



OFFICIAL PARENT PUBLICATION

INTERNATIONAL COMMUNITY COLLEGE

EARLY YEARS PARENT GUIDE

BABY CRECHE TO YEAR 1

2026/2027 ACADEMIC YEAR

BABY CRECHE

0-1 YEARS

ICC CRECHE

2-3 YEARS

PLAYGROUP

3-4 YEARS

FOUNDATION

4-5 YEARS

ACADEMIC CALENDAR | WHAT CHILDREN LEARN | ASSESSMENT | RESOURCES | YEAR 1 READINESS

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WELCOME TO ICC EARLY YEARS

A parent-friendly guide to the curriculum, school year and your child's journey

A warm beginning with a clear educational pathway

This guide explains what families can expect across ICC Baby Creche, ICC Creche, Playgroup and Foundation. It translates the detailed school curriculum into clear parent information: what children learn, how the year is organised, how progress is assessed, what resources are used and how Foundation children prepare for Year 1.

The four ICC levels

Baby Creche serves ages 0-1, ICC Creche ages 2-3, Playgroup ages 3-4 and Foundation ages 4-5. Children normally enter Year 1 at age 5 or 6, depending on age, readiness, previous experience and the school's placement decision.

What this guide contains

Section	What parents will find
Programme pathway	How ICC maps birth-to-five learning and progression into Year 1.
Academic calendar	Michaelmas, Lent and Trinity dates, breaks, events and Early Years assessment windows.
Level curriculum	Age-appropriate outcomes and term priorities for all four levels.
Term learning maps	The common weekly themes and how teachers differentiate them by age.
Assessment	Observation, portfolios, reports and parent conversations - not high-pressure examinations.
Resources	Books, classroom materials, stationery and personal-care items.
Home partnership	Practical ways parents can support language, number, independence and wellbeing.

Programme alignment

Cambridge Early Years begins at age three. ICC therefore maps Playgroup to Cambridge Early Years 1 and Foundation to Cambridge Early Years 2. Baby Creche and ICC Creche use developmentally appropriate birth-to-three guidance that prepares children for the Cambridge pathway without introducing formal schooling too early.

This is an ICC-authored parent guide. The detailed weekly teacher handbook, classroom planning and individual learner records remain internal school documents.



02 THE ICC BIRTH-TO-YEAR 1 PATHWAY

Four age-appropriate levels, one coherent educational journey

ICC level	Age	Programme position	Main purpose
Baby Creche	0-1 years	Birth-to-three developmental foundations; Cambridge Early Years begins at age 3.	Secure attachment, responsive communication, sensory exploration, physical development, health and individual care routines.
ICC Creche	2-3 years	Birth-to-three developmental foundations and a purposeful transition towards Cambridge Early Years.	Rapid language growth, independence, movement, pretend play, early number ideas, self-care and positive relationships.
Playgroup	3-4 years	Cambridge Early Years 1 (EY1), supported by developmentally appropriate early-years practice.	Play-based Cambridge foundations across the six curriculum areas, with strong oral language, self-regulation, number sense and creative exploration.
Foundation	4-5 years	Cambridge Early Years 2 (EY2), with progression into Cambridge Primary Year 1 at age 5 or 6.	Secure school readiness through oral language, early reading and writing, mathematical reasoning, self-regulation, enquiry and independence.

The same six curriculum areas grow with the child

Curriculum area	Progression across ICC
Communication, Language and Literacy	From responsive talk and songs to conversation, stories, phonics, early reading and meaningful writing.
Mathematics and Thinking	From cause-and-effect and sorting to number sense, operations, shape, measure, pattern and reasoning.
Creative Expression	Music, movement, art, design, drama, imagination and communication through different media.
Personal, Social and Emotional Development	Attachment, identity, relationships, confidence, self-regulation, responsibility and character.
Physical Development, Health and Self-care	Gross and fine motor development, hygiene, nutrition, dressing, toileting readiness and safe risk-taking.
Understanding the World	People, places, time, nature, science, materials, the environment and age-appropriate digital awareness.

A developmentally honest pathway

A child is not moved forward because of one worksheet or a single test. Placement and progression consider age, language, social confidence, physical development, independence, curiosity and the child's overall readiness.



