



THE INTERNATIONAL SCHOOL OF MONACO

Student Parent Handbook

EARLY YEARS

2011-12





Welcome to the Early Years Unit!

My name is Mrs. Caroline Ragi and as Head of the Early Years, I am responsible for the daily operation of the Early Years Unit.

In the Early Years, where the children's ages range from three to seven years, our main objective is to provide a caring, structured bilingual learning environment where your child is happy and makes good progress. The teachers and learning assistants are a team of professionals who care deeply about your children and their learning.

This Handbook is intended to be a practical guide to the daily operation of the Early Years Unit. You will find the school's Mission Statement and Goals, the policies which govern the running of the school, as well as the outlines of the programme.

If you have any queries or questions concerning your child, please consider the classroom teacher as the first point of contact. Should you need any further assistance or clarification, please come and see me: my door is always open!

Members of our administrative staff are on hand to answer your questions of an administrative nature or point you in the right direction to receive help whilst our Director is always available to talk with you, should you wish to share any concerns or suggestions.

With my best wishes,

MRS CAROLINE RAGI

HEAD OF EARLY YEARS

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OUR MISSION

Our mission is to enable students to become academically and personally successful people who are internationally minded, and motivated to become lifelong learners and caring citizens prepared to take effective responsibility in an ever changing world.



Notre mission est d'assurer à nos élèves une réussite académique et personnelle et de leur transmettre un état d'esprit tourné vers l'international. Nous développons leur désir de s'impliquer dans ce qu'ils entreprennent et d'apprendre tout au long de leur vie. Ainsi, ils seront capables d'assumer leur responsabilité de citoyens dans un monde en perpétuelle évolution.

WHAT WILL HELP US ACHIEVE OUR MISSION...

A **Curriculum** with clearly stated goals, content continuity and meaningful student assessment that promotes rigorous multi-lingual learning in all subjects.

A **Staff** who are internationally-minded, inspirational and reflective who are supportive of the school's mission statement, vision for learning, and values. They are committed to their own continuous professional development which will help them enhance and improve student learning.

An **Environment** that is challenging, caring and supportive, where students feel safe both physically and emotionally to develop and fulfill their individual potential.

The **Facilities and Resources** that are appropriate to the age of the students, our class sizes, educational programmes and vision for learning and which continually meet the high standards that exist for safety, security and maintenance.

The **Finances** which support the school's operational programmes, allow for innovation, develop facilities and provide the salaries and benefits which allow us to recruit and retain excellent staff.

A **Community Spirit** which enables everyone to contribute to the achievement of our Mission in a way which models the values we want our students to acquire.

Communication that is respectful, clear and concise, that represents the bilingual nature of the school and reflects the excellence to which the school continually aspires.



OUR DEFINITION OF LEARNING

Learning is the acquisition and consolidation of knowledge and skills which leads to deeper understanding and helps students become more reflective, open-minded and independent.

WHAT DOES ISM MEAN IN THE EARLY YEARS ?



Internationally Minded






- We are learning more than one language to be better able to communicate with other people.
- We appreciate and respect other people's cultures.
- We can express our ideas and opinions, as well as listen and respect those of others.
- We can work cooperatively with others, discussing and sharing ideas.
- We understand the importance of caring for our planet.
- We are learning about global issues that affect us all.
- We reach out to help others where it will make a positive difference.

Successful Learners

- We attend school regularly, being on time and prepared for all lessons.
- We listen, participate, ask questions, think critically and seek assistance when needed.
- We are self disciplined, well organised and stay focused on our goals to improve.
- We take particular care and pride in our work.
- We take responsibility, being accountable for our actions.
- We have a positive attitude to all challenges.

Motivated Learners





- We like coming to school and we enjoy learning.
- We do our very best and often we do more than is asked.
- We do not give up even when it is difficult.
- We are willing to try new ways of doing things.
- We can work independently, as well as with others.

<p>Inquirers They develop their natural curiosity. They acquire skills necessary to conduct inquiry and research and show independence in their learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p>  <p>Des investigateurs Ils développent leur curiosité naturelle. Ils acquièrent les compétences nécessaires à la conduite d'investigations et de recherches et font preuve d'autonomie dans leur apprentissage. Ils ont vraiment envie d'apprendre et ce plaisir d'apprendre les accompagnera tout au long de leur vie.</p>	<p>Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</p>  <p>Des communicateurs Ils comprennent et expriment des idées et des connaissances avec assurance et créativité dans plus d'une langue en utilisant une variété de modes de communication. Ils collaborent efficacement et volontairement avec les autres.</p>	<p>Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p>  <p>Intègres Ils adhèrent à des principes d'intégrité et d'honnêteté, et possèdent un sens profond de l'équité, de la justice et du respect de la dignité de chaque individu, des groupes et des communautés. Ils sont responsables de leurs actes et de leurs conséquences.</p>	<p>Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p>  <p>Équilibrés Ils comprennent l'importance d'un bon équilibre intellectuel, physique et affectif dans l'atteinte de leur bien-être personnel et de celui des autres.</p>	<p>Knowledgeable They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p>  <p>Informés et instruits Ils explorent des concepts, des idées et des problèmes qui sont importants à l'échelle locale et mondiale. Ce faisant, ils acquièrent des connaissances approfondies et développent une bonne compréhension dans un éventail de disciplines vaste et équilibré.</p>
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IB LEARNER PROFILE



