# Pre-Nursery to Kindergarten 1

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THE GOAL OF EDUCATION IS THE ADVANCEMENT OF KNOWLEDGE AND THE DISSEMINATION OF TRUTH

John F. Kennedy
VISION AND GUIDING STATEMENTS

Our Vision and Guiding Statements are reviewed on a regular basis and provides the framework around which the program is constructed. We deliver education based upon our guiding statement and strive to ensure that success of each individual child in his/her day of study as described in our Vision and Guiding Statements.

Vision

As a school community we will continually strive to provide the best teaching and learning experiences for all so that each individual achieves more than they believe they can.

We will celebrate our academic, sports and service accomplishments so that individuals and groups are recognized locally, nationally and globally.

We will become the leading American international school in Singapore and achieve a global reputation for excellence and academic rigor.

Mission

We base our teaching and learning on challenging American standards. Our approach to education is student-centered following an inquiry based interdisciplinary curriculum. Our curriculum is broad based and academically rigorous. It incorporates the best practices in education and benefits from constant improvement.

“Stamford offers the International Baccalaureate (IB) Primary Years Programme, the IB Middle Years Programme, the IB Diploma Programme and Advanced Placement program, together with our High School diploma.”
Stamford Vision and Guiding Statements will guide us to fulfill our vision of becoming the leading American and international school in Singapore, achieving excellence in education, and promoting consistent values throughout our community.
WELCOME
FROM OUR ACADEMIC LEADERSHIP TEAM

Our leadership team warmly welcomes you to Stamford American International School. We comprise of a team of education professionals, who are all experienced in American international education and the International Baccalaureate (IB) Program.

HEADS OF SCHOOL

Dr. Eric Sands
Superintendent
eric.sands@sais.edu.sg

Mr. Andrew Hancock
Deputy Superintendent
andrew.hancock@sais.edu.sg

EARLY YEARS PRINCIPALS

Mr. Michael Day
Early Years Principal
michael.day@sais.edu.sg

Ms. Lavesa Devnani
Deputy Early Years Principal
lavesa.devnani@sais.edu.sg
CURRICULUM DEPARTMENT

The Curriculum Department at Stamford, which consists of a Director of Curriculum as well as International Baccalaureate/Curriculum Coordinators in each of our divisions, works with teams of teachers and individuals throughout the year to support the development and implementation of engaging, challenging and connected-learning experiences for students.

Ms. Christie Powell  
Director of Curriculum  
christie.powell@sais.edu.sg

Mr. Perry Tkachuk  
PYP Coordinator  
perry.tkachuk@sais.edu.sg

Ms. Maninder Johal  
Assistant PYP Coordinator  
maninder.johal@sais.edu.sg

In addition, the Curriculum Department hosts a variety of Community Information & Inquiry Sessions throughout the year that are meant to provide interactive experiences for the community about our curriculum and approaches to learning. We encourage you to attend these sessions. Please refer to the Events Calendar on myStamford for dates and sessions.
Recruited from top agencies around the world, our teachers bring to Stamford a wide-range of experiences that serve to enrich our collaborative community with diverse perspectives and a deep commitment to students and learning.

Teachers continue to grow through rich professional experiences within established learning communities at Stamford, formal external training, internal learning with colleagues and educational consultants and daily interaction with their students and colleagues. At Stamford, we believe strongly that learning takes place every day for everyone.

At specific times during the year, parents receive formal feedback on their children’s progress through the form of report cards and Parent Teacher Conferences. Teachers also keep parents informed of class progress via teacher pages on myStamford throughout the year. Please feel free to contact your children’s teachers at any time using their email addresses with any questions, comments or concerns.

ACCREDITING ORGANIZATIONS

The school is authorized and accredited by the International Baccalaureate Organization (IBO), EduTrust in Singapore, Council of International Schools (CIS) and Western Association of Schools and Colleges out of the United States (WASC).
The core frameworks that guide the crafting of our curriculum -- the International Baccalaureate Programmes along with challenging American standards and the College Board’s Advanced Placement program -- guarantee teaching and learning that is student-centered and rigorous.

As our Curriculum Team, which consists of Program Coordinators in the PYP, MYP, DP and AP and a Director of Curriculum, works alongside our experienced, professional faculty to develop curriculum throughout all divisions of the school, we hold at the core of all our development two guiding statements:

The vision of Stamford where

“... each individual achieves more than they believe they can”

AND

The mission of the International Baccalaureate

“to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”

This means that our curriculum design and development focuses on learning experiences that are Stamford rigorous. They seek to encompass:

- Multiple entry points and pathways for learning
- Personal engagement and challenge for each individual learner
- Exploration of student inquiries and multiple perspectives
- Connections -- interdisciplinary and transdisciplinary -- in subject areas and to local and global contexts
- Authentic student voice
- Conceptual learning that reaches beyond knowing to deep understanding
- Development of skills and approaches to learning that support lifelong learning
All in a balanced interweaving of teaching, learning and multiple assessment methods where each informs the other as learning unfolds. We believe strongly that challenging students to intellectually engage in their academics, interests, and the diversity of the world around them as open-minded and reflective inquirers and thinkers equips them for excellence within and beyond Stamford. Ultimately, Stamford students will move on to success in college, career, and life as learned, thoughtful, courageous individuals and global citizens.

