The Kïdo Curriculum

INTERNATIONAL NURSERY I KIDO.SCHOOL

"My child and I have been made to feel extremely welcome by the nursery." Holly H

"This is a newly opened well appointed nursery with excellent staff." Fearg O

"We are thoroughly impressed with every aspect of the centre." Daniel G

Reinventing early years education

Our immersive teaching programme awakens a love of learning within children at an early age

Our curriculum fuses child and teacher-led activities in curated learning environments

The Kïdo programme is built around our 5Cs – Collaboration, Communication, Creativity, Critical and Computational thinking. In a world where we can all access the same information through our smartphones, we want children to move beyond the obvious. We want to give them the ability to leverage knowledge and apply it in innovative ways to solve complex problems.

Our proprietary pedagogy - the Kïdo Early Years Programme (KEY) – introduces children to literacy, maths, science and technology (including coding for the early years), as well as drama and art.

The programme integrates the best practices from over thirty educational methods, including Montessori, Reggio Emilia and Multiple Intelligences. It uses various play-based education methods, such as thinking-based and project-based learning, to contribute to the all-round development of the child.

KEY uses an observation and assessment framework inspired by the theory of Multiple Intelligences, as well as national frameworks from countries such as the UK, USA, Spain and Australia, to make our children's learning journeys the best that they can be.

Our curriculum fuses child and teacher-led activities with both free and structured play in curated learning environments. The result is that children typically exceed the expected developmental goals of any national curriculum by at least one grade level. The programme is designed to adapt to each child's interests, motivation and personality, and deliver a truly customised experience.

Wherever we operate, we ensure that our teacher to student ratios are appropriate, and in many cases actually higher than the national averages, so that each child receives the proper attention they need.

"Our 5C's are: Collaboration, Communication, Creativity, Critical and Computational thinking."

How children learn

Let's take a look at the main methodologies we've considered for our curriculum.

Problem-based learning

This is an innovative strategy, since it reverses the traditional sequence of the teaching-learning process. First, it presents a problem and then it asks the student to identify how to solve it. The process is developed in small groups, in which students learn cooperatively, looking for the resolution. The role of the teacher is to facilitate the learning process.

Project-based learning

Students engage in a set of learning experiences that encourage them to participate in complex activities. Through working on these topics, new skills are developed. Unlike problem-based learning, these tasks tend to be more extended and interdisciplinary, while problem-based learning is more specific. Project-based learning generally deals with real-life scenarios and questions.

Thinking-based learning

We want children to understand that whenever they observe something in detail, ask questions or look at things below the surface, they have to identify and explore multiple perspectives. They need to establish connections, create explanations, evaluate, visualise and make them clearer.

An example of this can be comparing and contrasting – a thinking skill used to observe two objects, analyse ideas, or situations and discover similarities and differences.

Scan our QR code for more information

The 21st century early childhood pedagogy

Our curriculum focusses on whole child development and customised learning across a range of areas

We teach children in a way that suits their temperament

The eight specific areas of development

Writing
Expressing ideas and understanding how writing helps us communicate and function in everyday life.

Understanding the world
Building an understanding of people and communities, the world around us, and roles and responsibility.

Confidence and public speaking
Maintaining confidence in different environments; maintaining eye contact and posture; being clear and articulate; having an ability to express oneself verbally.

Self-expression
Asserting and communicating their personality or worldview in a creative way, using different media, objects, music and dance; listening, speaking and doing.

Science and technology
Developing the ability to experiment, record and analyse; discovering robotics and programming; learning to be a responsible user of technology.

Mathematics
Understanding numbers, shapes, patterns, geometry, mental maths and data analysis.

Logic and reasoning
Understanding trial and error, questioning, problem solving and hypothesis testing.

Reading and language arts
Learning the alphabet, reading and storytelling; expressing oneself through prose; understanding printed word and dramatic play.

We focus on four fundamental and eight specific development areas for each child. The curriculum is split into modules across each development area, and we regularly observe and assess our children. This ensures we can customise their learning experience, and that they are engaged to their fullest potential. Children learn through our four learning pathways, which teaches them in a way that best suits their temperament. Our programme adapts to their style of learning rather than the other way around.

