



مدرسة عزان بن قيس العالمية
AZZAN BIN QAIS INTERNATIONAL SCHOOL

Kindergarten Parents Handbook



Education is a journey, and each journey begins with a single step – in this case, the first step through the school door. One step must necessarily follow another as the pupil progresses, guided by their teachers, through a series of attainable targets over several years. As each stepping stone is reached, the child feels a great sense of achievement greeting the completed target with satisfaction and leaping forward with ambition and aspiration.

ABQ is committed to excellence, offering high quality education of an International standards. The ABQ mission is to actively participate in the nations building efforts by contributing to the educational, social and cultural development of the children, who are the future citizens, whilst ensuring ample space for everyone to bloom to their maximum potential. The ABQ vision and ethos is driven by the educational, social and cultural development of children of all abilities, enabling all pupils to realize their full individual and collective potential.



Dear Parents,

It gives me great pleasure to welcome you and your child to the kindergarten section of Azzan Bin Qais International School. The aim of this handbook is to give you an outline of our kindergarten objectives which will form a firm foundation of lifelong learning for your child. Here you will find information about the kindergarten, curriculum and school expectation, which I hope you will find helpful.

Although the information contained within this handbook is meant to be informative, it cannot paint the whole picture of the daily activities that your child will encounter on a regular basis. If you have any individual queries or requirements regarding your child's education, health, or the life within the kindergarten community, please do not hesitate to get in touch. Please keep this handbook for future reference.

It has been said for many years that the first six years of our children's lives play a crucial role in your child's life. During this time it is believed that children absorb more information than at any other time during their lives with a view that some skills cannot be taught or learnt at a later stage of development. As parents, this is obvious as you have watched your child develop from an infant to a fully interactive and communicative child. Many of these skills have been taken on board without any obvious teaching but taken as a natural course of learning. Therefore, during these formative years, it is vital to place children in an appropriate and stimulating environment where, not only can they learn and absorb most effectively, but they can begin the important process of relating to people outside the safe environment of their own family, being able to take part in the wider community and start gaining the skills necessary to become fully independent.

Many of you may ask how is the school day is structured? Within the kindergarten the day is structured to provide specific relaxation, play and teaching times. By providing a warm, comfortable and stimulating environment we hope to develop individuals with a positive self-image of themselves and others. We believe it is important to view the 'whole child' rather than just the 'pupil' and we therefore place a strong emphasis on each child's individual rate of development. We also believe that close links between home and school are vitally important and look forward to working in partnership with you to ensure the best education for your child. We hope that the skills and knowledge your children acquires, during their years in the kindergarten will give them confidence and independence enabling them to become valuable members of our school community. We are looking forward to being involved at the start of your child's life long learning journey during their school years.

Yours Sincerely,

Karen Downs

Early Years Coordinator

WHAT ARE OUR AIMS?

We aim to help children develop responsibility for themselves and their actions, and to become competent, independent and co-operative individuals. Many opportunities arise to encourage the children to think how their behaviour affects others. We believe discipline to be important and we approach this with love, fairness and firmness, encouraging children to make right choices and to live within the boundaries set for them. We aim to promote learning by offering a broad and balanced curriculum, appropriate to the needs and aspirations of all our pupils, which provides for their intellectual, aesthetic, physical, social, personal and moral development. We aim to develop positive attitudes towards learning and the capacity for independent thought and enquiry by providing challenging programmes supported by a variety of teaching approaches. We aim to foster a meaningful partnership with the home and community through effective communication and their involvement in school life. All staff work hard towards creating a happy and relaxed learning atmosphere where all children are encouraged to :- .

- Have respect both for themselves and other people.
- Make pupils, parents and staff feel welcome, safe and valued as individuals.
- Encourage children to become successful learners, confident individuals, responsible citizens and effective contributors.
- Motivate children to feel a responsibility for and an appreciation of their school, community, environment, heritage and culture.
- Have the opportunity to feel challenged and to realise their full potential within an environment where quality is valued.
- Work with parents for the benefit of all the pupils .
- Promote health, well-being and happiness throughout our kindergarten community.
- Maintain high standards and, where possible, to raise standards of attainment and achievement for all children.
- Participate in the life of the school, to work hard and to strive to achieve the best possible for themselves.
- To promote high standards of behaviour.
- We aim to foster a meaningful partnership with the home and community through effective communication and involvement in school life.

WHAT ARE OUR AIMS?

- We aim to develop positive attitudes towards learning and the capacity for independent thought and enquiry by providing challenging programmes supported by a variety of teaching approaches.
- To value childhood in itself, as a valuable and important part of life not just as a preparation for adulthood, but as a tool to acquire lifelong skills.

How we aim to implement Our Aims

All children have a natural desire to learn – they just do so at their own individual pace. Through providing the right environment, children start to develop their own relationships, learn new skills at a pace they feel comfortable with. We recognise that all children are different and, as we get to know each child closely, we monitor and plan for each one's individual development and progress. We encourage all children to build upon existing knowledge and skills and attempt to carry out the full range of activities we provide.

No two children are the same: we nurture and celebrate their special character, strengths and skills. In order to facilitate their learning we believe that children learn best:-

- When they have a broad and balanced curriculum with both child initiated and adult led activities.
- When they have a safe, secure, welcoming, stimulating and well-resourced environment.
- When the receptive periods of learning at different stages of development are acknowledged.
- When their culture, gender and language are valued and individual needs are addressed.
- Where parents are respected as being the first educator from whom their child learns significant experiences, and work in partnership with staff to achieve common goals.
- Where adults plan, from what they have observed, is meaningful to the children and record their progress.
- From first-hand experience children learn through and benefit from concrete hands on things to touch, smell, taste, look at and listen to.
- In an environment which gives them lots of personal and physical space, time to consolidate their learning.
- Where adults are role models and continually evaluate their practice and wanting to learn more about the children in their care and how to provide the best opportunities for the individual child's learning.

