

**Kindergarten  
Course Catalog  
Pre-KG to KG2  
AY 2026 – 2027**

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# Al Ittihad Private Schools (IPS) Mission, Vision & Values

## Mission



At Al Ittihad Private Schools, we are dedicated to inspiring and empowering all students through sustainable, innovative education. Our commitment is to foster their holistic development, instill essential 21<sup>st</sup>-century skills, promote lifelong learning, and empower them to excel academically. Additionally, we prioritize creating an inclusive environment where every student feels valued, respected, and supported as they grow into active, responsible heritage guardians and global citizens.

## Vision



A Generation of Heritage Guardians and Global Thinkers.

## Values



- Respect
- Integrity
- Empathy
- Tolerance
- Loyalty
- Resilience
- Innovation
- Global Citizenship
- Environmental Stewardship
- Sustainability

# **1. Overview**

The Kindergarten (KG) Course Catalog outlines the educational philosophy, curriculum structure, and program offerings for the KG phase (Pre-KG to KG2). It is designed to provide clarity and transparency regarding the learning experiences, instructional approaches, and academic pathways offered to students during the early years, while ensuring full alignment with the requirements of the UAE Ministry of Education, the Abu Dhabi Department of Education and Knowledge (ADEK), and the Knowledge and Human Development Authority (KHDA).

The KG program is grounded in developmentally appropriate practice and emphasizes holistic child development, integrating cognitive, social-emotional, physical, linguistic, and creative learning domains. The curriculum reflects a carefully sequenced progression from play-based, exploratory learning in Pre-KG and KG1 to more structured subject-based learning in KG2, ensuring continuity, coherence, and readiness for Grade 1.

This catalog serves as a reference document that details the language of instruction, assessment and reporting approaches, inclusion and student support provisions, national identity integration, and the balanced use of technology across the KG program. All course offerings and implementation practices outlined herein are aligned with approved curriculum policies and early childhood education frameworks, ensuring quality, consistency, and compliance.

The sections that follow provide detailed descriptions of the learning areas and courses offered within the KG phase, illustrating how the program supports foundational skill development, positive learning behaviors, and a smooth transition into elementary education.

## **1.1 Language of Instruction**

The KG program adopts a clear and structured Language of Instruction model. English is the medium of instruction for the Creative Curriculum (Pre-KG and KG1) and for English, Mathematics, Science, and Physical Education in KG2. Arabic is the medium of instruction for Arabic Language, Islamic Education, and Arabic-integrated learning experiences. Instruction is delivered using developmentally appropriate strategies, with targeted language support provided for non-native speakers to ensure access to learning. Teachers collaborate across subjects to reinforce vocabulary and concepts, supporting bilingual development while maintaining clarity, consistency, and compliance with regulatory language requirements.

## **1.2 Integration of UAE National Identity**

UAE national identity is intentionally embedded across the KG curriculum through both Arabic-medium subjects and English-medium learning experiences. Children engage with Emirati values, culture, heritage, traditions, and national symbols through age-appropriate themes, stories, celebrations, classroom routines, and community-focused activities. Arabic Language, Islamic Education, and Social Studies play a central role in developing identity and belonging, while English-medium subjects reinforce national identity through contextualized examples and cross-curricular connections. This integrated approach ensures that national identity is not taught in isolation but is experienced meaningfully as part of daily learning, fully aligned with KHDA and Ministry of Education expectations.

## **1.3 Inclusion, and Learning Support**

The KG curriculum is inclusive by design and ensures equitable access to learning for all students. Teaching practices incorporate differentiation, scaffolding, and flexible grouping to address varied developmental levels and learning needs. Learning support is embedded within classroom instruction through visual aids, modeling, repetition, and language-rich interactions. Students with Additional Learning Needs (ALN) receive appropriate

accommodations and classroom strategies in alignment with individual learning needs. Early identification, monitoring, and collaboration between teachers and support teams ensure timely intervention and continuous progress, in line with ADEK & KHDA inclusion and student support requirements.

