



# Tarbiyyah Primary School

CULTIVATION AND EDUCATION UPON AUTHENTIC ISLAM



## Early Years Parent Information

Patience Excellence Resilience Kindness Sharing



# HOW CHILDREN LEARN

Highly skilled teachers use a combination of teaching methods:

- **Free Flow:** Children learn through play using resources to direct their play independently
- **Adult Led:** Teachers work with children for short periods of time to teach them new concepts or skills. This can be done through small group focus activities or whole class carpet sessions.
- **Adult guided:** resources set up by the teachers with a specific learning intention. The children can use the resources as the teacher intended or in a completely different way.

# Importance of PLAY and child initiated activities

**Play** means...

exploring, talking, thinking,  
trying, imagining, daydreaming,  
inventing, risk taking, giving,  
sharing, making choices,  
working, relaxing, challenging,  
turn taking, pausing, running,  
skipping, jumping, shouting,  
whispering, singing, making  
friends, being yourself, being  
someone else, role playing,  
acting, caring, negotiating,  
reading, writing, counting,  
measuring, trying things out,  
feeling, leading, following,  
problem solving, storytelling,  
building, laughing, smiling...

**learning.**



Within the theme of Learning and Development there are seven areas. All areas are connected to one another and are equally important.

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development
4. Literacy
5. Mathematics
6. Understanding of the World
7. Expressive Arts and Design

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## Prime areas:

- **Personal, Social and Emotional Development**
  - Building Relationships
  - Self-Regulation
  - Managing Self
- **Communication, Language**
  - Listening & Attention and Understanding
  - Speaking
- **Physical Development**
  - Gross Motor
  - Fine Motor

## Specific areas:

- **Mathematics**
  - Number
  - Numerical Pattern
- **Literacy**
  - Reading
  - Writing
- **Understanding the World**
  - Past and Present
  - The Natural World
  - People Culture and Communities
- **Expressive Arts and Design**
  - Creating with Materials
  - Being Imaginative and Expressive

# Prime Areas

- ▶ The Early Year's framework recognises the holistic nature of development and learning and covers seven areas of Learning (Prime areas and Specific areas) that are equally important and inter-connected: However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. The prime areas are those most essential for a child's healthy development and future learning. As they grow, these skills will support the child as they extend their development in the specific areas. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other.



## Personal, Social and Emotional Development

This area is a crucial part of a child's development in the Early Years. It focuses on the children's emotional well-being, independence and their understanding of feelings, relationships and what is acceptable.

Deen and Islamic Studies underpin this area. The children will be learning to:

- become self-confident;
- take an interest in new activities and express why they like some activities more than others
- know what their own needs are;
- dress and undress independently;
- become independent;
- tell the difference between right and wrong.
- talk about their feelings
- they show sensitivity to others needs and feelings and form positive relationships with adults and children.
- look after their bodies, including healthy eating, and manage personal needs independently.



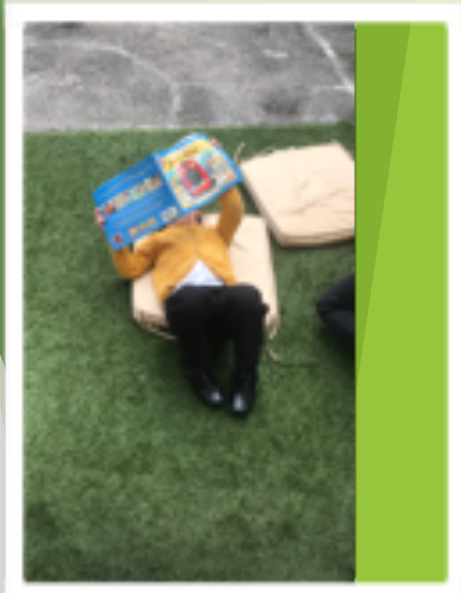


## Communication and Language

The development of children's spoken language underpins all seven areas of learning and development.