Why use the Early Years Foundation Stage?

Prior to the Foundation stage there were a number of documents in use. The Early Years Foundation Stage Curriculum brings all of these together under one umbrella. The Early Years Foundation Stage document has been compulsory in the UK since 2008. The overarching aim of the Early Years Foundation Stage is to help young children achieve the five outcomes of the Every Child Matters Framework by setting standards, providing equality of opportunity, creating a framework for working partnerships and improving quality and consistency, thus, laying secure foundations for future learning ensuring that every child has equal opportunity to :-

Being healthy – enjoying good physical and mental health and living a healthy lifestyle while receiving the best support in order to be able to do this.

Staying safe – being protected from harm and neglect and beginning to recognise possible danger situations and how to avoid these.

Enjoying and achieving – getting the most out of life and developing the skills for adulthood and the joy of learning through play and other activities.

Making a positive contribution – being involved with the community and society and not engaging in anti-social or offending behaviour Understanding right and wrong and forming positive relationships with others, so that in the future children can have successful relationships and choose to avoid criminal and/or anti-social behaviour.

Economic well-being – not being prevented by economic disadvantage from achieving their full potential.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage provides a consistent approach towards providing the best opportunities for your child. The aims within the Early Years Foundation Stage framework is to give a firm foundation of care, learning and development for every child. There are four underpinning principles within the Early Years Foundation Stage (EYFS).

The Early Years Foundations is made up of Four Themes

Each theme has one principle, and each principle is supported by four commitments.

Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Child Development – Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional is equally important.

Inclusive Practice – The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

Keeping Safe - Young children are vulnerable. They develop resilience when their psychological well-being is protected by adults.

Health and Well-being - Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.

Respecting each Other - Every interaction is based on caring, professional relationships and respectful acknowledgement of the feelings of children and their families.

Parents as Partners - Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.

Supporting Learning- Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

Key Person - A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Observation, Assessment and Planning - Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing the children in order to understand and consider their current interests, development and learning.

Supporting Every Child - The environment supports every child's learning through planned experiences and activities that are challenging but achievable.

The Learning Environment – A rich and varied environment supports children's development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

The Wider Context - Working in partnership with other settings, other professionals and with individuals and groups in the community, supports children's development and progress towards the outcomes of the Every Child Matters: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.

Learning and Developing

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and interconnected,

Play and Exploration – Children's play reflects their wide ranging and varied interests and pre-occupations. In their play children learn at their highest level. Play with peers is important for children's development.

Active Learning – Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for substantial periods.

Creativity and Critical Thinking – When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

Areas of Learning and Development

The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas are connected to one another and are equally important.

What areas of learning are there within the EFYS framework?

There are six areas of learning within the EYFS curriculum. With high levels of individual input, together with developmentally appropriate play activities, which enables the curriculum to be tailored to meet the needs of each individual child. These areas are as follows:-

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical development
- Creative development

For children these areas of learning are closely interlinked. They are not seen or put into separate compartments of learning. For those children who are ready, we will introduce early reading, writing and maths skills, with the emphasis always being on a hands on, interactive approach and having fun whilst learning. We emphasize that all areas of learning and development are closely connected to one another and are equally important to developing the whole child.

The Six Areas of Learning

Personal, Social and Emotional Development

Personal, Social and Emotional Development aims to teach children to work, play and co-operate with others, functioning as a group beyond the family and developing an understanding of themselves and others. Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. We ensure support for children's emotional well-being to help them to know themselves and what they can do. Children are provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. By supporting children's emotional well-being it helps them to know themselves and what they can do.

A positive sense of self is vital to the child's successful learning. Children are encouraged to believe in themselves and their own abilities, to be willing to take risks and meet challenges. They are expected to become independent and to develop a sense of responsibility for themselves and towards others. They are encouraged to have positive relationships with both adults and other children and to value different lifestyles, cultures and family groups.

Personal, Social and Emotional Development is made up of the following :

- **Dispositions and Attitudes** – Children become interested, excited and motivated about their learning.
- **Self-confidence and Self-esteem** – Children having a sense of their own value and understanding the need for sensitivity to significant events in their own and other people's lives.
- **Making Relationships** – Children learn the importance of forming good relationships with others and working alongside others companionably.
- **Behaviour and Self-control** – Children develop a growing understanding of what is right and wrong and why, together with learning about the impact of their words and actions on themselves and others.
- **Self-care** – Children gain a sense of self-respect and concern for their own personal hygiene and care and how they develop independence.
- **Sense of Community** – Children understand and respect their own needs, views, cultures and beliefs and those of other people.

The Six Areas of Learning

What Personal, Social and Emotional Development means for children

For children, being special to someone and well cared-for is vital for their physical, social and emotional health and well-being. Being acknowledged and affirmed by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people. Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base. Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others. Children who are encouraged to feel free to express their ideas and their feelings within positive boundaries, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

By the end of the EYFS, children should:

- 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.
- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong and why.
- Consider the consequences of their words and actions for themselves and others.
- Dress and undress independently and manage their own personal hygiene.
- Select and use activities and resources independently.
- Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

The Six Areas of Learning

Knowledge and Understanding of the World

Enables children to develop knowledge and understanding of their environment, other people and features of the natural and man-made world. Children must be supported in developing their knowledge, skills and understanding helps them to make sense of the world. This learning is supported through offering opportunities for children to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials. Through a variety of activities and discussion children discover and experiment with a range of materials they explore and begin to understand their environment. By using simple tools and techniques, they extend their technological understanding. This area of learning encourages children to develop their understanding about science, history, geography, designing and making, computer technology, cultures and beliefs. All activities start from the child's own experience. They are given the opportunity to explore how and why things happen, to predict what might happen and to observe what does. Areas covered will include growth and change in ourselves and nature; types and uses of materials and mechanisms in toys; models; cooking etc, forms of force and energy and how things are made to move; which tools to use for a job and how to use them; finding out about past and present events in their own family and about their own and others cultures and beliefs etc. Throughout these activities, children are encouraged to ask questions and develop curiosity.