Our overarching frameworks bring the best of American and international curricula together in a unique blend of guaranteed and responsive education. Through our American standards, students are ensured of vertically aligned, connected learning within discipline areas. Through the IB Programme frameworks, our students involve themselves as inquirers within disciplinary and interdisciplinary learning in order to construct and personalize their learning – much like the real world demands of all learners. It’s the Stamford advantage!

**STANDARDS & BENCHMARKS FRAMEWORKS**

As an international school, Stamford is proud to utilize high quality standards frameworks from the U.S. These frameworks outline specific, aligned learning outcomes for students and ensure challenging and aligned learning over grade levels and across teachers in specific discipline areas. The combination of high quality standards for learning and the holistic, student-centered IB Programme framework enables quality assurance that we provide a rigorous and balanced educational experience, which serves students well if they remain with us or transition to other American or International schools.

<table>
<thead>
<tr>
<th>Elementary Standards and Benchmarks</th>
<th>Subjects</th>
</tr>
</thead>
</table>
| **Head Start Early Years Learning Outcomes Framework** | Social and Emotional Development  
Language and Communication  
Literacy  
Cognition  
Mathematical Development  
Perceptual, Motor and Physical Development |
| **American Council on the Teaching of Foreign Languages (ACTFL)** | Language Acquisition  
(Spanish and Mandarin) |
| **International Society for Technology in Education (ISTE)** | Design Technology |
| **Massachusetts Arts** | Music  
Theater  
Visual Arts |
| **IB Personal, Social, Physical, Ed. Society of Health and Physical Education (SHAPE) National Health Education Standards (NHES)** | Personal/Social  
Physical Education |
Stamford is an IB World School and is authorized to offer the PYP. IB World Schools share a common philosophy – a commitment to high quality, challenging, international education that Stamford believes is important for our students. The PYP is an international curriculum framework designed for children between the ages of 3 and 12 years, taught through inquiry and concept-based teaching and learning approaches. The program focuses on the development of the whole child, so in addition to academic achievement, the program strongly emphasizes the social, physical, emotional and cultural growth of all students.

The Five Essential Elements of the PYP

Knowledge - The PYP has identified six transdisciplinary themes, which help to organize the six *Units of Inquiry* (UOI) at each grade level. These themes are overarching, from Pre-Kindergarten to Grade 5. The UOIs then define the more specific content to be explored under each theme at each grade level. Altogether, the units combined that make up the entire framework of units programme-wide is called the *Programme of Inquiry* (POI). The POI can be viewed at http://mystamford.edu.sg/poi.

**Transdisciplinary Themes**

- 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
**Concepts** - There are eight fundamental concepts expressed as key questions, which drive inquiry and research. They also have relevance within and across all subject areas (transdisciplinary).

<table>
<thead>
<tr>
<th></th>
<th>What is it like?</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>How does it work?</td>
<td>Function</td>
</tr>
<tr>
<td>3</td>
<td>Why is it like this?</td>
<td>Causation</td>
</tr>
<tr>
<td>4</td>
<td>How is it changing?</td>
<td>Change</td>
</tr>
<tr>
<td>5</td>
<td>How is it connected to other things?</td>
<td>Connection</td>
</tr>
<tr>
<td>6</td>
<td>What are the points of view?</td>
<td>Perspective</td>
</tr>
<tr>
<td>7</td>
<td>What is our responsibility?</td>
<td>Responsibility</td>
</tr>
<tr>
<td>8</td>
<td>How do we know?</td>
<td>Reflection</td>
</tr>
</tbody>
</table>

**Skills** - There are five sets of transdisciplinary skills acquired in the inquiry process, known as the **Approaches to Learning** (ATL). The IB ATLs refer to the skills students develop when they are learning how to learn and think effectively, and how to process information and manage their emotions. The intention of the ATLs is to develop self-regulated (self-managed, self-directed, independent) learners through skills based, process-focused teaching. - *Sept. 2013 PYP Coordinator’s Notes, p. 2*
Attitudes - The PYP promotes attitudes that we want our students to feel, value and demonstrate.