"Our programme adapts to their style of learning rather than the other way around."

Children typically begin our early years programme at six months and progress through their learning journey until they are six years old, working through a number of developmental goals.

By combining stimulating environments with the collaborative efforts of their parents and teachers, a child can achieve outstanding levels on the needs and skills required to succeed in the 21st century. This is what we call our Image of the Child: Collaborative, Unique, Reflective, Confident, Imaginative, Hungry For Knowledge, Creative, a Flexible Thinker, Curious, Expressive and Engaged.

"Unlike many other learning programmes, we place creativity as a fundamental area of development."

The four fundamental areas

Creativity and imagination
Unlike many other learning programmes, we place creativity as a fundamental area of development. This includes the ability to make new things and think of original ideas, as well as the capability to approach problems in different ways and propose multiple solutions to them. Children should also have the ability to form a picture in the mind of something they have not yet seen or experienced.

Physical development
We provide structured exercises through our own K-Gym programme, helping to develop the child's fitness and motor skills. This includes moving and handling, health and self-care, and gross and fine motor skill development. K-Gym is a structured physical development programme designed to enhance the development of all the core muscle groups.

Cognition, language and communication
We help develop your child's language growth at an early level. The base for communication is built before a child can even speak, and what they learn during this time serves as a foundation for their reading and writing abilities.

Personal, social and emotional development
We ensure that children are in an environment that focusses on them as an individual, providing a fun-filled and loving experience. We focus on their social and emotional development during their early years, in order to build their self-esteem and confidence.

"We focus on their social and emotional development during their early years, in order to build their self-esteem and confidence."

How children learn

Our four learning pathways ensure that children learn in the manner that suits their individual style

Social interaction and reflection

No person is an island and the same can be said for children. We introduce our kids to the benefits of learning from and working with each other from the minute they start going to the school. Being part of a group is the first step towards understanding the importance of working with the community, and finding their place and voice in the world.

"Children learn from first-hand experience - by actively 'doing'."

We promote self-assessment and reflection, both when working individually and collectively. Encouraging children to make connections between the concepts they learn in school and real-life situations also helps them develop their confidence, self-esteem and personality.

Exploratory play and investigation

Children are able to choose activities where they either engage with other children and adults or play alone. During these activities they learn from first-hand experience – by actively 'doing'.

Their development and learning – whether physical, social, emotional, moral or cognitive – requires real, hands-on engagement. They can take risks, make mistakes,

"Their development and learning - whether physical, social, emotional, moral or cognitive - requires real, hands-on engagement"

try things out and make sense of why things happen and how they work.

Creating and thinking critically

Learning is all about thinking. We know that babies and young children are thinkers that make sense of their experiences

"We mainly focus on creativity - generating new ways of doing things."

through perceiving patterns and developing concepts. As children engage in different activities throughout their early years, they actively think about the meaning of what they are doing. Over time they will become more aware of their own thinking – we call this metacognition. This awareness of oneself as a thinker and learner is believed to be a key characteristic of successful learners.

We mainly focus on creativity – generating new ways of doing things across all areas of learning and development. By being creative, children can find new challenges or problems to solve and can come up with their own unique ways of solving these.

"Children start working with exploratory activities and then reinforce those concepts."

Reinforcement through variation

Concepts are revisited over time through different activities and approaches with the same underlying ideas. For example, children can start working with exploratory activities and then reinforce those concepts through visual representation (seeing it or drawing it on a board), thought-based exercises (questions that spark the brain to make links) or written exercises (worksheets).

Reminding children of what they've already learnt and reinforcing that knowledge helps them understand more complex concepts and make connections in a more advanced way.

By working in this cyclic way, we make sure that we respect the different teaching-learning processes of every child. The language also evolves and becomes more precise and abstract.

Concepts are taught and applied to different contexts; they are never isolated.

"We respect the different teaching-learning processes of every child"

Days at Kïdo

How our children spend their time at our schools

At Kïdo, weeks are divided into three Skills Days and two Explorer Days:

Skills Days

These days are dedicated to our proprietary programmes, which have been built for a variety of learning areas.

