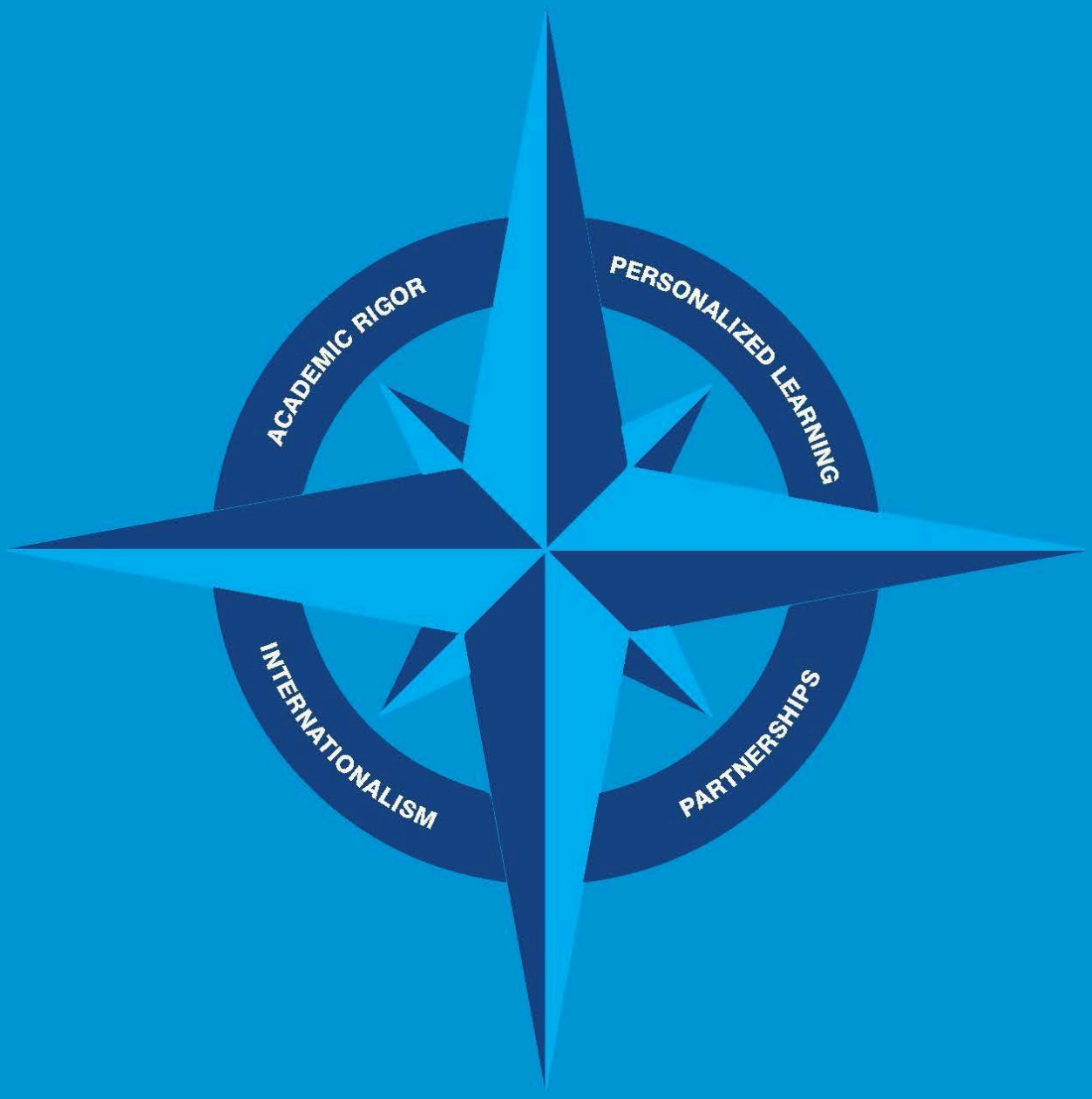


Early Childhood Curriculum Guide

2026-27

LÉMAN MANHATTAN
PREPARATORY SCHOOL

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Part I: Guiding Statements

Mission

Léman Manhattan is an International Baccalaureate World School that delivers an academically rigorous program and sets high expectations for students from early childhood through 12th grade. Serving our local neighborhoods and a diverse international community, we prepare students with the knowledge, confidence and fluency they need to engage in a rapidly changing world.

Léman challenges students' intellect and inspires their creativity. We encourage them to think critically and work collaboratively. Celebrating each student's individuality, we foster the skills they need to grow in mind, body and spirit. Our unifying mission is to instill a positive outlook in each of our students and a certainty for all they can achieve in life.

Léman Manhattan. Each student, future prepared.

Vision

The greatest lasting impact of a Léman education will be the achievement of our students and the contributions they make to their communities and to the world.

Preparing each student for a future filled with personal growth, fulfillment and success defines, unifies and inspires everyone and everything we do at Léman Manhattan.

Values

Our core values are the essential and enduring tenets of our school community. These principles, reflected in the Portrait of a Léman Manhattan Learner, guide all of our actions. At Léman, we firmly believe in the essential value of:

- Thinking critically and working collaboratively
- Achieving excellence through academic rigor
- Respecting diverse opinions and cultures
- Fostering meaningful student-teacher-parent partnerships
- Addressing each student's individual learning style
- Discovering passions and nurturing creativity
- Serving our local and global communities
- Encouraging independent thinking and decision-making
- Cultivating resiliency and determination
- Instilling confidence and optimism
- Growing in mind, body and spirit
- Recognizing the importance of preparation for life

Inclusion Statement

Léman Manhattan Preparatory School is a community of diverse cultures, languages and countries of origin, which draws unity through the acknowledgement and celebration of our differences. As a mosaic of individuals who believe everyone should feel safe and respected, we strive to facilitate opportunities for meaningful engagement with openness and empathy. This process of communication is integral to fostering a just and harmonious place of learning.

