



# Kindergarten 1

GRADE LEVEL GUIDE

**2018 - 2019**



LEARNING TO INSPIRE

# Message from the Kindergarten 1 Team

Dear Parents of K1 students,

Welcome to K1. This guide will give you an overview of the K1 programme and some ways in which you and your child can prepare for and settle into their new class.

We will communicate with you on a regular basis via the class blog and email. Our blog posts will provide a window into your child's day and will allow you to develop a practical understanding of our programme. We look forward to inviting you to come in and celebrate your child's learning at regular intervals. We greatly value your participation in these events.

We appreciate your opinions, questions and feedback, so feel free to contact us at any time.

We look forward to working with you and your child this year.

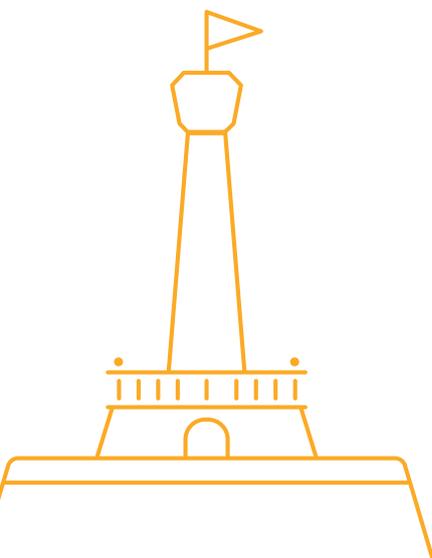
Yours sincerely,

## **The Kindergarten 1 Team**

**Kristi McEwen**

**Deborah Vermeire**

**Charla Marshall**



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# Who's Who in K1

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
<b>Class Teacher</b>	Kristi McEwen	K1A	kmcewen@unishanoi.org
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<b>Music Assistant</b>	Nguyen Thi Thanh Mai		nttmai@unishanoi.org
<b>Mathematics Extension and Enrichment Coach</b>	Elizabeth Murray		emurray@unishanoi.org
<b>Information Technology</b>	Michelle Matias		mmatias@unishanoi.org
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<b>Learning Support</b>	Deirbhile Ni Scholai		dscolai@unishanoi.org
<b>Speech and Language Pathologist</b>	Joan Hargrave		jhargrave@unishanoi.org
<b>D-12 Psychologist</b>	Lee Cassidy		ecassidy@unishanoi.org
<b>Learning Support Assistant</b>	Dang Thanh Hoa		dthoa@unishanoi.org
	Dinh Thi Tra		dttra@unishanoi.org
<b>Counsellor</b>	Kris Bezzerides		kbezzarides@unishanoi.org
<b>Librarian</b>	Monica Mayer		eslibrarian@unishanoi.org
<b>Library Assistant</b>	Le Bach Quynh		lbquynh@unishanoi.org

# K1 Procedures



## How Can I Help with Settling In?

- Talk positively about their school experiences e.g. What was the best part of your day?
- Help your child be as independent as possible e.g. allowing them to unpack their school bag and take off their own shoes.
- Make a routine for leaving your child, such as: arrive, child puts bag away, then say goodbye and leave. 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 be punctual when dropping off your child in the morning and picking up in the afternoon. This helps them feel secure at school.

## Clothing

The children are involved in a variety of activities at school, which are often messy, such as painting and water play. Therefore, we would suggest children not wear their best clothes to school and always have at least two changes of clothes left in their cubby.

Please make sure that all clothing and hats are marked with your child's name. We do encourage the children to be as independent as possible when it comes to dressing and taking shoes on and off. Velcro fastening shoes are very practical for ECC children.

## Toilet Independence

All children who enter ECC must be able to use the toilet independently. Encourage Your Child to be Independent at Home

- 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.
- Make sure your child attends to their basic needs such as getting a drink, blowing their nose, using the toilet and flushing it afterwards and washing their hands.
- Teach your child to organize and care for their belongings. eg. learning to set the table, put away clothes, tidy toys and other belongings.

# 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 an inquiry-driven, concept-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;
- 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

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

- Who we are
- How we express ourselves
- Sharing the planet
- How the world works variety of ways.



All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

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 Information Fluency.



## 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

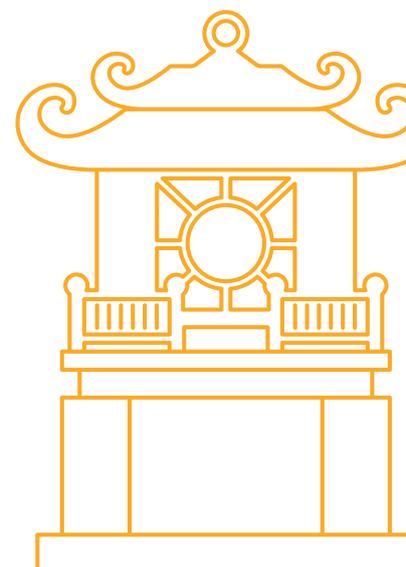
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### 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.



