



宁波华茂国际学校

NINGBO HUAMAO
INTERNATIONAL SCHOOL

Early Years Programme





Welcome to Early Years at NBHIS, an exciting fun-filled learning experience where our 2-5 year-olds can be challenged and allowed to grow into a love of inquiring and exploring, which will remain with them for their entire school experience.

As part of the world-renown Primary Years Programme of the International Baccalaureate. NBHIS learning programme goes beyond just academics. The enquiry-based activities, diverse electives, along with specialist music, art and PE and service activities are the cornerstone of our carefully structured framework for learning. We are opting to become an authorized 4 star kindergarten.

What makes us different from other pre-schools is that our classes are co-taught by foreign and Chinese teachers in a genuine bilingual learning environment. Our Chinese and foreign students thrive in this play-based education experience where Chinese culture and tradition inform our teaching alongside global awareness of the cultures of the English speaking world.

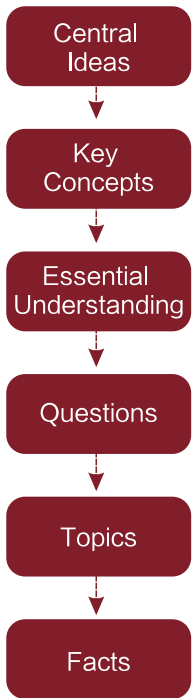
Students in bi-lingual classrooms develop the ability to switch in language and concept, allowing them to embrace the exploration of different ideas and to become independent, resilient learners. Our students love coming to school each day as they anticipate being stimulated, challenged, and being successful.

The IB curriculum spans kindergarten to high school. Even our youngest learners are being prepared for their future.

They take responsibility for their own actions, for their learning and for their ability to communicate and to make friends. “Mistakes” are chances to learn and not to be seen as failures. In this way, NBHIS sets a pattern of safe risk taking where students can seek new knowledge and ideas with excitement. They become teenagers and later, young adults who can continue to learn at each stage of development.



How NBHIS PYP curriculum works



From EY to grade 6 NBHIS curriculum is based on Central Ideas about which knowledge is organised. The six **Central Ideas** are the same from EY to Grade 6. The Central Ideas begin with the child as the focus, then move on to the family and the community, and finally, they look at systems in the wider society, to learn about how the world functions. As they mature and develop, so their encounters with the Central Ideas expand with them. Because these Central ideas are conceptual, they can be based in both Chinese and Western culture and tradition, ensuring our bicultural focus.

Under each **Central Idea**, are several **Key Concepts** which the students will explore. These help to put the Central Idea into a real context and are discipline specific. In turn, each concept has **Essential Understandings** which the children need to make sense of their world in terms of language, science, mathematics, and social studies. The lessons, arranged around **questions** which unpack these Understandings, are further divided into small **Topics** in which there are concrete **Facts**.

Although the content changes as students move through the grades, the structure of the curriculum remains firm, allowing students to recognise and feel comfortable with the pattern of moving from “big” **Central Ideas**, through chosen **Key Concepts**, into the **Essential Understandings** which identify the disciplines and their different skills being referenced, on to **questions** necessary to break down the ideas and concepts through **Topics** and finally, into concrete **Facts**.

Bi-cultural learning

Chinese culture and language are shared with English language and tradition. Children think about and appreciate both. In the Units of Enquiry, teachers begin with local knowledge and understanding and move out to broader stories from other cultures. In this way, children begin to realise that everything they do is also practised by people around the world, although perhaps differently.

How do we measure growth and development?



NBHIS has agreed Benchmarks that each grade will reach to ensure continuous progress in knowledge and learning. In each grade level, teachers meet collaboratively to set these Benchmarks and further, they plan vertical progress from Primary through Middle School into the Pre-DP and DP programmes.



Academics Day to Day

NBHIS genuinely has a 1-7 student teacher ratio over the whole school. Our EY programme is a play-based, enquiry learning model supported by a foreign and a Chinese homeroom teacher plus a TA or Ayi in each bi-lingual, bi-cultural classroom. It includes the recommended time outdoors in sunshine each day as part of the learning cycle. Students study:

Literacy

English

Chinese

Mathematics

Science

Social Studies

Art

Music

Physical Education (PE)

Literacy

Even our youngest learners encounter literacy as they speak, hear and listen, recognise words in Chinese and English, tell stories, and begin to form letters. Teachers use a combination of “The Letters and Sounds Programme” and pattern recognition practices to lead EY students into reading and pre-writing. Electronic reading programmes in English are provided to re-enforce classroom experience at home.

Mathematics

Meaningful, practical activities, connected to their daily lives, are how young children learn mathematical concepts. As NBHIS students move from concrete to symbolic levels of understanding, Mathematics looks different. In K1 for example, concepts such as addition and subtraction are modeled and explored with use of concrete materials in practical situations. In Grade 1, these concepts are recorded symbolically with numbers and the plus, minus and equal signs.

