



# Welcome to Kindergarten!

KG1 & KG2  
Parent Information Evening

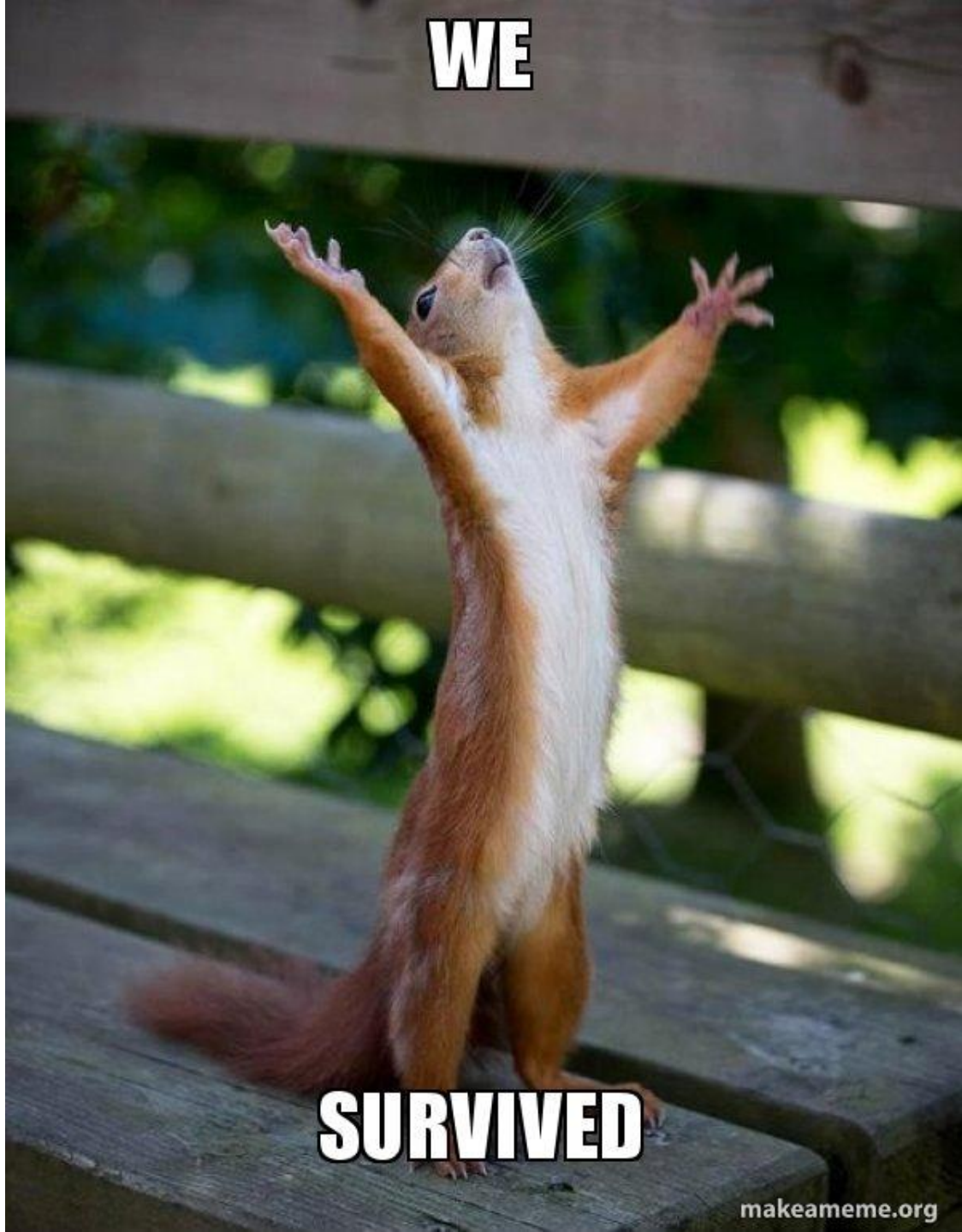
# Today's Meeting

## PURPOSE OF MEETING

- To introduce the KG leadership team, teachers and teaching assistants.
- To outline important information regarding procedures routines and curriculum.