PROFIL DE L'APPRENANT DU BI

<p>Caring They show empathy, compassion and respect towards the needs and feelings of others. They have personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p>  <p>Altruistes Ils font preuve d'empathie, de compassion et de respect envers les besoins et sentiments des autres. Ils accordent une grande importance au service et ils œuvrent concrètement à l'amélioration de l'existence d'autrui et de l'état de l'environnement.</p>	<p>Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p>  <p>Des penseurs Ils s'exercent à appliquer leurs capacités de façon critique et créative, afin d'identifier et d'aborder des problèmes complexes et de prendre des décisions réfléchies et éthiques.</p>	<p>Open-Minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p>  <p>Ouverts d'esprit Ils comprennent et apprécient leurs propres cultures, racines et vécus, mais n'en sont pas moins réceptifs aux idées, valeurs et traditions du monde qui les entoure. Ils ont l'habitude de rechercher et d'évaluer de points de vue et sont disposés à en tirer des enrichissements.</p>	<p>Risk-Takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</p>  <p>Audacieux Ils abordent situations inhabituelles et incertitudes avec courage et discernement et ils ont l'indépendance d'esprit nécessaire pour explorer de nouveaux rôles, idées et stratégies. Ils sont courageux et savent défendre leurs convictions avec éloquence.</p>	<p>Reflective They give thoughtful consideration to their own learning experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p>  <p>Réfléchis Ils opèrent un retour sur eux-mêmes et examinent de façon critique leur propre apprentissage et leurs expériences. Ils sont capables d'évaluer et de comprendre leurs points forts et leurs limites afin d'appuyer leur apprentissage et leur développement personnel.</p>
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ISM STAFF PROFILE

*ISM prides itself on having on its staff;
a team of professional people:*



...**who** are proud and happy to be at ISM.

...**who** understand and accept the philosophy behind ISM's Mission Statement and are committed to the school's goals and Vision for Learning.

...**who** are internationally minded people who understand and practise the school's core principles and are excellent role models for their students.

...**who** know their students well and care about their learning and well being. They are understanding of different learning styles and accept that in an international school, they will have students with a range of learning differences and language levels. They adapt their teaching accordingly.

...**who** provide challenging, stimulating learning environments for their students, inspiring them not only to achieve, but to excel in all areas of the curriculum and co-curricular programmes.

...**who** demonstrate an on-going love of learning, striving themselves to become bilingual in English and French, constantly improving their information technology skills and keeping abreast of new developments in education.

...**who** are truly dedicated to student learning, by providing an excellent, balanced education, a sense of motivation and the range of skills students will need in order to succeed in a rapidly changing world.

ISM PARENT PROFILE

*ISM sees parents as partners,
who help the School achieve its Mission and Goals:*



by understanding and accepting the School's Mission Statement and Core Principles and abiding by school policies and practices.

by being committed to the school's Vision for Learning and supporting its educational programmes.

by encouraging their children to develop positive attitudes towards the school, a respect for all members of the school community and an adherence to the school's Code of Conduct.

by being open and honest in all their dealings with the school concerning their child's learning and their social, emotional and behavioural needs.

by respecting the holiday periods provided within the school calendar and ensuring that their children attend school regularly and arrive on time each day.

by supporting the school in its efforts to give their children a multilingual education.

by becoming involved in the school to help promote activities which will enrich and enhance the curriculum, and provide opportunities for students to engage in action and service in the community.

by following the lines of reporting as follows:

- a. should there be a concern, contact the Homeroom or Classroom teacher
- b. if the issue is unresolved, contact the Unit Head.
- c. if the problem remains, you may contact the Director.

OUR CODE OF CONDUCT

ISM is our school and each of us has the responsibility to make it a safe environment and a wonderful place to learn. We are committed to the following seven principles on which we base the Behavioural Expectations we have for everyone.

Caring and kind, respectful, responsible, honest and open-minded

In the Early Years this means that:

1. We are really kind little people - We don't hurt each other
2. We are always polite to adults and each other
3. We listen to each other
4. We always tell the truth
5. We take care of our belongings and the school equipment
6. We speak softly and move quietly around the school
7. We always try our best

Parents can help us by making sure:

- *That their children dress in an appropriate manner*
- *That they arrive on time for school*
- *That they inform school if another adult is picking up their child*
- *That they do not give their children mobile phones*
- *That they do not take dangerous toys or electronic games to school*



Non Acceptable Behaviour

While the school firmly believes in positive reinforcement to promote good behaviour, there is no negotiation when behaviour is deemed extremely serious, dangerous, persistent and defiant or beyond the normal school misdemeanours.

Bullying

Bullying can be defined as a repeated physical, psychological or verbal attack against an individual or a group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and /or manipulation. It can take a number of forms both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Consequence: Any reported incidences of bullying will be referred to the Director where both students and parents will be asked to appear. The first step will be a Behavioural Modification Plan, which if not followed, will result in suspension for three days and a future incident in expulsion.



BEHAVIOURAL CONSEQUENCES

The International School of Monaco believes in positive reinforcement to promote appropriate behaviour. We promote the values of the school which are reflected in the IB Learner Profile. All members of the community are expected to abide by these goals. In order to clarify what is expected of our students, we have outlined the following levels of behaviour management to deal with incidents which breach ISM's code of conduct.

	Example:	Consequence
Level 1	<ul style="list-style-type: none"> • <i>Disrespect of classroom agreements</i> • <i>Generally off task</i> • <i>Work incomplete</i> • <i>Poor attitude</i> 	<ul style="list-style-type: none"> • Warning • Teacher Disapproval
Level 2	<ul style="list-style-type: none"> • <i>Inappropriate behaviour eg. Hitting, biting, kicking, scratching, screaming, spitting or using inappropriate language</i> • <i>Persistence of level 1</i> 	<ul style="list-style-type: none"> • Time out
Level 3	<ul style="list-style-type: none"> • <i>Persistent unacceptable behaviour or more serious outbursts of level 2</i> • <i>Being mean to other children</i> 	<ul style="list-style-type: none"> • A talk with the Unit Head. Parents informed.
Level 4	<ul style="list-style-type: none"> • <i>Violent outburst</i> • <i>Damaging school property</i> • <i>Behaviour that is disruptive to the learning of others</i> • <i>Disrespect for adult in authority</i> 	<ul style="list-style-type: none"> • A visit and discussion with the Director.
Level 5	<ul style="list-style-type: none"> • <i>Continual aberrant behaviour which warrants a behaviour modification programme to shape up desirable classroom behaviour</i> 	<ul style="list-style-type: none"> • Letter Home, followed by Parent Conference and an I.E.P. with the Special Needs teacher, setting targets.

