



Kazakhstan International School

Parent Information Brochure

Reception

Welcome to the Edelweiss Early Years at Kazakhstan International School. I am pleased that you are thinking about registering, or have already registered your child with us.

KIS is an IBO World School and is a happy family school. In Pre-K, Kindergarten and Reception we aim to provide a welcoming, supportive, caring, happy, secure and stimulating environment where children are given equal opportunities to develop and learn, in a way and pace appropriate to them as individuals.

During their time spent in Pre-K, Kindergarten and Reception your child will be following the Primary Years Programme of IBO achieving their learning goals by the end of Reception class.

The aims of the curriculum are to help develop the whole child and to place the foundation for a happy, confident, well adjusted and independent life long learner.

Your child will be encouraged to explore, question, reason and communicate – also to express his/her ideas and feelings through music, drama and imaginary play.

In Reception your child will gradually enjoy more structured activities to extend his/her understanding in preparation for transition to the Primary School of KIS.

Our Early Years programme has been developed to offer your child positive learning experiences. Young children learn best through play and first hand experience, with this in mind structured and spontaneous play situations provide the opportunity for individual development in the following areas of learning both indoors and outdoors.

Units of Inquiry

Mathematics

Language Arts (English)

Visual Arts

Music

PSPE

Library

Art, PE, and Music are taught by our Main Campus subject teachers to offer the continuity with the Primary School of KIS. Main Campus Librarian is also offering library classes to EYC students on a weekly basis.

Our highly experienced and caring Early Years staff look forward to working closely with you so that your child is happy and settled and gains the maximum benefit from all we have to offer. Liaison between parents and staff is encouraged at all times.

You and your child are most welcome to join us!

Elena Maksymova

KIS Principal



Kazakhstan International School

More than Academics

Mission

At KIS, we nurture international mindedness within our multilingual school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

Vision

We are a diverse community which aspires to:

- Learn enthusiastically.
- Inquire creatively and critically.
- Follow our passions.

Objectives

We accomplish our Vision by:

- Being an IB World School offering an international curriculum.
- Welcoming and celebrating a multicultural community where each individual is valued and honoured.
- Using English as the principal language of instruction while other languages are taught and promoted.
- Providing excellent English language support for every student in order to participate fully in all aspects of school life.
- Recruiting, training and retaining well-qualified faculty and staff who are dedicated, caring, and experienced professionals helping each student achieve their potential.
- Providing essential Information and Communication Technology (ICT) skills suitable for the learning process at each grade level.
- Being self-sustainable, fiscally honest, transparent, responsible and accountable to each KIS stakeholder.
- Ensuring we provide learning experiences that encourage our students to exemplify the Learner Profile.

What is the International Baccalaureate?

It is a non-profit educational and non-governmental (NGO) organization that was established in 1968 in Geneva, Switzerland. The IBO offers four programmes of international education for students aged 3 – 19 years:

The Primary Years Programme (PYP) for 3–11 year olds.

The Middle Years Programme (MYP) for 12–15 year olds.

The Diploma Programme (DP) for 16–19 year olds.

The Career-related Programme (CP), also for 16–19 year olds.

What are these “Learner Profiles” that produce internationally-minded students?

Inquirer - 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.

Thinker - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicator - 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-taker - 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 balance in 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.

International Mindedness at KIS

In our KIS community, we strive towards international mindedness. We exhibit international mindedness by understanding, appreciating and accepting the world around us. We inquire into and are knowledgeable about different cultures. We are open-minded to different beliefs and values. We are caring and principled. We want to know what needs to be done to make our world a better place for every living thing, while reflecting on and communicating the needs of others. We are balanced in our respect and celebration of the differences that make up our world. We willingly take risks when action or leadership is needed in our global community.

What will my child learn at KIS?

KIS is an authorized Primary Years Programme (PYP) school, authorized in April, 2011. KIS is committed to structured inquiry as the vehicle for learning. Six transdisciplinary themes provide the framework for the exploration and construction of knowledge. Teachers and students are guided by these transdisciplinary themes — as they design Units of Inquiry for exploration and study. Through his process, students develop an understanding of important concepts, acquire essential skills and knowledge, develop particular attitudes and learn to take socially responsible action.

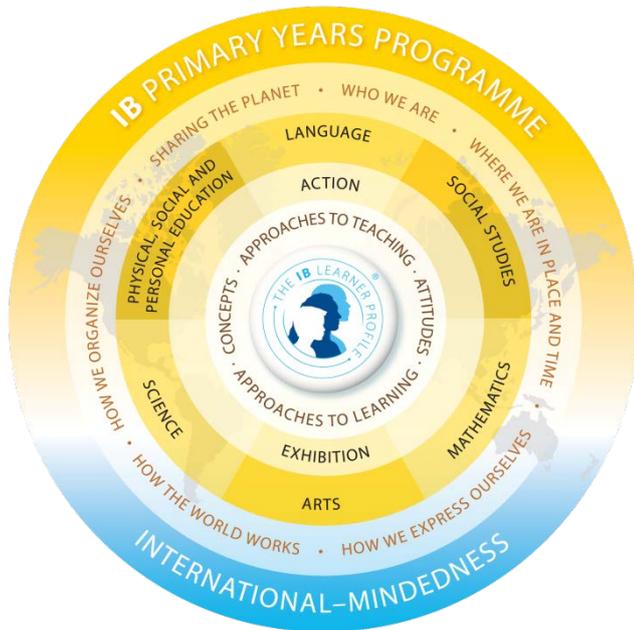
We believe in the holistic development of children, tapping their potential curiosity and innate talents to bring out well balanced confident individuals, and lifelong independent learners.