# Kindergarten 1

## Programme of Inquiry

WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET
<p><b>Central idea:</b> Personal choices affect ourselves and the community.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>How we are connected to the community</li> <li>What we do makes a difference</li> <li>Everyone has responsibility</li> </ul> <p><b>Key concepts:</b> connection, responsibility, causation</p> <p><b>Related concepts:</b> community, happiness, problem-solving</p> <p><b>Subject focus:</b> PSEL, PE, Performing Arts</p>	<p><b>Central idea:</b> Storytelling allows us to share ideas, feelings and experiences.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>ourselves as storytellers</li> <li>communicating personal stories</li> <li>storytelling in different ways</li> <li>appreciating storytelling</li> </ul> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> story, imagination, expression</p> <p><b>Subject focus:</b> Language, Visual Arts, Performing Arts</p>	<p><b>Central idea:</b> Water is a shared resource that can be explored.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>how water behaves</li> <li>our responsibility with water</li> <li>using our skills as scientists to explore</li> </ul> <p><b>Key concepts:</b> function, responsibility</p> <p><b>Related concepts:</b> conservation</p> <p><b>Subject focus:</b> Science, Mathematics</p>	<p><b>Central idea:</b> Understanding living things helps us share our environment and resources.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>observable characteristics of animals</li> <li>the life cycle of different living things</li> <li>the connection between animals and the environment</li> </ul> <p><b>Key concepts:</b> form, connection, change</p> <p><b>Related concepts:</b> habitat, growth, animals</p> <p><b>Subject focus:</b> Science, Social Studies</p>

# Discovery and Kindergarten 1 Curriculum

Homeroom teachers in Discovery and K1 follow the [New Zealand Early Childhood Curriculum, 'Te Whariki'](#). Underpinning Te Whariki is the vision that children are:

*Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.*



## Principles

EMPOWERMENT	HOLISTIC DEVELOPMENT	FAMILY AND COMMUNITY	RELATIONSHIPS
Early childhood curriculum empowers the child to learn and grow.	Early childhood curriculum reflects the holistic way children learn and grow.	The wider world of family and community is an integral part of early childhood curriculum.	Children learn through responsive and reciprocal relationships with people, places and things

## Strands, Goals and

Strands, Goals and				
WELLBEING		BELONGING		CONTRIBUTION
The health and wellbeing of the child are protected and nurtured.		Children and their families feel a sense of belonging.		Opportunities for learning and each child's contribution
<b>GOALS</b> Children experience an environment where:	<b>LEARNING OUTCOMES</b> Over time and with guidance and encouragement, children become increasingly capable of:	<b>GOALS</b> Children and their families experience an environment where:	<b>LEARNING OUTCOMES</b> Over time and with guidance and encouragement, children become increasingly capable of:	<b>GOALS</b> Children experience an environment where:
Their health is promoted	Keeping themselves healthy and caring for themselves	Connecting links with the family and the wider world are affirmed and extended	Making connections between people, places and things in their world	There are equitable opportunities for learning, irrespective of gender, ability, age, ethnicity or background
Their emotional wellbeing is nurtured	Managing themselves and expressing their feelings and needs	They know that they have a place	Taking part in caring for this place	They are affirmed as individuals
They are kept safe from harm	Keeping themselves and others safe from harm	They feel comfortable with the routines, customs and regular events	Understanding how things work here and adapting to change	They are encouraged to learn with and alongside others
		They know the limits and boundaries of acceptable behaviour	Showing respect for kaupapa, rules and the rights of others	

## Learning Outcomes

Learning Outcomes				
DISTRIBUTION	COMMUNICATION		EXPLORATION	
are equitable, and participation is valued.	The languages and symbols of children's own and other cultures are promoted and protected.		The child learns through active exploration of the environment.	
<b>LEARNING OUTCOMES</b> Over time and with guidance and encouragement, children become increasingly capable of:	<b>GOALS</b> Children experience an environment where:	<b>LEARNING OUTCOMES</b> Over time and with guidance and encouragement, children become increasingly capable of:	<b>GOALS</b> Children experience an environment where:	<b>LEARNING OUTCOMES</b> Over time and with guidance and encouragement, children become increasingly capable of:
Treating others fairly and including them in play	They develop nonverbal communication skills for a range of purposes	Using gesture and movement to express themselves	Their play is valued as meaningful learning and the importance of spontaneous play is recognised	Playing, imagining, inventing and experimenting
Recognising and appreciating their own ability to learn	They develop verbal communication skills for a range of purposes	Understanding oral language and using it for a range of purposes	They gain confidence in and control of their bodies	Moving confidently and challenging themselves physically
Using a range of strategies and skills to play and learn with others	They experience the stories and symbols of their own and other cultures	Enjoying hearing stories and retelling and creating them	They learn strategies for active exploration, thinking and reasoning	Using a range of strategies for reasoning and problem solving
		Recognising print symbols and concepts and using them with enjoyment, meaning and purpose	They develop working theories for making sense of the natural, social, physical and material worlds	Making sense of their worlds by generating and refining working theories
		Recognising mathematical symbols and concepts and using them with enjoyment, meaning and purpose		
	They discover different ways to be creative and expressive	Expressing their feelings and ideas using a wide range of materials and modes		