These programmes include; K-Schol, which focuses on literacy; K-Math, which boosts their maths ability; K-STEM, which teaches them science and technology; Studio K, which develops their creativity; and K-Gym, our physical education programme.

We use different learning stations for each activity, and combine sensory play, guided learning and workbook activities to create a comprehensive and flexible learning system.

Children are engaged at Circle Time with a group challenge based around a particular theme. They are then invited to work at the different Creative Stations where they participate in the hands-on activities independently.

Depending on the theme, these will include sensory activities, word games or any number of fun exercises.

Finally, children will gather at Circle Time again for Reflection and Closing Time. We will engage them in a conversation about the things we've learnt, what we enjoyed the most, and why.

Explorer Days

On these days, children tackle adult-led Project, Problem and Inquiry-based Learning programmes. These challenges integrate all the core skills and knowledge children learn during the Skills Days, in a more immersive and multi-disciplinary way.

Over the course of six weeks, children will develop a project through arts and crafts, maths, science, literacy or music-related activities. Examples of projects include Dinosaurs; We Are What We Eat; and Great Inventors.

Each activity highlights specific learning intentions, key vocabulary and the Multiple Intelligences involved.

Studio K and K-STEM: art, science and technology

Our dedicated arts and STEM programmes encourage creativity and experimentation

Studio K

Children love to draw, scribble and create – but art can also play a huge role in your child's development. Our art programme is a core part of our curriculum, and incorporates a variety of mediums including digital art, photography and even filmmaking.

Art promotes self-expression and develops a child's confidence, motor skills and imagination. We also use art to teach literacy, maths and science as well.

Each Kïdo School features an atelier – a creative space where children can experiment and express themselves. Our atelier activities are created by our teachers or a guest contributor.

The Studio K programme starts with infants and continues to nursery aged children. They are gradually introduced to different mediums, like paints and recycled materials, as well as various art styles like Kandinsky, Picasso and Miro. Throughout the year, students will work together on group projects and create beautiful artwork for the entire school.

We also take our students on day trips to art museums and age-appropriate exhibitions, to inspire them even further.

K-STEM: Creating innovative thinkers

Modern technology has revolutionised everything we do, and provides countless ways to inspire children during their early years education.

Our K-STEM programme introduces students to scientific method (observation, experimentation and deduction), as well as the basics of coding and building robots. We teach them how to use technology responsibly, through safe and engaging activities.

The K-STEM programme is comprised of five distinct goals:

1) Develop your child's creativity and critical thinking

We help our students to understand the functionality of specific tools and materials, analyse challenges and determine the simplest ways to solve them.

2) Develop your child's visual-spatial intelligence

Everybody needs to be able to imagine their creations before they build them. We help our students to understand 3D images and shapes, and learn how to use them to solve problems.

3) Improve your child's motor skills

We develop our students' hand-eye coordination through fun activities like stacking blocks, sticking things together and matching objects with their correct counterparts.

4) Develop your child's language skills

We use computer technology to improve literacy and vocabulary, with students learning the names of shapes, colours and numbers through practical activities.

5) Encourage independence and self-assessment

By presenting our students with problem-solving tasks that require teamwork to overcome, we teach them that there is rarely one "correct" answer, but often several possible solutions.

Throughout these tasks children learn to evaluate problems independently and offer their own solutions to their group.

Literacy, maths and physical development

How we get our children ready for school and life beyond

K-Schol

Our exclusive literacy programme targets the neurological development of children aged two-to-six years old. It's an innovative method built on the idea that if children are curious then they can be creative, and they can use this creativity to develop learning tools both in the classroom and outside of it.

K-Schol incorporates oral expression, reading and writing, using fun activities like reading stories or giving a small presentation to the class to improve self-confidence and listening skills.

The programme uses children's literature to awaken a love of learning within our students, while also playing a huge role in their emotional-affective, intellectual and linguistic development. The children's writing skills are further developed through our art programme, as well as our proprietary worksheets and workbooks.

To encourage our children to be creative, we give them free writing activities so they can begin writing the sounds they know – the first step towards them writing complete words and phrases.