Lunch Expectations

- Wash your hands
- Sit properly in your chair
- Use your knife and fork and serviette
- Remember to say please and thank you
- Use a quiet voice
- Keep your eating area clean
- Line up, in your class, quickly and quietly when asked
- Raise your hand if you need anything
- Push in your chair when lunch is finished

Playtime Expectations

- Play nicely with each other
- No rough play
- Tell the playground assistants if you have a problem
- Be sensible using the playground equipment



ABSENCE POLICY

Every Day Counts!

The International School of Monaco believes that arrival at school on time and good attendance habits are an important part of a student's total education. As the school regards parents as partners, it expects them therefore, "to ensure that their children attend regularly and arrive on time each day".

Teachers are under no obligation to provide work prior to any child's absence or because of late arrival/early dismissal. Students shall be expected to make up work, in their own time, on all assignments missed.

Good attendance is necessary. However, if your child is not feeling well, please do not send him to school. Absences will be excused for illness; a medical certificate is obligatory after a two day absence.

On Time:

Students are expected to arrive at school on time each day, unless extenuating circumstances warrant late arrival.

Students who arrive after 8.30 will be marked as "late arrival"
(Exception will be made until 9.00 for children in the Kindergarten).

Students are also expected to attend all classes during the school day. Early Dismissal will be counted in the same way as "late arrival".

All cases of late arrival and early dismissal must be reported to the Unit Head.

Late pick-up will also be included in this category and repeated instances will be reported to the Unit Leader who will call in the parents and follow this up with a letter to them.

Consequence:

The teacher will alert the Unit Head if an habitual late arrival/early dismissal problem is developing. The Unit Head will call in the parents, warn them of the consequence of continued lateness etc and give them a letter. This will then go on file.

Absence:

All students who are not present when the register is taken will be marked as "absent".

Authorised Absence: a letter/phone call/e-mail has been sent excusing the absence; the terms of the excuse are noted.

Unauthorised Absence: no communication has been received excusing the absence, the Unit Head will attempt to contact the parents in the morning.

Consequence of Excessive Absence:

- 1a Ten Days (10) Once a student has been absent for ten days, the Unit Head will ask the parents to attend a conference to discuss the student's absence. A plan to catch up work will be put into place. The Unit Head will send a letter to the parents, warning them of the consequences of continued absence.
- 1b Fifteen days (15) When a student has been absent for fifteen days, without medical reasons, the parents will be informed that the student has failed to complete the course and no progress report will be issued.
- 1c Twenty Days (20) When a student has been absent for twenty days in one school year and no extenuating circumstances have been noted, the parents will be informed in writing that the student will not be automatically promoted to the next class. Parents will have to make a request in writing to the Director, who will review the case and give a decision.



OUR HOMEWORK POLICY

In the Early Years the purpose of homework is to reinforce skills introduced in the classroom and allow parents to share their children's learning. Regular assignments are given in reading, mathematics and spelling.

Students are expected:

- To read at home on a daily basis
- Learn weekly spelling words when given
- Practise counting and number bonds



Parents can help by:

- Providing a suitable, peaceful environment
- Taking an active interest in their child's reading materials and making reading a joyful activity.
- Informing the teacher if their child is consistently taking longer than the specified amount of time



For your guidance :

Class 1
20 minutes

Class 2
25 minutes
(plus reading)

DRESS CODE IN THE EARLY YEARS

Clothing must
be neat and
tidy



No t-shirts with slogans
or pictures that could
be offensive to others

Suitable footwear ...

No inappropriate
boots or beach shoes

*Children must wear ISM's Sports Uniform
for all Physical Education and Music & Movement classes.*

THE EARLY YEARS UNIT

Laying the Foundations

The Early Years Unit focuses on providing a safe, secure and happy learning environment in which each child :

- Loves coming to school
- Develops a range of social skills to work and play with others
- Learns in two languages: English and French
- Acquires basic skills in reading, writing and mathematics
- Discovers the joy of reading

The curriculum is made accessible to all children and is tailored to meet the child's individual learning needs, level of language and stage of development.

LA MATERNELLE

Mise en place des fondements de l'apprentissage

L'école maternelle a pour mission d'offrir un environnement propice à l'apprentissage de chaque enfant :

- L'enfant aime aller à l'école
- L'enfant développe des aptitudes et des compétences pour travailler, vivre et jouer avec les autres
- L'enfant apprend en anglais et en français
- L'enfant acquiert les bases fondamentales de lecture, d'écriture et de mathématiques
- L'enfant découvre l'envie et le plaisir de lire

Le programme est personnalisé selon le niveau linguistique de chaque enfant.

BILINGUAL PROGRAMME

A unique feature of the school is its distinctive and successful bilingual programme where students learn in English and French from the earliest age.

The two main goals of the bilingual programme in the Early Years Unit are:

- a) To give students confidence and ability to express themselves orally in both English and French.
- b) To ensure that each child has a strong foundation in the basic skills in at least one of these languages.

The structure of the bilingual programme in the Early Years Unit has been designed to achieve these goals and is as follows:

Kindergarten: Activities in both languages are introduced simultaneously by an English speaking teacher and a French speaking assistant.