The children will be learning to:

- ▶ communicate confidently and clearly
- ▶ enjoy listening to stories and rhymes
- ▶ identify, say and write letters in Arabic and recite simple Surahs from the Quran.
- ▶ hear and say sounds, and link them to the alphabet;
- ▶ read and write familiar words;
- ▶ learn and use new vocabulary
- ▶ respond to simple instructions
- ▶ use talk to organise and sequence thinking ideas, feelings and events





## Physical Development

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

The children will be learning to:

- ▶ support their own healthy development
- ▶ use a range of large and small equipment
- ▶ develop a sense of space around themselves and others.
- ▶ show good co-ordination and control in large and small movements
- ▶ balance on different body parts and equipment
- ▶ develops practical skills such as dressing, undressing etc



# Specific areas of learning

- ▶ The specific areas include essential skills and knowledge for children to participate successfully in society. They grow out of the prime areas and provide important contexts for learning.
- ▶ Literacy - reading and writing - encouraging children to link sounds and letters and to begin to read and write
- ▶ Mathematics - (counting, understanding and using numbers, calculating simple addition and subtraction problems, describing shapes, spaces and measure). Understanding the World
- ▶ Expressive - guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment).
- ▶ Arts and Design - enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art



# Forest School at Tarbiyyah

## Supports all 7 areas of learning and development



# 10 benefits of Forest School:

- ▶ **1) Confidence:** Forest School helps children to grow in confidence as a result of the freedom, time and space they are given in their learning. This allows them to demonstrate independence at each individual child's rate.
- ▶ **2) Social skills:** Activities such as sharing tools and participating in play help teach the children to work together as a group, which strengthens their bonds and social ties.
- ▶ **3) Communication:** The sensory experiences provided by Forest School's helps prompt language development. Improving communication skills has a positive effect on a child's self-esteem and is a crucial part of their development.
- ▶ **4) Motivation and concentration:** High levels of interest lead to high levels of attention. Spending time in the woodland is exciting for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time.
- ▶ **5) Physical skills:** The increase in outdoor activity is bound to have a positive physical impact. Not only does the development of physical stamina improve but also gross and fine motor skills.
- ▶ **6) Knowledge and understanding:** Children develop an interest in the great outdoors and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come.
- ▶ **7) New perspectives:** Forest School isn't just beneficial to children it is also beneficial to teachers. Observing their class in a different setting allows them to gain a new perspective and understanding of their class.
- ▶ **8) Ripple effects:** When children really engage with Forest Schools they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently.
- ▶ **9) Levels the playing field:** Taking children outside of the classroom removes the pressures of academia and allows them to play to their strengths. This is beneficial to children who struggle in the classroom because there is more of an opportunity for them to learn at their own pace.
- ▶ **10) Enjoyable for the children:** Forest Schools are fun! It is educational whilst also allowing children to play, explore and discover. Children who participate in Forest Schools are generally observed to be happier. The fresh air, the excitement, getting mucky - it doesn't get child friendlier than that.

# Curriculum

- ▶ The EYFS teaching is based on 'Cornerstones' which encourages and develops all areas of children's learning. It enables children to learn through theme based activities with an even mix between adult-led and child initiated learning. Children are able to engage with their learning through an imaginatively resourced free -flow learning environment that enables exploratory and child-initiated play both indoors and outdoors.
- ▶ We plan an exciting and challenging curriculum based on our observations of children's needs, interests and stages of development across the seven areas of learning, to enable the children to achieve their potential.
- ▶ In Early Years we write medium-term plans, which are linked to a series of topics over an academic year. Each topic offers experiences in all seven areas, in both the inside and outside learning areas. These plans then inform our short-term weekly planning, which remains flexible for unplanned circumstances or children's responses. We follow and encourage the children's own interests through our continuous provision planning, where children are encouraged to learn through play and with positive adult and peer interaction.
- ▶ In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

# Monitoring Progress

At Tarbiyyah we place the individual child at the centre of our planning. This is achieved through detailed observation and assessment. This observation and on-going formative assessment is at the heart of effective early years practice.

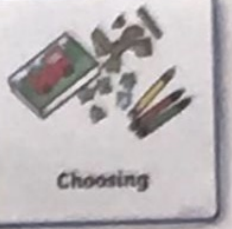
As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways, including what the child has said and done and by also using photographic evidence. Significant observations of children's achievements are collated in their own digital personal learning journey, called 'Tapestry', which is shared directly with parents/carers and can be accessed at home.