## **1.4 Updated Age Eligibility for KG Admissions**

In line with the latest policy issued by the UAE Ministry of Education, the official age cut-off date for KG admissions will be updated starting AY 26-27. Under the new rule, children seeking admission to Pre-KG, KG1, and KG2, must have completed the required age on or before 31 December of the admission year, replacing the previous 31 August cut-off date for schools whose academic year begins in August or September. Specifically, children must be three years old for Pre-KG, four years old for KG1, and five years old for KG2, by 31 December of the admission year. This change aims to enhance fairness and consistency in school admissions, better align eligibility with developmental readiness, and support smoother transitions between curricula for young learners. The updated policy applies only to new admissions from the 2026–2027 academic year and does not affect currently enrolled students.

## **1.5 Digital Learning and Balanced Screen Use**

Digital learning in KG is implemented purposefully and in balance with hands-on, sensory-based, and play-driven experiences. Age-appropriate technology is used to enhance engagement, creativity, early digital literacy, and exploration, without replacing physical play, social interaction, or experiential learning. Screen use is carefully planned, limited, and aligned with learning objectives, while digital safety and responsible use are explicitly reinforced. This balanced approach supports innovation and future readiness while safeguarding children’s wellbeing and developmental needs, in accordance with ADEK, KHDA, and Early Childhood Care and Education (ECCE) quality expectations.

## **1.6 Learning Environment in Kindergarten**

The KG learning environment is intentionally designed to support exploration, independence, collaboration, and play-based learning. Classrooms are organized into learning centers that promote inquiry across language, Mathematics, Science, and physical development. Indoor and outdoor learning spaces provide opportunities for movement, sensory exploration, and real-world experiences. Resources are age-appropriate, accessible, and inclusive, enabling children to make choices and engage actively in their learning. The environment reflects safety, wellbeing, and cultural identity, and aligns with ECCE quality standards that recognize the learning environment as a critical component of effective early childhood education.

## **2. IPS Kindergarten (KG) Curriculum**

The KG school curriculum is created based on a set of objectives that ensure a developmentally appropriate, engaging, and coherent learning experience for young learners from Pre-KG through KG2. These objectives reflect a balanced approach that values play-based learning, academic readiness, innovation, and cultural relevance, while ensuring alignment with international standards and UAE regulatory requirements.

The overarching objective of the KG curriculum is to support the holistic development of early learners while gradually preparing them for the academic expectations of Grade 1. Through intentional curriculum design, the program bridges developmental learning skills with foundational academic competencies, ensuring continuity, progression, and readiness for formal schooling.

The following points outline how the KG curriculum achieves these aims and contributes to high-quality early childhood education:

- Ensuring Developmentally Appropriate Curriculum Alignment Across KG Levels*

A key objective of the KG curriculum is to ensure age-appropriate alignment across all grade levels. Pre-KG and KG1 follow the Creative Curriculum, emphasizing social-emotional development, physical growth, language acquisition, cognitive development, and learning through play. In KG2, the curriculum transitions to structured subject areas aligned with the California Common Core State Standards (CCSS) for English and Mathematics, and NGSS for Science, that are delivered through inquiry-based, hands-on, and exploratory approaches that remain developmentally appropriate.
- Ensuring a Smooth Transition from Developmental Learning to Academic Readiness*

The focal objective of the KG curriculum is to support a gradual and intentional transition from play-based learning in Pre-KG and KG1 to subject-based learning in KG2. KG2 serves as a bridge year, where students begin engaging with English, Mathematics, and Science, through structured lessons while still benefiting from play-based strategies, hands-on activities, and inquiry. This approach ensures students enter Grade 1 with confidence, foundational academic skills, and positive learning behaviors.
- Supporting Play-Based and Experiential Learning for Early Learners*

The curriculum prioritizes playful, hands-on, and experiential learning as the foundation for early childhood education. Learning experiences are designed to promote curiosity, creativity, exploration, and problem-solving through purposeful play, learning centers, guided discovery, storytelling, and real-world connections. This approach ensures that children develop essential learning behaviors such as persistence, collaboration, independence, and self-regulation before transitioning to more formal academic structures.
- Unpacking Developmental Standards into Learning Objectives*