# 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.

Student learning outcomes have been drawn from the Australian national curriculum and aligned with the PYP Arts scope and sequence.

## 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

Visual arts plays a crucial role in the education and development of the whole child. Visual art classes at UNIS Hanoi include the development and

skills to use many different types of art mediums as well as an art history education and appreciation. Our programme provides students with:

- Opportunities to develop and refine fine motor skills
- Inspiration and the means to enhance their creativity
- The ability to rejoice in building confidence and self-esteem
- A unique way of communicating what they see, think, and feel
- An appreciation of the world around them
- Opportunities to reach higher levels of thinking and learning through creation and critical thinking
- A way to express their creativity and what makes them unique
- Daily problem solving skills and responsibility.

The visual arts curriculum is arranged into two strands of creating and responding. Through these, students will develop their imagination and creativity, learn about theoretical and practical aspects of art and design, study and appreciate a range of works, and respond and reflect on their artistic process. As a result, they will develop their understanding of the role that visual arts play in society and cultures.

Students will utilize process journals as a means to showcase their creative thinking, reflections, and progress.

# 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



# Vietnamese Cultural Studies



In the Elementary School at UNIS Hanoi the K1 Vietnamese Cultural studies 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 field trips to significant places).
- A language programme give the students the opportunity to be exposed to Vietnamese language through nursery rhymes, songs and stories..

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

# Physical Education

In Physical Education, students will learn through and about movement in an environment that promotes a lifelong love of being physically active.

Students will have the following learning experiences in Physical Education:

- **Individual pursuits - Athletics and Swimming:** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing how to improve individual performance.
- **Movement composition - Dance and Gymnastics:** Recognizing that movements can be linked together to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/ or criteria. Movements can communicate feelings, emotions and ideas. (for example, gymnastics, dance).
- **Games - Spatial Awareness, Movement Games and Ball Games:** Recognizing the challenges presented by games; the importance of manipulating space; identifying and developing appropriate skills; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
- **Adventure challenges:** A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively



in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.

## What to Wear

- Appropriate sport shoes (sandals, crocs or flip flops are not acceptable PE Shoes).
- A UNIS Hanoi T-shirt, or House t-shirt.
- Sport shorts/skorts or trousers; Shorts or sports pants (jeans and skirts are not acceptable PE clothes).
- Layers of clothing during cooler months so students can take a layer off after they start running around and warm up.
- A hat for sun protection. Sunscreen and a light rain jacket when required.
- A labelled water bottle.

## During swimming units students should bring:

- One piece swimsuit
- Towel (please ensure they are named)
- Goggles
- A swim cap is compulsory for swimmers with medium to long hair

## Sickness and/or medical concerns

Please send a medical certificate if your child is unable to participate in a PE lesson.

# Information Fluency



The UNIS Hanoi Elementary School (ES) Library programme strives to support and encourage students' academic pursuits and pleasure reading interests through a positive, stimulating and student centered environment. The ES Library programme serves students in grades Discovery to Grade 5 and is the foundation for all PYP areas of curriculum by providing Library resources to the classroom which support Units of Inquiry (UOI). The ES Library has adopted a flexible learning model in which teachers work to collaboratively identify the uses and integration of Information Fluency skills in the classrooms.

The Elementary Librarian supports teaching and learning in the classroom through the collaborative efforts shared with Homeroom and other Specialist teachers. Information Fluency skills, guided by the American Library Association School Library curriculum, are integrated into appropriately connected units of inquiry to provide meaningful and practical learning experiences.

Students are encouraged to become independent library users and lifelong readers through the development of a love of literacy.

Through weekly visits guided by the ES Librarian, K1 students begin to:

- Identify and locate own library card
- Follow borrowing routine with guidance
- With assistance, use shelf markers to mark the appropriate book placement on shelves
- Indicate understanding that books are arranged in an organized way in the ES Library
- Demonstrate knowledge of positive book care behaviours and routines
- Identify and use relevant vocabulary; parts of a book
- Initiate own reading-like experiences
- Identify characters on the page and describe their actions
- Show an understanding of difference between picture books and information books.



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