

**ROSARY PRIVATE SCHOOL, SHARJAH
MUWEILAH BRANCH**



**FOUNDATION STAGE
COURSE BOOKLET**

Your child is about to embark on one of the most important and exciting journeys of their life. We endeavour to create a cosy, safe, fun and inspiring learning space where the children's passions are unearthed, encouraged and supported. Each child's sense of wellbeing is of the utmost importance to us.

Our Belief

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to reach their full potential academically, emotionally and socially. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We work for our school to be a happy place where all children enjoy their educational journey.



Our aims:

- To make children's first experience of school happy, positive and fun.
- To ensure that all children feel secure and valued.
- To provide a broad and balanced curriculum by well planned activities covering all areas of learning and development.
- To provide a rich and varied indoor and outdoor learning environment.
- To provide a balance of adult led, adult directed and self-initiated child led activities.
- To establish positive relationships with parents.
- To make careful observations, set targets to support and extend the children's learning and ensure progress.
- To ensure the children's individual special educational needs are identified and receive appropriate support.

The EYFS profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes.

The EYFS is based upon four themes:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

These themes are all important as they all combine to ensure young children make good, strong progress in their earliest years. This stage in life is the most important as children's mind and bodies grow and develop mostly till the age of 5.

In the Foundation Stage each class is led by a qualified teacher, supported by a team of special support assistants. Staff are fully qualified, have a wide range of experience and expertise in working with and educating children with a range of additional needs.

In the Foundation Stage we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn. Our activities provide first hand experiences through play and discussion; children are encouraged to interact with others, to move about and to explore a variety of learning situations. There are well planned areas of provision in the wide range of activities, resources and materials available. Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

EYFS Areas of Learning

We follow the strands set by this curriculum and concentrate on the three characteristics of learning and the seven areas of learning.

The Characteristics of Effective Learning:

Play and exploring (engagement) – finding out and exploring, using what they know in their play, being willing to have a go.

Active learning (motivation) – being involved and concentrating, keeping on trying, enjoying achieving what they set out to do.

Creative and critical thinking – having their own ideas, using what they know, choosing ways to do things and finding new ways.

Playing and exploring, active learning, and creating and thinking critically support children’s learning across all areas.

The seven areas of learning and development:

Prime:

- 1) Personal Social and Emotional Development
- 2) Physical Development
- 3) Communication and Language
- 4) Expressive Art and Design



Specific:

- 1) Literacy
- 2) Mathematics
- 3) Understanding of World



We believe these 7 areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all of these areas through planned purposeful play, with a balance of adult and child-initiated activities. We set realistic yet challenging expectations to meet the needs of our children. We achieve this by planning to meet the needs of all ability groups, boys and girls, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Personal Social and Emotional Development



This area of learning is broken down into the following sub categories: making relationships, self-confidence and self-awareness and managing feelings and behaviour. PSSED involves helping children to develop a positive sense of themselves and others, to form positive relations with staff and children, to develop social skills and learn how to show a range of emotions and to manage their feelings and behaviour. The school fosters and develops relationships between home and school in



order to make links stronger. Children are encouraged to learn to work, share, take turns and to co-operate with others, to be independent and to make choices for themselves. They are also encouraged to be sensitive to the needs of others and to respect other cultures and beliefs.

Physical Development



This area of learning is broken down into the following subcategories: Moving and Handling and Health and Self-Care. PD involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. Appropriate equipment will be provided to allow each child to access and range of physical activities Children are encouraged to develop their fine and gross motor skills. This is done



in both indoor and outdoor environments and by working with a wide range of resources.

Communication And Language

This area of learning is broken down into the following sub categories: Listen and Attention, Understanding and Speaking. CL involves giving children opportunities to experience a rich language environment – this could be through signing, symbols, PEC’s, switches or any individual ways that children may use to communicate. It also involves allowing children to develop their confidence and skills in expressing themselves; and to communicate and to listen in a range of situations. We aim to enrich the children’s language and communication through story time, rhymes and role-play.



Literacy

This area of learning is broken down into the following sub categories: Reading and Writing. Involves encouraging children to explore sounds, letters and various ways of mark making.



Mathematics

This area of learning is broken down into the following sub categories: Number and Shape, Space and Measure. Involves providing children with opportunities to develop and improve their skills in number, daily routines, object permanence, shape, colour and water play.

Understanding the World



This area of learning is broken down into the following sub categories: People and Communities, The World, Design and Technology.

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. This area of learning is broken down into the following sub categories: Exploring and Using Media and Materials, Being Imaginative.