**WE**



**SURVIVED**

# *the* TEAM

**Ms. Holly**

**Head of Lower Primary School**



**Ms. Rahila**  
**KG1 Phase Leader**



**Ms. Samia**  
**KG1 Grade Leader**



**Ms. Mila**  
**Phase Leader**

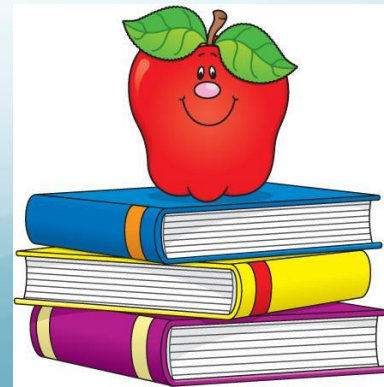


**Ms. Shiela**  
**KG2 Grade Leader**

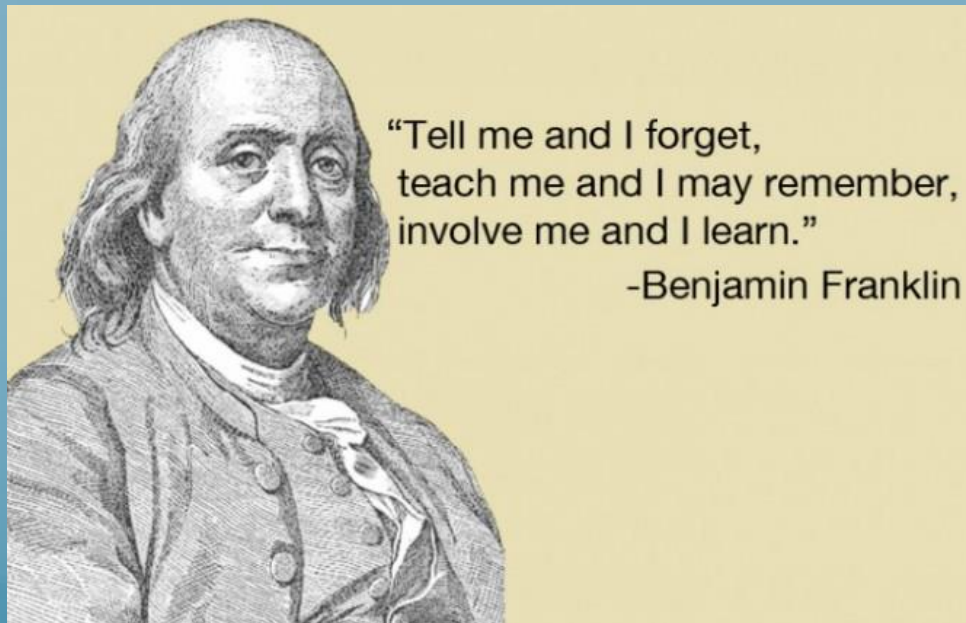
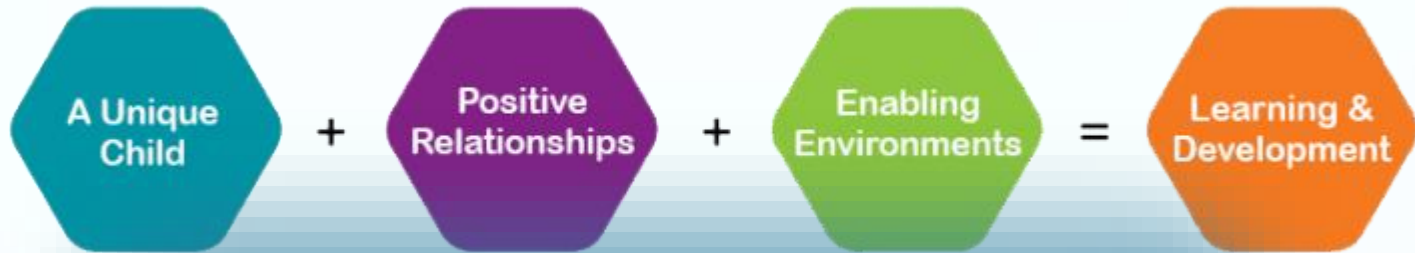
**31 Teachers and 31  
Teacher Assistants**

# Our Aims for our Students:

- Feel safe, happy and loved.
- To develop positive attitudes to learning, developing confidence and independence along the way.
- Spoken and written language is developed.
- Develop reading skills, create a love for reading.
- Children are encouraged to think for themselves.
- A solid foundation of basic skills is developed.



