



KINDERGARTEN

Four years of Pre-K1, Pre-K2, Junior and Senior Kindergarten

Lycée Français International de Mumbai's "école maternelle" (nursery school) is an educational specificity of the French school system as it provides a framework that is both very friendly and playful (like a kindergarten) and educational (such as a school). Our nursery school program welcomes children from the age of 2.5 years old to 5 years old and it is divided in four grades:

- **Toute Petit Section** (Pre-Kindergarten 1)
- **Petit Section** (Pre-Kindergarten 2)
- **Moyenne Section** (Junior Kindergarten)
- **Grande Section** (Senior Kindergarten)

We offer an early French and English bilingual learning program to students allowing them to adapt themselves to their multicultural environment. By becoming bilingual at an early age, children develop learning mechanisms and pronunciation, which then will facilitate their acquisition of other foreign languages.

Children are encouraged to develop the basic abilities of learning and living together; maintain attention and demonstrate perseverance in an activity; follow instructions given to the class; participate in activities, show initiative and cooperate; follow the rules of the community.

Below, an example of a nursery week's timetable:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-10:30	Group independent activities	Welcome - free games	Group independent activities	Welcome - free games	Welcome - free games
	CIRCLE TIME - Teacher and student directed: Calendar, weather, activity of the day, songs...	CIRCLE TIME: routines (numeric rhyme date, weather, timetable, presents-absentees)	CIRCLE TIME - Teacher and student directed: Calendar, weather, activity of the day, songs...	CIRCLE TIME: routines (numeric rhyme date, weather, timetable, presents-absentees)	CIRCLE TIME: routines (numeric rhyme date, weather, timetable, presents-absentees)
		WORKSHOPS: principles of literacy/exploring the world/graphics/oral language		WORKSHOPS: principles of literacy/exploring the world/graphics/oral language	WORKSHOPS: principles of literacy/exploring the world/graphics/oral language
Library - Reading	Sport	Library - Reading	Sport	Sport	
10:30-11:00	RECESS	RECESS	RECESS	RECESS	RECESS
11:00-12:15	Relaxation	Relaxation	Choral	Choral	Relaxation
	Follow up activities based on the letter of the week, math, writing and art	Storytelling	Follow up activities based on the letter of the week, math, writing and art	Storytelling	Storytelling
	Magnetic play, play dough, art	WORKSHOPS: arts, exploring the world, numbering, geometry	Magnetic play, play dough, art	WORKSHOPS: arts, exploring the world, numbering, geometry	WORKSHOPS: arts, exploring the world, numbering, geometry
Clean-up and goodbye songs	Math games	Clean-up and goodbye songs	Math games	Math games	
12:15-13:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:45-15:15	Foreign language support	Half hour centers: (Drawing, puzzles, beading, etc.)	AFTER SCHOOL ACTIVITIES (12:45-13:45)	Half hour centers: (Drawing, puzzles, beading, etc.)	AFTER SCHOOL ACTIVITIES (12:45-13:45)
	Oral expression and communication techniques	CIRCLE TIME Teacher and student directed: Calendar, weather, activity of the week, songs...		CIRCLE TIME Teacher and student directed: Calendar, weather, activity of the week, songs...	
	WORKSHOPS: arts, exploring the world, numbering, geometry	Letter of the week: tracing, writing and coloring		Letter of the week: tracing, writing and coloring	
	Visual Arts OR Theatre	Book reading and discussion		Book reading and discussion	
	Storytelling	Playdough or library time		Playdough or library time	
Library Time	Clean-up and goodbye songs	Clean-up and goodbye songs			
15:15-16:15	AFTER SCHOOL ACTIVITIES - Bollywood, Mallakhamb, Art, Capoeira, English foreign language, French foreign language, Day-care				

Class conducted in English

Class conducted in French



The nursery curriculum that teachers follow is divided into five domains:

1. Use of Language

Oral Language: communication
Understanding what an adult says or reads
Learning to write: understands the relationship between the spoken and written word
Memorizes and recites texts (rhymes, poems...)
Pre-writing skills

2. Move, Express and Learn Through Physical Activities

Participate, move with ease
Cooperate, interact and respect others

3. Express and Learn Through Art Activities

Participates in an art activity and personalizes it
Participates in music and dance

4. Development of Basic Math Concepts

Use of numbers
Understand what a number is
Understand simple correlation of numbers
Sports, classifies, orders, patterns

5. Exploring the World

Chronology: sequences events, use of sequencing adverbs (linking words)
Spatial awareness: use of prepositions of place
Knowledge of living things
Manipulation of different objects to build things
Understanding safety and hygiene rules

The goal of the 'Maternelle', is to establish a foundation for learning that children may build upon in subsequent years. Children develop their motor, sensory, and academic skills during this critical period of time. Specialized teaching techniques are employed to promote problem solving, inquiry, and repetitive practice. Students learn the basic principles of social life by forming relationships with others through individual and team play. Within the classroom, teachers create a nurturing environment to help with the child's transition from home to school. Taught in a bilingual immersion setting, students naturally absorb the school's two main languages.

