



DUBAI INTERNATIONAL ACADEMY EMIRATES HILLS

KG CURRICULUM PARENTS GUIDE



DREAM  INSPIRE  ACHIEVE

2022–2023





**DUBAI
INTERNATIONAL
ACADEMY**
Emirates Hills



Dear Parents,

I would like to offer you a very warm welcome to Dubai International Academy Emirates Hills.

Our curriculum at DIA is engineered to offer your child the very best learning and outcomes possible from KG1 all the way through to Year 13. We take pride in researching the best techniques and pedagogies from around the world and implementing them in our own International Baccalaureate Curriculum.

In this guide you will find a breakdown of how we structure the curriculum in KG1 and KG2. Each page then shows the goals your child is developing toward (with an expectation that they finish them in KG2) and gives practical suggestions of how you can help your child in your everyday activities.

Whilst as school we do not endorse homework, at this age I strongly encourage you to read with, to, and for your child every single day. Fostering a love of reading, sharing books as a family, making it part of your child's everyday routine, will stimulate their desire and capacity for language, for reading, in ways that cannot be matched.

I hope you find the information that follows to be helpful and enlightening as your child progresses this year and throughout KG.

All the best

James Heard

Deputy Head & early Years Coordinator
jamesh@diadubai.com



IB PROGRAMME OF INQUIRY, EYFS PLAY BASED APPROACHES, & DIA!

At DIA Emirates Hille, we follow the International Baccalaureate (IB) Primary Years Programme (PYP). The IB programme aims to develop inquiring, knowledgeable and caring individuals who help to create a better and more peaceful world through intercultural understanding and respect.

The PYP prescribes a curriculum framework of essential elements – knowledge, concepts, skills, attitudes, and action. The PYP is structured around the Programme of Inquiry, in which we follow a set of transdisciplinary themes around which teaching and learning is based.

The children are introduced to four of the transdisciplinary themes through our Programme of Inquiry. The teachers plan a wide variety of inquiry-based activities and the children’s own questions are incorporated into the class programme. At the beginning of each Unit you will receive a Unit Letter highlighting the focus of the unit.

Our Standards and Play-based approach is derived from the Early Years Foundation Stage (EYFS) from England (UK). It enables us to benchmark students’ progress and attainment. The framework is structured to include standards for the learning, development and care of children from birth to 5 years. There are seventeen Early Learning Goals in this framework and they are divided into seven learning areas:



Children are assessed against the Early Learning Goals (ELG) at the end of KG2. We use a bespoke curriculum in which each developmental milestone toward ELG’s is tracked for your child, whatever year group they are in.

Over the following pages we have laid out essential information to help you as your child progresses across our Phase 1 (KG) section. At the top of each page you will find the Early Learning Goals that all children are progressing toward over their 2 years with us. You will then find a list of ways in which you can support, encourage, and aid your child’s development.



Listening, Attention & Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher



Your help at home

- Explain what a question is to your child. Ask your child questions regularly and encourage them to ask you questions too.
- Explain new vocabulary to your child, particularly when reading stories. Use actions to help them remember the meaning of new words.
- Gain eye contact when speaking with your child and encourage them to make eye contact in all their interactions e.g. when ordering their food at a cafe or when saying hello to their friend's



- mummy.
- Read stories daily.
- Describe characters and events in stories to build your child's vocabulary.
- Give your child plenty of time to talk and respond, don't jump in or finish their sentences.
- Engage in pretend play with your child, allowing them to lead the play.
- Encourage your child to wait for their turn to talk and not interrupt.





Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.



Your help at home

- Play at the park. Encourage them to take calculated risks when being physically active and try climbing vertically on play equipment.
- Walk up and downstairs at every opportunity.
- Make sure your child is physically active for at least an hour every day. Knead play dough and bread dough.
- Use a bucket of water and paintbrush to make large shapes, letters and words on the pavement and walls outside.
- Support your child when holding their pencil to ensure that they are using the correct grip.
- Engage in craft play relating to their interests. Provide small parts for them to pick up with their fingers. Try cutting various items such as straws, fabric, string and cooked spaghetti. Watch how they hold scissors and correct their grip if necessary.
- Help your child to recognise healthy life routines by embedding them in everyday life. For example brushing teeth at least twice per day, eating a healthy balanced diet, limiting screen-time, having a familiar bedtime routine, , instill road safety rules and wear a seatbelt while travelling in a car.
- ensure they have 10-12 hours of sleep per night



Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Self Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Your help at home

- Play games that encourage your child to share and wait their turn.
- Tell your child it's ok to feel angry and mad but that it's not ok to lash out. Talk about feelings so they

can recognise and label their emotions.