Transition: The teaching is in French every morning. Activities involve developing pre-reading and pre-writing skills with a French teacher, as well as a French speaking assistant. English is taught, with an English teacher, four afternoons each week.

Class One: The emphasis is predominantly English with the basic skills in reading and writing being developed. In the afternoon, two hours are dedicated to building up vocabulary and fluency in French.

Class Two: Students spend alternate days in English and French, and the timetable has been designed to ensure that the curriculum is delivered equally in both languages.



THE CURRICULUM

The Early Years curriculum is focused on the developmental stages of these early years. Our teachers plan a balanced programme which helps the children develop emotionally, socially and intellectually and develops the important attributes outlined in the IB Learner Profile.

Basic skills in language and mathematics are presented in a structured way, in order to ensure that each child has a strong foundation and understanding on which to build. The Learning Units, which incorporate all aspects of the curriculum, help children make sense of themselves, other people and of the physical environment. Creative Arts, Science and Technology and Physical Education also have their place, giving a balanced, enriched programme.

Language

We offer a balanced literacy programme in both English and French that includes:

Listening and Speaking

- developing oral fluency in both languages
- learning to listen to others
- speaking clearly and confidently in public



Reading

- reading aloud to students
- shared reading when students and teachers talk about the literature
- guided reading where teachers teach specific reading skills and strategies
- independent reading when children can choose books of their interests.

Writing

Writing serves as a communicative and expressive tool and from an early age children are encouraged to write for a variety of purposes. The writing stages are:

- interactive writing, when teachers and students work together
- shared writing, where the teacher models different kinds of writing
- guided writing, where the teacher teaches specific skills and strategies
- independent writing, where students write for themselves.

Mathematics

Our goal is that students become fluent users of the language of mathematics, its uses and applications and are able to understand and apply the concepts taught. Whenever appropriate, mathematics will be integrated into the Learning Units and other areas of the curriculum to allow students to recognize and use mathematics in real and meaningful contexts. Numerous manipulatives, technology, and printed resources are available to aid students in their investigative work as they build their understanding concept by concept to an ever increasing level of abstraction.

At ISM, the teaching of all mathematical concepts is first of all in English and then reinforced and practised in French.

Social Studies

The traditional subjects of History, Geography, Science and Health are presented in our Learning Units . The aim of this part of the curriculum is to encourage students to be curious about their environment and the world around them and to begin to ask questions especially the question “why”. Children build on their knowledge and experience by looking, listening, communicating, asking questions, exploring and inventing.

Creative Arts

This encompasses visual arts, music and drama and participation in this programme develops the imagination, makes children more sensitive to their environment, heightens their critical awareness and contributes to the development of personal taste. It also develops a range of aesthetic values and understanding of other cultures.

Science and Technology

Science is primarily presented through the Learning Units which promotes an investigative approach to the curriculum where students will develop observational skills and will use these to identify patterns and start making predictions. They will also begin to show care and respect for themselves and for the environment.

Physical Education

All students have Physical Education lessons which are planned to improve their physical skills and teach them how to participate in individual and team games.

Personal and Social Education

The school's Code of Conduct and Learner Profile form the framework for our Personal and Social Education programme. Teachers nurture the social and emotional skills of the earlier years, guiding the child from a very egocentric world towards a feeling of respect and responsibility towards the group as a whole. They build self-esteem and confidence and foster a positive attitude towards learning.

Information Technology

Information Technology is an integral part of the school's curriculum and students are taught basic computer skills from the very earliest years.



OUR LEARNING UNITS

In each year, we study different Learning Units which are cross curricular in content and include History, Geography and Science.

K	<i>I'm Special</i> We are alike in many ways, but each person has qualities that makes them unique	<i>My new school</i> All People Learn How to Cope with New Situations	<i>Colour my world</i> Colour is all around us and helps us understand the world.	<i>The Animal Kingdom</i> Humans are only one of the animals living on the planet.	
T	<i>My friends</i> Making and keeping friends are important attributes	<i>Once upon a time</i> Our imaginations grow through listening to, telling and acting out stories	<i>Plants we eat</i> All over the world people use plants for food	<i>Work it out</i> Work is a central focus in our community.	
1	<i>Me and my senses</i> We are unique individuals and use our senses to understand the world around us	<i>Toys old and new</i> Children learn through toys and games. These have changed through time	<i>Favourite stories</i> We can understand our culture and heritage through stories	<i>Exploring materials</i> We can do things with materials to find out how they behave, what they can be used for and how they can be changed	<i>Living Things</i> All living things have basic survival requirements.
2	<i>Looking after myself</i> The human body has basic needs to live and grow	<i>Living by the Sea</i> The environment we live in affects our lifestyle	<i>Around the clock</i> Light and dark affect our lives and the lives of other things	<i>Journeys we make</i> People require organized systems to make journeys	<i>Amazing water</i> Water is essential for life

CURRICULUM GOALS FOR KINDERGARTEN MORNING CLASS

Our Focus is Learning



Language: English and French

Listening

- Listen for increasing periods of time
- Listen to stories, poems, songs and follow instructions

Reading

- Show an interest in the printed word
- Recognise and read familiar words eg names, colours
- Recognise their name, the names of their classmates and familiar classroom labels

Writing

- Progress from scribble/pretend writing to writing actual letters

Mathematics

Students will be able to :

Number

- Count to 10 (on and back from any number)
- Recognise, order and write numbers to 5
- Know ordinal numbers 1st and last

Pattern & Function

- Recognise and extend simple patterns

Shape & Size

- Name and draw three basic shapes
- Use vocabulary that describes location and position

Measurement

- Compare and describe objects
- Sort objects according to size
- Sequence the days of the week
- Describe more than, less than

