



# Kindergarten 1

GRADE LEVEL GUIDE

**2015 - 2016**



LEARNING TO INSPIRE

# Message from the Elementary Principal

Dear Parents,

The staff of Kindergarten 1 (K1) has prepared this Guide to explain the K1 curriculum and the procedures that are specific to K1. You can use this handbook in addition to the general information provided in the Elementary School Parent and Student Handbook.

Included in this information are some of the student learning outcomes for K1. It is very important that you understand that these student learning outcomes are part of a continuum – a continuing process of education – starting in Discovery and continuing through to Grade 5.

The learning outcomes are based on the recognition that learning is a developmental process and that students within a single class will be operating at different levels of learning, understanding and achievement. This means, for example, that not all outcomes will be achieved by all students. The learning outcomes will, however, form a basis for planning units of work and for the assessment of student progress.

If you would like further information about our curriculum, please do not hesitate to contact the school. We

would be pleased to clarify and show you the continuum of learning that occurs from Discovery to Grade 5.



Yours sincerely,

**Megan Brazil**

Elementary Principal [esprincipal@unishanoi.org](mailto:esprincipal@unishanoi.org)

# Message from the Kindergarten 1 Team

Dear Parents of K1 Students,

Welcome to K1. We trust that you will find this guide informative and helpful. It is intended to give you an overview of K1 and some hints to help you and your child prepare for and settle into their grade level.

The K1 teachers will communicate 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.

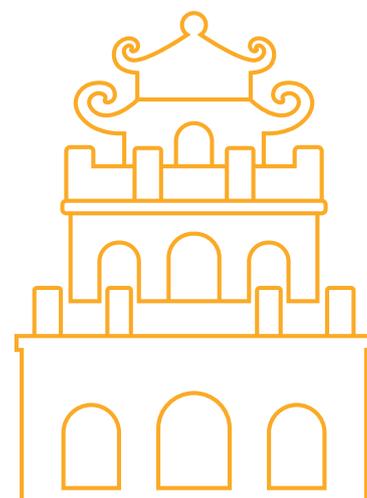
This guide may not answer all the questions or help settle all the anxieties or concerns that you may have: no book could! So please do not hesitate to contact your child's teachers if you have any need for clarification or further information.

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

We look forward to working closely with you this year.

Yours sincerely,

**The Kindergarten 1 Team**



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## K1 Subjects

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# Who's Who in K1

GRADE LEVEL/ SUBJECT AREA	NAME	CLASS	EMAIL
<b>Kindergarten 1</b>	Amy Pitcairn	K1-AP	apitcairn@unishanoi.org
	Hoa Hong Nhung		hhnhung@unishanoi.org
	Deborah Vermeire	K1-DV	dvermeire1@unishanoi.org
	Dang Phuong Mai		dpmai@unishanoi.org
	Kristi McEwen (Grade Level leader)	K1-KM	kmcewen@unishanoi.org
	Ly Bich Hang		lbhang@unishanoi.org
<b>English as an additional Language (EAL)</b>	Kristen McAuliffe		kmcauliffe@unishanoi.org
	Cap Thi Phuong		ctphuong@unishanoi.org
<b>Music</b>	Alexis Ramsey		aramsey@unishanoi.org
<b>Visual Arts</b>	Krista Ramsay		kramsay@unishanoi.org
<b>Art and Music Assistant</b>	Luu Thi Huyen Trang		lthtrang@unishanoi.org
<b>Information Technology</b>	Michelle Luna Matias		mmatias@unishanoi.org
<b>Information Tech Assistant</b>	Nguyen Thi Thanh Nhan		nttnhan@unishanoi.org
<b>Physical Education (PE)</b>	Andrew Dutton		adutton@unishanoi.org
<b>PE Assistant</b>	Imran Bashar		mbashar@unishanoi.org
<b>Vietnamese Programme</b>	Tran Kim Dung		tkdung@unishanoi.org
<b>Learning Support</b>	Deirbhile Ni Scholai		dscolai@unishanoi.org
	Mary Pool (Speech and Language Specialist)		mpool@unishanoi.org
<b>Learning Support Assistant</b>	Dang Thanh Hoa		dthoa@unishanoi.org
<b>Counselor</b>	Thomas Cole		tcole@unishanoi.org
<b>Educational Psychologist</b>	Megan O'Connor		moconnor@unishanoi.org
<b>Librarian</b>	Julie Conroy		eslibrarian@unishanoi.org
<b>Library Assistant</b>	Le Bach Quynh		lbquynh@unishanoi.org

# K1 Procedures

## Settling In

### A Happy Start to K1

Starting school is like a journey. It takes time, preparation, and planning. We can make this journey a successful one for our K1 students by supporting them before, during and after they have started school. Parents and teachers can work together and share information about the child and their support needs.