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>PYP Transdisciplinary Skill Sets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation</td>
<td>Creativity</td>
</tr>
<tr>
<td>Commitment</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Confidence</td>
<td>Empathy</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td></td>
<td>Independence</td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
</tr>
<tr>
<td></td>
<td>Respect</td>
</tr>
<tr>
<td></td>
<td>Tolerance</td>
</tr>
</tbody>
</table>

Action - IB includes action as an essential element because we believe that education must extend beyond the intellectual to include thoughtful and appropriate action. An expectation is that inquiry and the learning process will naturally lead a student to initiate principled, responsible action. As stated by the International Baccalaureate Organization (IBO), “Effective action does not need to be grandiose. On the contrary, it begins at the most immediate and basic level: with the self; within the family; within the classroom, the hallways and on the playground. Effective action can be a demonstration of a sense of responsibility and respect for self, others and the environment” (Making the PYP Happen: A curricular framework for international education, p. 26). It must also be noted that our goal is to elicit authentic student action. Action that is truly student-initiated out of a sense of responsibility and respect mentioned above, than teacher guided.
KATIE VAN CAMP
AUTHOR OF HARRY AND HORSIE AND COOKIEBOT!, CRITICALLY-
ACCLAIMED BOOKS ABOUT THE POWER OF FRIENDSHIP AND
THE ENDLESS POSSIBILITY OF THE IMAGINATION
VISITING AUTHORS SERIES
MARCH 2016
INTERNATIONAL MINDEDNESS AND THE IB LEARNER PROFILE

The ultimate aim of all IB schools is to create IB graduates who are internationally-minded. This is exemplified by a student who consistently exhibits all of the attributes of the IB learner profile. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

The IB Learner Profile Attributes

**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 analyze 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, comparison 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.
ACADEMIC OVERVIEW

EARLY YEARS PHILOSOPHY

The Early Years form a foundation for learning as children are introduced to their first experience of school. To develop a positive attitude and thrive as lifelong learners, children need to feel safe, secure, and happy in a nurturing environment. Trust and security, vital to each child’s success, is developed through an open partnership between home and school.

Stamford’s Early Learning Curriculum is guided by the USA Head Start Early Learning Outcomes Framework: Ages Birth to Five and The Creative Curriculum® which outlines the skills and behaviors that our program fosters in children.

Teacher-initiated experiences are planned by highly skilled staff with expertise in child development. Children are given opportunities to express themselves through exploratory, investigative, and imaginative play, which can be enjoyed either cooperatively or independently. Child-initiated and teacher-guided experiences enhance language development, social competence, creativity, imagination, and thinking skills. These experiences are supported by developmentally appropriate best practice and start the journey towards academic success.

Assessment plays a vital role in nurturing for and teaching young children. Our teachers carefully monitor children’s learning by using GOLD™ Assessment system, which is an authentic, ongoing observational system for monitoring children’s progress and development. Teachers purposefully record these observations in order to understand each child and make decisions about how to best support his or her development and learning.

In today’s world, children encounter a myriad of experiences and ideas that spark their natural curiosity. Our early learning education is in step with the natural inclination to wonder, design, engineer and innovate. Our program from Pre-Nursery to Kindergarten 1 incorporates STEAMinn - Science, Technology, Engineering, Arts, Mathematics and Innovation to provide our young children with a glimpse into the world of design thinking. Thus begins our students’ journeys into innovating solutions to serve self, others and the community.

“ At Stamford Early Years, we believe that children learn best through hands on experiences, in a play-based environment, where they are viewed as active participants in their learning. ”
A TYPICAL DAY FOR EARLY YEARS STUDENTS

Students follow a full timetable of study, spending the majority of their time with their homeroom teacher being instructed on core subjects, which include Language Arts, Mathematics, Science and Social Studies. Specialist teachers instruct students in the areas of Arts, Physical Social and Emotional Education, Modern Languages (Mandarin or Spanish), and Library. Our program is typical of American international schools around the world, allowing your child to easily transition should you relocate. We further offer opportunities for students to learn beyond the classroom through excursions, incursions and Co-Curricular Activities programs.

SAMPLE TIME TABLE

<table>
<thead>
<tr>
<th>Block/Time</th>
<th>Pre-Nursery</th>
<th>Nursery</th>
<th>Pre-Kindergarten</th>
<th>KG1</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00-9.20</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9.20-9.40</td>
<td>Rolling Snack</td>
<td>Smart Steps (PE)</td>
<td>Inquiry/Learning Centers</td>
<td>Inquiry/Learning Centers</td>
</tr>
<tr>
<td>9.40-10.00</td>
<td>Foreign Language</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10.00-10.20</td>
<td>Foreign Language</td>
<td>Inquiry/Learning Centers</td>
<td>Outdoor Play</td>
<td>Smart Steps (PE)</td>
</tr>
<tr>
<td>10.20-10.40</td>
<td>Foreign Language</td>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40-11.00</td>
<td>Inquiry/Learning Centers</td>
<td></td>
<td>Foreign Language</td>
<td>Outdoor Play</td>
</tr>
<tr>
<td>11.00-11.40</td>
<td>Inquiry/Learning Centers</td>
<td>Library</td>
<td></td>
<td></td>
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<tr>
<td>11.40-12.00</td>
<td>Library</td>
<td></td>
<td>Inquiry/Learning Centers/Second Step</td>
<td></td>
</tr>
<tr>
<td>12.00-12.10</td>
<td>Library</td>
<td></td>
<td></td>
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<tr>
<td>12.10</td>
<td>Half Day Dismissal</td>
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<tr>
<td>12.20-12.40</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Play/Lunch</td>
<td>Play/Lunch</td>
</tr>
<tr>
<td>12.40-13.00</td>
<td>Rest</td>
<td>Rest</td>
<td>Rest</td>
<td>Inquiry/Learning Centers</td>
</tr>
<tr>
<td>13.00-13.20</td>
<td>Inquiry/Learning Centers</td>
<td></td>
<td>Suzuki Music</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>13.20-13.40</td>
<td>Inquiry/Learning Centers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.40-14.00</td>
<td>Inquiry/Learning Centers</td>
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<td></td>
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<tr>
<td>14.00-14.20</td>
<td>Inquiry/Learning Centers</td>
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<tr>
<td>14.20-14.40</td>
<td>Inquiry/Learning Centers</td>
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<tr>
<td>14.40-15.00</td>
<td>Inquiry/Learning Centers</td>
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<tr>
<td>15.00-15.20</td>
<td>Inquiry/Learning Centers</td>
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<td></td>
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<tr>
<td>15.20-15.30</td>
<td>Packing up/Meeting time</td>
<td>Packing up/Meeting time</td>
<td>Packing up/Meeting time</td>
<td>Packing up/Meeting time</td>
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<tr>
<td>15.30</td>
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</tbody>
</table>

