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At IDEA ELC we offer The Creative Curriculum. The Creative Curriculum is a program of study that supports active, hands-on, inquiry based learning which will promote your child’s progress in all developmental areas. We are proud to offer this all the way through from Nursery and Preschool to Kindergarten One and Two.

We feel that it incorporates so much that is good from the giants of early years’ educational theory, such as encouraging exploration and independence. It also provides an excellent framework for children to transfer into and from the program, regardless of which country or educational system they have come from or will transition to.

The transient nature of Dubai means that we know that you might not stay with us for the entire of your child’s early education. We also know that you will be interested to know how we provide for a seamless transition to their next setting, perhaps after they have completed KG2 at IDEA. This document aims to highlight the transient nature of the curriculum we are offering and to exemplify that it is a particularly valuable curriculum for creating a solid foundation on which your child will build their education and for ensuring that your children are well equipped for the next stage of their education, wherever that may be.

We have summarized our understanding of the Key Learning Outcomes for three Curriculums: Creative Curriculum (the Curriculum that we use), British EYFS and the International Baccalaureate. This document has four pages.

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| **US The Creative Curriculum for Pre-School (IDEA’s Curriculum)***Objectives for Development and Learning* |
| 1. Regulates own emotions and behaviors
2. Manages feelings
3. Follows limits and expectations
4. Takes care of own needs appropriately
 | 1. Establishes and sustains positive relationships
2. Forms relationships with adults
3. Responds to emotional cues
4. Interacts with peers
5. Makes friends
 | 1. Participates cooperatively and constructively in group situations
2. Balances needs and right of self and others
3. Solves social problems
 | 1. Demonstrates traveling skills
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| 1. Demonstrates balancing skills
 | 1. Demonstrates gross- motor manipulative skills
 | 1. Demonstrates fine- motor strength and co-ordination
2. Uses fingers and hands
3. Uses writing and drawing tools
 | 1. Listens to and understands increasingly complex language
2. Comprehends language
3. Follows directions
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| 1. Uses language to express thoughts and needs
2. Uses an expanding expressive vocabulary
3. Speaks clearly
4. Uses conventional grammar
5. Tells about another time or place
 | 1. Uses appropriate conversational and other communication skills
2. Engages in conversations
3. Uses social rules of language
 | 1. Demonstrates positive approaches to learning
2. Attends and engages
3. Persists
4. Solves problems
5. Shows curiosity and motivation
6. Shows inventiveness in thinking
 | 1. Remembers and connects experiences
2. Recognizes and recalls
3. Makes connections
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| 1. Uses classification skills
 | 1. Uses symbols and images to represent something not present
2. Thinks symbolically
3. Engages in sociodramatic play
 | 1. Demonstrates phonological awareness
2. Notices and discriminates rhyme
3. Notices and discriminates alliteration
4. Notices and discriminates smaller and smaller units of sound
 | 1. Demonstrates knowledge of the alphabet
2. Identifies and names letters
3. Uses letter-sound knowledge
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| 1. Demonstrates knowledge of print and its uses
2. Uses and appreciates books
3. Uses print concepts
 | 1. Comprehends and responds to books and other texts
2. Interacts during read-alouds and book conversations
3. Uses emergent reading skills
4. Re-tells stories
 | 1. Demonstrates emergent writing skills
2. Writes name
3. Writes to convey meaning
 | 1. Uses number concepts and operations
2. Counts
3. Quantifies
4. Connects numerals with quantities
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| 1. Explores and describes spatial relationships and shapes
2. Understands spatial relationships
3. Understands shapes
 | 1. Compares and measures
 | 1. Demonstrates knowledge of patterns
 | 1. Uses scientific inquiry skills
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| 1. Demonstrates knowledge of the characteristics of living things
 | 1. Demonstrates knowledge of the physical properties of objects and materials
 | 1. Demonstrates knowledge of Earth’s environment
 | 1. Uses tools and other technology to perform tasks
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| 1. Demonstrates knowledge about self
 | 1. Shows basic understanding of people and how they live
 | 1. Explores change related to familiar people or places
 | 1. Demonstrates simple geographic knowledge
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| 1. Explores the visual arts
 | 1. Explores musical concepts and expression
 | 1. Explores dance / movement concepts
 | 1. Explores drama through actions and language
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| 1. Demonstrates progress in listening to and understanding English
 | 1. Demonstrates progress in speaking English
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| **International Baccalaureate***The PYP Learner Profile for Early Childhood**\*NB This is our interpretation of the IB Curriculum* |
| An inquirer, when he or she shows interest in the world, asks questions and actively enjoys learning. |
| A thinker, when he or she develops theories of cause and effect, sorts and classifies, and shows interest in big ideas. |
| A communicator, when he or she engages in discourse, manages social interactions and expresses thoughts through verbal and graphic languages. |
| A risk-taker, when he or she tries new ways of doing things. |
| Is knowledgeable, when he or she knows and understands significant content. |
| Is principled, when he or she begins to see another child's point of view, is honest and begins to show a sense of fairness. |
| Is caring, when he or she shows sensitivity towards the needs and feelings of others, and is able to be a part of a community of learners. |
| Is open-minded, when he or she is open to new experiences and to the beliefs and ideas of other children. |
| Is reflective, when he or she is able to think about behavior and if necessary, work on some strategies for change. |
| Is balanced, when he or she works alone and in groups showing control of feelings in dealing with other people. |
| Engages in a balance of quiet and dynamic activities, and gross-motor and fine-motor skills. |

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| **British EYFS** *Early Learning Goals (ELGs) Early Years Foundation Stage Profile* |
| **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. |
| **ELG 04 Moving and Handling** Children show good control and co-ordination 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.  | **ELG 06 Self-confidence and Self-awareness** Children are confident to try new activities, and 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 Behavior** Children talk about how they and others show feelings, talk about their own and others’ behavior, and its consequences, and know that some behavior is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behavior to different situations, and take changes of routine in their stride. | **ELG08 Making relationships** Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organize their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. | **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 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. | **ELG 11 Numbers** Children count reliably with numbers from one 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 recognize, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.  |
| **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 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. |
| **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 color, 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.  |  |