K-Math

Maths is a vital skill, which is why we introduce to your child straight away. Our specially created mathematics programme uses a series of fun activities that make children apply maths in everyday life.

Throughout the year, children take part in maths challenges and board games designed to keep them motivated and engaged with their learning.

We introduce children to mathematical concepts at an early age and have them revisit them repeatedly throughout their levels, adding new activities as we go.

This cyclical method of learning means that children quickly become familiar with the concepts they need to learn, and understand them in a more meaningful way.

As the year progresses, the challenges get gradually more complex, while the language slowly gets more abstract.

K-GYM: Healthy, happy children

Our physical development programme is a progressive system that encourages children to be fit and healthy right from babyhood.

Physical education is a vital part of our curriculum, which is why all our schools teach a range of fun, structured exercises, put together by our staff or by a guest specialist.

Dance sessions let your child express themselves while developing their motor skills, while a combination of games and free play will show them that physical activity is fun and good for them. In addition to this, team sports and gymnastics will help develop their coordination, balance and other physical attributes.

Each day from the Six Week Cycle is divided in three parts. First, we have warm-up activities, which can take the form of word games, role-play or dance sessions.

Then children engage our main activity. This might be a team sport, an obstacle course or a dance or gymnastic class. Finally, we cool down with some yoga, stretching or meditation.

Pedagogical timeline

Our philosophy takes elements from a wide variety of teaching methods, from all over the world and throughout history. Here are a few systems that have inspired our programme

María Montessori (1900s)

According to the Montessori teaching philosophy, learning is children centric, with the teacher acting as the guide.
Children learn life skills, with no age differentiation: learning is based on cognitive progress.

Rudolf Steiner - Waldorf (1920s)

The learning experience is play-based in the Rudolf Steiner – Waldorf method. Children learn to be more independent, and their creativity is encouraged.

Jean Piaget - Cognitivism (1930s)

Here, children are encouraged to be active and capable of learning on their own.
The theory is that the mind is a Black box: to be opened and understood.

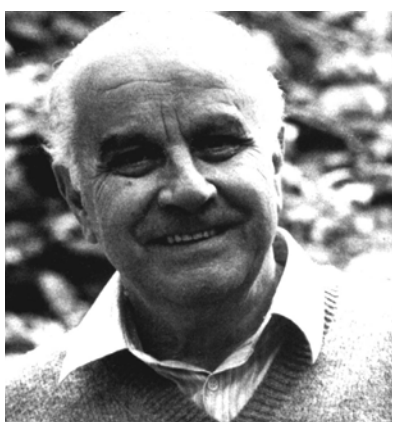
Lev Vygotsky (1930)

Every child's potential is strengthened by their relationships with adults and peers. We stress the importance of the environment when stimulating children.

John Dewey (1900s)

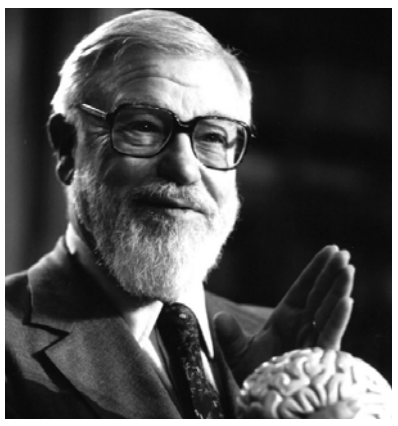
This teaching philosophy promotes cooperative learning, with children encouraged through a hands-on approach.

Loris Malaguzzi - Reggio Emilia (1950)



This method uses project-based assignments, with an emphasis on creativity and exploration.
The curriculum is based on children's interests and the learning process is well documented. The end goal is to develop children's problem-solving skills

Glenn Doman (1950s)



The Glenn Doman philosophy focusses on the physical and intellectual development of children with special needs.

Abraham Maslow (1980s)

Here, the child must fulfil five levels of needs: biological and physiological needs, safety needs, love and belongingness needs, esteem needs and self-actualisation.

Robert Swartz (2000s)

This philosophy places a great emphasis on thinking-based learning.

Shinichi Suzuki (1950s)

This programme states that the music learning process and that of learning a new language can be replicated in the right environment.