We strive to develop global citizens who respect cultures, who open-mindedly nurture the diversity found around them, and who endeavour to lead by example.

We develop attitudes that make our learners caring and empathetic towards those less privileged and enable them to realise that they have the power to make a change.

We respect each child's individuality and uniqueness and are committed to enrich and widen their horizons.

What does “transdisciplinary” mean?



The word ‘transdisciplinary’ refers to connections that transcend individual disciplines. Transdisciplinary study involves the links or interconnections across disciplines. It is a reflection of the reality in which we live. A transdisciplinary concept may reach across disciplines such as Mathematics, Science, English and Social Studies, and link them all together; by definition, such a concept is not confined to one subject. For example, the concept of ‘change’ may feature in Mathematics, Science, English, and Geography. The Primary Years Programme reflects a transdisciplinary approach to teaching and learning, thus promoting understanding of the real world.

What are the five elements of PYP?

The PYP has identified themes, or areas of knowledge, which are used to organize the six Units of Inquiry, taught from Nursery through Year Six. These Units of Inquiry provide the framework for a wide variety of resources to be explored.

Knowledge
Concepts
Skills
Attitudes
Action

Knowledge

The PYP recognizes that it is inappropriate to dictate what every child should know in an international community.

Six Transdisciplinary Themes:

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; what it means to be human.

Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

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; our appreciation of the aesthetic.

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 Organize Ourselves

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

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Concepts

These are the eight fundamental concepts expressed as key questions, to propel the process of inquiry.

Form: What is it like?

Function : How does it work?

Causation : Why is it like it is?

Change: How is it changing?

Connection : How is it connected to other things?

Perspective : What are the points of view?

Reflection : How do we know?

Responsibility: What is our responsibility?

Skills

There are five sets of transdisciplinary skills acquired in the process of structured inquiry. These are:

Thinking

Communication

Social

Research

Self-Management

Attitudes

The PYP promotes twelve attitudes that we want our students to feel, value, and demonstrate. They are the daily expressions of the “Learner Profile” used by teachers in teaching and by students in their learning.

Appreciation - Appreciating the wonder and beauty of the world and its people.

Commitment - Being committed to my learning, persevering and showing self-discipline and responsibility.

Confidence - Feeling confident in my ability as a learner, having the courage to take risks, applying what I have learned, and making appropriate decisions and choices.

Cooperation - Being able to work with others.

Creativity - Being creative and imaginative in my thinking and in my approach.

Curiosity - Being curious about the world around us, its people and cultures.

Empathy - Being able to put myself in someone else’s place.

Enthusiasm - Being excited about learning and life.

Independence - Taking ownership of my learning.

Integrity - Being fair and honest in all I do.

Respect - Showing respect for our world, others, and myself.

Tolerance - Understanding and celebrating differences in each other.

Action

The programme encourages the students to reflect, to make informed choices and to take positive action that will help their peers, and the community. Students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action.

PYP Exhibition – What is it all about?

The exhibition is a culminating experience which reflects all the major features of the PYP. It offers the students the opportunity to explore knowledge conceptually, which is significant and relevant, to reflect on and apply their learning, to choose appropriate course of action and to display attitudes.

The PYP student is required to engage in a collaborative, trans disciplinary inquiry process that involves identifying, investigating and offering solutions to real life issues or problems.

The PYP exhibition has a number of key purposes:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide the students with an opportunity to explore multiple perspectives.
- Application and Reflection of learning through the PYP programme.
- To demonstrate how one can take action as a result of his/her learning.

- To unite the teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition from primary to middle school.

Want to find out more?

For more information on the International Baccalaureate Organization, please visit www.ibo.org

Please see the PYP Regulations for Parents at

<http://www.ibo.org/globalassets/publications/become-an-ib-school/general-regulations-pyp-en.pdf>

Home-School Communication

Responsibilities

Good communication between the school and parents is absolutely necessary to facilitate the partnership of parents and teachers working in harmony to achieve the best education for each child. Therefore, the school has put into place a number of procedures and events to foster this communication. Parents are encouraged to contact the school staff and administration on a regular basis in order to be well-informed regarding their child's progress.

The language of instruction is English and all school documentation is sent out in this language with Russian translation. Parents should make sure that they understand all our correspondence. In case they do not grasp everything in a notice, they should contact the school as soon as possible. We want to make sure that communication between school and parents is good. Most often we use email as a medium to contact parents, which is why it is extremely important that parents provide us with current email addresses.

Written Communication with School

KIS recognizes the need for clear communication channels between parents and the school. We particularly support the opportunity for parents and teachers to communicate directly via e-mail. E-mail addresses of teachers will be e-mailed to families separately at the beginning of the school year.

