

# E-Bridge Pre-School

Member of EtonHouse International Education Group

ECDA-National Parks Innovation Guidance  
Project 2015

"City in a Garden"

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E-Bridge 178A Rivervale Crescent (EB0003)

Nur Hardiyannah Azman

Jesslyn Chen

# E-Bridge Pre-School

Member of EtonHouse International Education Group

E-Bridge Pre-School offers an **inquiry based programme** that is engaging and addresses children's learning outcomes, encompassing skills, attitudes and knowledge across all domains of development. At E-Bridge Pre-School, children are respected as unique individuals and are offered meaningful learning experiences.



# Initial Discussion of Inquiry



**Learning Disposition: Sense of Wonder and Curiosity**

# N2 Inquiry: All about NParks in Singapore

- During outdoor experience, a dragonfly was chanced upon.
- A child said, **“Ms Jesslyn, this looked like the common parasol dragonfly that we watched from the CD on “Peeky the Pangolin explores Singapore, a City In A Garden”.**
- His conversation with the teacher sparked the interest of other children about local fauna even further.

# K1 Inquiry: How do plants grow?

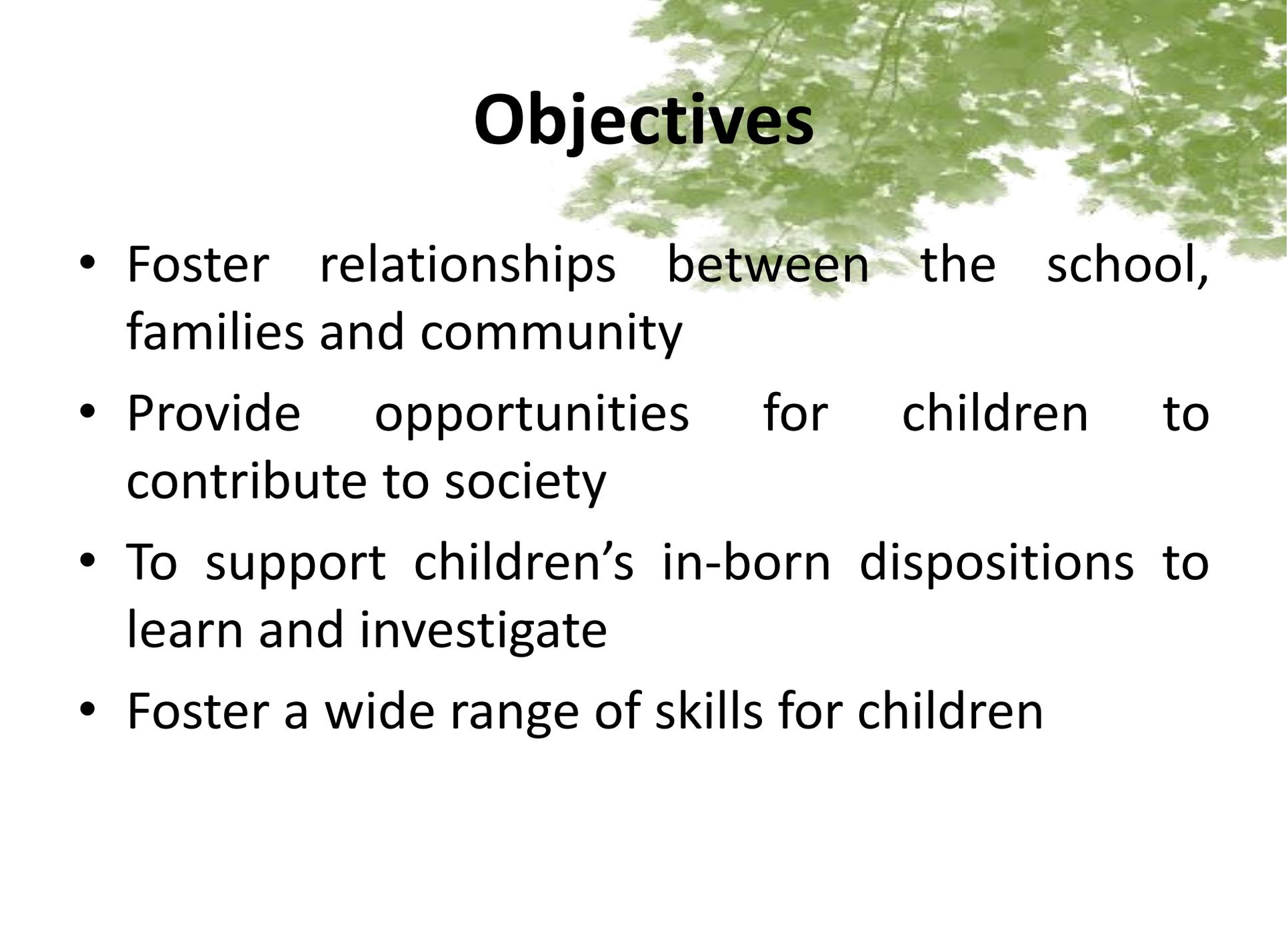
- K1s explored the environment around the school
- **“How do plants grow?”, “Why are some of the leaves yellow?”, “Why do some plants have flowers?”**
- This sparked their interest to learn more about plants and together we started the inquiry on **‘How Plants Grow?’**.