Each of the 7 areas of learning has its own set of Early Learning Goals' which determine what all children are expected to achieve by the end of Reception Class. In the Reception year, the children are assessed against the Early Learning Goals (ELGs) and our results are reported to the local authority

# Our Class Timetable

## A typical day in Nursery....

- ▶ Self Registration
- ▶ Free Flow
- ▶ Carpet time / rhyme time
- ▶ Child-led activities (indoor and outdoor - Focus group work)
- ▶ Snack time
- ▶ Outdoor play
- ▶ Quran and Arabic
- ▶ Story time Story/Rhyme / Home time



Choosing



Tidy-Up Time



Outdoor Activities

# A typical day in Reception....

- ▶ Registration
- ▶ Finger gym/Intervention
- ▶ Wake up and shake up
- ▶ Phonics
- ▶ Quran and Arabic
- ▶ Snack time
- ▶ Child-led activities (indoor and outdoor - Focus group work)
- ▶ Maths/Literacy
- ▶ Lunch time
- ▶ Quran
- ▶ Child-led activities (indoor and outdoor - Focus group work ) / PE
- ▶ Story/Rhyme / Home time





# Uniform

- ▶ Black Jogging bottoms
- ▶ White collared t-shirt
- ▶ Tarbiyyah Logo'd Jumper - which can be purchased from the School Office.
  - Please ensure that names are on **EVERYTHING!!!**
  - Send coats **EVERYDAY**
  - Sensible shoes and no jewelry
  - P.E. kits worn from home on P.E. day
  - A pair of wellies to stay in school
  - A spare set of clothes to stay at school on your child's peg



# Parental Involvement - Get involved

At the heart of our ethos is the importance of family. Here within the Tarbiyyah family we place great value on our close relationships with parents. This ensures that it is a true partnership and that parents feel fully informed and involved in their children's learning.

- ▶ Admission Interviews where we get to know your child and the family they belong too
- ▶ Meet and greet the team
- ▶ Reading Café - add your name to the register and come and read with a small group, whole class or individual children
- ▶ Join the PTA
- ▶ Support with fundraising initiatives e.g help organise an event pamper day, cake bake sales etc
- ▶ Assemblies - speak to the children about your profession or hidden talents!
- ▶ Coffee mornings
- ▶ Workshops

# COMMUNICATION



- ▶ Day to day communication:
- ▶ Send a message on dojo or email [schooloffice@tarbiyyah.co.uk](mailto:schooloffice@tarbiyyah.co.uk)
- ▶ Speak to the class teacher, head of early years or the administrator
- ▶ Arrange an appointment through the school office
- ▶ Class dojo
- ▶ News letters
- ▶ Weekly homework - Reception
- ▶ Big Ideas - Home learning challenges - Nursery
- ▶ Tapestry online journal
- ▶ Website : <http://www.tarbiyyah.co.uk/>
- ▶ Twitter : <https://twitter.com/TarbiyyahSchool>
- ▶ Two termly parent teacher consultations
- ▶ End of year report

# EARLY CHILDHOOD EDUCATORS



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## Teach and care

**what we believe in:** play, sharing, fun, quality, health, development, imagination, books, helping, individuality, relationships, movement, cooperation, success, responsibility, variety, music, families, independence, professionalism, practice, curiosity, opportunity, growing, intention, well-being, hands-on, safety, art, acceptance, gentleness, trying

**what we teach:** creativity, exploration, kindness, nutrition, interest, counting, curiosity, self-help skills, manners, language, diversity, problem solving, numbers, thinking, colors, shapes, persistence, alphabet, skills, friendship, science, ideas, love of learning, confidence, honesty

**what we do:** care, help, plan, correct, play, prepare, inspire, encourage, educate, recognize and meet needs, coordinate, explain, create, respond, implement, feed, dance, build, find, understand, guide, support, model, read, hug, rhyme, celebrate

**what we give:** time, energy, love, concern, experience, care, skills, resources,

*everything*

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