

## In Early Years 2 our teachers strive to:

- Provide an environment which supports and extends children's learning and development through play.
- Work with each child at his/her developmental level.
- Incorporate different learning styles.
- Provide a nurturing atmosphere that supports the child's emotional well being and encourages positive social action in a multi-cultural context.
- Provide a variety of experiences, which enhance learning.

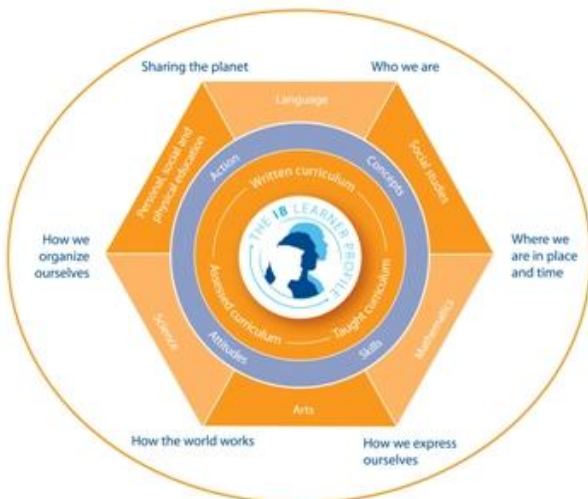
## Our Teaching Methodology

We believe that children in the Early Years learn best when actively engaged in their own learning and allowed the time and space to explore, investigate and play. Well planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

It allows them to explore, investigate, discover, create, and consolidate their developing knowledge, skills, understanding and attitudes. Through play experiences, children learn to lead, follow, cooperate and take turns. Children's interactions in structured, purposeful play areas stimulate them to become active learners, by providing opportunities for them to:

- make choices and decisions
- use materials in flexible and imaginative ways
- initiate inquiry and ask questions
- work alone or collaboratively
- sustain their interest and extend their knowledge
- develop independence and confidence
- develop understanding
- take risks and make mistakes
- communicate with others
- practise and build up ideas, concepts and skills

Structured, purposeful inquiry is used as a vehicle for learning. The **units of inquiry** are organized around six transdisciplinary themes that focus on issues that have meaning for, and are important to us all. Important concepts provide a context in which children can understand and, at the same time, acquire essential knowledge, skills and attitudes. Teachers work in teams to develop the units of inquiry. They collect evidence of how well students understand the ideas being investigated.



## Skills which children develop are:

- Thinking – acquisition of knowledge, analysis, comprehension, synthesis, application etc
- Social – respect, responsibility, cooperation, conflict resolution etc
- Research – observing, forming questions, collecting, organizing, recording and interpreting data etc
- Communication – listening, speaking, reading, writing and non-verbal communication
- Self Management – gross and fine motor skills, time management, safety, healthy lifestyle etc

**Attitudes** fostered in children towards people, the environment and learning, include: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, tolerance.

The **units of inquiry** are structured around important concepts and provide a context in which students can gain understanding, and at the same time, acquire essential knowledge, skills and attitudes.

## Units of Inquiry: (organised around four themes)

1. **Who We Are** – “What it means to Be Me”, an inquiry into as we grow, we learn more about ourselves and what we can do.  
Lines of Inquiry:
  - Knowing about ourselves
  - The ways in which we are changing
  - Things we can do well.
2. **Where We Are in Place and Time** – “Journeys”, an inquiry into we make journeys for a variety of reasons.  
Lines of Inquiry:
  - What a journey is
  - Types of journeys
  - Reasons for a journey
3. **How We Express Ourselves** – “Tell Me a Story”, an inquiry into stories are told in many different ways and for a variety of purposes.  
Lines of Inquiry:
  - How stories are shared
  - How stories are adapted and changed
  - Creating and conveying our own stories
4. **Sharing the Planet** – “Living Things”, an inquiry into things in all living things interact with their environment.  
Lines of Inquiry:
  - Minibeasts in our environment
  - Classification of minibeasts
  - What minibeasts need to survive

## Science

Concepts are explored within the Units of Inquiry and are arranged under 4 main strands: living things, earth and space, materials, forces and energy.