James Jerome Gibson (1950s)

According to Gibson, educators must account for individual differences in learning styles and use a variety of materials to create learning possibilities.

Johann Heinrich Pestalozzi (1960s)

Johann's motto was "education through head, heart and hands". In this system, children learn by doing and do by learning.

Daniel Goleman (1970s)

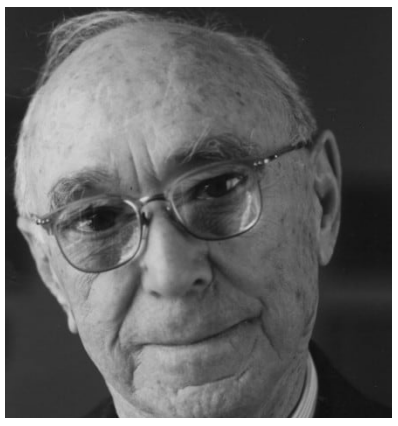
This pedagogy stresses mindfulness and meditation. It promotes the DO Technique: Observe – Think – Plan.

Richard Bandler and John Grinder (1970s)
This neuro-linguistic programme believes in the development of mental maps to improve the learning experience.

Howard Gardner (1980s)

According to Gardner, every child is an individual, with different types of intelligence and languages to be promoted.

Jerome Seymour Bruner (2000s)



This inquiry-based learning system states that learning draws from personal past experience and existing knowledge to discover new learnings.

Thomas Malone (2000s)

Malone's Gamification theory believes experience with games can be translated to an educational context for an improved learning experience.

Project Zero, Harvard University (2000s)

Developed at Harvard University, Project Zero states that assessment, evaluation, and documentation of the learning process are essential in a child's development.

Diana Wood (2000s)

In Wood's problem-based learning approach, children investigate and resolve messy, real world problems.

The Kïdo Curriculum Team

Our curriculum has been put together by an experienced and diverse group of educators

Chief Academic Officer
Thasin Rahim Huque
Thasin researches, designs and develops our curriculum, while working with various head teachers to improve standards across our schools.

Curriculum Advisors
Dr. Robert Swartz
Robert is Director of the National Center for Teaching Thinking, USA. He received his doctorate from Harvard University and is an emeritus faculty member at the University of Massachusetts at Boston. He is currently a member of the organising committee of the International Conference on Thinking (ICOT).

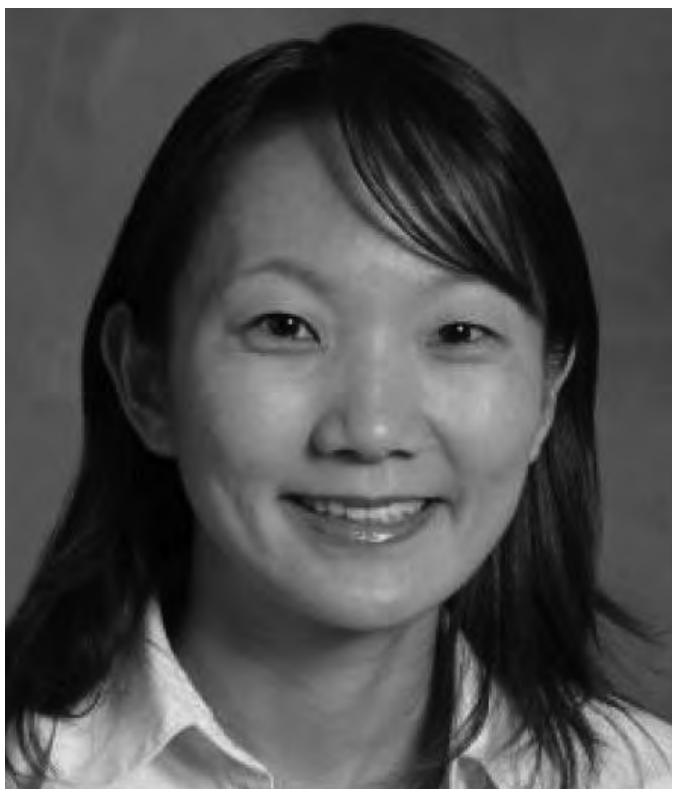
Robert is the co-author of Infusing Critical and Creative Thinking into Content Instruction, a series of lesson design handbooks, as well as the lead author of Thinking-Based Learning. His work forms a core part of the Kïdo curriculum.