# Project Description



- Embark inquiry on local flora and fauna
- Opportunity for Innovation Guidance Project
- “Our City in A Garden”** linked to our inquiry topic

# Objectives



- Foster relationships between the school, families and community
- Provide opportunities for children to contribute to society
- To support children's in-born dispositions to learn and investigate
- Foster a wide range of skills for children

# Summary of Key Lesson Ideas/Plans

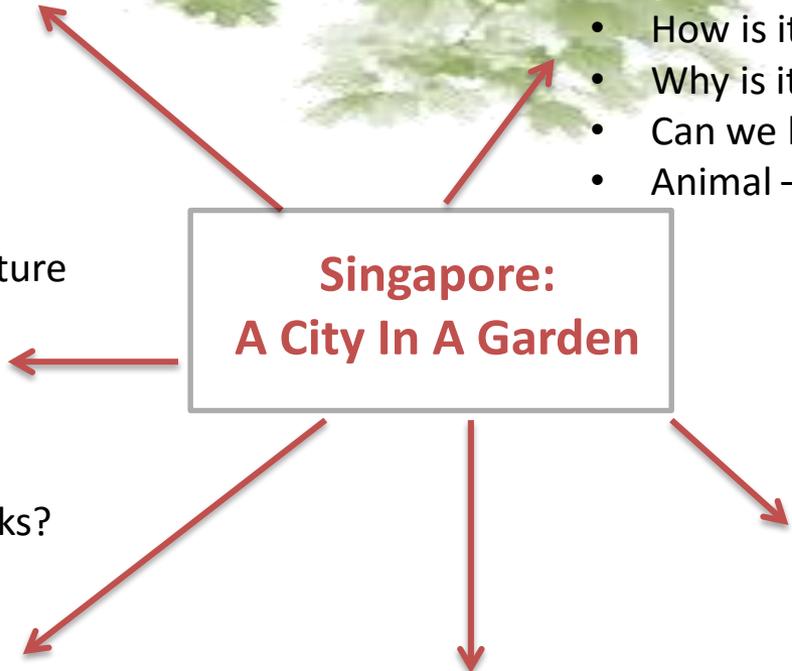
## Conservation

- How do we conserve parks and nature reserves?
- What happens if there are no flora or fauna in Singapore?

## Biodiversity

- What is Biodiversity? Find out more about plants or animals through “Did you know”?
- How is it useful?
- Why is it important?
- Can we live without it?
- Animal – Plant relationships

## Singapore: A City In A Garden



## NParks In Singapore

- How does it help Singapore to be a garden city?
  - Through gardens, parks and nature
  - Through activities
  - Learning for schools and families
  - Festivals and events
  - Enrich Biodiversity in our urban environment

## Parks and Nature Reserves

- How many parks and nature reserves does Singapore have?
- How are parks different from nature reserves?
- What can I do in the parks?

## Local Animals

- Types of local animals/insects
- Where can we find these animals/ insects?

## Local Plants

- What are heritage plants?
- Types of local plants

**Learning Disposition: Sense of Wonder and Curiosity**

# CURRICULUM PLANNER

## Big Ideas

Singapore: A City in A Garden

## Central Idea

- Parks and Nature Reserves, its importance in Singapore.

## Possible Lines of Inquiry

- How many parks and nature reserves does Singapore have?
- How are parks different from nature reserves?
- How do we conserve parks and nature reserves?
- What happens if there are no flora or fauna in Singapore?
- How can I bring about biodiversity to the children in the classrooms (indoor/ outdoor)?

## Learning Goals

### **The Child as a Social/Cultural Being:**

- *Team membership and leadership skills, the ability to interact positively with their peers and adults, to respect and value their own and other's ideas.*
- Foster relationships between the school, families and community

### **The Child as a Communicator:**

- *Self-expression and creativity communication of ideas, thoughts and feelings using a wide variety of symbolic languages (pretend play, painting, drawing, constructing, dancing and singing)*

### **The Thinking Child:**

- Demonstrates curiosity in, and wonders about, the world, people, events and situations
- To support children's in-born dispositions to learn and investigate

### **The Physical Child:**

- \* Use their bodies to express ideas, thoughts and feelings

### **The Child of the 21<sup>st</sup> Century:**

- \* Ask questions to confirm or clarify an understanding
- \* Display understanding of cause and effect and predict outcomes/results
- Make simple recordings (e.g. drawing, making 3-D models) of their observations and findings (NEL)
- Provide opportunities for children to contribute to society

