



AUSTRALIAN INTERNATIONAL SCHOOL
Leading to a Bright Future

KINDERGARTEN CURRICULUM HANDBOOK 2020 - 2021

An **inspired** school



 Cambridge Assessment
International Education



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WELCOME FROM THE PRINCIPAL

Welcome to Kindergarten at the Australian International School (AIS). AIS is a school that celebrates the individual child and the values, beliefs, gifts, talents and diversity of experiences that each one contributes to our school community.

We believe our community is our richest resource and we actively draw upon our diversity, both within our curriculum and in how we express who we are as a community.

We believe a child's experiences in an international school setting provide great opportunities for learning about the diversity and richness that exist in our world.

One of the great benefits of being part of an international school is the opportunity it provides for us, as a community of adults and children, to learn from each other's experiences and perspectives. In doing so, we build our understanding of what it means to be human and develop our own cross-cultural understandings and cultural competencies. In our school, the child is central. Children are the reason we are here and they are the focus of our thinking in all decision making and curriculum design.

I hope you and your children will enjoy the experience of being a part of our vibrant community as we continue on our journey to a 'Bright Future'.

Julian Carroll

Primary & Kindergarten Principal



THE AIS CURRICULUM

An International Curriculum



SCHOOL	YEAR LEVEL	APPROXIMATE AGE	CURRICULUM
Kindergarten	Infant	18 months - 3 years old	Activity based learning
	Junior / Senior	3 - 4 years old	IB Primary Years Programme (PYP)
		4 - 5 years old	
Primary	Years 1 - 6	5 - 11 years old	
Lower Secondary	Years 7 - 11	11 - 16 years old	Cambridge Secondary Curriculum IGCSE Year 11
Senior	Years 12 - 13	16 - 18 years old	IB Diploma Programme

A TYPICAL SCHOOL DAY IN KINDERGARTEN

Welcome and registration	8.00am - 8.10am
Structured play	8.10am - 8.50am
Literacy activities	8.50am - 9.30am
Mathematics activities	9.30am - 10.10am
Morning recess and snack time	10.10am - 10.40am
Specialist teaching (music, swimming, Vietnamese (JKG and SKG only) and PE)	10.40am - 11.30am
Lunch	11.30am - 12.00pm
Teeth brushing and preparing for nap time	12.00pm - 12.15pm
Nap time	12.15pm - 1.45pm
Snack time	1.45pm - 2.00pm
Story reading and reflection time	2.00pm - 2.40pm
Time to go home	2.40pm
School buses depart	2.50pm

KINDERGARTEN CURRICULUM OVERVIEW

The Kindergarten programme at AIS focuses on numeracy and literacy to prepare students for successful learning experiences in the future. The learning activities at this early age are designed to build on the natural inclination children have to learn. This is done by offering varied, stimulating and enjoyable learning experiences.

From the age of three years old (Junior Kindergarten), children follow the International Baccalaureate (IB) Primary Years Programme (PYP). In the Infants class they undertake activity based learning.

The guiding principle in Kindergarten is 'learning through play'. In this way, in a secure but challenging environment, children can:

- Explore, develop and represent learning experiences that help them to make sense of the world
- Practise and build up ideas, concepts and skills
- Learn to understand the need for rules
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate or solve problems

Activities may be either teacher directed or student initiated.

Each class has an overseas trained teacher and a Vietnamese trained support teacher. There are also specialist teachers for swimming, physical education, music and Vietnamese Language and Culture.

The curriculum is taught in English. As oral language is the basis of literacy there is an emphasis on English language-based activities that provide opportunities for thinking, problem solving and experimenting. Through opportunities to listen and respond to stories, children are encouraged to attempt independent writing and reading.

PRIMARY YEARS PROGRAMME

From Junior Kindergarten to Year 6, AIS uses the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IB) as its curriculum framework. The PYP is a uniquely international programme focusing on the total growth of the developing child. It encompasses social, physical, emotional and cultural needs in addition to academics.

The PYP provides a shared, transdisciplinary curriculum for primary schools, with a balanced programme of concepts, knowledge, skills and actions. The PYP transdisciplinary curriculum brings individual disciplines together into a coherent whole, while preserving the essence of each single subject.

The approach to learning focuses on children developing skills and acquiring knowledge that will assist them in becoming successful life-long learners. Children are encouraged to participate in the development of learning experiences and are challenged to hypothesise, reflect, question and test in order to construct their own understandings and thus gain further knowledge.