Learning Units

1. *I'm Special*
2. *My New School*
3. *Colour My World*
4. *The Animal Kingdom*

Students will be able to:

- Better understand themselves and their world
- Develop their observational skills
- Gain a sense of time and place
- Develop a care and respect for themselves and others

They will learn to:

- Talk about where they live and where they come from
- Talk about their likes and dislikes
- Say what makes them similar or different from their friends
- Talk about their school environment and people around them
- Recognise the need for classroom agreements

- Understand that colour is around us in our world
- Recognise primary colours and learn how to make new colours
- Use a variety of colours in their drawings and paintings
- Describe different animals and where they live
- Begin to understand what animals need to live and grow



Art

Students will be able to:

- Cut with a pair of scissors
- Draw recognisable objects
- Hold crayons and paintbrush correctly
- Colour within the lines

The Learning Unit "Colour My World" is used to develop the students' understanding and awareness of colour

Music and Drama

Students will be able to:

- Join together in musical activities
- Participate in games and songs
- Create sounds and rhythms
- Explore movement skills using music as a stimulus
- Change rhythm, speed, level and direction of movement

Physical Education

Students will develop through a variety of games/exercises

- Their body control
- An awareness of space and direction
- Their fine and gross motor coordination

CURRICULUM GOALS FOR TRANSITION CLASS

Our Focus is Learning



Language English and French

Students will be able to:

Oral

- Communicate needs, feelings and ideas
- Participate in conversations and discussions
- Sequence a story

Listening

- Listen and follow verbal instructions
- Listen attentively to a story being told

Reading

- Show an interest in books and stories
- Recognise and read simple words eg names, colours
- Read simple familiar words
- Recognise and name the letters of the alphabet

Writing

- Hold a pencil correctly
- Form the letters of the alphabet
- Write their name correctly
- Write some familiar words

Mathematics

Students will be able to :

- Count to 20
- Recognise, order and write numbers to 10
- Know 1st 2nd 3rd
- Copy and continue patterns
- Recognise and describe a pattern - colour, shape, size
- Recognise and name a triangle and circle
- Compare and describe objects according to size, weight, capacity
- Begin to understand simple additions

Learning Units

Through the following Learning Units

1. My Friends
2. Once Upon A Time
3. Plants We Eat
4. Work It Out

Students will be able to:

- Better understand themselves and their world,
- Develop their observational skills
- Gain a sense of time and place and how this affects people
- Develop a care and respect for themselves and others

They will learn to:

- Say where they live and where they come from
- Talk about journeys they have made
- Talk about the weather and seasons
- Develop an understanding of how we change as we grow
- Compare how they were as babies and how they are now
- Sort items into old and new
- Recognise and name familiar plants we eat
- Describe what animals and plants live in the sea



- Recognise the difference between push and pull; faster and slower
- Recognise and distinguish different sounds
- Begin to understand that there are different seasons
- Know that there is earth, moon, stars and sun

Art

Students will have the opportunity to:

- Draw and colour in
- Cut and paste correctly
- Paint pictures
- Make and construct models

Music and Drama

Students will be able to :

- Memorise simple songs
- Respond to music, sensing speed and beat
- Have basic control and coordination
- Follow basic movement sequences
- Can talk about how their body feels during exercise

Physical Education and Health

Students will be able to:

- Be aware of the space around them
- Perform simple jumps
- Run with control and stop safely
- Throw and catch a ball

Through these activities they will develop:

- Muscle coordination
- Body control
- Gross motor skills

They will begin to learn the importance of healthy eating and keeping themselves clean.

Library and Media Skills

Students will be able to:

- Interact with the screen
- Play a simple game involving clicking on the mouse
- Understand that books are organised so that people can find them
- Listen to and discuss stories
- Behave appropriately in a library

CURRICULUM GOALS FOR CLASS ONE

Our Focus is Learning



Language English and French

Students will be able to:

Oral

- Participate confidently in class discussions
- Express themselves using a rich vocabulary

Listening

- Listen attentively and with increased concentration
- Listen and follow the instructions given

Reading

- Develop a sight vocabulary of 50 words
- Know names and sounds of the alphabet
- Recognise initial and final consonant sounds
- Put sounds together to read simple words
- Decode print using context and phonic knowledge
- Understand the sense of a simple story
- Read a simple text with some fluency

Writing

Write a few sentences:

- Holding pencil correctly
- Forming the letters in the correct way
- Using correct spacing between words
- Using a capital letter at beginning of sentence
- Putting a full stop at the end of a sentence
- Spelling simple three letter words correctly

Mathematics

Students will be able to:

- Count to 50 (on and back from any number)
- Understand one less, one more
- Recognise and write numbers to 20
- Use correct language and symbols for addition /subtraction
- Know addition and subtraction facts to 10
- Share groups of objects equally
- Describe, continue, create and compare patterns eg 2,4,6...
- Identify and name square, circle, triangle, rectangle
- Understand and follow.. left, right, backward, forward
- Compare measures of length - longer, shorter
mass - heavier, lighter
volume - holds more, holds less
- Tell the time to the hour
- Know the names of the days of the week in order

Learning Units

Through the following Learning Units

1. *Myself and My Senses*
2. *Exploring Materials*
3. *Let's Play*
4. *Favourite Stories*
5. *Living Things*

Students will be able to:

- Better understand themselves and their world,
- Develop their observational skills
- Gain a sense of time and place and how this affects people
- Develop a care and respect for themselves and others
- Work cooperatively in groups

They will learn to:

- Use common words relating to the passing of time
- Understand that materials can be changed
- Know their own address
- Recognise the difference between old and new
- Know that animals have a life cycle & grow from baby to adulthood

Art

Students will be able to :