# N2 Inquiry: All about NParks in Singapore

## 100 Languages of Children



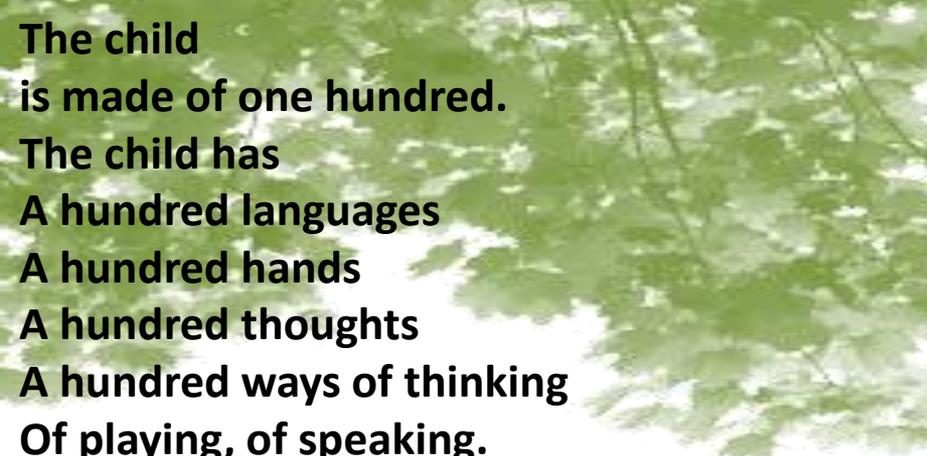
Charles: "I'm starting to roll my clay into balls first okay."

Caden: "I'm going to poke holes on the body on the forest fighting fish."



Darius: "I'm doing the oriental pied hornbill. And it's sitting on the branches."





**The child  
is made of one hundred.  
The child has  
A hundred languages  
A hundred hands  
A hundred thoughts  
A hundred ways of thinking  
Of playing, of speaking.  
A hundred always a hundred  
Ways of listening of marveling of loving  
A hundred joys  
For singing and understanding  
A hundred worlds  
To discover  
A hundred worlds  
To invent  
A hundred worlds  
To dream  
The child has  
A hundred languages  
(and a hundred hundred hundred more)  
But they steal ninety-nine.  
The school and the culture  
Separate the head from the body.**

**They tell the child;  
To think without hands  
To do without head  
To listen and not to speak  
To understand without joy  
To love and to marvel  
Only at Easter and Christmas  
They tell the child:  
To discover the world already there  
And of the hundred  
They steal ninety-nine.  
They tell the child:  
That work and play  
Reality and fantasy  
Science and imagination  
Sky and earth  
Reason and dream  
Are things  
That do not belong together  
And thus they tell the child  
That the hundred is not there  
The child says: NO WAY the hundred is there**

**Poem by: Loris Malaguzzi**

# K1 Inquiry: How do plants grow?

## Exploring Seeds



We grew 4 types of beans and observed which grew the fastest.

## Gardening



The children grew Sunflower and Roselle plants and recorded their observations over a few weeks.

## Gardening



We bought Greenhouses for children to keep their plants outside the classroom. They used their outdoor time in the morning to water their plants and also observe any changes (new leaves growing) and recorded in their journals.

## Gardening roots



The class learnt about root vegetables and planted carrots, potatoes and ginger. They observed that the carrot plant grew leaves after a few days.



# Learning Journey: Sungei Buloh Wetland Reserve

- Our first learning journey
- Learnt about the different flora and fauna which cannot be found in the parks nearby
- Great opportunity to expose the children to a natural environment
- A first hand experience with the local plants and animals

# N2 Class



# K1 Class



# Children's Reflections

- **“What are the sounds that you hear right now?” - Facilitator**
- **“Why are there roots growing out of those trees (pointing to the mangroves)?” – Shane**
- **“Birds nest ferns look like a nest.” – Hong Ray**
- **“What can you see near the water?” – Facilitator**
- **“Look the Plantain Squirrel is eating something on the tree!” – Anabel**

# Terrarium Workshop

- Due to current issue in Singapore – haze situation
- Children brainstormed about conserving local flora
- A collective decision made by the children
- To conduct a Terrarium Workshop
- Involved parents to foster home-school partnership
- Raised awareness about conserving local flora
- To collaborate with people in the community

# N2 Class

Shane: "Ms Jesslyn, I add in the coloured sand now."



Kaizhe's mum: "Kaizhe, let's pour in the sand slowly."

Bernice's mum: "What should we do after pouring the sand?"



# K1 Class



Zi Tong: “We need to spray the plant before we close the jar.”



The parents worked with their children as they listened to the step-by-step instructions given.



Anabel: “I put the gravel at bottom of the glass jar first.”



# Children's Reflections

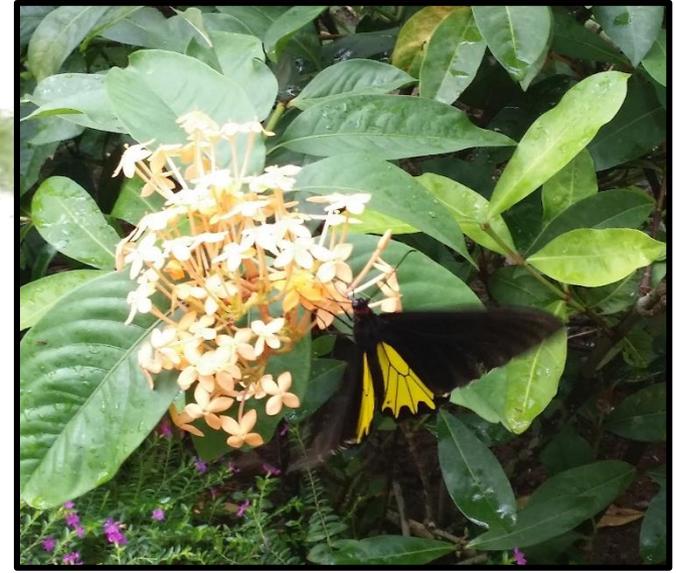
- **“ Can you remember the steps to make a closed terrarium?”**
- **“ I wonder whether my plant will survive inside the container.”**
- **“ Do you think these plants in the terrariums need as much water and sunlight as those plants grown in the garden?”**
- **“Will these plants be affected by the haze?”**



