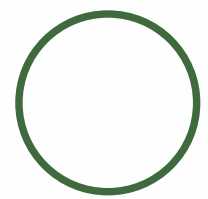
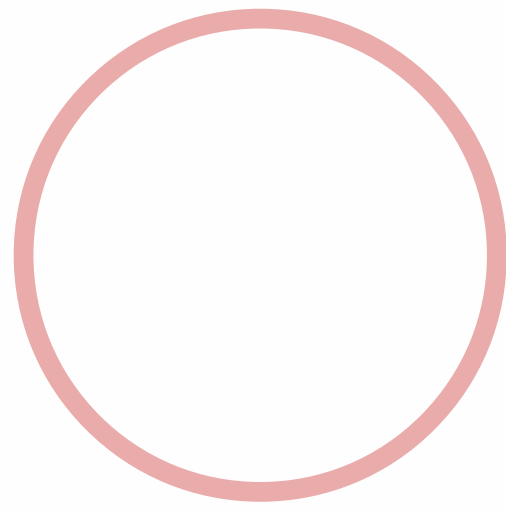
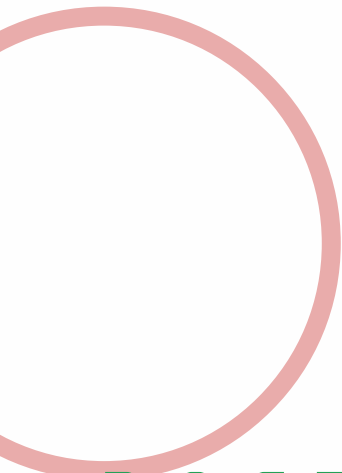




EMIRATES  
HILLS



WELCOME  
PACK  
KG1 AND KG2



DUBAI  
INTERNATIONAL  
ACADEMY



# Deputy Head's Message



Dear Parents,

Welcome to KG1 and KG2! If you are a returning parent we welcome you back, and if you are new to our school, I and the team are excited to meet you. Myself, Mr. Tom (Head of Primary) Ms. Jessica (Head of KG1) and Ms. Tracy (Head of KG2) are really looking forward to a year of play, learning, exploring, and being a rich part of your child's unique development. I am sure you are full of excitement, trepidation, and also have one or two questions about how we begin.

Starting school is a new, exciting, and very special time for your child. They will meet their new teacher, form new friendships, explore new surroundings and carry out many incredible activities based around our Units of Inquiry, all while being engaged in play based learning. As for some of you this will be your first time with children at school and for others it may be your first time at the main campus. I wanted to reach out to you personally and hopefully help with any questions.

These years not only 'fly by' but are ones of enormous energy, enthusiasm and risk-taking where your child will be encouraged to develop the attributes of the IB Learner Profile. The IB Learner Profile is a set of personal attributes such as 'Communicator', 'Caring', and 'Principled', that children will strive to fulfill. Attitudes and skills of the PYP are integrated into all aspects of learning and development

The first week of school begins on Monday August 26th. Our first week is designed to settle the children into their new environment and routines. Please note that when planning your calendars this is NOT a full week of school, and on the first day we would love you to be there!

Details of then week are included below, but if I can be be of any assistance please do contact me (I am much more friendly than in the photo!)

I look forward to seeing you in August!

All the best,

James Heard  
Deputy Head Lower Primary  
jamesh@diadubai.com



Ahoy Me Hearties!



# FAQ

## When is the first day of school?

We expect all children to be back in School on Monday August 26th 2024. This day is called Hopes and Dreams and you will be able to sign up for a short slot where you will meet the teacher, some of the other children in the class and their parents.

## When will I know who my child's class teacher is?

All teachers return to work on August 19th 2023. We finalise all class lists and assign teachers at this point. Your child's class teacher should be in touch with you on the 21st or 22nd of August to introduce themselves.

## What are the class sizes?

Class sizes in KG2 can go up to a maximum of 25 children.

## What are the school timings?

The start of school is still being finalized, but please expect a time of around 7.30am. The end of the school day in KG1 and KG2 is 1.20pm, except on Fridays when all children finish at 12pm.

## Where can I get a class timetable?

These will be sent out in the first week of school once all detail are finalised by us.