Ours is an inclusive school where students, families, caregivers, faculty and staff are supported

equally and where each unique identity, voice, ideological viewpoint and experience is valued. We honor all members of our community, diverse in: ability, age, appearance, belief system, citizenship, culture, family structure, gender, gender identity, language, learning style, national origin, political view, race, religion, sexual orientation, and socio-economic level and all other protected characteristics.

Committed to sustaining an environment free of harassment in any form, including bullying and discrimination, we maintain that the work of inclusion is a responsibility held by all and done for all, person to person. We embrace this challenging, yet rewarding opportunity and understand that this is an evolving work which enriches our lives.

Léman Manhattan Academic Plan

The Léman Manhattan Academic Plan is a framework from which we develop our learning programs. By focusing on eight distinct areas that create our unique academic experience, we can continuously refine and improve our students' experiences as they move through the four divisions of the school.



Léman Manhattan Four Pillars

At the foundation of our Academic Plan are our Four Pillars: Academic Rigor, Personalized Learning, Internationalism, and Partnerships. These pillars guide how we approach every area of the Academic Plan. Each element of the plan - whether curriculum design, assessment, community practices, or college readiness - draws strength and direction from the pillars.

Academic Rigor
Creating an environment which engages, challenges, and supports each student to take risks, activate curiosity, and think creatively in new and meaningful ways to develop and demonstrate deeper understanding.

Personalized Learning
Using assessment to create differentiated learning experiences for our students based on their abilities, their interests, and their style of learning.

Partnerships
Grounding our community connections, internships, and collaborative relationships that extend learning beyond the classroom, while also expanding access to varied, real-world experiences through the Collegio Institute.

Internationalism
Creating upstanding citizens who appreciate and thrive in a diverse learning environment that builds awareness of other cultures and acknowledges that they are part of a global community.



Part II: Support Services

Language Policy

The Léman Manhattan Language Policy, integral to Léman Manhattan philosophy and practice, creates a shared vision and mission to successfully implement Léman Manhattan language programs and curriculum. It is comprehensive and school-wide and promotes a high-quality academic curriculum for advanced language proficiency in at least one language other than the mother tongue for all students. The policy also recognizes and embraces the central role language and culture play in the overall linguistic, cognitive, and academic development of LMPS students.

Guiding Principles

At Léman Manhattan, we:

1. Foster in students the ability to think and express themselves with precision, clarity, confidence, and imagination in at least one language other than the mother tongue. Provide an appropriate language and learning program in order to allow all students to access their curriculum in a supportive environment.
2. Involve all teachers in the language-teaching process, as language and learning are inextricably linked and fundamental to learning.
3. Value the student's first language and literacy as the foundation for second and third language acquisition and development. These are essential in establishing a firm foundation for thinking processes, in maintaining cultural identity, and in developing communicative and literacy competence.
4. Engage in meaningful and authentic learning experiences with well-designed programs since language acquisition and learning take place best in such an environment.
5. Firmly believe that language development in more than one language fosters personal growth and is essential to the development of international understanding.
6. Employ a variety of instructional methods in all areas of the curriculum to develop skills in reading, writing, speaking, and listening in the three communicative modes: interpretive, interpersonal, and presentational.
7. Provide opportunities for teachers and administrators to participate in relevant professional development in the areas of linguistic and cultural awareness.
8. Integrate the expression of cultural and linguistic heritage into all programs and facilitate cultural exchanges through the curriculum and special events.

Regarding English Language Learners (ELLs), the faculty of Léman Manhattan believes and practices the following:

1. English is the primary medium of instruction; teachers work collaboratively to provide a program of English language learning for all students to address their academic needs.
2. All staff members are language teachers, independent of their core specialties, and are responsible for addressing and meeting the needs of all students of diverse linguistic and cultural backgrounds.
3. Parents are made aware of their important role in ensuring the development of their children's mother tongue and are encouraged to do so through a range of strategies to support their child's education, including enrollment in a mother tongue program.
4. At Léman Manhattan, we believe that ELL students are best educated in a sheltered instruction environment. When possible, our ELL students are instructed in a mainstream setting with ELL push-in and pull-out support, providing them access to content area standards as they develop English proficiency.

5. Students are supported with ESOL classes based on their English levels.
6. All staff members understand the needs of those students being educated in a language.

We have high expectations of our students' work, and Léman teachers are skilled at challenging children to consistently set and reach new goals. Faculty confer with students individually and in small groups, helping them to find their voice and advocate for themselves as they prepare for the transition to Lower School.

As a diverse school community, we continuously review our curriculum to embrace the beauty of our diversity, stressing the importance of equity and ensuring inclusivity. Through thoughtful development of units of study, we are committed to presenting accurate information with an emphasis on multiple perspectives. Our programs reflect a conscious and programmatic commitment to develop inquiring, knowledgeable, and caring future leaders who view themselves as global citizens looking for ways to create a better and more peaceful world through intercultural understanding and respect.

Our teachers provide thoughtful attention to each child's academic, social, and emotional development and focus on building classroom communities in which children are inspired to explore, create, and grow as learners and young citizens of the world.

English for Speakers of Other Languages Program

The mission of the English for Speakers of Other Languages (ESOL) Program is to help students acquire proficiency in the English language, to ensure academic success, and to help them confidently participate and integrate as active members of the Léman Manhattan Preparatory School (LMPS) community.

We believe that all students should have equal access to the curriculum and should be immersed in mainstream classrooms whenever possible. The ESOL Department believes that high academic standards help promote language development for non-native English speakers. A culture of school-wide collaboration is adopted such that classroom content is made accessible and comprehensible for English language learners. Students are strongly encouraged to maintain their mother tongue, enhancing both cognitive development and English language acquisition.