# Learning Journey: Butterfly Park & Insect Kingdom

- Another learning journey was to the Butterfly Park and Insect Kingdom.
- The Butterfly Park & Insect Kingdom showcases a different variety of beautiful butterflies and interesting insects.
- Children had first-hand experiences of our local fauna.
- Children were able to enhance on a variety of skills i.e logical thinking, communication, confidence, investigating.

# N2 Class



Patrick: **“Ms Jesslyn, you look at the butterfly on my finger.”**



Hong Ray: **“Ms Jesslyn, the iguana skin is rubbery.”**



# K1 Class



Jaivier: **“The pupa feels very smooth and hard.”**



Raphael: **“Look! The butterfly is walking around my finger!”**



Yide: **“The Dragon Head Cricket looks so scary!”**





# Children's Reflections

- **“Do you know the life cycle of a butterfly?”** – Facilitator
- **“A butterfly has 4 stages”** – Adrian
- **“A butterfly has 3 body parts”** – Rui Feng
- **“The iguana skin is rubbery.”** – Hong Ray
- **“How long does an iguana live?”** - Bernice

# Involvement of Different Stakeholders

## Parents

- Nature Walk Diary
- Plant Starter Kits
- Terrarium Workshops

## Children

- Learning Journeys (Sungei Buloh & Butterfly Park)
- Terrarium Workshops

## Community

- Working hand-in-hand with Nparks (Sungei Buloh)
- Agaperium (Terrarium)
- Sing See Soon Floral & Landscape Pte. Ltd.