## What should I do about food?

We are a packed lunch school at this age and there is no better time to learn independence than now. We are happy to show children how to open lunch boxes, or help if things are tricky, but as a school we are here to encourage your child's self-sufficiency.

## What is the first week like?

Our opening week is a bit different to the rest of the school, in KG1 and KG2 we hold a settling in week. On the next page we detail the structure.

# First Week

## Monday 26th August:

### Hopes and Dreams

You and your child come to the class for a 10-minute session (booked through the Hopes and Dreams letter). A chance for children and their parents to meet the teacher. Please note that the timings are by appointment, when your time is up we will end that session in order to set up for the next group. Please leave yourself plenty of journey time to arrive and make the most from the experience.

## Tuesday 27th & Wednesday 28th:

### Short session

On both days your child will come for 1 hour and 15 minutes (your class teacher will provide the timing of this session). They will be in a group of about half the class. This will be an engaging time with the teacher and staff in a small group setting, it enables children to get used to the environment and further settle.

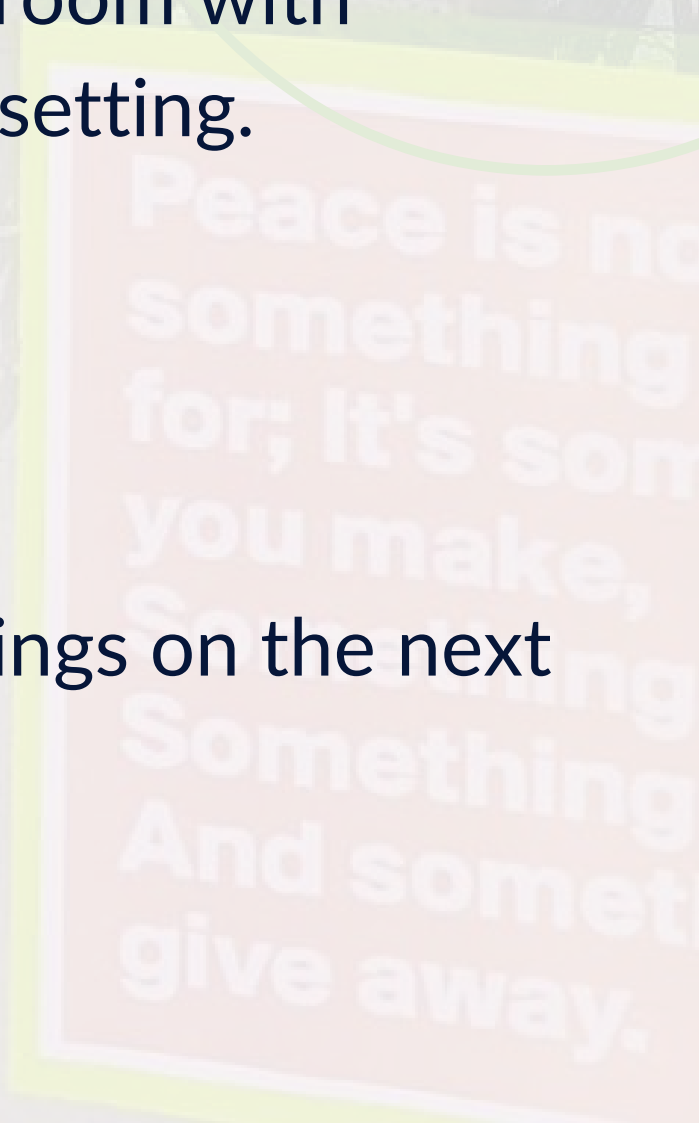
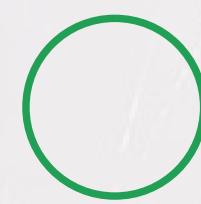
## Thursday 29th August:

### Long Session

Your child comes in for a 2 hour 30 minutes session (please send them with a snack). The entire class is there and the children now get used to being in a room with everyone and explore the new rhythms and routines of a full school setting.

## Friday 30th August

This is a full morning at school, where children follow the Friday timings on the next page.