Please note the following parental guidelines in the use of any e-mail communication with the school:

- E-mails can be used to inform the teachers of something that happened at home or ask questions that require only a brief answer.
- If there are issues that require a discussion or a longer explanation, it will be better to arrange an appointment with the teacher.
- The nature of some teacher schedules may result in some e-mails only being answered the next day but we will try to answer all e-mails within 24 hours.
- Any urgent issues that need to be dealt with the same day need to be communicated via the registrars.
- Any communication by e-mail between home and school should always be cordial and respectful.

Meetings with Teachers

Good communication between parents and school is essential in providing quality education for all students. It is highly encouraged that all staff members contact parents and have good communication with them. The school schedules two parent conference sessions during the school year plus the Back to school evenings in September. It is imperative that if a student is having problems, the teacher consult with the guidance counselor and contact the parents as soon as possible. Parents can readily access phone numbers and email addresses of parents from our registrar. While we promote and use a Parent-Student Journal to help in communication, direct contact is always best when a student is having difficulties. Teachers are encouraged to use email to advise parents of student progress.

Parent-teacher meetings are scheduled for two afternoons a year, usually following interim report cards. All teachers are expected to be present for appointments. Parents are to make appointments with teachers through the school receptionist. Appointments are usually 15 minutes for Primary parents and 10 minutes per subject teacher in Middle School.

Procedure for Parental Concerns

KIS recognizes the need for the home and the school to address concerns effectively and provides them with a procedure for constructive discussion. The steps below are to be followed strictly.

Step One: The parents should confer with the subject or homeroom teacher.

Step Two: The parents have the right to confer with the relevant Programme Coordinator if, after seeing the teacher, they require further discussion.

Step Three: If, after seeing the relevant Coordinator, the matter is not resolved and the parents require further discussion, an appointment may be set with the Principal. The parents may reasonably expect a response within two working days.

Step Four: If the parents feel the issue is not addressed, they may bring the matter to the Principal whose decision is final. Once again an appointment must be made through the school Registrar. The Principal will respond within two (2) working days.

MONTHLY NEWSLETTER

KIS Buzz, our school newsletter is uploaded on to the school website monthly and each family is advised by email. The newsletter is intended to provide a variety of information about school activities and events. It is very important that parents take the time to read the newsletter, as this is a major source of communication.

PARENT CONDUCT POLICY

KIS is an orderly and safe school, where relationships between staff and parents must demonstrate mutual respect and recognition of shared responsibility for student welfare and educational progress. Parental involvement is an important factor in educational success and in dealing with emerging problems at an early stage.

However, in a minority of cases, the behavior of a few parents can cause severe disruption or worse, result in abusive or aggressive behavior towards staff. The KIS governing body is responsible for protecting the health and safety of school staff and students.

All members of the school community have a right to expect that their school is a safe place in which to work and learn. Violence, threatening behavior and abuse against school staff or other members of the school community will not be tolerated. Such acts include but are not limited to threatening or actual physical violence, intimidation, unwarranted verbal or written threats of legal or police action, shouting, swearing or inappropriate emails.

Where such behavior does occur, school staff must know that their employer will play a proactive role in taking all possible action to deal with it. These include the following stepped sanctions which will be applied according to the severity of the incident:

1. A written warning to parents from the Principal
2. Referral to the board which may result in a parent being temporarily suspended from campus
3. Referral to the Board which may result in expulsion of the student from the School.

ENGLISH LANGUAGE USAGE

English is the language that unites KIS as a community. Parents' expectations are that their children will become fluent in English. Fluency is defined as the ability to comprehend, read, write, and speak English spontaneously with ease.

Students are expected to:

- View English as the language that unites our campus – the language of inclusion.
- Use English in their classrooms to develop their listening, speaking, reading and writing skills, thereby maximizing learning.
- Help create a risk-free accepting environment in the classroom and across the campus that fosters the learning of English
- Be sensitive to the ramifications of not using English in class (i.e., the loss of time to practice the language; exclusion of others who do not share the language spoken).
- Be aware of the impact of not using English in on-campus interactions and off-campus school-sponsored activities where non-native speakers of the language are present.

MOTHER TONGUE

It is imperative that parents support mother tongue language development at home and provide a language rich environment. Research has shown that strong mother tongue skills facilitate an additional language acquisition.

DAILY SCHEDULE

SCHOOL HOURS

The 2017 - 2018 school year runs from Monday, August 21, 2017 until Friday, June 15, 2018 and is divided into two semesters. This provides approximately 180 instructional days in the school year. There are three main vacation periods in the school year (see the calendar in this document for full details).

The daily schedule for the KIS Early Years academic programs run from 8:30 am to 5:00 pm. Supervised daily afternoon activities run from 4:00 to 5:00 pm. Each class will have their own daily schedules and routines, including meals, play times, and naps, where appropriate.

RESPONSIBILITIES

The teachers and administration of Kazakhstan International School expect students to come to school prepared to learn. When circumstances prevent a student from concentrating on learning, the staff of KIS will seek ways to help the student. However, it is expected that the student will cooperate and want to improve his/her performance or behavior. Behavior expected of all students includes:

1. Respect for the rights of other students.
2. Respect for the authority of all KIS staff.
3. Respect for school property.
4. Being on time for class.
5. Being prepared for class.