Across all curriculum areas, your child will:

- develop a deep understanding of important concepts
 - Change
 - Connection
 - Form
 - Function
 - Perspective
 - Causation
 - Responsibility
- conduct research into knowledge which has local and global significance
- acquire and practise a wide range of essential skills in Languages, Mathematics, Science, Social Studies,

- undertake Technology, Art, Music, Physical Education (PE)
- learn more effectively by using the inquiry based learning approach
- learn and use the skills of a second language and
- be encouraged to develop positive attitudes towards learning, the environment and other people.

By balancing the PYP with concepts, knowledge, skills, attitudes and action, it becomes academically challenging, personally engaging and globally, nationally and locally relevant.

At AIS and through the PYP curriculum, we set high standards and high expectations, as teachers collaboratively plan the curriculum to ensure a coherent education. Our curriculum incorporates a range of assessment, reporting and recording strategies in order to give parents clear information about their children’s progress. AIS parents receive this information via newsletters, update letters, parent-teacher conferences, the sharing and displaying of student’s work, student-led conferences, parent information sessions and through the Kindergarten Curriculum Handbook.

THE PYP CURRICULUM MODEL



PROGRAMME OF INQUIRY

A key component of the PYP is the Programme of Inquiry. The Programme of Inquiry is designed around six transdisciplinary themes with many inquiry based experiences used to integrate the curriculum. In the Kindergarten, children participate in four Units of Inquiry per year. They will generally complete one unit under each transdisciplinary theme each year. The transdisciplinary themes are characterized by

- having global significance—for all students in all cultures
- offering students the opportunity to explore the commonalities of human experience
- being supported by knowledge, concepts and skills from the traditional subject areas utilised in real life applications
- being revisited throughout the students' years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- contributing to the common ground that unifies the curriculums in all PYP schools.

UNITS OF INQUIRY

WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities and what it means to be human.

HOW THE WORLD WORKS

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity and our appreciation of the aesthetic.

HOW WE ORGANISE OURSELVES

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

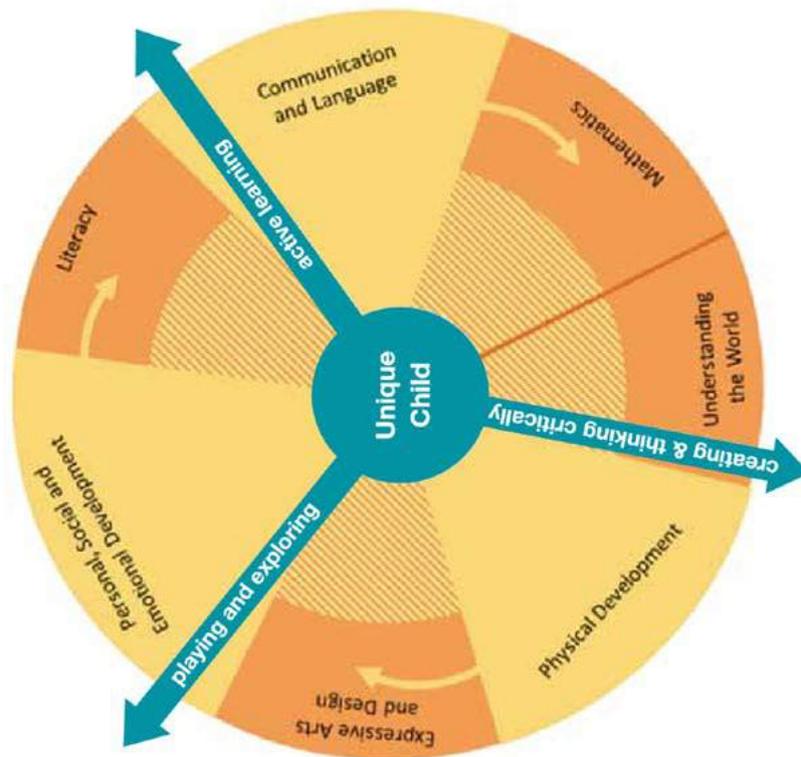


The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.

- The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.

The philosophy of the PYP, as it directly affects the child, is expressed in a series of desired attributes and traits that characterise students with an international perspective. Taken together they create a profile of PYP students, and therefore of AIS students.

Inquirers	Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
Communicators	They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
Risk-takers	They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
Knowledgeable	They have spent time in a school which has global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.
Principled	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
Caring	They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
Open-minded	They respect the views, values and traditions of other individuals and cultures, and are accustomed to seeking and considering a range of points of view.
Balanced	They understand the importance of physical and mental balance and personal well-being.
Reflective	They give thoughtful consideration to their own learning and analyse their personal strengths and weaknesses in a constructive manner.