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HOW CHILDREN LEARN AT ICC

Purposeful play, responsive teaching and strong relationships

Play is serious learning

Children learn best when they are emotionally secure, actively involved and able to explore real materials. ICC balances child-initiated play, adult-guided experiences, direct teaching, stories, movement, practical mathematics, outdoor learning and small-group support.

What you may see	What children are learning
Building with blocks	Shape, balance, measurement, planning, language, collaboration and perseverance.
Pretend shop or home	Vocabulary, social roles, number, writing for a purpose, empathy and negotiation.
Water, sand or dough	Capacity, texture, comparison, hand strength, scientific thinking and sensory regulation.
Stories, songs and rhymes	Listening, memory, vocabulary, sound awareness, imagination and cultural identity.
Outdoor movement	Balance, coordination, confidence, risk awareness, cooperation and wellbeing.
Drawing and mark-making	Fine-motor control, representation, communication and the foundations of writing.

What teachers do

- Build secure relationships and know each child well.
- Model rich language and introduce precise vocabulary.
- Observe before intervening, then extend thinking with questions and demonstrations.
- Plan accessible indoor and outdoor learning areas.
- Provide focused phonics and mathematics teaching at the appropriate level.
- Adapt learning for multilingual children and children who need additional support.
- Record significant progress and share practical next steps with families.

Worksheets are limited

Parents should expect meaningful work samples, photographs, observations, books and projects - not piles of repetitive worksheets. Foundation introduces more structured phonics, handwriting and mathematics while keeping learning active and purposeful.



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ACADEMIC YEAR AT A GLANCE

Michaelmas, Lent and Trinity - 2026/2027

Period	Dates	Early Years focus
Michaelmas	1 September - 11 December 2026	Settling, baseline observations, parent orientation, developmental checkpoint, portfolios and Carols/Love Gathering.
Christmas holiday	12 December 2026 - 4 January 2027	School closed.
Lent	5 January - 20 March 2027	Reconnection, developmental review, enquiry learning and STEAM Fair.
Easter holiday	21 March - 5 April 2027	School closed.
Trinity	6 April - 26 June 2027	Career/Africa Week, transition profiles, Our Day, Graduation and Awards.
Long vacation	27 June - 31 August 2027	End-of-year break.

Important dates for Early Years families

Date	Event and Early Years application
24-31 Aug 2026	Staff professional development and classroom preparation.
1 Sep 2026	Classes begin.
1-4 Sep	Baseline observations and family-interest checks.
2 Oct	Parent Orientation Night.
12-16 Oct	Developmental observation and portfolio checkpoint - no formal Early Years exams.
19-23 Oct	Midterm break.
11 Dec	Our Day / last day / Carols Night and Love Gathering.
5 Jan 2027	Lent classes begin.
15-19 Feb	Midterm developmental review.
22-24 Feb	Midterm break.
20 Mar	STEAM Fair / last day of Lent.
6 Apr	Trinity classes begin.
24-28 May	Career Week / Africa Week.
28 May	Community Service Day / field trip.
14-22 Jun	End-of-year observation and transition profile window.
25 Jun	Our Day / final day of classes.
26 Jun	Graduation and Awards.

Assessment window, not examination pressure

Where the whole-school calendar says “midterm examination” or “end-of-term exams,” Early Years uses observation, practical activities, conversation, reading notes, work samples and portfolios. Young children are not ranked by percentage scores.



05 BABY CRECHE CURRICULUM

0-1 years | Birth-to-three developmental foundations; Cambridge Early Years begins at age 3.

Purpose

Secure attachment, responsive communication, sensory exploration, physical development, health and individual care routines.

What children are developing

Curriculum area	What parents can expect
Communication & early literacy	Shared gaze, response to familiar voices, babble and gesture, songs, repeated words and safe board/fabric books.
Mathematics & thinking	Tracking, object permanence, anticipation of routines, repeated action, cause-and-effect and noticing contrasts.
Creative expression	Rhythm, melody, movement, colour, texture and safe sensory art experiences.
Personal, social & emotional	Primary-care relationships, co-regulation, predictable routines, comfort signals and secure exploration.
Physical, health & self-care	Tummy time, rolling, sitting, crawling, supported standing, grasp and release, feeding and sleep routines.
Understanding the world	Familiar people, natural objects, indoor/outdoor sensations, light, water, sound and safe cause-and-effect toys.