- Line Recognise and draw thick and thin lines
Draw different kinds of lines
- Shape Draw free form shapes
Draw their shape
- Colour Identify colours
Know the difference between bright and dull, and light and dark colours
- Form Recognise a building as a Form, an Animal as a Form, they themselves are Forms
- Texture Understand you can touch and feel texture

Music and Drama

Students will be able to:

- Memorise simple songs containing repetitive patterns
- Distinguish between varying pitches
- Respond to music sensing speed and beat
- Handle correctly and play a range of percussion instruments
- Copy, repeat, recall and explore simple skills and actions
- Link skills and actions and compose basic movement sequences
- Show basic understanding of how their body feels during exercise

Physical Education and Health

Students will be able to:

- Be aware of space and use it well
- Perform simple jumps
- Run with control and stop safely
- Work with a partner throwing and catching
- Throw, catch, bounce a ball
- Practise simple games skills and be part of a team

Through these activities they will develop:

- Muscle coordination
- Body control
- Gross motor skills
- Spatial awareness

They will learn the importance of caring for their teeth. They will start to understand the importance of recycling.

Library and Media Skills

Students will be able to:

- Move mouse including single and double clicking
- Select, open and close a programme
- Understand simple instructions on the screen
- Differentiate between fiction and non-fiction books
- Know the parts of a book - spine, cover
- Choose appropriate books for age and interest

CURRICULUM GOALS FOR CLASS TWO

Our Focus is Learning



Language English and French

Students will be able to :

Oral

- Communicate clearly their own thoughts, ideas and opinions
- Take turns to speak and listen to others
- Participate confidently in assemblies
- Listening
- Listen with increased concentration & consideration
- Pick out main events and relevant points

Reading

- Increase their sight vocabulary to 65 words
- Recognise all short vowels
- Recognise long vowels ee, oo, ie ea
- Recognise digraphs sh, ch, th, ck, wh, ng
- Develop a range of strategies to decode a text
- Identify elements of a story, character, setting, plot
- Read longer texts both fiction and non-fiction, with increased fluency, expression and comprehension

Writing

- Write in sentences, with a capital letter at the beginning and full stop at the end
- Sequence the beginning, middle and end of a short story
- Write a more complex sentence using conjunctions and/but
- Form letters correctly using a cursive script
- Use more descriptive adjectives in writing
- Use simple spelling patterns to spell words correctly
- Understand alphabetical order to the 1st letter

Mathematics

Students will be able to :

- Count to 100
- Recognise, read and write numbers to 100
- Know addition and subtraction facts to 20
- Know ordinal numbers to 20
- Understand place value of tens and units
- Add and subtract two digit numbers (without regrouping)
- Recognise 1/2, 1/4
- Recognise and extend patterns -2's, 5's, 10's to 100
- Identify and name properties - circle, triangle, square, rectangle
- Know days of the week/months of year
- Recognise time to the hour, half hour
- Find symmetrical patterns in the real world
- Estimate quantities

Learning Units

Through the following Learning Units

1. Looking after Myself
2. Journeys we make
3. Living by the sea
4. Amazing Water
5. Around the clock

Students will be able to :

- Understand that exercise and healthy eating are important
- Identify and describe where places are and what they are like
- Ask and answer questions about the past and make deductions
- Begin to realise that things change over time
- Sort photographs into chronological order
- Identify things that happened not so long ago/in the distant past

- Understand that shadows are different shapes/lengths
- Be aware that we need to take care of the environment
- Know that all living things need water to stay alive
- Make a simple circuit
- Understand how water changes - steam, water, ice
- Understand how to use a simple map

Art

Students will be able to :

- Line Recognise and draw curved, and diagonal lines
Draw lines to show Movement
- Shape Draw Shapes of People in Action
Draw Still Life Shapes
- Colour Recognise all Primary Colours
Be able to mix colours to make others:
Red and Yellow/Blue and Yellow/Red and Blue
- Texture Recognise what texture is

Physical Education and Health

Students will be able to:

- Run with control and stop safely; jump and land safely
- Balance on different parts of the body
- Control speed, and direction
- Be aware of space and use it well
- Work with a partner throwing and catching
- Practise games skills and be part of a team through these activities they will develop:
- Muscle coordination
- Body control
- Gross motor skills
- Spatial awareness

They will also learn the importance of caring for their teeth, follow a Road Safety Programme with the Monégasque police and learn about making healthy food choices to maintain their body.

Music and Drama

Students will be able to :

- Repeat simple rhythms, using crotches and quavers
- Memorise more complex songs
- Sing with clear tone, good pronunciation and control over melodic leaps and harmonies
- Copy, repeat and explore simple actions with control and coordination
- Explore different ways of linking skills with actions and ideas
- Understand how to exercise safely and how different movements affect the body

Library and Media Skills

Students will be able to :

- Use mouse with confidence, pointing, clicking, double clicking and dragging
- Use keyboard as well as mouse to activate buttons on screen
- Name four main parts of a computer system
- Follow instructions to achieve a specific outcome
- Successfully identify and locate fiction and non-fiction books
- Recognise the author's name and title of a book
- Name parts of a book: spine, cover, title page
- Become a responsible user of the library

ORGANISATION

Arrival - Be Punctual

- a) Kindergarten A.M class for 3 - 4 year olds begins each day at 8.30 and finishes at 12.00, five days weekly.

Kindergarten P.M crèche for 2 to 3 year olds begins at 13.00 and finishes at 16.00 four days weekly. (Monday, Tuesday, Thursday, Friday)

- b) Transition, Class One and Class Two begin at 8.30 and finish at 15.15 except on Wednesday when school finishes at 12.00.

Please note that children must arrive and be picked up on time. No adult supervision is provided before 8.15 and after 16.00 (There is a garderie provided on Monday, Tuesday and Thursday until 16.00. This is for children who are waiting for older brothers and sisters to finish school.)