PUNCTUALITY

KIS expects all students to be on time. Punctuality is a mark of good manners and students are expected to arrive at school and for their lessons on time. Students are expected to arrive between 8:30 and 8:45. Classes start at 9:00. Late arrivals disturb the learning for the rest of the class. As academics take place in the morning, it is imperative that all students arrive on time. Children need to be collected by 4:50. The school closes at 5:00.

ATTENDANCE

The school's instructional program is based on the assumption that students will attend school regularly. Daily class attendance is a condition for coursework and general academic progress at the school. Consistent and regular attendance enables students to keep up with classroom learning expectations and enjoy fully the varied classroom activities.

ABSENCE/LEAVING SCHOOL

If a student is absent for any reason, he/she must have a reason entered in the Student Journal and signed by a parent or guardian. Parents are also expected to call and inform the school on the morning of each absence. In the event of a planned absence, parents are expected to inform the school in writing of the planned absence. If leave has to be taken during the school year, parents should notify the school in good time (10 days ahead of time).

While teachers will make every effort to indicate what work will be covered during the period of absence, it is the student's responsibility to make up this work. Work and understandings that are collaboratively and interactively constructed through activities in class may not be possible to make up if the student was absent.

If it is necessary for a parent to take his/her child from school early, please inform the school. If possible the medical appointments should be scheduled after school hours.

EXTENDED LEAVE

Unless an emergency, the school strongly encourages parents to plan all family vacations during regularly scheduled school breaks so that children do not miss school. When students are absent from school for an extended time, they miss important instructional and educational interactions with teachers and classmates. Teachers are not required to prepare additional supplemental materials for the students to make up except in the case of extended illness or a family emergency.

AFTER SCHOOL ARRANGEMENTS

All children need to be collected from school no later than 4:50 pm each day.

All students need to be signed into school in the morning and out of school in the afternoon by the adult who is responsible for them (usually a driver or a parent).

If your child is to go home with a classmate after school, both the hosting and visiting student should bring notes from their parents indicating the planned visit and transportation plans.

No student will be permitted to ride home after school with anyone other than his/her parent/assigned drivers or school bus, unless the child brings a note from his/her parent requesting such. Students are not allowed to leave the school campus during the school day without an appropriate adult.

EARLY WITHDRAWAL

When a student is withdrawing from school, at least one month's notice (unless it is due to an emergency) should be given, if the student wishes to receive his/her transfer documents the day he/she leaves. All departments of the school are then notified of the student's departure. When all obligations have been met, the student's school records are released.

REPORTS AND GRADING

The reports will be as follows:

- Fall Report - October 19, 2017
- End of Semester 1 report – February 2, 2018
- Student-led conference – April 23 – 26, 2018
- Year End Report – June, 15, 2018

BEHAVIOR EXPECTATIONS/STUDENT CONDUCT

Expectations of student conduct at KIS are based on the principle that no one has the right to interfere with other people, their property, or their time. The school seeks to develop and encourage an attitude of individual responsibility towards the quality of life in the school community.

The code of behavior expected from students rests on these basic rules:

- Respect for others.
- Respect for safety
- Respect for one self.
- Respect for their own and other's property.

In accordance with the Learner Profile and PYP Attitudes, students are expected to show caring, cooperative, respectful behavior towards others. Children learn better when they are part of a safe, supportive environment. The school strives to ensure that a student's acceptable behavior is acknowledged, supported and recognized.

We acknowledge that parents are their children's first and most important teacher. When there is an incident or situation at school, teachers/administration may contact the parent to seek their cooperation in addressing the situation.

In accordance with the Learner Profile and the Attitudes, students are expected to show caring, cooperative, respectful behavior towards others. Children learn better when they are part of a safe, supportive environment.

WATER FOR DRINKING

Students are expected to bring water bottles with them to school each day. Bottled water is available in each class and the cafeteria for children to drink. Children may refill their water bottles as needed. For hygiene purposes, please label your child's water bottle and remind them that they should not share their bottles with their friends. Cups will be available only if your child forgets his or her water bottle.

LIBRARY

A maximum of one book may be borrowed at a time. We ask you to return library books promptly so that other children may also enjoy reading them. When the book limit has been reached, no more books will be issued. Missing books may be replaced or purchased. Children will be reminded verbally about overdue books. Books that have been borrowed for more than a month will be requested through a written notice sent home to the parents.

FIELD TRIPS

Field trips are an integral part of the curriculum and provide extended learning activities outside the classroom for students in all grade levels. A field trip is defined as any planned activity that necessitates the students leaving the school grounds during the instructional hours from 9:00 am to 3:00 pm. The field trips are mandatory and should be attended unless the child is ill or some other unavoidable reason. Parents will always be informed when their child is attending any trip or function away from school. A notice will be sent home advising of the date, place, return time, and reason for the trip.

Before a student can go on a field trip, a signed permission form from the parent must be on file in the office. Verbal permission is not accepted. To ensure the safety of students, they must leave and return to

campus with their teacher on the school bus. Parents may be asked to serve as volunteer chaperones on these trips.

BUS RULES

- Show respect at all times for bus drivers, staff members, and students
- Remain properly seated with seat belts fastened until the bus comes to a complete stop at your bus stop.
- Talk politely and quietly
- Keep the bus clean. Throw trash in the wastebasket or keep in your backpack until home or arrival at school.
- Do not throw objects out the windows. Do not open the windows without permission.
- KEEP BODY PARTS INSIDE THE BUS OR VAN
- Look both ways if crossing the street after the bus/van pulls away.