# The four themes of kindergarten:



Over the year we hope to aim to develop the **Characteristics of Effective Learning** such as:

<b>Characteristics of Effective Learning</b>
<p><b>Playing and exploring – engagement</b></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p>
<p><b>Active learning – motivation</b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>
<p><b>Creating and thinking critically – thinking</b></p> <p>Having their own ideas Making links Choosing ways to do things</p>

## KG Curriculum : Parent Activity

There are seven areas of learning in the Kindergarten curriculum.

**Prime Areas** – These are the most important – they lay the foundations for children's learning **(3 areas)**

**Specific Areas** – Where essential skills and knowledge are established.

**(4 areas)**



# Question: What do you think are the three Prime Areas?

Expressive Arts and Design

Personal, Social and Emotional Development

Physical Development

Mathematics

Understanding the World

Communication and Language

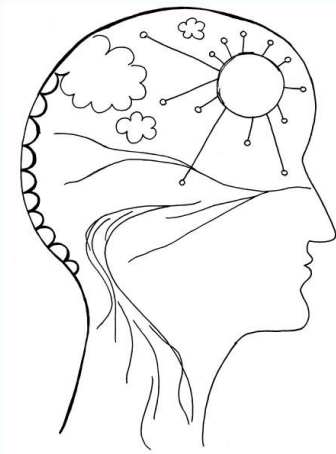
Literacy

# The Seven Areas of Learning

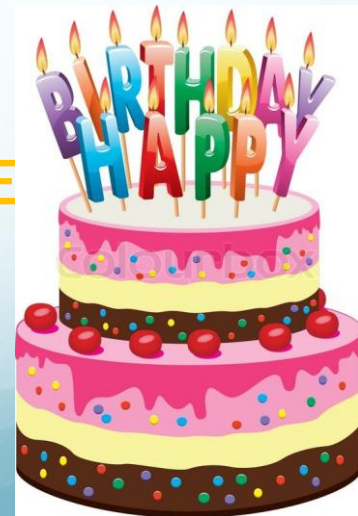
Area of Learning and Development	Aspect
<b>Prime Areas</b>	
<b>Personal, Social and Emotional Development</b>	Making relationships Self-confidence and self-awareness Managing feelings and behaviour
<b>Physical Development</b>	Moving and handling Health and self-care
<b>Communication and Language</b>	Listening and attention Understanding Speaking
<b>Specific Areas</b>	
<b>Literacy</b>	Reading Writing
<b>Mathematics</b>	Numbers Shape, space and measure
<b>Understanding the World</b>	People and communities The world Technology
<b>Expressive Arts and Design</b>	Exploring and using media and materials Being imaginative

# Holistic Curriculum

## Topic based learning:



- Plan a birthday party (CLL, UW, PSE)
- Read Stories- Fact and Fiction (Reading)
- Create a Birthday party in the role play area (CL, Mathematics)
- Make party food (jelly, sandwich's) (UW) (CLL)
- Write guest/present lists (Writing)
- Discuss the topic of giving and receiving gifts (PSE)
- Play party games (PSE, Physical)



# Personal, Social and Emotional Development

The children will be learning to:

- become self-confident and self aware;
- become independent;
- take an interest in things;
- play cooperatively and make friends;
- know what their own needs, feelings and opinions are;
- tell the difference between right and wrong.



# PSED - How can you help?



- ✚ Make time to listen to your child
- ✚ Encourage children to think about issues from the viewpoint of others
- ✚ Offer help with activities when asked but not before
- ✚ Play games which encourage sharing and turn taking will help your child to build their social skills.