# School timings - KG1 & 2

## MONDAY - THURSDAY

TIME	LESSON
KG1 07:15 - 07:30 KG2 07:00 - 07:30	Drop off
07:30 - 07:40	Registration
07:40 - 08:20	Lesson 1
08:20 - 09:00	Lesson 2
09:00 - 09:40	Lesson 3
09:40 - 10:00	Break
10:00 - 10:40	Lesson 4
10:40 - 11:20	Lesson 5
11:20 - 12:00	Lesson 6
12:00 - 12:40	Lunch
12:40 - 13:20	Lesson 7

## FRIDAY

TIME	LESSON
KG1 07:15 - 07:30 KG2 07:00 - 07:30	Drop off
07:30 - 07:40	Registration
07:40 - 08:20	Lesson 1
08:20 - 09:00	Lesson 2
09:00 - 09:40	Lesson 3
09:40 - 10:00	Break
10:00 - 10:40	Lesson 4
10:40 - 11:20	Lesson 5
11:20 - 12:00	Lesson 6

# Dubai International Academy, Emirates Hills Calendar Outline 2024-2025


SMT return to School for Orientation and Training	14 August 2024
HODs and Year level leaders return to School for Orientation and Training	15 August 2024
Teachers return to School for Orientation and Training	19 August 2024
Primary School 'Hopes & Dreams' – First School Day	26 August 2024
Secondary School New Student and all Year 7 students Orientation All Year 11 and 13 students orientation	26 August 2024
KG1 & KG2 settling in programme	27 August - 30 September
Lessons start for Year 1 – Year 13 students	27 August 2024
Mid-term Break	14 - 18 October 2024
Parent Teacher Consultations KG1 – Year 6 (No school for PS students) Early closing for SS students	28 October 2024
Parent Teacher Consultations Year 7 – 13 (No school for SS students)	4 November 2024
Parent Teacher Online Consultations Year 7 – 13 (No school for SS students) Early closing for PS students	11 November 2024
UAE National Day (No school for students and staff)	2 - 3 December 2024
Winter Break	16 December 2023 – 3 January 2025
Lessons start for KG1 – Year 13 students	6 January 2025
Parent Teacher Consultations KG1 – Year 6 (No school for PS students) Early closing for SS students	7 February 2025
Mid-term Break	13 -14 February 2025
Parent Teacher Online Consultations Year 11 – 13 (No school for SS students)	21 March 2025
Spring Break	24 March – 4 April 20245
Parent Teacher Consultations Year 7 - 10 (No school for SS Students)	30 April 2025
Eid Al Adha (No school for students and staff)	5 - 8 June 2025
Hijri New Year (No school for students and staff)	26 June 2025
End of year for Students and Teachers	27 June 2025

PADIA is our parent association and support or leads various events and initiatives through the year. Initially you will be invited to a coffee morning (date to follow). At this you will meet other parents and have the opportunity to register your interest in being involved in various events through the year.

Tom is keen to ensure that parent involvement is regular, supportive and productive. This includes parent readers for both English and Arabic, support for our co-curricular program, promoting activities such as focus groups beach days or hikes, supporting events such as International and National Day, offering professional expertise to the curriculum and much more.

If you would like to be involved, whether leading or as part of an event team, then [please express your interest in this form](#) and share you ideas.

PADIA

PASSIONATE ABOUT DIA 



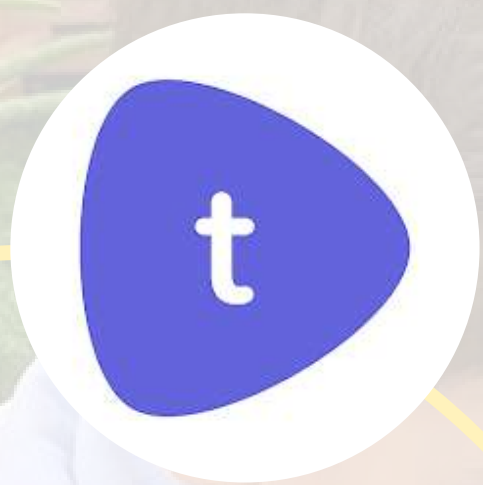


# Communication

## Toddle

You will be sent at least 3 learning updates a week, and we will also send any messages or updates as is required on the communication channel. Toddle will give you an everyday insight into the wonderful things your child is learning. Toddle is the app we will use for the entire of primary school. Your teacher will send a QR code in the first week of school to connect you.