End of School day

Parents of children in the Kindergarten Morning Class should pick up their child from the terrace at 12.00. Parents of children in Transition should pick up their child at 15.15 from the terrace. Pick up for Classes 1 and 2 is directly from the playground at 15.15 prompt. For the safety of your child, no student from the Early Years Programme will be allowed to leave the premises unless accompanied by an authorised adult.

Snack

Morning Snack:

The children in classes Transition, Class One and Class Two are provided with a piece of fruit for their mid-morning snack.

Parents should provide a small nutritional snack for children in Kindergarten.

Afternoon Snack:

For the mid-afternoon break an organic snack is provided. This may include a yoghurt, bread/cheese or a milk dessert. Fresh fruit is available throughout the day.

Lunch Time

Children from Transition to Class Two are automatically enrolled in the school lunch programme.

At lunch time, the children in the Early Years Programme are provided with the main meal and dessert, with a snack served in the afternoon.

Daily Timetables

Daily schedules vary from class to class according to the age of the child and the scheduling of special classes. Classroom teachers will provide a specific timetable for each class at the beginning of the school year.

After School Activities

As the children are still very young, only a very limited number of after school activities such as drama, book club, French homework and dance are available from 15.15 to 16.00. These are offered to children in Classes 1 and 2 only. There is a garderie from 15.15 to 16.00 for children who have siblings in the Primary School.

Safety and Security

The doors leading to the Early Years Unit are automatically closed at 8.45, reopened briefly from 13.00 to 13.15 for the arrival of the afternoon Kindergarten children and then closed again until pick up time at 15.15. If you need to come into the second floor during the school day, please follow correct procedure and check in with Reception first.

Fire and Emergency procedures are in place and are practised regularly with the children.

Celebrating Birthdays

Parents wishing to share a birthday cake or treat with the whole class must always check that it is convenient with the teacher. Cakes should be ones which are easily served and consumable at school. Paper plates and serviettes should also be provided.

At mid-term intervals, the school chef provides a special cake to celebrate birthdays.

If you are giving a party for your child outside school and only inviting selected members of the class, please mail the invitations to avoid hurting the feelings of 'uninvited children'.

Labels for Clothes

Parents are asked to label all their children's possessions, and especially the Sports Uniform. Woven name tapes can be purchased from 'De Fil en Aiguille' on rue Grimaldi in Monaco or ordered from Cash's: www.jjcash.co.uk. A Lost and Found box is situated at Reception.

School Supplies

All textbooks, workbooks as well as pencil, paper and all other educational supplies are covered by the tuition fees.

Library books and textbooks are the property of the school and we ask you to help your child look after them. In the event that a book is lost, then parents will be asked to reimburse the cost of replacement.



Sports Uniform

The school has an official obligatory Sports Uniform which must be worn for all Physical Education and sports activities. New students will receive these automatically when they join the school – these will be invoiced separately. Extra items can be ordered at any time: forms and prices are available at the Reception Desk.

Absence from School

Your child is expected to attend school regularly. If your child is absent because of illness, please send a written note or e-mail to the Unit Head explaining this absence. A medical certificate from your child's doctor is required for all absences lasting more than two days.

In the event that your child's absence is due to an infectious illness, then it is imperative that you inform the Unit Head so that other parents can be notified.

Additional holiday time is strongly discouraged.

NB Please refer to the school's official Absence Policy.

Home and School

There are many ways in which parents and teachers can keep in touch with each other and ISM actively encourages this dialogue. The teachers, Unit Head and Director are always available to talk with parents and discuss their concerns.

Informal Chats

These can take place at the beginning and end of the school day. If your concern takes more than two or three minutes, then you should make an appointment to see the teacher after school.

Personal Appointments

These can be made at any time during the school year. This is best arranged directly with the teacher concerned.

Parent Teacher Conferences

These more formal meetings are arranged in October (for new parents) and in December or January. We urge you to take advantage of these to discuss your child's report and progress with the class teacher.

Portfolios and Open Day

Each child has a portfolio which provides a cross-section of student achievement and accomplishment during the year. It provides an important means of documenting a student's educational progress. Sharing of students' work and portfolios takes place at the Open Day in June.

Written Reports

Written progress reports are mailed to parents of students in classes 1 to 2 in December and June. Parents of children in the Kindergarten and Transition classes receive one written report at the end of the school year.

Parent Handbook

This Parent Handbook provides programme and curriculum information as well as details on the day to day organisation and policies which govern the school, and is automatically given to parents when they enter the school.

Information Sessions

An Information Coffee Meeting, to explain the curriculum, school's philosophy and answer any questions, is held at the beginning of the school year. The Early Years Handbook is distributed to parents at this meeting.

Early Years Newsletter

This short newsletter is sent home at intervals and keeps you up to date with the activities of the unit. This and other newsletters are normally sent home via the children, so please ensure that you regularly examine your child's school bag.

School Newsletter

A general Newsletter, the ISM Gazette, which provides you with information on what is happening throughout the school is sent to parents approximately three times per term.

Board Communiqué

The Board of Trustees gives information and communicates its activities to the parent body by way of a Board Communiqué which is sent home to parents at least once a year.

Annual Report

At the end of each school year, all parents receive a copy of the Annual Report giving details and information on the previous year's activities.

Class Representatives

Each class has a parent representative who is a member of the Parent Teacher Association and normally attends all PTA meetings. He or she is there to represent the parents of the class, welcome new parents and deal with matters of very general concern.

Database Information

The information the school has on your child is stored in the database and sent to you regularly for verification. It is essential for good communication and also for security purposes that you help us keep this information updated. A valid e-mail address must be provided. All changes should be communicated in writing to the school's Receptionist.



