



Canadian International School of Hong Kong  
香港加拿大國際學校

# Early Years Programme

## 幼稚園課程



30<sup>th</sup>  
CDNIS  
ANNIVERSARY

Celebrating the Past  
Inspiring the Future







# Vision Statement

To inspire excellence, cultivate character, and empower engagement locally and globally.



# Mission Statement

CDNIS is a school united by the joy of learning, excellence in achievement and development of character. We will inspire academic and personal growth in our students by encouraging inquiry, stimulating creativity and innovation, embracing cross-cultural and global perspectives, and fostering meaningful participation and service.

Experiences during the Early Years strongly influence children's future physical, cognitive and emotional health, as well as their ability to learn. High quality early childhood settings are associated with immediate and long-term positive outcomes for children.



幼兒成長階段對孩子的身心、智力、情緒的健康發展，還有學習能力的發展息息相關。優質的早期兒童教育對孩子的短長期的正面引導影響深遠。

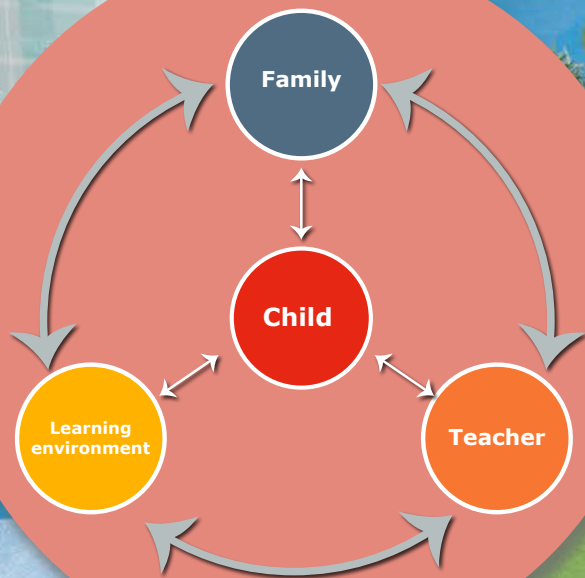


## In the Early Years at CDNIS we believe that:

**Children** are competent, capable of complex thinking, curious and rich in potential. They grow up in families with diverse social, cultural and linguistic perspectives. Every child should feel that he or she belongs and is a valuable contributor to their community.

**Families** are experts on their children. They are the first and most powerful influence on children's learning, development, health and well-being. Families bring diverse social, cultural and linguistic perspectives.

**Educators** are knowledgeable, caring, reflective and resourceful professionals. They collaborate to create engaging environments and experiences to foster children's learning and development.



## CDNIS 幼稚園堅信：

我們的學生在多語言多文化家庭的氛圍中長大，即使是**幼兒**，也有著天然而豐富的好奇心和思索能力。每個孩子都應該享有歸屬感和懷有社會責任感。

**家長**是每個孩子成長歷程的專家，他們對孩子的學習和身心健康的啟蒙和發展有著最深遠的影響。家庭成長的語言文化環境會帶給孩子不同的視角。

**老師**是一個有知識，愛心和資源，善於反思的專業群體。老師們會一起合作來創造一個令孩子們樂於學習的求知環境。

Playground  
photo  
was taken  
September  
2019.

There are four main areas of development for Early Years students:

### **Social and Emotional Development**

Sense of identity, making friends, interacting with others, problem-solving, regulating behaviour, self-management, attitudes to learning