Term-by-term focus

Term	Priority
Michaelmas	Attachment, familiar routines, family information, sensory regulation, visual tracking, reach and grasp.
Lent	Babble and gesture, object permanence, mobility, rhythm, cause-and-effect and growing curiosity.
Trinity	Choice-making, supported independence, stronger movement, shared attention and transition to the next care group.

Helpful home support

- Share face-to-face talk, smiles, songs and repeated words.
- Keep sleep, feeding and comfort information current with the class team.
- Provide safe floor time and movement rather than prolonged confinement.
- Send all personal items clearly labelled.

06 ICC CRECHE CURRICULUM

2-3 years | Birth-to-three developmental foundations and a purposeful transition towards Cambridge Early Years.

Purpose

Rapid language growth, independence, movement, pretend play, early number ideas, self-care and positive relationships.

What children are developing

Curriculum area	What parents can expect
Communication & early literacy	Expanding vocabulary, short phrases, familiar directions, rhyme, repeated stories, picture naming and purposeful scribble.
Mathematics & thinking	Matching, sorting, one/many, small quantities, big/small, simple puzzles, stacking and sequences.
Creative expression	Paint, dough, collage, rhythm, action songs, pretend play, puppets, dance and construction.
Personal, social & emotional	Separation confidence, feelings words, turn-taking, simple boundaries and adult-supported conflict resolution.
Physical, health & self-care	Run, climb, jump, carry, throw, kick, thread, scoop, use utensils, handwash and toileting readiness.
Understanding the world	Family and community roles, animals, plants, weather, materials, transport and local places.

Term-by-term focus

Term	Priority
Michaelmas	Settling, names, routines, body awareness, single-step directions, early words and safe exploration.
Lent	Phrase building, sorting and matching, pretend play, movement confidence, toileting readiness and nature discovery.
Trinity	Conversation, cooperative play, counting in real contexts, mark-making, self-care and transition to Playgroup.

Helpful home support

- Talk through everyday routines and give your child time to answer.
- Read the same favourite stories repeatedly and invite your child to join in.
- Encourage safe self-feeding, handwashing and dressing attempts.
- Discuss toileting readiness calmly with the class team; avoid pressure or comparison.

07 PLAYGROUP CURRICULUM

3-4 years | Cambridge Early Years 1 (EY1), supported by developmentally appropriate early-years practice.

Purpose

Play-based Cambridge foundations across the six curriculum areas, with strong oral language, self-regulation, number sense and creative exploration.

What children are developing

Curriculum area	What parents can expect
Communication, Language & Literacy	Attentive listening, connected sentences, story participation, rhyme and alliteration, name recognition, mark-making and emerging letter-sound awareness.
Mathematics	Practical number sense, numeral-quantity matching, comparison, patterns, common shapes, position and informal measure.
Creative Expression	Visual and tactile exploration, music, beat, movement sequences, role play and collaborative making.
Personal, Social & Emotional	Self-regulation with support, friendships, confidence, responsibility and respect for difference.
Physical Development	Ball control, balance, climbing, movement instructions, tool use, scissor control, pencil readiness and health habits.
Understanding the World	Plants, animals, materials, people, time and place, Ghanaian context and safe, purposeful technology use.

Term-by-term focus

Term	Priority
Michaelmas	Belonging, listening, rhyme, name recognition, number 1-5, colours, shapes, routines and self-regulation.
Lent	Story language, oral blending, number 1-10, comparison, animals, plants, transport, materials and STEAM enquiry.
Trinity	Early letter-sound links, name writing, number relations, problem-solving, cultural expression and transition to Foundation.

Helpful home support

- Share a picture book every day and ask open questions.
- Count real objects such as spoons, fruit, steps and toys.
- Encourage drawing and meaningful marks without insisting on perfect letters.
- Practise putting away belongings, choosing clothes and asking for help.



08 FOUNDATION CURRICULUM

4-5 years | Cambridge Early Years 2 (EY2), with progression into Cambridge Primary Year 1 at age 5 or 6.

Purpose

Secure school readiness through oral language, early reading and writing, mathematical reasoning, self-regulation, enquiry and independence.