## Social Studies

Concepts are explored within the units of inquiry and are arranged under the 5 main strands of human systems & economic activities, social organization & culture, continuity & change through time, human & natural environments, and resources & the environment.

## Language

### Oral Communication: Listening and Speaking

Children use oral language with increasing confidence. They talk about their thoughts, feelings and opinions. They are encouraged to participate appropriately in conversations, tell stories and events in sequence, and give and follow instructions.

### Written Communication: Reading and Writing

Children enjoy experimenting with reading behaviours. They have many varied experiences with written text including stories, charts, poems and songs. They begin to recognize their own and others' names as well as letters and words. Children enjoy playing and experimenting with writing by making marks to emulate writing. As children develop they progress from scribble or pretend writing, to writing letters and words. Drawing, sketching and diagramming are important as children imitate, rehearse and think about the writing process.

### Visual Communication: Viewing and Presenting

Children begin to understand that communication involves both visual and verbal features. They understand that signs and symbols carry meaning and begin to recognize a range of signs widely used in their immediate environment

## Mathematics

The mathematical process skills of problem solving, developing logic and reasoning, and communicating mathematical ideas, are learned and assessed within 5 strands.

Children develop skills and knowledge in:

- Number – estimate, compare, order, encode and decode, numbers to 10. Begin to explore the concepts of addition and subtraction through real life situations.
- Measurement – directly compare the attributes of objects and events
- Shape and Space – Explore and describe the paths, regions and boundaries of their environment. Explore, sort, and identify 2D & 3D shapes. Begin to use conventional location language to indicate position, e.g. on, under, beside.
- Data Handling – sort real life objects into sets by attribute. Graph real life objects and compare quantities. Identify events that are likely and unlikely.
- Pattern and Function – Create, recognize, describe patterns made with real objects.

## The Arts

Concepts are explored within the units of inquiry and are arranged under 2 main strands: responding and creating.

**Visual Art:** Children have the opportunity to use, and experiment with a variety of materials, and develop coordination through drawing, painting, moulding, printing, folding, cutting, gluing and constructing. They have the opportunity to respond to their environment, to feel good about their creations and to appreciate others art works.

**Music:** Through a variety of songs and pieces children develop an understanding for talking versus singing, high and low pitch, loud and quiet and sound and silence. Through music they work on being able to keep time, explore rhythm, and move creatively. They develop an awareness and appreciation of music from different cultures and it is part of everyday life. Children explored different types of musical instruments and learn how each instrument can make different sounds.

**Drama:** Children have the opportunity to participate in a variety of drama activities such as mime, role play, puppet theatre, plays and simulation games. They use drama to examine concepts from the Unit of Inquiry being studied, and as a tool for developing the skills associated with reading, writing, talking and listening.

## Media and Technology

During the Early Years, students are introduced to media resources, including books, audio, video, CD-ROMs, computers and other tools and materials. Most of this experience takes place within the classroom environment, allowing students to proceed at their own pace and in conjunction with other learning activities. Students will also become familiar with the library and computer resources in the Media Centre. Students will learn library procedures, including borrowing books. Students will improve their fine motor skills with the use of a mouse and keyboard as they use the computer, as another means, to explore their Early Years curriculum.

## Personal, Social and Physical Education

Concepts are explored within the units of inquiry and are arranged under the strands of identity, active living and interactions.

**Personal, Social Education:** Children are encouraged and given opportunities to: make choices and decisions, initiate inquiry and ask questions, work collaboratively with others and build up self esteem and confidence.

**Physical Education:** Children become aware of the capabilities of their bodies and how they may use them effectively. They explore a number of activities, which develop motor skills that may later be applied in various sports. Children learn the importance of physical fitness. They learn to follow directions, be aware of rules, and work as a team.

## Host Country Culture

Throughout our programme we try to foster host country awareness. The children learn about many aspects of the Khmer culture during their time in the Early Years.