Starting school can mean many things to different children. It may be the first time your child has been left with people he or she does not know. It may be a challenge to adapt to new teachers, languages, classrooms, school, friends. For some children, this experience may be overwhelming as they encounter many new experiences. For others, this can be an exciting time.

### First Weeks at School

Some children will still become upset when you leave. However, rest assured, if your child is unable to be consoled by staff in a reasonable time, we will immediately let you know.

Every child reacts differently in new situations. Some children settle quickly from the beginning and others take longer to become comfortable with their new surroundings and routines. Often children settle in well at the beginning and after a few weeks they decide they no longer wish to attend.

Whether your child settles easily or takes a bit longer, the most important thing you can do is talk with them about how they are feeling and reassure them. Please talk with the K1 staff about how your child feels and how you are feeling, as they have experience with

many children and parents in similar situations. Together we can all work towards making learning in the K1 a happy time.

## How Can I Help with Settling In?

- You can help your child settle into K1 by being positive about it and talking about what they might do at school.
- Help your child be as independent as possible. Your child will feel more comfortable if they can manage simple tasks such as opening a snack container and drink bottle, unzipping trousers and coats, and identifying their bag and other belongings when you are not there.
- Follow the steps below when you leave your child at the ECC in the morning:
- Plan with your child how you will say goodbye. Make a routine for leaving your child, such as: arrive, put bag away, then say goodbye and leave. If you use the same routine each time then your child knows when you will be leaving, and it is easier to accept.
- Tell your child what time you will be back.
- Say goodbye to your child before leaving, no matter what the circumstances (for example, if your child seems busy), as this helps to develop trust.
- Please do not stay longer than the time you specified or prolong the goodbye process; this only makes the child feel insecure.
- Please be punctual when collecting your child. They can become very distressed if you are late and they are the last one left at school.



## What to Bring

Parents are kindly requested to provide the following:

- Children need a sun hat everyday (named)
- A reusable water bottle
- Daily snack
- A bag or backpack that is clearly named and can carry a snack and possibly lunch, letters, and books sent home from school.
- A spare set of clothes (underwear, pants, socks, T-shirt, trousers, pullover and shorts in a named bag to keep in school in case a change is necessary)
- A library bag
- For Physical Education (PE) classes children need to wear uniform and pull-on sports shoes.



## Clothing

The children are involved in a variety of activities at school, which are often messy, such as painting and water play. Whilst we take precautions against paint etc, children can get their clothes dirty. Therefore, we would suggest children not wear good clothes to school. Please make sure that all clothing is marked with your child's name.

Please try to avoid difficult fastenings on clothes and shoes, i.e. buckles, laces, belts, etc. 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 ECC children, as they are able to put them on quickly and independently.

## Toys

We generally discourage children from bringing toys to school. Toys can be easily lost or broken, causing distress for the owner. Please do not let children bring toys such as plastic knives, swords and guns to school. We wish to encourage co-operative and creative play.

## Arrivals and Departures

Staff on the playground supervise children from 07:55. Children will not be able to enter the classrooms before 08:10 when the school day starts, as teachers are busy preparing for the days activities.

At the end of the day, please collect your child from the classroom and inform the class teacher that you are leaving. If anyone other than yourself or your usual caregiver is to collect your child, please notify the classroom teacher verbally or in writing. This is for the safety of your child. Bus children are taken to the bus by the teaching assistants and are then cared for by the bus monitor.

If there is any change in routine for children travelling on the bus, the class teacher, ECC Office and transport coordinator need to be notified either by telephone or in writing by 11:00.

Please try to be punctual at the end of each day. It can be very unsettling for a child to be waiting. If you are late, please telephone and inform staff to avoid undue concern and for your child's peace of mind.

## How Our Classes are Organised

We have nine classes in the Early Childhood Centre of children aged three to six years. The Early Childhood Centre is made up of 2 Discovery classes, three K1 classes and four K2 classes. Every class has their own Class Teacher and a Teacher Assistant (TA), with two TA's in the Discovery class. We endeavour to balance our classes by age, gender and language. We offer all children in Kindergarten 1 a full day.



## Word Study

At UNIS our approach to word study involves a student-centred, inquiry based approach. We base much of our work on a highly regarded and widely used resource called “Words Their Way” which helps us assess and clearly define the extent of each child’s work knowledge: how words sound, how words are spelled, what words mean and how they are used.