On IOS app store:



On Google Play store:



## iSams Parent Portal

The parent portal is a key gateway to information about your child; from here you can download school reports, pay for trips, and see key information we hold. You will be given a username of DIAXXXXXXX (6 digits). This is very important. It will be the username for all other Microsoft app's including Teams and online learning.

On IOS app store:



On Google Play store:



# Communication cont.

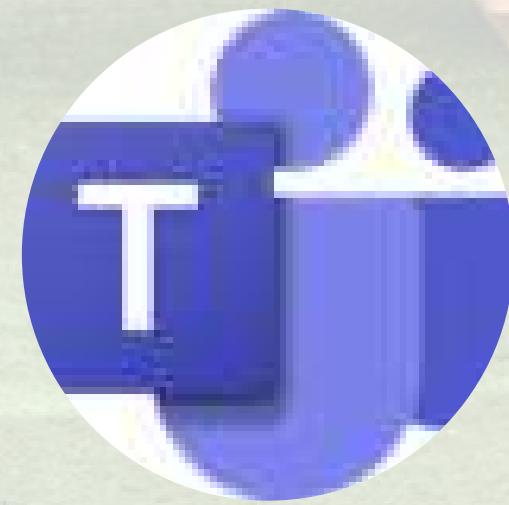
## Microsoft Teams

This is our preferred Online Meeting and Learning portal. If the school should go online this is the platform for online lessons. Your child's username will be the username you were given for the Parents Portal and a password will be issued in the first week of Term.

On IOS app store:



On Google Play store:



## Everything else

### Telephone:

If a matter is urgent please call the school office on 04 871-3530 and 04 871-3531 (KG1 can be reached on 04 427 1461)

### Conversations:

Talking to teachers for an extended period of time at drop-off and/or pick-up is not recommended, unless in extenuating circumstances. Please rather contact your teacher for an appointment which is convenient to you both.

### Email:

Teachers will do their best to respond to an email within one working day, and will also use the platform to send important updates or direct communications.

### Class Newsletter:

Sent every 2 weeks to keep you up to date with the learning happening in class and any upcoming events.

# Snacks, Lunch & Food

All students will have a daily snack and lunch break. We strongly encourage parents to provide their child with a healthy snack and lunch that your child likes and will eat independently.

Please do not send sugary snack foods, flavoured milk, fizzy drinks, chocolate or chocolate related foods (Oreos, Nutella, chocolate pudding, chocolate custard), or chips or crisps. Should these items be included in the snack box they will be kept aside and sent home with your child at the end of the day. A choice of two or three different snacks in a lunch box is usually well received by children.



Please send lunch bags, boxes and bottles that your child is able to open and close independently and provide a spoon or fork if needed. We will encourage your children to be as independent as possible and would like your support at home.

## Other Special Needs and Allergies

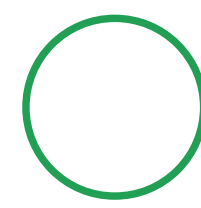
If your child has an allergy, it is extremely important the school nurse and your child's teacher are made aware of it as soon as possible. The more insight we have regarding your child the more helpful we can be to their needs.

**The school has several children that have severe nut allergies.**

**Please do not send foods that contain nuts into school.**



# Attendance



Attendance is taken by 7.40 a.m. Any child arriving after this time must be / will be marked as late. If your child is absent, for any reason, please complete the iSams link. If the school is not contacted by 9:00 am, you will receive a text message and an email regarding the whereabouts of your child.

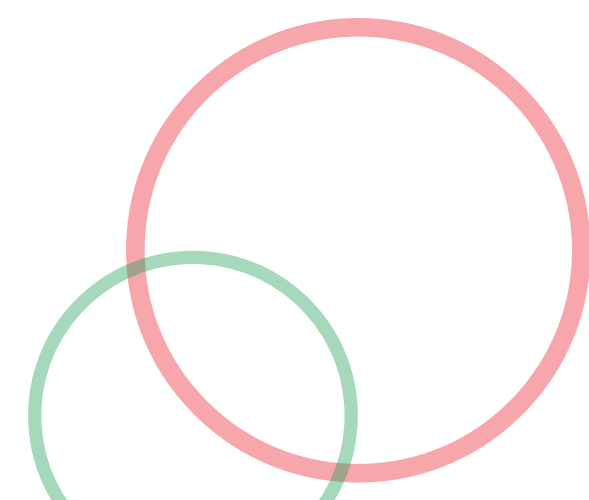
[Click here for iSams sickness link](#)