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.

Outdoor Learning

Our early year's classes have fully equipped outdoor areas. Each area is split into two to have a focused learning area; where more adult led learning activities take place. Outdoor learning and exploration are essential in the Early Years. The outside area is an extension to the classroom and there is a variety of resources to facilitate learning. In this area EYFS staff provide planned activities for children as well as give opportunities for the children to make their own choices and to explore the range of great equipment and resources available to them.



In Foundation Stage, teachers expose students to the learning skills through incorporating one of the 4C's into aspects of teaching and learning. Within any given lesson, the class teacher introduces the learning objective followed by the learning skill that students will be expected to use. Where learning is more free flow in Foundation Stage and Year 1, teaching and learning will plan the learning provision and resources around the four skills so that throughout the day students will develop and demonstrate the skills.

EAL Provision



We welcome children who have English as a second language. We provide opportunities to support language development in children in conjunction with learning at home. We ensure that they have sufficient opportunities to learn and reach a good standard in English language. This we do by providing language rich play opportunities, use a visual timetable to outline the daily routine, use visual aids and props to support lessons, ask simple open-ended questions and allow sufficient time for responses.

Active Learning



Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Creativity and Critical Thinking



Children are given an opportunity to be creative through all areas of learning, not just through the arts. Teachers support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.



TEACHING PLAN

Thematic Units		
Term 1	Term 2	Term 3
Unit-1: This is me Unit-2: Chattering Children Unit-3: Dinosaur Detectives Unit-4: Super Heroes Unit-5: How do you want your toast to be? (Design and Technology)	Unit-1: Weather Wonders Unit-2: Going Places Unit-3: Press it! Click it! Unit-4: How should your party hat look like-fun or fantastic?	Unit-1: My Toyshop Unit-2: Ocean Treasures Unit-3: The world around us

Arabic		
Term 1	Term 2	Term 3
مدرستي - أنا ونفسي - عائلي - الطعام الصحي وغير الصحي - النظافة - الصحراء - وسائل المواصلات - الديناصورات - أنواع المباني والمنازل في الإمارات - الحيوانات البحرية - أوجه الشبه والاختلاف أحرف اللغة العربية توزع على الفصول الثلاثة مع الحركات القصيرة الفتحة والضمة والكسرة	الجزر في الإمارات - المباني الشهيرة في الإمارات - النبات - المهن - الأصوات - الرسام الصغير (بيكاسو)	حماية كوكب الأرض - استخدام التكنولوجيا - التراث - دورة حياة الضفدع

Islamic Education		
Term 1	Term 2	Term 3
*آداب التحية. *الله الواحد. *نسب الرسول. *سورة الإخلاص. *الله المنعم. *سورة الفاتحة. *أنا نظيف. *آداب الطعام.	*الرفق بالحيوان. *شهر رمضان.	*عيد الفطر. *سورة الناس. *آداب الطريق. *سورة النصر. *قيم أخلاقية.

Planning

Planning in the EYFS is based around the children's interests. We really value the importance of children enjoying their learning. The Early Year' team meet weekly to plan; ensuring there is consistency in provision across both classes.

Long term planning: There are long term and daily plans linked to the Stages of Development and Early Learning Goals which form the broad framework of learning objectives for the EYFS. This includes a range of activities and experiences which offer a balance of learning across the seven areas.

Medium term planning: Half termly themes/weekly topics are planned based around children's interests, as well as incorporating the characteristics of effective learning and the seven areas of learning and development. Activities are linked to learning objectives based on individual needs.

Short term planning: Weekly plans link activities to learning objectives and targets in the seven areas, focusing on day-to-day teaching; allowing for revision and modification of learning activities informed by on-going assessments and observations. These plans are linked to the medium-term plans.

Assessment of Children, Record Keeping and Reporting

All observations and assessments are an integral part of teaching as they inform future planning for children's needs and enable staff to set and review targets.

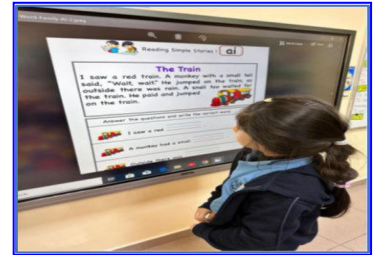
Observations are carried out and recorded as part of ongoing classroom activities.

Planned observations are carried out during child and adult directed activities in order to assess children's learning and development and to inform next steps in learning.

Children's progress and targets are shared with parents.

