



Ontario

Cambridge
Primary

EARLY YEARS CURRICULUM



The Early Years Program at CIS is a full day learning through play experience that allows each child to develop at their own pace. The curriculum spirals for three years to introduce concepts, build skills, and develop critical thinking.

The Ontario Full Day Program guides all instruction in English, Personal and Social Development, Science, Art, Physical Education, and Music. Math is guided by both Ontario standards and the UK National Curriculum as developed by Cambridge Primary.

Hindi and Montessori have been developed by CIS teachers with guidance from community experts in both subjects. A co-teaching model of supporting English Language learners helps students new to learning English.

EARLY YEARS CURRICULUM

FOR KINDERGARTEN (PK, JK & SK)



Ontario



MISSION STATEMENT

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

OUR MOTTO

Shaping the Future....Together! Today!

VISION STATEMENT

Canadian International School strives to be recognized as one of the finest educational institutions in East Asia.

CORE VALUES

INTEGRITY

At CIS, Integrity is a guiding principle:

- Integrity in academics
- Integrity in relationships
- Integrity in decision-making

We strive to be guided by strong moral principles in all that we do.

INSPIRATION

At CIS, Inspiration is a guiding principle:

- Inspiring each other
- Inspiring the love of learning
- Inspiring confidence
- Inspiring to be the change

We strive to unlock the unlimited potential of the entire CIS community.

RESPECT

At CIS, Respect is a guiding principle:

- Respect for individuality
- Respect for community
- Respect for diversity
- Respect for our environment

CARING

At CIS, Caring is a guiding principle:

- Caring for self
- Caring for each other
- Caring for the social, emotional, and academic needs of all students
- Caring for the global community

We strive to act with empathy and kindness towards each other and the changing World around us.

JOY

At CIS, Joy is a guiding principle:

- Joy of learning
- Joy of teaching
- Joy of discovering,
- Joy of connecting with our school, our community and the World beyond.

We strive to harmonize hard work, achievement and fun!



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PRE - KINDERGARTEN
CURRICULUM - CORE SUBJECTS

Personal & Social Development

PRE - KINDERGARTEN (PK)

Respect

Students will

- Respect ideas and feelings.
- Work cooperatively.
- Make new friends.
- Respect and appreciate self and others.
- Think creatively.
- Work cooperatively
- Share ideas and feeling.
- Use appropriate manners.
- Use descriptive words.
- Share and work cooperatively.
- Learn to respect values of other cultures.
- Express themselves creatively.
- Develop a sense of balance.
- Recognize the importance of refusing gifts and/or favors from strangers.
- Develop an awareness that they are in charge of their bodies.
- Be aware of the kinds of decisions they can make about their bodies.

Nature and the Environment

Students will

Self-Confidence and Self Awareness

Students will

- Appreciate and respect nature.
- Explore Machines.
- Explore Movement.
- Explore Nature.
- Make comparisons.
- Draw conclusions.
- Sequence events.
- Create means of transport with recycled materials.
- Learn different modes of transport.
- Classify animals.
- Talk about pets at home.
- Learn about domestic and wild animals.
- Learn to protect and save animals.
- Determine what things are needed for life.
- Make comparisons of healthy and unhealthy food.
- Observe changes.
- Predict outcomes.
- Learn not to waste food.
- Know disadvantages of junk food.
- Talk about different kinds of plants.
- Identify colors and shapes in leaves.
- Make comparison of plants, seeds and leaves.
- Taking care of plants.
- Share ideas and feelings of taking care of plants.
- Make a small garden patch.
- Learn not to harm plants.
- Awareness of advantages of having plants around us.
- Develop a sense of Self Esteem.
- Develop a wholesome self-concept
- Recognize the uniqueness of the individual
- Understand that family is very valuable and important.
- Name family members.
- Recognize the difference between good touch and bad touch.
- Identify the 3 safety steps – say no, get away, tell an adult.
- Identify adults children can talk to if someone breaks body rules.
- Learn that it is never the child's fault if someone breaks the body rule.
- Gain awareness of "Stranger Danger".
- Define "Stranger".
- Demonstrate what to do when approached by a stranger.

Mathematics

Number Sense

Students will

- Count, Recognize, trace, and sequence numbers 1-10.
- Write number formation using various media materials.
- Write a few numbers with pencil.
- Identify which number appears before and after.
- Read and learn to match the number with quantity.
- Recognize numbers randomly.

Shapes, Spaces, and Measures

Students will

- Recognize, identify, cut, trace, and match different shapes (Triangle, square, circle, rectangle, star, diamond, and oval).
- Distinguish between big and small, long and short, etc.
- Observe and make comparisons.
- Measure the length using blocks.
- Organize materials in a specific order.
- Be aware of daily time sequence.
- Compare objects according to their shapes and sizes.
- Sort and group objects by size,color, shape and other specific attributes.



