

# **Ghana International School**

## **Infant School Academic Programme and Curriculum**

### **CURRICULUM**

The Infant School follows the revised Early Years Foundation Stage Framework (Nursery and Reception) and Key Stage 1 of the English National Curriculum (classes 1 and 2), modified to take into account the local setting. Reference is also made to the Cambridge International Primary Curriculum for Stages 1 to 3 in English, Mathematics, Science, English as a Second Language and Information Communication Technology. The curriculum is designed to enhance the development of academic, social, emotional, creative and physical skills. Children are encouraged to pursue excellence, whilst being challenged at their own level of development.

We believe that every child is special and that each child has unique gifts and talents to share with the world to help make it a better place. Teachers strive to help children reach their full potential and unearth their gifts and talents. We also believe that every child has unique ways of learning. Teaching and learning in the Infant School is multicultural, differentiated according to ability and multi-sensory, catering to visual, auditory and kinaesthetic learning styles. Through project-based learning, Infant pupils are supported to become solutions oriented and to apply their learning in authentic local settings. They learn to care deeply for others and to cherish and care for the finite resources of the natural environment.

A rich and broad learning experience is provided. Drumming and dance tutorials, field trips, community service activities, weekly achievement assemblies and regular events and activities such as the Christmas Show, Sports Day, Art Week, Favourite Book Character Day, Ghana Day and a vibrant co-curricular programme form an integral part of the curriculum.

### **FOUNDATION STAGE**

During the Nursery/Reception school day, children work around a range of self-initiated, child-led activities and adult-led focus groups within the Nursery/Reception setting. Their learning covers the following seven interconnected areas. The three prime areas of:

- ❑ COMMUNICATION AND LANGUAGE
- ❑ PHYSICAL DEVELOPMENT
- ❑ PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

and four specific areas:

- ❑ MATHEMATICS
- ❑ LITERACY
- ❑ UNDERSTANDING THE WORLD
- ❑ EXPRESSIVE ARTS AND DESIGN

In addition, children also attend the following classes either within or outside the setting:

- ❑ PE (PHYSICAL EDUCATION)
- ❑ MUSIC
- ❑ ICT (INFORMATION AND COMMUNICATION TECHNOLOGY)
- ❑ FRENCH
- ❑ ART
- ❑ LIBRARY STUDIES

### **COMMUNICATION and LANGUAGE**

Children are provided with myriad opportunities for speaking and listening in a language-rich environment. They are encouraged to express themselves, including speaking publicly in front of an audience. They enjoy sharing their thought, ideas and wonder at learning with their friends, teachers and family.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

The experiences and support children receive in our Foundation Stage help them to develop a positive self-image, respect for others, good social skills and a love of learning. They begin to learn how to manage their emotions and behave appropriately in a group.

### **PHYSICAL DEVELOPMENT**

Active and interactive opportunities to improve coordination, control, manipulation and movement skills are provided daily. Children are also encouraged to understand the importance of physical activity and the making of healthy food choices.

### **LITERACY**

A love of books and reading in general is particularly encouraged. Using the multi-sensory synthetic phonics programme, Jolly Phonics, children learn about letter/sound (grapheme/phoneme) correspondences and blending and segmenting skills and are soon able to read.

## **MATHEMATICS**

Ensuring that Infant children develop confidence in their mathematical ability and grow to love the discipline begins in the Foundation Stage. Through a wide range of practical activities using toys, games, natural and manufactured objects and materials, rhymes, songs etc., children begin to explore mathematical concepts and develop skills in counting, number knowledge, simple addition and subtraction, problem solving, and reasoning. They learn to describe shapes, spaces and measures.

## **UNDERSTANDING THE WORLD**

Opportunities are provided for children to encounter creatures, people, plants and objects in their natural environment and in real-life situations, as they attempt to make sense of the world around them. In keeping with the School's Motto "Understanding of Each Other", pupils are encouraged to celebrate and embrace their own cultures and beliefs and those of other people.

## **EXPRESSIVE ARTS & DESIGN**

Through a variety of art, music, movement, dance, mathematics, technology, imaginative and role-play activities, children are provided with opportunities to develop their creativity and explore and share their thoughts, ideas and feelings. Pupils are given the opportunity to perform on stage, showcasing their talents in the creative and performing arts - drama, song, dance, drumming - and through weekly and extraordinary special assemblies.