The Creative Curriculum (offered for Pre-KG and KG 1) and early learning standards are systematically unpacked into clear developmental and learning goals across social-emotional, physical, language, cognitive, literacy, numeracy, science, and creative domains. These objectives reflect progressive levels of learning, from exploration and recognition to application and expression, ensuring children build strong foundations aligned with their developmental stages.
- Integrating Innovation and Technology in a Balanced and Purposeful Manner*

The curriculum integrates technology as a supportive learning tool, not a replacement for hands-on experiences. Digital tools and age-appropriate educational technologies are used to enhance engagement, creativity, and early digital literacy, while maintaining a healthy balance with physical play, manipulatives, artistic expression, and social interaction. This balance aligns with best practices in early childhood education and the school's commitment to innovation and future readiness.
- Embedding UAE National Identity and Cultural Awareness*

The KG curriculum embeds UAE national identity, values, and cultural awareness through Arabic language learning, daily routines, thematic content, and age-appropriate cultural experiences. Children are introduced to Emirati values, traditions, and social norms in meaningful and developmentally suitable ways, fostering a sense of belonging and identity from the early years.
- Promoting Holistic Development and Wellbeing*

The curriculum emphasizes the holistic development of each child by addressing cognitive, physical, social, emotional, and creative growth. Structured opportunities for movement, play, collaboration, self-expression, and emotional regulation are embedded across the learning day to support overall wellbeing and readiness to learn.
- Ensuring Equity, Inclusion, and Differentiation*

The KG curriculum is designed to meet the needs of all learners through differentiated instruction, inclusive practices, and targeted support. Learning experiences are adapted to accommodate diverse learning styles, developmental levels, and individual needs, ensuring every child has equitable access to high-quality education in alignment with the Curriculum Policy (AY 25–26).
- Aligning with Curriculum Policy and Quality Assurance Expectations*

All curriculum planning, implementation, and assessment practices within the KG school are aligned with the approved Curriculum Policy (AY 2025–2026). This ensures consistency, coherence, and compliance with ADEK requirements, while supporting continuous monitoring, reflection, and improvement to enhance learning outcomes for early learners.

## **2.1 Program Structure and Learning Progression**

The KG program is structured to ensure a clear and intentional progression in learning from Pre-KG through KG2, supporting children's developmental readiness and successful transition to Grade 1. In Pre-KG and KG1, learning is organized around the Creative Curriculum, where play-based, experiential learning supports the development of social-emotional skills, language, physical coordination, curiosity, and positive learning behaviours. In KG2, the program transitions gradually to subject-based instruction in English, Mathematics, and Science, aligned with international standards, while maintaining developmentally appropriate teaching strategies. This progression ensures continuity, coherence, and increasing levels of independence, responsibility, and academic engagement as children advance through the Kindergarten phase.

## **2.2 Assessment and Reporting in Kindergarten**

Assessment in KG is continuous, formative, and developmentally appropriate, focusing on monitoring children's progress across social-emotional, physical, language, cognitive, and early academic domains. Teachers use systematic observations, learning evidence, checklists, portfolios, and performance-based tasks to inform planning and differentiation. Assessment practices do not rely on formal examinations and are aligned with early years best practice. Progress is communicated to parents through narrative reports, developmental indicators, and regular conferences, ensuring transparency, shared understanding, and timely support for each child's learning and wellbeing, in line with ADEK & KHDA expectations for assessment to inform teaching and learning.

## **2.3 Home – School Partnership**

IPS recognizes parents as key partners in the learning and development of KG students. Strong home – school collaboration is fostered through regular communication, curriculum information sharing, parent meetings, workshops, and progress updates. Parents are encouraged to support learning at home through age-appropriate activities that reinforce language development, early literacy and numeracy, social skills, and positive learning routines. This partnership ensures consistency between home and school, supports children's wellbeing, and strengthens learning outcomes in alignment with ADEK and KHDA expectations for parental engagement in early childhood education.

