



# **ABU DHABI INDIAN SCHOOL, BRANCH 1 - AL WATHBA**

## **KINDERGARTEN CURRICULUM OVERVIEW 2024-2025**

"Education is like a lantern  
which lights your way  
in a dark alley"



Our curriculum framework is **inclusive** and designed to challenge, inspire, and respond to the individual needs of every student, giving them the confidence that they can reach their full potential. It provides adequate opportunities for stimulating experiences that favorably affect various learning abilities.

We value creativity, individuality, and variety. The modified kindergarten curriculum in ADIS-Al Wathba- Br1 follows the ADEK guidelines and NCERT preschool curriculum for Early Years Education. The content is based on a developmentally appropriate approach that connects with goals, pedagogical processes, and practices and ultimately the early learning outcomes that enable a seamless transition to the CBSE curriculum after completing KG2 education.

The modified curriculum includes **SDG, inclusion, Integration with UAE Culture and citizenship, and common teaching learning goals.**

We promote **inclusion** in the classroom by providing access to a range of materials and activities that support all students' learning styles and provide a safe and positive learning environment where all differences are valued, respected, and celebrated.

We create a stimulating and supportive environment for **gifted/talented** students by incorporating various activities like puzzles, enrichment activities, simple group experiments, creative activities, and peer teaching to enhance their communication, creativity, problem-solving, and critical thinking skills.

We support the **SEN** students by incorporating various strategies in the classroom like sensory activities, step-by-step visual instructions, music and movement, stories, art activities, and buddy support.

We aim to ensure that all children, regardless of their abilities, can learn and thrive together in the same environment. The desired results of inclusive education include belonging, positive social relationships, development, and learning to reach their full potential. These outcomes contribute to creating a more equitable and inclusive classroom where all students can participate fully.

## Common teaching learning goals

The common teaching learning goals in ADIS Al Wathba- Br1 kindergarten are:

- **Experiential learning**
- **Independent learning**
- **AI**
- **Making learning visible**

The teaching-learning goals are incorporated through various strategies and activities namely No Bag Day, in-class demonstrations, age-appropriate science experiments using AI, and exit activities.

## UAE Culture and Citizenship

At the kindergarten level special emphasis is given to the students on the **awareness of the UAE culture, values, and Islamic traditions.**

At **Adis Al Wathba-Br1 Kindergarten**, UAE culture, and citizenship are integrated to foster **national identity, pride, and belonging** from an early age. These elements are integrated through strategies like participating in UAE National Day and Flag Day celebrations, involving students in traditional dance, music, and art activities, integrating simple Arabic greetings, and introducing new vocabulary words to help children familiar with the national language. Use stories and role play to convey values like respect, care, and compassion.



## Objectives of Early Years Education (EYE)

1. Enhance the all-around 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 his or her 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 knowledge, and development of mathematical thinking and reasoning
3. Prepare the child for smooth transitions and success in later schooling.

## The Three Characteristics of Effective Learning of the Early Years Foundation Stage



## Goals Of Early Years of Education (EYE)

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

### Goal 1- Children maintain good health and well-being-

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

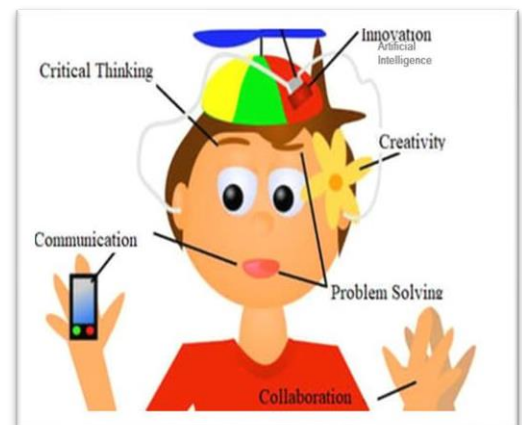


**Goal 2- Children become effective communicators.** This goal explains the development of language and literacy skills to make children effective communicators. Accordingly, ample opportunities are given to the children for **listening, speaking, reading, and writing.**

**Goal 3- Children are engaged and feel a connection to their surroundings.** This objective emphasizes how children interact with their surroundings to develop a variety of concepts and skills.