There is always an adult accompanying a child to and from school on a school bus.

KIS does not provide a busing service to transport children to and from school. However, KIS does provide information on drivers, who provide their own independent service for our school. KIS ensures that these drivers follow all school safety regulations in accordance with KIS rules. However, the drivers themselves are responsible and liable for providing a quality service.

Please contact the drivers to schedule a time for your child to be picked up and brought back home. If you need help with Russian translation, please contact the school office and we will help you set up transportation with one of the drivers.

HEALTH GUIDELINES

Please be sure to inform your child's teacher if your child has a chronic illness or physical disability or if there are any special measures or activity restrictions that will be necessary for his or her welfare at school.

Please keep your child at home and consult your doctor if he or she has any of the following symptoms, which may indicate the onset of a communicable disease:

- Fever
- Watery eyes, discharge from eyes
- Sore throat with fever
- Cough with fever
- Skin rash or spots
- Nausea, vomiting, diarrhea

Your child should be fever free, without use of aspirin or fever reducing medications, for 24 hours before returning to school. If a child has been sent home with a fever, they must remain home for at least 24 hours before returning to school. If your child has an infectious disease, he/she should receive one full day's worth of antibiotics before returning to school.

Colds are most contagious in their earliest stages. Please encourage good hand washing habits to reduce the spread of germs.

The Early Years Campus has a full time nurse to attend to students' health needs (illness, accidents and medications).

MEDICATION

Medication may be administered to a student during the school day only at the request of the student's parents/physician. The family doctor must indicate in writing the necessity for the medication to be taken and parents must provide written authorization for the school's healthcare professional to administer the medication in the prescribed dosage. All medication taken at school must be brought to the health care office for safe keeping. No medication is to be kept by students in their backpacks, desks or on their person (except perhaps inhalers, if a child is asthmatic).

INCLEMENT WEATHER

All students are expected to be outdoors for breaks and after lunch if the weather is suitable. If needed, children may stay indoors to be supervised.

Unsuitable weather is weather that is too cold for outdoor play (-10°c), weather that is too wet (if umbrellas are required that is too wet). If there is a chance of heat or sunstroke, children and staff must remain in shaded areas, but may still go outside. If no shade is available or the temperature rises beyond $+35^{\circ}\text{c}$ all children and staff must remain inside.

Please plan with your child what to do in case of rain at dismissal time or early dismissal because of snow or ice.

If school needs to close early for any reason, you will be called and informed via the Emergency Phone Tree. Please make sure we have your correct current information and an emergency contact number.

LOST AND FOUND

The Lost and Found is located in the lobby. Parents and students are encouraged to check there in the event that items are lost. Please check it periodically, as the contents will be donated to a charity organization at the end of each term. Please label all personal items with the student's name.

TRANSFERS

Except for emergencies, a student transferring from Kazakhstan International School should notify the teacher and office at least one month prior to the last day of his/her attendance. All school resources and library books must be returned, as well as all fees and lunch charges paid in full, before any reports or letters will be released to the parent or new school.

BIRTHDAY PARTIES AND OTHER CELEBRATIONS

KIS does not require nor expect students to celebrate birthdays at school. However, if you wish to celebrate your child's birthday at school, please inform the homeroom teacher and arrange any time after 3:00 pm. No animals are allowed at Early Year Campus for birthday celebrations. The celebration should not take any longer than 1 hour.