Knowledge and Understanding of the World is made up of the following :

Time – is about how children find out about past and present events relevant to their own lives or those of their families.

Communities – is about how children begin to know about their own and other people's cultures in order to understand and celebrate the similarities and differences between them in a diverse society.

Place – is about how children become aware of and interested in the natural world and finding out about their local area, knowing what they like and dislike about it.

Exploration and Investigation – is about how children investigate objects and materials and their properties, learn about change and patterns, similarities and differences and question how and why things work.

Designing and Making – is about the way children learn the construction process and the tools and techniques which can be used to assemble materials creatively and safely.

ICT – is about how children find out and learn how to use appropriate information technology such as computers and programmable toys that support their learning.

The Six Areas of Learning

What Knowledge and Understanding of the World means for children

Children find out about the world through exploration and from a variety of sources, including their families and friends, the media, and through what they see and hear. With regular opportunities they learn about different ways of life, gain accurate information and develop positive and caring attitudes towards others. Children learn to respect and value all people and learn to avoid negative attitudes towards others while developing their Knowledge and Understanding of the World. Children need to be involved in the practical application of their knowledge and skills which will promote self-esteem through allowing them to make decisions about what to investigate and how to do it.

Knowledge and Understanding of the World By the end of the EYFS, children should:

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

- Investigate objects and materials by using all of their senses as appropriate.
- Find out about, identify some features of living things, objects and events they observe.
- Look closely at similarities, differences, patterns and change.
- Ask questions as to why things happen and how things work
- 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 materials they are using.
- Find out and identify the uses of everyday technology, use information and communication technology and programmable toys to support their learning.
- 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 and identify features in the place they live and the natural world.
- Find out about their environment and discuss those features they like and dislike.
- Begin to understand their own culture and beliefs and those of other people.

The Six Areas of Learning

Creative Development

Focuses on the development of children's' imagination and their abilities to communicate by expression of ideas and feelings in creative ways. This is done through the exploration of sound, colour and texture; what they see, hear, smell and touch and through art, music and imaginative play. The children are encouraged to explore experiences, ideas and emotions in a variety of ways. They can experiment and create and design, using art materials (paint, dough, clay, crayons, wood etc), music (singing and instruments), movement and dance, stories and imaginative play. Being creative enables children to make connections between one area of learning and another and so extend their understanding.

Creative Development is made up of the following

Being Creative – Responding to Experiences, Expressing and Communicating Ideas – how children respond in a variety of ways to what they see, hear, smell, touch or feel and how, as a result of these encounters, they express and communicate their own ideas, thoughts and feelings.

Exploring Media and Materials – children's independent and guided exploration of and engagement with a widening range of media and materials, finding out and thinking about working with colour, texture, shape, space and form in two and three dimensions.

Creating Music and Dance – is about children's independent and guided explorations of sound, movement and music. Focusing on how sounds can be made and changed and how sounds can be recognised and repeated from a pattern, it includes ways of exploring movement, matching movements to music and singing simple songs from memory.

Developing Imagination and Imaginative Play – children are supported to develop and build their imaginations through stories, role-play, imaginative play, dance, music, design, and art.

The Six Areas of Learning

Creative Development

What Creative Development means for Children

By using a wide range of art equipment the children explore colour, shape and texture, thus, developing skills in drawing, painting and collage. Children use a wide range of resources in order to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions.

- Creativity demonstrates taking risks, initiating their own learning by making choices and decisions.
- Creativity emerges as children become absorbed in action and explorations of their own ideas, expressing them through movement, making and transforming things using media and materials such as crayons, paints, scissors, words, sounds, movement, props and make-believe.
- Children's responses to what they see, hear and experience through their senses are individual and the way they represent their experiences is unique and valuable.
- Being creative enables babies and children to explore many processes, media and materials and to make new things emerge as a result.

Creative Development: By the end of the EYFS, children should

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example; through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, design and technology.

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.
- Use their imagination in art and design, music, dance, imaginative and role-play and stories.
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

The Six Areas of Learning

Problem Solving, Reasoning and Numeracy

Seeks to provide the foundation for numeracy. It focuses on achievement through practical activities and using and understanding language in the development of simple mathematical ideas. Teaching methods range from informal teacher-directed activities, singing number songs and playing shopping games with money, or weighing and measuring. Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. Children are provided with opportunities to practise these skills and gaining confidence and competence in their independent use through such activities as sand and water play, shape and size sorting, comparing and counting. Through song and rhymes we aim to foster in children a positive attitude to mathematics, problem solving and reasoning thus, giving them a sound preparation for their future education. Playing in all areas provides valuable opportunities from measuring in the sand tray to using money in the home area. They learn about number, shapes, size, space, patterns, comparisons, sorting, matching, etc. Often these skills are incorporated into other activities so that they are used in a purposeful way. This helps the child to understand why they do what they do and to use that knowledge.

