



KINDERGARTEN 1 CURRICULUM

The Kindergarten curriculum is based on specific learning goals and has been designed keeping in view the educational trends and the needs of the children. A five unit thematic approach is implemented placing emphasis on holistic development and key skills. It is planned across different areas of learning, facilitating the children to develop at their own pace through differentiated and collaborative learning. Hence, efficiency through various methodologies of teaching – learning with different activities satisfies individual differences thereby contributing to the child's growth.

The children are exposed to a variety of exciting and hands-on activities which enables them to discover, learn and unleash their skills and interests. The integration of all the areas of learning provides ample opportunities for children to make connections between their experiences.

The curriculum is based on CBSE guidelines and is in line with the early learning goals that need to be attained by the end of Kindergarten. The assessment pattern has been adapted successfully to provide the necessary range and balance. A record of individual student progress and performance is maintained through an on-going system of spaced oral, written and hands-on activities. The curriculum framework gives a detailed view of the concepts that are being covered in all the six areas of teaching:

- ❖ **Personal, Social and Emotional Development**
- ❖ **Literacy**
- ❖ **Numeracy**
- ❖ **EVS**
- ❖ **Physical Development**
- ❖ **Expressive Art and Design**



Areas like Personal & Social Development, Expressive Art & Design are integrated in the main areas like Literacy, Numeracy and EVS. The curriculum is provided through:

- A well-planned and carefully organized classroom and outdoor environment
- Clear explanation of tasks - how to do things
- Effective systems for planning, assessing and recording children's progress
- A clear statement of aims which are shared by all those involved in the child's education
- Attention to the individual child's learning needs through differentiated activities.
- Regular monitoring and evaluating of the curriculum provision being offered to children
- Attention to the processes of a child's learning. E.g. by encouraging them to observe, question, think and investigate
- **Sand and Water Play:** Sand play & Water play serves as a catalyst for developing concepts, fine motor skills, eye hand coordination, constructing language, and promoting social skills. It gives children a chance to observe science concepts like wet and dry, volume, pouring and sifting, full and empty, heavy and light, etc.
- **Gardening and Working with Nature:** Activities like nature walk, Environment Day, Earth Day, etc. help develop their sensitivity to the environment, observational skills and taking responsibility through acts of caring and nurturing the living things around them
- **PE:** To help enhance gross motor skills and knowledge of healthy living, children are taken through varied exercises/activities. These activities foster the development of attention skills, social skills and instill discipline. They visit the play pen during class hours.
- **Circle time:** It is a time when children develop listening skills, language skills, sensory experiences and social skills. They get to discuss their day to day activities and talk about topics that interest them.



- **Clay Work:** To develop fine motor skills and creative expression.
- **Construction area:** To nurture creative thinking and enable articulation of ideas by using resources like building blocks etc.
- **Music and Movement:** To provide children with the rhythm to engage in creative dance movements and singing, during music session, special assemblies and special days.
- **Community Connections:** Interactions with the community is encouraged through different activities to instill in them the value of being responsible citizens.
- **Parental Involvement:** Parent volunteers support in theme based activities or projects by visiting the classrooms with their visits, inputs and experiences.
- **Field Trips:** Children visit surrounding museums, parks, aquarium, etc. for excursions which help widen their knowledge of the environment, besides expanding observational skills and supporting learning
- **Free Flow Area:** Facilitates collaborative learning as children are provided with the opportunity to move freely exploring and using various educational resources and equipment of their choice.
- **Technology integration:** Technology is integrated in the classroom through use of smart phones, digital cameras, laptop computers, tablets, LCD projectors and online media.
- **Reading Enrichment Programme:** Children are exposed to a range of books in the classrooms. They are encouraged to engage in flipping through the pictures, breaking & blending to read, identifying the sight words, discuss the characters that fascinate them and share their thoughts with their friends and teachers during reading sessions in the classroom. Parent calendars are sent online comprising links for online reading resources.
- **Learning Centers:** To promote independence, help students become more responsible, allow students to learn through self-discovery
- **Theme based activities:** Children are given opportunity to explore a range of activities like simple crafts, music/rhymes, colouring, solving puzzles, role play etc. Weekly assemblies also bring forward the learning of the children pertaining to the theme chosen.



Thematic Units, Assessments and Reporting

A day in Kindergarten captures classroom moments right from receiving the children, morning circle / activity tables, organizing the materials and classroom, preparedness activities, writing activities, breakfast, reading and writing preparedness: including children's language development characteristics, play area, learning centres in classrooms, free flow in the corridors, story activities, closing circle - to dispersal time. A variety of experiences are provided to adhere to all kinds of learners which also involves parents. Following practices support the learning journey through the academic year:

- **Thematic Units:** There are 5 'Thematic Units', each lasting for 6-8 weeks. The units comprise a group of correlated activities designed around topics or themes and provide one of the best vehicles for integrating content areas in a way that makes sense to children by helping them make connections of what is learnt and applying it in a meaningful way. Thematic units also address the diverse learning styles of the students we serve.
- **Scheme of Work:** Or the Annual Plan of Work provides an outline for teachers to plan their lessons that will be taught over the year.
- **Weekly / Daily break-up of syllabus:** A detailed weekly planner comprising syllabus to be completed each day of the week is maintained by the class teachers. This helps them in being organized and plan their lessons accordingly.
- **Lesson Plans:** Being methodical & followed uniformly, lesson plans aid improved execution of lessons with firm focus on objectives.
- **Theme based activities:** To facilitate hands-on learning, theme based activities are followed with materials for use being provided as per the themes.



- **Monthly Calendar:** A monthly calendar is sent to parents at the beginning of each month to enable parents to reinforce work done at school with ease.
- **Weekly / Monthly Report:** An end of month report sent to parents keeps them of the curriculum covered through the month.
- **Assessments:** Assessments are ongoing in this phase and are conducted for a small focused group as this facilitates proper observation and recording. Assessments track the progression of the students. The teachers record their observation in the individual progress record maintained for each child. Student portfolios are working documents which helps teachers to assess if the students have achieved the set targets.
- **Unit Report:** Each unit concludes with detailed report sent online to the parents giving them an idea about the progress of their ward with respect to the work done at school. The online report shall explain about the child's attainment in all areas of learning, comments on general progress including the characteristics of effective learning, child specific concise and informative comments. Targets met by the students are reflected as follows:
 - A – Substantially exceeds curriculum expectations
 - B – Exceeds curriculum expectations
 - C - In line with the expected levels of curriculum
 - D - Below the levels of curriculum expectations
- **Open House:** PTA conferences offers parents reasonable opportunity to discuss the outcomes of the KG profile with their child's teacher. Meeting the teachers three times a year is a regular feature besides the special celebratory moments of interaction between the teachers and the parents. Over and above the scheduled Open House meetings, parents are called for discussion on specific areas of development based on



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student progress. A record of such meetings is maintained, strategies to identify appropriate next steps for improvement are discussed and an Individual Learning Plan is prepared in conjunction with the parent.