



BUILDING THE FOUNDATIONS



Kings' School Nad Al Sheba
Foundation Stage - Summer (Edition 2)





Looking back over the year, we are extremely proud of all the children and their achievements. We have certainly had a packed year, including UAE National Day, Igniting Writing Week, Student-led Conferences, International Day, STEAM Week, Arts Week, Parent Workshops, and Celebration Assemblies... just to name a few!

All this could not have been possible without planning from the teachers, enthusiasm of the children and of course, support from our parents.

As the Foundation Stage team, we would like to thank you all for your support in all community events and for being true partners in your child's learning.

We wish you a very happy summer holiday and we look forward to seeing you again in September.

The Foundation Stage Team

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Personal, Social and Emotional Development

Personal, social and emotional development (PSED) is possibly the most important of the prime areas of learning in the Early Years Foundation Stage (EYFS) for a child's starting school life. This is when children learn the skills they need to become actively involved in the world around them.

In the EYFS, personal, social and emotional development includes three aspects of children's learning and development:

- Making relationships
- Managing feelings and behaviour
- Self-confidence and self-awareness

Relationships lie at the heart of all human experience and interaction, and it is vitally important that young children are helped to learn the social skills needed to interact successfully with other people and to form good relationships.

Children who have the skills to interact well with other people and form positive relationships can tap into a huge resource to support their learning. Socio-constructivist theories of learning and development, such as those of Vygotsky, place an emphasis on learning being a social experience where the individual learns from others who are more experienced than themselves – both children and adults. Young children also need lots of opportunities and encouragement to begin to look at the world from the perspective of others and to develop empathy – which is not always easy for FS1 children to understand.

Children need support from others to regulate their feelings. This support, consistently given, helps them to understand basic emotions, begin to control their impulses and learn how to manage and display their feelings appropriately.

Children need to feel comfortable, both emotionally and physically, to allow them to learn effectively. Helping children to learn how to regulate and manage their feelings is therefore a vital stepping stone for success in learning and in life.

During their early years, young children build their understanding of themselves as individuals, which increases their confidence to engage with the people, objects and experiences in the world around them.

As children grow in self-confidence and self-awareness, they extend their horizons and begin to see that what they do can make a difference. This ability to proactively engage with the world underpins all other aspects of a young child's learning.

Providing open-ended resources that can be used in a wide variety of ways will encourage children to try out their ideas and build their sense of achievement. These resources could include boxes, tubes, blocks, bags, small baskets, rings, wooden pegs, short lengths of chain, pine cones, pebbles, shells, fabrics, paper and card.

Children of this age are beginning to develop a wide range of physical skills; help boost their independence and self-esteem by giving them time to manage complex tasks, such as putting on a pair of socks or shoes, or fastening a coat. This may take an inordinate length of time and may not always be entirely successful, but remember that it is the learning process that is important, not the end result!

Quick Recipe

Apple Race Car Snacks*

Going on a long journey in the holidays, or have picky eaters? Try this quick healthy snack.



Ingredients

- Apples
- White grapes, cut in half
- Toothpicks

Directions

- Gather all ingredients. Cut two full cheeks from each apple. Slice out the centre third so you have a wedge.



- Slip 2 toothpicks into each apple wedge to become the car axles. Place grape halves on each side of the toothpick for wheels. Vroom vroom!

Quick Recipe

Apple Race Car Snacks*

Tips

- If you aren't going to eat these straightaway, then you need to stop the apples from going brown. You can drop your cars into a bowl of water with a squeeze of lemon in it to help prevent them discolouring.
- You can also use pears, instead of apples, for this recipe.
- If you don't have green grapes, then red grapes will do the trick.

What Does it Mean?



Philosophy for Children (also known as P4C) is an approach to learning and teaching, now a recognised worldwide movement and practice that was founded by Professor Matthew Lipman.

Children are taught how to answer as well as create their own philosophical questions. They then choose one question that is the focus of a philosophical enquiry, or dialogue. For example, the question might be 'is it ever ok to steal?'

The teacher, as facilitator, supports the children in their thinking, reasoning and questioning, as well as the way the children speak and listen to each other during the dialogue. After the enquiry, children and teacher reflect on the quality of the thinking, reasoning and participation, and suggest how they could improve, either as individuals or as a group.

At Kings' School Nad Al Sheba, children in Seahorse Class led by Miss Loughran, have been using this approach. These children embarked upon critical thinking exercises in order to practise their reasoning skills.

One exercise gave the class thinking time to make a link between two pictures. One child had a picture of a lolly pop and an x-ray. He said "the lolly pop got stuck in the boy's throat and he needed an X-ray." Another child had a picture of a pen and a kangaroo, he said "the kangaroo is learning how to write."

The approach has also been used to create whole class discussions. One such example was when the children thought about their favourite character and explained their reasons to their friends.

The children loved being challenged in their thinking and under the guidance of Miss Loughran, this approach will be rolled out across the school in the new academic year.