Health

On Admission

On admission, all students are required to complete the school's yellow medical questionnaire, as well as a blue medical form which is required for the Monégasque medical authorities. Photocopies of each child's up to date vaccination certificates must be attached. Parents are reminded that vaccinations against diphtheria, tetanus and polio is compulsory in Monaco. BCG vaccination against TB is also requested. Parents should obtain a medical certificate from their doctor if any vaccinations are contra-indicated.

Medical Visit

During the school year new students and certain other classes, undergo a medical examination carried out by a doctor and nurse from the "Inspection Médicale". This is a brief routine physical check-up and a report is then sent home to the parents. Parents are informed well in advance of the dates of these visits. These now take place on school premises with ISM staff present.

Emergency Card

An Emergency Card with the parent's contact numbers, the names of further contact persons and other important information about the child, is filled in at the time of each child's admission to the school and updated at the beginning of each school year. Parents are responsible for informing the school if any of this information changes during the school year.

Medication

School policy does not allow school staff to dispense medicine to students without written consent from the parents. Any medicine coming to school must be clearly labelled with the child's name and prescribed dosage. No responsibility can be accepted if a dose is missed. Asthma inhalers must be marked with the child's name and handed to the class teacher for safe keeping. Please keep the Unit Head well informed.

Illness

Students who are obviously not well, who have sickness or diarrhoea or who have a fever should not be sent to school. In the case of contagious diseases, the school should be notified immediately, so that other parents can be informed. If your child is not well enough to do PE then he/she should not be in school.

First Aid Training

All of our staff are trained to administer the basics in first aid. Several of our staff are fully trained in this area and will be contacted to help, should an emergency arise.

First Aid and Emergencies

The school will administer whatever first aid measures seem necessary if a child is sick or injured at school. Parents will be notified immediately or at the end of the school day if this is deemed more appropriate. If there is any concern, an ambulance will be called immediately and the injured or sick child will be taken to hospital, accompanied by a member of staff who knows the child. The parents will be alerted to meet the ambulance at the hospital. If neither of the parents or the parents' emergency contact person can be contacted, the school will proceed with whatever measures seem necessary.

Services

Book Club

Parents run a very successful English Book Club. Books can be purchased directly on-line twice yearly. A sale of French books is usually organised once during the school year.

Yearbook

A group of teachers and students work together to produce a Yearbook, which records the most important events of the year, and provides a wonderful souvenir for staff, parents and students.

School Photographs

Individual and class photographs are taken during the first term: the photographer sends an order form directly to the parents and pictures may be ordered online.

School Directory

A school Telephone Directory listing the children with their telephone number is issued at the beginning of each year. It is uniquely for the use of the parents and school personnel, but parents not wishing to be included are asked to inform the school's Receptionist.

The Learning Hub

The learning hub, located on the 3rd floor, is open daily to parents at specific times (posted outside the door). Please avail yourselves of the wide choice of books in English and French. Children in the Early Years have access to the school library and may take 1 or 2 books home per week. We ask you to help your child take care of the books and return them to school on the specified day. A PTA Library Committee works closely with the librarians, offering help in many different areas.

Cafeteria

All children from Transition onwards are enrolled in our lunch programme. Children in the Early Years eat in the Early Years hall and lunch is served by the Early Years Team. The cost of the meal is included in the tuition fees and menus are posted on the school's web-site and on the notice board on 2nd floor.



Special Occasions

Assemblies

Assembly for the Early Years Unit takes place regularly. These are always very enjoyable occasions when the children can proudly share their work, learn to speak confidently in front of a larger group, celebrate birthdays and learn about the social rules of working and playing together. Members of the Early Years teddy bear family get to spend weekends with different students who have excelled in their learning.

Shows

These are organised during the school year and parents are invited to attend.

Sports Day

Class 1 and 2 take part in the Sports Day which is usually held once per year.



Summer Fête

This day, organised by the PTA, includes games for the students and an international lunch buffet provided by the parents. It is normally organised in June. Parents will be given information well in advance and are cordially invited to attend as well as to help with the organization.

Language and Arts Week

During the school year special weeks are dedicated to the development and enjoyment of Language and Arts. Specialists from outside the school are invited to share their talent and expertise with the children. During this week the Early Years Programme organise a Pyjama Party when the children come to school in the evening for storytelling and related activities.



Giving Projects

The month of December is a time for celebration in many countries and cultures. In the Early Years we choose a 'Giving Project' where children can reach out and help other children less privileged than themselves.

Outings

During the course of the school year, some outings are arranged which enhance and enrich the curriculum. Students may visit the Oceanographic Museum, the town's market, the zoo or an exhibition at a local museum.



Parents

School Association/General Assembly

All parents are automatically members of the School's Association.

A General Assembly of the members of the School Association (all parents and members of the Board of Trustees) is held once per year. The date, usually during the spring, will be communicated to you well in advance.

Board of Trustees

This group of nine elected parents and representatives meets regularly with the school's Director to discuss educational policies, major building projects and the school's finances. Elections to the Board take place every three years at the General Assembly, where all parents have a right to vote and to stand for election.

Parent/Teacher Association

The PTA is made up of a class for each class. All parents can attend the monthly PTA meetings, the dates of which will be communicated to you via one of the Newsletters. The minutes of each PTA meeting are posted on the school's notice board.

School Council

The Board of Trustees set up the School Council to serve as a vital link between themselves, the PTA and the school administration. Several committees work on projects which will enhance and enrich the school's academic programme.

How Parents can Help

- be a Class Representative
- be a Library Volunteer
- help with the Summer Fête
- be on the School Council
- become a Board Member
- help with the PTA Activities
- help with school outings
- share your expertise with students





MULTIPRINT - MONACO