A good idea of what students know about spelling (orthographic knowledge) is revealed in their invented spellings. This helps teachers understand each child stage of development and they can then plan according to their current level or stage. Word knowledge plays a central role in our English programme providing a key link between reading and writing, focusing on spelling as well as vocabulary growth.

After a pre-assessment, the students engage in a variety of sound, pattern,

and meaning activities, sorting pictures and words. The teacher is able to differentiate and match levels of activity to challenge each student, building from what they know about words to what is new. Rather than rote-memorisation, our approach encourages active exploration and examination of word features that are within each child’s level of literacy development. Word Study is active, and by making judgements about words and sorting words according to similar features, students construct their own rules for how the features work. The simple act of making judgements about words this way helps students learn the relationships among alphabet, pattern and meaning. For these reasons, we do not give children lists of words to learn by rote. Meaningful practice helps students internalize word features and become automatic in using what they have learnt.

## Health Issues

There may be times during the school year when your child may need to be excluded from school due to ill health. If your child is feeling unwell or has a fever, please keep them at home. It can be very stressful for children, coming to school if they are not well. Children often say they want to come to school, when in fact they are not really well enough to attend. We do ask you to make responsible decisions about your child’s attendance at school.

If you require medication to be administered to your child during the school day, please contact the School Nurse office. The Nurses will be happy to discuss any concerns.

## Toilet Independence

All children who enter ECC must be able to use the toilet independently. We do not accept children who are wearing nappies/diapers or throw away pants. We do not have the facilities to cater for this. Children should be able to signal or respond to a reminder to use the toilet.

## Emergency Contact

To ensure that we are able to contact you in case of emergency, please ensure that the emergency contact numbers you have given the school are always kept up to date. Email any change of details to the Admissions at [admissions@unishanoi.org](mailto:admissions@unishanoi.org) and also your class teacher.



## Snack and Lunch Time

The children have snack in the morning. We operate a healthy eating policy in the ECC. Please support this by providing your child with healthy and nutritious snacks. Water is available at all times. Please do not send along cans, glass bottles, sweets or chocolates. **UNIS Hanoi is a Nut and Allergy Aware School.**

Children eat their lunch in their classrooms. We try to foster a more family type atmosphere during meal times and expect the children to be independent.

You may either choose to send a packed lunch or order from the Canteen. Please note we do not have facilities for heating meals sent from home or refrigeration. If you want to order a daily hot lunch supplied by the Canteen and delivered at the start of lunchtime, you should contact the ECC Office ([eccsecretary@unishanoi.org](mailto:eccsecretary@unishanoi.org)) who will then liaise with the canteen. Lunch is included in K1 tuition fee.

## Birthday Parties

Often children like to celebrate their birthdays at school by bringing in a cake to share with the class. This is fine but is completely optional. We do not allow a full birthday party to take place within school. Please discuss in advance with your child's teacher and ensure that you do not bring in any food that contains peanuts, peanut products or nuts of any kind as some children are fatally allergic.

## Communication

### Blog

Kindergarten 1 classes publish a blog regularly. This is a vital means of communication. Please read it when you are emailed an update.

### Email

Class teachers will communicate with parents, and vice versa, mainly via email. At the start of the school year, you will be asked to give each parent's most used email address to the class teacher. This is used if you need to inform teachers of any changes in routine, i.e. buses or people picking up your child. You can also provide information you need to give to teachers, but are unable to do so in person. The guidelines for email use include getting all time sensitive information to teachers, via email, before 11:00. If a change is made after this time, please call ECC Secretary.

### Meetings

Teachers are available most days before and after school should you need to ask any quick questions. If you require more detailed information

about your child, please don't hesitate to arrange a meeting time outside of school hours with your child's teacher. You can also contact teachers using the email addresses on page 5 of this guide.

You can also attend:

- Parent Teacher Conferences - this is for parents and teachers only
- Student Led Conferences - this is between the parents and student only. Please do not bring siblings to the student led conference.
- Three Way Conferences – this is the parents, teacher and student together for one discussion.

### Reporting

Report cards are not sent home, they will be made available twice a year via the school information system: ISIS.

# How Parents Can Help



## Giving your Child the Best Start

As a parent you play a crucial role as the first educator of your child. A child will absorb information more rapidly during his or her early years than at any time in his or her life. During this time their learning is influenced by the home environment. What and how things are learned during this period is a preparation for the more formal atmosphere of school. Attitudes and ideas formed in the comfort of the home are the foundations on which we build in school. Your child will learn best through meaningful and fun activities and through positive encouragement and support from those around him and her. Children are naturally motivated to learn. By working together at home and school we can provide a supportive and stimulating

environment in which your child can develop at his or her own rate.

