

CURRICULUM

Kindergarten

The BLPS Kindergarten, with a current capacity of 240 seats was started for 3 to 5 years old in 2002. The BLPS Nursery provides the foundations for children to make the most of their abilities and talents as they grow. The Nursery Programme at BLPS is based on the Howard Gardener's theory of multiple Intelligences (HGMI) as its guide. To meet the needs of our students, we provide a programme for the overall development of 3-5 years old children's physical, social, emotional and educational needs. Our daily routine provides fun activities, based on thematic units that are specifically designed around learning through Song, Dance & Activities. Each learning area in the routine, fosters the student's different interests in a supportive and caring manner. The BLPS Nursery recognises that children's capabilities, their home backgrounds and cultures. In this age group, learning is primarily through play. The Nursery programme is based upon planned structured and unstructured play experiences that enhance students' development and stimulate their curious minds.



We provide your child with the opportunity to work within a structured, yet flexible routine, which will flow with their needs. Our small group size and high staff ratios will ensure that each student's learning is individualised, whilst challenging and achievable. This will enable every student's learning journey to be supported through a range of experiences. We also recognise the importance of parents and teachers working together to support and extend children in the early years setting. This partnership creates a positive impact on the children's learning. In this safe and nurturing environment, your child will acquire the necessary skills during the early years.

We believe that it is only within a familiar and motivating setting, managed by professional educators, that children are able to develop self-confidence to explore, learn and grow.

The Nursery setting

The Nursery is an open-planned setting, which presents the students with the opportunities to make choices throughout each session. Our daily programme is designed to reflect students needs, interests and stage of development. Using individual learning objectives, they interact, explore, investigate and further develop their communication skills through a variety of learning centres.



Key Learning Areas

Each of the Key Learning Areas is equally important and cannot be delivered in isolation of each other. Therefore, each experience presented to the students fosters more than one Key Learning Area, thus supporting a rounded approach to their development. Free play underpins all development and learning for young children. Most children play spontaneously and it is through play, that they develop intellectually, creatively, physically, socially and emotionally. Through our open-planned rooms, children are able to choose from a variety of activity stations.



Making choices

Enabling students to choose between book corner, messy play or construction play allows them to make choices reflecting their natural interests and impulses whilst learning to make smooth transitions between experiences. The Key Learning Areas are integrated into our daily programme through a variety of child-initiated and teacher-led experiences. All experiences, whether indoors or outdoors, show our understanding that all children learn and develop in different ways and at different rates. This allows them to interact in a positive and meaningful way, at their own level and pace.



Progress

The progress of each child will be monitored through observations, work samples, photographs, portfolios and Parent-Teacher Conferences. This information will be integrated into a profile/report, creating a collective assessment tool, which will help in setting the student's personal goals. These profiles also provide a summary of each student's progress towards the Early Learning Goals. Together, these strategies enable us to achieve our objective of providing a suitable level of challenge for happy, well-motivated students.

All children will be able to interact in a positive and meaningful manner, at their own level and pace.

BLPS-KINDERGARTEN CURRICULUM

Howard Gardner's theory of multiple intelligences (HGMI) clearly identifies key learning areas (KLAs) used as the foundations for a nursery programme.

On-going observational assessments are completed on each student. These enable staff to identify each student's developmental abilities, interests, and needs. It is through this information that staff implements planning for every student's continuing development through structured and unstructured play based activities. The key learning areas are reflected in our daily programme through a variety of materials and resources in our play areas. The early learning goals defined in the key learning areas help in laying secure foundations for every student's learning.



THE PRIME AREAS OF FOCUS IN THE KINDERGARTEN:

Communication and language



Listening and attention: Students listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Students follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Students express themselves effectively, showing awareness of the listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They

develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: Students show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: Students know the importance of physical exercise and a healthy diet for good health, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development(PSED)



Self-confidence

and self-awareness:

Students are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: Students talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: Students play co-operatively, taking turns with others. They take account of each other's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other students.



SPECIFIC AREAS OF FOCUS

Literacy

Reading: Students read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding while talking with others about what they have read.

Mathematics

Numbers: Students count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: Students use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



Understanding the World



People and communities: Students talk about past and present events in their own lives and in the lives of family members. They know that other students don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: Students know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: Students recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive art and design

Exploring and using media and materials: Students sing songs, learn music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: Students use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



Primary Years Wing

A warm welcome to you and your family from the primary wing staff at BLPS, Kapurthala. The Primary School educates children ranging from ages 6 to 11. Our curriculum in Std 1 & 2 is based mainly upon achieving The Early Learning Goals which are standards in themselves and we strive to achieve them through a variety of play-based and structured activities striking a fine balance between both teacher-led and student-initiated play. Play underpins all development and learning for young children. Most children play spontaneously and it is through play that they develop intellectually, creatively, physically, socially and emotionally. The BLPS Key Learning Areas are integrated into our daily programme through a variety of experiences and activities.