As a result, chances are given to exhibit the qualities that are essential to achieving this goal: curiosity, exploration, expressiveness, persistence, discipline, creativity, and good observation. Additionally, a diversity of circumstances and experiences are recommended for developing problem-solving and critical-thinking skills.

Areas of Learning			
Prime Areas			
Personal, Social and Emotional Development	Physical Development	Communication and Language	
<ul style="list-style-type: none"> <li>Self-Regulation</li> <li>Managing Self</li> <li>Building Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> <li>Speaking</li> </ul>	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Number</li> <li>Numerical Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Past and Present</li> <li>People, Culture and Communities</li> <li>The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>Creating with Materials</li> <li>Being Imaginative and Expressive</li> </ul>



I. **The EYE program is holistic by nature.** The content of the EYE program includes activities for:

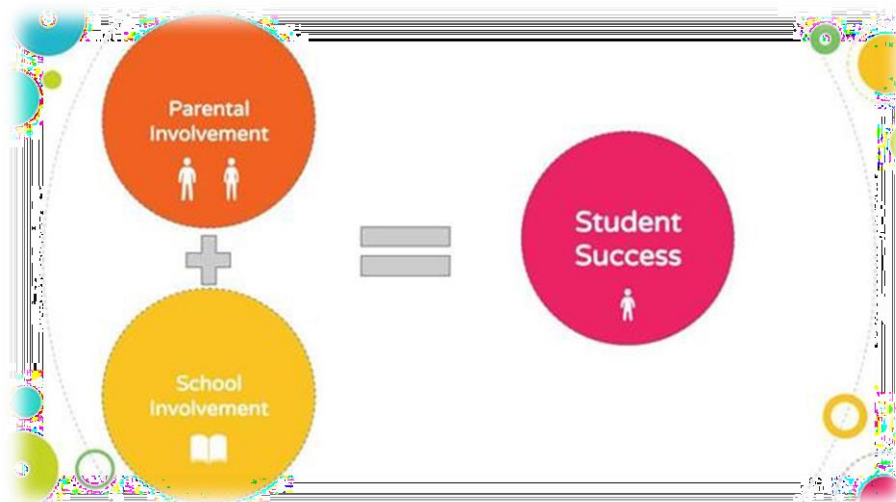
- Physical well-being, health, and motor development
- Personal social and emotional development
- Creative and aesthetic development
- Language, communication, and literacy skills
- Environmental awareness, development of scientific knowledge, and development of mathematical thinking and reasoning

II. **The EYE program is child-centered, developmentally appropriate, and process-oriented** play-based early learning activities are planned in ways that expose children to a variety of experiences.

### III. Assessment of children is continuous and comprehensive.

The nature of assessment is the continuous evaluation of specific aspects of learning. The assessment will be broadly classified into 3 terms. There will be 3 informal and 3 formal assessments in an academic year. With a clear aim in mind, we created assessments using a variety of tools, approaches, and rubrics. To address learning gaps and enhance teaching methods, we offer constructive feedback.

IV. **Parent and community involvement** - It acts with parent-teacher meetings and parental involvement activities, which is a vital part of the EYE program. This connection is a key component of a child's development and supports further learning.

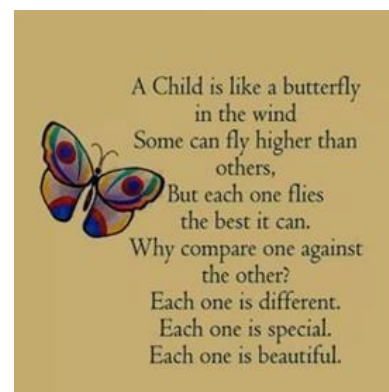


### V. EYE facilitators facilitate:

- 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 pattern space 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 and encourage them to voice their thoughts.
- Accept, respect, and comfort children.
- Be responsive, offer warmth, and reach out to all children.

Every child is unique and has unique potential. The curriculum supports multiple intelligence and integrated learning.

Students are given context for the concepts and subjects being taught from an early age, which makes learning relevant. Once the children become young adults, we link their education to various career paths so that they can choose their own future goals.

## WE CREATE LOVE FOR LEARNING

## HAPPY LEARNING

"Building relationships with students is by far the most important thing a teacher can do. Without a solid foundation and relationships built on trust and respect, no quality learning will happen."

Timothy Hilton in Education Week Teacher