## Sickness

Please be sensitive about sending your child to school with a cold, cough, upset stomach, rash or fever. When determining if your child is well enough to attend school, please bear in mind that s/he could not only infect other children, but also be at risk of contracting another infection if his or her immunity is low. School policy requires your child to be fever free for 24 hours before coming or returning back to school. If your child is absent for more than two days, they will need a medical note from their physician.

Please keep your child at home if they show any of these symptoms and under observation:

- Cough
- Fever
- Sore Throat
- Shortness of breath
- Diarrhea
- Runny nose
- Nasal congestion
- Myalgia or body ache
- Fatigue
- Abdominal Breath
- Conjunctivitis
- Rash



# Change of clothing

We believe in messy play! Your child may get a bit dirty, muddy, wet—all sorts can happen in a busy day of learning!

Please do keep this in mind

In KG, children are expected to be totally toilet trained, use toilets appropriately and be able to clean and dress themselves after using the toilet. A sensitive area that needs to be addressed is the occasional toilet accident.

For this reason please send in a change of labeled clothing, in a sealable plastic bag, that can be kept in the classroom. Please label **all** of your child's clothing – especially jackets, jumpers, caps and uniform.

We understand that an accident may happen on occasion. However, any child who soils themselves in school will need to go home as we do not have the facilities to properly clean your child.

## Uniform & School Bags

Please see the link on the school website about the school uniform requirements:

<http://www.diadubai.com/admissions/uniform/>

There is structured physical education (PE) class in the week. Children are required to wear their PE uniform to school on these days. Your class teacher will share the PE days with you.

Children need to bring the following to school each day; their snack, lunch and a water bottle. They need not bring a bulky school bag. A lunch bag every day is enough.



**PLEASE ENSURE THAT ALL CLOTHING, BAGS, BOXES AND BOTTLES ARE LABELLED WITH THE CHILD'S NAME AND CLASS**



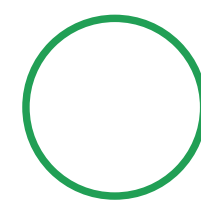
EMIRATES  
HILLS



# THE KG CURRICULUM 2024-2025

DUBAI  
INTERNATIONAL  
ACADEMY

# 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 (end of KG2)

- 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 (end of KG2)

- 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

# How you can support 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 or daddy.
- 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 (end of KG2)

- 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 (end of KG2)

- 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.

# How you can support 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 (end of KG2)

- 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 (end of KG2)

- 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 (end of KG2)

- 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.

# How you can support 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 (end of KG2)

- 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 (end of KG2)

- 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 (end of KG2)

- 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

# How you can support 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:](#)

- Famous children's author, [Julia Donaldson's top tips](#) on promoting reading at home:



# How you can support 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 &amp; 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.