### **Physical Development**

Gross motor skills, fine motor skills

### **Language Development (English and Chinese)**

Speaking and listening, reading, writing

### **Cognitive Development**

Mathematics, science, social studies and the arts



我們融合式課程包括了適合這個年段的四個學習發展方面：

- **社交和情緒發展**

身份感知，交友，和別人交往，解決問題，行為準則，個人管理，學習態度

- **體能發展**

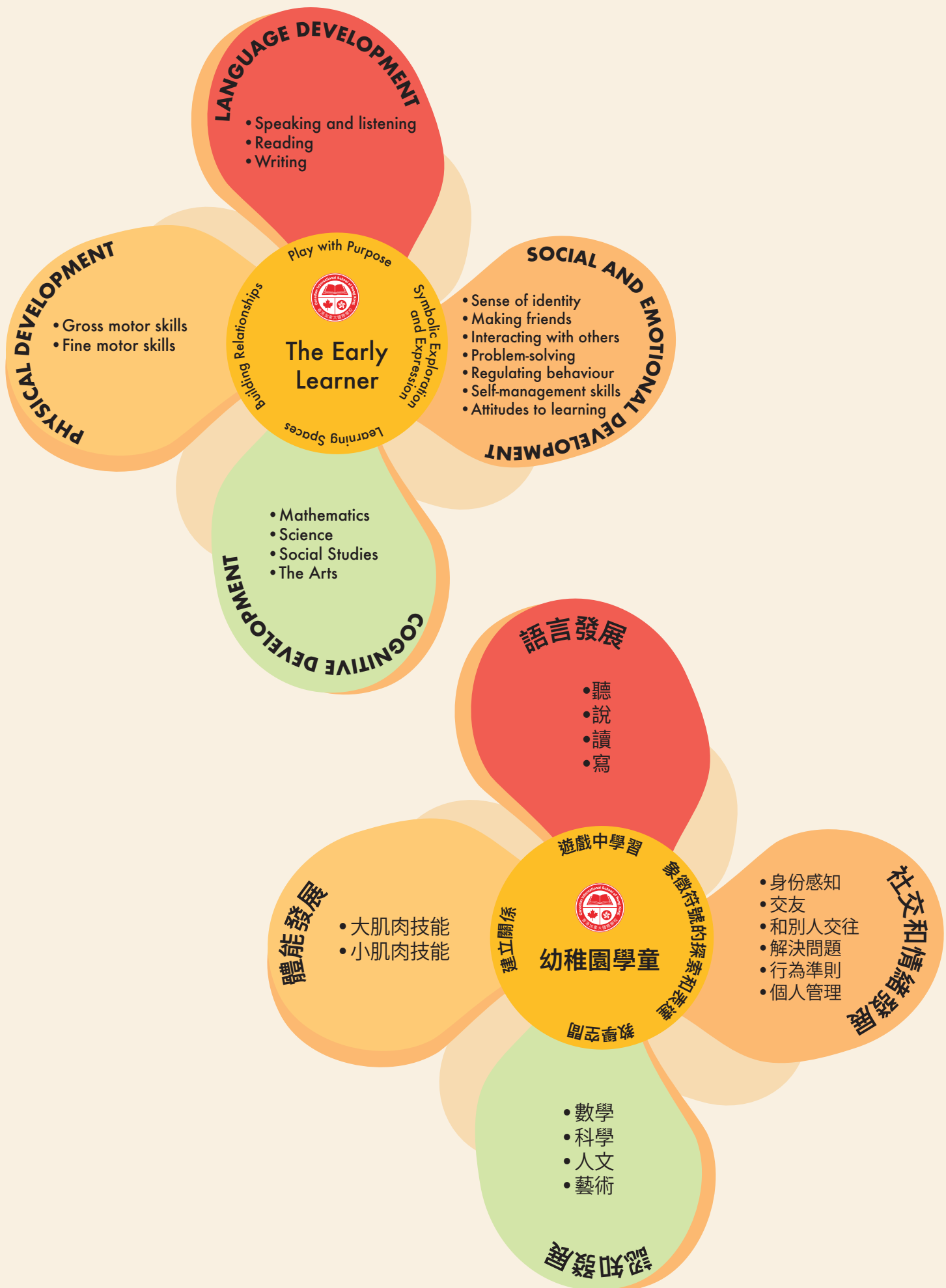
大小肌肉技能的發展

- **語言發展（中文和英文）**

聽，說，讀，寫

- **認知發展**

數學，科學，人文和藝術



Adapted from Hong Kong's [Kindergarten Education Curriculum Guide](#),  
Ontario's [Early Learning For Every Child Today](#) and the IBO's [PYP in an Early Years Setting](#).



Curriculum in early years settings is different from that used in formal school contexts. It is the sum total of experiences, activities and events that occur within an integrated environment designed to foster children's wellbeing, learning and development. As an accredited International Baccalaureate World School, CDNIS follows the philosophy and practices of the Primary Years Programme, which provides an integrated and balanced approach.



