

Seimpi Wise Program

Well-rounded
Integrated
Scholastic
Excellence

COURSE STRUCTURE

Foreword

Most countries in the world have started revising and re-evaluating their education practices with deep concerns of the changing lifestyles that IT interruptions has brought on. With the knowledge that we have got from recent research about human growth, we are increasingly aware of the choices that we have in educating our children. In fact, we are at a revolutionary crossroad where a choice of the right education pathway will lead us to live well and excel in the 21st century. Otherwise, we might fall through the cracks of the new progress and lose our competitiveness to survive.

As Mark Twain said, "The secret to getting ahead is getting started", we are looking at giving our children a good head start in life by setting the right environment and motivating them with the right attitude. As the internet has revolutionized human interactions, it is getting important that our children acquire strong language foundation to embrace themselves in this new and exciting world of communication. The English and Chinese languages serve to be the most frequently used languages in the world. It is a great challenge for our children to master these 2 languages, as the usage of these 2 languages activates the different parts of the brain. Unless given the right exposure from young, our children may find it a struggle later on in using these 2 languages with ease.

Apart from laying down strong language foundations in our children, we should not forget to instill an appreciation for drama, music, dance and art. Aesthetical experience can stimulate creativity and thus let our children see this world through their own unique lenses. Only with a variety of holistic experiences, will we be able to see our children lead a happy childhood, growing to be strong, confident and well-adjusted individuals.



A quote from Daniel Kahneman, “Intelligence is not the ability to reason; it is also the ability to find relevant material in memory and to deploy attention when needed”. When tackling early childhood teaching, it is important for teachers to be able to form links and find relevance in the subject matters that we present to children. All activities should become different stimuli that trigger off the natural synaptic neuron connections in the brain and form permanent strong links to ensure that the skills stay in our children. Combining arts activities with language learning aims to do so. The enforcement of languages through singing, movements, arts not only increases the understanding of vocabulary, formation of sentences, grammar, semantics..... but it also engages children to learn in an age appropriate manner. The whole syllabus of WISE combines languages and arts subjects coherently with clear objectives. All subjects complement each other, maximizing the potential of each child to acquire skills and understanding for a strong foundation. We strongly believe that our children are able to learn well with these interventions and at the same time, immerse themselves in the joy and fun that this program brings them.

Teaching Concept

Together We Learn – Thematic Focus

In WISE program, activities are built based on a set of themes. We build pathways to gently guide children to associate their activities with the academic part of the learning. The play based activities have been given careful thought, considering its suitability and relevance to the program. It covers daily happenings, culture, art, environment, geography and moral, with an emphasis on instilling the virtue of being good citizens of the world.

We set a time for group teaching, guiding children to be cooperative team players, learning to play together with compassion and consideration for their team mates. After our children are introduced new words, stories, rhymes, songs and movements, they will be given tasks to be completed within a stipulated frame of time. This is a time for self-discovery, where they brace themselves in searching for answers, solving problems, and most importantly in learning to communicate effectively with each other. Teachers will then do a summary of what they have learnt for the day when they complete their tasks.



Practise I do – Individual Focus

Children at pre-school age not only need to pick up social skills in a group setting, they also constantly need individual attention to feel secure and protected. Every child is unique, developing individual strength and character as they grow each day. They need assurance and positive encouragement to feel confident with their strength and be aware of their weaknesses. In MIM® WISE program, we give a period where each child is guided to enhance their strength or strengthen their weaknesses. During this period, children are tasked to do the things that they are most interested in or learning a skill that they need more guidance from our teachers, e.g. playing with matching games, listening to stories, singing, drawing, art & craft, writing or playing with instruments. This is to ensure that no child is left behind as the whole class progresses. From the observation done during this period, we can also gauge the interests and the tendencies of the children in order to design more effective activities to cater to each individual needs.

MIM WISE – TODDLERS (18th months – 36 months)

Themes of the first term

1. My Family
2. My Toys
3. My Friends
4. My Home
5. My Pets

Themes of the second term

1. My Favourite Colours
2. My Favourite Food
3. My Favourite People
4. My Favourite Games
5. My Favourite Festivals

Themes of the third term

1. Vehicles
2. Furniture
3. Stationery
4. Animals
5. Plants

Themes of the fourth term

1. Health and Hygiene
2. Weather
3. Greetings
4. Good Citizens
5. Good Habits

Learning Outcome

Each theme is the core focus of 2 weeks' activities and all interventions in English, Chinese, Music and Art are derived from it. The objectives of each term is to introduce auditory stimuli of the associated words in both English and Chinese, using phonetic games, activities, movement, rhymes and songs to enhance the memory of it. Visual aids normally come in as part of the games that children play; they serve as introduction to literacy and by repetitive appearance of letters and words, children will gradually accept them as permanent fixtures in their minds. From the themes that we use in Music time, children are exposed to pitches, rhythm, music symbols, timbre, and keyboard playing. Art activities on the other hand provide first time experience for toddlers in drawing, discovery of colors, texture and the excitement of creating crafts out of different materials.