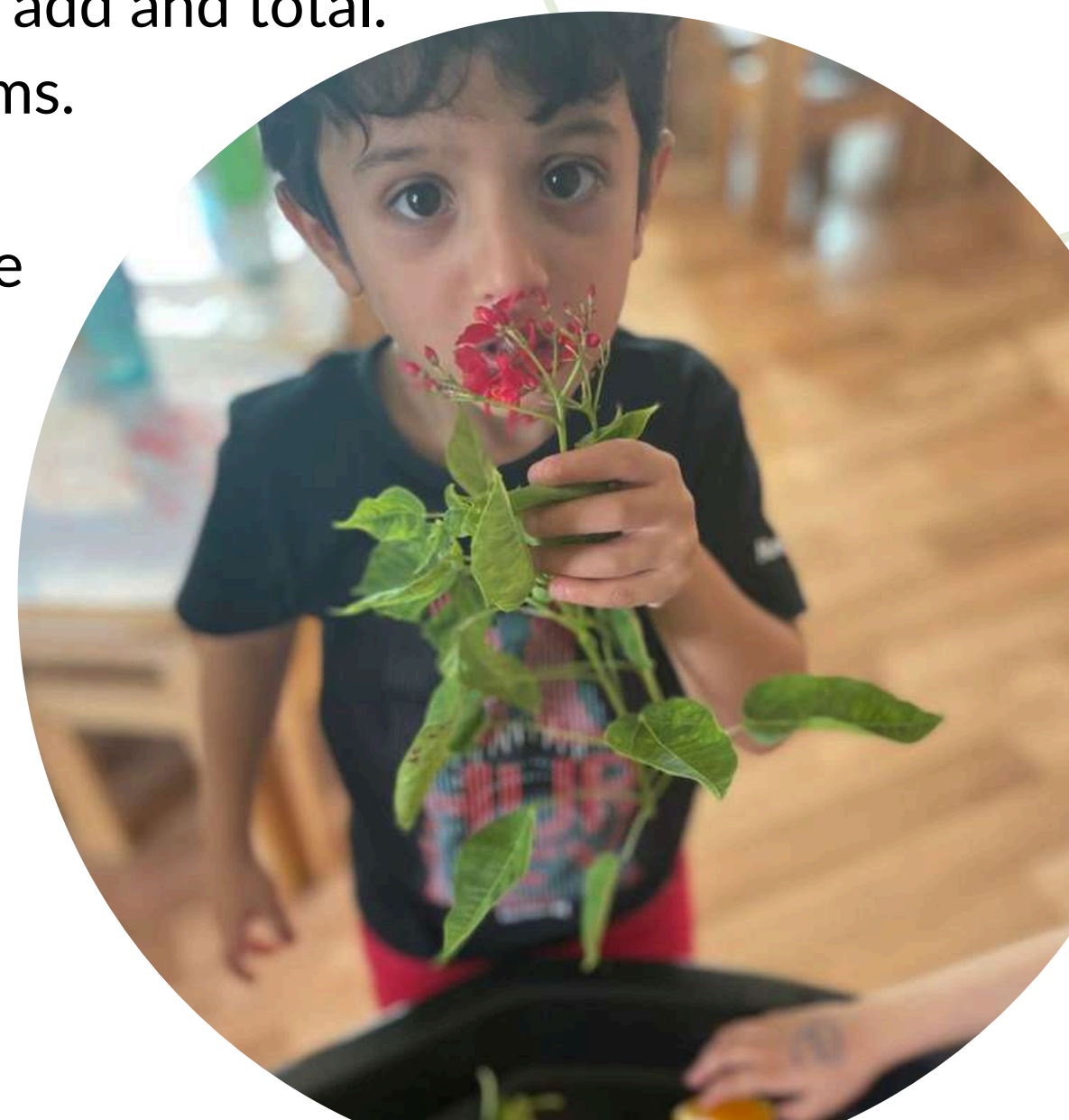
## Space, Shape and Measure

- 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.



# How you can support 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:](#)
- Use construction toys to build with and name and describe the shapes you can see.
- Use language relating to time and draw their attention to your wrist watch and clocks on the wall.
- Try to represent numbers in lots of different ways.



# How you can support at home

## Mathematical language to practice:

### 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 storytelling.



- 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.