Early Years families have the option to choose either a half-day or full-day program, depending on their child’s needs.
PRE-NURSERY (AGES 18MTHS-2)

In Pre-Nursery, we are passionate about creating a seamless transition into your child’s first schooling experience. Children in this age group are learning to separate from their primary caregiver. Our settling-in period is flexible and personalized to each child and family. Experiences in the first three years of life have a strong impact on brain development and learning. They are the foundation for healthy development and strong child outcomes in the early learning phase.

Children from 18 months to two years old especially enjoy using imagination in play. They delight in doing something new. They benefit from activities that are designed to foster cognitive, physical and emotional development.

Cognitive and Language Development

Intellectual development and thinking skills develop rapidly at this age, so activities are provided that will assist children to explore and discover, develop memory, problem solve, develop sense of number and quantity, observing and experimenting to understand self, others and objects. Children of this age begin to engage in symbolic play, sort and match objects, complete simple puzzles, enjoy rhyming songs and tactile exploration (e.g. sand, dough and water play), counting, singing and chanting, building with blocks, finding hidden objects and threading beads. Open-ended activities and resources are provided, which encourage creative and symbolic play.

Pre-Nursery age children are learning the meaning of familiar caregivers’ verbal and nonverbal communication and will use body language to communicate and may imitate adults. Children benefit from teachers talking about their activities and their modeling word usage. Children are encouraged to ask for help, engage in conversation and share their interests and news.

Physical Development and Self-Management

Eighteen month to two year olds are learning to move and control their bodies. Our classroom design allows children to move easily between indoor and outdoor learning spaces. This means they can make independent play choices. They are given opportunities on a daily basis to enjoy music, climbing, jumping, balancing, running and playing with outdoor equipment.

Children are supported to manage their personal hygiene and may be ready for toilet training in this age bracket. Teachers will closely monitor and will work with parents to help children with toilet training when children are ready.
In Nursery, we are passionate about creating a seamless transition into your child’s first schooling experience. Children in this age group are learning to separate from their primary care giver. Our settling-in period is flexible and personalized to each child and family.

As children settle into the Nursery routine, they benefit from activities that are designed to foster their cognitive, physical and emotional development. Children are gradually encouraged to make independent play choices and benefit from large periods of uninterrupted time to play and explore.

**Cognitive and Language Development**

Intellectual development and thinking skills are rapidly developing in the early years. Activities which support the cognitive development of children in Nursery include sorting and matching objects, completing simple puzzles, tactile exploration (e.g. sand, dough and water play), counting, singing and chanting, building with blocks and threading beads. Open-ended activities and resources encourage creative and symbolic play.

Nursery children are learning to communicate in sentences. Talking is an important part of our day. Children are encouraged to ask for help, engage in conversation and share their interests and news.
Our teachers seek to instill a love for books and storytelling. Children learn to care for books by turning the pages correctly. They are introduced to early concepts of print and mark making. Children begin to ask for favorite stories or retell stories through dramatic role-play.

**Physical Development and Self-Management**

Two and three year olds are learning to move their bodies safely through space. Nursery classrooms have direct access to our outdoor areas. This access enables children to move easily between indoor and outdoor spaces. This means they can make independent play choices. Our children are given opportunities on a daily basis to enjoy music, climbing, jumping, balancing, running and playing with outdoor equipment including tricycles, balls and hoops. Children’s confidence in, and around, water is built through splash days and the school swimming program.

As the children mature and develop, during the Nursery year, teachers work closely with children to encourage independence. Children are supported to manage their personal hygiene, eat appropriately and put on their shoes and socks independently. They are encouraged to maintain focus on chosen activities for longer periods.

