Welcome to the Infant School on Dover Campus! Our school is an incredibly exciting place for 4–7 year-olds to learn and grow in a learning environment that is welcoming, safe and appropriately challenging for all our students. These early years are an important stage of schooling as our students establish routines and develop a love of learning that will serve as a firm foundation throughout their education.

UWCSEA is different to other schools in that our learning programme reaches far beyond academics. Along with our stimulating inquiry-based academic programme, our Activities, Outdoor Education, Personal and Social Education and Service programmes are central to each child’s education. These are delivered in a carefully structured, developmentally appropriate framework.

Our Infant School has some distinct structures in place to support the specific needs of students in their first years of school. The Infant School programme is all about giving our youngest students a great start to their learning journey. Students love coming to school each day and through the programme develop clear routines, good habits and joy in learning.

At all levels of the school, the College provides exceptional opportunities for students to develop independence and leadership skills, and the Infant School is no exception. At the heart of our educational philosophy is the belief that we prepare students not just for university, but for life, and it is the skills and qualities students develop, as much as the knowledge and understanding they gain, that will define the quality of the life they live. For our youngest students, this involves growing in independence and taking responsibility for their activities, their friendships and their daily actions. Mistakes are encouraged and we focus on communication, collaboration and developing resilience.

### Infant School enrolment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age of students*</th>
<th>Number of students</th>
<th>Number of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>4–5 years</td>
<td>88</td>
<td>4</td>
</tr>
<tr>
<td>K2</td>
<td>5–6 years</td>
<td>88</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>6–7 years</td>
<td>110</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>286</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

*Students must be born on or between 1 September and 31 August. Refer to our age-grade boundary chart for the planned year of entry for guidance, or contact Admissions.

**A note about Kindergarten 2:** there are no new places created each year in K2 as the capacity in K1 and K2 is 88 places in each grade. Places only become available when a currently enrolled student advises us they will not be returning to the College. Generally, less than five places become available in K2 each year due to leaving students. It is for this reason we do not open applications as the available places are usually filled by children who have siblings already enrolled at the College; please contact Admissions for more information.
About the UWCSEA curriculum

UWCSEA’s curriculum is specifically designed to support your child in embracing challenge to shape a better world, and was developed following extensive research examining best educational practice across the world. Our educational leaders continue to refine our unique UWCSEA curriculum across all five elements of our learning programme—academics, activities, outdoor education, personal and social education and service.

The UWCSEA academic curriculum is a concept-based curriculum. This means that from K1 to Grade 12, each curriculum area (or subject) has standards, which identify the key concepts that underpin that curriculum area. These standards are applied at all grade levels and build naturally in complexity through the Primary, Middle and High Schools, culminating in the IB Diploma in Grades 11 and 12.

Because the standards are conceptual in nature, these ideas transfer across the world. This supports students who are coming from different countries and educational backgrounds. For example, while the content of the chosen text in English or the specific time period studied in History may vary, the concepts remain the same.

In turn, each standard has essential understandings that describe what a student should understand as a result of studying a particular content area. They are statements of understanding that are appropriate to a student’s developmental stage and build towards the standard.

Benchmarks are then attached to each essential understanding. The benchmarks describe what a student should know, understand or be able to do at each stage of their learning in each subject. These benchmarks are what our teachers assess to ensure that students are reaching the essential understandings and are working towards the standards.

The Primary and Middle School curriculum builds into the High School programmes. This means that from their first years of schooling, UWCSEA prepares students for each grade, culminating in the High School programmes we offer. In the High School, the standards, essential understandings and benchmarks specifically take into account the requirements of external examining bodies that set the IGCSE and IB examinations that students sit at the end of Grade 10 and Grade 12.

Here is an example of a K-12 standard from our English curriculum, together with some of the grade-specific essential understandings and benchmarks linked to this standard. This demonstrates how all students from the Infant School to the IB Diploma programme access this learning, but in an age-appropriate way:

K1–Grade 12

Standard: Writing expresses selfhood, creativity and intellect in a medium shaped by audience and purpose.