## Staff

- Created awareness to all levels (PN – K1)
- Area Clean-Up

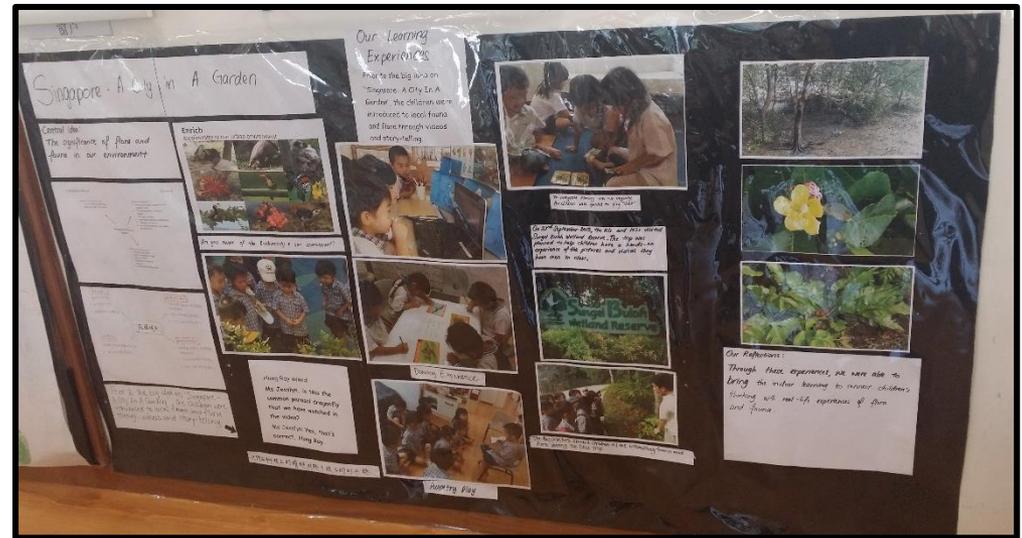
## Management

- Financial Support

# Outcomes and Impact

## Children

- Documentation Boards - Learning Processes



# Outcomes and Impact

## Children

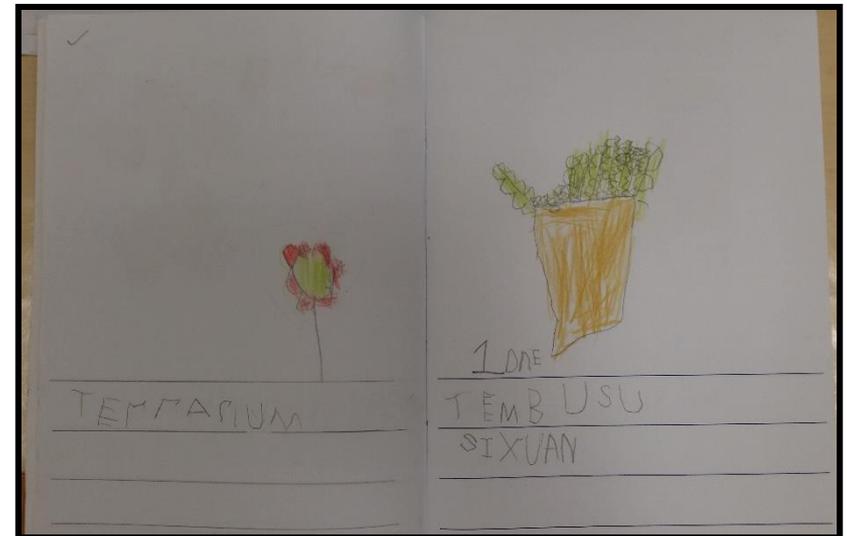
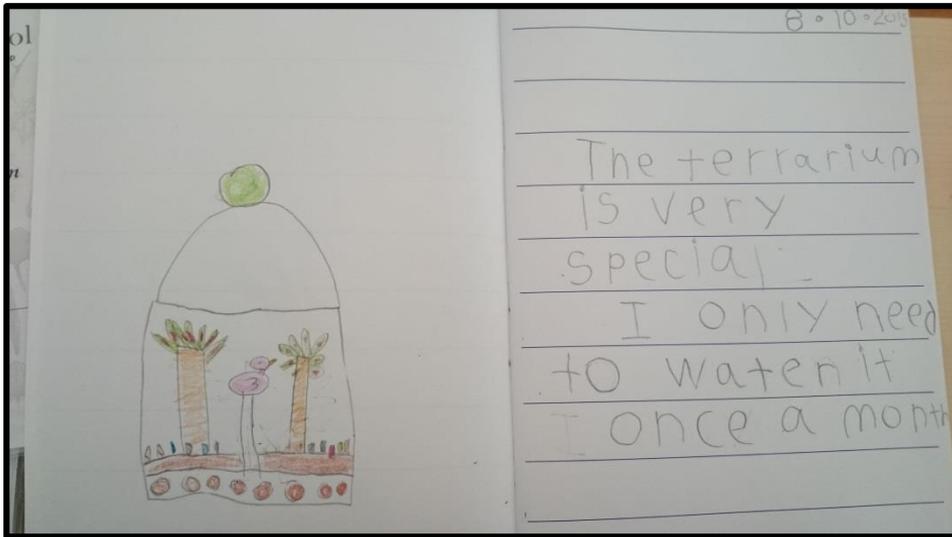
- Documentation Boards - Learning Processes



# Outcomes and Impact

## Children

- **The Child as a Communicator**– Constructing sentences, Oral Skills, Listening and Comprehension, Communication, Mark Making, Writing



# Outcomes and Impact

## Children

- **The Child as a Communicator** – Symbolic Language, 100 Languages of Children



# Outcomes and Impact

## Children

- **The Child in a Social-Cultural Context** – Acceptance of individual unique strengths and interests, Team membership and leadership, Negotiation, Sense of Autonomy



# Outcomes and Impact

## Children

- **The Thinking Child**– Problem-Solving and planning skills; Logical, critical, creative and lateral thinking



# Outcomes and Impact

## Children

- **The Physical Child**
  - Fine Motor Control, Eye-Hand Co-ordination, Visual Discrimination Skills



# Outcomes and Impact

## Children

- **The Child as an Agent of Change**– Appreciation of and respect for the natural world, Understanding their role in relation to social sustainability





# Outcomes and Impact

## Other Stakeholders

- Awareness of conserving our local flora and fauna
- More opportunities for parent-child interaction
- Acquiring a new skill (Terrarium Workshop)
- Working with the community to enhance the greenery of our city in a garden

# Sustainability

- Continue to bring the outdoors indoors
- Expanding on our outdoor garden
- Continue working with NParks and residents' committee to expand on our outdoor garden



# Sustainability

- Continue to raise an awareness of conservation to the other levels in the school



# Sustainability

- Continue to promote home-school partnership





# Support

## Who?

- Parents
- Centre Leaders
- People in our community – Nparks, RC

## How?

- Continuous communication with the various stakeholders – through emails, newsletters, meetings

# Reflection by Centre Leader

This learning journey that our Centre, E-Bridge 178A has gone through was truly an experience that left an **unforgettable mark to the children and everyone who has played a part to its success**. From the wonders of our local wildlife to educating of the mind about the Flora and Fauna that Singapore have, it was indeed an eye opener for everyone. The excursions, incursion and the setting up of our learning environment to suit the inquiry on 'City in a Garden', has **produced remarkable conclusion from the children which can be seen through their artwork, classroom sharing and participation**. The teachers who commendably documented this project from the start has **strongly captured the children's interest and has successfully deepened the love and pride for our local nature**. We are humbled by the involvement and support we got from the children's parents who we believe play an integral part in this journey and the **strong bridge of trusting relationship we have formed with them lead to the accomplishment of this project**.