Student Support Services

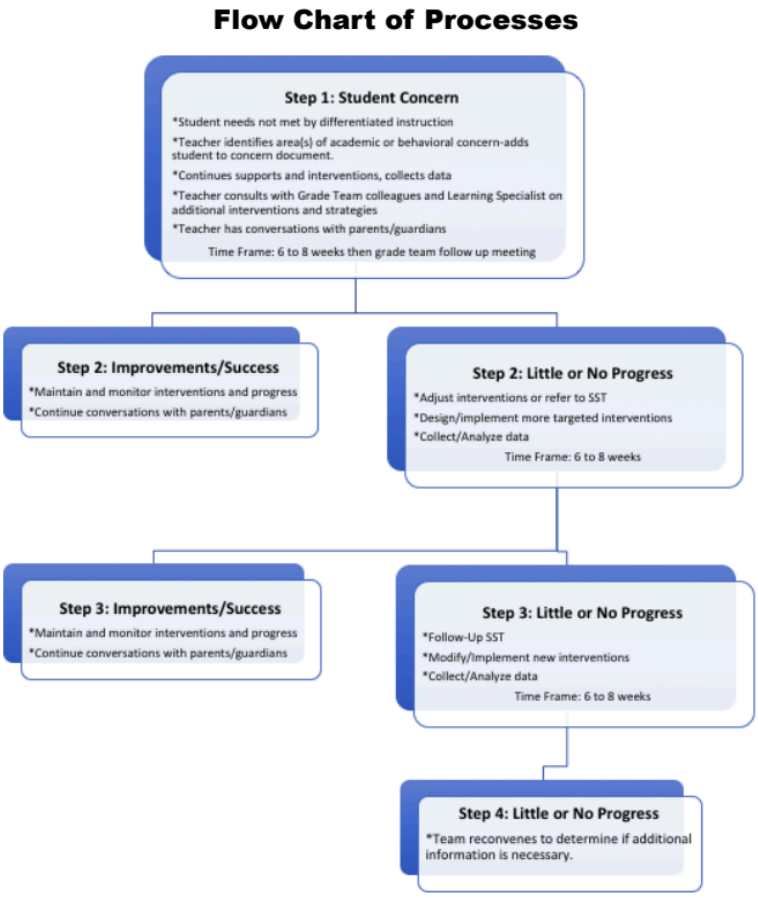
Léman Manhattan Preparatory School's main goal is to meet student needs through a differentiated, rigorous curriculum. We are committed to meeting the needs of all students through an increasingly comprehensive framework of curriculum, instruction, and assessment. Each division has a Student Support Team composed of trained Learning Specialists who collaborate with classroom teachers and administrators to identify a well-integrated system of instruction and intervention for students identified as in need of support and/or enrichment.

The role of the Student Support Services team is to ensure Léman Manhattan provides an inclusive PK through Grade 12 multidisciplinary student support system that respects learner differences, facilitates attainment of Léman Manhattan's high educational standards, and promotes the development of lifelong learners. The Student Support program is designed to secure and organize equitable access to all academic programs, including the International Baccalaureate (IB) programme.

Student Support Services includes Learning Support, Counseling, and Nursing. A supplementary handbook focuses on providing specific information regarding Learning Support and Counseling services. Additional information about Health Services and Nursing may be found in the school handbook.

The Student Support Services department is guided by the following principles:

- Students build self-confidence and better prepare themselves to be lifelong learners by developing self-advocacy skills and by understanding their individual learning needs.
- It is important to work with the whole student (intellectually, socially, emotionally, and physically) from a position based on the student's strengths in an effort to address areas of concern.
- Learning styles may change as the child grows, and developmental differences need to be considered. Therefore, resources should be flexible and allocated as needed.
- An effective student support program requires a team approach with all team members sharing responsibility for the student's learning. Teams may include students, parents, teachers, student support personnel, and administrators.
- Staying current with research and best practices helps the team determine how to address student needs.
- An effective support program is articulated in PK through Grade 12, including procedures and policies, assessments, entrance and exit criteria, transition plans, and other essential components.



Student Study Teams

Student study teams are multidisciplinary meetings. These meetings provide an opportunity for teachers, counselors, learning support faculty and administrators to discuss concerns about student learning and/or behavior, and problem-solve to identify strategies and interventions that can be readily implemented by the classroom teacher, learning specialist, school counselor, family, or other appropriate staff member.

Special Education/Learning Resource
Students who do not show appropriate progress (i.e. meeting grade-level expectations) based on a variety of data from both the classroom and formal evaluations may receive supplemental instructional interventions, which are targeted and more individualized.

Part III: Student Life

Afterschool Activities and Enrichment Opportunities

Early Childhood After-School Program
This engaging, developmentally-appropriate program has been designed to meet the learning needs of children in PK2, PK3, and PK4, and to respond to the scheduling needs of our families.

Our Afterschool program is taught by Léman teachers who are certified in Early Childhood Education and are passionate about teaching children. EC Afterschool programming is offered **Monday through Friday from 3:00pm to 5:30pm** and is open to all Léman students enrolled in the full day program of PK2, PK3 and PK4 for the 2025-2026 school year.

Detailed description of classes will be sent at the beginning of each trimester.

Daily Schedule

3:00-3:30pm:	**Arrival / Play centers**
3:30-3:45pm:	**Snack / Circle time**
3:45-4:25pm:	**Special class** / **Gross motor time**
4:25-4:30pm:	**Pack up & First dismissal**
4:30-5:25pm:	**Imaginative play stations and storytime**
5:25-5:30pm:	**Second dismissal for extended day**

The schedule and offerings provide our curious learners with engaging opportunities to take on new challenges and continue to build their academic and social/emotional skills, while also providing families with flexibility and convenience.