The BLPS Rainbow of seven key learning areas in the Primary Wing are :

Prime areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design



To support these areas, other aspects of learning are scheduled into the day. Students visit the library once a week and the computer laboratory for ICT (Information and Communication Technology) related activities twice a week. One session each for Games, PE and Dance is scheduled for Physical Development. Students also visit the music room twice every week to learn songs and play instruments. The curriculum in Std 3 upto Std 6 includes Literacy, Numeracy, Science, Art, Drama, French, Hindi, History, Geography, Music, ICT, PE and Personal, Social and Health Education (PSHE).

Geography and Environment Studies), Science, Dance, Drama and Music. The skills of independent learning and co-operation with others are developed along with attitudes and values. Homework is given to reinforce and extend the work done in the class. It also helps students to work independently and learn time-management. In addition to this, students are expected to read from a wide range of books available to them in the reading cupboard and the library. The progress of each student is monitored through observations, work samples, photographs and Parent-Teacher meetings. Student's achievement of the goals is individualised. We believe that each child develops at his/her own pace and we give students the time to evolve and feel ready for activities at each stage of the curriculum.

Literacy and Numeracy are vital and we combine these with a rich and exciting curriculum through cross-curricular links established through the areas of Humanities (History and





Partnership with parents is a powerful tool to encourage student's development and we ensure parents are kept well informed of their children's academic and social well-being through Parent-Teacher Meetings, school diaries and phone calls. Parents are welcome to make appointments for informal meetings whenever necessary throughout the year.

We understand that, as parents, you want the very best for your child and that deciding on the

right school is of paramount importance. Our school is a happy, lively and vibrant place which provides a friendly, safe and supportive learning environment for all our students. High expectations coupled with a caring and purposeful ethos help ensure that the students in our care develop the academic and social skills necessary to prepare them for life-long learning. We encourage students to work hard, create opportunities for success and be creative and critical thinkers.



Our excellent staff works hard to provide an educational experience which matches the best of Schools in the state of Punjab. We believe that your child's success relies upon an open, trusting and productive relationship between home and school. We encourage this partnership in many ways and look forward to sharing in your child's achievements. Our class-based, specialist and support staff, work hard to ensure that we meet the needs of each student. Our diverse school population comes from all over the world. We acknowledge that all individuals are different and we endeavor to meet the needs of all. Our academic standards are strong and we strive to improve them constantly. We hope that the time your child spends at BLPS Kapurthala, will be productive and enjoyable. Our commitment is to make it a memorable and successful experience for you and your family.

Secondary Years Wing

During these years, students move from the multidisciplinary classrooms of the early years and begin to focus on individual subjects taught by specialist teachers.

We believe that unless the programme in the secondary year adequately addresses all facets of student growth, students cannot successfully mature into lifelong learners. Students study a rich curriculum including English, General Sciences, Mathematics, Hindi, Physical Education, Music, Value - education & Social Studies.





We acknowledge, too, the critical nature of the Middle Year in developing personal identity. Therefore, our Middle Year educators demonstrate a deep commitment to the social and emotional well-being of the young people in their care. Students benefit from a Middle Year Academic Supervisor, who takes the lead in pastoral care, monitoring individual progress and supporting student development. The Supervisor is supported by a group of Teachers/Form Tutors – faculty members responsible for groups of twenty to twenty five students. Apart from regular Daily/weekly meetings, Teachers get together socially once or twice a term in order to help foster positive relationships between students and staff.

Senior Secondary Years Wing

The Senior Secondary Years give the student a supportive, yet challenging learning environment. A highly qualified and professional staff trains students in acquiring lifelong skills and prepare for the internationally recognized CBSE Board Examinations through exciting, application based class room teaching and learning. We are well prepared to cater to the academic and social needs of transient students and encourages all students to constantly challenge themselves. We nurture students who are intellectually curious, creative, respectful, caring, discerning young adults, conscious of their responsibility to the community and their environment. Parents are encouraged to work in partnership with the school and support it in its mission of continuous improvement. The Senior Secondary Years Curriculum (13-17 years of age) is organized to ensure that all students receive a broad, balanced and clearly articulated learning entitlement, which is coherent with being progressive and continuous in nature, building upon the foundations laid during the Primary school.



Students across all Classes/grades receive a range of learning experiences, delivered mainly through traditional subjects, in the following, five broad curriculum areas:

1. Aesthetic & Performing Arts, Physical Education and Sports – including Music, Dance and Physical Education.
2. Ethical & Social Education – including Sociology, Psychology, History, Economics, Business Studies and Environmental Management.
3. Language and Literature – including English, Hindi & Punjabi Literature.
4. Mathematics, Science and Computer Studies.
5. Personal, Social and Health Education – is offered across all Classes and through a contextualised programme which is devised to meet the needs of young adolescents. The programme is taught by form tutors and when required, by external specialists.

University Guidance for Secondary Years Students

University / College Guidance is an integral part of our school curriculum and students are encouraged to get to know their Guidance Counsellor as they can have a huge impact on their future. Our aim is to guide each student, helping each one to make the right choices for their future. Our University/College Guidance Counsellors meet the students and parents of Std 11 and 12 individually and in groups to help them in academic planning, career awareness, and advice on subject choices for appropriate University applications. They also advise Std 9 & 10 students on course selection and its consequences on their college selection process.