Reception	Programme of Inquiry	Unit order			
<p>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; what it means to be human.</p>	<p>Where we are in place & time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>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; our appreciation of the aesthetic</p>	<p>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.</p>	<p>How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p>Central Idea: Making and keeping friends are important life skills.</p>	<p>Central Idea: Children throughout time and around the world have played with toys and games</p>	<p>Central Idea: People use the arts to share experiences and ideas and to tell stories</p>	<p>Central Idea: People use and change materials to suit their needs</p>	<p>Central Idea: School is organized to help me learn and play</p>	<p>Central Idea: Invertebrates are connected with everything else in the environment</p>
<p>Key concepts: Connection, Perspective Responsibility</p>	<p>Key concepts: change, form,</p>	<p>Key concepts: connection, form, perspective</p>	<p>Key concepts: change, connection</p>	<p>Key concepts: form, function</p>	<p>Key concepts: connection, responsibility</p>
<p>Related Concepts: Relationships, Interdependence, Rights</p>	<p>Related Concepts: fairness, diversity</p>	<p>Related Concepts: expression, presentation</p>	<p>Related Concepts: needs, properties</p>	<p>Related Concepts: roles, structures</p>	<p>Related Concepts: interdependence</p>
<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What is a friend? • How to be a good friend (perspective) • What do we do then conflicts arise? (responsibility) 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Toys and games around the world (form) • How toys and games have changed over the years (change) • Playing games in our lives (change) 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different art forms (form) • The elements of stories (connection) • Story telling (perspective) 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Natural and man-made materials (form) • How materials change (change) • How people use materials (connection) 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The school community (form) • Resources at school (Function) • Roles and responsibilities (forma and function) 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Characteristics of invertebrates (form) • Habitats (connection) • How invertebrates affect our world? (responsibility)
<p>Transdisciplinary skills: Social skills</p> <ul style="list-style-type: none"> • Respecting others • Resolving conflicts <p>Self-management skills</p> <ul style="list-style-type: none"> • Codes of behaviour • Informed choices 	<p>Transdisciplinary skills: Thinking skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Application • Evaluation 	<p>Transdisciplinary skills: Communication skills</p> <ul style="list-style-type: none"> • viewing • presenting • speaking • reading • writing 	<p>Transdisciplinary skills: Research skills</p> <ul style="list-style-type: none"> • planning • interpreting data • presenting findings <p>Social skills</p> <ul style="list-style-type: none"> • cooperation 	<p>Transdisciplinary skills: Self management skills</p> <ul style="list-style-type: none"> • safety • time management • spatial awareness <p>Social skills</p> <ul style="list-style-type: none"> • accepting responsibility • respecting others • resolving conflict 	<p>Transdisciplinary skills: Research skills</p> <ul style="list-style-type: none"> • formulating questions • observing • collecting data • recording data • organizing data <p>Thinking skills</p> <ul style="list-style-type: none"> • dialectical thought
<p>Learner Profile: communicator, open-minded</p>	<p>Learner Profile: inquirers, risk-taker</p>	<p>Learner Profile: balanced, knowledgeable</p>	<p>Learner Profile: reflective, thinker</p>	<p>Learner Profile: principled, thinker</p>	<p>Learner Profile: caring, inquirer</p>
<p>Attitudes: commitment, respect</p>	<p>Attitudes: empathy, integrity</p>	<p>Attitudes: enthusiasm, independence</p>	<p>Attitudes: creativity, curiosity</p>	<p>Attitudes: confidence, cooperation</p>	<p>Attitudes: appreciation, tolerance</p>
<p>Genre: Recount</p>	<p>Describe, procedural</p>	<p>Narrative: Prose/poetry</p>	<p>Journals and letters</p>	<p>Describe</p>	<p>Explain</p>
<p>Order: 3rd</p>	<p>Order: 4th</p>	<p>Order: 5th</p>	<p>Order: 2nd</p>	<p>Order: 1st</p>	<p>Order: 6th</p>

Language Arts

Use a range of speaking and listening skills for communication and learning.

- Appreciates that listening is important in both small and large groups (uses eye contact and turn taking)
- Listens with increasing concentration and consideration
- Picks out main events and relevant points of stories, poems, songs
- Predicts what will happen next in a story, etcetera
- Makes oral presentations – e.g. show and share
- Retells in sequence key events from personal and familiar experiences, interests and stories
- Realizes that word order can change from one language to another
- Uses appropriate language depending on the context – e.g. playground language, Science language, etcetera
- Uses their mother tongue (with translation) to express their needs and explain ideas
- Uses descriptive words, facial expressions and gestures to communicate a response to shared reading
- Distinguishes the beginning, medial and end of words
- Gives instructions and follow directions
- Identifies and uses rhyming words
- Expresses thoughts, feelings and ideas
- Asks questions to receive information, seek help or clarify something that is not understood
- Joins in with poems, rhymes, songs and repeated phrases in shared books
- Listens to stories and relates to different voice tones
- Uses own grammar style as part of the process of developing of grammatical awareness
- Uses language to explain and inquire
- Listens to enjoy
- Explains their own writing with peers

Apply general skills and strategies of the reading process.

- Recognizes that print represents spoken language and conveys meaning
- Recognizes the letters/sounds of the alphabet in both upper and lower case letters
- Understands basic phonetic principles (knows which sound is in the beginning, middle and end of a word, blends individual sounds into words)
- Understands how print is organized and read (locating print on a page, matching print to speech, parts of a book, reading top-to-bottom, left-to-right, sweeping back to left for the next line)
- Participates in shared reading
- Reads and demonstrates comprehension of texts by recalling some ideas explicit in the text, identifying the topic of a text, selecting a limited number of explicit events to retell a text, linking two ideas explicit in text e.g. in action and its result
- Expresses an opinion about a text, but may not always be able to justify it
- Selects reading as a free time activity
- Uses a range of reading strategies: bank of known words, predicting, comparing
- Talks about the ways different people or characters are represented in texts e.g. the girl in this story is playing football
- Reads aloud with fluency and accuracy from grade level appropriate material (F&P =AA-D)
- Knows the difference between fiction and non-fiction
- Knows the purpose of a glossary

Read, understand, analyze and respond to a variety of literary texts.

Knows rhymes, rhythms, and patterned structures in children's text (repetitive text, pattern books, nursery rhymes)

Looks for patterns to note the illustrations or style

Connects reading to self/ personal experiences

Retells stories in proper sequence that have been read by and with the teacher

Makes predictions about texts by using illustrations

Uses strategies to comprehend text (visual images, retell, read on and sounding out)

Begins to compare and contrast ideas

Creates rhyme and rhythm in words, clapping

Reads and writes poetry types: shape

Read, understand, analyze and respond to a variety of informational texts.

Relies upon knowledge of topic and text organization, such as pictures, when reading

Reads familiar print from their immediate environment (traffic signs, billboards, food labels, sight words)

Begins to discover features to find and understand information (pictures, titles, dedication page, author page)

Responds to information by relating to self and questions

Use the general skills and strategies of the writing process.