English

Speaking and Listening

Students will

- Sing songs.
- Express their feelings.
- Communicate their ideas and needs verbally to adults and their peers.
- Follow one and two step directions.
- Retell stories and characters.
- Listen and respond orally to language.
- Recognize patterns in stories and poems.
- Listens attentively by following voice, visual, and sign commands.
- Identifies alphabet letter sounds.
- Demonstrates knowledge of new vocabulary through listening and speaking.

Reading and Comprehension

Students will

- Browse through books carefully and listen to stories.
- Make predictions of a story by looking at the cover of the book.
- Demonstrate interest in stories read aloud letter sounds to understand letter sound correspondence and building alphabet knowledge.
- Recognizes own name correctly.
- Displays book handling knowledge.
- Makes predictions about a story from visual cues.
- Demonstrates enjoyment of reading and books.

Writing

Students will

- Trace letters on soft sand and form letters with Play-doh.
- Use correct pencil grip.
- Demonstrate pre writing skills.
- Trace alphabet letters independently.
- Draw simple figures and objects.
- Attempt to write their own names.



JUNIOR - KINDERGARTEN
CURRICULUM (CORE SUBJECTS)

Science

JUNIOR - KINDERGARTEN (JK)

Themes: Plants, Farms, Zoos, Healthy Eating, Community Helpers, Transportation

Investigating

Students will

- Begin to demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings.
- Conduct simple investigations through free exploration, focused exploration, and guided activity.
- Using inquiry skills state problems and pose questions before and during investigations.
- State problems and pose questions before and during investigations.
- Make predictions and observations before and during investigations.
- Sort and classify groups of living and nonliving things in their own way.
- Explore patterns in the natural and built environment.
- State problems and pose questions before and during investigations.
- Be able to identify and name most of the zoo animals, their babies and animal sounds.
- Learn about a zoo keepers' role.
- Explore and experiment with colors using a variety of material like crayons, markers and paint.
- Learn to identify and name all the basic colors.
- Name and identify healthy foods.
- Describe and identify objects by using one sense.
- Understand why rest is important in keeping us healthy.
- Learn about plants and foods grown on a farm. Food products are produced by each animal.
- Discuss the jobs of farmers and veterinarians.
- Identify and practice desirable habits: exercise, rest, cleanliness, and a nutritional meal.
- Wash hands to remove dirt and germs that causes diseases.
- Understand the importance of keeping hands clean.
- Take responsibility for keeping hands clean.
- Recognize some of our community helpers in our school and in their surroundings and learn about their role in our community.
- Recognize places and buildings within their community, both natural and human-made, and talk about their functions.
- Develop an awareness of ways in which people adapt to the places in which they live.
- Identify similarities and differences between local environments.
- Describe what would happen if something in the local environment changed.
- Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practice.

Constructing

Students will

- Select and use materials to carry out their own explorations.
- Build our classroom farm.
- State problems and pose questions as part of the design process.
- Make predictions and observations throughout the design process.
- Participate in environmentally friendly experiences in the classroom and the schoolyard.

Science

Communicating Results

Students will

- Communicate results and findings from individual and group investigations.
- Ask questions about and describe some natural occurrences, using their own observations and representations.
- Identify ways in which they can care for and show respect for the environment.
- Ask questions that can be answered through data collection, collect data, and make representations of their observations, using graphs.
- Interpret data presented in graphs.
- Respond to and pose questions about data collection and graphs.



Personal & Social Development

Respect

Students will

- Use a variety of simple strategies to solve social problems.
- Develop empathy for others, and acknowledge and respond to each other's feelings.
- Demonstrate respect and consideration for individual differences and alternative points of view.
- Demonstrate self-reliance and a sense of responsibility.
- Demonstrate a willingness to try new activities.
- Demonstrate self-control.
- Interact cooperatively with others in classroom events and activities.
- Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.
- Demonstrate some independence, self-regulation, and a willingness to take responsibility in learning and other activities.
- Learn to be more self-reliant and demonstrate a sense of responsibility.
- Demonstrate what to do when approached by a stranger.
- Recognize the importance of refusing gifts and/or favors from strangers.
- Identify safe, unsafe touches.
- Understand the difference between appropriate and inappropriate kinds of touch.
- Identify the 3 safety steps – say no, get away, tell an adult.
- Practice assertive skills - how to say "no".
- Contact an adult or talk to if someone breaks the body rule.
- Learn that it is never the child's fault if someone breaks the body rule.
- Gain knowledge about their body.
- Develop an awareness that they are in charge of their bodies.
- Be aware of the kinds of decisions they can make about their bodies.
- Recognize the uniqueness of the individual.
- Act and talk with peers and adults by expressing and accepting positive messages.
- Begin to demonstrate self-control and adapt behaviour to different contexts within the school environment interact cooperatively with others in classroom events and activities.
- Respect and understand festivals celebrated by class members.
- Discuss festivals and celebrations that occur at this time in different countries.