## **2.4 Time Allocation and Curriculum Balance**

Time allocation across the KG program is planned to ensure a balanced and developmentally appropriate curriculum. Learning time is distributed to support holistic development, including language acquisition, early literacy and numeracy, physical development, creative expression, social-emotional learning, and national identity education. In Pre-KG and KG1, learning is integrated through the Creative Curriculum framework. In KG2, instructional time is allocated across English, Mathematics, Science, Physical Education, Arabic, Islamic Education, and Social Studies in accordance with Ministry of Education, ADEK, and KHDA requirements. This balance ensures compliance while maintaining flexibility to meet children's developmental needs.

## **2.5 Transition to Grade 1**

Preparing students for a smooth transition to Grade 1 is a core objective of the KG program. Throughout KG2, students are supported in developing independence, responsibility, early academic skills, and positive learning behaviours. Instruction emphasizes following routines, engaging in collaborative learning, applying foundational literacy and numeracy skills, and developing confidence in structured learning environments. This intentional preparation ensures that students enter Grade 1 socially, emotionally, and academically ready for the next stage of their educational journey.

### **3. Curriculum Areas and Learning Experiences**

At IPS, the KG academic program is designed to provide young learners with a solid foundation for lifelong learning through a developmentally appropriate, engaging, and well-balanced curriculum. The KG program emphasizes holistic child development while gradually preparing students for the academic, social, and behavioral expectations of elementary school. Instruction across all subject areas reflects best practices in early childhood education and ensures alignment with approved international frameworks and local regulatory requirements.

Across all KG levels, the curriculum emphasizes active engagement, hands-on learning, and experiential exploration, ensuring a balanced approach between technology-enhanced learning and sensory-rich, real-world experiences. Digital tools are used purposefully to support learning, creativity, and early digital literacy, while preserving the central role of play, movement, interaction, and manipulation of materials.

The course descriptions that follow outline the subjects offered and describe the key learning experiences, skills, and developmental outcomes for each course. Together, these courses are designed to support a smooth and intentional transition from early childhood education to Grade 1, ensuring that students develop foundational academic skills, positive learning behaviors, independence, and confidence as they progress through the KG phase.

#### **3.1 English Medium of Instruction Learning Areas**

The English Medium of Instruction subjects within the KG are designed to provide young learners with a coherent, developmentally appropriate, and progressive learning experience that supports both early childhood development and academic readiness. Across Pre-KG to KG2, instruction in English is delivered through engaging, play-based, and inquiry-driven approaches that promote language acquisition, conceptual understanding, and positive learning behaviors. The curriculum ensures continuity from exploratory learning in the early years to more structured subject-based instruction, preparing students effectively for the academic expectations of Grade 1.

In Pre-KG and KG1, English language development is embedded within the Creative Curriculum, where children acquire listening, speaking, and early literacy skills through purposeful play, storytelling, songs, movement, and meaningful interactions. Language learning is contextualized within children's experiences, supporting communication, social interaction, and early cognitive development in a nurturing and inclusive environment.

In KG2, English becomes the primary medium for subject-based instruction in Mathematics, English Language Arts, Science, and other learning areas, aligned with the California Common Core State Standards and relevant international frameworks. Teaching strategies remain developmentally appropriate, combining hands-on learning, discussion, collaboration, and guided inquiry to ensure students build strong foundational skills while maintaining engagement and curiosity.

Across all English-medium subjects, the curriculum emphasizes a balanced integration of technology and hands-on learning, ensuring digital tools are used purposefully to enhance understanding, creativity, and early digital literacy without replacing active play, exploration, and social interaction. This balanced approach supports children's holistic development while fostering independence, confidence, and readiness for future learning. Together, the English Medium of Instruction subjects provide a well-sequenced learning pathway that supports children's language proficiency, conceptual understanding, and transition from early childhood education into formal schooling, ensuring they are academically, socially, and emotionally prepared for the next stage of their educational journey.