Please note that there is no after school program when Léman is closed for school holidays, vacations, EC conference days, and early dismissal days.

Early Childhood Education Wonderlab

The WonderLab is a space of constant evolution, a space for exploration, planning, and collaboration where learning and creativity happen in a playful manner. Its mission is to create inquiry-based experiences that transform learning. It incorporates a Green Screen to be used in video projects, an Epic Duplo Wall for students to create Duplo art and Duplo vertical projects, an age-appropriate Makedo Cardboard Station for "messy" construction and prototyping, a Chalkboard Wall for brainstorming and idea visualization, and a Snap Circuits wall for controlled discovery of technology via experimentation with circuits. We offer a range of screen-free robotics that introduce our youngest learners to the basics of programming and coding, encouraging problem-solving, collaboration, and creativity from the very start.

These tools, along with expert facilitation, allow students to gain a better understanding of cause and effect and problem-solving, which are the building blocks to the design and coding processes.

Because of its participatory nature, the WonderLab fosters opportunities for children to "think outside the box" and use their innate curiosity to become innovators, creators, and risk-takers.

This shared space allows children to work together and communicate with their peers, providing opportunities to build on each other's ideas and develop the skills of negotiation - a key attribute to becoming an open-minded, caring member of the community. The work that students do in the WonderLab reflects and reinforces the Portrait of a Léman Manhattan Learner.

Library

Uniquely situated as a shared resource for the entire lower school community, the EC and Lower School Library is a welcoming place for gathering, learning, exploring, creating and, of course, reading. The mission of the Library curriculum is to promote a love of reading, provide access to diverse information and ideas, and to equip students with the skills they need to locate, evaluate and use information. The Library is home to over 17,000 books and print resources and over 20 data- bases and on-line reference sites. These are available to all members of the school community: Teachers, students, and parents.

EC students have weekly scheduled library classes starting in PK2, but may also visit the Library as needed, including before and after school. In addition to supporting and enriching the classroom curriculum, the Library program exposes students to a wide variety of literature and teaches specific literacy and information skills. Gradually, each child is equipped with the skills to become independent library users and critical researchers. Younger children begin by learning how books are made and to care for them. They also learn how books can be classified and organized and how to locate the books they love. Older children learn specific organizational systems like the Dewey Decimal system, how to use the online catalog and self-checkout procedures. They learn research skills beginning with how to locate appropriate print and digital resources. Critical thinking is stressed as they learn to evaluate information for accuracy, currency, bias and usefulness. Finally, students learn how to be ethical and responsible users of information, including how to make appropriate citations.

Most importantly, the Léman Library program is designed to foster a general love for reading, literature and information. All children are exposed to a wide variety of literature. They explore genres in depth and study folktales, poetry as well as non-fiction. We hope to broaden their perspectives and enlarge their worlds, using literature as a way to celebrate and explore a diversity of lives and experiences. The library also provides opportunities for students to learn more about the process of creating books by hosting several children’s book authors and illustrators each year.

Part IV: Academic Offerings

Early Childhood Education

Early Childhood Education (EC) at Léman is a joyful, nurturing place that sets the foundation for each child's academic, social, and emotional success. At Léman, we foster a warm learning environment where young children can ignite their curiosity and grow during the most influential time in their development.

Research shows that the more hands-on experiences children are offered, the more confident and engaged they become in their learning. And the younger that can happen, the better. In our Early Childhood program at Léman, we help children become independent, lifelong learners who are not afraid to take risks. Through an inquiry-based program, we build social and emotional competency, literacy, mathematics, gross and fine motor skills, music, and world language fluency in a community that values service to others and family.

After completing the Early Childhood program at Léman, students transition into Kindergarten as strong readers and writers with strong fundamental numeracy skills. In addition to the core areas, all Léman students take a World Language starting in the Explorers program, as well as music education, which focuses on exploration and discovery through singing, movement, and exposure to musical instruments. Exposure to ukulele, xylophone, bells, and other percussion instruments builds towards the school's robust arts education program.

Early Childhood Education (EC) at Léman Manhattan is housed on two dedicated floors of 41 Broad Street, creating a vibrant space focused exclusively on the learning needs of children ages sixteen months to five. Classrooms are designed for a multisensory approach to learning, with games, puzzles, and visual arts, and feature a literacy-rich environment to cultivate reading and comprehension skills. Our interactive WonderLab offers state-of-the-art stations designed to inspire children to explore, innovate, plan, problem-solve, and learn how to learn. The WonderLab's blocks and building materials—iPads, 3D printers, and tinker kits—foster critical thinking, science, mathematics, coding, and engineering skills—the tangible 'building blocks' of the future.

The Early Childhood After School Program brings extended learning opportunities to our youngest students in a familiar environment. This engaging, developmentally appropriate program has been designed to meet the learning needs of children ages 3 to 6 and respond to working parents seeking after-school programming. The class offerings vary and include physical activities, visual arts, science, STEAM, and more.

As a diverse school community, we continuously review our curriculum to embrace the beauty of our diversity, stressing the importance of equity, and ensuring inclusivity. Through thoughtful development of units of study, we are committed to presenting accurate information with an emphasis on multiple perspectives. Our programs reflect a conscious and programmatic commitment to develop inquiring, knowledgeable and caring future leaders who view themselves as global citizens looking for ways to create a better and more peaceful world through intercultural understanding and respect.

We foster successful partnerships with parents through ongoing and open communication with teachers and educational programming for families throughout the year. The environment at Léman provides parents with opportunities to make connections and be part of a strong community.

Curriculum Philosophies

Young children are naturally curious and ready to learn. Although it may seem that learning only happens during activities that are teacher-led, learning in EC begins from the moment the child walks through the door. Having daily routines, developing self-regulatory and life skills, interacting with peers, and giving choices within structured and unstructured activities are all part of how children learn.