Self-Confidence and Self Awareness

Students will

- Demonstrate understanding of the diversity in individuals, families, schools, and the wider community developing empathy for others.
- Demonstrate a sense of identity and a positive self-image, recognize personal interests, strengths, and accomplishments.
- Demonstrate an awareness of ways of making and keeping friends.
- Talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others.
- Identify and talk about their own interests and preferences.
- Gain awareness of "Stranger Danger".

English

Listening and Speaking

Students will

- Listen and responds to others in a variety of purposes.
- Explore sounds, rhythms, and language structures with guidance and on their own.
- Set 1 sounds are learned in the following order: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk.
- Follow one and two step directions in different contexts.
- Listen and respond to language pattern in stories and poems.
- Begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond.
- Express thoughts independently and add more details to the topic discussed.
- Speak 1 or 2 sentences with minimum support.
- Begin to use language to talk about their thinking, to reflect, and to solve problems.
- Communicate their ideas verbally and non-verbally about a variety of media materials.
- Retell stories in proper sequences that have been read by and with the teacher using pictures in the book.
- Retell information from nonfiction materials that have been read by the teacher.
- Begin to understand concept of rhyming sounds.
- Use language in various contexts to connect new experiences with what they already know.
- Use illustrations to support comprehension of texts that are read.
- Demonstrate of most letters of the alphabet in different contexts.
- Describe personal experiences, using vocabulary and details appropriate to the situations.
- Retell simple events and simple familiar stories in proper sequence.
- Use language in various contexts to connect new experiences with what they already know.
- Use language to talk about their thinking, to reflect, and to solve problems.
- Ask questions, express feelings and share ideas.
- Recognizing and writing phonetic sounds.
- Begins to recognize some beginning, middle or ending sounds in simple words.
- Speaks confidently in front of an audience.
- Demonstrates knowledge of new vocabulary.
- Demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.

Reading and Comprehension

Students will

- Use illustrations to support comprehension of texts that are read.
- Demonstrate an interest in reading.
- Responds to a variety of materials read aloud to them.
- Demonstrates knowledge of most letters of the alphabet in different contents.
- Demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print.
- Make predictions regarding an unfamiliar text that is read.
- Reads simple text with pre-primer sight words.
- Beginning to use reading strategies to make sense of unfamiliar text in print.
- Make predictions regarding an unfamiliar text that is read with illustration to support comprehension of texts and scaffolding from the teacher.

English

- Identify personal preferences in reading materials students will begin to use language in various contexts to connect new experiences with what they already know.
- Reads CVC words in text independently.
- Recognizes beginning and ending sounds of words.
- Use reading behaviours to make sense of familiar and unfamiliar texts in print.

Writing

Students will

- Demonstrate knowledge of the letters (Phonics) of the alphabet in different contexts.
- Recognize and writing phonetic sounds.
- Demonstrate anti-clockwise and top to bottom pre- writing skills.
- Demonstrate an interest in writing.
- Begin to print letter formation using different media.
- Begin to print letter sounds using different media.
- Demonstrate knowledge of the letters in different contexts.
- Demonstrate an awareness that writing can convey ideas or messages.
- Begin to respond critically to animated works.
- Begin to write her/his name using lowercase letter.
- Print (left to right progression).
- Recognize some beginning, middle end sounds for simple words.
- Write simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words.
- Write simple sentences with pre-primer sight words.
- Demonstrates interest in writing.
- Uses correct pencil grip.
- Communicates ideas through drawing and/or writing.
- Writes CVC words phonetically.

Mathematics

Number Sense

Students will

- Demonstrate understanding of the counting concepts.
- Demonstrate an understanding of number relationships for numbers from 0 to 10, through investigation.
- Use, read, and represent whole numbers to 10 in a variety of meaningful context.
- Count numbers 0 to 20 orally.
- Identify the missing numbers.
- Identify numbers before, after and between.
- Write the numbers in order.
- Compare sets using “more ,” “less ,” and “same “.

Shapes, Spaces, and Measures

Students will

- Identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials.
- Identify and describe informally the repeating nature of patterns in everyday contexts using oral expressions and gestures.
- Explore and make ab,abc patterns with:
 - Color
 - Shapes
 - Numbers
 - Alphabet
 - Action- 2 -3 actions in a pattern
- Demonstrate an understanding of basic spatial relationships and movements through actions and activities.
- Review the learnt concepts more, less and same.
- Demonstrate an awareness of time through activities for:
 - Before, after
 - What takes long time and little time (duration)
 - Morning, afternoon, night
 - First, next and last
 - Seasons

- Compare and order two or more objects according to an appropriate measure.
- Demonstrate, through investigation, an awareness of non-standard measuring devices and standard measuring devices and strategies for using them.
- Demonstrate, through investigation, an understanding of non-standard units that are the same type but not always the same size- whole and half.
- Explore, identify and learn that a whole object can be divided into two equal parts.
- Explore and identify and name some properties of:
 - Circle
 - Square
 - Rectangle
 - Triangle
- Explore and identify the basic 3d shapes in their environment;
 - Cube
 - Cuboid
 - Cylinder
 - Sphere
 - Cone
- Sort, describe, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figures.
- Compose pictures, and build designs, shapes, and patterns, using two-dimensional shapes, and decompose two dimensional shapes.