## Encourage your Child to be Independent

- Encourage your child to put away their own clothes and to dress and undress themselves.
- Allow your child to feed themselves and introduce basic table manners so that sitting at a table to eat and coping with lunch boxes, packets and flasks, becomes a normal part of their routine.
- Make sure your child attends to their basic needs such as getting a drink, blowing their nose, using the toilet and flushing it afterwards,

controlling the water taps and leaving the bathroom clean and safe for others.

- Involve your child in general housekeeping by giving them little tasks such as setting the table or tidying their room. Teach your child to organize and care for their belongings. Learning to put away clothes, toys and other belongings tidily, encourages responsibility in other areas.



## Classroom Activities

We welcome parents into our classrooms and there are numerous ways you may like to become involved. Most children love to see their parents involved in school, even if it is for a single occasion. Some parents like to come in on a regular basis to work with a small group of children. Some parents like to come and cook with the children, read stories, work with the children using the computers or talking about their home country and sharing a special cultural festival. The opportunities are limitless so if you would like to become involved, please discuss with your child's teacher.

Class parents play an important role as a link between the teachers and parents. They help to organise special class events for parents and students in and out of the classroom. They also help to welcome new families to the class. If you would like to be a Class Parent, please contact the SCO parent representative for ECC — paulinapineda@hotmail.com.

## Encourage Positive Attitudes to Learning

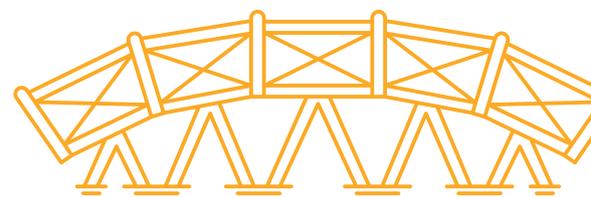
- Spend time talking through everyday events with your child. Ask open ended questions to develop speaking skills and general knowledge. Encourage your child to ask questions and answer their questions with more questions to develop an inquiring mind.
- Share books with your child on a regular basis and make sure your child sees you reading. Expose your child to as many different types of literature as possible – comics, story books, cook books, non fiction books.
- Encourage your child's attempts to write and accept their invented writing and spelling. Provide your child with a wide variety of writing materials and help them to make their own books, cards and posters. Avoid diminishing your child's natural enthusiasm by over correcting their work.
- Storing and ordering household objects; cooking, setting the table and counting objects are just some of the ways to foster and develop your child's mathematical thinking. Simple board and card games are a fun way to improve basic problem solving skills.
- Give your child opportunities to use technology; computers, cameras, CD players.
- Have a collection of empty boxes, toilet rolls, cartons and egg boxes for your child to make models with.
- Have some paint available so children can also paint at home. Use a variety of objects, fingers, old

toothbrush, and a straw – anything you can think of.

- Collect old bags, hats, clothes and accessories for your child to dress up and encourage role play.
- Provide opportunities for your child to mix with other children in different environments so they can learn from each other e.g. invite a friend to your house for a play afternoon.
- Encourage risk taking and let your child know that it's all right to make mistakes. Learn to observe your child without interfering. Children learn by solving their own problems

### REMEMBER

Each child learns in their own way, at their own rate, through positive encouragement and support from those around them.



# International Baccalaureate Primary Years Programme (PYP)



At UNIS Hanoi 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 Discovery to Grade 5. It is a process-led, inquiry-based curriculum framework that actively encourages students to ask questions and seek answers about 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;
- Taking 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 elementary school these units of inquiry are arranged under six themes. These same themes are repeated \*every grade level. 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

\*In K1 due to the nature of early childhood the students only undertake units of inquiry which fall under four of the six themes namely:

- Who We Are
- How We Express Ourselves
- Share The Planet
- How The World Works

All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In K1 the homeroom teacher teaches most of the subjects however the children attend specialist lessons for Art, Music, Vietnamese, Physical Education and Library.

## The IB Learner Profile



## The Learner Profile

At the heart of all IB programmes (including the PYP) is the IB Learner Profile that defines student learning and encompasses the aims of the curriculum. The Learner Profile represents the qualities of internationalism and is a series of desired attributes and dispositions that characterise successful international students.