Ms Wahila  
Principal

# Reflections by English Class Teachers

This project gave the children and teachers an opportunity to bring the outdoors indoors. From there children were able to **connect their thinking with real-life experiences** of local flora and fauna.

We also appreciate the parents support in this whole project. It has definitely built a strong **home-school partnership**.

Our **collaboration with different people in the community** such as NParks, Agaperium and also the Butterfly Park has strengthen our community and school partnership.

We are very grateful for this opportunity to participate in this project as it was an **unforgettable experience** especially for this children.

Jesslyn & Diyanah  
Class Teachers



# Reflections by English Class Teachers

What do we take from this experience? It is the joy of seeing the children wanting to take part in **conserving our environment and willingly create their City in a Garden inside the school**. A project where they can pass on to their younger friends in the years to come and **a project that they can call their own and take pride in**. To witness the children take hold of this project and of their learning is the greatest success of this journey and this brings us the confidence that this experience will be a **lifelong lesson** that they will take with them and most probably share with people that they would come across in their lifetime. A project that would be conserved and continued for a long time in our whole Centre is the innovation that the children have made for themselves and by themselves.

Ms Nina Cruz  
Class Teacher

# Reflections by Mandarin Teachers

新加坡是一个四季如夏，植被茂盛的国家，到处都可以看到绿树如荫，繁花似锦，宛如一个绚丽多姿的大花园。孩子们每天出去户外活动都会被这生机盎然的自然景象所吸引。

于是我们从孩子的兴趣出发，开展了一系列探究新加坡城市花园的教学活动。一、通过开展“我们的花园里有什么”的教学活动，让幼儿了解更多生活在他们身边的植物的外形特征和生活习性，加强了幼儿探究新加坡城市花园的兴趣；二、通过开展学唱儿歌“茉莉花”、“含羞草”和“小松树”不仅加强了幼儿的语言表达能力，而且又加深了幼儿对于所探究课题的认知；

三、通过开展引导幼儿绘出“蜡笔画”——蘑菇及“点晕画”——蒲公英，不仅锻炼了幼儿小肌肉的灵活性，而且又增强了幼儿的艺术鉴赏力；四、通过开展引导幼儿种“含羞草”和“蒲公英”的教学活动，进一步加深了幼儿探究新加坡城市花园的兴趣。五、通过组织幼儿到户外捡拾废品垃圾并且丢到正确的地方，引导幼儿懂得人与环境的关系密不可分，爱护环境要从我做起！

Liu Hongying

Mandarin Teacher

# Reflections by Mandarin Teachers

在我们的周围到处都是植物，幼儿们每天都会接触到，也对这些植物很感兴趣。于是，老师通过“花园城市”的植物开始，让幼儿们共同来探索奇妙的植物世界。

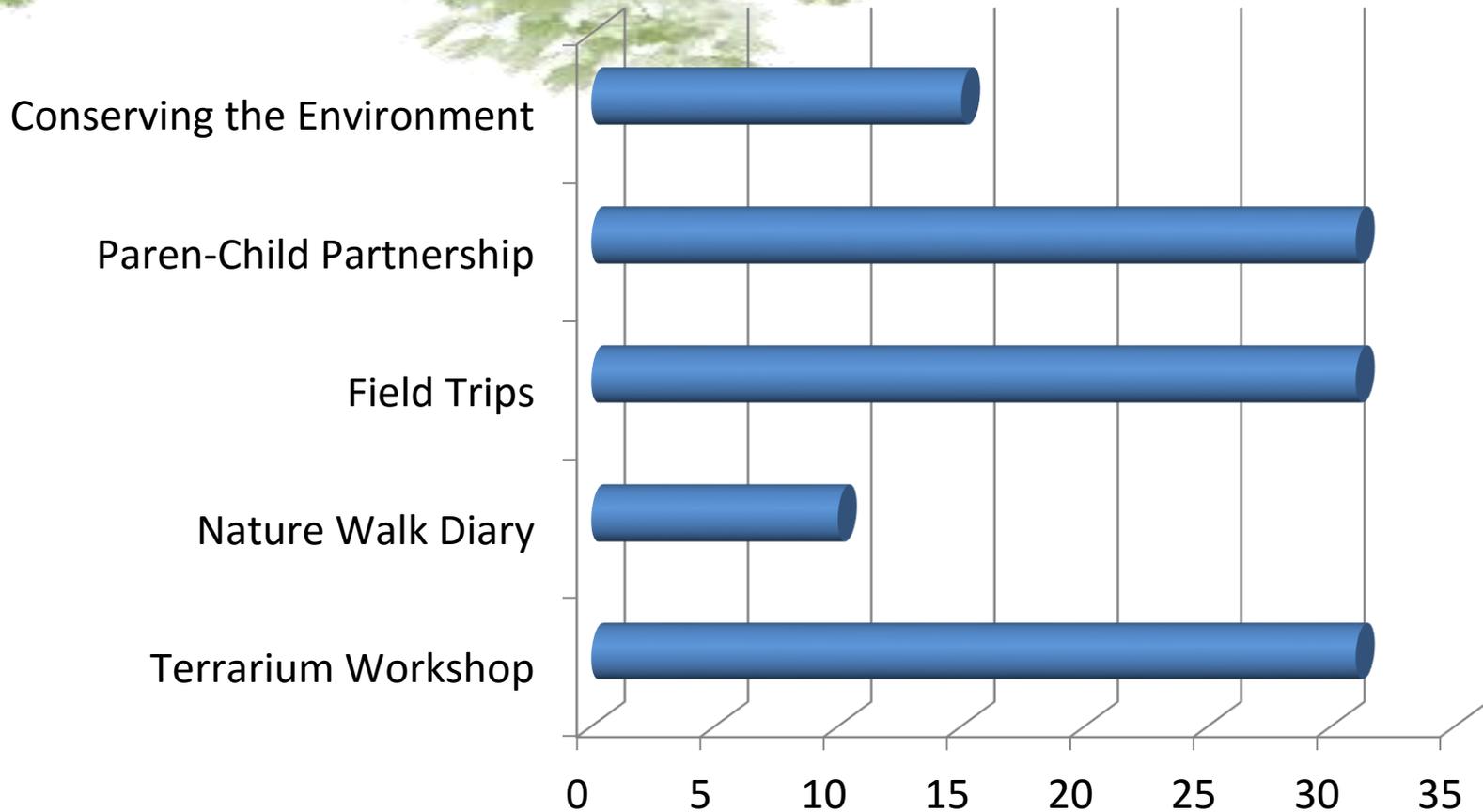
老师带领幼儿们去参观双溪布洛湿地保护区，幼儿们亲手种植太阳花、洛神葵花等植物，引导幼儿进行观察、探索、讨论、记录。引发幼儿学习、探索的兴趣，同时也推动了幼儿探索的主动性，包括语言的表达及动手的能力等。并请幼儿用图画、手工制作、粘土等方式记录探索过程，让幼儿在一种愉快的氛围中积累经验。