The sections that follow provide detailed descriptions of the courses offered within the English Medium of Instruction program, outlining the purpose, scope, and key learning experiences for each subject. Collectively, these course descriptions illustrate how the KG curriculum supports developmental progression, foundational skill development, and a smooth transition into Grade 1.

### **3.1.1 Creative Curriculum (Pre-KG or KG 1)**

The Creative Curriculum for Pre-KG and KG1 is a comprehensive, developmentally appropriate early childhood program designed to support the holistic growth of young learners across social-emotional, physical, cognitive, language, literacy, numeracy, scientific, and creative domains. The curriculum is grounded in research-based early learning principles and emphasizes learning through purposeful play, exploration, and intentional teaching, ensuring children develop essential foundational skills in a nurturing and engaging environment.

The curriculum places strong emphasis on social-emotional development, supporting children in regulating their emotions, building positive relationships, developing independence, and participating cooperatively in group settings. Through structured routines, guided interactions, and collaborative play experiences, learners build confidence, self-awareness, empathy, and a strong sense of belonging. These competencies form the foundation for positive learning behaviors and readiness for future academic success. Physical development is embedded throughout daily learning experiences, with intentional opportunities to strengthen both gross and fine motor skills. Children engage in movement, hands-on manipulation, drawing, writing, and tool use, supporting coordination, control, and physical wellbeing. These skills are essential for early writing, self-care, and active participation in classroom learning.

Language and communication development are central to the Creative Curriculum. Learners are exposed to rich oral language experiences that promote listening comprehension, expressive language, vocabulary development, and conversational skills. Through storytelling, discussions, songs, and dramatic play, children learn to express ideas clearly, follow directions, and use language appropriately in social contexts. The curriculum also supports English language acquisition, enabling children to develop confidence in listening and speaking within an immersive language environment. Early literacy and numeracy are introduced through meaningful, play-based experiences that build phonological awareness, alphabet knowledge, print concepts, emergent reading, early writing, counting, number sense, patterns, measurement, and spatial reasoning. Children interact with texts, symbols, and numbers in authentic contexts, allowing them to construct understanding through exploration and guided practice rather than formal instruction. Cognitive development is fostered by encouraging curiosity, problem-solving, persistence, creativity, and flexible thinking. Learners engage in inquiry-based activities that promote classification, symbolic representation, memory, and making connections between experiences. Scientific thinking is introduced through observation, questioning, exploration of the natural environment, and hands-on investigation of physical and living systems, laying early foundations for scientific inquiry.

The curriculum also integrates technology in a balanced and age-appropriate manner, using digital tools to support learning, creativity, and early digital literacy while maintaining a strong emphasis on hands-on, sensory-rich experiences. Technology is used purposefully to enhance learning rather than replace active play or social interaction. Creative expression is nurtured through visual arts, music, movement, and dramatic play, allowing children to explore ideas, emotions, and cultural experiences in imaginative ways. Social studies concepts are introduced through age-appropriate explorations of self, family, community, and familiar environments, supporting early understanding of identity and the world around them. The Creative Curriculum provides a cohesive and well-balanced early learning experience that supports children's academic readiness, social competence, and emotional wellbeing. By focusing on developmentally appropriate practice and holistic growth, the curriculum prepares learners effectively for the transition into KG2 and the more structured academic expectations of Grade 1, while fostering a lifelong love of learning.

### 3.1.2 Mathematics (KG2)

The KG2 Mathematics course is structured to provide a solid and comprehensive foundation aligned with the California Common Core State Standards. The curriculum is designed to enhance understanding and skill in five key domains, ensuring a balanced and thorough grasp of mathematical concepts crucial for developing the student's numeracy and problem-solving skills: (1) Counting and Cardinality: Know number names and the count sequence, Count to tell the number of objects, and Compare numbers, (2) Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from, (3) Number and Operations in Base Ten: Work with numbers 11–19 to gain foundations for place value, (4) Measurement and Data: Describe and compare measurable attributes, and Classify objects and count the number of objects in categories, and (5) Geometry: Identify and describe shapes, and Analyze, compare, create, and compose shapes.