Play is the foundation of early childhood programs. It is how children learn. Our teachers ensure there are plenty of opportunities for free play, and they design learning experiences to provide play that is 'intentional and purposeful'. Play is also an excellent opportunity for teachers to observe and assess the needs of children. Through these observations, scaffolding can be used to support each child's learning throughout the day. It is also an opportunity for teachers to get involved and model higher level thinking, advanced vocabulary, and important social skills like conflict resolution and self-advocacy.

Our program is designed to be inquiry based and driven by thematic units that integrate the five developmental domains. This "whole child" approach is made up of a variety of learning experiences which include free choice, small group and large group activities, learning centers, and a combination of student and teacher-centered activities.

Domain I. Physical Well-Being, Health, and Motor Development

Physical well-being, health, and motor development shape if and how children are able to take full advantage of learning opportunities. This domain includes four categories: Motor Development, Physical Fitness, Daily Living Skills, Nutrition, and Safe Practices.

Motor Development is the child's ability to move and control various parts of their body and is often divided into three areas:

1. Gross Motor: The ability to move and control the large muscles of the body – the neck, trunk, and limbs
2. Fine Motor: The ability to move and control the small muscles of the body – the fingers, wrists, and to a lesser extent, toes
3. Sensorimotor: The use of the senses – sight, hearing, touch, smell, and taste – to guide motions

The area of physical fitness in the early years is when children acquire habits and attitudes that will help them grow up to have an active and healthy lifestyle. Daily living skills such as healthy sleep patterns, dressing, and dental hygiene will help assure children's physical health and promote lifelong healthy habits. Nutrition is key to good health. Children are encouraged to try healthy foods by encouraging peer modeling and providing teacher encouragement and support to students during snack and mealtimes. Young children's awareness of safe practices gives them the ability to follow the rules and allows them to ask for help.

Domain II. Social and Emotional Development

Healthy attachment, as defined by a safe and trusting relationship, is essential for social and emotional development. These early attachments with familiar adults form the basis for all other relationships, interactions with others, and learning. Social Development refers to a child's ability to create and sustain social relationships with adults and other children. Development of such skills including cooperation, negotiation, and empathy paves the way for emotional growth. Emotional Development is a child's ability to recognize, express, and understand their feelings and the feelings

of others. Children will over time develop appropriate ways to express a variety of emotions through self-regulation and develop effective coping skills.

Domain III. Approaches to Learning
This domain refers to the child's naturally developed qualities and how those affect their learning and acquisition of knowledge. Every child learns and expresses themselves in a variety of ways that are unique to them. Their temperament and personality influence how they learn. The child's family values, and cultural practices all influence who the child is and how they learn.

Additionally, how persistent the child is, how they attend to tasks, and how they reflect upon and interpret their world will all affect how they acquire knowledge.

Questions that refer to this domain include:

- How does your child respond to new experiences?
- How does your child work through frustration?
- What cultural and family values does your child bring to the classroom?

In this domain we focus on a child's:

A. Curiosity and Interest, including the child's interest in and desire to learn new information.
B. Initiative, including the child's willingness to take on tasks, volunteer to participate during learning opportunities, and take reasonable risks while exploring and learning new information.
C. Persistence and Attentiveness, including the child's ability to remain focused and engaged even in the face of distraction and/or frustration.
D. Creativity and Inventiveness, including the child's ability to move beyond current knowledge and to go beyond the here-and-now to explore and play using abstract ideas and images.
E. Reflection and Interpretation, including the child's ability to think about, understand, and apply knowledge and information to future actions and learning. (NY Early Learning Guidelines)

Domain IV. Cognition and General Knowledge
Cognitive development refers to the process through which children develop their abilities to process and use information – in other words, how children think. This domain encompasses both how children think and what they know. Through play-based learning, young children will learn by using all their senses – sight, hearing, touch, taste, and smell – combined with their ever increasing motor skills to explore their environment. Knowing when and how much to extend play will be an important task for their teachers. Children's play changes accordingly as the years progress, and what the child learns from birth to age 5 becomes the foundation of general knowledge that will be needed in later years.

Domain V. Language, Communication, and Literacy
This domain encompasses the child's ability to communicate, i.e., the ability to convey feelings or thoughts so that one is clearly understood as well as one's ability to accurately interpret the thoughts and feelings of others. Communicating effectively with others requires use and interpretation of oral and nonverbal language. Learning to communicate effectively allows children to make sense of their environment. Young infants begin communicating by using sounds and cries, and as they grow, the child adds words to their vocabulary and complexity to their speech, following modeling from adults and teachers. As the child progresses, they become more proficient and intelligible, able to express their thoughts and feelings clearly.

Children later learn to read and write (literacy). This begins with creating drawings to express ideas and reading through pictures and memory. Over time, the young child will begin to notice symbols in their environment. Then, the child will master the task of understanding what these symbols mean (reading), and later make them legible (writing). Teachers and parents should prepare young learners by creating a rich language setting. How well parents and teachers respond to the young child's attempts to communicate will greatly influence how well that child ultimately communicates. The child who is spoken with will learn that communication is a give and take process and that being able to communicate well is the key to understanding others and to being understood.

Habits and Attitudes of Learning

Creating a classroom community is paramount to the social-emotional development of our youngest students at Léman Manhattan. In each homeroom setting, children experience what it means to be part of a community of learners. They participate in activities that bring them together as a group, oftentimes beginning their day gathering at the meeting area. During these moments, each child is greeted by name by a peer, hears their schedule for the day, presents, listens, and/or asks questions of the person sharing, and participates in a group activity. Daily routines and structures set our students up for success, as they can feel confident and capable to tackle the expectations for the day.

