



WSS Junior Section

EYFS in KG1

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children develop and learn in different ways and at different rates. Our framework covers the education and care of all children in **Kindergarten** provision, including children with special educational needs and disabilities.

The Seven Areas of Learning and Development:

There are seven areas of learning and development that must shape educational programmes in **Kindergarten** settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials including books, poems, and other written materials to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Assessment during EYFS (KG1)

Assessment plays an important part in helping parents and teachers to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting on those observations.

We will use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child to ensure they fulfil their next steps in all 7 areas of learning.

Each child's progress and attainment is tracked through their own Learning Journey, which highlights progress and attainment made each term. The learning journey is shared with our parents during our termly parent/teacher meetings. **It is important all three meetings are attended.**

The Assessment in EYFS is **ONGOING** and we assess them in terms of **Emerging**, **Expected** and **Exceeding** against the Early Learning Goals by the end of the year.

Reading in KG1

Children will be given books from our school reading scheme as well as other books which, we hope, will foster a love of reading as an enjoyable and worthwhile experience.

There will also be 45 keywords that we aim for children to be able to read and write by the end of **Kindergarten1**. These words can be found in the planner. We will carry out termly assessments of these words that will be shared with you during the parent/teachers meeting.

We believe that it is important to read a wide range of children's stories to your child. This will help support your children's communication and imaginative skills. We encourage that a story book **is** read before bed each night, this establishes a routine, one that your child will learn to grow and love. You are welcome to borrow books from our school library.

Key stage1 (KG2 & Grade1)

Our school offers a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- provides pupils with an introduction to the essential knowledge that they need to be educated members of the community, this helps engender an appreciation of human creativity and achievement

Expectations in Key Stage One (KG2 & Grade1)

Children are encouraged at all times at The Westminster School to be diligent and hard working. The expectations from our staff are high and we try to instill, in the children, a sense of pride and achievement in everything they do. We put emphasis on the presentation of the children's work. We encourage and teach independence and organisational skills. There is an ample opportunity for their efforts and achievements to be recognised and celebrated through our star awards and certificates.

Assessment: All teachers will assure and recheck their ongoing assessment of each term during these weeks. And the Assessment is **ONGOING** and we assess them in terms of WT (Working towards), WE (Working at Expected Level) and WD (Working at Greater Depth). For Grade1, a written test will be conducted for Arabic, Islamic, UAE Social Studies and Moral Education during assessment weeks. Parents will be informed about the dates of these tests. In Term 3 final review will be taken for all subjects taught and timetable will be shared accordingly. There will online progress test for English and Mathematics in G1 by the end of the year. Phonics screening check will be done by the end of KG2.

English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written words, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions of reading, writing and spoken language
- appreciate a range of rich and varied literary heritage from all over the world
- write clearly and accurately, coherently, adapting their language and style in and for a range of context, purposes and audiences
- Develop skills to write at length with accurate spelling and punctuation
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debates

Mathematics

The principal of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations (add, take away, division and multiplication). At this stage pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. It will also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Key Stage one (Grade1), pupils should know the number bonds to 20 and be precise in using and understanding place value; an emphasis will be placed on practice at this early stage to aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Science

The principal focus of science teaching in key stage one is to enable pupils to experience and observe the world around them. They will be encouraged to be curious and ask questions about what they notice. Teachers will help to develop their understanding of scientific ideas by using different types of scientific enquiries to answer their own questions.

Most of the learning about science will be done through the use of first-hand practical experiences, as well as books photographs and videos to support the teaching and learning.

Key Stage one science aims to ensure that all pupils:

- ask simple questions and recognise that they can be answered in different ways
- observe closely using simple equipment
- perform simple tests

- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions

Pupils will be able to use scientific vocabulary accurately and precisely, mathematical knowledge will also be applied to understand science including collecting, presenting and analysing data.

Arabic, Islamic and social studies

The teaching of Arabic Language in WSS follows the rules and regulations of the Ministry of Education in the UAE. Arabic Language is an obligatory subject for all students regardless of nationality.

Arabic special is taught entirely in Arabic. Arabic regular is taught in Arabic and English. In studying Arabic, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves and communicate in an Arabic-speaking society. Key Stage 1 pupils learn to speak confidently and listen to what others have to say; to read and write independently with enthusiasm; to use language to explore their own experiences.

Arabic (Regular)

Pupils will be taught to:

- introduce themselves in the Arabic language
- recognize the names and sounds of the Arabic letters
- form the Arabic letters in the correct formation
- acquire a wide range of Arabic vocabulary that will be helpful for communication within the school

Arabic (Special)

أهداف اللغة العربية للصف الأول لناطقين اللغة العربية

- يميز صوت الحرف وينطقه مع الحركات القصيرة والطويلة

- يتعرف المعنى العام للنص

يكتب جملاً بخط النسخ محاكياً نمطاً.

يحفظ الأناشيد المطلوبة.