- Teach them key phrases to help in times of stress and conflict for example, "Please stop it, I don't like it!" "I need some help." "Can I have it when you are finished?" "Can I have a turn next?"
- When learning new skills, model and support but also let your child have a go - it's ok to fail and get things wrong. It builds resilience.
- Promote independence by teaching your child how to wash their hands, feed themselves, use the bathroom, dress and undress so they do not have to rely on adult support.





Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others



Your help at home

- Help your child learn to recognise their written name.
- Look for letters and words on signs in everyday life and use descriptive language to talk about what

they look like. e.g. "look at the 2 bathroom doors in the cafe, which one do you think says "ladies"?... How did you know that?...Did you notice the l sound at the beginning? It's tall and straight; it's bigger than most of the other sounds"

- Play I-Spy to supporting their learning of initial sounds Expose your child to lots of new vocabulary—it is proven that a language-rich child will read faster and with more accuracy.
- Encourage your child to write for a purpose, e.g. make a sign for their bedroom, make a card for their grandparents or write the shopping list. This can be real writing or "pretend writing".
- Do not teach your child to write capital letters, stick to lower case letters.
- Avoid using the ABC alphabet - use pure sounds instead. This pronunciation guide can help you: <https://www.youtube.com/watch?v=TkXcabDUg7Q&t=74s>
- Famous children's author, Julia Donaldson's top tips on promoting reading at home: <https://www.youtube.com/watch?v=1-wud5ndvuE&t=107s>



Your help at home

Help your child learn correct letter formation using the Read Write Inc mantras

<p>a</p> <p>Around the apple and down the leaf.</p>	<p>b</p> <p>Down the laces to the heel and around the toe.</p>	<p>c</p> <p>Curl around the caterpillar.</p>	<p>d</p> <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p> <p>Lift off the top and scoop out the egg.</p>	<p>f</p> <p>Down the stem and draw the leaves.</p>
<p>g</p> <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p> <p>Down the head, to his hooves and over his back.</p>	<p>i</p> <p>Down the body and dot for the head.</p>	<p>j</p> <p>Down his body, curl, dot for his head.</p>	<p>k</p> <p>Down the kangaroo's body tail and leg.</p>	<p>l</p> <p>Down the long leg.</p>
<p>m</p> <p>Down Maisie, mountain, mountain.</p>	<p>n</p> <p>Down Nobby and over his net.</p>	<p>o</p> <p>All around the orange.</p>	<p>p</p> <p>Down the pirates plait and around his face.</p>	<p>qu</p> <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p> <p>Down the robots back and curl over his arm.</p>
<p>s</p> <p>Slither down the snake.</p>	<p>t</p> <p>Down the tower, across the tower.</p>	<p>u</p> <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p> <p>Down a wing, up a wing.</p>	<p>w</p> <p>Down, up, down, up.</p>	<p>x</p> <p>Down the arm and leg, repeat the other side.</p>
<p>y</p> <p>Down a horn, up a horn and under head.</p>	<p>z</p> <p>Zig-zag-zig.</p>				



Number

- Have a deep understanding of numbers to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Space, Shape and Measure

- 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.



Your help at home

- Look for numbers when you are out and about e.g. street signs, price label, car licence plates.
- Ask your child to collect a given number of items in the supermarket e.g. "Please can you get me 5 juicy red apples?....Are you sure there are 5? ...Shall we



count them to check?...Oops, is that more or less than 5?"