Supporting our students' social-emotional development promotes confidence that carries over to all other aspects of learning, including activities requiring teamwork, cooperation, negotiation, and the need to listen to others. Over time, children gradually increase their comfort with risk-taking and expressing their ideas, feelings, likes, and dislikes with their peers and with adults. Community citizenship, inquiry, ownership and independence, work habits, perseverance, and communication are the Habits and Attitudes of Learning (HAL) at Léman Manhattan.

- **Community Citizenship**: Follows classroom and school agreements; considers the impact his or her decisions make on others; and works well with others towards a common goal.
- **Inquiry**: Asks questions and is open to new ideas and perspectives; takes risks; and demonstrates a desire to grow continually as a reflective learner.
- **Ownership and Independence**: Initiates and follows through; strives for personal best; and exhibits self-management.
- **Work Habits**: Uses available resources to support her or his learning; strives for accuracy; and takes on and completes tasks in a timely manner.
- **Perseverance**: Persists through challenges; open to learning from mistakes; and uses various strategies to complete tasks.
- **Communication**: Participates in a range of conversations and collaborations with others; expresses his or her ideas clearly; and listens not only to respond, but to elaborate and/or expand on their ideas.

Curricular Program by Age

Prekindergarten 1- Léman Explorers

Our toddler program is the ideal first school experience for the youngest of learners. Teachers create a warm and welcoming environment that provides children the ability to grow and socialize with peers. Teachers also work to create an environment where caregivers feel safe to explore and engage in a variety of play experiences alongside the children.

We prepare toddlers for the routines of preschool through a multi-sensory approach that builds a strong foundation for academic and social/emotional success. Léman Explorers fosters strong partnerships between teachers, parents, and caregivers who attend class with the children to ensure a sense of belonging, confidence, and independence for our students as they explore the world around them.

The Léman Explorers program grows together with your child. In the beginning of the school year, this program focuses on strengthening the relationship between the child and caregiver by providing developmentally appropriate activities for the child to engage in with their grown-up. As the year progresses, and our youngest learners become more comfortable in the school environment, the teachers facilitate children's play alongside their peers while their caregivers are close by. By the end of the year, we provide children with more opportunities to engage in play together with their classmates. During the last stage of the program, caregivers are supported in giving children more freedom and independence to explore the classroom on their own. In preparation for PreK2, caregivers are encouraged to begin the process of gentle separation, during which they leave the classroom for longer and longer periods of time so that children become accustomed to being with their teachers and peers. This is done with child readiness as the driver.

Play is the work of children. Our toddler program exposes students to developmentally appropriate learning experiences that build pre-academic skills and socialization. We provide activities that are engaging, exciting, and fun for each child with a focus on growth and development.

Our classrooms are designed to foster self-directed learning and help young students start to identify their passions and interests. Exploration centers are set up around the room that focus on individual and small group learning. Sensory, fine motor, dramatic play, and literacy activities are available throughout the classroom.

In addition to a rich preschool experience, Léman Explorer students are provided opportunities for exposure to French, Mandarin, and Spanish languages through stories, games, songs, and music. World Language lessons focus on the children's ability to understand the language, rather than their ability to speak it. Using familiar songs and stories, as well as props and movements, allows the children to draw on their existing knowledge and make connections as they begin to understand a new language.

Prekindergarten 2

We provide an interdisciplinary approach to learning in our Twos classroom, where inquisitive young students build a foundation for academic readiness and social-emotional development. Through hands-on experiences in literacy, math, science, art, swim and movement, two-year olds leave our program as engaged learners, ready for Léman's PreK 3 classroom.

Curiosity
Our Two's Program sets the foundation for learning in an inquiry-based environment that allows children to foster a love for coming to school. Children are expertly guided through this magical, yet critical time in their development of language, social and motor skills, as well as critical thinking and problem-solving abilities. Each child is encouraged to wonder about the world around them, prepared to ask well thought out questions. We also encourage the children to seek knowledge using their five senses and the resources available to them.

Social/Emotional Development
Our routines promote social and emotional development and establish a stable and nurturing environment. Children gain a better understanding of self and build confidence through positive interactions with others. They learn about their feelings, empathy, fairness, conflict resolution, and how to be a kind and respectful community member.

Early Literacy
The foundation of pre-literacy skills are developed during daily interactive story times. We work to build conceptual understanding through the introduction of new vocabulary in thematic units, and surround children with a print-rich environment to expose them to letters and sounds.

Mathematics
PreK 2 children are introduced to the concepts of counting, number recognition, one-to-one correspondence, sorting, shape identification and patterning, all of which build the foundation for strong mathematical skills. Using a variety of materials, children are taught the functionality of math in their everyday lives.

Science
Using a variety of sensory materials ranging from paint and Play-doh to beads and water, children make connections and begin to understand the world around them. By using scientific tools and corresponding language, students begin to understand cause and effect, learning to make predictions and having opportunities to test their hypotheses.

Social Studies
At two years of age, children begin to understand the world as concentric circles around them. We introduce the concept of community in our PreK 2 classroom, starting with a “study of me” followed by our classroom community and family, to help children understand their important place in our world and those who share it with us. As an international school, we foster global mindedness in our students, and we prioritize exposure to a variety of cultures and values by involving families in sharing about their traditions.

Fine/Gross Motor Development
PreK 2 children develop their fine motor skills through exploration with a range of materials including paint, markers, crayons, and beads. In addition, we help children navigate learning spatial awareness and development of fundamental tumbling skills in our dedicated play space for toddlers.

World Language
PreK 2 students learn French, Mandarin, and Spanish through stories, games, and songs. World Language lessons focus on the children's ability to understand the language, while preparing them to begin producing some vocabulary in the second language. Students learn all content in familiar,

simple, and engaging contexts to receive the input they need to develop proficiency in listening and speaking.