Grade 1

Essential Understanding: We create real or imagined experiences when writing stories by using characters and setting.

Benchmark: Develop the story through character, focusing on specific actions.

Grade 7

Essential Understanding: All parts of a text work together to shape meaning.

Benchmark: Write narratives, using time and plot deliberately in order to influence mood and focus attention on the important moments in a story.

Grade 11 and 12 (IB Diploma)

Essential Understanding: Writers manipulate structure to convey meaning effectively.

Benchmark: Sequence and sustain structure to strengthen and develop the logic and persuasive impact of a claim.
Academics

The academic curriculum in Infant School is structured around a holistic, inquiry-based approach to learning. Guided by the UWCSEA profile and learning principles, students study:

- Art
- Language other than English (see below)
- Literacy
- Mathematics
- Music
- Physical Education (PE)
- Science
- Social studies

In developmentally appropriate ways, students explore many of the concepts and develop their essential understandings in these subject areas through trans-disciplinary units of study.

Each student is supported by a teaching team that includes their classroom teacher and teacher assistant, and extending to include specialist teachers delivering music, languages and PE, and coaches that work with classroom teachers to support Maths, Literacy and Digital Literacy.

The learning experiences of infant-aged children are interdisciplinary in nature and it is not possible to separate the different subject areas into discrete periods. While the Infant School days and weeks are planned and the learning is intentional, it is not possible to represent their timetable in the same way as in the other school sections. School begins at 8am along with the rest of the campus and finishes an hour earlier than the rest of the campus at 2pm.

Languages other than English

All students have four lessons a week with a specialist teacher in the following languages:

- K1 – Chinese
- K2 – Chinese
- G1 – Chinese or Spanish
- K2 – Chinese

Please see our Languages factsheet for more information.

Technology

A large body of research that shows that technology, when used appropriately, improves learning. As a result, each Infant School class has devices (iPad, iPod Touch) for each student, and these tools are used as and when appropriate.

The Infant School teachers are supported by a digital literacy coach, whose role is to help teachers to integrate technology appropriately into the classroom.

Academics in K1

Our youngest students are given a lot of freedom to pursue their own interests within the curriculum framework. Centres for art, discovery, blocks, mathematics, reading, writing and dramatic play, ensure that students can explore topics of interest as they emerge over the course of the year. Bi-weekly dedicated ‘Discovery Time’ allows students to collaborate with students from other K1 classes on large-scale, long-term projects that they design together, with minimal guidance from the teacher. Students have access to the entire K1 pod area, as well as the classrooms of their peers. This also supports students in their social and emotional development as they broaden their social networks and learn to collaborate with their peers.

Perceptual Motor Programme in K1

The K1 students have three 20-minute periods of Perceptual Motor Programme (PMP) per week, in addition to one PE lesson. Delivered by a specialist PE teacher, the PMP is designed to develop a solid foundation of fundamental movement skills.
Activities

While Infant School students do not participate in the formal Activities programme as they are as yet too young for the commitment required, they have plenty of opportunities to explore their interests through the learning programme. There are myriad opportunities for them to try out new things, to build social skills and develop resilience and perseverance—all the skills and qualities that the Activities programme is designed to develop.

While the Infant School finishes at 2pm, and many facilities used in the after school activity programme are still in use by students in older grades, we do have a small number of after-school activities and weekend programmes open to Infant School students.

The after school activities available to Infant students on a fee-paying basis are gymnastics, tennis and swimming. There are also several weekend programmes open to Infant students, run by qualified outside providers using the campus facilities. Previously they have included activities such as gymnastics, swimming, tennis, football, karate and Chinese music and dance.

The formal after-school Activities programme begins in Junior School in Grade 2 and is designed to provide students with opportunities to follow their passions and develop new ones, alongside like-minded peers who share their interests.
Outdoor Education

The UWCSEA Outdoor Education programme is designed to take students into the unfamiliar and present them with age-appropriate challenges.