Participates in shared writing activities

Uses writing with the intention of communicating the message

Begins to use a limited range of strategies throughout the writing process e.g. connecting

Reads their own writing to the teacher and classmates realizing that what they have written remains unchanged

Draws, uses letter strings and inventive spelling to communicate ideas

Writes informally about their own ideas, experiences and feelings in a personal journal or diary (scribed or with pictures)

Begins to consider comments about their work

Draws pictures to tell a story for an audience

Participate in shared and guided writing

Forms letters legibly

Write a variety of narrative, descriptive, expository and persuasive compositions.

Uses drawing to communicate

Uses words to describe pictures

Draws to illustrate and write reaction to various forms of text

Dictates and attempts to write simple sentences to make an individual story

Relates stories to sequence

Use grammatical and mechanical conventions in written compositions and oral presentations.

Uses phonemic sounds to spell and create words and simple sentences

Begins to use a range of strategies to spell e.g. sounding out

Demonstrates awareness to capitalization

Uses appropriate punctuation e.g. capital letter, full stop, spacing

Classifies a noun as a person, place or thing

Knows left-to-right and top-to-bottom directionality in print

Begins to use appropriate spacing between letters, words and sentences

Demonstrates one to one correspondence between written and spoken words e.g. word pointing when reading back own writing

Conduct research by gathering, evaluating, synthesizing, and presenting information from a variety of sources.

Recalls details, events and ideas of familiar stories

Discusses stories

Knows a variety of familiar literary genres (fiction, nonfiction)

Use visual language (viewing and presenting) to construct and interpret visuals for a variety of situations and a range of purposes and audiences.

Recognizes, names and labels, a range of familiar media e.g. advertising, logos, labels, signs

Selects and incorporates colour, shape and images into visual presentations

Begins to read a range of signs in their environment

Uses a range of communications media e.g. computers, drama, photography, texts with different types of layout to locate, present and record information

Adds drawings or other visual displays to descriptions as desired to provide additional detail

Mathematics

Number

Students know:

The forward counting sequences of whole numbers to 100 and backwards from 30.

The number before and after a given number in the 0-30 range.

The skip-counting sequences, forwards and backwards, in the range 0-20 for twos and fives.

Groupings within 10 eg 4 and 6, 5 and 5.

Groupings with 10 eg 10 and 2, 10 and 3...and the pattern of '-teens.'

Patterns to 10 (doubles and 5-based), including finger patterns.

Addition and subtraction facts to 10 eg 6+2, 8-3 etc

Doubles to 10 eg 3+3, 4+4 etc

Students understand:

We can often see how many are in a collection just by looking and also by thinking of it in parts.

The whole numbers are in a particular order, and there are patterns which help us to remember the order.

When we split something into two equal-sized parts, we say we have halved it and that each part is half the original thing.

Partitioning numbers into part-part-whole helps us relate addition and subtraction and understand their properties.

We can think of a number as a sum or difference in different ways. We can rearrange the parts of an addition without changing the quantity.

Students can:

Order numbers in the range 0-30.

Solve addition and subtraction problems by counting all the objects.

Record the results of counting and operations using pictures and diagrams.

Record the results of operations using symbols eg the reading of 5 and 2 is recorded as 5 and 2 is 7, 5 plus 2 equals 7, $5+2=7$.

Use pictures to solve simple multiplication eg 2×4 , and materials to solve problems involving larger numbers.

Pattern & Function

Students know:

Patterns in numbers (twos and fives) in the range 0-20.

Students understand:

We use regularity or pattern to infer one thing from another thing and to make predictions.

Students can:

Communicate and explain counting strategies, using words, numbers, and pictures.

Create and continue sequential patterns.

Measurement

Students know:

Attributes of measurement: length, area, weight (mass), turn (half and quarter turn), temperature (hot and cold), and time.

Students understand:

We can compare things by how much of a particular attribute each has eg longer, heavier.

To measure something means to say how much of a particular attribute it has. We measure by choosing a unit and working out how many of the unit it takes to match the thing.

We can directly compare objects and events to say which has more length, mass, area or time.

Students can:

Order and compare objects or events by length, area, weight (mass), temperature, and time by direct comparison and/or counting whole numbers of units.

Shape & Space

Students know:

Basic 2d and 3d shapes.

Simple language of direction: left, right, forward, backward

Students understand:

We can move things around in space by reflecting, translating and rotating. These do not change size or shape.

Students can:

Give and follow instructions for movement that involves distances and half or quarter turns.

Describe their position relative to a person or object.

Data Handling – Chance & Data

Students know:

Simple vocabulary to describe probability: certain, impossible, likely, unlikely.

Students understand:

We can answer some questions (and test some predictions) by using data.

We can produce data by: counting or measuring things, asking groups of people, watching what happens, or reworking existing data.

Some things we are sure will or will not happen and other things we are unsure about. There are special words and phrases we use to describe how likely we think things are to happen.