# Physical Development

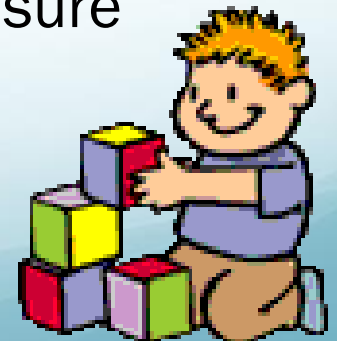
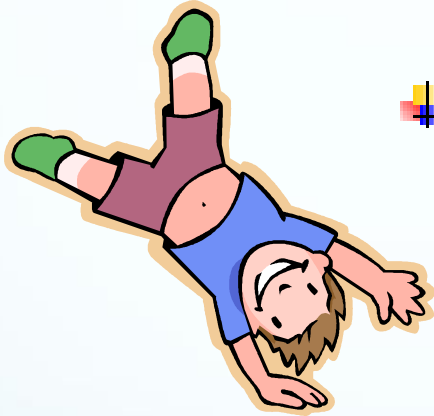
The children will be learning to:

- show good control and co-ordination in large and small scale movements
- handle equipment effectively, including pencils for writing
- know the importance of a good diet and exercise
- manage their own hygiene needs, including dressing and going to the toilet independently.



# PD – How can you help?

- ✚ Give children time to run, jump, climb and play outdoors
- ✚ Encourage children in activities such as building, drawing, threading beads, or filling and emptying containers in the water – all of which develop manipulative skills.
- ✚ Let them dress themselves, and ensure they go to the toilet independently.



# Communication and Language



The children will be learning to:

- talk confidently and clearly using past, present and future tenses correctly;
- listen attentively in a range of situations;
- follow instructions involving several ideas or actions;
- answer 'how' and 'why' questions about their experiences and in response to stories or events;





# C&L – How you can help?



- ✚ Read books (stories, information books, newspapers, magazines, comics etc.), encouraging your child to join in and talk about books
- ✚ Help children to identify patterns, draw conclusions, explain effect, predict and speculate.
- ✚ Sing songs and nursery rhymes.
- ✚ Give children opportunities to speak and to listen.



# Literacy



The children will be learning to:



➤ Sound out and blend to read new words.

➤ Recognise and spell some common irregular words.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

➤ Segment and blend to spell words in ways which match their spoken sounds.



# Literacy – How you can help?



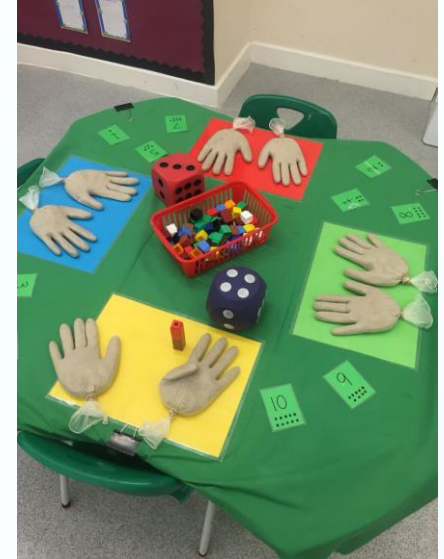
- ✚ Read books (stories, information books, newspapers, magazines, comics etc), encouraging your child to join in and talk about books
- ✚ Model oral blending e.g. Can you get your h-a-t, hat?
- ✚ Sing songs and nursery rhymes
- ✚ Expect them to apply their phonic knowledge in everything they write – shopping lists, stories, recounts etc.



# Mathematics

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play;
- become comfortable with numbers and with ideas such as 'heavier than' or 'bigger';
- be aware of shapes and space and their properties



# Mathematics – How can you help?

- ✚ Talk about the shapes you can see in the environment
- ✚ Compare things which are heavy and light or long and short
- ✚ Point out numbers all around
- ✚ Sing counting songs and rhymes
- ✚ Count, add and subtract anything and everything - socks, cars, shopping, cutlery, fingers and toes!



# Understanding the World



The children will:

- explore and find out about the world around them, asking questions about it;
- know about everyday technology and learn what it is used for;
- find out about past events in their lives and their families' lives;
- find out about different cultures and beliefs.