**Social and Emotional Development**

Nursery children are beginning to understand that others may have different perspectives to their own. They are learning to share and take turns. Our teachers encourage children to use their words and show concern for others by modeling appropriate phrases and by demonstrating empathy.

### UNITS OF EXPLORATION

<table>
<thead>
<tr>
<th>Unit 1: Identity</th>
<th>Unit 2: Environment</th>
<th>Unit 3: Creation</th>
<th>Unit 4: Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me, Myself and I, Families and My Class, My School</td>
<td>Sand, Water, Sun</td>
<td>Building, Cooking, Arts</td>
<td>Motion, Simple Machines, Transport</td>
</tr>
</tbody>
</table>

In these units, the aim is for students to...

- Build on their sense of identity with different social circles
- Become familiar with their peers and work towards a sense of belonging in the classroom environment
- Build on their confidence with class expectations and routines, both indoors and outdoors
- Explore different types of environment
- Identifying characteristics of environments (similarities and differences)
- Investigate natural materials
- Confidently explore, construct and create using materials in their environment
- Tap into their creativity and thinking skills
- Experiment with change and tools
- Broaden the definition of movement
- Explore a range of ways to move using objects and their bodies
- Explore trial and error
**PRE-KINDERGARTEN (AGES 3-4)**

Children are introduced to the IB Primary Years Program (PYP) through four Units of Inquiry (UOI). These units of inquiry build on the foundations laid in Nursery and at home and are designed to support age appropriate cognitive, physical and emotional development.

**Cognitive and Language Development**

Children’s intellects develop rapidly during the Pre-K year. Three to four year olds use their expanding vocabularies and increasingly complex sentences to make connections. They are learning to respond to teacher directions, to communicate their feelings and to ask and answer questions. Pre-K children can maintain their focus for increasing periods of time on both child-initiated and teacher-guided inquiry.

Pre-K teachers facilitate understanding of simple concepts through planned learning engagements and group experiences, including class discussion, telling and retelling stories, singing songs and rhyming. Children continue to be exposed to conventions of print. They listen to stories and are encouraged to make independent book choices. Children are encouraged to recognize and write their names. They develop confidence in mark making and use early writing for a variety of purposes. During informal play experiences, they ascribe meaning to their marks and writing.

**Physical Development and Self-Management**

Pre-K children continue to grow and develop physically. They spend time every day in the outdoor areas practicing gross motor skills such as hopping, balancing, throwing and climbing. During class time they visit learning centers, which encourage the development of age appropriate fine motor skills including cutting, gluing, threading, drawing and writing using a correct pencil grip. They also engage in free play, creatively and constructively using a variety of materials.

Transitions to specialist Language, Music (Suzuki), Library and Physical Education (Smart Steps) classes support children in developing their self-management skills. Children are also encouraged to develop self-help skills, such as managing their personal hygiene, taking care of their belongings, and feeding and dressing themselves.

**Social and Emotional Development**

In Pre-K, we encourage children to participate in group activities and to begin sharing space, equipment and ideas. As children begin working cooperatively they are supported to negotiate conflicts and express their emotions appropriately. Teachers foster a supportive environment. Children are introduced to the PYP learner profile. They are encouraged to be confident when trying new things, take responsibility and engage with others in a friendly and empathic way.
Children consolidate their learning from Pre-K in preparation for elementary education. KG1 children continue to learn and inquire through four Units of Inquiry (UOI) using the IB Primary Years Program (PYP). Learning centers are carefully planned and delivered through child-initiated and teacher-guided inquiry. The learning environment, resources and supportive interactions facilitate age appropriate cognitive, physical, emotional and social development.

**Cognitive and Language Development**

Children in KG1 make huge conceptual gains. Four to five year olds develop a personal identity and learn to voice opinions. They remember and retell information with expanding vocabulary and use complex and relevant questioning to feed their increasing curiosity. Children are able to maintain focus for increasing periods of time. Teachers are able to capitalize on these gains and use them to shape the UOIs.

KG1 teachers strengthen cognitive development through play-based learning centers. Children further develop their understanding of the concept of print and are introduced to phonemic awareness. Children’s mark and printmaking becomes recognizable and is purposeful. They participate and show interest in reading, storytelling, identifying rhymes, singing, answering comprehension questions and responding with personal connection. Using number, data handling, shape, sequence and patterns, children strengthen their problem solving skills and begin to use appropriate mathematical language.
Physical Development and Self-Management

KG1 children are growing in leaps and bounds! They are rapidly learning new gross motor skills and use the outdoor space to practice skipping, hopping, balancing and throwing.

During learning centers, children practice and refine their fine motor skills through age appropriate activities such as, complex puzzles, drawing, painting, cutting, gluing, and creating imaginative 3D constructions with a variety of materials.