Handling Data

Students will

- Collect objects or data and make representations of their observations, using graphs.
- Sort by attributes.
- Create, respond to, and pose questions about data collection and pictographs.
- Use mathematical language in informal discussions and various activities to describe probability.





SENIOR - KINDERGARTEN
CURRICULUM (CORE SUBJECTS)

Science

SENIOR - KINDERGARTEN (SK)

Themes: All about me, Transportation, Under the Sea, Festivals and Celebrations, Matter and Materials, Animal Kingdoms and Habitats, Environment, Dinosaurs

Investigating

Students will

- State problems and pose questions before and during investigations.
- Make predictions and observations before and during investigations.
- Recognize people in their community and talk about what they do (e.g., farmer, park ranger, police officer, nurse, aboriginal healer, store clerk, engineer, baker).
- Ask questions about and describe some natural occurrences, using their own observations and representations.
- Identify the main parts of the human body and describe their basic functions.
- Identify, sort and classify, and describe the five senses.
- Identifying and comparing ways in which we grow and change.
- Demonstrate an awareness that healthy eating habits help our bodies to grow.
- Sort and classify foods into the 5 food rainbow groups.
- Identify healthy eating practices.
- Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices (wash your hands before your meals, traffic lights, no talking to strangers).
- Recognize places and buildings within their community, both natural and human-made, and talk about their functions.
- Develop an awareness of ways in which people adapt to the places in which they live.
- Classify vehicles by land, water or air.
- Describe the purpose of various transport vehicles in our community and global economy.
- Explore properties of air, friction, weight and size as they affect vehicle movement.
- Conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills.
- Describe and sort marine animals into animal families based on their physical characteristics, adaptations, and/or behavior.
- Create an ocean food chain with 5 or more animals.
- Describe different ocean habitats (reef, kelp forest, arctic).
- Classify items as manmade or natural.
- Explore various material types and their sources and describe their properties.
- Describe and classify solids, liquids, and gas.
- Classify animals and describe the 6 animal families and their characteristics.
- Describe the adaptations of an animal.
- Observe and describe animals in the surrounding environment and natural world.
- Develop an awareness of sustainability.
- Develop a sense of responsibility and stewardship for the earth and consumption choices.
- Identify alternatives or good choices for consumption/use on a daily basis.
- Identify materials and objects which are earth friendly.
- Participate in reusing, recycling and reducing at home and at school.
- Identify similarities and differences between local environments.
- Describe what would happen if something in the local environment changed.

Science

- Sort and classify dinosaurs as herbivores, omnivores or carnivores by looking at their teeth and anatomy.
- Describe dinosaurs body using new terms- scales, plates, spikes, and tails.
- Develop and understanding of the time frame that dinosaurs and their fossils existed (long ago) and that the earth changed a lot during this time leading to several extinction events.
- Demonstrate a willingness to try new activities.
- Demonstrate self-motivation, initiative, and confidence in their approach to learning.

Constructing

Students will

- Design and create various types of transportation independently and in groups - rocket, parachute, car, etc.
- Design and/or construct items or new inventions using appropriate materials.

Communicating Results

Students will

- Communicate results and findings from individual and group investigations.
- Compare and contrast various winter holiday traditions.
- Identify and describe various holidays traditions and the people who practice them.
- Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.
- Complete a research project on an animal of one's choice.
- Ask questions about and describe some natural occurrences, using their own observations and representations.
- Generate hypothesis of why the dinosaurs became extinct.
- Ask and answer questions about dinosaur fossils and the information they provide us.
- Ask questions that can be answered through data collection, collect data, and make representations of their observations, using graphs.
- Interpret data presented in graphs.
- Respond to and pose questions about data collection and graphs.
- Communicate results and findings from individual and group investigations.
- Ask questions about and describe some natural occurrences, using their own observations and representations.

Personal & Social Development

Self-Confidence and Self Awareness

Students will

- Demonstrate a sense of identity and a positive self-image.
- Recognize personal interests, strengths, and accomplishments.
- Identify and talk about their own interests and preferences.
- Express their thoughts and share experiences.
- Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities.
- Demonstrate self-reliance and a sense of responsibility.
- Demonstrate a willingness to try new activities.
- Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks.
- Be responsible for personal property in the classroom and around the school
- Gain awareness of "Stranger Danger".
 - Demonstrate what to do when approached by a stranger.
 - Recognize the importance of refusing gifts and/or favors from stranger.
- Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations .
 - Identify safe, caring touches.
 - Understand the difference between appropriate and inappropriate kinds of touch.
 - Students will be able to identify and learn how to use the touching rule.
 - Identify the 3 safety steps – say no, get away, tell an adult.
 - Practice assertive skills - how to say "no".
 - Identify adults children can talk to if someone breaks the touching rule.
 - Learn that it is never the child's fault if someone breaks the touching rule.
- Learn to keep telling an adult until someone listens.
- Gain knowledge about their body.
- Develop an awareness that they are in charge of their bodies.
- Be aware of the kinds of decisions they can make about their bodies.
- Develop a wholesome self-concept .
 - Recognize the uniqueness of the individual.
 - Understand they are very valuable and important.
 - Discuss what makes them happy and unhappy, and why.
- Identify and practice desirable habits: exercise, rest, cleanliness, and a nutritional meal.
 - Understand the importance of keeping hands clean.
 - Wash hands to remove dirt and germs that causes diseases.
 - Take responsibility for keeping hands clean.
 - Understand why rest is important in keeping us healthy.
 - Name and Identify healthy foods.
 - Describe and identify objects by using one sense.