Music
Building music literacy is core to Léman's academic program. Through music and movement, we explore language and literacy, engage children with math concepts such as counting and patterning, and encourage body awareness and coordination. We use songs to build community and a sense of belonging in our classroom, as well as to support thematic discussions and introduce the foundational skills of rhythm and beat.

Prekindergarten 3

Our PreK 3 curriculum promotes social, emotional, intellectual, and physical development in a safe and nurturing environment. A sense of community is created through many group experiences, such as establishing and following community practices, daily meetings, and small and whole-group collaborative activities. Our morning meetings are just one of the many opportunities for children to exchange thoughts and ideas with their peers and teachers, hear different points of view, and to be active members of our classroom community within our Responsive Classroom approach. Thematic, integrated units provide hands-on, multi-sensory experiences for children to explore and become critical thinkers as they investigate their surroundings.

Social-Emotional Development
Our routines promote social and emotional development and establish a stable and nurturing environment. Children gain a better understanding of self and build self-confidence through positive interaction with others. They learn about their feelings and the feelings of others, fairness, and conflict resolution, through a series of role-playing activities, puppet shows, and songs.

Early Literacy
Emergent literacy is integrated throughout our curriculum. Our print-rich environment helps children understand why and how print is used. Nursery rhymes and songs allow the children to hear the sounds of speech in our oral language. Active engagement with books and storytelling promote pre-literacy skills that build vocabulary, develop comprehension, and support higher levels of thinking. Morning Meeting times are a perfect opportunity to practice deciphering pictorials for meaning in preparation for early decoding.

Mathematics
A mathematical foundation is established with interactive games, puzzles, block-building, and manipulatives. Our Morning Meeting begins by reviewing the calendar and daily schedule, incorporating the gradual understanding of time, counting, and numeral recognition. Throughout these activities, children develop an understanding of numerals, shapes, patterns, measurement, sorting, one-to-one correspondence, categorizing, and logical thinking.

Science
Science and discovery-based activities are woven throughout the curriculum. Through our thematic units we study the earth. Students learn about our home planet, its natural resources, and how we can care for it. Classroom activities provide opportunities for the children to explore, discover, predict, compare, and draw their own conclusions based on observations, investigations, and experiments.

Social Studies
Our social studies program allows children to explore rich, thematic units. Students learn how to appreciate the diversity of their friends, understand roles within their community, and think critically about the world around them. Our youngest citizens gain a better understanding of being an active community member.

Fine/Gross Motor Development
Our facility provides the space and equipment for the physical activity that children enjoy and need for gross motor development. Recess encourages and supports whole body movements, which include pedaling tricycles, catching, and throwing balls, climbing, and running. Fine motor skills are practiced to strengthen and refine the use of the children's small muscles in their hands, fingers, and thumb through activities such as beading, lacing, coloring, and painting. One way to build hand strength is through art. Our daily art activities provide experiences that involve a wide array of art media. We celebrate our children's creativity by displaying their work throughout our classroom and school.

World Language
PreK 3 students learn French, Mandarin, or Spanish through age-appropriate stories, games, songs, and music. World Language lessons are taught in comprehension-based communicative language approaches which allows students to access the meaning of the language through what they hear and read. Students learn all content in very familiar, simple, and engaging contexts to receive the input they need to develop proficiency in the language.

Art
The children in PreK3 use a variety of materials to create art. They explore different mediums such as clay, tempera paint, watercolors, while practicing fine motor skills with an assortment of drawing instruments. Students construct collages and create sculptures that echo what they are learning in their classroom or following a read aloud. The children are encouraged to use their imagination and creativity to make each piece of art their own.

Music
The music curriculum focuses on safe, nurturing, and creative play to explore key elements of music. Vocal discovery is cultivated through various whisper-speak-sing activities, singing games, echo singing, and engagement with simple tonal and rhythm patterns. The process of feeling, hearing, and creating a steady, even beat is approached through active songs, chanting, repetitive movement, and the use of percussive instruments such as hand drums, sand blocks, and rhythm sticks. Engaging active listening and movement activities are an important part of the curriculum as well. Students experience and recreate musical opposites in song and dance, including tempo and dynamics. In each class, students develop a healthy, independent singing voice by echoing simple songs and melodies.

Swim
Safety is first! A safe environment is necessary to nurture a positive experience in the water. Students spend the first few weeks of school learning about water safety, which includes our pool rules and routines. We discuss the importance of following those rules and how they can help us become more productive swimmers. Throughout the year, students learn skills that are essential to swimming and lifesaving. These skills include learning to exhale underwater or "blowing bubbles", floating (supine and prone floating), streamline ready position, and flutter kicking. Students often work in small skills based groups to ensure each child is receiving the attention they require to

progress. Exploration time is an important component to learning at this level as it allows students to focus on different skills in a less structured environment, while still being monitored.

Prekindergarten 4

The PreK 4 curriculum promotes curiosity, creativity, independence, and cooperation to enhance early learning and development. A multisensory approach encourages and increases a child's active engagement in learning through differentiated instruction to meet the needs of every child. These areas of development include leadership skills, self-motivation, expressive and receptive language, and positive self-esteem to create successful and nurturing learning experiences each day. An integrated approach to learning provides many math, literacy, and writing opportunities throughout each thematic unit.

Social-Emotional Development

The curriculum strives to create a peaceful classroom community in which the children feel safe to express their thoughts and ideas in a caring environment. A sense of community is established by following the Responsive Classroom approach, which consists of practical strategies for bringing together social and academic learning throughout the school day. Our day begins with Morning Meeting as each child greets a friend, so they feel welcomed and connected to our classroom family. Daily class meetings provide emotional support so the children can form secure relationships. Learning takes place when children use their words, work on conversational skills, listen to one another, and problem solve. Cooperating, taking turns, and empathy are modeled to make the classroom a nurturing, safe environment, where young children flourish both socially and academically.