### 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

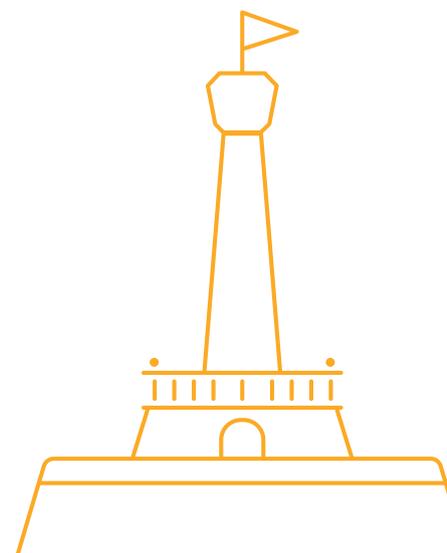
work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### 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.



# Programme of Inquiry: K1

UNITS OF INQUIRY - DISCOVERY		
An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
<p><b>WHO CARES FOR US</b></p> <p>A unit focused on Personal, Social and Emotional Learning</p> <p><b>Central Idea:</b></p> <p>Children need people to help take care of them.</p> <p><b>Main Concepts:</b></p> <p>function, responsibility, causation, care, safety, safe-choice, supervision, need, happiness, problem-solving</p> <p><b>Overview:</b></p> <p>During this unit the students investigate who cares for them and why. They also learn how to make their own safe choices and how to look after each other and themselves here in the Early Childhood Centre.</p>	<p>This particular theme is not undertaken in Kindergarten 1.</p>	<p><b>WAYS TO TELL STORIES</b></p> <p>A unit focused on The Arts and Languages.</p> <p><b>Central Idea:</b></p> <p>Stories have common features but are shared in many different ways.</p> <p><b>Main Concepts:</b></p> <p>form, connection, perspective creativity, structure, performance, story, character, setting, audience</p> <p><b>Overview:</b></p> <p>During this unit students will be exposed to a wide range of storytelling including books, drama, film, music and art. Students will investigate simple story structures (beginning middle and end) and the main features of stories such as a settings and characters. In this expressive unit students will have lots of opportunity to explore their creativity for example by creating stories and drawing scenes and characters.</p>

An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
<p><b>THE WONDERS OF LIGHT</b></p> <p>A unit focused on Investigative Science.</p> <p><b>Central Idea:</b></p> <p>The interaction between light, objects and materials causes phenomena.</p> <p><b>Main Concepts:</b></p> <p>causation, change, form, reflection, shadow, opaque, refraction, translucent, transparent, light, dark, light source, natural, artificial,, cause and effect, colour</p> <p><b>Overview:</b></p> <p>During this unit students investigate how materials and light interact to cause effects such as shadows, reflections, and colours. Students are provided with provocations with which to investigate light .By doing so they develop scientific inquiry skills and attitudes such as questioning, curiosity, observation and the ability to describe what they observe. They also begin to understand the role light plays such as causing sparkles and shadows.</p>	<p>This particular theme is not undertaken in Kindergarten 1 .</p>	<p><b>LIVING THINGS LIVING TOGETHER</b></p> <p>A unit focused on investigative science</p> <p><b>Central Idea:</b></p> <p>Animals perform many functions in our environment and interact with other living things</p> <p><b>Main Concepts:</b></p> <p>connection, function, responsibility, living things, survival,environment,resp onsibility</p> <p><b>Overview:</b></p> <p>During this unit the students inquire into the lives of different animals which visit the Early Childhood Centre throughout the year. Depending on the students' interests and which animals visit, they may investigate frogs, cicadas, insects, birds and/or worms. The students learn how these animals interact with one another and how these creatures share our same environment. environment,responsibility</p>

# English



The strands of the UNIS Hanoi English curriculum are **Listening and Speaking, Reading, Writing and Viewing and Presenting.**

The following outcomes have been drawn from the UNIS Hanoi English curriculum.

## The outcomes for English in K1 include:

### Listening and Speaking

- Listens in small or large groups for increasing periods of time
- Listens to and responds to stories, poems, rhymes, songs, instructions, questions and explanations
- Asks questions and gives appropriate answers

### Reading

- Participates in shared reading and read-aloud situations
- Understands that print has meaning
- Selects favourite texts for enjoyment

### Writing

- Attempts to form letters conventionally and legibly
- Experiments with print
- Writes their name

### Viewing and Presenting

- Uses verbal and non-verbal responses to a variety of media

# Mathematics



The strands of the UNIS Hanoi Mathematics curriculum are **Understanding, Fluency, Problem Solving** and **Reasoning**.

The following student learning outcomes have been drawn from the UNIS Hanoi Mathematics curriculum.