What children are developing

Curriculum area	What parents can expect
Communication, Language & Literacy	Sustained listening, discussion, story sequence, vocabulary, systematic phonics and handwriting, early decoding and purposeful sentence writing.
Mathematics	Number 0-20 progression, practical operations, pattern, data, shape, position, measure and mathematical explanation.
Creative Expression	Planning and revising art/design, rhythm, music, collaborative drama, dance and explanation of creative choices.
Personal, Social & Emotional	Increasing self-regulation, resilience, independence, collaboration, responsibility and readiness for primary routines.
Physical Development	Controlled apparatus and ball use, movement rules, handwriting fluency, cutting, construction, dressing, hygiene and safety.
Understanding the World	Prediction, investigation, plants, materials, forces, people, time, place, environmental responsibility and digital safety.

Term-by-term focus

Term	Priority
Michaelmas	Baseline, vocabulary, listening, systematic sound awareness, letter formation, number 0-10, patterns and independence.
Lent	CVC blending and segmenting, captions, number 0-20, practical operations, measurement, enquiry and STEAM project work.
Trinity	Reading and writing consolidation, operations within 10, reasoning, transition routines, Year 1 readiness and final profile.

Helpful home support

- Read for 10-15 minutes and discuss meaning, not only word recognition.
- Play sound, rhyme, blending and word games without turning home into an exam hall.
- Use practical mathematics during shopping, cooking, sorting and travel.
- Support independence with bags, clothing, toileting, eating and simple responsibilities.

Progression to Year 1

Foundation children normally progress into Year 1 at age 5 or 6. The decision considers age, overall development, early literacy and mathematics, language, independence, self-regulation, attendance and the child's experience of school - never one isolated test.



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MICHAELMAS PARENT LEARNING MAP

*1 September - 11 December 2026***Big picture**

Belonging, identity, routines, senses, families, community, shapes, health, music and celebration.

How learning is differentiated by level

Level	Michaelmas focus
Baby Creche	Secure attachment, routine, sensory regulation, gaze, reach and grasp.
ICC Creche	Names, body awareness, directions, early words, movement and safe exploration.
Playgroup	Listening, rhyme, name recognition, number 1-5, colours, shapes and self-regulation.
Foundation	Baseline, vocabulary, sound awareness, letter formation, number 0-10, pattern and independence.

Weekly themes shared across the Early Years department

Week	Dates	Theme
W1	1-4 Sep	Welcome, safety and secure relationships
W2	7-11 Sep	My name and identity
W3	14-18 Sep	My body and senses
W4	21-25 Sep	My family and home
W5	28 Sep-2 Oct	Our classroom and routines
W6	5-9 Oct	Colours around us
W7	12-16 Oct	Developmental checkpoint
W8	19-23 Oct	Midterm break
W9	26-30 Oct	Shapes, blocks and building
W10	2-6 Nov	Healthy bodies and food
W11	9-13 Nov	People who care for us
W12	16-20 Nov	Ghana, community and belonging
W13	23-27 Nov	Sounds, music and movement
W14	30 Nov-4 Dec	Light, kindness and celebrations
W15	7-11 Dec	Review, portfolios and Carols



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LENT PARENT LEARNING MAP

5 January - 20 March 2027

Big picture

Animals, habitats, plants, water, weather, transport, community helpers, materials and STEAM.

How learning is differentiated by level

Level	Lent focus
Baby Creche	Babble, gesture, object permanence, mobility, rhythm and cause-and-effect.
ICC Creche	Phrase building, sorting, pretend play, movement, toileting readiness and nature.
Playgroup	Story language, oral blending, number 1-10, comparison and STEAM enquiry.
Foundation	CVC blending, captions, number 0-20, practical operations, measurement and STEAM projects.

Weekly themes shared across the Early Years department

Week	Dates	Theme
W1	5-8 Jan	Reconnect and new beginnings
W2	11-15 Jan	Animals near us
W3	18-22 Jan	Wild animals and habitats
W4	25-29 Jan	Plants and seeds
W5	1-5 Feb	Water and weather
W6	8-12 Feb	Transport and journeys
W7	15-19 Feb	Midterm developmental review
W8	22-26 Feb	Break and gentle return
W9	1-5 Mar	People who help our community
W10	8-12 Mar	Materials, forces and simple machines
W11	15-20 Mar	STEAM Fair project

STEAM Fair

Children investigate a real question, build or create something, talk about what happened and share the learning process. The goal is curiosity and explanation, not a polished adult-made project.



