

Overview of Learning

Early Learners 2 (age 3-4)



	Term 1	Term 2	Term 3
Educational Visits			EL2 Field Trip - TBD
Special Events	Halloween Birthdays Christmas/New Year, Christmas Concert, Birthdays, EY Assemblies	Marymount International Week, Chinese New Year, Birthdays, EY Assemblies Birthdays, EY Assemblies	Easter Birthdays, EY Assemblies Summer Concert, EY Sports Day Birthdays, EY Assemblies
Personal, Social and Emotional Development		<ul style="list-style-type: none"> Understanding routines and handling transitions and change Developing warm and supportive relationships, learning to share and take turns Respecting ourselves, each other and the environment Participating in class activities, making decisions about learning Expressing feelings, ideas, preferences and needs Learning and understanding how to work and play together in a group 	
Health and Physical Development		<ul style="list-style-type: none"> Understanding self-care skills routines Developing fine-motor skills Developing gross motor skills and movement through daily exercise, yoga, outdoor learning activities, gym class Making healthy choices according to weather changes Staying safe inside and outside the classroom Developing coordination and ball skills with hands and feet; performing gymnastics movements (gym class) 	
Communication and Language		<ul style="list-style-type: none"> Developing sense of speaker-listening relationship Combining non-verbal and verbal communication to share ideas Experiencing and recognizing commands in order to participate in daily routines Listening to stories, songs and rhymes Joining in with refrains and actions Combining words orally to make sentences Storytelling 	
Literacy Letters and Sounds Program, Phase 1	<ul style="list-style-type: none"> General Sound Discrimination: <ul style="list-style-type: none"> Environmental Instrumental Body Percussion 	<ul style="list-style-type: none"> Continue Sound Discrimination Rhythm & Rhyme Alliteration Voice Sounds 	<ul style="list-style-type: none"> Reinforce previous aspects Developing oral blending and segmenting skills
Making Sense of the World		<ul style="list-style-type: none"> Using language to interpret experiences, to solve problems, and to clarify thinking, ideas and feelings Building awareness of the variety of symbols (pictures, print, numbers) used to communicate, and understand that these can be read by others Developing number sense, counting skills, and a growing understanding of the meaning and use of numbers and mathematical language in an enjoyable and meaningful way Engaging in conversation about natural and social phenomena Understanding cause and effect relationships in the social and natural world Using books and ICT for fun, to gain information and broaden understanding of the world 	

Creative Development

- Sharing feelings, thoughts and ideas by story-telling, making art, moving to music, role-playing, problem-solving, and responding to these experiences
- Expressing themselves through the visual arts using skills such as drawing, gluing, painting, building, printing and sculpting
- Listening to and responding to a variety of types of music, singing songs and making music using instruments
- Using language to imagine and recreate roles and experiences
- Responding to and creating literacy experiences through story, poetry, song, and drama
- Showing confidence in trying out new things, taking risks, and thinking creatively

Music Class - Mr. Jules

In the Early years classroom Music is a language enrichment activity; the students will use action songs and rhymes to acquire new vocabulary and social skills; later work with instruments will reinforce the pulse of marching songs (for example).

Approaches to Learning

- Showing increasing independence, following classroom routines
- Being able to make choices and decisions
- Demonstrating a sense of mastery and belief in their own abilities and displaying learning dispositions, such as determination and perseverance
- Thinking positively, taking learning risks, and becoming resilient and resourceful when things go wrong
- Understand that learning takes place through hands-on experiences
- Adjusting well to new situations

French

Garçon/fille, l'école, se présenter, je parle de moi, les couleurs, chiffres jusqu'à 5, formes et tailles, les parties du corps et les 5 sens, ma famille, les vêtements, la nourriture, l'automne, Halloween, la météo.

The Francophone students will study the same topics in more depth.

Les habits d'hiver, quelques fruits et légumes de saison, j'aime, je n'aime pas, Halloween, les couleurs, l'automne, l'hiver, Noël, galette des rois, l'épiphanie, je compte jusqu'à 10, les jours de la semaine, le vocabulaire du corps

The Francophone students will study the same topics in more depth.

Continents, pays, dans, à côté, derrière, devant, sous, près, loin, en haut, en bas, la chandeleur, quelques habits, thème de l'hiver, la nourriture, les animaux aquatiques, la Chandeleur.

The Francophone students will study the same topics in more depth.

Les saisons et les mois, Pâques, la fête des mères, la fête des pères, l'été, les vacances, la nourriture de l'été, les vêtements d'été, les animaux domestiques et de la ferme.

The Francophone students will study the same topics in more depth.