Problem Solving, Reasoning and Numeracy is made up of the following :

- **Numbers as Labels and for Counting** – children gradually know and use numbers and counting in play, and eventually recognise and use numbers reliably, to develop mathematical ideas and to solve problems.
- **Calculating** – children develop an awareness of the relationship between numbers and amounts and to know that numbers can be combined, ‘added together’, and can be separated by ‘taking away’ and that two or more amounts can be compared.
- **Shape, Space and Measures** – through talking about shapes and quantities and developing appropriate vocabulary, children use their knowledge to develop ideas and to solve mathematical problems.

What Problem Solving, Reasoning and Numeracy means for children

- Children’s mathematical development occurs as they seek patterns, make connections and recognise relationships through finding out and working with numbers and counting, sorting and matching with shape, space and measures.
- Children use their knowledge and skills in these areas to solve problems, generate new questions and make connections across other areas of Learning and Development.

The Six Areas of Learning

Problem Solving, Reasoning and Numeracy

Problem Solving, Reasoning and Numeracy. By the end of the EYFS, children should:

- Be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.
- They must be provided with opportunities to practise and extend their skills in these areas, gaining confidence and competence in their use.
- Say and use number names in order in familiar contexts.
- Count reliably up to ten everyday objects.
- Recognise numerals 1 to 9.
- Use developing mathematical ideas and methods to solve practical problems.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Use language such as 'more' or 'less' to compare two numbers.
- Find one more or one less than a number from one to ten.
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'
- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- 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.

The Six Areas of Learning

Communication, Language and Literacy

Communication, Language and Literacy is made up of the following :

Aims to help children acquire competency in talking and listening that will provide the foundation for them to read and write. Children are encouraged to listen and respond to stories, songs and nursery rhymes, by joining in or making up their own. They learn the shapes and sounds of the alphabet, and have great fun with activities such as role play. Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so. They are encouraged to have the confidence, opportunity and motivation to use all their communication skills. They are given the chance individually and in small and large groups to talk and listen, to draw and write and to read, and tell and act out stories.

Language for Communication – children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact and hand gesture. These skills develop as children interact with others, listen to and use language, extend their vocabulary and experience stories, songs, poems and rhymes.

Language for Thinking – children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or are curious about.

Linking Sounds and Letters – children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.

Reading – children understanding and enjoying stories, books and rhymes, recognising that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing – children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing, children ascribe meaning to text and attempt to write for various purposes.

Handwriting – concerns the way in which the children's random marks, lines and drawings develop and form the basis of recognisable letters.

The Six Areas of Learning
Communication, Language and Literacy

Communication, Language and Literacy By the end of the EYFS, children should:

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with the opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

- Interact with others, negotiating plans and activities and taking turns in conversation.
- Enjoy listening to and using spoken and written language, and readily turn this in to their play and learning.
- Sustain attentive listening, responding to what they have heard, with relevant comments, questions or actions.
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
- Extend their vocabulary, exploring the meanings and sounds of new words.
- Speak clearly and audibly with confidence and control and show awareness of the listener.
- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Hear and say sounds in words in the order in which they occur.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Explore and experiment with sounds, words and texts.

The Six Areas of Learning

Communication, Language and Literacy By the end of the EYFS, children should:

- Retell narratives in the correct sequence, drawing on language patterns of stories.
- Read a range of familiar common words and simple sentences independently.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Communication, Language and Literacy for children

To become skilful communicators, young children need to be with people with whom they have warm and loving relationships, such as their family or carers and, in a group situation, key people whom they know and trust. Children respond differently to different sounds and from an early age are able to distinguish sound patterns. They use their voices to make contact and to let people know what they need and how they feel. All children learn best through activities and experiences that engage all the senses. Music, dance, rhymes and songs support language development. As children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing.

The Six Areas of Learning

Physical Development

The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive to improve their skills of coordination, control, manipulation and movement. They must be supported in using all their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food. Physical development also includes developing a positive attitude towards a healthy and active way of life through providing a broad range of small and large apparatus for both in door and outdoor use along with regular music and movement sessions. Children are very physical active learners. They learn a lot about their world and themselves by moving and touching. Through these experiences, the children are learning what they can do with their bodies and how this changes as they grow and become more skilful. They are also learning about the objects they touch, how they work and how they can be used.

Fine Motor Skills - threading, play dough, Lego, painting, drawing, model building, puzzles and table top games, whilst these activities are enjoyable for their own sake, they also encourage manipulative skills in preparation for later mathematical concepts, writing and reading development.

Gross Motor Skills - climbing frame, bikes and pedal cars, hoops, balls and hopscotch not only provide exercise but also help to develop co-ordination and balance.

Physical Development is made up of the following

Movement and Space – children learn to move with confidence, imagination and safety, with an awareness of space, themselves and others.

Health and Bodily Awareness – children learn the importance of keeping healthy and the factors that contribute to maintaining their well being.

Using Equipment and Materials – children use a range of small and large equipment.

The Six Areas of Learning

Physical Development

Physical Development: By the end of the EYFS, children should:

Children learn by being active. Physical Development takes place across all areas of Learning and Development and helps children gain confidence in things they can do. Physical Development enables children to feel the positive benefits of being healthy and active. Physical Development helps children to develop a positive sense of well-being. Good health in the early years helps to safeguard health and well-being throughout life. It is important that children develop healthy habits when they first learn about food and activity. Growing with appropriate weight gain in the first years of life helps to guard against obesity in later life. The physical development of young children must be encouraged through the provision of :

- Having the opportunities for them to be active and interactive and improving their skills of coordination, control, manipulation and movement.
- They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know.
- They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.
- Move with confidence, imagination and in safety.
- Move with control and coordination.
- Travel around, under, over and through balancing and climbing equipment.
- Show awareness of space for themselves and others.
- Recognise the importance of keeping healthy, and those things which contribute to this.
- Recognise the importance of keeping healthy, and those things which contribute to this.
- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Play

Young children are naturally curious and enthusiastic and play facilitates the development of a range of skills and concepts, including oral language, early reading and mathematical skills. For children, learning is an integrated process, not compartmentalized into subject areas. First hand experience and play provides a meaningful contexts for learning which motivates children by allowing them to explore things that interests them. It helps children develop socially and to express their feelings.