## Understanding

- Connects names, numerals and quantities

## Fluency

- Has 1:1 correspondence
- Can sequence order

## Problem Solving

- Uses materials during play situations to model authentic problems
- Sorts objects by attributes

## Reasoning

- Continues and creates simple patterns
- Explains own reasoning



# Visual Arts



Visual Arts plays a fundamental part in the education of the whole child. It provides students with a unique means of communicating what they see, think and feel whereby students come to know and appreciate the world around them.

The Visual Arts curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, explore materials and techniques, learn about practical aspects of art and design, develop their observational skills and appreciate artists and art works.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

The following student learning outcomes have been drawn from the UNIS Hanoi Arts curriculum.

## Creating

Represents their ideas visually through mark making and 3D forms based on their experiences and imagination

Explores and experiments with a range of materials and techniques independently

## Responding

Shares their art work

Connects the work of other artists to their experience

## Teacher Contact

Krista Ramsay  
[kramsay@unishanoi.org](mailto:kramsay@unishanoi.org)

# Music



The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

The following student learning outcomes have been drawn from the UNIS Hanoi Arts curriculum.

## Creating

- Imitates pitch and rhythm patterns using voice, body percussion and percussion instruments
- Sings simple songs in a group in their entirety from memory
- Creates and improvises short rhythm patterns using voice, body percussion and percussion instruments

## Responding

- Responds to contrasts in musical elements

## Teacher Contact

Alexis Ramsey  
[aramsey@unishanoi.org](mailto:aramsey@unishanoi.org)

# Vietnamese Programme



In the Elementary School at UNIS Hanoi the K1 Vietnamese programme focuses on Vietnamese cultural study and language.

## Vietnamese in K1 includes:

- A specialist vietnamese teacher.
- A cultural studies programme which allow students opportunities to explore different aspects of vietnamese culture (food, clothing, lifestyle, traditional celebrations, performing arts, and fieldtrips to significant places).
- A language programme give the students the opportunity to listen to vietnamese language through nursery rhymes, songs.

Whenever possible and appropriate Vietnamese supports or is integrated into the programme of inquiry. However there are times when Vietnamese offers independent inquiry into related ideas and concepts or skill based teaching. The teacher involved in the Vietnamese programme is a Vietnamese national teacher.

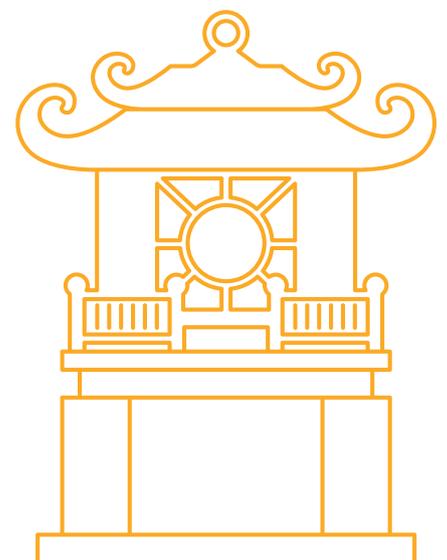
## The outcomes for K1 include:

- Shows curiosity about Vietnamese culture
- Listening to Vietnamese language through songs, chants and rhymes
- Listening to instructions
- Sings Vietnamese songs and rhymes

The following units will be covered throughout the year: Who am I?, Vietnamese Toys and Games, Vietnamese Food, Moon Festival, Tet and My Family.

## Teacher Contacts

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# Physical Education



Physical Education (PE) offers students the opportunity to discover the capabilities of their bodies in a variety of ways. Students will develop the gross motor skills that will be applied in various sports in the future. They will also develop skills and knowledge that they may apply in other contexts, within and beyond school, such as safety, fair play, cooperation and teamwork. Students will be introduced to some of the elements of a healthy lifestyle.

The Physical Education curriculum is arranged in three strands: **Active Living, Movement Skills** and **Safety, Fair Play** and **Leadership**.

The following student learning outcomes have been drawn from the UNIS Hanoi Physical Education curriculum.

## Active Living

- Supports own body weight in a variety of positions

## Movement Skills

- Uses different types of movement to create a sequence
- Exhibits teamwork skills in a game situation
- Throws and catches effectively
- Is able to run, jump, and throw effectively using good technique
- Uses basic propulsive skills in shallow water as well as good attitudes and safe practices in and around the water

## Safety, Fair Play, Leadership

- Shares ideas and listens to others in a group situations

## What to Wear

PE lessons will be conducted indoors (air-conditioned gym) during the hot months; outdoors, during cooler, non-rainy days and at the swimming pool. Please check the days when your child has PE and dress him/her in appropriate for PE clothes on that day.