Dr. Yuuko Tonkovich
Yuuko is the Associate Editor of the academic journal Applied Psycholinguistics. She received her doctorate from Harvard University and was a finalist for the International Reading Association Outstanding Dissertation of the Year, 2005.

Yuuko advises us on developing high-performing bilingual programmes for use in the early years, specifically the English-Spanish bilingual programme for the USA.

Thasin Rahim

Dr. Robert Swartz



Dr. Yuuko Tonkovich

WORD SEARCH

G K A S P J N L T B A I E N I L P I C S I D L Y
U V V E E R Z G M M J Z S Z D Z X N T X S B Y W
H L A U T C E L L E T N I X B R B W W O Z Y U D
R T V W K E I N A N R T G B X A H Q C C J C N O
M F Y A I A J L A N R P E I A R W I I O C V C O
I C F I J R A E L T S N V A R A A Y Y N A L W H
S P O V E B D R A G A Q Z E R L A C W S H A D D
Z A E R W S V P W Y K L C P H L R X N C C N V L
A O Z D B E H D W P A K A X D H Y M T I I O P I
U W J U A Y F O M A R G S U T E F K V E L I F H
D R J M S G W G T J V E J Y M B U F Z N O T J C
Y B N I I C O A V M E I S F B W D Z H C E O Q G
M D C Q S Y S G T B R S E C S C N Y C E L M J Q
L A D D B Y Q Q Y D T F T M H T E J F G Q E P Y
L Y F Q N E C R O W U G A A D O J N N L R D C Z
M N F N U R T U R I N G L M M P O L V E N N L Q
P C Z E K K E O I A D W P F S A Q L H U A K Z Z
Z M C H T K L L S P T X K H S R S D U F L A X Q
N W K E V I J W D F A P E W B E Q U N R K F R D
T N N E L A A P E D I E D A L N J I Z E K A A O
S B W N A M B S F J O H A Z N T R E T N L W Q U
D Z Q H R R C H C S N T A M C I D Y G O W Z D D
Y Q C J O K I C R J I J V B F N G K X Y G H W G
J R M O M S Q G F D W I X A C G N A Z E I Q N L

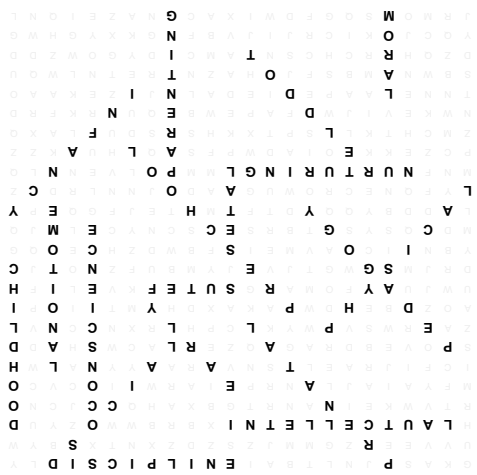
pedagogy	preschool	parenting
late	early	fetus
discipline	toddler	prenatal
nurturing	intellectual	emotional
conscience	social	physical
moral	infancy	childhood

WORD SCRAMBLE

1. CUITGNHO
2. ETEF
3. KNEC
4. NAHD EEY INDOCNTIOAOR
5. AGNUGILH
6. EMDAITULS
7. ITGHR
8. LEEIEBV
9. INCRGY
10. GRSAP
11. ESSESN
12. MTNHSO
13. TARE
14. ORTO
15. ACWRL

ANSWER KEY

pedagogy early conscience
preschool fetus nurturing social childhood
parenting discipline intellectual physical
late toddler emotional moral
infancy



WORD SEARCH

TOUCHING BELIEVE
FEET CRYING
NECK GRASP
HAND EYE SENSES
COORDINATION MONTHS
LAUGHING RATE
SIMULATED ROOT
RIGHT