The experiences which surround children have during these early years profoundly influences their physical well-being, their sense of self-worth, their feelings about other people, their capacity to learn and their attitudes towards learning – all factors which will exert a powerful influence on their long-term development and, more immediately, on their future schooling. Hence the reason why we cannot stress the importance of a child's play. It cannot and should not be under estimated or devalued. It is one of the most important parts of your child's day allowing them to build blocks of learning for continuous use. Play provides the vehicle for children to practice skills, build up ideas and concepts, think creatively, imaginatively and communicate with others as they investigate and solve problems. As children play they learn to understand the world in which they live, along with being able to develop social and emotional values. It is through play that they develop their individual skills and abilities that not only enable them to develop as human beings, but also helps them to continually adapt their skills in an ever changing environment. For a child, 'Play' should be regarded as one of the fundamental building blocks of life allowing them to make a major contribution towards all aspects of their development and learning. Play is not carried out in any particular format but encourages children to learn in a variety of ways. It allows them to listen and observe, to talk, to explore, investigate and experiment, express ideas and feelings, to act out their understanding and come to terms with their experiences. Play can be solitary, parallel and co-operative.

During their play, children expand their understanding of themselves and others, their knowledge of the physical world and their ability to communicate with peers and adults alike. Play is important because it makes a powerful contribution to all aspects of young children's learning and development. Play promotes a child's development and their development enhances their play - creating an upward spiral. Play is a child's work in progress of which there is no replacement.

The EYFS curriculum recognises this and that through supported play children can explore, develop and use their curiosity and imagination to help them make sense of the world in a secure environment. Through the medium of play each individual child is learning at their own pace, having fun and making friends. As a result they are learning to become confident, secure children who, when the time comes, are better prepared for school without being pushed or pressured but ready to reach their full potential and at their own speed.

Play

How is 'Play', facilitated within the kindergarten?

Child initiated play : These are self chosen activities undertaken by the child. The area, theme, equipment and the necessary tools are selected by the child to use independently. This type of play has a valuable place in developing a child's problem solving, independence, social, emotional development, curiosity and concentration skills.

Teacher indicated play: The activities offered are prepared for the children by the teacher. This type of activity can often be carried out independently or with minimal support from teacher. This type of play will give the child the opportunity to practice a newly acquired skill or concept. The equipment used will often have an indirect objective to develop the child's prior or existing knowledge.

Teacher lead activities : Often the teacher works alongside small groups or an individual child. These sessions can be used with formal or informal teaching approaches. Depending on the objective of the task these session can vary in the length of time. The type of teaching this way can include group discussions, learning new songs, letter sounds, story time, board games and physical activities.

Depending upon the age and needs of your child, the time spent on each type of play can vary. There is no time restraints or minimal participation for taking part in any of the above types of play. As the children progress through the curriculum there may be more formal teaching methods used at certain times of the day .

How do we put these areas of learning into practice?

The school year is divided into 'themes' which provide the foundation for all areas of learning to be put in place. Building on from what a child already knows develops confidence and understanding in all areas of development.

Through group and one to one activities with adult support, this provides a framework for learning new and strengthening old skills. While we will use a range of teaching strategies, based on the children's learning requirements, the approach adopted towards learning and acquiring skills throughout the kindergarten is through the medium of 'Play'. Opportunities are provided for children to work in small groups, in pairs, individually or as part of a whole group.

Expectations

For many children starting school for the first time can be a daunting experience. To make this transition easier it would be an advantage if your child can attempt or carry out the following:

- For the older child they should be able to use the toilet independently and wash their hands correctly. For those children in the younger age groups it is expected that they are out of diapers and that they are able to let the teacher know that they need to use the toilet.
- If you are worried that your child may not always get to the toilet in time then please pack a spare set of clothes in their bag . Encourage your child to tell the teacher if an 'accident' does occur. Let them know that the teacher will not be angry and that they will be helped as that this is normal from time to time.
- Your child should be able to attempt to dress/undress themselves and put on shoes. Although lace up boots may be fashionable they are often difficult for the child to cope with. We request that your child wears Velcro type shoe fastenings.
- It is helpful if your child can distinguish their clothes, school bags and personal belongings. A distinctive key ring on their bag can make a lot of difference when locating their things.
- School clothing and personal belongings must be clearly named with their full first and family names. For older children we would hope that your child can recognise his/her name and that they are able to put their coats and bags away in the appropriate place.
- At meal times your child should be able to feed themselves correctly and be able to sit quietly at the table until told that they may leave. We aim to encourage good manners and polite social behaviour during all meal times..
- Your child should willingly undertake tidying up activities.

Toys

In order to avoid losses and damages children are not encouraged to bring toys to school, except at the teachers request. If an item is brought from home it should be kept in the child's bag until the end of the day.

Emergency contacts

Parents whose children attend the kindergarten are asked to provide the school with names, addresses and telephone numbers of 2 contact persons in case of emergency. Please ensure that this information is kept up to date of any change made.

Attendance

Where possible, children should attend on a regular basis. If a child is going to be absent parents are requested to inform their child's teacher and the office in advance.

Arrival and collection of children

It is expected that a responsible adult will bring the child to and from kindergarten. In the interest of child's safety parents are requested to inform the kindergarten in writing via the communication book if the child has to be collected by someone else, this avoids difficult situations when a child cannot be allowed to leave the kindergarten with someone who is a stranger to the staff. The person collecting your child needs to provide photographic identification and where possible written permission from the parents.