Awareness of Surroundings

Students will

- Recognize people in their community and talk about what they do.
- Recognize places and buildings within their community, both natural and human-made, and talk about their functions.
- Begin to demonstrate self-control and adapt behavior to different contexts within the school environment.
- Interact cooperatively with others in classroom events and activities.

Personal & Social Development

Social Relationships

Students will

- Demonstrate respect for personal and cultural differences.
- Talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others.
- Demonstrate respect for classmates, teachers, and school staff.
- Use words to communicate and or solve his/her own problems in calm and respectful manner.
- Act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism).
- Demonstrate an awareness of ways of making and keeping friends (e.g., sharing, listening, talking, helping; entering into play or joining a group with guidance.)
- Develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/upset, role-play emotions with dolls and puppets).



Mathematics

Number Sense

Students will

- Recognize numbers in the environment.
- Numbers 0 to 20
 - One to one correspondence
 - Count Objects and write the number
- Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).
- Read and write numerals from 0 to 20.
- Count objects up to 20, recognising conservation of number.
- Begin partitioning two-digit numbers into tens and one, and reverse. Within the range of 0 to 30, say the number that is 1 or 10 more or less than the given number.
- Give a sensible estimate of some objects that can be checked by counting, e.g. to 30.
- Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'.
- Use more or less to compare two numbers, and give a number which lies between them.
- Order numbers to at least 20 positioning on a number track; use ordinal numbers.
- Find two more or less than a number to 20, recording the jumps on a number line. Try to share numbers up to 10 to find out which are even and which are odd.
- Know doubles to at least double 5.
- Find near doubles using doubles already known. Double any single-digit number.
- Identify which primary colors can be mixed to make secondary colors.
- Begin to use the +, – and = signs to record calculations in number sentences.
- Use the = sign to represent equality.
- Understand addition as counting on and combining two sets; record related addition sentences.
- Recognise the use of a sign such as [] to represent an unknown, e.g. $6 + [] = 10$.

- Understand subtraction as counting back and 'take away'; record related subtraction sentences.
- Understand difference as 'how many more to make?'
- Add/subtract a single-digit number by counting on/back.
- Add a pair of numbers by putting the larger number first and counting on. Begin to add single- and two-digit numbers.
- Know all number pairs to 10 and record the related addition/subtraction facts.
- Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$.
- Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$, add 2, then 1.
- Understand that changing the order of addition does not change the total.

Shapes and Measures

Students will

- Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation.
- Explore, sort, and compare traditional and non-traditional two-dimensional shapes.
- Identify and describe, using common geometric terms, two dimensional shapes (e.g., triangle) through investigation with concrete material.
- Compose pictures, and build designs, shapes, and patterns, using two-dimensional shapes, and decompose two dimensional shapes into smaller shapes, using various tools or strategies.
- Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.
- Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years.

Mathematics

- Order the days of the week and other familiar events.
- Read the time to the hour (o'clock) and know key times of the day to the nearest hour.
- Recognise all rupees coins and work out how to pay an exact amount and give change using small coins.
- Demonstrate an understanding of basic spatial relationships and movements.
- Use everyday language of direction and distance to describe movement of objects.
- Compare lengths and weights by direct comparison, then by using uniform, non-standard units.
- Use comparative language, e.g. longer, shorter, heavier, lighter.
- Estimate and compare capacities by direct comparison, then by using uniform, non-standard units.

Handling Data

Students will

- Answer a question by sorting or ordering data or objects in a variety of ways including bar graph, pictographs, etc.



English

Listening and Speaking

Students will

- Express feelings and needs through words and actions.
- Listen and begin to respond to others for a variety of purposes and contexts.
- Can respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations. music, drama, and dance activities; learning centers; large group activities.
- Begin to use and interpret gestures, tone of voice, and other nonverbal means to communicate and respond.
- Follow one- and two-step directions in different contexts.
- Follow partner and individual response, speaking prompts and routines.
- Use language in various contexts to connect new experiences with what they already know.
- Describe personal experiences using vocabulary and details appropriate to the situation.
- Use rhymes, identify syllables through actions, such as clapping; manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger-plays.
- Contribute /exchange simple ideas, express feelings, offer opinions orally during large and small group discussions.
- Orally retell simple events and simple familiar stories in proper sequence, with and without pictures in the book and/or props.
- Understand the story structure – beginning, middle, and end and introduce the setting of the story.
- Describe personal experiences, using vocabulary and details appropriate to the situation.