幼稚園課程和小學課程會有所不同。配合幼兒成長和發展需要，課程的學習內容是把孩子所有經歷，活動和事件綜合起來，在同一個環境裡培養其體智的平衡發展。作為一個IB學校，CDNIS會依照PYP的理論和實踐，給孩子們一個綜合平衡發展的空間。



## Play with Purpose

Young students' development is supported when hands-on learning is combined with student-initiated play.

Teachers in the Early Years support learning by:

- creating and maintaining engaging learning spaces
- scheduling time for play in both indoor and outdoor spaces
- noticing students' emerging thinking processes, interests and theories, and responding in ways that extend learning
- monitoring and documenting students' learning and development
- offering appropriate scaffolded learning experiences for individual students and small groups.



### 遊戲中學習：

自主和動手學習相結合是幼童學生的學習技能發展的支柱。

### 幼稚園老師用以下方法來學習：

- 營造一個吸引孩子求學的環境
- 安排在室內和室外活動的時間
- 發現學生萌發的思路，興趣和理論，並加以伸展。
- 觀察並記錄孩子的學習進程，並給予學生個人或學習小組適當的引導。

Adapted  
Pyle and  
Danniels,  
2017

## Building Relationships

The significance of relationships in the Early Years is a fundamental part of establishing important skills and dispositions that centre on trust, agency and belonging. When the importance of relationships is reinforced, the foundations for an effective learning community are established.

Teachers in the Early Years support the development of relationships through:

- regular conversations with parents and legal guardians
- acknowledging and respecting each student's individuality
- connecting with individual students throughout the day by having conversations, listening to and documenting their evolving questions, and acknowledging their efforts and achievements
- recognizing opportunities for students to learn to self-regulate and offer support and feedback when needed.



### 建立正面的教學關係：

幼兒時期在信任感，歸屬感和能動性之上建立的關係，對學童的能力和素質的形成至關重要。當這層關係加為鞏固，那麼一個有效的學習氛圍就建立起來了。

幼稚園老師用以下方法建立正面的教學關係

- 和家長保持溝通
- 了解和尊重每個學生的獨特性
- 每天通過對話，聆聽等紀錄學生的求知進展，肯定學生的努力和成就
- 給予並支持學生自我調節的機會，並提供反饋



## Learning Spaces

A fundamental part of effective education in the Early Years is the creation of safe, stimulating and inviting learning spaces that promote exploration, wonder, creativity, risk-taking and learning through play.

Teachers in the Early Years create safe, stimulating and inviting learning spaces by:

- offering a range of open-ended materials
- arranging and rearranging materials as invitations for learning
- creating areas for role play, blocks, mark-making, expression through the arts, and so on
- considering a range of choices and opportunities for group and individual learning
- creating displays that reflect the process of students' learning.



### 教學空間：

一個高質而有效的幼稚園，設立具有安全性，啟發性和吸引性的教學空間至關重要。這個教學空間能激發孩子們在遊戲中探索，思想，創造，冒險，從而學到知識。

**幼稚園老師用以下方法建立一個有安全性，啟發性和吸引性的教學空間：**

- 提供不同而廣泛的材料
- 安排再安排學習材料來吸引孩子們
- 建立各種空間讓孩子們進行角色遊戲，積木，製作遊戲等各種藝術表達活動
- 考慮提供個人和小組的各種選擇機會
- 展示學生學習進展

## Symbolic Exploration and Expression

Learning language begins at birth and develops exponentially with experience. Young learners enter school with no preconceived distinctions between subjects; play brings life to transdisciplinary learning. For example, while working together with blocks, students acquire vocabulary, learn about volume and shape, and develop fine and gross motor skills.

Teachers in the Early Years support the development of understandings in language and mathematics through strategies such as:

- games
- rhymes, poems, stories
- role 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.