For PE activities students should wear a T-shirt, shorts, PE shoes and have water bottle.

For outdoors please prepare layers of clothing so students can take a layer off after they start running around and warm up, shorts or sports pants (jeans and slacks are not acceptable PE clothes), appropriate sport shoes (sandals, flip flops or crocs are not acceptable PE shoes), a hat and a water bottle.

During swimming students should bring swim wear (one piece costumes only) and towel. Students may like to bring goggles and a swim cap if they would like to use them.

## Sickness and/or medical concerns

If for some reason your child can not participate in a P.E. lesson please send a note explaining the limitations. If your child needs to be absent for more than one week please send a doctors certificate or a note from our school nurse.

## Major Calendar Events

ES Sports Day, ES Sponsored Walkathon

## Teacher Contacts

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# Personal, Social and Emotional Learning (PSEL)

## Overview

Personal and Social and Emotional Learning (PSEL) skills are taught through all curriculum areas and PYP units. Where appropriate, these areas will provide the context in which the Personal and Social Education skills can be introduced and developed. The expectations of PSEL are closely aligned with the IB Learner Profile. UNIS Hanoi believes that the personal and social education encourages a way of thinking that transcends traditional disciplinary boundaries, and that the values, attitudes and concepts advocated within the PSEL curriculum should be reflected through relationships that exist within and beyond the school.

Students are guided to develop positive attitudes and behaviours in order to meet challenges, make appropriate choices and serve as responsible, respectful members of a global society.

## Students

Students learn to recognize, communicate and manage their own feelings and emotions. They reflect on their own abilities and set personal, achievable goals. Students develop social skills when interacting with others and show awareness and respect for the views, needs and rights of others. Students learn to show initiative and self direction with increasing independence.

Personal, Social and Emotional Learning (PSEL) offers students the opportunity to learn about themselves and about how they relate to others. Students are constantly learning about themselves and about others across the curriculum but there are

also specific lessons and units where age-appropriate topics and issues can be explored in more depth. Learning in PSEL enables students to develop the attributes represented in the IB Learner Profile.

The PSEL curriculum is arranged in five strands: **Self Awareness, Social Awareness, Responsible Decision Making, Self Management** and **Relationship Skills**.

The following student learning outcomes have been drawn from the UNIS Hanoi PSEL curriculum.

### Self Awareness

- Speaks confidently to others about own needs, wants, interests and opinions
- Describes own feelings and knows that some actions and words can hurt others' feelings
- Accepts the needs of others and can take turns and share resources, sometimes with support from others
- Tolerates delay when needs are not immediately met, and understands wishes may not always be met
- Adapts behaviour to different events, social situations and changes in routine

### Social Awareness

- Initiates activities independently and invites others to join in
- Seeks challenges independently or with and through others
- Takes risks, engaging in new experiences and learning by trial and error
- Represents their previous experiences through their play

- Shares previous knowledge and understanding about a range of experiences

### Responsible Decision Making

- Begins to make decisions and plans how to approach a task based on their own ideas
- Solves problems and reaches goals independently
- Tests own ideas and changes strategy as needed
- Self-reviews how well the approach worked

### Self Management

- Understands that their own actions affect other people
- Is aware of the boundaries set, and of behavioural expectations in the setting
- Negotiates and solves problems without aggression

### Relationship Skills

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others
- Takes steps to resolve conflicts with other children e.g. finding a compromise

# English as an Additional Language (EAL)



- Development of the child's native language, and continued home use, is encouraged.
- Parents are considered as partners. The partnership construct is based on the idea that collaborating partners have a common basis for action and a sense of mutuality that supports their joint ventures.
- Coordination and collaboration among families, classroom teachers, specialists, and mother tongue teachers/coordinators is important in supporting the language and literacy development of children.

## What are the guiding principles of the ECC EAL programme?

The principals of the EAL programme aim to foster an environment valuing linguistic and cultural diversity while promoting the acquisition of English:

- Successful practices promote shared experiences in which language is used as a meaningful tool to communicate interests, ideas, and emotions.
- Language development and learning are promoted when teachers and children creatively and interactively use language.
- Experimenting with the use, form, and purpose of language leads to growth in the acquisition of English. Mother-tongues are used in the classroom to facilitate English learning and foster cultural identity.