يقرأ الدرس قراءة جهرية

يتعرف المفرد والجمع

يتعرف على المغزى الأساسي للقصة

Islamic Studies

Our school uses the Ministry's curriculum of Islamic Studies in UAE for Arabs and for the Non-Arabs. The curriculum is built on exploring verses of the Qur'an, and sayings of the Prophet Muhammad (Hadith). It aims to give pupils a clear, thorough understanding of Islamic teachings, moral behaviour and Islamic etiquette

Pupils will be taught to:

- learn the Islamic values , principles and good morals that are commanded by the Holy Qur'an and the Hadith (such as honesty, Cooperation, loving and helping others)
- memorize some verses from the Holy Qur'an with an understanding of their meaning and applying the values they convey
- Understand and memorise some of Prophet Muhammed(PBUH) Hadith
- Learn the correct way of ablution and praying

Social Studies

Pupils will be taught about:

- the Seven Emirates and their Sheikhs
- the UAE tradition and heritage
- family values
- school facilities
- how to set up a project
- making good decisions

Computing/ICT

Computing at WSS ensures that pupils become digitally literate and able to use, express and develop their ideas through information and communication technology. Pupils will be encouraged to be active participants in the digital world.

Our aim will be that pupils will be responsible, competent, confident and creative users of information and communication technology.

P.S.H.E

During Key Stage 1, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Foundation Stage.

PSHE Education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

Geography

The Geography curriculum will inspire pupil's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

It will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Pupils should be taught locational knowledge, place knowledge, Human and Physical geography and geographical skills and fieldwork.

Art and Design

Our Art, craft and design curriculum will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils will be able to think critically and develop a deeper understanding of art and design. We will link art and design to world culture as well as strong links to the UAE.

Physical Education

Our physical Education curriculum will inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become physically confident in a way which will support their health and fitness and build character to help to embed values such as fairness and respect.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Behaviour Management

Within the Junior Section settings teachers have high expectations of children's behavior. They understand the importance of clear rules and routines and implement a reward and consequences system. Teachers set out clear rules that remain consistent and used by all early years staff. These are displayed in the classroom on the carpet area (low down) so that teachers can refer to them when needed. These rules are relevant and understandable to small children.

Rules

- 1 Always listen to the adult
- 2 Always keep hands and feet to yourself
- 3 Always respect each other and classroom resources.
 - 4 Always walk inside
 - 5 Always use kind words

Rewards

- Verbal Praise
- Reward stickers
- Marbles in a jar towards a class reward

Consequences

- Step 1 – Verbal warning
- Step 2 – Time out (listening chair)
- Step 3- Time out (remove to another class)
- Step 4- Inform and take to SLT, *Behaviour Management book is kept to record negative behaviour.*
 - Step 5 SLT will inform the parents
 - Step 6: Meeting with parents, HOI & SLT

Class rewards for filling the class marble jar will include:

- Special stickers from Head/ Deputy Head of Junior Section
- Special certificates and end of term Pizza party for classes who collect the most marbles in the jar.

Star student certificates and Special star awards will be given in a weekly assembly. Children's achievements will be shared and celebrated.

Teddy goes home: Every classes will have two teddies.

KG1 - Topsy and Tim

KG2 - Elsa & Christo

Grade1 - Persy & Bill



This is a reward system across the Pre-primary school to motivate students' positive behavior. Once in a week, two students from each class will be selected for their outstanding behavior and get a chance to take the class teddy to their home for a weekend. This includes not only excellent classroom behaviors, but also everywhere around the school campus. They have to bring back the Teddy on Sunday, also students have to write about what they did with Teddy in the journal and share their journal entries/ pictures with the class.

Moral Education

Our Moral Education curriculum is for Grade 1 only and follows the compulsory elements as outlined by the Crown Prince's Court of Abu Dhabi. It will give all Grade 1 students the opportunity to develop their character positively and therefore take a productive and happy place in our community.

These traits and virtues will be demonstrated both in school and at home with the family and wider community. The subject will be assessed through a series of tasks.

- Performance task (50%)
- Portfolio (20%)
- Project (30%)

These projects will be completed with parent support throughout the year, and reported in the end of year report card to the Ministry of Education.

Parental Engagement

WSS Junior Section constantly looks for opportunities to involve our parents. Whether it's a workshop, a presentation or activities in class with your child- it's our aim to establish strong and positive relationships.

Please let us know where we can further help and support you.

Social Media

Instagram



Social media proves to be a successful tool in sharing daily classroom activities photos, notes and ideas to try at home.

You can download the Instagram app onto your smart phone/i pad and follow us at [wssearlyyears](#)

We have created another account for Grade1 as well and follow us at [grade1amazers](#)

Homework

Themes change every 2 weeks in Junior Section. We will send a Home learning letter, which details the learning objectives; in class activities and how you can further support the learning at home. We will set a creative project to be completed over the 2 weeks. We will also send workbooks/copy books, where we will specify pages to be completed at home.

We will reward any work that is done at home and celebrate projects to encourage the children to complete their home learning works/ projects.

Social Media Parent Permission Form

Student's name: _____ Class: _____

Please ✓:

I give you permission to post the pictures of my child on Social media (Facebook and Instagram).

I do **not** give you permission to post the pictures of my child on Social media

Signed: _____

Parent/Guardian _____ Date: _____

Transportation and Babysitting Arrangement

School Bus	Bus Number:	Parent's Signature:
Own Transport (OT)	Parents' Mobile Number:	Parent's Signature:
	Name of the car lift person and Mobile No:	Parent's Signature:
OT parent pick up timings from 12.15 to 12.30 pm. After 12.45 pm any child who is left in the school will be using the babysitting facility which is charged to the fee account by default. KG1: From Sunday to Thursday KG2: Wednesday & Thursday		Parent's Signature:

(Parents please sign and return to the Class Teacher. Thank you)

WB: 10-09-2017

My Home Learning

Date:

Signature of the Teacher with date:

My Home Learning

Date:

Signature of the Teacher with date: _____

Parent / Teacher Comments:

Signature of the parent with date _____