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TRINITY PARENT LEARNING MAP

6 April - 26 June 2027

Big picture

Food, buildings, minibeasts, the environment, sport, stories, Africa, service and transition.

How learning is differentiated by level

Level	Trinity focus
Baby Creche	Choice, stronger movement, shared attention and transition to the next care group.
ICC Creche	Conversation, cooperative play, real-life counting, mark-making and self-care.
Playgroup	Early letter-sound links, name writing, number relations, culture and transition.
Foundation	Reading and writing consolidation, operations within 10, reasoning and Year 1 readiness.

Weekly themes shared across the Early Years department

Week	Dates	Theme
W1	6-9 Apr	Food and the market
W2	12-16 Apr	Homes and buildings
W3	19-23 Apr	Minibeasts and small worlds
W4	26-30 Apr	Our earth and environment
W5	3-7 May	Movement and sports
W6	10-14 May	Stories and imagination
W7	17-21 May	Africa, culture and music
W8	24-28 May	Career/Africa Week and service
W9	31 May-4 Jun	Numbers, patterns and problem-solving
W10	7-11 Jun	Moving on and independence
W11	14-18 Jun	End-of-year observation and readiness
W12	21-26 Jun	Celebration, graduation and handover

Transition and celebration

The final weeks combine learning, observation, portfolios, independence, Foundation-to-Year 1 transition, Our Day and Graduation/Awards.



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LANGUAGE, READING AND EARLY WRITING*Strong oral language first; systematic foundations when children are ready***Baby Creche and ICC Creche**

- Face-to-face talk, songs, gestures and shared attention.
- Repeated stories and picture naming.
- Vocabulary built through real routines, objects and play.
- Scribble, painting and large-motor mark-making without pressure to form letters.

Playgroup

- Listening, conversation, rhyme, syllables and sound play.
- Book handling, picture discussion, story sequence and name recognition.
- Meaningful marks, drawing and emerging awareness that print carries a message.
- Selected letter-sound experiences only when developmentally appropriate.

Foundation

- Planned sound awareness and systematic letter-sound teaching.
- Oral blending and segmenting, then early decoding of simple words and text.
- Correct letter formation taught alongside hand strength and posture.
- Labels, lists, captions, messages and simple sentences written for real purposes.

First Language English and English as a Second Language

ICC identifies each child's language profile. Visuals, gestures, modelling, repetition, partner talk and home-language knowledge support understanding. Difficulty using English is not automatically a learning difficulty.

What parents can do

- Talk, listen and give your child time to answer.
- Read picture books repeatedly and discuss characters, events and new words.
- Sing rhymes and play sound games.
- Praise meaning and effort before correcting handwriting.
- Keep home reading calm and brief; stop before it becomes a struggle.



13 MATHEMATICS, ENQUIRY AND STEAM

Practical understanding before written symbols

Early mathematics is learned through movement, objects, stories, games and everyday problem-solving. Children count snacks, compare towers, share materials, build patterns, measure water, sort natural objects and explain how they know.

Stage	Mathematical development
Baby Creche	Tracking, anticipation, repeated action, cause-and-effect, object permanence and contrasts in size, shape and texture.
ICC Creche	Matching, sorting, one/many, small quantities, big/small, stacking, simple sequences and puzzles.
Playgroup	Number sense within a limited range, numeral-quantity matching, comparison, patterns, common shapes, position and informal measure.
Foundation	Number 0-20 progression, operations in practical contexts, pattern, data, shape, position, measure and reasoning.

STEAM at Early Years level

- Science: observe, predict, test and talk about plants, animals, water, materials, light, sound and movement.
- Technology: use simple digital tools briefly and safely to create or document, not as passive screen time.
- Engineering: design, build, balance, join, test and improve with blocks and recycled materials.
- Arts: draw, paint, model, sing, move, dramatise and communicate ideas.
- Mathematics: count, compare, measure, identify pattern and solve practical problems.

Avoid racing ahead

Reciting large numbers or copying sums does not prove mathematical understanding. ICC values quantity, reasoning, vocabulary and problem-solving before speed or memorised procedures.



