



ARUSHA MERU SECONDARY SCHOOL

Since 1964
(Reg. No. S.66)

ARUSHA MERU PRIMARY SCHOOL

Since 2007
(Reg. No. AR.01/7/E.A036 & AR.01/036)

Under the umbrella of Arusha Educational and Cultural Society



Message from Head of Early Years

As the new Head of Early Years (ages 3-7), I am delighted to be joining Arusha Meru International School; a school which strives to provide the best possible opportunities and outcomes for its children and young people.

My fifteen years' experience as a qualified teacher have enabled me to work with children and young people aged 3-18. Some of the varied roles I have had include: Class Teacher (both in the UK and Namibia), Senior Teacher, Early Years Foundation Stage Coordinator, Special Educational Needs Coordinator, Advisory Teacher for Deaf Children and Deputy Head Teacher. I have worked extensively in Senior Management and helped to develop outstanding practice across the Early Years in a number of different settings.

I have spent several months in Tanzania over the years and feel privileged to be returning as a member of the Arusha Meru team. I will endeavour to extend my skills, knowledge and expertise to further enhance and develop the best possible outcomes for the children of Arusha Meru School, together with the support of their families, the staff, the Governing Body and wider community.

I welcome the opportunity to discuss your child's education with you and look forward to meeting you.



Ms. Anna Smith
Head of Early Years

Early Years Philosophy

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up'.

'Statutory Framework for the Early Years Foundation Stage, 2014'

There are 5 Classes in the Early Years: Nursery, Reception, Prep, Year 1 and Year 2.

Nursery, Reception & Prep are in a phase of transition; moving towards the UK's Statutory Framework for the Early Years Foundation Stage, 2014. Year 1 & Year 2 follow the UK National Curriculum.

We aim to create an engaging learning environment where children can explore, experiment and investigate both indoors and outdoors.

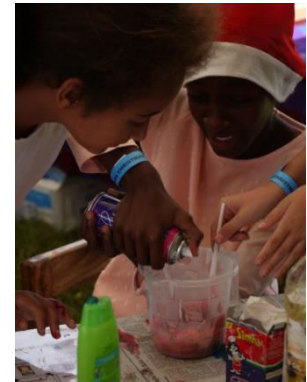
Activities are set up both indoors and outdoors for the children to access, both independently and with an adult.

Staff model language, show, explain, demonstrate, question, encourage, facilitate, and stimulate children throughout the day.



Key Stage 1 Curriculum (Years 1 and 2)

Children leave the EYFS and begin a whole new, challenging curriculum. Children will now follow the UK Primary Curriculum. They access their education in a more structured way and are encouraged to be independent learners through a variety of teaching methods. Children have core subjects of English, Maths & Science. They also study Art & Design, Music, and Physical Education.



EYFS Areas of Learning (Nursery, Reception & Prep)

The EYFS curriculum is made up of seven areas of learning which focus on the knowledge, skills and attitudes that children need to prepare them for future learning.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves 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.

Expressive arts and design involves 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, music, movement, dance, role-play, and design and technology.

Carefully planned activities will support children's development in all of the above areas.

