

ADIS AI Wathba Branch-1

KINDERGARTEN

CURRICULUM OVERVIEW

Year 2020-21



ADIS ALWATHBA KINDERGARTEN

CURRICULUM OVERVIEW

WE VALUE CREATIVITY, INDIVIDUALITY AND VARIETY

Modified Kindergarten curriculum of 2020-21 session follows ADEC guidelines and EYE (Early Years Foundation Stage) framework; that enable seamless transition to CBSE curriculum after completing KG-2 education.

Our curriculum framework is designed to challenge and inspire all learners and ensure that everyone make progress, whatever their individual needs are. It provides adequate opportunities for stimulating experiences that favorably affect various learning abilities.

The Kindergarten Curriculum in our School follows NCERT Preschool curriculum for "Early Years Education". The content is based on developmentally appropriate approach that connects with goals, pedagogical processes & practices and ultimately the Early Learning Outcomes.

Objectives of Early Years of Education (EYE)

1. Enhance all round development of a child's personality and inclusion of healthy attitudes, life skills and good values.
2. Lay the foundation for a healthy, productive, and satisfying life in the future by enabling the child to develop her/his maximum potential through
 - Physical Well-Being, Health, and Motor Development
 - Personal, Social and Emotional Development
 - Creative, and Aesthetic Development
 - Language, Communication and Literacy Skills
 - Environmental Awareness, Development of Scientific Temper and developing Mathematical thinking and Reasoning
3. Prepare child for smooth transitions and success in later schooling.

Goals of Early Years of Education (EYE)

The present curriculum is built upon the three goals which cater to all the domains of development.

Goal 1: Children maintain good health and wellbeing.

This goal highlights the different aspects of the socio-emotional and physical - motor development of the children. These aspects include the development of self-concept, self- control, social-skills, eye-hand coordination, and refinement of gross-motor and fine motor-skills.

Goal 2: Children become effective communicators.

This goal explains the development of language, and literacy skills to make children effective communicators. Accordingly ample opportunities are given to the children for listening, speaking, reading and writing.

Goal 3: Children are involved learners and connect with their immediate environment.

This goal highlights how different concepts are formed and skills are acquired by the children when they interact with the environment. Accordingly opportunities are provided to be curious, explorer, expressive, persistent, disciplined, creative, and a good observer that are the essence of this goal. In addition, to a variety of experiences and situations for problem-solving, critical thinking, reasoning skills are suggest.

Goal 4 :

- It focusses on the children's interests and learning needs, encompassing the SCF (student competency framework) "competencies" and "values" which is a 2030 vision of Abu Dhabi and aligns with the vision of ADIS AL WATHBA.
- At ADIS Al Wathba, at the Kindergarten level, special emphasis is given to the students on the awareness of the UAE culture and values. It included basic Arabic classes in Kindergarten 2 level.
- Every child is unique and has a unique potential. Our modified curriculum supports thematic learning where students learn better when experiencing knowledge in a larger context. They begin to see relationships and connections across time, place, and disciplines. Learning about wider themes and related concepts and facts more closely resembles how life is experienced outside of school and the classroom.
- It also considered Integration of different subjects in curriculum as an educational approach that prepares the child for lifelong learning. It helps the child to take charge of his own learning, promotes creativity, brings novelty into learning and facilitates learning. An integrated curriculum allows children to pursue learning in a holistic way, without the restrictions often imposed by subject boundaries.
- Our modified curriculum also includes Career education and guidance which play an important role in curriculum that supports: students' interests, strengths and aspirations • students' achievements • students at risk of poor outcomes • students making informed decisions about their subject choices and pathways from the very preliminary stage of teaching learning. Students develop an understanding that all paths are important - all of them are needed to keep a community going.
- The term "21st-century skills" is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world. Our modified curriculum is designed to cater to instil and practice to develop most of the skills.

Content, Pedagogy, Practices and Assessment of EYE Curriculum

- I. The EYE program is holistic by nature** - the content of the EYE program includes activities for-
- Physical Well-Being, Health, and Motor Development
 - Personal, Social and Emotional Development
 - Creative, and Aesthetic Development
 - Language, Communication and Literacy Skills
 - Environmental Awareness, Development of Scientific Temper and developing Mathematical thinking and Reasoning
- II. The EYE program is child centered, developmentally appropriate and process oriented** - play-based early learning activities is planned in ways that exposes children to a variety of experiences
- III.** Assessment of children is continuous and comprehensive.
- IV. Parent and community involvement** – it acts with frequent parent-teacher meetings is a vital part of the EYE program.
- V.** EYE facilitators facilitates:
- To develop knowledge and skills in all areas of early learning and development.
 - To help children learn how to learn.
 - To understand individual differences and learning styles.
 - To respect individual patterns, pace and timings of learning.
- VI.** Some Strategies for Classroom Interactions:
- Proceed from concrete to abstract experiences.
 - Have a balance of child-led and teacher-initiated interaction.
 - Encourage cooperative learning.
 - Use the thematic method to initiate integrated learning.
 - Work for the active involvement of **All children**.
- VII. For building Teacher–Child Relationships:**
- Allow children to express themselves through conversation, encourage them to voice their thoughts.
 - Accept, respect and comfort children.
 - Share their trials and triumphs.
 - Be responsive, offer warmth and reach out to All children.

We Create Love for Learning
HAPPY LEARNING