## People, Culture and Communities

## 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.

# How you can support 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-known nursery rhymes and songs

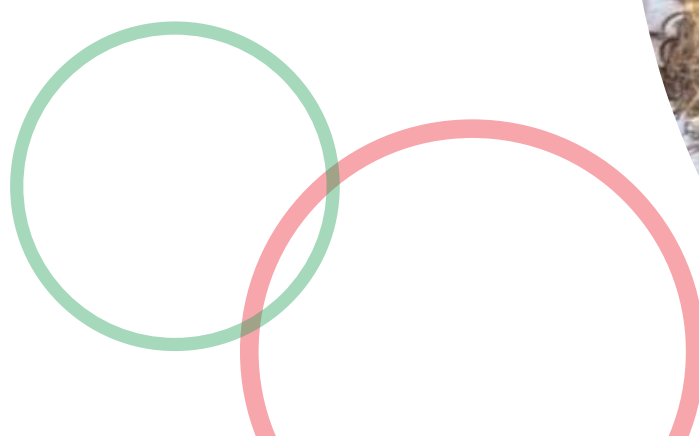
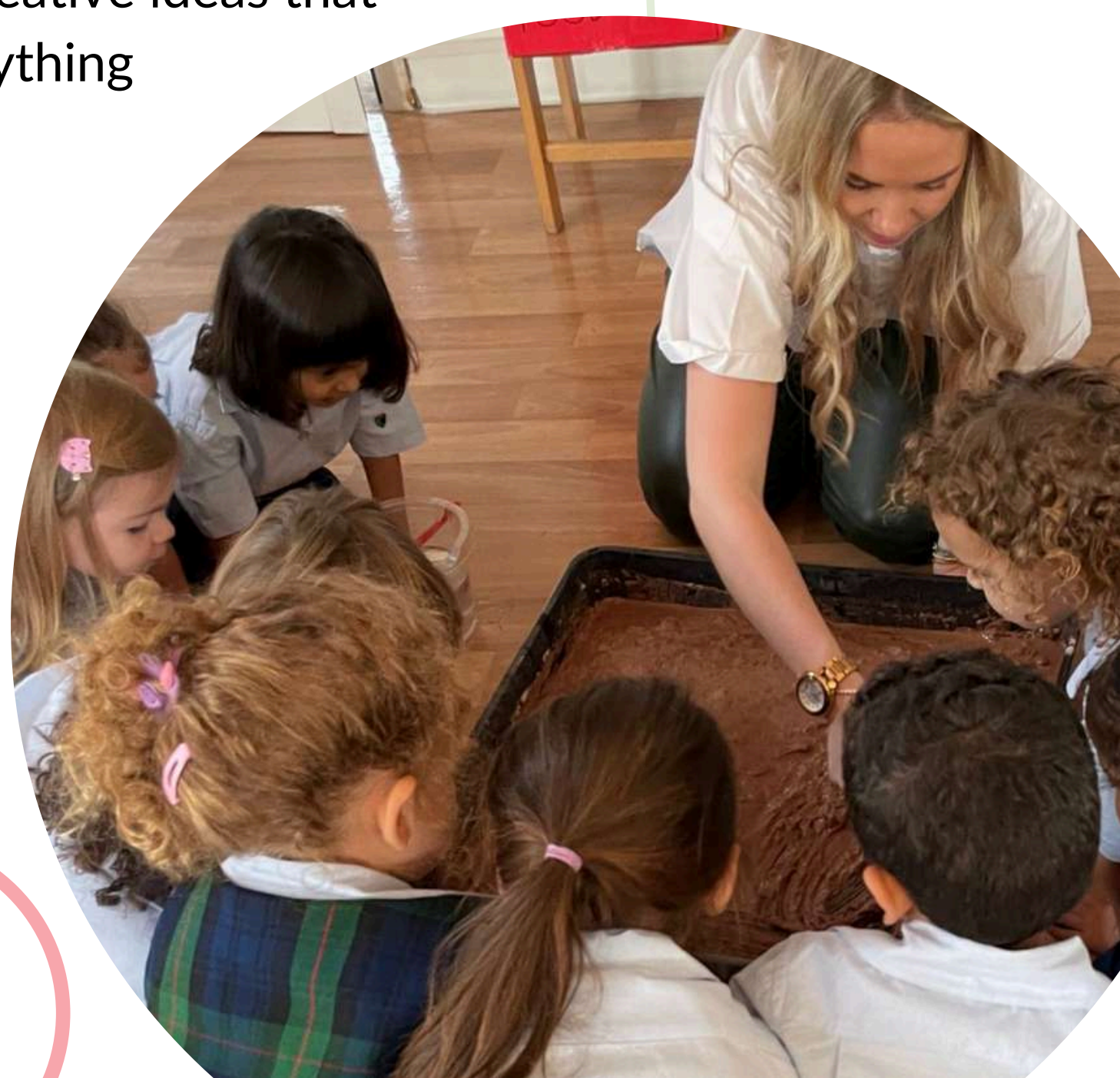


# How you can support at home



- 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







**EMIRATES  
HILLS**

**If you have any questions  
please reach out.**

**Dream - Inspire - Achieve**