

KINDERARTEN CURRICULUM

WE VALUE CREATIVITY, INDIVIDUALITY AND VARIETY

Our much prized family atmosphere here at **ADIS AL WATHBA, BRANCH 1**, starts when our children begin with us in Kindergarten at the age of THREE YEARS AND EIGHT MONTHS. From that moment on, we ensure that both the child and, the parent, are included in the feeling of wrap-around care together with stimulating learning that is at the heart of everything we do here at our school.

Our exciting, sociable, and secure environment allows the child to discover their own interests and learning styles and allows us to get to know their own particular personality too. Our dedicated Kindergarten team works closely in conjunction with parents, keeping communication open at all times, so that, together, we can maximise the child's potential right from the start.

Every day is filled with its own opportunities for new learning, exploring and making friends, but sessions are structured to include; story time, outdoor play, free play, exploration, writing activities, craft, singing and snack time. Our superb outdoor environment includes a safe walled play area, so we like to get out and about as often as possible.

THE KINDERARTEN CURRICULUM

Is planned across the areas of learning and experience and is based on the children's interests and learning needs, encompassing the SCF COMPETENCES AND VALUES which is a 2030 vision of Abu Dhabi and imbibes with the vision of our school. We believe in creating a generation of today to achieve as much as they can. The main areas of learning and experience, in which we provide many opportunities for the child to develop, are:

Personal, Social and Emotional Development

Communication, Language and Literacy

Problem solving, reasoning and numeracy

Knowledge and Understanding of the World

Physical Development

Creative Development

Kindergarten Curriculum is provided through:

A well-planned and carefully organised classroom and outdoor environment. Clear explanation of tasks to the children by the mentors. Well-maintained and carefully stored resources to encourage children to make choices, to use materials in a flexible and imaginative way, and to clear them away when they have completed their task. Effective systems for planning, assessing and recording children's progress keeping in mind the competences of SCF. A clear statement of aims which are shared by all those involved in the children's education. Attention to the individual children's learning needs. Attention to the processes of children's learning, e.g. by encouraging them to observe, question and investigate.

Personal, Social and Emotional Development

Students will be able to act independently and as part of a group, will develop assertiveness, will learn to share, express feelings and needs and become aware of the feelings and needs of others. Learners will also learn how to be healthy and form good relationships with peers and adult.

COMMUNICATION, LANGUAGE AND LITERACY IS ABOUT:

Listening, Talking, Reading, Writing, Expression, Communication, Reasoning, Stories, Poetry....

By the end of the foundation stage, **THE LEARNING OUTCOME** for most of the children will be:

To enjoy listening to and use spoken and written language, and readily turn to it in their play and learning; explore and experiment with sounds, words, and texts; listen with enjoyment and respond to stories, songs and other music, rhymes, and poems, and make up their own stories, songs, rhymes, and poems. Learners will be able to use language to imagine and recreate roles and experiences; use talk to organise, sequence, and clarify thinking, ideas, feelings, and events; extend their vocabulary, exploring the meanings and sounds of new words. Students will be able to retell stories in the correct sequence, drawing on the language patterns of stories; speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of greetings, 'please', and 'thank you'; hear and say initial and final sounds in words, and short vowel sounds within words; link sounds to letters, naming and sounding the letters of the alphabet. Students reading skills will be developed when they will be able to read a range of familiar and common words and simple sentences independently from left to right and top to bottom.

Mathematical Development

Counting, Sorting, Sequencing, Comparing, Ordering, Symmetry, Weighing, Problem solving, Pattern Shapes, Match and Classify.....

By the end of the foundation stage **THE LEARNING OUTCOME** for most children will be:

Students will be able to say and use number names in order in familiar contexts; count reliably up to 10 everyday objects; recognise numerals 1 to 100; use language such as 'more' or 'less', 'greater' or 'smaller', 'heavier' or 'lighter', to compare two numbers or quantities. In practical activities and discussions students begin to use the vocabulary involved in adding and subtracting. They will talk about, recognise, and recreate simple patterns; use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes; use everyday words to describe position; develop mathematical ideas and methods to solve practical problems.

Knowledge and Understanding of the World

Observing, Asking questions, Communicating, Predicting, Investigating, Movement, Ourselves.....

By the end of the foundation stage **THE LEARNING OUTCOME** for most children will be:

To investigate objects and materials by using all of their senses as appropriate; find out about, and identify some features of, living things, objects, and events they observe; look closely at similarities, differences, patterns and change; ask questions about why things happen and how things work. Students will be able to build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary; select the tools and techniques they need to shape, assemble, and join the materials they are using; find out about and identify the uses of everyday technology, and use information and communications. Students will use technology and programmable toys to support their learning; to find out about past and present events in their own lives, and in those of their families and other people they know; observe, find out about, and identify features in the place they live and the natural world. They will begin to know about their own cultures and beliefs and those of other people; and find out about their environment, and talk about those features they like and dislike.

Creative Development

Representation, Interpretation, Awareness of colour and design, Experimenting, Creating, Selecting.....

By the end of the foundation stage **THE LEARNING OUTCOME** for most children will be:

To explore and identify different colours, texture, shape, and form, in various dimensions.

Students will be able to recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds, and sound patterns, and match movements to music; respond in a variety of ways to what they see, hear, smell, touch, and feel. Learners will be able to use their imagination in art and design, music, dance, imaginative and role play, and stories. Students will be able to express and communicate their ideas, thoughts and feelings by using a widening range of materials, and suitable tools.

Physical Development

Co-ordination, Agility, Balance, Body awareness

By the end of the foundation stage **THE LEARNING OUTCOME** for most children will be:

Students will move with confidence, imagination, and in safety; move with control and co-ordination. Students will show awareness of space, of themselves, and of others; recognise the importance of keeping healthy and those things which contribute to this; recognise the changes that happen to their bodies when they are active; travel around, under, over, and through balancing and climbing equipment; handle tools, objects, construction and malleable materials safely and with increasing control.

Spiritual and Moral Development

Awe and wonder, Cultural awareness, Religious experiences, Faiths and festivals, Awareness and respect of self and others.

By the end of the foundation stage **THE LEARNING OUTCOME** for most children will be:

Students will continue to be interested, excited and motivated to learn; be confident to try new activities, initiate ideas, and speak in a familiar group; maintain attention, concentrate, and sit quietly when appropriate. Learners will develop awareness of their own needs, views, and feelings and be sensitive to the needs, views and feelings of others. They will develop respect for their own cultures and beliefs and those of other people. They will respond to significant experiences, showing a range of feelings, work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously. Students will learn to be independent individuals when they try to understand what is right, what is wrong, and why; dress and undress independently and manage their own personal hygiene, select and use activities and resources independently; consider the consequences of their words and actions for themselves and others.

There is no formal assessment for Kindergarten.