



المدرسة الألمانية العالمية بالرياض  
Deutsche Internationale Schule Riadh  
German International School Riyadh

# The Kindergarten of the German International School Riyadh





## **Welcome to the DISR Kindergarten**

With the entry into the Kindergarten a new phase of life begins for your child. For you as a parent, this means letting go a bit more and entrusting your child with new caregivers.

The different play areas and learning areas of our Kindergarten as well as the spacious outdoor area make it possible for the children to learn with fun, to be creative, to explore the world and to develop their own personality.

On the following pages we want to give you the opportunity to find out about our Kindergarten and our educational work.

We are also happy to personally answer your questions during a visit to our facility.

### **Our Guidelines**

Our Kindergarten is designed for all children to be

... a place of well-being,

... a place of security and

... to be loving and respectful with one another.

We want to encourage children to discover and understand the world, responding to their interests, arousing their curiosity and strengthening their talents.

It is important to us that the children develop a good social behavior, so we promote helpfulness and consideration and a respectful and friendly interaction with each other and take into account the individuality of each child.

The employees of the Kindergarten are aware of their role model function. We provide the children with diverse, stimulating opportunities so that they can learn and research with all their senses and playfully and creatively engage with their environment.

We accompany the children a little period of time on their life path and support them. Therefore, we attach great importance to partnering with parents based on mutual tolerance, respect and appreciation.

As a German Kindergarten, the celebration of important traditional festivals of our culture is an integral part of our conception and something special for every child. We have great interest and respect towards all other cultures.



### **Location and Structure**

Our Kindergarten is located on the premises of the German International School Riyadh, on the Al Bustan Village Compound, in the north of Riyadh. It is an integral part of the school.

We have a capacity of 65 Kindergarten places. The children are cared for in four mixed-age groups aged between 2 and 6 years by nursery school teachers and assistants.

### **Facilities**

There are four group rooms and cloakrooms available for our children and all groups share three child-friendly bathrooms. We also have a class room for our pre-schoolers and one for our extra German lessons.

The playground in the schoolyard with sandpit, water feature, climbing frame, climbing spider, seesaw, balancing beam, football field, swings, two trampolines and a large number of balance bikes, trikes and bicycles is available for the children on a daily basis. For exercise and sports activities we also use the numerous sports facilities on the school grounds and on the grounds of the Al Bustan Village Compound (for example in the Recreation Center).

In order to meet all the individual playing needs of the children, the rooms are divided into different play areas.

The following play areas can be used by the children:

Role play area with children's kitchen, shop and fancy-dress corner

Areas for board games, puzzles, learning and development games

Areas for builders and designers, e.g. with LEGO, wooden blocks and railways

Book and reading corners

Science experimental areas

Creative areas for painting, crafting and designing

A kitchen for cooking and baking

Various retreat options

### **Opening hours**

We look after your children from Sunday to Thursday from 8:20 to 14:10. Working parents can apply for care in the late-care group for their children from 2:15 pm to 3:00 pm at an additional cost.

Our Kindergarten is bound to the school's holiday plan.



### **Nutrition**

The healthy nutrition of the children is important to us. At the same time, the children should discover the diversity of the food and, for example, experience the fun of preparing meals while cooking together.

### **Beverages**

In all four groups there are drinking water dispensers where the children can fill up their water bottles on their own at any time. Sweet juices or cocoa not be brought on a daily basis.

### **Snack Time**

From 10.00 - 10.20 am we are having our snack (fruit or vegetable), which the children bring from home. This snack should be varied and healthy and contain nothing sweet as the children have a sufficient variety of sweets, juices and biscuits available outside the Kindergarten. But of course there are sweet treats, for example on birthdays, which we then enjoy together.

### **Lunch**

At 12.00 noon we have lunch together. You may give your child a packed lunch from, but we have no options and time to heat meals. The children can also participate in the school lunch which is delivered by Al Bustan Residences Hotel. The school lunch comes at an additional cost and must be ordered in advance.

### **Our day**

A recurrent and firm framework in the daily routine gives the children orientation and security. It enables them to integrate and accept fixed rules in their daily interaction. Therefore, it is important to us that all children arrive at 8.20 am.

Due to the Saudi weather conditions, we adapt our daily routine to the summer and winter months. We also have a "theme week", in which we make crafts, cook and learn songs about a specific theme.



## Daily schedule

8:20

- Our kindergarten opens. The children arrive and together with the children we prepare the rooms for the day.

