

Daily program for kindergarten

Greeting time (15 - 20 minutes):

Greeting time represents the period of preparing the child for the start of a new school day, where the teacher greets the children, meets the parents, and reads stories in a warm and comfortable atmosphere. Most often, one of the teachers comes forward to greet the children and parents, while the rest of the teachers sit in a comfortable area to read stories to the children who arrive. The teachers pass this role among themselves so that each of them gets the opportunity to greet the children and parents, as well as read stories to the children.

In the last ten minutes of greeting time, read the message board with the children. This board is useful in displaying important information about the day, as the teacher writes the messages on the board in advance using pictures, drawings, and words so that children of all levels can read the messages together. The teacher also reads announcements and introduces children to nearby special events, new materials, visitors, etc.

Planning time (10 minutes):

Planning time is the beginning of the (Plan-do-Review) process.

This is done by involving children in developing ideas about what they want to do, how to do it, and who will do it with them. Planning involves a greater focus on purpose and setting goals, and it is also important to remind children that they can change their plans. This is what a child often does if he likes what someone else is doing or notices interesting material that he may have previously ignored.

In the High Scope curriculum, the child is not required to adhere to the original plan, nor is there a mechanism for criticism or blame if he does not complete it. Rather, teachers follow the children during work time and help them formulate a new plan.

Work time: (45-60 minutes):

Action time the “do” part of the (plan-do-review) process is when children implement their plan. During this period, children can work with any of the materials in any areas of the classroom, meaning that the child decides where he will play, what he will play with, and with whom he will play. Children use the materials creatively during work time, by repeating and building on the activities that sparked their interest; There should not be predetermined activities. Children can move materials from one area of the classroom to another. The teacher does not have to specify the number of children who can play in each area. If there are a large number of children in one area at the same time, the teacher can use this situation as an opportunity to develop the children’s skills in solving the problems that occur between them.

Clean up time (10 minutes):

Clean up time greatly helps children understand the principle (find - use - return), as teachers and children work together to return materials and equipment to the storage place and place the children’s personal creations in their designated place or in a good place for display. It is appropriate here to point out the necessity of maintaining a fun atmosphere during clean up time so that children do not feel bored.

Recall time (10 minutes):

The review time represents the end of the (plan - do - review) process. In small meetings, the teacher encourages each child to explain, reflect on, and talk about what he did during the work time. The recall should come immediately after work time and clean up time. Teachers use a variety of strategies to encourage children to recall their experiences and tell others about them, and to help children reflect on their actions, feelings, and plans. Teachers encourage children to recall in ways that are consistent with their mental level.

Small group time (15-20 minutes):

Small group time is a teacher-initiated period where she plans the activity and provides materials for each child. However, the teacher does not manage the small group time, as the process of active, participatory learning continues throughout the daily program. The children contribute their ideas, use the materials in ways they find interesting, and each participates in a way that is consistent with his or her mental level. Small group time gives the children the opportunity to carry out activities that are consistent with their interests, become familiar with a variety of aspects of the curriculum, and discover new materials that have not been discovered or used adequately before, and which they may not use during work time, all within the framework of supervision and support by the teacher in a friendly environment. And familiarity.

Large group time (10-15 minutes):

Large group time is one part of the daily program that aims to bring an element of collectivism into the classroom. In large group time, all children gather to participate in a joint activity, such as a motor activity based on the rhythm of the song. As is the case for all other periods in the High Scope curriculum, large group time includes the five components of the active, participatory learning process. It should be noted here that large group time requires a place that can accommodate “noisy” activities that include the entire class.

Outside time (30-40 minutes):

During playground time, children can enjoy physical play and unleash their potential. Instead of just standing and watching, the High Scope teacher can join the children in playing outdoors while keeping them safe and honing their learning and discovery process. Outdoor activities also help children and teachers relate to society and use all their senses to appreciate the great value of Allah’s creations.

















Meal time (10-20 minutes):

Children and teachers share breakfast and a snack. It is preferable for the child to eat with the same teacher and the same children with whom they plan and recall.

The focus during mealtime is on social interaction. It is necessary for the teacher to sit and eat with the children, and that this situation is not just a normal social situation, but an opportunity to have a quiet conversation with the children and support their ideas.

-Story Time -Language Time –Quran Time -Dismissal Time.

KG Daily Routine

<p>وقت الترحيب Greeting Time</p> 	<p>وقت القصة Story Time</p> 	<p>وقت المجموعة الكبيرة Large Group Time</p> 	<p>وقت اللغة Language Time</p> 
<p>وقت الملعب الخارجي Outside Time</p> 	<p>وقت المجموعة الصغيرة Small Group Time</p> 	<p>وقت التعبير Journal Time</p> 	<p>وقت الوجبة Snack Time</p> 
<p>وقت التخطيط Planning Time</p> 	<p>وقت اللغة Language Time</p> 	<p>وقت العمل Work Time</p> 	<p>وقت التنظيف Cleaning Time</p> 
<p>وقت المراجعة Recall Time</p> 	<p>وقت الرياضة Gym Time</p> 	<p>وقت القرآن Quran Time</p> 	<p>وقت المكتبة Library Time</p> 
<p>وقت الإنصراف Dismissal Time</p> 