There are no overnight Outdoor Education trips in K1 or K2. However, students explore the campus and take many field trips locally, for example to Chinatown and the zoo, to visit their friends on East Campus or to the Butterfly Park on Sentosa. Parents are welcome assistants on these field trips.

All of these experiences pave the way for students to have the more independent experience in Grade 1 and later in Junior School, when they spend more nights away from home.

The Outdoor Education programme begins formally in Grade 1, with a sleepover in their classroom towards the end of the academic year. Students explore the campus as the sun goes down, ‘camp out’ in sleeping bags and wake up to unfamiliar morning routines. Although some students find this more challenging than others, the invariable outcome is an increase in confidence and resilience for each student.

In Grade 2, students then build on this experience by spending a night camping out at the Singapore Zoo.
Personal and Social Education

We know that in order for learning to be effective, learners must feel secure and supported. The Infant School emphasises the importance of personal and social education for students. The ability to know themselves and to interact effectively with others, to cooperate, negotiate and identify what’s important to them is at the heart of the Infant School experience.

The Infant School on Dover follows two programmes that help students to negotiate their inter-personal relationships. These are the ‘Bucket-Filler’ programme and the ‘Cool Calm Kid’ programme. The former focuses on the importance of being kind to others as a way of building your own self-esteem, while the latter provides students with a clear pathway for managing situations where they feel afraid or uncertain. These programmes sit alongside an everyday focus on friendships, cooperation and communication.

Student wellbeing is the main responsibility of the class teacher who closely follows the personal development of their students and maintains communication with parents about their progress and developmental needs. Each grade also has a Head of Grade who assists teachers and parents. All are supported by the Vice Principal and Head of Early Years, who has an overarching responsibility for our Infant School students.

While they spend the majority of their time with their classroom teacher and teacher assistant, students have plenty of opportunities to develop meaningful relationships with other adults as well. This ensures that there is a group of adults around each child who knows them well. The Head of Grade, the counselling team and the specialist teachers all work together as a team to support each child. This team approach to education and wellbeing is a key part of our success.

Partnership with parents is a critical part of ensuring the wellbeing of our youngest students, and parents are encouraged to be involved in the classroom. We like parents to be as connected as possible to their child’s experience in school, and encourage face-to-face communication. Parents are welcome to meet with the class teacher at any time, to discuss their child’s progress at school.

Professional guidance from the three College counsellors is also available for students and families.
Service

Service is at the heart of the UWC movement, and even our youngest students become involved in service activities. As part of their units of study, Infant School students identify ways they can help at home and record these in a ‘service booklet.’ This introduces the idea of service to others and helps to foster empathy in our students.

All Infant School students participate in the annual Shoebox Appeal, which involves filling a decorated shoebox with food and other essential items for elderly Singaporeans who live in homes and centres. Grade 1 students deliver these boxes to residents in their hostels, and K2 host an annual Chinese New Year lunch in their classrooms.

K1 students are also involved in a ‘Get Ready for School’ initiative. The Dover Campus provides access to our K1 classrooms for a weekend programme run by a grassroots community organisation to help children from less advantaged backgrounds who have had no exposure to a classroom prepare to start in Primary 1 in the local school system. K1 students are involved in helping to get their classrooms ready for these children, and prepare a bag of ‘school essentials’ to help support each of the children make the transition to school—much as they have just done at the start of their own school year. In Grade 1, students undertake a unit of study that links with the established Singapore-based animal welfare organisation ACRES, as they learn about animals, their habitats and the importance of animals both in the environment and to people.

Global Concerns (GC) are service projects which take place outside Singapore. In the Infant School, the GC supported by students across all grades is Mumbai Mobile Creches, which provides a comprehensive daycare service for children of construction workers in Mumbai, India. Our Infant School students learn about the Mumbai Mobile Creches and raise funds to help ensure that children like them, but without their advantages, can benefit from education, healthcare and a safe environment.