ASSESSMENT AND REPORTING

WHAT WE ASSESS

The goal of Kindergarten is to ensure children are intellectually, physically, socially and emotionally ready to start their formal education in Year 1. Assessment therefore looks at what a child can do in these areas.

HOW WE ASSESS

Formal tests do not occur in Kindergarten rather the main form of assessment is teacher observation and documentation. An individual child's skills are then reported against the benchmark set of intellectual, social, emotion and physical skills that are age appropriate for Kindergarten.

HOW WE REPORT

Parent/Teacher and Student-led Conferences

Formal parent/teacher conferences are scheduled for each family twice a year in October and March to discuss their child's progress. Parents are also invited to bring their child to meet with their new class teacher shortly before the start of the school year to exchange information. In addition, there are Student-led conferences in May. Parents are invited to sign up online for these meetings. Conferences may also be requested at any time during the school year by either parents or the class teacher.

Formal Reports

Parents receive a written report of their child's progress at the end of Semester 2. The report summarises the progress a student has made across the Kindergarten curriculum, including the attributes of the IB learner profile. The report includes narrative comments made by the classroom and single subject teachers (PE, Vietnamese and Music).

COMMUNICATION

At AIS we take pride on our level of communication with our parents, and the teachers use a variety of ways to do this. We use See Saw as our digital portfolio and communication tool. The child is registered to the programme as they enter the School and their parents are sent the login details by the class teacher. Parents can also email or speak to the class teacher directly. If parents would like a longer meeting we recommend booking an appointment with the teacher after school.

ROUTINES

NAP TIME

All children in Kindergarten take a nap each day between 12.15 – 1.45 pm. The Senior Kindergarten only have nap time in Semester 1 to prepare them for Year 1. We ask all children to bring to school their own pillow, pillow case and blanket for nap time.

MEAL AND SNACKS

Kindergarten children all receive a healthy lunch each day as well as a morning and afternoon snack. The menu is shared with parents each month. Parents must inform the class teacher of any food allergies or dietary requirements. Only healthy snacks and drinks may be brought to school and no candies or chocolates are allowed.

WATER

Students may have a water bottle in class. Screw-top glass bottles and cans are not permitted in class during lesson time. Water is the only liquid to be consumed in class time. There is water available throughout the school buildings although leaving class to have drinks will not be encouraged.

STUDENT BIRTHDAY PARTIES – PRIMARY AND KINDERGARTEN

NOTE – THIS IS STRICTLY SHARING A SIMPLE CUP CAKE ONLY AND NOT A BIRTHDAY PARTY OF ANY TYPE

If you would like the class to share in a simple cup cake for your child, please speak to the class teacher at least three days prior to make an arrangement for the most suitable time on the lesson timetable. We aim to keep this process as simple and unobtrusive to the learning program as possible. Parents must be present for these celebrations and provide any plates, serviettes etc. Parents are also responsible for the cleaning up, if any is required. Ten minutes will be allotted for the cake sharing and will only involve students from your child's class. Please do not bring fizzy soft drink, candy, gifts, candy bags, presents or additional food. Invitations are not required and will not be distributed by the teachers.

SCHOOL EVENTS

Through the year the school holds whole school events which families may join. These include the Moon Festival, AIS Celebrates, Tet festival, Book Week etc. All dates are added to the MyAIS calendar and information is shared via Seesaw.

WHAT TO BRING TO SCHOOL

Please label ALL items clearly with your child's name

EVERY DAY:

Water bottle with a secure lid and name.

Students should wear shoes that they can fasten easily, such as Velcro. No laces please!

Spare school uniform and plastic bag

SEND TO SCHOOL EVERY WEEK:

Coloured House Shirt and shorts and running shoes.

Swimsuit, towel and goggles on swimming day

SEND TO SCHOOL EVERY SECOND WEEK:

Sleep time bedding (sheet, pillow and a favourite sleeping comfort toy)

SEND TO SCHOOL EVERY TERM:

School hat

Toothbrush and toothpaste



Thu Thiem Campus (*Kindergarten - Year 13*)

264 Mai Chi Tho (East-West Highway) | An Phu Ward | District 2 | HCMC | Vietnam
t: +84 28 3742 4040

Thao Dien Campus (*Kindergarten - Year 6*)

APSC Compound | 36 Thao Dien Road | Thao Dien Ward | District 2 | HCMC | Vietnam
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