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WELLBEING, CHARACTER AND PHYSICAL DEVELOPMENT*Secure relationships, self-regulation, movement and healthy independence***Personal, social and emotional development**

- Secure separation and trusted relationships with adults.
- Recognising and communicating feelings.
- Co-regulation first, then growing self-regulation.
- Turn-taking, friendship, empathy and conflict resolution.
- Confidence, perseverance, responsibility, honesty, kindness and respect.
- Age-appropriate body safety, consent for touch and trusted adults.

Physical development

- Daily outdoor movement, balance, climbing, running, jumping, throwing and catching.
- Fine-motor work with dough, threading, tongs, pegs, crayons, scissors and construction.
- Healthy food, rest, hydration, hygiene and safe routines.
- Growing independence in feeding, dressing, toileting and caring for belongings.

No public comparison

Children develop at different rates. ICC does not use shame, fear, public ranking or comparison as a behaviour or teaching tool. Concerns are discussed privately with families and supported through clear plans.

Attendance and routine matter

Young children benefit from consistent attendance, predictable sleep, punctual arrival and calm handover. Families should inform the school about changes in health, medication, feeding, sleep, toileting, family circumstances or behaviour that may affect the child's day.



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A TYPICAL DAY AT ICC

*Care, play, teaching, movement, rest and family communication***Baby Creche: flexible care-led day**

Part of day	Practice
Arrival	Family handover: sleep, feeding, health, mood and comfort information.
Responsive care cycle	Feeding, changing, sleep and comfort according to individual need.
Floor play	Tummy time, reaching, rolling, sitting or crawling, treasure baskets and adult interaction.
Language and music	Face-to-face talk, songs, rhymes and shared books in short moments.
Outdoor / sensory	Shade, fresh air, natural sounds and supervised exploration.
Handover	Daily care record and meaningful developmental note when applicable.

ICC Creche, Playgroup and Foundation: sample full day

Time	Activity
7:30-8:15	Arrival, greetings, breakfast or care routines and free exploration.
8:15-8:30	Hello circle, names, song, language and visual timetable.
8:30-9:20	Continuous provision and adult-guided learning.
9:20-9:40	Snack, hygiene and self-care.
9:40-10:20	Outdoor movement and sensory play.
10:20-10:40	Story, phonics/rhyme or practical mathematics focus.
10:40-11:40	Creative, discovery and small-group learning.
11:40-12:30	Lunch, hygiene and preparation for rest.
12:30-2:00	Sleep or quiet rest with individual variation.
2:00-2:45	Wake, snack, calm play, project or outdoor learning.
2:45-3:00	Review, songs and handover preparation.

Times may be adjusted by level, age and individual care needs. Foundation focused sessions are longer than Creche sessions, but no Early Years class should spend the whole day seated.



16 ASSESSMENT AND REPORTING

Discover - Decide - Do - Record - Report

Assessment means knowing the child well and deciding what experience, interaction or support comes next. Teachers use observation, conversation, practical work, photographs, reading notes, number activities, creative work, movement and portfolios.

Progress descriptor	Meaning
Beginning	The child is starting to engage and needs substantial modelling or support.
Developing	The child demonstrates the learning with support or inconsistently.
Secure	The child demonstrates it independently and reliably in familiar contexts.
Deepening	The child transfers, explains or adapts it in different contexts.

Reporting calendar

Window	What families receive
September baseline	Family conversation and starting-point observations.
Michaelmas midterm	Short developmental snapshot; teaching and provision are adjusted.
Michaelmas report	Strengths, progress, priorities and home partnership.
Lent midterm	Developmental review and support planning.
Lent report	Progress across the curriculum and STEAM participation.
Trinity final profile	End-year report, portfolio and transition/handover record.
Age 2-3 review	Focused Creche review of communication, physical development and personal-social development.

What parents should not expect

No percentage grades, class positions or high-pressure written examinations in Early Years. A single worksheet cannot describe a child's development.

*Every child belongs; support begins with strengths*

ICC inclusive practice

- Use visual timetables, gesture, modelling, repetition and carefully sequenced steps.
- Provide sensory regulation, movement, adapted tools and alternative ways to communicate.
- Consider hearing, vision, health, attendance, emotional wellbeing and home-language development before making assumptions.
- Work with parents and specialists and record strategies tried and the child's response.
- Maintain dignity, confidentiality and high but realistic expectations.

Home languages are an asset

Families should continue speaking, reading and singing in the language they use most naturally. A strong home language supports thinking, identity and later English development. Parents are not asked to replace meaningful family communication with weak or forced English.