Students can:

Conduct investigations using the statistical enquiry cycle:

- posing and answering questions;
- gathering, sorting and counting, and displaying category data;
- discussing the results

Visual Arts

Understands the visual arts in relation to history and cultures

Recognizes art associated with special events, festivals and holidays in Kazakhstan and from various cultures

Observes art from different time periods, and places throughout the world

Begins to be aware that individuals and cultural groups work with a variety of styles and purposes

Identifies one or more well-known artists and their artwork

Understands and applies media techniques and processes related to the visual arts

Begins to use sketchbooks as a means of recording and developing their work

Demonstrates increasing control in manipulating a variety of tools, materials, techniques and media, including IT

Begins to be aware of the different elements of art and design in the environment and in works of art

Makes artworks using a variety of media, techniques and tools to create different effects

Responds to the artwork of others as a starting point for their own work

Reflects on characteristics and merits of one's own artwork and the artwork of others.

Communicates what is seen in works of art, their feelings about it, and their interpretation of the meaning.

Asks questions and responds to questions about works of art

Identifies particular features, make links with their own experiences, and show preferences to artworks

Discusses own and others artworks identifying strengths and areas of improvement

Makes connections between the visual arts, other disciplines and daily life.

Responds to a wide range of objects, images and artworks Examine examples of everyday objects designed by artists

Understands that artists' creations influence home, school, and work life
Identifies a career in art (for example, artists, designers, architects, teachers)
Applies effective observation and listening skills during a museum visit, and/or classroom art presentations
Recognizes that art may be used for individual or group expression

Music

Students will sing, alone and with others, a varied repertoire of music.

Distinguishes between speaking, shouting, whispering & singing voices
Sings on pitch with correct rhythm and posture
Sings while maintaining steady beat
Sings simple melodies from a varied repertoire
Sings a melody with accompaniment
Sings simple intervals – sol, mi

Students will play, alone and with others, a varied repertoire of instrumental music.

Manipulates pitched and/or unpitched instruments
Echoes simple rhythms and melodic intervals with instruments and/or movement
Reproduces steady beat with instruments and/or movement
Creates their own basic musical instruments

Students will improvise and/or compose melodies, variations and accompaniments.

Responds with musical answers to questions asked rhythmically and melodically.

Students will read and notate music.

Demonstrates the general contour of melodies that move up and down or have repeated notes
Recognizes that notation represents music

Students will listen to, describe and analyze music.

Demonstrates musical elements while listening to music
Distinguishes between the timbres of classroom instruments

Students will evaluate music and music performances.

Monitors a composition and/or performance using provided criteria
Devises simple criteria for evaluating performances and compositions
Demonstrates audience behavior appropriate for the content and style of the music performed
Explains personal musical preferences using appropriate music terminology

Students will make connections between music, other disciplines and daily life.

Identifies ways in which the elements and principles of music are interrelated with other disciplines
Identifies ways in which the subject matter of music and other disciplines are interrelated
Identifies various uses of music in daily experience
Identifies various uses of music for personal expression
Moves their bodies to express the mood of the music

Students will understand music in relation to history and culture.

Sings songs and play musical games from various cultures

Sings songs from more than one historical period

Listens to music from more than one historical period

Physical Education

Individual Pursuits

At this age athletics (jumping, throwing and running) should be introduced through the other PE content areas

Movement Composition

Develop and demonstrate spatial awareness

Develop and demonstrate gross motor skills

Develop and demonstrate creative skills through movement

Explore locomotor skills (including traveling, changing direction, altering pathways, and transferring weight) using music as a stimulus

Explore non-locomotor skills using music as a stimulus

Use imagination and original ideas to respond to a range of stimuli to express feelings and moods

Be introduced to short sequences using three or more basic pattern steps

Learn a variety of movements to form a basic movement vocabulary, for example jump, hop, slide, rock

Explore many different ways of moving on the floor and on apparatus

Create small movement patterns

Hold their body weight in stillness using various body parts as bases

Be introduced to two or three basic skills, for example a pin jump

Explore different ways of moving with small equipment

Games

Change speed and direction of movement maintaining body control

Explore coordination, manipulation and balance

Travel in different ways maintaining body control

Handle small equipment using various body parts

Participate in, and follow instructions for, simple games requiring little or no equipment

Adventure Challenges

Explore and develop the ability to solve tasks individually

Explore and develop the ability to solve tasks in pairs or in small groups

Health-related Fitness

Show an awareness of some of the elements of a healthy lifestyle (rest, well balanced nutrition, exercise etc)

Be aware that it is important to be physically active

Recognize some basic changes that occur to their bodies when exercising

Be made aware of safety aspects when exercising

Information Technology

Defining the Problem

Brainstorm topics in groups with teacher support

Identify keywords with teacher support.

Ask questions about topics

Selecting the Resources

Demonstrate correct care and use of computers/books

Use alphabetical order (1 letter)

Select by browsing pre-selected resources

Using the Resources

Know the difference between “information” and “story” books

Make predictions in a story.

Operate basic computer tools to use simple programs.

Use of program menu.

Simple use of keyboard.

Identify main features of book.

Retell a story/information

Tell a story by using pictures/vice versa

Demonstrate respect for the work of others.

Recording the Information

Use appropriate medium to record information.

Introduction of digital photos

Record information as a group

Presenting The Findings

Contribute to discussions

Cooperate with peers in presentations.

Answer questions about presentations.

Share reading experiences through books and other media.

Use various media to present.

Assessing the process and outcomes

Talk about themselves as researchers.

Evaluate finished pieces of work by making oral comments.