- Name the letter that corresponds to beginning, medial and ending sounds of cvc words; replace beginning, medial and ending sounds in words in songs, poems, chants, and name games.
- Ask questions relevant to topic or focus of discussion for a variety of purposes.
- Use language to talk about their thinking, to reflect, and to solve problems.
- Retell information from nonfiction materials that have been read by and with the teacher in a variety of contexts.

Reading and Comprehension

Students will

- Develop vocabulary through listening, speaking and reading.
- Blend cvc words using Set 1 Sounds RWI.
- Identify components of a book.
- Demonstrate an awareness of concepts of print when a text is read aloud or when they are beginning to read print.
- Read and make sounds for RWI speed sound set 1 and set 2.
- Read with voice and expression.
- Make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them.
- Respond to a variety of materials read aloud to them.
- Use pictures/illustrations to help comprehend material read by and with the teacher.
- Identify sight words.
- Participate in RWI levelled reading group by following along, reading, and answering questions.
- Use pictures and simple words to read to support predictions and to confirm the meaning of materials read.
- Use letter-sound matches to decode simple words.

English

- Demonstrates Phonemic awareness, an ability to blend real and nonsense words, substitute sounds, and segment a word into sounds.
- Begin to use reading strategies to make sense of unfamiliar texts in print.
- Read simple text containing familiar repetitive word patterns.
- Identify personal preferences in reading materials.

Reading and Comprehension

Students will

- Practice proper writing posture-pencil grip.
- Track print with finger.
- Print letters lowercase and uppercase.
- Write his or her first name with proper upper and lower case.
- Demonstrate correct RWI letter formation.
- Demonstrate phonemic awareness – Use letter/sound relationships.
- Demonstrate interest in writing.
- Understand directionality of print.
- Write and draw to record thoughts and convey meaning; reads back own writing (drawing).
- Use letter-sound matches to write simple words.
- Communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing.
- Illustrate and write about personal or imaginary experience and present it to their peers.
- Experiment with a variety of simple writing forms for different purposes and in a variety of contexts.
- Use specialized vocabulary for a variety of purposes.
- Contribute information or ideas to discussion.
- Begin to answer simple questions in writing.
- Begin to organize ideas in writing in a way that makes sense for their purpose (arrange events in order beginning , middle and end).
- Write their own short simple stories – beginning, middle and end. (draw pictures, write words) with or without help.
- Use proper sentence structure – beginning with a capital letter, ending –full stop/period.
- Communicate ideas through use of a graphic organizer.





SPECIALIST SUBJECTS
CURRICULUM

Montessori

Montessori is a method of teaching that is based on the developmental and behavioural tendencies of children. The primary goal of a Montessori program is to help the child to reach full potential in all areas of life. The Montessori program is structured to promote: self- motivation, independence, problem-solving skills and a love of learning. The Montessori method is geared towards individual child centered learning in a prepared environment. Everything in the room has a specific place on the shelf. This helps the child to grow in a positive way.

At the Canadian International School, we have combined the Montessori program with the Kindergarten mainstream curriculum. The students come for a 45 minute Montessori session everyday and they choose their own activity and work individually.

A demonstration of every activity will be given to the students before they choose their activity by the Montessori Specialist.

The Montessori curriculum is divided into 5 main areas. These are: Exercises of Practical Life, Sensorial, Mathematics, Cultural Themes, and English.

Practical Life

Through exercises, the child develops control of fine and gross motor movements, hand/eye coordination, leading to helping the child in writing. Through the precise movements of hand and eye, coordination of sight and muscle control is learnt. These materials help child to develop independent work habits, coordination, and self discipline.

Sensorial

Through these activities, the child develops perceptual abilities, visual and auditory discrimination, and the ability to compare and classify – all powers used in developing language. Muscular control is refined further in preparation for writing movements and pencil grip. Tactile exercises develop a lightness of touch and movement from left to right whilst tracing various shapes trains the eye for exactness of shape.

Mathematics

The first study is the concept of numeration. The child is introduced to various relevant aspects of basic numbers 1-9 which includes quantitative aspect, number names, numerical symbols, sequencing of numbers, and concept of zero.

Then the child is introduced to various hierarchies (units, tens, hundreds, thousands). The decimal system forms the base for the metric system.

English

Language development runs parallel to other activities and is encouraged through total freedom of conversation. Vocabulary is enriched in a number of ways – precise names are used for all the objects in the classroom, various games are played, picture card matches are used to name a few. The sand-paper letters serve to control the child's movements when they feel the letters and help to internalize the shape of the letter through their visual, auditory, and tactile senses. As the child begins to form three letter words independently, they are moved on to reading simple sentences, using the sight words.