Components:

There are five main areas of instruction in kindergarten. Each area is critical to the development of the student and plays an important role in child's daily life at school

- 1. Reading, Writing and Language Skills**
- 2. Acting and expressing oneself through Physical activities**
- 3. Acting and expressing oneself through Artistic Activities**
- 4. The building blocks for Mathematical Thinking**
- 5. Discovery of the World**

Reading, Writing, Language Skills

Students acquire vocabulary through listening to their teacher's directions, listening to music and stories, imitating their peers, and repetition of the French and English pronunciations.

In pre-kindergarten, children learn to recite the alphabet, trace letters and write their name. Once in Senior Kindergarten (Grande Section), students are introduced to syntax and phonics. They learn to couple words to construct sentences and are introduced to the difference in the present and past tense.

In kindergarten, children receive 13 hours of English and 13 hours of French classes each week. They read classic children's literature and modern stories to promote a love of reading. Students learn sight words, grammar, and phonics. They sing songs together to reinforce their social skills, amongst others.

Acting and expressing oneself through Physical Activities

A sports teacher, certified by the French ministry of education, helps children to discover the joys of movement through guided physical activities. This skills-based class reinforces fine motor coordination, body awareness, focus, calculated risk-taking and intellectual reasoning. Students also develop interpersonal relationships, embracing their classmates' differences and respecting their range of abilities. Sports take place four times a week, with the option of extracurricular sport activities.

Acting and expressing oneself through Artistic Activities

During art classes, the students explore a variety of artistic methods that spark their imagination and creativity. Thoughtful approaches to artistic techniques develop their fine motor skills as well as their analytical reasoning. The activities are organized in order to introduce the children to different medias, including painting, sculpture, drawing, photography, collage and cinema.

Students are also exposed to performing arts. They develop their auditory skills through songs. They perform theater skits to build their vocabulary and presentation abilities.

The Building Blocks for Mathematical Thinking

The kindergarteners discover numbers and their purpose, explore shapes, sizes and patterns, and learn how to approach a multi-step problem.

Discovery of numbers and their purpose

Students explore the use of familiar objects (dominos, dices, etc.) to recognize quantities. They learn the fundamentals of basic measurement, developing vocabulary such as “more than” or “less than”. Through their games and activities, they are encouraged to formulate questions and draw logical conclusions.

Exploration of shapes, sizes and patterns

Students are taught to classify, group and organize shapes. The identification and replication of patterns help them strengthen their analytical reasoning. They begin to understand basic measurement by comparing the size of objects. The knowledge gained at this level serves as a building block for geometry covered in cycles 2 (grade 1, 2 and 3) and 3 (grade 4, 5 and 6).

Discovery of the World

Time

During 'circle time', a daily activity where the students sit together in a circle, they discuss the days of the week, the various seasons, and the time of the day. This process enables them to gradually comprehend the regular patterns out there.

Placing oneself in a surrounding environment

Through daily classroom routines, they understand the cyclical aspects of the day and what their role is in terms of being part of a class. They sometime bring items from home to 'show and tell', to distinguish between what is kept at home versus what is kept at school.

Exploring the living world, objects and matter

Children learn about the different forms of life, lifecycles and habitats. They plant vegetables and flowers, observe insects and also discover their own bodies with respect to function, hygiene, and nutrition. The basic characteristics of matter are recognized by cutting, modeling, and assembling materials like wood, soil, paper and cardboard. To make the abstract more tangible, they experiment, observe, and conclude. For e.g.: What happens if you freeze water? How does light affect shade?

Natural hazards are discussed in the context of safety. The students learn how to recognize and respond to unsafe situations.

Evaluations

While teachers observe the development of their students year-round, a written report and a parent-teacher meeting take place twice a year. During these meetings and through ongoing dialogues, parents and teachers agreed on effective academic strategies for their children and how to best prepare them for elementary school.