- Cook together-measuring ingredients and using mathematical language such as more, less, capacity, full, half, under, on top, beside, behind, estimate, add and total.
- Use a number line to help your child solve number problems. Sing number songs together:





MATHEMATICAL LANGUAGE



Your help at home

Comparison language

small and large, tall and short, fast and slow, heavy and light, hot and cold, high and low, near and far, young and old. It is helpful for children to see differences and a variety of properties in objects and situations. These are best explained through first-hand, real-life experiences, such as comparing weight by handling objects or comparing height or speed through outdoor climbing or running activities.

Positional language -

in, out, next to, beside, behind, in front of, over, under, between, around, through. Children need to know a range of positional words if they are to explore shape and space meaningfully. Again, these words need to be learned/reinforced during active play, such as during construction tasks, or when playing hide & seek.

Directional language -

forward, backward, up, down, left, right, straight on. Any outdoor activity can include directional words, especially if using wheeled vehicles or programmable toys.

Ordinal language -

first, last, second, third, in front of, end, beginning, before, after. These words give children ways of describing order and sequence. Opportunities occur during activities that include lining up objects, such as small cars or farm animals and when explaining whose turn it is during board games.

Shape vocabulary -

round, curved, wavy, straight, sloping, corners, pointed, sides, flat, circle, square, triangle, long, short, edge. Children will learn the names of shapes, but the vocabulary to describe them is much more useful. These words will benefit them in other areas of the curriculum and in a variety of real-life contexts

Calculating vocabulary -

more, less, the same, many, lots, fewer, greater than, more than, less than, most, least, add, subtract, take away. Children's first understanding of 'calculating' will be the vocabulary of more and less, and the language of increasing and diminishing quantities. Use these words in a variety of contexts to promote depth of understanding.

Language of time -

today, tomorrow, yesterday, morning, afternoon, evening, night, the days of the week, month, year, o'clock. Young children can find time a difficult concept to understand and one that develops as they mature and experience these words in various contexts. Initially, the words they use are mostly related to the here and now. Using a calendar to mark future events and a diary to record past events will help children develop their sense of time. It can also be useful when referring to future events, such as birthdays, to use the word "sleeps" instead of "days" e.g. "There are 4 sleeps until your birthday!"

Size, weight and Capacity terminology -

full, empty, half full, big, small, short, long, tall, wide, large, little, heavy, light (and add -est to the end of these words)



Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and story-telling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Your help at home

- Look through photographs of family celebrations and talk about who was there and why you were celebrating. Look at photographs of your child through different stages of their development, from a baby to now. Encourage older family members to talk about their lives; describing important events and experiences and what they enjoyed doing as a child.
- Explore your local community together. Visit museums in the UAE and in your home country. Compare Dubai's environment to your home country, talking about differences and similarities in temperature, weather, landscape, indigenous animals, and plants.
- In the cooler months explore nature - Hatta has lots of family-friendly trails. Go to the beach look for shells and sea creatures. Grow a plant from a seed and visit a farm, such as Emirates Bio-farm to learn about where food comes from.
- Let your child handle different materials e.g. instead of serving meals in small plastic tableware, allow them to use metal cutlery, a glass for drinking from, and a ceramic plate. When children handle a variety of different materials, their sensory input is teaching them about texture, weight, and physical responses.
- Look at a globe together and place a sticker on the UAE, your home country, and other countries your child can relate to, such as previous holiday destinations they have visited.



Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teachers
- Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music (also see other ELG for story telling)
- Sings a range of well-know nursery rhymes and songs



Your help at home

- Explore paint, playdough and sensory objects, with a range of textures, materials, even smells, such as brushes, metal and wooden spoons and ribbons.
- Encourage your children do things which help build strength—carry bags, move objects, tidy things away, even playing with playdough!
- Give them activities that help to refine their fine motor skills—cutting, sewing, manipulating one object through another, construction play!
- When buying toys and other playthings, always opt for the 'open-ended', that is, something that has lots of possible uses.



- Try not to worry too much about mess - it's part of the creative process and you can set clear boundaries about where your child can play with paint or clay
- Join in your child's play, but remember it is their creative ideas that you want to develop and not yours. Don't do everything for them, encourage them to try first.
- Make music part of your child's life. Hearing and making music and singing songs has an invaluable effect on children's language and physical skills