Throughout the course, students will participate in a variety of activities, including hands-on learning, games, and group work, all designed to make mathematics engaging and fun. By the end of the course, students will have a solid understanding of basic mathematical concepts and be well-prepared for the exciting math challenges of first grade.

### 3.1.3 English (KG2)

The KG2 English course, designed to align with the California Common Core State Standards, engages young learners in foundational literacy skills through interactive and guided activities. The curriculum focuses on developing an understanding of key story elements such as characters, settings, and events, with special emphasis on asking and answering questions about texts to enhance comprehension. Students are encouraged to retell familiar stories to reinforce narrative skills and sequence understanding. The course also introduces basic text types, such as storybooks and poems, and guides students in recognizing the roles of authors and illustrators in storytelling. Children will learn to correlate illustrations with textual content, deepening their understanding of how visual elements support narrative. Discussions on the relationship between illustrations and the story foster critical thinking about visual representations. Further, the course fosters a sense of belonging and appreciation for literature through group reading activities aimed at activating prior knowledge, making predictions, and understanding textual and visual contexts. Emphasis is placed on phonemic awareness, where students practice sound-letter correspondences, decode simple words, and explore word relationships and meanings. By the end of the course, students will have enhanced their ability to participate in discussions, follow oral instructions, and use digital tools for writing and publishing, preparing them for more advanced literacy challenges in future educational settings.

### 3.1.4 Science (KG2)

The Kindergarten Science curriculum is crafted to introduce young learners to the wonders of the scientific world, in alignment with the Next Generation Science Standards (NGSS). Incorporating Disciplinary Core Ideas PS2, PS3, LS1, ESS2, ESS3, and ETS1, the curriculum sets the stage for students to understand local weather patterns, the importance of weather forecasting, and how to prepare for severe weather conditions. It enables students to grasp the concept of forces and motion by exploring the impact of varying strengths and directions of pushes and pulls on an object. Kindergarteners also learn about the basic needs of plants and animals, including humans, and how these needs influence their habitats. The curriculum emphasizes crosscutting concepts such as patterns; cause and effect; systems and system models; the interdependence of science, engineering, and technology; and the societal and environmental impacts of engineering, technology, and science. These concepts serve as the backbone for understanding the disciplinary core ideas. The students are expected to show proficiency in scientific practices, including posing questions, using models, conducting investigations, analyzing data, designing solutions, arguing from evidence, and communicating their findings. Through these practices, students are encouraged to demonstrate their understanding of the core ideas, laying the foundation for a lifetime of scientific inquiry and discovery.

### 3.1.5 Physical Education (Pre-KG to KG2)

In the Kindergarten Physical Education course, the students begin their formal education in physical movement, learning fundamental locomotor and non-locomotor skills. At this stage of cognitive development, the children are particularly receptive to rhythmic activities that incorporate music, which supports improving hand-eye coordination and introducing concepts like shape and space. The course focuses on fostering independence, a sense of accomplishment, and an understanding of rules through engaging and appropriate activities. These foundational skills not only cater to the student's kinesthetic learning style but also set the stage for a lifetime of physical activity and more complex movement skills in the next level.

## 3.2 Arabic Medium of Instruction Learning Areas

Arabic language provision within the KG program is implemented as an integral and meaningful component of the curriculum, supporting children's linguistic development while fostering a strong sense of UAE national identity, culture, and values. Arabic is delivered through developmentally appropriate, play-based, and immersive learning experiences that reflect children's diverse linguistic backgrounds and align with statutory requirements for early childhood education.

Instruction in Arabic emphasizes the use of Standard Arabic in authentic contexts, ensuring children are exposed to accurate language models through daily routines, structured learning experiences, and purposeful interactions. Arabic language learning is not confined to isolated lessons; instead, it is thoughtfully integrated across learning areas, including Islamic Education, Social Studies, storytelling, play, songs, arts, and everyday classroom practices. This integrated approach enables children to acquire language naturally while developing confidence, comprehension, and expressive skills.