8.30 - 8.45

- Morning circle: greeting, songs, festive rituals, daily planning

8.45 - 10.00

- Free and guided play, outdoor or indoor sports and exercise offers
- Learning offers (experiments, calculation and rule games, reading sessions)
- Handicrafts for small groups, the whole group and across groups
- Offers and language games for our preschool children, the "Wackelzähne"
- German as a foreign language - DaF within the groups and in Small groups or one-to-one
- Baking / cooking with children
- Music

10.00 - 10.20

- Snack break in all groups

10.20 - 12.00

- Playground time
- Sports and exercise offers
- Free play and creative offers
- English in Kindergarten
- German as a foreign language (DaF)

12.00 - 12.45

- Lunch
- Brushing teeth

12:45 - 13:05

- Quiet time with reading aloud, CDs and
- Relaxation offers

13.05 - 13.50

- Free and guided play, indoors or outdoors
- creative offers
- German as a foreign language - DaF within the groups
- Preschool offers for our "Wackelzähne"
- English in Kindergarten
- Library

13.50 - 14.00

- Farewell circle
- Preparation for going home



14.00 - 14.10

- pick up time

Changes reserved!

From 14:15 there are additional costs for the care of children who have not been picked-up!

### **Our educational approach and concept**

The "main occupation" of children is playing. Children learn while playing. This is a fundamental aspect of our educational work. While playing, children find their options for conflict resolution, the development of social skills and the acquisition of knowledge. The children decide for themselves, what, when and with whom they want to play. We assist the children in developing their own playing ideas as a contact and guide. We provide them with a variety of materials and thus always give them new ideas.

We primarily focus on the interests and the questions and needs of the children and their daily surroundings. We take the ideas of the children and develop them together with them (so-called "situational approach"). This active cooperation also animates our projects and topics.

With our educational offers, we make sure that the children are given a holistic approach to the topics (for example, animals, nutrition, seasons, etc.) and that they are stimulated with all their senses.

- We prepare for the children a stimulating, changing learning environment.
- We support the fun of movement and music.
- We incorporate the cultural differences that our children bring to our group life.
- We encourage them to express their wishes and needs, to assert themselves, to be considerate, to share, to comfort, to admit mistakes and to take responsibility, to offer and accept help.
- Together with the children, we discuss rules for our group life and ensure that they are observed.
- We help children to deal with conflicts and to learn how to recognize, tolerate and accept their own feelings and opinions but also accept those of others

We observe the children and have their different, development-related conditions in mind. Through these targeted observations, based on „Kuno Beller's development chart“, we can document and monitor the development status and the developmental progress of the individual child.

Much of what our children learn, they do not carry presentable home. Nevertheless, they have learned a lot - qualities that make them strong for life.





### **The educational work with the partly open concept**

We work according to the partly open concept. That means for us, every child has a permanent place in his home group. There she meets daily for the morning and farewell circle, having snack and lunch and celebrates her birthday. The educational offers take place sometimes in the home group but also across groups. In the free play time the children can also use the offers and play areas of the other group rooms.

We thus promote the decision-making ability, independence and self-activity of the children. As a result, they quickly find their way around the kindergarten and get to know many opportunities for playing and learning. Their social behavior is being trained as they come in contact with all children and adults. Many children enjoy playing in the other group rooms and enjoy getting to know and trying out new and different things.

Of course, younger and newly arrived children, who still like the security of familiar surroundings and the proximity of their familiar caregivers, have the opportunity to explore the Kindergarten at their own pace.

In all activities, we, the team, are educational guides, confidants, helpers, and often self-learners and amazed. Every day there is something new and interesting to discover with the children.

### **Our youngest (children under three years old)**

From birth onwards, children discover and explore their world through play. Playing helps them develop their own identity and acquire skills. For this reason, we prepare our youngest a stimulating, age-appropriate play environment and support them in their independence.

Our structured daily routine offers our youngest a solid framework that is accompanied by ritualizing actions. These can be, for example, recurrent morning greetings, table poem as a sign of the beginning of the meal or our clean up song.

We educators accompany the children in their development from a very early age and can thus respond to the needs of each child more intensely and individually, and are familiar, constant caregivers for them, as they remain in the same group until school entry.

Our youngest learn from the older children in all areas, they find in them experienced playmates and friends who are role models for them to orient and imitate. This motivates them and encourages them to take new development steps.

We realize that our youngest have different developmental needs than our older children. That is why it is important for us to work age-differentially with the children. For us, this means giving age-specific offers, for example in the area of physical activity and in the musical field. Also in the field of painting and crafting, we give them age-appropriate offers in which they can experience their joy of creativity and consolidate and develop their fine motor skills and abilities. The language development we promote by supporting their communication, attentive attention, linguistic stimulation through pictures, books, songs, movement and finger games, etc. During our projects there are always age-specific offers for our youngest.



We also support the potty training according to the level of development of the child in this field. There is a changing table available. Children who do not need diapers anymore can choose between a potty or our small toilets.

Important for us is the daily outdoor time where also our youngest can explore our playground.

### **The settling-in-phase**

The first days in Kindergarten - Our goal is that the children master the transition to Kindergarten as easily as possible. Therefore, the adaptation of each child is individually discussed, planned and carried out with the parents. In order for the start in our Kindergarten to be positive for your child, this time of adjustment is very important.

It depends on many factors (age of child, pre-existing Kindergarten experience, only child, occupation of parents, disengagement of parents from child), and we can not say in general terms how it works and how long it takes.