Cultural Themes:

Each month, students explore activities that allow them to learn about themselves and about others around them. There is a strong link to our host country, India, as it is the culture that we all live in.

Students receive a separate report card each term that is based on the Montessori expectations.

The Montessori Cultural Studies/themes curriculum provides children with an opportunity to explore the larger world. As part of a rich exploration of the different cultures of the world, students learn about the people, terrain, animals and plants.

Cultural Studies also introduces children to the physical world that surrounds them, providing them with the opportunity to explore real things with hands on learning.

Physical Education

Motor Skills and Movement Patterns

Students will

- Identify personal space.
- Identify activity area boundaries.
- Identify physical education as a class purposed with making the body healthy.
- Demonstrate spatial awareness in activities.
- Participate actively in creative movement and other daily physical activities.
- Demonstrate the ability to follow basic class routines and rules.
- Demonstrate ability to follow basic safety procedures.
- Demonstrate the ability to form a line circle or other instructed set with a group Identify to share equipment and space with others.
- Demonstrate strategies for engaging in cooperative play in a variety of games and activities
- Demonstrate control of large muscles with and without equipment.
- Demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.
- Balance using a variety of body parts and body shapes.
- Establish a movement vocabulary through exploration of body, space, effort and relationships.
- Distinguish between different degrees of effort (e.g., strong, weak, fast, slow, free).
- Design and perform a sequence of 5- 7 movements (e.g., gymnastics, jump rope) with smooth transitions between those movements(for JK,Sk)
- Developing upper body strength and eye hand coordination(e.g using parachute,play popcorn and other parachute activities.
- Identify body parts and move them in a variety of ways.
- Demonstrate balance and coordination during games; hop, slide, or gallop in the gym or outdoors).
- Balance in a variety of ways using equipment (e.g., balance ball or board).
- Demonstrate persistence while engaged in activities that require the use of both large and small muscles (e.g., tossing and catching beanbags-SK does it with partners).
- Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and controlled settings.
- Demonstrate the ability to hold various stretch positions.
- Demonstrate the ability to perform locomotor skills (e.g., walk, run, gallop, slide, skip, hop, jump, leap) while changing pathway, direction and/or speed.(The frequency differs for the grade levels eg. PK and JK 10 hops, SK- 20 hops).
- Demonstrate the ability to roll a ball, using two hands along a large, smooth surface roll a ball, using two hands toward a large target roll a ball in different directions, roll a ball at varying speeds.
- Demonstrate the ability to bounce and catch at low and medium levels using two hands.
- Demonstrate the ability to follow instructed safety procedures while bouncing a ball to a partner.
- Recognize simple skill cues associated with bounce and catch.
- Recognize simple skills cues associated with underhand throw and catch.
- Dribble an object with hands and feet throughout self and general space.
- Kick a rolled or moving ball.
- Dribble a ball with hands and feet using variations in time/force - (Frequency different for PK,JK and SK).
- Demonstrate the ability to share and fulfill various roles in cooperative games.
- Demonstrate the ability to use kind words during a cooperative activity.

Swimming

Themes: Safety, Breathing, Floating, Kicking, Strokes

Motor Skills and Movement Patterns

Students will

- Understand the major rules and regulations of pool use.
- Safely enter and exit the pool.
- Become water confident.
- Walk in the pool: Forward walk, back walk, duck walk, chain walk, and bend down walk.
- Hold the wall and kick.
- Open eyes underwater.
- Hold their breath for a long time.
- Float with an open eyes.
- Use different kind of aids such as like kick board and pull buoy to gain confidence.
- Stabilize body.
- Coordinate leg movements.
- Float kick with the help of kick board.
- Demonstrate basic freestyle hand movement rotation.
- Coordinate between hand and leg movements .
- Become confident in basic swimming strokes.
- Use the 3 + 1 hand and leg movement.
- Pause swimming and tread water.
- Practice the proper body position for the backstroke.
- Practice proper head position for the backstroke.



Music

Demonstrates an Understanding of the Elements of Music

Students will

- Use movement to demonstrate: Loud/soft, fast/slow, high/low, and sound/silence.
- Express themselves through dance and music and reflect on their work and the work of others.
- Distinguish between singing and speaking voice to echo short melodic patterns.
- Practice keeping the beat or a rhythm by clapped on the body, snapped, stepped or played with musical instruments.

Demonstrates Musical Ability

Students will

- Discover their own singing voice through echo by performing simple melodic songs and singing with others, at the same time they will move to the music, repeating and performing simple rhythmic patterns by signing or playing instruments.
- Develop abilities related to:
 - Singing voice, including loud/soft and fast/slow.
 - Correct pronunciation.
 - Echoing and performing melodic songs.
- Match movements to rhythmic patterns in response to music and progress from movement to dance.
- Feel more confident while singing and dancing.
- use some instruments.
- Demonstrate ability to use; Singing, whisper, speaking and loud voice.
- Respond to music from various cultures.
- Explore different elements of dance.
- Communicate their ideas about something through musical games.
- Use problem-solving skills and their imagination to create music.