The implementation of Arabic language instruction prioritizes learning through play, exploration, and interaction, recognizing that young children acquire language most effectively in emotionally secure, engaging, and language-rich environments. Teachers collaborate to embed Arabic meaningfully throughout the school day, ensuring a balance between structured teacher-led sessions and child-initiated activities. This approach supports the development of oral language, phonological awareness, early literacy foundations, and positive attitudes toward learning Arabic.

Central to Arabic language provision is the intentional integration of Emirati culture and national identity. Through age-appropriate themes, cultural artefacts, stories, traditions, celebrations, and everyday language use, children develop an understanding of the UAE's heritage and values. Arabic language learning is positioned as a gateway to cultural appreciation, helping children connect language with identity, community, and shared national experiences. Ongoing observation and assessment are used to monitor children's progress in Arabic language development, inform planning, and support smooth transitions between stages of learning. This ensures that all children, regardless of their starting points, are supported to progress appropriately and are well prepared for the next phase of schooling, while maintaining full compliance with regulatory expectations.

### 3.2.1 اللغة العربية Arabic Language

يهدف منهج اللغة العربية في مرحلة رياض الأطفال إلى تنمية المهارات اللغوية الأساسية لدى الأطفال من خلال تعليم منهجي ومتدرج يراعي الخصائص النمائية في هذه المرحلة العمرية. يركز المنهج على تنمية مهارات الاستماع والتحدث بوصفها الأساس لاكتساب القراءة والكتابة، مع دعم الوعي الصوتي، وتوسيع المفردات، وبناء التراكيب اللغوية البسيطة باستخدام اللغة العربية الفصحى. يُقدم المحتوى من خلال أنشطة تفاعلية قائمة على القصص، والأناشيد، واللعب، والحوار اليومي، مع مراعاة الفروق بين الأطفال الناطقين بالعربية وغير الناطقين بها، وبما يعزز الهوية الوطنية والانتماء الثقافي في سياقات تعليمية ذات معنى.

### 3.2.2 Islamic Studies التربية الإسلامية

تهدف مادة التربية الإسلامية في مرحلة رياض الأطفال إلى غرس القيم الإسلامية والأخلاقية الأساسية، وبناء شخصية متوازنة لدى الطفل قائمة على المحبة، والاحترام، والمسؤولية، والتعاون. يُقدم المنهج بأساليب مبسطة ومناسبة لعمر الطفل، بعيداً عن المفاهيم المجردة، ويركز على التعلم من خلال القصص، والنمذجة السلوكية، والمواقف الحياتية اليومية داخل الصف وخارجه. يُراعى في تدريس المادة احتياجات الأطفال المسلمين من العرب وغير العرب، مع التركيز على ربط القيم الإسلامية بالهوية الوطنية لدولة الإمارات وتعزيز السلوك الإيجابي في الحياة اليومية.

### 3.2.3 Social Studies التربية الوطنية والدراسات الاجتماعية

تهدف مادة الدراسات الاجتماعية في مرحلة رياض الأطفال إلى تنمية وعي الطفل بذاته وأسرته ومجتمعه ووطنه، وبناء أسس الانتماء والهوية الوطنية منذ السنوات المبكرة. يُقدم المنهج من خلال أسلوب تكاملي مدمج في الروتين اليومي، يعتمد على اللعب، والملاحظة، والقصص، والأنشطة التفاعلية المناسبة للنمو العقلي والاجتماعي للطفل. يركز المنهج على تعريف الأطفال بالبيئة المحلية، والعادات والتقاليد، والرموز الوطنية، وقيم المواطنة، مع تعزيز الاحترام المتبادل والتفاهم الثقافي بين الأطفال من مختلف الجنسيات، بما يدعم التعايش الإيجابي داخل مجتمع دولة الإمارات العربية المتحدة.

# Boost Education to The Next Level