Learning journals: Each child is unique and learning will take place with the child at the centre. Each child will have a learning journal which will include information about their learning and development; this is shared between parents, professionals and staff. Progress towards the stages of development and early learning goals will be tracked and evidenced across all seven areas of learning.

Each child will have a celebration folder to keep hard copies of actual work such as art work or mark making/writing.



Formative assessment:

As the year progresses children are monitored in their development and progress in all of learning and development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children; which is then compiled in to their individual learning journal. Children in the early year's department access a high-quality early years provision based on the EYFS framework, its principles and commitments. <https://earlyyears.matters.co.uk/wp-content/uploads/2011/01/Statutory-Framework-for-the-Early-Years-Foundation-Stage-EYM.pdf>

Assessments will be based primarily on observation of daily activities and events. Teachers will note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Observational assessment is the most effective way of making judgements about all children's learning and development. We as practitioners at Rosary who observe the children on a day-to-day basis take in to account the following:

Where any item in the EYFS Profile contains the words 'talks' or 'speaks' children can use their established or preferred mode of communication; and

The need to be alert to the child demonstrating attainment in a variety of ways, including eye pointing, use of symbols and signs.

EYFS profile assessment processes

During the final year of the EYFS, teachers will carry out ongoing (formative) assessment to support each child's learning and development.

When compiling the profile, teachers will review the evidence gathered in order to make a judgement for each child and for each ELG. The judgement must say whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS ('**expected**')
- not yet at the level of development expected at the end of the EYFS ('**emerging**')

Note: the previous category of 'exceeding' has now been removed from the EYFS Framework and Assessment.

However, children do not necessarily achieve uniformly. Teachers will judge whether the child's learning and development is the best fit for the ELG, taking into account their relative strengths and weaknesses. 'Best fit' doesn't mean that the child has equal mastery of all aspects of the ELG. Teachers should look at the whole of each ELG description when making this summative judgement.

EARLY LEARNING GOALS

Communication and Language	
ELG 01	Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
ELG 02	Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
ELG 03	Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	
ELG 04	Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
ELG 05	Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Personal, Social and Emotional Development	
ELG 06	Self-confidence and self-awareness: Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
ELG 07	Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
ELG 08	Making relationships: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Literacy	
ELG 09	Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.
ELG 10	Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	
ELG 11	Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
ELG 12	Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding of the World	
ELG 13	People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
ELG 14	The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.
ELG 15	Technology: Children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design	
ELG 16	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
ELG 17	Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Summative data:

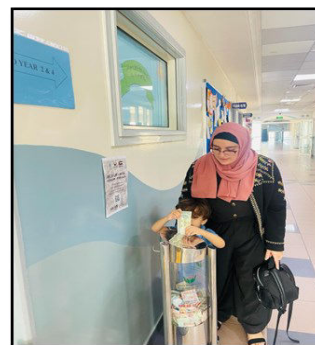
At the end of a child's academic year we will assess the children against the EYFS Profile Early Learning Goals, stating whether they are emerging, expecting levels of development.

Parents as Partners

It is vital that communication between all professionals and child's parent is strong so that a clear picture is gained of the child's learning and development. Children learn best when there are strong links between home and school, and the importance of parental involvement is recognized, valued and developed. Parents at our school are included in their child's learning journey through the opportunity to contribute 'wow' moments in their child's learning book.

We really do value parent's involvement in school. Parent's involvement in school begins even before children start in our school.

Parents are kept informed about all happenings of the school by monthly newsletters, notices up in the school and via the school website, school voice.



Photographs/videos

Prior to children starting here at our school, parents are asked to give their permission for their child to be photographed or videoed during their time at school. We use these images in the classroom, on displays, on the school newsletter and website. Separate permission will also need to be given for children to have their image used on our school social media page.

Medical Needs

All of the early years team will be aware of the children's medical needs and requirements and will be confident with dealing with situations may they arise.

Transition

We believe that we should be prepared for the children entering each stage of their learning.

In the EYFS we acknowledge the following transitional stages:

Home to foundation stage

Foundation stage-2 to Year 1

We believe that the best early years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, EYFS curriculum and stages; ensuring that the curriculum we provide in key stage one reflects our understanding of the children as learners. We aim to fit the curriculum to the child and not try to fit the child to the curriculum.

At our school we are committed to provide the firm foundations upon which all subsequent learning builds. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our aims are to:

Experience smooth transition periods.

Children experience a curriculum suited to their individual needs.

Continue to experience teaching that reflects a variety of preferred learning styles.

Teachers meet in the month of June to discuss the children they will be 'handing over'. Teachers will inform their colleague about the child's academic abilities, specific needs and any other relevant information.