Increased transitions to specialist classes, such as Library, Physical Education, PMP (Perceptual Motor Program), Art, Suzuki Violin and Music, help to further develop self-management skills. Children are encouraged to be independent, take responsibility for their personal belongings, manage personal hygiene, and practice healthy living. They are also encouraged to interact effectively with peers by using their manners and look after the classroom by tidying away resources after use.

Social and Emotional Development

KG1 children continue to learn how to take turns and cooperate with others. They learn to identify feelings and emotions and explore strategies on how best to respond to others. Children develop a positive sense of self. Friends are established and children feel confident to participate in class activities and discussions. Teachers continue to foster a supportive environment by modeling the PYP learner profile and attributes. By the end of KG1 children should be confident in approaching new situations, initiating conversations, interacting freely and resolving conflict independently.

<table>
<thead>
<tr>
<th>UNITS OF INQUIRY IN KINDERGARTEN 1</th>
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<tbody>
<tr>
<td><strong>Transdisciplinary Themes</strong></td>
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<tr>
<td>Who we are</td>
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<td>How we express ourselves</td>
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<tr>
<td>Where we are in place and time</td>
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<td>How we organize ourselves</td>
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<td>How the world works</td>
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<td>Sharing the planet</td>
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</table>
SPECIALIST TEACHING AREAS

THE ARTS (MUSIC AND VISUAL ARTS)

Visual arts, as a discipline, includes the development of creative skills, verbal and nonverbal expression and awareness of the perspectives of others and aesthetic appreciation. At Stamford, Visual arts enables students to communicate in powerful ways that go beyond their spoken language in order to develop students’ ability to relate the aesthetics and beauty through creating and responding to artwork.

Music in Nursery consists of singing, movement and un-tuned percussion instrument play. This foundation stage then leads to Pre-K and KG1, where in the first semester, students participate in PYP music classes and in the second semester, they begin to study the Suzuki Violin method.

Physical, Social and Personal Education (PSPE)

PSPE at Stamford is centered around the development of the whole student. We focus on developing students’ well-being through units that challenge them physically, emotionally and socially. Our curriculum, through its diversity, promotes students’ understanding of how to maintain healthy and meaningful relationships with others, allows them to develop an understanding of who they are, and encourages participation and active lifestyles.

Perceptual Motor Program/Smart Steps

The Perceptual Motor Program (PMP) and Smart Steps programs provide children with structured, personalized and specific activities designed to develop motor skills, which underpin success in the classroom - the physical foundations for learning a child needs to master in the early school years.

In every session, children enjoy participating in a sequential and varied “diet” of physical experiences that help automate lower levels of brain function associated with motor coordination like climbing, balancing, rolling, developing core strength and much more. These activities help free the brain to focus and use higher levels of brain function associated with thinking and learning.
World Languages (Mandarin / Spanish)

Learning a second language is an integral part of the PYP curriculum. Exposure to and experience with language, in all its richness and diversity, opens doors to key questions about life and learning, and encourages students to develop responsible attitudes and find appropriate ways to take action, in order to make a difference in the world.

World Language Objectives:

- **Positive Experience Learning a Second Language**: Our focus is building future enthusiasm for lifelong language learning. Students who have early, positive experiences with a second language are more likely to continue this learning at the secondary level and eventually reach proficiency.

- **Willingness to Communicate**: Language is learned best when it is used to communicate with others. Students are encouraged to take risks and use the taught language in and out of the classroom.

- **Developing Oral and Written Expression**: Students sequentially develop their skills in listening, speaking, reading and writing in the taught language. Students are exposed to a variety of voices in music, spoken and written word and learn about the cultures of different speaking countries.

English/Mandarin Bilingual Program

At Stamford, we strive to provide a high quality bilingual education program that will lead students into becoming bilingual, bi-literate and bi-cultural learners. We aim to inspire students to be responsible risk-takers, who seek to become citizens of the world and embrace other cultures with an open-mind and intercultural understanding. Bilingual education provides students with the opportunity to access different places, people, and cultures while making them competitive and marketable citizens of the world. Through our English/Mandarin Bilingual Program, students acquire the necessary skills to develop and use Cognitive Academic Language through the consistent use of the target language in specific content areas.

The English/Mandarin Bilingual Program is aligned with the IB PYP. The curriculum is the same as what is taught in the monolingual classes. The only difference between the classes is the language in which the content is taught.

The program divides the learning time between Mandarin and English, with a minimum of 40% of Units of Inquiry and 50% of Math taught in Mandarin. The Early Years morning routine such as morning greeting, calendar and songs will alternate between English and Mandarin every other week. The circle time activities and learning centers will be 50-50 in English and Mandarin with a weekly rotation. Bilingual students, like other Stamford students, also participate in a daily Foreign Language Block by attending Mandarin class with a highly qualified language teacher.

Innovation

The integration of Innovation as a concept gives Stamford students a distinctive advantage in life. Every classroom in Nursery, Pre-K and KG1 have an “innovation kit” that is used to engage students in learning experiences across the curriculum. Innovation is a concept woven into all learning that happens at Stamford. Students use tools such as Virtual Reality Kits, BeeBot robots and Makey Makeys to learn about Math, Language Arts and UOI topics, among many more.
English as an Additional Language (EAL)

Stamford welcomes students for whom English is not their primary language.