Art

Art Development

Students will

- Discover the concept of primary colours (red, yellow, blue).
- Discover the concept of secondary colours (orange, green, violet).
- Feel confident and creative with their own work.
- Discuss various art works, and the type of media used.
- Solve visual arts problems with originality, flexibility, and imagination.
- Learn about festivals.
- Be introduced to famous Artist (video, artworks)
- Know colours by name and distinguish between light and dark.
- Recognise basic shapes such as squares, rectangle, triangles and circles.
- Explore different elements of design in visual arts.

Application of Theory to Practice

Students will

- Explore basic art skills (Gluing, cutting, painting, drawing, colouring).
- Use a variety of tools safely and appropriately to create art.
- Practice their cutting skills, following different lines or shapes.
- Become confident in using conventional tools. (Scissors, coloured pencils, paint brush, watercolour, crayons, markers, glue stick, white glue, paint).
- Explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways.
- Become confident in using unconventional tools (Q-tips, vegetables, sponges, straws, sand, aluminium foil, yarn, toy car, cotton, etc).
- Demonstrate knowledge of the methods, materials and techniques.

- Explore primary colors through a variety of tools.
- Use secondary colours to create a piece of art.
- Create a three-dimensional form using natural and geometrical shapes.
- Create sculptures SK (Clay or Play-doh).
- Communicate their understanding of something by representing their ideas and feelings through the arts.
- Show and Tell.
- Demonstrate an awareness of personal interests and a sense of accomplishment in visual arts.



Technology

Digital Literacy and Awareness

Students will

- Use technology safely and respectfully.
- Retrieve and store the iPad safely.
- Understand how to use the iPad and headphones carefully.

Information Technology

Students will

- Develop motor skills and creative skills using painting apps to draw and color.
- Develop logical thinking, observational and creative skills using various apps.
- Learn to use the iPad-cameras- Front and Back Cameras.
- Develop logic based learning skills through puzzle-solving.
- Recognizing colors, shapes, numbers, uppercase letters and lowercase letters by completing app specific activities.
- Explore word processing,using Pages. (creating and renaming documents, text formatting and editing the document).
- Develop keyboarding skills (SK only).
- Integrate technology into other subject areas through educational Apps.

Computer Science (SK Only)

Students will

- Learn visual programming through ' Daisy the Dinosaur'. Students control Daisy using a variety of coding blocks including when, move, jump, turn, spin, grow, shrink, roll & repeat.
- Learn how algorithms work.
- Learn visual programming through playing a game featuring a Bee bot.
- Use command buttons to control the Bee bot in order to reach the target.



Hindi Language & Culture

Vocabulary and Expressions for Everyday Life

Students will

- Recognise and identify the colors in Hindi such as red, green, blue, pink, etc.
- Identify parts of the body in Hindi.
- Recognise and write Hindi numbers from 1-20 with reasonable accuracy.
- Identify and vowels matching sounds to visuals.
- Write vowels.
- Recognise and identify fruits and vegetables names in Hindi.
- Identify the names of animals, matching names through visuals.
- Students will learn few simple and common Hindi words.
- Learn swar(vowel) through song and learn to write Swar independently(SK).

Cultural Exploration and Awareness

Students will

- Explore the history and cultural significance of various Indian Festival.
- Identify how these Festivals are celebrated in India.
- Participate in class activities based on these Festivals.

Speaking and Listening

Students will

- Introduce themselves in Hindi; telling his/her name, his/her country name, his/her school and grade, etc.
- Recognize and share orally a few simple and common Hindi words.
- Recite the rhymes with actions learnt on various topics.
- Recognise and pronounce Hindi numbers from 1-20 with reasonable accuracy.



Library

In the elementary school, a WiseSkills theme engages learners each month. Library/media lessons focus on this theme with grade specific activities based on the theme.

Positive Attitude

- Students will learn how their thoughts affect their attitudes and actions and see the importance of having positive thoughts.

Self Discipline

- Students will see the importance of self control to keep them from hurting themselves or others.
- Students will understand the importance of making good choices and having a good conscience.

Relationships

- Students will see the importance of showing courage in their relationships.
- Students will see the importance of positive friendships and will learn how to be a good friend.

Respect

- Students will see the importance of treating themselves with respect.

Conflict Resolution

- Students will see the importance of effectively communications their needs and feelings with others.
- Students will see the importance of managing feelings, especially anger.
- Students will see the importance of solving disagreements peacefully and will gain skills for effective conflict resolution.

Personal Goals

- Students will see the importance of learning and growing through challenges and mistakes.



Shaping The Future... Together! Today!



CANADIAN
INTERNATIONAL
SCHOOL

OUR MISSION

CIS is a culturally-rich mosaic serving each student by providing a world-class international education, nurturing potential, developing life-long skills, and preparing students for an ever-changing global community.

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