When the school raises a concern

The school will explain what has been observed, what support has already been tried, what the child does well and what the next step may be. Parents should share relevant health, developmental and family information so decisions are based on the full picture.

Safeguarding and welfare

- Active supervision and safe resource checks.
- Age-appropriate safe sleep, feeding, nappy and toileting procedures.
- Medication only under school policy and documented authorisation.
- Clear collection and visitor procedures.
- International volunteers work under ICC staff supervision and receive safeguarding induction.

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TEXTBOOKS, CLASSROOM RESOURCES AND STATIONERY

Early learning is resource-led, not textbook-led

Books and curriculum resources by level

Level	Learner resources	School / teaching resources
Baby Creche	No formal learner textbook.	Board and fabric books, song/rhyme collections, family photos and sensory cards.
ICC Creche	No formal learner textbook.	Picture books, repeated stories, rhyme books, language cards and reusable mark-making materials.
Playgroup	Cambridge Early Years EY1 learner resources may be adopted after school confirmation.	Cambridge digital teaching resources where available, class library and phonics/handwriting readiness materials.
Foundation	Cambridge Early Years EY2 language, mathematics and exploration resources may be adopted after school confirmation.	Digital teaching resources, phonics/handwriting resources, decodable readers and class library.

Core classroom provision

Area	Examples
Language	Picture books, story baskets, puppets, song cards, name cards, magnetic letters and mark-making tools.
Mathematics	Counters, nesting and stacking resources, number cards, dice, ten frames, blocks, shapes, puzzles, scales and containers.
Creative	Washable paint, dough, clay, collage, recycled materials, instruments, costumes and large paper.
Physical	Mats, balls, hoops, beanbags, cones, balance equipment, ride-ons, threading, tongs and child-safe scissors.
Understanding the world	Magnifiers, planting tools, water and sand equipment, magnets, mirrors, maps, natural collections and supervised digital devices.
PSED and regulation	Emotion cards, calm space, visual timetable, first-then boards, sensory tools and role-play resources.

Edition and price control

ICC confirms final Cambridge titles, editions, stock and prices before invoicing parents. A book or resource named in this guide is not a request to purchase it independently unless the School Shop issues an approved order list.



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STATIONERY AND PERSONAL ITEMS

What the school provides and what families should label

Level	Learning materials	Personal items / notes
Baby Creche	No academic stationery required.	Parent-labelled care bag: nappies, wipes, cream, two changes of clothing, bibs, feeding items, comfort item and medication only under policy.
ICC Creche	Jumbo crayons, washable markers, chunky triangular pencils, dough, scrapbook, portfolio folder, wallet and name labels.	Changes of clothing, toileting or nappy items and water bottle.
Playgroup	Triangular pencils, crayons/colour pencils, washable markers, glue, child-safe scissors, drawing/handwriting books, wallets, eraser, sharpener and labels.	Water bottle, spare clothing and labelled personal items.
Foundation	Pencils, crayons/colour pencils, markers, glue, scissors, phonics/handwriting, mathematics, discovery, creative and home-link books, folders and labels.	Water bottle and spare clothing.

Published preschool pack baseline

The current ICC school-shop catalogue publishes a Preschool Premium Stationery Pack at GHS 750, subject to stock confirmation and final school-shop approval. Baby and Creche care items are separate personal supplies. ICC may issue refined level-specific lists before the academic year.

Labelling and care

- Label every book, folder, bottle, clothing item and care item with the child's full name and level.
- Use child-safe, washable and non-toxic materials.
- Do not send small items that present a choking risk to under-threes.
- Replace used or missing personal-care items promptly.
- Keep school communication folders in the child's bag and check them regularly.



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FOUNDATION TO YEAR 1 READINESS

A balanced transition at age 5 or 6

Readiness is broader than reading a particular book or completing a worksheet. ICC considers the whole child and provides a final transition profile.

Area	Readiness evidence
Communication and language	Listens, follows routines, expresses needs and ideas, participates in conversation and understands classroom language with appropriate support.
Early literacy	Enjoys books, recognises own name, demonstrates sound awareness, knows the taught sound-symbol set at an individual level and makes purposeful writing attempts.
Mathematics	Counts and compares practical quantities, recognises taught numerals, solves simple real problems and uses shape, measure and pattern language.
Personal-social development	Separates with confidence, regulates with decreasing support, takes turns, perseveres and seeks help appropriately.
Physical and self-care	Uses tools with control, participates in movement and manages toileting, dressing and eating routines with age-appropriate independence.
Understanding and creativity	Asks questions, investigates, creates, explains choices, cares for the environment and uses simple technology safely.