It is also important that your child arrives on time allowing them to join in with all of the ongoing activities. It also avoids the disturbances that occurs when arriving late to school not only for your child but other members of the group. We also ask parents to inform the school if they are going to be delayed when collecting their children at the end of the school day.

Parent Conferences/Interviews

Parent interview and Open Days are held at regular intervals throughout the school year. You will be notified of these along with a time and date to attend. Times are at the discretion of the teachers and are arranged with parents using an appointment system. However, if you have any concerns regarding your child's progress, you are able to make an appointment with your child's teacher at any time throughout the year.

Food and Snacks

Food and drink should not be brought into school except by prior arrangement. Sweets, chewing gum, chips and fizzy drinks are not allowed in school. Part of the EYFS is encouraging children to make healthy choices in what they eat and how active they can be. Parents are asked to inform the teachers/school of any allergies, restrictions or special diets. A weekly menu is displayed on the parents' notice board. At all meal times the children are encouraged to interact socially and to experience the wide variety of tastes and textures.

Suitable clothing

Outdoor play is encouraged all year round and it is important that children are brought to kindergarten with suitable outdoor clothing and sun protection to compliment with the climate. Many of the activities the children are involved in within school are messy. We will always try to ensure that they wear aprons, but accidents do happen. Please dress your child in appropriate clothing and provide an extra change for those emergencies.

Health and Safety

Accident/Illness

Parents will be contacted if their child is unwell or involved in an accident. Parents normally make arrangements to collect pupils. Failing that, the emergency contact may be used if the child feels seriously unwell and parents are unavailable. For this reason it is important that you inform the school if there are any changes in your circumstances or your emergency contact number changes.

Medical Needs and Medicines

Please do not bring your child to school if he/she is already feeling unwell or showing signs of physical upset. Invariably these children need to be sent home for his or her sake, or the sake of the other kindergarten children. If there is any doubt in your mind about your child's health, it is far better to keep him/her at home for a while, or visit the doctor. If your child becomes ill at school we will notify you and ask you to collect your child as soon as possible.

If children are unwell and not fit for school, and if they are still suffering from an infection which may be passed to others, children should remain at home to be cared for. Children should not return to school for at least 4 days into a course of antibiotics to avoid infecting others. If a child becomes ill whilst at school, staff will make every effort to make the child comfortable and will contact parents in order for the child to be collected.

Medicines should only be brought into school when essential i.e. where it would be detrimental to the child's health if the medicine was not given during the school day. For example, asthma. The medicine should be clearly marked with the child's name. The appropriate dosage spoon should be included with medicines sent to the school. Written parental permission must be given to the school which medication may be administered to their child. We will not give medication to control a raised temperature as this indicates that the child should be at home. If your child has suffered from vomiting or diarrhoea they should not attend school until 48 hours after the last bout of the illness.

Parents Responsibility

Parents of children in need of medication must ensure that the school is accurately advised about the medication, its usage and administration. Parents write a parental agreement for staff to administer medication. Parents are responsible for ensuring that all medication kept in school e.g. asthma pumps, epipens etc. are kept within date. Parents are responsible for notifying the school if there is a change in circumstance e.g. if the child is no longer diagnosed to be asthmatic. Where a child has significant or complex health needs parents should give full details prior to the child starting school or as the child first develops the medical need. If and where appropriate, a health care plan may be put in place involving parents and relevant health care professionals.

Communication

Throughout the year we try to keep you informed of all the events and activities relevant to your child. It is essential therefore that you do check your child's school bag regularly as you cannot rely on a child remembering to hand over any notes. There is also a notice-board outside your child's classroom where newsletters and community items of interest are displayed.

If, as a parent you become concerned about your child's progress at school, emotionally or academically, you should arrange to discuss your concern with the class teacher, kindergarten coordinator or head teacher as soon as possible so that we can try to work together to improve the situation.

The staff are always pleased to talk with you and to answer any questions you may have. However, as this is not always easy to do in the middle of a busy classroom and if you wish to discuss something in detail, or to talk privately, please let us know and we shall arrange a time to meet with you.

Communication book

Every child has a daily communication book that the teachers and parents use to create a two way dialogue for communicate between home and school. Please use this to inform the teacher of any changes or information that you feel the teacher needs to be aware of on a regular basis. **Please check on a daily basis.**

How can you help your child?

In order to help your child reach their full potential we need your support and assistance. Some of the ways which you can help your child and us is by:

- Spending time talking with your child about daily routines, community events, trips etc they may have been involved with. Let them know that you are interested in their achievements at school.
- Developing and involving your child in the skills used in everyday tasks such as shopping, keeping their room tidy, taking care of their personal hygiene, caring for animals and plants etc.
- Please do not pressurise your child to write letters or numbers at the pre-school stage.
- Encouraging your child to read for pleasure and read daily to your child.
- Provide your child with materials to stimulate interests e.g. books, paints, crayons, musical instruments, construction materials etc.

General Policies

Behaviour

Our kindergarten actively promotes positive behaviour through rules, boundaries and routines. All of these are appropriate according to the children's ability to follow the expectations by ensuring that the children understand and know why the rules exist. All children flourish with consistent expectations of behaviour. Children in our care are free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment where the acceptable behaviour is positively reinforced. Children learn to respect themselves, other people and their environment.

