills by using their senses to gather and record information. As they progress through EC, they use their observations to identify simple patterns, make predictions, discuss and refine their ideas. The children become aware of different perspectives and ways of organising

the world, and show care and respect for themselves, other living things and the environment. They communicate their ideas or provide explanations using their own scientific experience and vocabulary.

Related Learner Profile Attributes:
Inquirer, Thinker, Communicator

THINKING SKILLS

Children construct, test and refine their own theories, gaining further knowledge, understanding and skills. They grasp meaning from material learned, communicate their learning and make use of previously acquired knowledge in practical or new ways. Through

exploration and theory building, the children develop their understanding of mathematical concepts such as pattern, shape, number and data handling.

Related Learner Profile Attributes:
Thinker, Knowledgeable, Reflective



We can all learn about something, share our learning with others and use our knowledge in different situations.



COMMUNICATION SKILLS

Children use language (English, German and Mother tongue) to initiate and explore relationships, to question and inquire. The children show an understanding that the world around them is full of visual language that conveys meaning and that print represents the real or the imagined world. They know that how you write and what you write conveys

meaning; that writing is a purposeful act, with both individual and collaborative aspects. They understand that the different forms of arts are forms of expression to be enjoyed and that they can express themselves by creating artworks in dance, drama, music and visual arts.

Related Learner Profile Attributes:
Communicator, Risk-taker



Ideas and feelings can be communicated with others in a variety of modes.





SYMBOLIC EXPLORATION AND EXPRESSION

Symbolic exploration and expression is central to learning in the early years. Effective language and mathematics learning and teaching is based on students' developing ability to listen to and speak with others, and to understand and use symbols.

The development of understandings in language and mathematics are interwoven and intentionally explored through strategies such as games, rhymes, poems, stories, play, conversations, mark-making, drawing, problem-solving, reasoning, counting, patterning and sequencing. These interest-based and intentional experiences directly support and influence later formal learning in language and mathematics.

The ISB English and Mathematics Continuum documents map out the curriculum from EC1 to Grade 12, with specific learning expectations for each phase of development. The Early Childhood Programme is designed to support the children wherever they are in their learning. In our literacy and numeracy rich environments, the children work on all aspects of oral, written and visual language as well as number, shape and space, pattern, measurement and data handling. Their progress is tracked against the curriculum and next steps/goals are planned accordingly.



LITERACY

At ISB, we encourage children to identify themselves as readers and writers who can read for meaning, generate ideas and experiment with symbols to convey their ideas.

Throughout Early Childhood, the children participate in shared reading and writing activities. They join in with rhymes, poems, songs, word and clapping games. In this way, they gain familiarity with the sounds and patterns of the language of instruction.

They learn to discriminate between visual representations such as symbols, numbers, technology iconography, letters and words and develop an understanding of letter/sound relationships.

In EC3, small group reading and writing workshops further scaffold and support the children's learning experiences and give them the necessary tools to progress at their own pace.





MATHEMATICS

At ISB, we see every child as a mathematician. We promote a positive 'can do' approach and believe that everyone can do mathematics. Throughout Early Childhood, we seek to develop a love and enthusiasm for mathematics by exploring mathematics through stories, songs and in real life problems such as planning for a birthday party or sorting materials for recycling. The children develop

an understanding of mathematical concepts by making connections between everyday experiences and the skills and ideas they develop at school. They share and explain their thinking by talking, writing and drawing, use technology to explore and learn new ideas and are encouraged to solve problems and think logically and critically.

MONITORING PROGRESS IN EARLY CHILDHOOD

Young children's development proceeds in a complex, and often non-linear, trajectory where individual children follow different pathways simultaneously.

Teachers adapt learning goals and intended learning experiences accordingly, based on their observations of young students' learning and development against grade-level expectations. They carefully balance the

planning and documenting of the learning and progress of the group by monitoring and responding to the learning development of individuals.

Teachers notice students' emerging thinking processes, interests and theories, offer appropriate scaffolded learning experiences for individual students and small groups and respond in ways that extend learning.



We look forward to sharing more information with you.
Please contact us to arrange a personal consultation or individual visit.

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