Zhang Yiwen

Mandarin Teacher

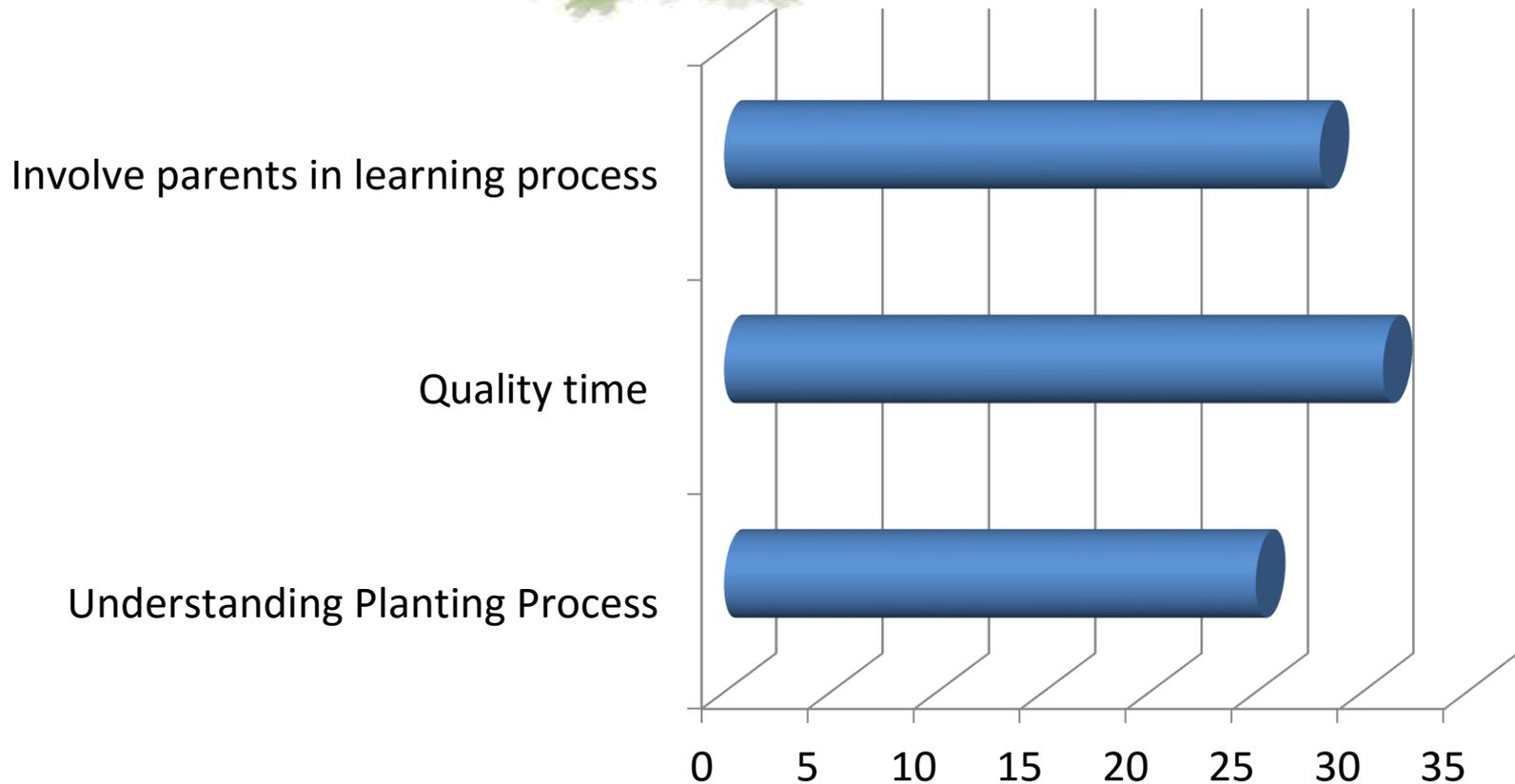
# Parents Evaluation

What did you like about the whole project?