All strategies are intended to help the child develop the skills and understanding to enable self control, a positive self image and high self esteem. They match the situation and take account of the child's age and individual place of development. The school Behaviour Policy applies to everyone who comes into the school, children, parents, staff and visitors. Everyone in school has:

- A right to feel safe and a responsibility to ensure the safety of others.
- A right to feel respected and a responsibility to show respect to others.
- A right to be supported both in their learning and everyday life and a responsibility to assist and support others.
- A right to be treated fairly and the responsibility to treat others fairly.
- A right to move freely and safely subject to the boundaries set within school.
- A right to have property kept safe and a responsibility to care for the property of others.
- We believe that a positive approach to behaviour has more affect than a negative reaction to this.
- Good behaviour is best encouraged by positive example, by recognising and rewarding good behavior and by the modeling of good behaviour.
- Children have a right to be treated as individuals and their developmental needs taken into consideration. They should be involved in formulating some of the rules they are expected to understand and follow.
- A consistent approach is adopted towards behaviour management. Strategies include; whole school policies; a welcoming environment; curriculum development; staff training; induction and appropriate resourcing.
- Parents are given reports on children's behaviour and general progress.

Respect

Children are expected to behave in a respectful manner to everyone within the kindergarten.

Bullying and threatening behaviour

Bullying and threatening behaviour is unacceptable and will be addressed using a system of sanctions.

How will we encourage good behaviour?

We aim to promote the understanding of what constitutes good behaviour; to celebrate and encourage positive behaviour, courtesy and politeness; to manage unacceptable behaviour in a clear and consistent way.

Positive intervention can promote good behaviour in the following ways:

- All efforts and achievements at the children's level are celebrated. We have high expectations of our children - celebrating their successes and being supportive of their achievements.
- Displays of children's work, public acknowledgement of success and appropriate praise are tools to support children's behaviour.
- By asking children what they think, we show them that their views are important and stimulate the development of reflective thinking in the child.
- Giving children well-informed choices, with knowledge of the consequences, enables them to take responsibility for their own behaviour.
- Children model good and bad behaviour from significant adults in their lives. The relationship between adults and children in our kindergarten is friendly and supportive. The behaviour of the adult is a positive role model for the children in our care.
- A calm, quiet approach is used in addressing the children. On the occasion that there is a need to reprimand a child it is carried out in an assertive not aggressive way.
- Children are listened to respectfully and reasons given for the reprimand.
- Finally, the most important point to bear in mind is that the children must know that it is their unacceptable behaviour we are rejecting not the children themselves.

Working with Parents

Effective partnership with parents is essential for success in managing children's behaviour. We aim to develop a good relationship with parents in order to develop positive behaviour. When children's behaviour is of particular concern, staff will work closely with parents to assist their child in developing appropriate strategies to resolve any issues that may be causing any problems.

Break times

Young children need challenge and an opportunity to take risks within a framework of security and safety. The outdoor environment lends itself to offering challenge, helping children learn how to be safe and to be aware of others.

- All children have the right to experience and enjoy the essential and special nature of being outdoors.
- Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences.
- Core Values for high quality outdoor experiences for young children
- Young children should be outdoors as much as indoors
- Play is the most important activity for young children outside.
- Young children must have a rich outdoor environment full of irresistible stimuli, contexts for play, exploration and talk, plenty of real experiences and contact with the natural world and with the community.
- Young children should have long periods of time outside. They need to know that they can be outside every day, in order that they can develop their ideas for play over time.

All children are to be closely supervised at all times. All children are expected to take part and have access to the outdoor activities. Due to staff child ratios it is not possible for a child to be left inside alone.

If a child is in school they are deemed fit and well to take part in all of the opportunities available within the kindergarten outside area.

Separation

Your child's early days in kindergarten may be their first experience of separating from the most important people in their lives. We seek to make this transition as smooth as possible, both for you and your child. Prior to coming to school for the first time talk positively to your child about all the different activities they will be involved in.

As the children start to settle, we help each one to feel that he/she belongs and is an important member of the group. We listen to the children and respect their thoughts, ideas and views.

Children thrive on structure and routines and, as each child becomes more confident and independent in their new environment, they start to explore, venturing forward to mix with others in their class. There is no time frame for this to happen as each child has the opportunity to take this within their own stride and at a pace in which they feel comfortable. Please remember that it is still early days and that the time involved in settling into school life can vary from child to child. It is important that you do not compare your child to their friends as this can put extra pressure on both of you, resulting in a delay the separation process. An encouraging smile from you goes along way and reassures your child that they are succeeding in school.

On your child's first few days please stay with him/her for the whole session. This helps the settling-in-process and means that you can see for yourself the sort of things your child will be doing during their time with us.

When leaving your child please remember to calmly say goodbye and that you will see them later. Do not hesitate when you are doing this or leave without letting your child know that you are going as it can, in some instances create, some insecurity. It is important that at this stage your child starts to build a relationship with their teachers and gain reassurance in knowing that you will collect them at the end of school. When collecting your child at the end of the session, congratulate them on their success of being left alone in school, even if they have continued to show signs of distress.

There really is no need to worry about anything. If you would like further advice or assistance regarding this matter please make an appointment. On the opposite page you will find our separation schedule. This is only a guide and that for some it may take longer or less time to settle into the routine. The important thing is that your child comes to school on a daily basis.

Please explain to your child that they will stay for snack and lunch when attending the kindergarten.

Although this will not happen in the initial first few days. Kindergarten staff will advise you of the days this will start.