Readiness is not perfection

Children may enter Year 1 with different reading, writing and number profiles. The goal is a confident learner who can participate, communicate, think, care for self and respond to teaching.

How ICC supports transition

- Visits or role-play linked to the Year 1 classroom and routines.
- Greater independence in belongings, self-care and completing short tasks.
- Handover records between Foundation and Year 1 teachers.
- Final parent conference and practical next steps.
- Continued play, movement and concrete learning during the transition.



21 PARENTS AS PARTNERS

Simple, powerful support at home

The best home learning is part of family life

Area	Helpful family practice
Language	Conversation, stories, songs, family history, new vocabulary and time to answer.
Reading	Share books often, discuss pictures and meaning, and revisit favourite stories.
Mathematics	Count, sort, compare, measure and notice numbers during shopping, cooking and travel.
Independence	Let children attempt dressing, feeding, tidying, packing and simple responsibilities.
Physical wellbeing	Protect sleep, movement, healthy meals, hydration and regular attendance.
Character	Model respect, honesty, kindness, patience, gratitude and service.
Home language	Continue rich conversation and reading in the language your family knows best.

Communication with school

- Read weekly and term curriculum information.
- Share important changes in health, sleep, feeding, toileting, mood or family circumstances.
- Attend progress conversations and ask what your child can do next.
- Bring concerns early rather than waiting until the end of term.
- Avoid comparing children publicly or turning home practice into punishment.

Home learning should be brief

For Playgroup and Foundation, home links should normally be a short story, conversation, rhyme, practical number activity or independence task. Preschool children should not spend evenings completing pages of copying.



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FREQUENTLY ASKED QUESTIONS

Clear answers for families

Question	Answer
Is Baby Creche a Cambridge class?	No. Cambridge Early Years begins at age three. Baby Creche and ICC Creche use developmentally appropriate foundations that prepare children for the Cambridge pathway.
Which classes follow Cambridge Early Years?	Playgroup is mapped to Cambridge Early Years 1 and Foundation to Cambridge Early Years 2.
Will my child take examinations?	Early Years children are assessed through observation, practical activities, conversation, work samples and portfolios. They do not sit high-pressure percentage examinations.
Does Foundation guarantee entry into Year 1?	Foundation is the normal route into Year 1 at age 5 or 6. Placement considers age, readiness, attendance, previous experience and the whole developmental profile.
Must I buy Cambridge books myself?	No. Wait for the official School Shop list. ICC must confirm titles, editions, stock and pricing.
Should we speak only English at home?	No. Use the language in which your family can communicate most richly. Strong home-language development supports learning and identity.
What if my child develops differently?	Speak with the class teacher. ICC will consider strengths, barriers, health, language and the support already tried, then agree practical next steps.
How can I apply?	Visit apply.icc.edu.gh or call 050 283 0728 for admissions guidance.



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CONTACTS AND NEXT STEPS

Admissions, parent information and school communication

Apply for the 2026/2027 academic year

Online application

Visit apply.icc.edu.gh to begin or retrieve an application, review public parent documents and access programme information.

Contact	Details
School	International Community College
Address	#40 Anum Street, Community 18, Lashibi-Tema, Accra, Ghana
Telephone	050 283 0728
Email	info@icc.edu.gh
Main website	www.icc.edu.gh
Admissions website	apply.icc.edu.gh

Before your child starts

- Complete all medical, emergency, authorised-collection and care information accurately.
- Share your child's preferred name, home language, routines, interests, comfort needs and previous experiences.
- Confirm the correct class level and the expected Year 1 progression route.
- Purchase only the final approved school-shop items.
- Label every item and attend Parent Orientation Night.

Document note

This public parent guide summarises the ICC Early Childhood Curriculum Handbook 2026/2027. Classroom schemes of work, individual assessment evidence, safeguarding records and learner-specific information remain controlled school documents.

Read the online guide: apply.icc.edu.gh/early-years-parent-guide.html



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