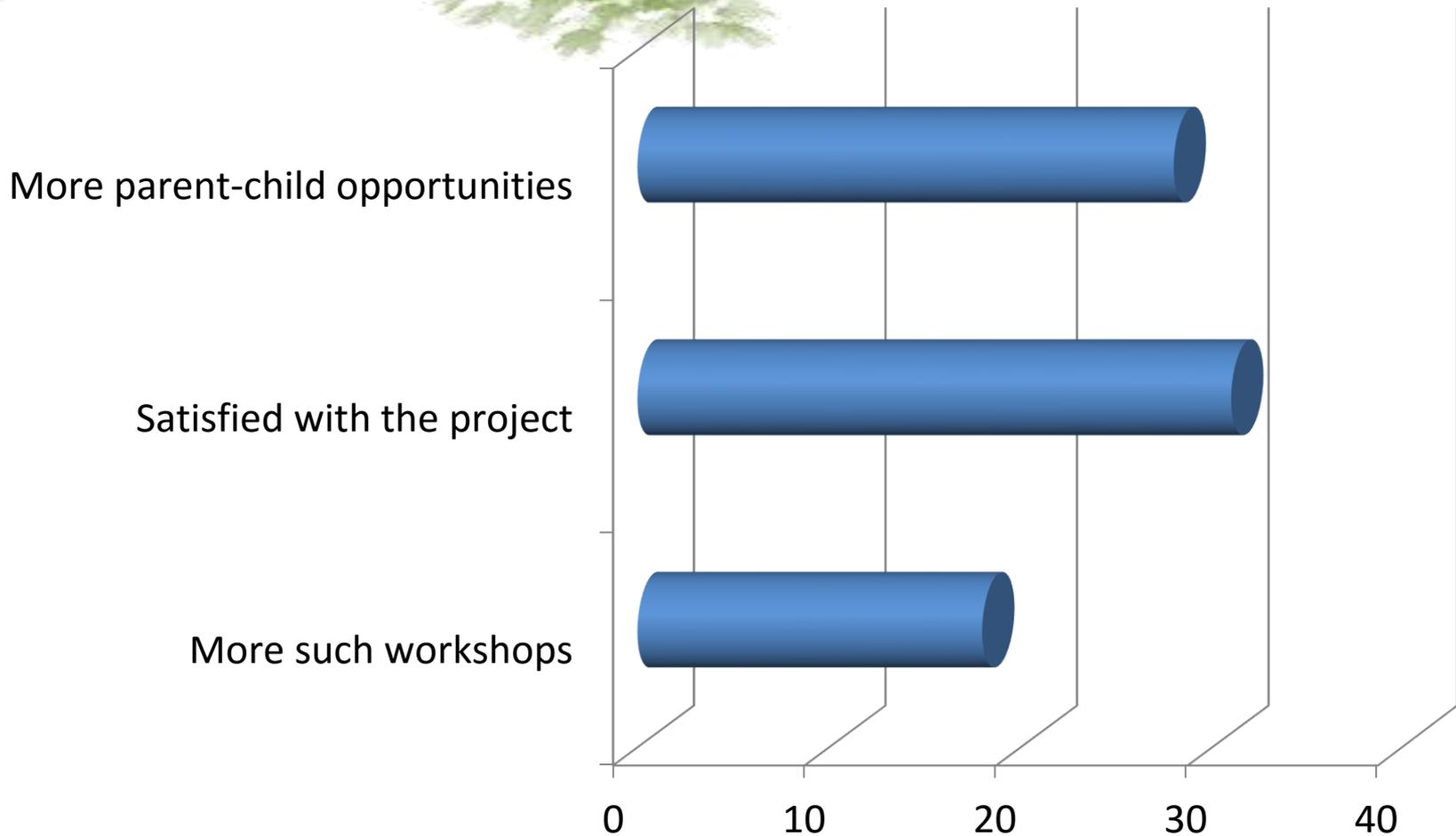
# Parents Evaluation

How did the take home activities suit the Innovation Guidance Project?



# Parents Evaluation

What other things could we have done to improve on this project?



# Project Summary

- Nurture a culture of innovation
  - Allow the children and the team of teachers to think of new initiatives when embarked on this project
- Created a sense of appreciation for Singapore's flora and fauna
- Acquired new skills
- Enhanced on home-school partnership within the centre
- Opportunities for children to enhance on their holistic development
- Raise quality in the EC sector

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Thank you!

