Curriculum & Learning Policy

Reporting Person: Nursery Manager (Academic Lead)
Responsible Staff: All Teaching Staff, Arabic Teacher, SENCO (Special Educational Needs Coordinator)
Policy Start Date: 1st September,2025
Policy Review Date: 1st September,2027

1. Policy Statement

At Wonder Whiz Kids Nursery, our curriculum follows the British EYFS Framework while meeting KHDA requirements for Early Childhood Centres in Dubai. We aim to provide a broad, balanced, inclusive, and engaging learning experience that nurtures every child's holistic development, values the UAE's cultural heritage, and prepares children for future learning success.

Our curriculum emphasizes:

- The seven areas of learning in EYFS (Prime and Specific).
- Arabic language and culture as required by KHDA.
- Inclusive education for children of all abilities and backgrounds.
- Child-led and play-based pedagogy.
- Camps and extended activities to enrich learning beyond the classroom.

This policy is linked to: Curriculum Policy, Inclusion Policy, Arabic Policy, Health & Safety Policy, and Wellbeing Policy.

2. Curriculum Framework (EYFS Areas of Learning)

Prime Areas of Learning

1. Communication & Language – speaking, listening, understanding.
2. Physical Development – gross & fine motor skills, health, self-care.
3. Personal, Social & Emotional Development (PSED) – self-awareness, relationships, emotional regulation.

Specific Areas of Learning

4. Literacy – early reading, phonics, emergent writing.

5. Mathematics – numbers, shape, space, and measure.
6. Understanding the World – cultures, environments, technology.
7. Expressive Arts & Design – creativity, imagination, role play, art.

3. Pedagogy & Teaching Approach

- Play-based learning: exploration, discovery, hands-on activities.
- Child-centred: respecting individual interests, cultures, and abilities.
- Scaffolding: staff provide guided support, extending learning.
- Thematic and topic-based curriculum: themes (e.g., "My Dubai", "Animals", "Seasons").
- Balanced timetable: structured sessions + free choice activities.

4. Arabic Language Provision

4.1 Appointment of Arabic Teacher

- An Arabic Teacher is mandatory under KHDA requirements.
- Teacher must be qualified in Early Childhood Education with Arabic as first language.
- Must have teaching experience in early years.
- Must hold paediatric first aid, safeguarding, and KHDA-approved child protection training.
- Appointment confirmed by Nursery Manager & Academic Lead with KHDA approval.

4.2 Arabic Teaching Approach

- Daily greetings, counting, and classroom instructions in Arabic.
- Weekly structured Arabic lessons (songs, rhymes, storytelling, role play).
- Cultural integration (UAE traditions, crafts, national days).

4.3 Arabic Assessment

- Baseline assessment on joining (confidence in listening/speaking Arabic).
- Formative assessments: ongoing observations in learning journals.
- Summative assessments: termly progress reports on vocabulary, confidence, cultural knowledge.
- Differentiation: tailored support for native and non-native speakers.

5. Inclusion & Exceptional Needs (SEN/EAL)

- We follow KHDA inclusion framework ensuring equal access for children with additional needs.
- SENCO appointed to oversee Individual Education Plans (IEPs).
- Teachers adapt activities using differentiation & small group support.
- Collaboration with parents and external specialists (speech therapists, occupational therapists, psychologists).
- Bilingual and EAL (English as Additional Language) learners supported through visuals, gestures, and repetition.

6. Grouping for Effective Learning

- Small group learning for literacy, numeracy, and Arabic.
- Mixed-ability groups to encourage peer learning.
- Individualised key worker support for children needing additional help.

7. Reading & Writing (FS2 Focus)

- Phonics-based teaching (Letters & Sounds or Jolly Phonics).
- Reading corners in each class with Arabic & English books.
- Shared reading sessions with teachers and peers.
- Early writing opportunities (tracing, name writing, emergent sentences).
- Writing journals introduced in FS2.

8. UAE Cultural Representation

- Celebrating UAE National Day, Flag Day, Ramadan, Eid, and heritage festivals.
- Storytelling and crafts related to Emirati heritage.
- Including camels, palm trees, Arabic calligraphy, pottery in classroom themes.
- Arabic integrated into daily routine to respect national identity.

9. Extended Learning (Camps & Aftercare)

9.1 Seasonal Camps

- Summer Camp: arts, water play, STEM, storytelling, cooking.
- Winter Camp: festive crafts, music, drama, cultural celebrations.
- Spring Camp: gardening, nature crafts, science experiments.

9.2 Afternoon Timetable (After 2 PM)

- 2:00 – 2:30: Rest
- 2:30 – 3:30: Creative play (art, dance, drama).
- 3:30 – 4:30: Physical activities (indoor play, yoga, movement).
- 4:30 – 5:30: Storytime, role play, free exploration.

10. Assessment Framework

- Observation-led assessment (EYFS model).
- Termly learning journeys for each child.
- Parents receive progress reports & parent-teacher meetings.
- KHDA-approved assessment templates used.
- Development tracked against EYFS milestones.

11. Staff Roles & Responsibilities

- Nursery Manager: oversee curriculum, assessments, and KHDA compliance.
- Arabic Teacher: lead Arabic language teaching & assessment.
- Key Workers/LSA: record observations, support wellbeing, communicate with parents.
- SENCO: support inclusion & individual plans.

12. Monitoring & Review

- Curriculum reviewed annually in line with KHDA updates.
- Staff training provided on EYFS pedagogy, Arabic teaching, and inclusive education.
- Feedback from parents and staff incorporated into curriculum planning.

This policy ensures Wonder Whiz Kids Nursery delivers a KHDA-compliant EYFS curriculum with strong emphasis on Arabic, inclusion, cultural values, and holistic child development.