## What are the aims of the ECC EAL programme?

The UNIS Hanoi ECC EAL programme promotes a meaningful context for language learners wherein their social and academic language is developed incorporating an inquiry-based approach with special emphasis on Unit of Inquiry language. EAL teachers are part of the grade teams and attend team planning meetings in order to strengthen EAL links to ECC grade-level curriculum thereby directly promoting the academic success of language learners. EAL teachers consult with class teachers on a regular basis in order to accurately monitor student progress. Students are grouped according to language background or levels of proficiency and supported in mainstream classes during the school day by EAL teachers; beginner students are withdrawn individually or in small groups for additional periods in the day to provide essential survival English.

## Which students participate in the EAL programme and how are their EAL levels determined?

When Kindergarten 1 apply to UNIS Hanoi, if either parent is not a native speaker of English or if other circumstances require it, they are given an English language proficiency test and interviewed with their parents to determine their need for and level of EAL support. After this initial assessment, students are placed on a Language Proficiency Map of Development. Then, regular assessments alongside consultations with classroom and specialist teachers are used to level and exit students within and from the EAL programme. Students who have recently exited from the EAL programme are carefully monitored throughout their transition.





## What are the EAL Levels of Support?

There are three levels of support: EAL Beginner, Intermediate and Advanced.

EAL Beginner students are at beginning to early intermediate level of English language acquisition. The focus for EAL Beginner students is on listening, speaking and acquiring vocabulary to function in an early childhood school environment. An emphasis is placed on creating meaning for PYP Unit of Inquiry related topics. The activities focus on a multi-sensory approach to learning and involve the use of drama, music and realia in an interactive way.

### The communication (listening & speaking) outcomes for EAL Beginner are as follows:

- Draws pictures in response to oral instructions using classroom-linked vocabulary
- Orders pictures of main events after listening to a familiar story

- Follows multi-step classroom directions given with visual prompts
- Arranges and sorts objects connected to PYP Unit of Inquiry language according to descriptive discourse

### EAL Intermediate

The goal of EAL Intermediate classes is to develop communicative skills and language structures to succeed in an early childhood classroom. Emphasis is placed on PYP Unit of Inquiry language while continuing to strengthen and build upon the existing English listening and speaking skills. Activities continue to have a multi-sensory and interactive approach.

### The communication (listening & speaking) outcomes for EAL Intermediate are as follows:

- Retells a familiar story with accuracy and descriptive vocabulary including important events ( who, what, where, when & why)
- Participates effectively using unit-specific vocabulary in PYP Unit of Inquiry discussions
- Asks wh questions, in a one-to-one or small group setting, to clarify content and meaning
- Paraphrases brief oral information with clarity
- Follows multi-step and multi-task classroom directions given orally

### EAL Advanced

EAL advanced students continue to develop communicative skills and use specific language structures necessary to succeed in an early childhood classroom. Focus is placed on PYP

Units of Inquiry conceptual language and unit related topics. Activities aim to meet specific student needs further refining their speaking and listening skills; while maintaining a multi-sensory interactive approach.

### The communication (listening & speaking) outcomes for EAL Advanced are as follows:

- Draws detailed pictures in response to complex oral instructions containing expanding vocabulary
- Orders pictures of main events after listening to a multi-structured story
- Arranges and sorts specific objects related to PYP Unit of Inquiry language according to detailed descriptive discourse
- Retells a complex story with accuracy and descriptive vocabulary including important events (who, what, where, when and why)
- Participates actively and effectively, using a variety of unit-specific vocabulary, in PYP Unit of Inquiry discussions
- Asks specifically relevant questions to expand understanding, make connections and further inquiries.
- Paraphrases multi-layered oral information with clarity

We look forward to getting to know you throughout the academic year and to help foster your children to be independent, lifelong learners who strive for excellence.

### Teacher Contact

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# Information and Communication Technology (ICT)



and agree on the aims and uses of ICT before integrating technology in the classrooms. To provide more student support, the homeroom teachers work together with the Technology Coordinator in integrating technology into the curriculum.

## Teacher Contact

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ECC to Grade 5 Technology Coordinator

UNIS Hanoi recognizes the impact of information and communication technology (ICT) in the educational process. We believe that when used appropriately, technology provides opportunities to support, engage, enhance and transform student learning.

The Elementary school strives to create learning experiences where technology is integrated through all curriculum areas and are learned in meaningful ways in the context of classroom learning. Using a variety of multimedia resources such as laptops, digital/video cameras and other mobile devices, the students are equipped with the skills and knowledge they need as they prepare to learn and live productively in an increasingly digital world.

The ICT skills and knowledge are evaluated using the following NETS Standards for students:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

UNIS Hanoi Elementary has adopted a flexible learning model that encourages teachers to collaboratively identify





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