# UW - How can you help?

- ✚ Talk with your child about the places they go and things they see in the world around them
- ✚ Answer and ask questions - what if...? Why do you think...? How did you...?
- ✚ Let children join in with everyday activities - washing up, cooking, shopping, helping in the garden...
- ✚ If possible let them have access to ICT, CD players, mobile phones, computers etc



# Expressive Arts and Design

The children will explore:

- colours and shapes;
- role play;
- dance;
- and music.





# EA&D – How can you help?

- ✚ Talk with your child about their imaginative play and join in if possible!
- ✚ Encourage them to be flexible in their thinking and use of materials and praise them for their efforts or ideas as well as the end product



# Arabic in KG

KG1- 1 hour a week

KG2- 1 hour a week



Children will be split into two groups:

**Arabic A- Arabic for Muslims first language**

**Arabic B- Arabic for non Muslims**

**Teachers:**

Ms. Fatma, Ms. Badryya, Ms. Khairieh and Ms. Raneem

# Work for home

- Children will be assigned eBooks to read from home using the interactive platform called Bug Club.



- Children will be sent key word flashcards to learn.



- Homework may be sent from the workbooks and textbooks we are using in the class.
- Fridge Facts will outline the intended learning outcomes for the week.

W/C Sunday 9<sup>th</sup> September 2018

## Fridge Facts KG2 (Y1)

**GEMS**  
EDUCATION

# Monitoring Progress

The Learning Journey sets out the expected Age Related Expectations for each Year group.

Upon reaching the end of the KG1 academic year children will be described as **emerging, expected, or exceeding** in each of the learning areas.

At the end of KG2 children will be assessed according on the percentage of **Age Related expectations** they have achieved on our WSR progress mountain.



		Communication and Language								
		Listening and attention			Understanding			Speaking		
22 - 36 months	<ul style="list-style-type: none"> <li>• Relations with interest to the active adult, treats when they read stories.</li> <li>• Recognises and responds to many familiar words, e.g. naming a book on the floor, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name holds focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Verifies action words by pointing to the right picture, e.g. "Who's jumping?"</li> <li>• Understands more complex sentences, e.g. "Put your box away and then we'll read a book."</li> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. "Who's that?" "What's that?" "Where is it?")</li> <li>• Developing understanding of simple concepts (e.g. big/little).</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying "I have it."</li> <li>• Uses a variety of questions (e.g. what, which, who).</li> <li>• Uses simple sentences (e.g. "Mummy gonna work").</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> </ul>							
2-3 years	<ul style="list-style-type: none"> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• If focusing attention – will listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not too busy) focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to do things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can relate a simple past event in correct order (e.g. went down slide, surf, finger...).</li> <li>• Uses talk to correct, class, explain what is happening and articulate what might happen next, recall and relate past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and gesturing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. "This box is my castle."</li> </ul>							
30 - 50 months	<ul style="list-style-type: none"> <li>• Maintains attention concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of free words.</li> <li>• Uses language to describe and, recently state and experience (e.g. "I'm thirsty").</li> <li>• Links statements and topics to a main theme or situation.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>							
3-4 years	<ul style="list-style-type: none"> <li>• 1. Listen attentively in a range of situations.</li> <li>• 2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• 3. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Children follow instructions involving several ideas or actions.</li> <li>• 2. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Children express themselves effectively, showing awareness of listeners' needs.</li> <li>• 2. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>• 3. They develop their own narratives and explanations by connecting ideas or events.</li> </ul>							
40-60 months		<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of free words.</li> <li>• Uses language to describe and, recently state and experience (e.g. "I'm thirsty").</li> <li>• Links statements and topics to a main theme or situation.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>							
4-5 years										
Early learning goal										
By the end of FS2	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding	
		✓			✓			✓		

# General Information



✚ School day **KG1:** 7:45-12:30pm



**KG2:** Sunday, Monday & Tuesday- 2:00pm

Wednesday & Thursday- 12:30pm

✚ Children should be provided a healthy packed lunch.

✚ All belongings should be labelled. Spare clothes provided just in case of an accident.

✚ Please provide an apron for painting activities.



✚ Please be careful not to talk in front of your child whilst discussing personal matters about your child in front of the teacher.

# Questions & time to visit the classrooms