Manipulatives such as counters or interlocking cubes are used to introduce and reinforce mathematical concepts in number or pattern through the attributes of the physical objects. Play and hands on experiences such as cooking are utilised on a regular basis to teach concepts in measurement such as capacity, mass or length. Children develop and expand their reasoning, communication and problem solving skills through their engagement with these activities.



Science and Social Studies

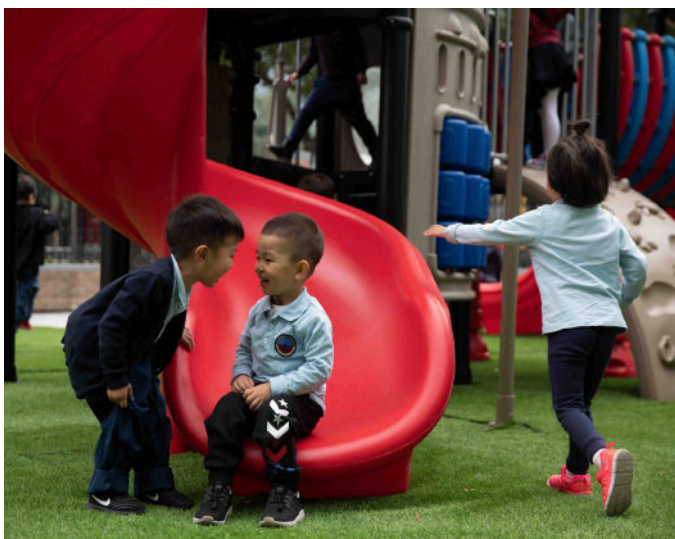


NBHS EY students learn about science and social studies through interdisciplinary Units of Inquiry. Students explore a topic by applying their prior knowledge. For example, in a unit on the Transportation, students might use their understanding of how they travel to different places, to recognise different modes and choices of transport. Teachers guide inquiry to enable students to evaluate the effects on our environment from the various modes of transport. Students collect data both inside and outside the classroom in “hands on” experiences of seeing, smelling, touching and hearing about. The follow up discussion and analysis is shared to parents and others in the form of positive actions they would like to take to lessen pollution and stress on our environment.

Art



For young children, making and enjoying art develops their cognitive, motor and emotional development. Art is a regular feature of our weeks in EY. Recycled materials make up a good part of our art products, reinforcing our core values of care for our planet.



Makers Space

Is the place where our students construct and create their ideas and understandings of what they are learning. For instance, as the children learn about the design cycle, they can use this space to create different designs for their exhibition. We focus on re-cycled materials in this space.

Music

EY classes thrive on music. Children listen, sing and respond to music in English and Chinese, with and without instruments. Music expression transcends culture and allows for memory, fine and gross motor, language and listening skills to develop in a fun setting.

Dance and drama

The dance/drama space allows for children to express their emotions through their bodies in connection to music. Children can respond to stimuli with body movement and invented dialogue.

Physical Education

All EY students have two weekly PE lessons, in addition to outdoor play. These experiences set a life-long appreciation for health and activity. Our PE curriculum is designed to foster strength, awareness and dexterity in game skills and cooperation and team spirit.



Fieldtrips

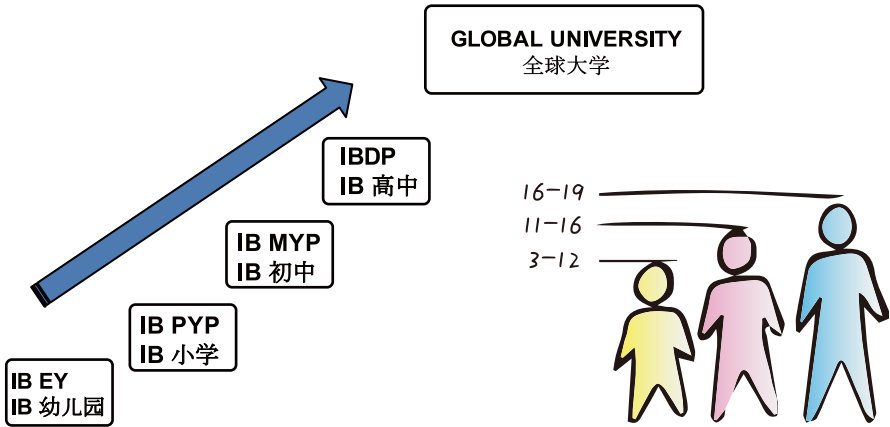
Within each Unit of Inquiry, fieldtrips around Ningbo bring the real world into the EY classroom. Children wonder at what they see, hear and taste in the different situations. They see concepts working in practice, as in a trip to a commercial bakery to watch the steps in an assembly line and to observe chemical reactions in food. Fieldtrips too can incorporate Ningbo’s and China’s heritage and tradition first hand.

CCAs

Additional activities are available on a fee-paying basis as CCAs after school. These are ballet, roller-skating, Lego, Chinese board games, painting and drawing, activities as diverse as yoga, and baking. Through their participation in varied activities which require diverse skills, students discover their personal relaxation preference.



NBHIS Pathways



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