Our mission is to advance the academic language development and academic achievement of English language learners, so that these students can successfully access the school curriculum in English. Students will be able to experience positive achievement across the subject areas.

Our objective is to develop the EAL student’s communicative competence in English to a level that will allow the student to function on a peer group level academically, socially, and culturally. We strive to provide each EAL student with appropriate services based upon our program guidelines.

Our focus is to build academic and language proficiency in the four language domains, listening, speaking, reading and writing.

In order to support students in their language learning, English language assessments are given upon entry. This assessment helps us to determine the needs of each EAL student. Students are then reassessed in the Fall and in the Spring in order to monitor their English language progress.

Mainstream EAL support is given by EAL teachers in collaboration with homeroom teachers. Throughout the week, EAL teachers come into homeroom classes to work with EAL students. EAL and homeroom teachers create an individual learning plan for each EAL student, which is regularly reviewed and revised based on the needs of the students. EAL teachers focus on the language objectives of a lesson, while the homeroom teachers focus on the learning objectives.

Students exit the program when they show evidence that they can independently access the curriculum at the appropriate grade level.

Library

The focus of Stamford’s Early Learning Library is to develop a love of reading, to promote wide-ranging literacy skills, and to support the classroom curriculum. Weekly lessons with the Librarian incorporate essential components of early childhood literacy through the sharing of and interaction with quality literature. Students may borrow a library book to take home on a weekly basis. The Library also supplies a collection of books for the grade level libraries, which is rotated throughout the year. Parents are welcome to visit the Library and to borrow books to take home to read with their children.

“ As the language of instruction at the school is English, we have differentiated programs that provide for a variety of levels of proficiency.”
SARAH MOUSNEY
AUTHOR OF PAW PRINTS BOOKS: BOOKS THAT SPARK CHILDREN’S IMAGINATION, LETTING THEM LAUGH AND WONDER AS THEY GET LOST IN THE PAGES.
VISITING AUTHORS SERIES
APRIL 2016
EXCURSIONS/INCURSIONS

In the Early Years, each grade extends the learning in the classroom through both excursions and incursions, where special guests and activities are brought into the classroom learning experience. Through these well thought out experiences, the students make real world connections to ideas and concepts explored in the classroom. Students raise funds for their grade-level chosen charity, exposing them to community learning and the understanding of helping others.

Co-Curricular Activities Program

Stamford’s Co-Curricular Activities (CCA) program aims to provide after-school activities to further enrich and supplement the education experience at Stamford for our students.

There is a 40-minute block dedicated to CoCurricular Activities (CCA) after school each day starting at 3:40 pm. These activities will be available for children age 3 to 6 years from Pre-Kindergarten to Kindergarten 1.

Included in the range of activities is a specialists swimming program taught by the Swim Hub, which offers tailored swim lessons for different swim abilities.

CCA choices include ballet, soccer, tennis, creative drama, circus skills, basketball, swimming, gymnastics, show stoppers and mini maestros.
ASSESSMENT AND REPORTING

ASSESSMENT

Assessment is integral to all teaching and learning. The purpose of assessment is to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the program.

In the Early Years School, we utilize the Teaching Strategies GOLD™ Assessment System to track student progress based on the following areas of development:

<table>
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<tr>
<th>Social – Emotional</th>
<th>Physical</th>
<th>Language</th>
<th>Cognitive</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Science and Technology</td>
<td>Social Studies</td>
<td>The Arts</td>
<td>English Language Acquisition (where applicable)</td>
</tr>
</tbody>
</table>

We also assess the PYP five essential elements of learning:

1. Understanding of concepts
2. Acquisition of knowledge
3. Mastering of skills
4. Development of attitudes
5. Decision to take action

REPORTING

Teachers keep track of student progress in many ways, such as:

- Keeping written observation of what children do and say
- Collecting samples of children’s work, such as drawings and writing
- Taking photographs of children’s constructions, artwork or examples of how they are demonstrating a particular skill
- Capturing children’s actions on video or what they are saying with an audio recording

Early Years students receive Report Cards at the end of each Semester. Semester Report Cards provide a detailed summary of students’ achievements with teachers’ comments. These report cards are shared with parents online via myStamford.

Conferences (Student led with Parent & Teacher) are arranged on non-school days during the year to allow a discussion in further detail of the progress each child is making. Parents can expect to be invited to meet their respective teachers or may request a meeting at their discretion. The outcome of these meetings allows all parties to achieve a better understanding of the student and to identify measures that can be taken to support the student progress.

Parents are also welcome to request for a meeting any time during the course of the school year.

Back to School Nights (BTSN) take place at the beginning of each semester and allow the teacher to report the program of study. This is a time to review the program that students are studying but not an opportunity to discuss individual progress.

