

## **How will my child learn?**

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through these areas of learning and development.

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

## **What are GVS principles in the Kindergarten stage?**

Principle 1: Every child is a competent learner from birth and can be resilient, capable, confident and self-assured.

Principle 2: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Principle 3: The environment plays a key role in supporting and extending children's development and learning.

Principle 4: Children develop and learn in different ways and areas of Learning and Development are equally important and interconnected.

Principle 5: We believe in the integration of learning and play, as children learn best by doing.

Principle 6: We strive for a balance between teacher-directed and child-initiated activities.

## **As a mum or dad, how can I help with my child's learning?**

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school. You are your child's first teacher. When they are with you learning can happen at any time and anywhere, for example through:

- Being generous with praise and cuddles
- Reading a book together
- Playing games
- Singing nursery rhymes
- Talking about what you can see in the park or on the street
- Counting the stairs as you go up and down
- Talking about the numbers, colours, words and letters you see when you are out and about
- Allowing your child to cut out and stick pictures from magazines
- Planting seeds or bulbs in a pot or garden patch

- Cooking or baking together
- Using the weather – shadows, rain puddles, wind, mist and sun – to extend your child's vocabulary
- Exploring the park at a different time of the year – going off the beaten track
- Talking to your child at every opportunity – e.g. what you are doing that day
- On a trip to the supermarket, talking about all the different packaging shapes

## Areas of Learning

### **Personal, Social, Emotional Development**

This area of learning relates to how your child

- Interacts with others
- Deals with their emotions
- Looks after their personal hygiene
- Views their behavior and its consequences

### **Communication, Language and Literacy Development**

This area of learning relates to how your child

- Talks and listen to others,
- Explores books,
- Makes up stories and retells them orally and in writing,
- Learns phonemes, blending, segmenting and sight words to enable her/him to read and write.

### **Problem solving, Reasoning and Numeracy Development**

This area of learning relates to how your child

- Solves problems using ideas by working with others
- Sings number rhymes and counting (in 1's ,2's, 5's, etc.). \_\_

### **Knowledge and Understanding of the World Development**

The area of learning relates to how your child

- Explores the world around them
- Uses computers, phones, calculators and other electrical equipment
- Enjoys and participates in festivals relating to their own and other cultures
- Pursues open ended inquiries and real life investigations
- Uses materials and tools to gather information and extend his/her senses in order to make science more meaningful
- Explains his/her thinking and how s/he got to her/his answer

## **Physical Development**

This area of learning relates to how your child

- Moves using large scale movements: running, jumping and climbing
- Manipulates objects using small scale movements: cutting, drawing and threading

## **Creative Development**

This area of learning relates to how your child

- Enjoys messy activities by exploring what happens
- Pretends and role plays things they have seen and experienced
- Participates in musical and dance activities.
- Talks about models they have made and the reasons behind different parts of the model

## **Teaching the German Language**

The most important objective of teaching German in the Kindergarten Stage is to develop children's spoken language through socializing and communicating. We aim to surround children with the language totally and intensely using native sources, so they can acquire the sense of the language, feel its rhythm and use it naturally and fluently. Children are also introduced to different cultural understanding through traditional stories and events.

Working primarily on speaking and listening skills will prepare them for later work on reading and writing in the Primary Stage. Teaching relies mainly on active involvement and oral work: sharing, listening and singing of poems and songs. The age from 4 to 8 is considered the best time to acquire a new language. Plus, since spoken language is the hardest part to develop in any language, the emphasis on speaking and listening in Kindergarten will form a solid foundation for later skills to develop: reading and writing.

At home, you are encouraged to use every opportunity to expose children to the German language. Plus, access the German material uploaded on the school's learning system for your children to revisit class work at home. Work done now at school and at home is crucial for academic success in future years.

## تقديم اللغة العربية

تعتمد استراتيجية تعليم الأطفال اللغة العربية في رياض الأطفال على تطوير مهارتي الاستماع والتحدث باللغة العربية الفصحى ونقلها من دائرة المعارف إلى دائرة التطبيق والممارسة.

### مهارة الاستماع

من خلال أنشطة شفوية يتعرف الطفل و يتدرب على مستويات الوعي الصوتي

- الوعي بالكلمات متشابهة الإيقاع
- تقطيع الكلمة إلى أصوات
- التلاعب بالأصوات التي تتكون منها الكلمات

### مهارة التحدث

من خلال أنشطة شفوية مثل الاستماع إلى قصة أو تلاوة الآيات يتعرف الطفل ويتدرب على توظيف المهارات اللغوية

- نطق الأصوات
- تكوين الجمل

وبذلك يتحقق نواتج التعلم وهي:

1. النطق الصحيح مراعيًا مخارج أصوات الحروف
2. تمثيل المعاني بالأصوات
3. التنوع في إيقاع الصوت ونغماته
4. التمييز بين الحروف والأصوات ومخارج الحروف
5. تنمية الثروة اللغوية ويظهر هذا في القدرة على التعبير الشفهي

ومن ثم بإتقان مهارتي الاستماع والتحدث يستطيع التلميذ أن يمتلك ناصية القراءة والكتابة وهي المرحلة الثانية التي يتعرف فيها على قراءة وكتابة الحروف و الكلمات في الصف الأول الابتدائي.