### 象徵符號的探索和表達：

語言從出生就開始運用了，隨著成長經歷而擴展。學童入學時並無學科的概念，遊戲成為了跨學科學習的媒介。譬如：一起玩積木的時候，學童要運用語言，學習形狀，體量，訓練發展大小肌肉等。

### 幼稚園老師用以下等方法發展學童語文和數學認知：

- 遊戲
- 童謠，詩歌，故事
- 角色表演
- 對話
- 製作，繪畫
- 解決問題，解釋因果
- 數數，規律和順序

這些以興趣為基礎的引導性活動直接支持和影響以後的語文和數學的學習。



## Programmes

We currently offer three options:

- Half-day international (80% English, 20% Chinese)
- Half-day bilingual (50% English, 50% Chinese)
- Full-day bilingual (EY2 only): (50% English, 50% Chinese)



課程選擇：

CDNIS幼稚園現在提供三個課程選擇：

- 半天國際課程軌道（80%英文，20%中文）
- 半天雙語課程軌道（50%英文，50%中文）
- 全天雙語課程軌道（只提供給EY2班級）（50%英文，50%中文）



**This is what a typical day looks like in the Early Years at CDNIS**  
Daily structure (6 Day Cycle)

**CDNIS幼稚園的一天課表**  
每日課程安排 (六天循環)

### Half-day Programme Sample Schedule 半日班課表範例

AM Class 上午班	Bilingual Track 雙語班		International Track 國際班	
	Day 1, 3 and 5 English Immersion 第一，三，五日 全英文	Day 2, 4 and 6 Mandarin Immersion 第二，四，六日 全華文	Day 1, 3 and 5 English Immersion 第一，三，五日 全英文	Day 2, 4 and 6 one-hour Mandarin Class 第二，四，六日 一小時普通話課
7:30 to 7:50 11:30 - 11:50	Arrival 到校		Arrival 到校	
7:50 to 8:30 11:50 - 12:30	Homeroom 全班課		Homeroom 全班課	
8:30 - 8:50 12:30 - 12:50	Outdoor Time (Physical Development) 戶外時間（體能發展）		Outdoor Time (Physical Development) 戶外時間（體能發展）	
8:50 - 9:10 12:50 - 1:10	Snack and Reading 小食及閱讀時間		Snack and Reading 小食及閱讀時間	
9:10 - 10:00 1:10 - 2:00	EYE time (Guided Play and Inquiry) 幼教空間時間 （指導遊戲和探索）		EYE time (Guided Play and Inquiry) 幼教空間時間 （指導遊戲和探索）	Chinese Class 中文課
10:00 - 10:20 2:00 - 2:20	Story/Closing 故事/總結		Story/Closing 故事/總結	
10:20 - 10:30 2:20 - 2:30	Departure 放學		Departure 放學	





## Full-day Bilingual Programme Sample Schedule 全日雙語班課表範例

	<b>Bilingual Track</b> 雙語班 <i>Day 1 English Immersion</i> 第一天全英文	<b>Bilingual Track</b> 雙語班 <i>Day 2 Mandarin Immersion</i> 第二天全華文	<b>Bilingual Track</b> 雙語班 <i>Day 3 English Immersion</i> 第三天全英文	<b>Bilingual Track</b> 雙語班 <i>Day 4 Mandarin Immersion</i> 第四天全華文	<b>Bilingual Track</b> 雙語班 <i>Day 5 English Immersion</i> 第五天全英文	<b>Bilingual Track</b> 雙語班 <i>Day 6 Mandarin Immersion</i> 第六天全華文
7:30 - 7:50	Arrival 到校					
7:50 - 8:20	Morning Circle 早上全班課					
8:20 - 9:10	Early Literacy / Numeracy activities (EYE/Classroom small groups) 幼兒語文/算數活動 (幼教空間/班級小組)					
9:20 - 9:30	Snack 小食					
9:30 - 10:10	Homeroom 全班課					
10:10 - 10:30	Outdoor Time (Physical Development) 戶外時間 (體能發展)					
10:30 - 11:10	PE/Music/Library 體育/音樂/圖書館					
11:10 - 11:30	Lunch 午餐					
11:30 - 11:50	Outdoor Time (Physical Development) 戶外時間 (體能發展)					
11:50 - 12:20	Rest / Mindfulness Time (Emotional Development) 小息時間 (情緒發展)					
12:20 - 1:10	EYE Time (Guided Inquiry/Play) 幼教空間時間 (指導遊戲和探索)					
1:10 - 1:50	Homeroom 全班課					
1:50 - 2:10	Outdoor Time (Physical Development) 戶外時間 (體能發展)					
2:10 - 2:20	Closing Circle 全班總結					
2:20 - 2:30	Departure 放學					





Playground photo was taken September 2019.  
Photo courtesy Nelson Chen Architects.

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