On the first day, parents or one parent join the child in Kindergarten and get to know the Kindergarten teachers, the premises and the group. In a first conversation, the parents receive important information about the activities in the Kindergarten and in the group. The teacher can make first observations and a first contact. A first, brief separation can already take place in the case of a positive contact by the teacher. The course of familiarization is then discussed individually with the parents from day to day.

One parent accompanies the settling-in-phase of the child, that is, he / she stays with the child in Kindergarten until the child has established a trusting relationship with the teacher, the new environment and the other children. This usually takes two to three weeks, but can be shorter or longer. For the sake of the children, it is important that the parents take time to settle in and not put themselves and the child under pressure.

### **German as a foreign language (DaF)**

The children in our kindergarten come from different countries or from a multilingual environment whose first language is not always German. Under the name "Deutsch als Fremdsprache - DaF", children whose German language skills are deficient receive additional support for the German language.

The DaF lessons are given by an specialist DaF teacher and is chargeable.

At the beginning of a new academic year, our newly admitted children are assessed by the educational staff and the future DaF teacher in a six- to eight-week observation period, with regard to their German language status and the needed support.

During the DaF lessons, the German language is introduced to the children in a playful, learning-oriented way.

The DaF lessons take place three times a week in small groups.

The diagnosis of the language level and the need of DaF lessons is made by the educational team and the DaF-teacher.





## English at Kindergarten

The conscious and learner-oriented contact with the English language in the Kindergarten is intended to arouse the interest and enjoyment of learning languages. Simple language structures, e.g. colors, numbers, animals are taught and consolidated. The teaching of elementary language skills is playful and without pressure to perform.

The children (from the age of four) are divided into small groups, in terms of their language level, and meet once a week with a specialized teacher.

One of the most important educational aims of our Kindergarten is the secure use of the German language. If, in the estimation of the teachers, a child does not have sufficient knowledge of the German language, participation in English lessons will be suspended in favor of DaF lessons.

## Pre-School program – „Die Wackelzähne“

For us, school preparation begins at the beginning of kindergarten. During their final year in Kindergarten, the preschool children are divided into two groups and introduced to our Pre-School program, the "Wackelzähne". We offer more development opportunities to prepare them for school. During this time, the children acquire and consolidate preschool-relevant skills, abilities and knowledge in a playful manner.

Children who are 5 before June 30th will join the „Wackelzähne“ the following September.

The „Wackelzähne“ meet in small groups. There they are offered specific learning opportunities where they learn about:

- Endurance
- Concentration
- Self organization
- Conversation rules
- Learning receptivity
- Respectful communication
- Independence
- School rules and much more

The pre-school program is based on three pillars:

The Würzburg training program "Hear, Listen, Learn"

I discover the numbers - the story of Matti and the river of numbers

Social Curriculum "Faustlos" (fist free)

The Würzburg training program "Hear, Listen, Learn" gives the preschool children an insight into the phonetic structure of the spoken language. Important here is the acoustic distinction of linguistic segments such as sounds, syllables, words, sentences and rhymes. The program consists of six practice units that build on each other in content. Numerous speech, rhyming, singing and moving games make the program child-friendly and, in addition to the fun of pre-school lessons, simultaneously convey a feeling for the spoken language and the enjoyment of using the language. This training program prepares the children optimally for the acquisition of the written language. All pre-school children attend the program twice a week.



The program "I discover the numbers - the story of Matti and the river of numbers" tells the story of little tiger Matti. Together with him, the preschoolers discover the world of numbers. Thus, the children are prepared playfully and in a child-friendly way to the math lessons in elementary school. There are additional materials such as posters, a CD with songs and cut-out forms and worksheets, so that the discovery of the numbers is varied. Thus, the story offers an exercise program for the early promotion of mathematical competences. The preschool children meet little tiger Matti once a week.

The social curriculum „Faustlos“ promotes the development of social and emotional skills. The children learn empathy, impulse control and dealing with anger. Role-playing games, photos, stories and the use of puppets teach children playfully. The units take place once a week and are very entertaining, so the children enjoy it greatly.

### **Together with the school**

Every child in the last year of kindergarten is proud to become a schoolchild soon. Our aim is to prepare all children optimally for the new school life and we have a cooperation agreement with our elementary school. The cooperation teacher accompanies the children the last kindergarten year. She participates at times in our daily routine, observes the children and is in close contact with us Kindergarten teachers. Thus, even more differentiated support is possible and we are able to optimally align our educational goals with the education plan in elementary school and to prepare the children for the school requirements.

For us, communication with you as "Wackelzahn parents" is particularly important, because we know about the importance of this last Kindergarten year.

In addition, joint activities such as class visits, excursions, recess, reading sessions etc. are planned and carried out. This gives the children a little insight into school life even before they attend school.

The general regulations and rules for enrollment in elementary school can be found in the General Information section of the DISR.