Teddy’s Inn Philosophy

Our philosophy at Teddy’s Inn is to be carried out by emphasizing the child’s abilities, competences, and natural aptitude, developing and fostering the child in ways that encourage the development of new and inherent talents. These qualities will in turn allow the child to embark on and prosper in life with confidence and skill, especially in his or her future educational endeavors. In addition, learning will take place through positive relationships and caring adults.

We believe that all children have a right to high quality education. At the core of this concept is the child’s natural curiosity of their world coupled with a respect for the countless qualities and values that we believe each child is born with. Along with the support of parents, teachers, and the community, children will build their learning and development with determination and enthusiasm while learning how to discover knowledge and improve their communication skills as they plan and make decisions in small groups. They will become prepared to successfully excel in their lives as well as in their elementary, middle, high school, and university education, on which their future success will so greatly depend.

ترتكز فلفسة تيديس ان التربوية بشكل أساسي على قدرات الأطفال، وكفاءتهم، واستعدادهم الطبيعي للتعلم مع العمل بشكل أساسي على تطورهم الشمولي بما يدعم مواهبهم الجديدة منها والمتوارثة. هذه الصفات بدورها ستسمح للطفل بالبدء في استكشاف الحياة بثقة ومهارة، خاصة في مساعيه التعليمية المستقبلية. بالإضافة إلى ذلك، يحدث التعلم من خلال العلاقات الإيجابية والرعوية التي يبنيها الأطفال مع البالغين.

نحن نؤمن بأن جميع الأطفال لديهم الحق في الحصول على تعليم عالي الجودة. يكمن جوهر هذا المفهوم في الفضول الطبيعي للطفل في عالمه إلى جانب احترام الصفات والقيم التي لا حصر لها والتي نعتقد أن كل طفل يولد بها. إلى جانب دعم أولياء الأمور والمعلمين والمجتمع، سيقوم الأطفال ببناء تعلمهم وتطورهم بعزم وحماس بينما يتعلمون كيفية اكتشاف المعرفة وتحسين مهارات الاتصال لديهم أثناء تخطيطهم واتخاذ قراراتهم في مجموعات صغيرة. سوف يصبحون مستعدين للنجاح في حياتهم وكذلك في تعليمهم الابتدائي والإعدادي والثانوي والجامعي، حيث يعتمد نجاحهم المستقبلي على تأسيسهم في مرحلة الطفولة المبكرة بشكل كبير.

**2017 Early Education Years Foundation Stage Profile Handbook**

**EYFS Areas of learning and their association ELGs**

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| **Prime Areas of Learning and their Associated ELGs** | |
| **COMMUNICATION AND LANGUAGE DEVELOPMENT**   1. Giving Children Opportunities to speak and listen in a range of situations. 2. Develop student’s confidence and skills in expressing themselves. | |
| **ELG01** | **Listening and attention**   1. Children listen attentively in a range of situations. 2. Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions, or actions. 3. Children give attention to what others say and respond appropriately, while engaged in another activity. |
| **ELG02** | **Understanding**   1. Children follow instructions involving several ideas or actions. 2. Children answer ‘how’ and ‘why’ to questions about their experience and in response to their own stories or events. |
| **ELG03** | **Speaking**   1. Children Express themselves effectively showing awareness of listeners’ needs 2. Children use past, present and future forms accurately when talking about events that have happened or are going to happen. 3. Children develop their own narratives and explanations by connecting areas and events. |
| **PHYSICAL DEVELOPMENT**   1. Providing opportunities to children to be active and interactive and to develop their co-ordination, control, and movement. 2. Children must also be helped to understand the importance of physical activity and making healthy choices in relation to food. | |
| **ELG04** | **Moving and Handling**   1. Children show good control and co-ordination in large and small movements. 2. Children move confidently in a range of ways, safely negotiating space. 3. Children handle equipment and tools effectively, including pencils for writing. |
| **ELG05** | **Health and Self-care**   1. Children know the importance for good health of physical exercise, and a healthy diet. 2. Children talk about ways to stay healthy and safe. 3. Students manage their own basic hygiene and personal needs successfully; including dressing and going to the toilet. |
| **PERSONAL, SOCIAL, AND PHYSICAL DEVELOPMENT**  Helping Children to:   1. develop a positive sense of themselves and others 2. form positive relationships and develop respect for others 3. develop social skills and learn how to manage their feelings 4. understand appropriate behavior in groups 5. have confidence in their own abilities | |

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| **ELG09** | **Reading**   1. Children read and understand simple sentences. 2. Children use phonic knowledge to decide regular words and ream them aloud. 3. Children also read common irregular words. 4. Children demonstrate understanding when talking to others about what they have read |
| **ELG10** | **Writing**   1. Children use their phonic knowledge to write words in ways that match their spoken sound 2. Children also write some irregular common words. 3. Children write simple sentences which they can read by themselves. |
| **MATHEMATICS**  Providing children with opportunities to:   1. Practice and improve their skills in counting numbers. 2. Calculating simple addition and subtraction problems. 3. Describe shapes, spaces, and measures. | |
| **ELG11** | **Numbers**   1. Children count reliably with numbers from 1 – 20, place them in order and say which is smaller or greater than a given number. 2. Children use quantities and objects. 3. Children add or subtract 2 single-digit numbers and count on or back to find they answer. 4. Children solve problems, including doubling, having and sharing. |
| **ELG12** | **Shapes, space, and measures**   1. Children use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities, objects, and solve problems. 2. Children recognize, create, and describe patterns. 3. Children explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| **UNDERSTANING OF THE WORLD**   1. Children should be guided to make sense of their physical world and their opportunities to explore, observe. 2. Children find out about people, places, technology, and the government. | |