5 Things to do With...

TIN CANS

The cans with the pull tab is going to give you a lip that won't cut little fingers. Painting the cans give them a new look and make them more appealing to play with!



01

Tin Can Bowling: Stack up the cans and use a ball or similar object to tray and knock them all down!

Tin Can Telephone: Punch a hole in the bottom of two cans with a nail and a hammer. Thread through some string and tie a knot inside each can. Endless fun for children from the other end of the room or garden!

02



03

Tin Can Planter: Decorate the outside of your tin, fill it with soil and plant your favourite flowers or herbs.

Tin Can Toss: Stand the tin cans upright and use them to try and get small objects inside them.

04



05

Tin Can Windchime: Punch a hole in the bottom of each can and thread string through, tying a knot at the end of the string. Using a coat hanger or the round base of an old lampshade, tie the cans on and choose a place to hang it up.



As the new academic year approaches, we are pleased to welcome new members of staff to the teaching team in Foundation Stage.

My name is Joanne Taylor and I am excited to be joining you all at Kings' School Nad Al Sheba in September.



Miss Joanne Taylor
*Assistant Head,
Foundation Stage*

Right now, that seems long away and before then you will have many exciting adventures and I hope you will share some of those with me when we meet.

I thought I would tell you a little about me too. During the school holidays, I love travelling and have been fortunate enough to visit many countries all over the world. I love meeting new people and visiting special buildings and places in their countries. One of my favourite moments was when I arrived in Petra just as the sun was rising.

For those of you already at Kings', I am hoping you will help me find my way around during the first week so I don't get lost. I am excited to meet you all but also a little nervous because this will be a new school for me. So I would like to ask you all to share a smile with me when I meet you.

Until then, I hope you keep exploring our amazing world. Happy exploring!

My name is Sara Flaherty and I am currently teaching in Dubai, where I have lived for the last 3 years. I moved here from Mumbles, South Wales in the UK, where I taught in a small village school in Swansea.

I have taught Foundation Stage and Primary age children for 20 years and love the challenge and fun in working with very young children.

I thoroughly enjoy teaching FS1 and am looking forward to my new role as a FS1 teacher at Kings'.



Ms Sara Flaherty
*Class Teacher
FS1 - Hippo Class*

***Don't Call Me Choochie Pooh!* by Sean**

Taylor: Choochie Pooh is a tiny little purse dog, but all he wants is to be taken seriously and to play with the big dogs at the dog park. But what big dogs will ever want to play with a tiny little dog called CHOOCHIE POOH!

***The Book of Mistakes* by Corinna Luyken:** Summer is the perfect time to whip out the art supplies and this book is a great way to help your children understand that anything can be turned into something beautiful. It's so fun to watch accidental drops and splotches turn into art.

***Cinnamon* by Neil Gaiman:** A picture book about a princess named Cinnamon. She doesn't speak and her royal parents offer untold riches to anyone who can get her to talk. Possible hope finally arrives when a talking tiger appears at the palace.

***Charlotte and the Rock* by Stephen W. Martin:** Like many children, Charlotte desperately wants a pet. But when her birthday arrives, her parents give Charlotte a rock. But Charlotte isn't disappointed — she loves her rock as much as she would a real pet. A sweet and slyly funny story with a surprise twist at the end that will delight you and your little one!

***The Giant Jumperee* by Julia Donaldson:** What exactly is a Giant Jumperee? That's just what Rabbit wants to know when he returns to his burrow and hears a loud voice calling out "I'm the Giant Jumperee and I'm scary as can be!" This one will be on repeat all summer long.

***On the Spot: Countless Funny Stories* by Amy Krouse**

Rosenthal & Lea Redmond: Does your child love interactive picture books like *This Book Is Magic* and *Press Here*? Then they'll be thrilled by this completely original story that leaves out some of the most important parts and leaves it up to them to finish it! They can use the stickers in the back of the book or any small objects from around the house and add them to the blank spots to create a new story every time.

***It's A Tiger!* by David LaRochelle:** On each page, a tiger lurks in the background and the main character tries to escape, only to find himself once again face to face with the tiger. Of course, in the end, the tiger turns out not to be so bad.

***Jabari Jumps* by Gaia Cornwall:** Jumping off the diving board isn't scary at all. Nope, not even a little. But maybe little Jabari needs a little time to figure out exactly what kind of jump to do and maybe warm up a little beforehand. And a squeeze from his dad wouldn't hurt either. This book is perfect for the child who's facing something new and a little bit scary, whether it's the pool or getting ready for school.

***Hattie and Hudson* by Chris Van Dusen:** Hattie draws a great sea monster out of the lake with her singing and becomes friends with it. But everyone else in the town is terrified. Can Hattie make them see that there's nothing to fear from Hudson?

***Dinotrux* by Chris Gall:** These mighty part-truck, part-dino demolition dynamos rumbled, plowed and bulldozed their way through the centuries. From the nosy Craneosaurus and hungry Garbageadon to the bully of the jungle, Tyrannosaurus Trux.

Next update will be in Sep/Oct 2017.



"the best by every child"