Early Literacy

Children develop their foundational literacy and pre-reading skills in a print-rich environment. Interactive read-alouds, role-play, puppets, and various retelling opportunities support developing comprehension and critical-thinking skills. Stories come alive in the dramatic play and block areas as children learn to make connections between the stories and incorporate learning in their play. Through the use of a variety of rich picture books we introduce children to story elements and narrative structure and sequence. Children learn to express their thoughts, feelings, and experiences through drawing and writing. Our letter studies promote an understanding of sound symbol correspondence, correct letter formation, and recognition of both uppercase and lowercase forms.

Mathematics

The math curriculum is embedded in the thematic units and daily routines. Whether participating in Morning Meeting, building in the block area, or measuring ingredients for the pretend bakery in dramatic play, children practice reasoning skills daily. Morning Meeting routines reinforce number recognition and sequence in the calendar, patterning when tallying up the days of school, the concepts of more/less by answering the "Question of the Day," and graphing as students chart the weather patterns each month. When creating elaborate structures in the block area and collaborating with peers, students reinforce shape-recognition skills and concepts of weight and balance. Various manipulatives aid students in developing mathematical problem-solving skills as they count, sort, combine, and measure with pattern blocks, links, and tangrams.

Science/Social Studies

The science and social studies curriculum offers students exposure to the world around them through hands-on exploration, group discussions, and read-aloud stories. Rich, thematic units encourage students to deeply explore and understand topics. At the start of each unit, the children

are encouraged to share their prior knowledge, experiences, and any questions they may have with the group. Through inquiry and group discussions, the children acquire the knowledge to incorporate what they have learned into their work and play. These critical thinking skills allow children to become independent thinkers and learners.

Fine/Gross Motor Development
Children develop both their fine and gross motor coordination throughout the year. Activities involving lacing, cutting, stringing, pouring, and drawing help students build their fine motor muscles. Many games and math manipulatives, such as links, snap cubes, and tweezers provide fun ways to strengthen the muscles needed for a mature pencil grip. Ample time is provided for gross motor development during PE class and visits to the roof every day. Outside the children have access to a play structure with rope ladders, climbing walls, and several slides. Bicycles, balls, and large building blocks are also available for the children to use as they work together to build structures, such as balance beams to aid in their imaginative play. They develop their coordination through jumping, hopping, running, pedaling tricycles, and climbing stairs.

World Language
PreK 4 students learn French, Mandarin, or Spanish through stories, games, songs, and music. World Language lessons are taught in comprehension-based communicative language approaches, which allows students to access the meaning of the language through what they hear and read. Students learn all content in familiar, simple, and engaging contexts in order to receive the input they need to develop proficiency in the language.

Visual Arts
In PreK 4, children are encouraged to work with a variety of materials. Students create, problem solve, and have fun while they explore clay, paper, wire, felt, paint, beads, and yarn. Students paint and draw with a variety of materials: tempera paint, watercolors, watercolor crayons, pencils, and oil pastels. They make collages with bright and sparkling papers. We pound, roll, and pinch clay to make ceramic bowls and sculptures, which we paint and glaze with beautiful colors. In addition, students work on group projects, creating art that complements studies being done in the homeroom class.

Music
PreK 4 students continue to explore and develop different elements of music through a variety of engaging activities. Each class includes echo singing on traditional melodies and the use of simple tonal patterns to develop intonation, pitch recognition, and understanding of pitch relation (distance between pitches and low/medium/high). These activities improve singing tone quality and provide the building blocks for students to demonstrate confident solo singing and the ability to match pitch. Students echo and create four-beat rhythm patterns using quarter notes, barred eighth notes, and quarter rests, and practice making the distinction between rhythm and steady beat. Rhythm activities include chanting, movement, and the use of pitched and percussive instruments, including ukulele, barred instruments, and hand drums. Students are asked to keep a steady beat, distinguish between steady beat and rhythm, and maintain a sense of pulse while performing patterns and repertoire. They continue their exploration of musical opposites by experiencing and creating songs and movements that reflect tempo, dynamics, and pitch.

Physical Education
Students spend the first few weeks of school learning the rules and routines of physical education. A safe environment is necessary to nurture a positive experience. From the very first day of class, students will gain knowledge of lifelong fitness in a safe and fun manner. Throughout the year,

students learn about spatial and body awareness, directional concepts, and locomotive skills. Through creative games and activities, students learn to cooperate and develop fine and gross motor skills.

Locomotive movements such as skipping, galloping, tiptoeing, and running are skills that are continuously reviewed throughout the year. Creative movement is a large part of our curriculum. Students enjoy our animal unit, where they explore the movements of other animals. From slithering like a snake to crawling like a spider, students' imaginations widen as they strengthen muscles and work on key movement skills. Understanding and developing patterns are helpful while learning new skills like targeting. Learning how to aim develops eye-hand coordination, and these skills are developed through activities such as tossing and catching (alone or with a partner) and throwing or rolling objects at a target. Many of the concepts from the classroom are integrated and reinforced in physical education, including a study of the four seasons, pattern development, the alphabet, and animal movements. The highlight of our year is the "Movement through Literature" unit, where students bring a book to life using their imaginations and moving like the characters in a story.

Swim

Safety is first! Our small teacher to student ratio provides a safe environment which is necessary to nurture a positive experience in the water. Students spend the first few weeks of school learning about water safety, which includes our pool rules and routines. We discuss the importance of following those rules and how they can help us become more productive swimmers. Throughout the year, students learn skills that are essential to swimming and lifesaving. These skills include learning to exhale underwater or "blowing bubbles," floating (supine and prone floating), streamline ready position, and flutter kicking. Students often work in small skills-based groups to ensure each child is receiving the attention they require to progress. Exploration time is an important component to learning at this level as it allows students to focus on different skills in a less structured environment, while still being monitored.