## **KEY STAGE 1**

Children in classes 1 and 2 undertake programmes of study in 3 core and 8 non-core foundation subjects:

### **CORE SUBJECTS**

- ❑ ENGLISH (LITERACY)
- ❑ MATHEMATICS (NUMERACY)
- ❑ SCIENCE

### **NON-CORE FOUNDATION SUBJECTS**

- ❑ PERSONAL, SOCIAL, HEALTH & ECONOMIC DEVELOPMENT
- ❑ HISTORY
- ❑ GEOGRAPHY
- ❑ PHYSICAL EDUCATION

- ❑ MUSIC
- ❑ INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
- ❑ ART
- ❑ FRENCH

## **ENGLISH**

The English curriculum is delivered via a daily Literacy hour. Twelve strands of objectives are covered, reflecting the four key aspects of language – speaking and listening, reading and writing. Strands of objectives include group discussion and interaction; drama; word recognition, structure and spelling; engaging with and responding to texts; sentence structure and punctuation; presentation. Children play games, read, recite and compose poetry in familiar settings, sing songs and chants, listen to, read, write, tell and retell stories and traditional tales and role play. Reading, individually and in small groups takes place daily and reading for pleasure is encouraged. Apart from reading books, children also take home spelling lists and a range of either targeted tasks (class 1) or homework (class 2).

## **MATHEMATICS**

The mathematics curriculum is delivered via a daily Numeracy hour. Seven strands of learning are covered; using and applying mathematics; counting and understanding number; knowing and using number facts; calculating; understanding shape; measuring and data handling. Problem solving cuts across all areas of mathematical learning.

## **SCIENCE**

Children develop scientific knowledge, skills and understanding through study in four areas – scientific enquiry; life processes and living things; materials and their properties and physical processes. Curiosity, interest and scientific thinking are promoted. Skills in predicting, observing, measuring and reasoning are developed during weekly two-and-a-half hour science sessions. A practical, hands-on approach, to reinforce concepts, build skills and create an enthusiasm for biology, physics and chemistry, is emphasized.

## **PERSONAL, SOCIAL, HEALTH & ECONOMIC DEVELOPMENT (PSHE)**

The PSHE curriculum is delivered via weekly Circle Time sessions and also during twice weekly assemblies. The School's Motto, the Golden Rules, core universal values such as honesty and kindness, G.I.S.' 6 Attributes, the Infant School Philosophy, and a selection of Habits of Mind are explored through discussions, circle games, role-plays and mimes and

are embedded in teaching and learning throughout the week. The PSHE curriculum is the glue that sticks the entire curriculum together.

## **ICT**

During weekly dedicated sessions in the computer lab, children learn to use ICT tools to find, explore, analyse, exchange and present information. ICT is also used to support children's learning across the curriculum.

## **ART**

Creativity and imagination are stimulated as children explore different materials and media and use a range of processes to create their own art and craft and communicate their ideas. The work of both local and foreign artists, craftspeople and designers is studied.

## **MUSIC**

During twice weekly music lessons, children are taught to listen critically and appreciatively to a wide range of music. Performing skills are developed primarily through singing, within the setting and on stage. Music-making plays a key role in children's learning across the curriculum and lively, enthusiastic participation is the order of the day!

## **PE**

Physical education activities such as gymnastics, ball games, athletics, dance and movement, develop strength, balance, control and coordination. Children are taught to succeed at their own ability level and understand how to exercise safely.

## **FRENCH**

Children learn an initial vocabulary, including greetings and how to make simple responses to what they see and hear. They gradually develop their ability to speak in sentences using familiar vocabulary. Simple songs and rhymes are learnt and appreciated.

## **HISTORY**

Children are taught to be critical "readers" of history, developing chronological understanding, historical interpretation and enquiry skills, and a growing understanding of events, people and changes in the past. A selection of study units is offered, focusing for example, on the lives of significant men, women and children drawn from the history of Ghana and Britain; past events from the history of Ghana and Britain; or changes in their own lives. The celebration of "Ghana Day" provides an opportunity for children to showcase both their historical and cross-curricular knowledge about the host country.

## **GEOGRAPHY**

At Key Stage 1, children's geographical knowledge is developed primarily through studies of the locality. Through study of changes in the local environment, for example, children might identify traffic pollution as a cause and devise ways of improving and sustaining the environment. A range of field trips are made to support learning in this discipline.

## **CO-CURRICULAR CLUB ACTIVITIES**

All Infant School children are enthusiastic participants in their weekly co-curricular club activities which are organized by year groups. Pupils have an opportunity to enroll in two clubs each year, culminating in special assemblies during which pupils showcase their learning. The following clubs are on offer during the 2016/17 academic year: Beading; Arts and Crafts; Recorders; African Rhythms; Contemporary Dance; Sign language; Drama; Games.

## **COMMUNITY SERVICE**

Infant School children are actively involved in community service projects, learning what it means to be a global citizen. They take to heart the call to raise funds for life-saving operations for children with hole-in-the-heart and other heart related health challenges. Infant children will engage in housework and donate their earnings and other pocket monies they have accumulated towards these and other fundraising efforts. Pupils donate items and pack them in decorated shoe boxes for orphaned children and are thrilled to present these gifts when the children come to spend the day in the Infant School. Infant Pupils are also delighted to host pupils from the State School for the Deaf and to be given the opportunity to communicate in rudimentary Sign Language, as well as the language that everyone speaks, the language of love!