



King's College

DOHA

A First-Class British Independent School



Curriculum Maps

Academic Year 2018/2019

EYFS

Physical space

Our well-planned classrooms have areas for large play, quiet reflection, group work, partner activities and independent investigation. Natural light and natural materials are the focus of our classroom, as we encourage children to connect with nature in their daily interactions. There is a strong aspect of indoor/outdoor classroom as the flow of the day moves from classroom to breakout spaces for a range of activities. The classroom layout will change from time to time as the children show particular interests which the teacher will then follow. For example, if some of the children show a keen interest in pets, a Vet s Surgery may be set up for their learning in the role-play.

The children move to specialist teaching areas, with specialist teachers, for Movement, Music, PE and Swimming, taking advantage of specially equipped rooms and sporting facilities.



Assessment

Assessment plays a crucial role in effective education and facilitates future learning and progress. There are a wide range of assessment systems in place to track and respond to children s learning. Teacher observations form the basis for Assessments for Foundation Stage children. In order to best assess the scope and depth of a child s learning different types of observations will be used.

By the end of Foundation Stage, all children are expected to have made progress in each of the areas of learning. A child will progress at different speeds through the seven different areas and will be further ahead in some, when compared to others this is normal and expected.



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EYFS Curriculum Workshop

Vanessa Temple

Head of Pre-School and Reception

Monday, 16th October

The seven areas of learning

The Early Learning Goals set out what most children are expected to achieve by the end of the Foundation Stage. They are organised as seven areas of learning:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Planning and curriculum delivery

Children will learn most effectively when they are actively involved and interested in the work they are undertaking. Teachers in the Foundation Stage plan learning experiences which develop children's language skills and critical thinking skills within a flexible framework. Specific activities are planned on a daily basis and work is differentiated to meet the individual needs of children and their rate of development. Teachers take into account the three characteristics of effective teaching and learning.

- playing and exploring - children investigate and experience things, and have a go;
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

It is our aim to promote a positive attitude to learning that will last a lifetime. Children who feel confident in themselves and their own ability have a head start in learning, and those who are encouraged to think for themselves and reflect upon their action are most likely to become successful independent learners in the future.



Teaching and learning

The core focus of the Foundation Stage programme is to follow the interests of the children. The engagement of children in their own learning, driving the curriculum themselves, and exploring those things that they identify as relevant, are central to our Teaching and Learning philosophy. Each day children will experience three different kinds of teaching and learning:

Large group this may be as a whole-class and is generally guided by the teacher. When children engage in large-group activities they are taking part in extremely complex social situations. The dynamics of who is talking, who is listening, who is leading, who is supporting these are all part of the subconscious collaboration that children have with their peers.



Peer working collaboratively with their classmates. This may be guided or facilitated by the teacher, but could be initiated by the children themselves. All children are excited to make their first friends. It's a mysterious new world of collaboration and sharing which they are eager to embrace but to their frustration they don't always have the skills to participate in effectively.

Individual quiet time for independent investigation and reflection. Our youngest children are such amazing explorers and creators, but they are also amazing connectors. They connect their experiences to make sense of the world they live in, the people they meet and the experiences that they have.