- Day 1 Please bring your child to school. Stay with your child in the classroom
- Day 2 Please bring your child to school. Stay with your child in the classroom
- Day 3 Please bring your child to school. Stay with your child in the classroom After 40 minutes leave your child. Return after 15 minutes separation
- Day 4 Please bring your child to school. Stay with your child in the classroom. After 30 minutes leave your child. Return after 25 minutes separation
- Day 5 Please bring your child to school. Stay with your child in the classroom. After 20 minutes leave your child. Return after 1 hour.
- Day 6 Please bring your child to school. Stay with your child in the classroom. After 15 minutes leave your child. Return after 1.5 hours
- Day 7 Please bring your child to school. Stay with your child in the classroom. After 10 minutes leave your child. Return after 2 hours.
- Day 8 Please bring your child to school. Stay with your child in the classroom. After 5 minutes leave your child. Return after 3 hours
- Day 9 Please bring your child to school and leave your child. Return at the end of the session
- Day 10 Please bring your child to school and leave your child. Return at the end of the session

Birthdays

During the school day your child's special day will be acknowledged. We request that birthday cakes etc are not sent into school. If you require your child's teacher to hand out party invitation please ensure that every child in your child's class receives one. Children at this young age do not understand why they have not been invited. If only a few children are being invited we request that this is organized outside of school

Kindergarten Ground Rules for Everyone

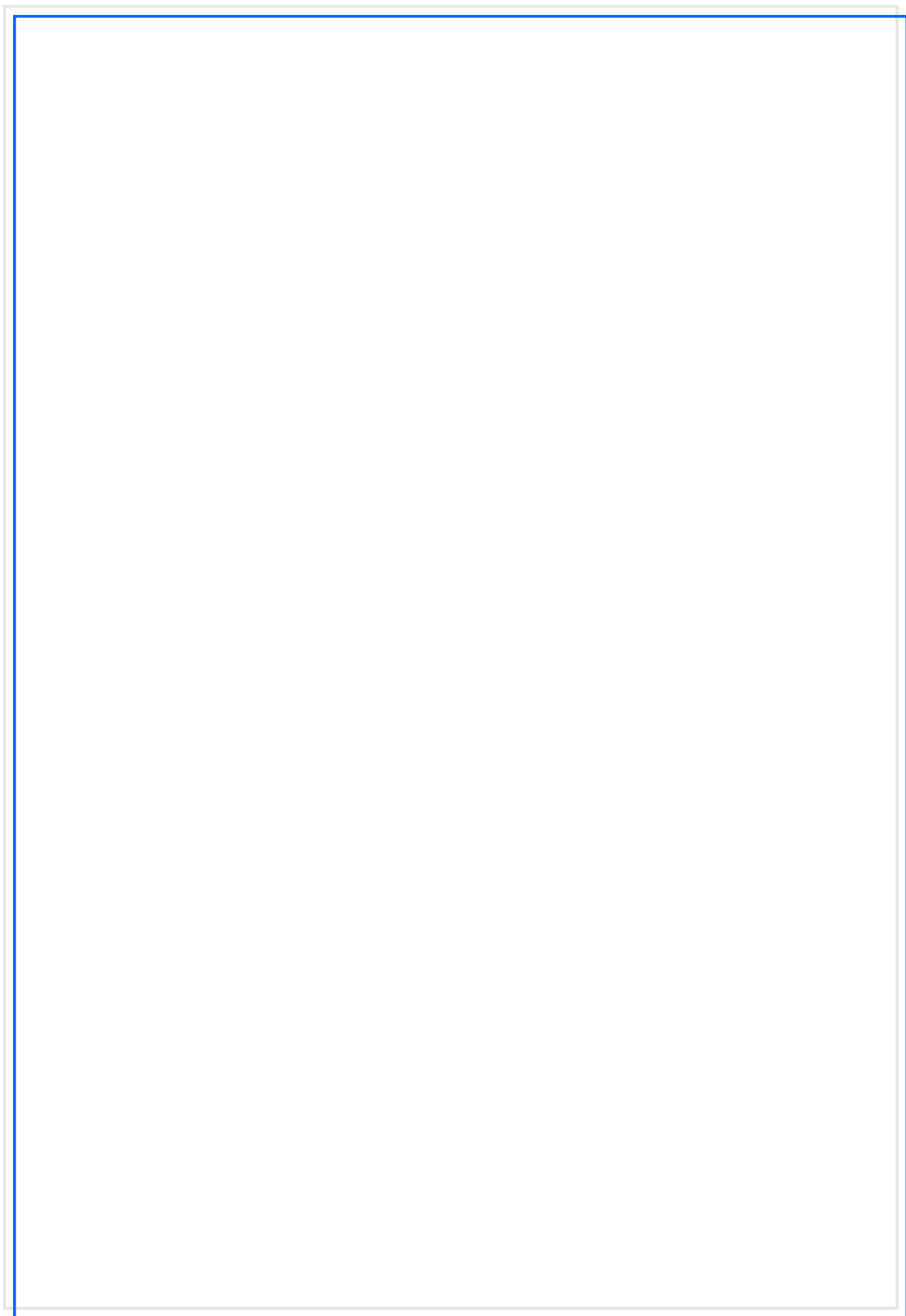
Every classroom is expected to have the following consistency for the children to follow throughout the whole kindergarten: -

- Be kind to others at all times.
- Be polite and remember your manners at all times.
- Be honest and always tell the truth.
- Respect school property.
- Listen carefully when others are talking.
- Use a quiet voice in the classroom.
- We walk in school .
- Share the toys and equipment
- Help our friends
- Tidy up after using the equipment
- Listen to all of the teachers

Small consumer goods requests

Parents are requested to provide, 8 passport sized photographs, a change of clothes: pants, shirts, socks and underwear all of which should be clearly labelled with child's name.

We would also appreciate each term that you send a packet of baby wipes and a box of Kleenex tissue for general classroom use.



Contact :-

PO Box 32, PC-103,
Bareeq Al-Shatti Mall,
Muscat, Oman

Tel: 00 968 24503081 / 00 968 24503081