Students build Portfolios throughout the year, which allow for a reflection on the progress that has taken place. The progress is linked to standards and the portfolios are designed to reflect this. This is more than show-and-tell.
FEE PROTECTION

In compliance with the regulations under the Private Education Act 2009, all students’ fees must be insured under the Fee Protection Scheme (FPS). All Stamford students are covered by way of Insurance Protection as stipulated by the Council for Private Education. The Fee Protection Scheme serves to protect the course fees that are paid to Private Education Institutes in Singapore. Fees are only considered protected once they are paid to Stamford. Stamford then activates the insurance policy with the appointed provider. The provider will then issue a certificate to the family indicating the amount covered and the period of coverage. Stamford has appointed LONPAC Insurance Bhd to be the FPS provider for our students.

MEDICAL INSURANCE

Stamford American International School Ltd Pte has a medical insurance scheme in place for all students. The student’s parent/guardian is encouraged to seek advice on whether more comprehensive insurance cover is required or desired.

This scheme provides a basic annual coverage limit of up to $20,000 per student per year in B1 ward in government and restructured hospitals and up to overall maximum limit per policy year, with 24 hours coverage in Singapore and overseas (if the student is involved in the school-related activities) throughout the course duration as required by the Council for Private Education (CPE) under the EduTrust certification scheme. Stamford has appointed Sime Darby Insurance Brokers (Singapore) Pte Ltd. as the medical insurance provider for our students.

Refund Policy and Procedure

Non-Refundable Application Fee

The Application Fee is strictly non-refundable and non-transferable except in the following circumstances:

1) Stamford is unable to offer a place to a student applicant due to denial of student pass or failure to obtain approval by the relevant Singapore authorities
2) Stamford is unable to offer a place to a student applicant due to waitlist at Stamford and the student elects not to be placed on the waitlist
3) Student applicant does not meet the eligibility criteria for enrolment at Stamford
4) Stamford is unable to offer a place to a student applicant due to sibling priority policy as published by Stamford

The Application Fee will be refunded in full in the event a Student application cannot be accepted at Stamford for the reasons set out in 1) to 4) as determined by Stamford in its sole discretion.

Non-Refundable Facility Fee

The Facility Fee is payable in full at the time of acceptance in order to secure a place. If payment is not received within 7 calendar days of receipt of the school’s invoice, priority will be given to other applicants. The Facility Fee is a one-time administrative fee that is non-refundable. The full amount applies regardless of enrolment date.
Refund Policy

2.1 Refund for Withdrawal Due to Non-Delivery of Course:
The PEI will notify the Student within three (3) working days upon knowledge of any of the following:
(i) It does not commence the Course on the Course Commencement Date
(ii) It terminates the Course before the Course Commencement Date
(iii) It does not complete the Course by the Course Completion Date
(iv) It terminates the Course before the Course Completion Date
(v) It has not ensured that the Student meets the course entry or matriculation requirement as set by the organization stated in Schedule A of the PEI Student Contract within any stipulated timeline set by CPE or
(vi) The Student’s Pass application is rejected by Immigration and Checkpoints Authority (ICA)
(vii) In relation to Singapore citizens, approval has not been received from Ministry of Education (MOE).
The Student should be informed in writing of alternative study arrangements (if any), and also be entitled to a refund of the entire Course Fees and Miscellaneous Fees already paid should the Student decide to withdraw, within seven (7) working days of the above notice.

2.2 Refund for Withdrawal Due to Other Reasons:
If the Student withdraws from the Course for any reason other than those stated in Clause 2.1, the PEI will, within seven (7) working days of receiving the Student’s written notice of withdrawal, refund to the Student an amount based on the table in Schedule D of the PEI Student Contract.

2.3 Refund During Cooling-Off Period:
The Private Education Institute (PEI) will provide the Student with a cooling-off period of seven (7) working days after the date that the Contract has been signed by both parties and Notwithstanding Schedule D of the PEI Student Contract, the Student will be refunded all fees already paid if the Student submits a written notice of withdrawal to the PEI within the cooling-off period, regardless of whether the Student has started the course or not.

Third Party Mediation:
In the event that the Student and the PEI are unable to resolve a dispute in accordance with the grievance procedure referred to in Clause 5.2, the Student and the PEI may refer the dispute to the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) through the CPE Student Services Centre for mediation prior to instituting any legal action. The Student and the PEI hereby agree to such procedures and to pay such fees as the Singapore Mediation Centre (SMC) or Singapore Institute of Arbitrators (SIArb) may prescribe from time to time for the purpose of resolving their dispute.

Response Time for Feedback/Complaints
The PEI shall respond to any feedback or complaint, received in writing, within 30 days of the date of such feedback/complaint.
Stamford American International School
Early Learning Village
3 Chuan Lane
Singapore 554350

Woodleigh Campus
1 Woodleigh Lane
Singapore 357684

For more information, please contact us:
Parent Help Desk: +65 6709 4800
Email: help@sais.edu.sg
www.mystamford.edu.sg