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BASIC WORKING STANDARDS IN THE ROISA SOCIAL KINDERGARTEN, PREPARING A CHILD TO GO TO SCHOOL, ESPECIALLY A CHILD WITH SOCIAL INTEGRATION DIFFICULTIES

1. preparing the staff to work with a child with developmental deficits: in emotional and social relations, sensory deficits, nature and cognitive deficits. Proposed tools for diagnosing the needs and skills of a child adequately to age. Forms and methods of effective social inclusion enabling equal access at an early stage of education for children with disabilities - Traditionally Modern Association for Rural Areas

2. cooperation with parents in the field of undertaking coherent upbringing and educational activities and their upbringing and educational competences - Association of Traditionally Modern for the Countryside

PURPOSE and MISSION

In our kindergarten, we want the child to learn the most important things:

- how to live
- what to do, how to act and how to interact with others
- how to look, dream and imagine a better world

Our staff is here to create a space for children to explore the world without limit, gain and experience their own experiences, be entrepreneurial and independent in their own decisions and actions.

In our kindergarten, the family is a fundamental value. It obliges and inspires to make the kindergarten a place of great fun for children, gaining new experiences and deepening knowledge in an atmosphere of friendship and acceptance.

We want to teach children to believe in their own abilities, develop optimism and self-esteem.

Working with parents and the local community, we shape a social attitude in children, teach independence and bring out the potential to enable our little ones to be builders of their own personality.

I. SCHEDULE OF THE DAY

Morning and afternoon work in the corners of interest undertaken on the initiative of children.

Description:

- During free work, children lay a green rug in front of them, ask Auntie for their photo, which they put on the rug and choose the development material they want to use at the moment. Children work with a given developmental material for as long as they need. It is important that they put the aid back in its place after finishing work. Then they can get more help.



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After the work is completed, they put the aids back in their place, give Auntie the photo, and put the rug away.

- When working freely, children have the right to decide whether they work individually or in the company of colleagues. If a child wants to join the one who is working with the help, he or she should ask them if they can. Children learn to respect each other's decisions and their space.

- Children work with a given development aid for as long as they need. The teacher does not give them time. Respects the working time and space of the child who first started working with the help. The other children wait patiently for their turn, even if they think they've been waiting too long.

- During the free work of the child, teachers give him space for creativity and independent action. If they notice that the child is not able to use the development materials in the way they are intended for - the teacher can present their use. After the presentation, he can ask the child to try the activity with the development material under the supervision of the teacher. After such action, the teacher can withdraw, allowing the child to work independently.

- During the morning and afternoon free work of children, the teacher watches over their safety, but does not interfere in their activities. This is a perfect time for him to work individually with children in additional worksheets (the teacher can work with a maximum of 2 children at a time), and each time he watches over the correctness of the tasks performed, supporting the child in his work and development. If the tasks are incorrectly or carelessly performed by the child, he asks for corrections. A child completes a maximum of 2 worksheets at a time); the teacher can also work individually with the child on his or her skills, which were defined in the observation book by him or other teachers as an area for work.

- When it is necessary to interrupt the child's work with developmental material or educational aids (e.g. parent waiting for the child, joint educational activities, outdoor activities, etc.), the teacher may encourage the child / enable him/her to continue working on the next day or later day. If the child expresses such a desire, he leaves educational aid or development material and his photo on the rug. The work left in this way informs teachers and other children that the child will continue working with the material as soon as possible.

Meeting in a circle - a ritual of greeting. Calendar designation. Movement, integration and music games

Description:

- Meeting in a circle is a daily ritual of the entire preschool community. When we start a circle meeting, all the children sit in a large circle (we make sure that the children do not cover each other).

- We can start the meeting in the circle with a common song. We can also welcome children in a few sentences, sharing with them the joy that we can meet together on the next day.

- After the greeting, we move on to marking the weather calendar, remembering one of the important Montessori principles "from general to detail". We start by listing the seasons.



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After listing all the seasons, we can ask the children how many seasons there are, we can all count them together on our fingers. Then we ask the children what time of year it is now. What is characteristic of it, how can we know that it is this time of year? After the seasons, we move on to the months. We list 12 months and similarly ask what month it is now. We mark it on the calendar. We can ask children what symbol this month has on our calendar and why. After determining the current month, we exchange the days of the week with the children, determine what day of the week it is today. We can tell the children that, for example, yesterday was Tuesday, and ask them to count in a whisper what day is after Tuesday. In addition, we inform the children what date we have on a given day and throw the ball as a sign of the next day into the jar with the month marked on it. Each time we mark the date, we count all the wooden balls from the jar. At the end of calendar classes, together with the children, we determine what weather we have outside the window on a given day.

After a meeting in a circle, we can invite children to physical, integration or music games.

- We try to ensure that children always have a free moment after the calendar, before they start the common educational part. It can be a time for a moment of free work or looking at books.*
- If the teacher feels up to it, he can include elements of the English language during the "calendar".*

Common educational part

Implementation of educational tasks through classes with the whole group in accordance with the curriculum, physical and creative games.

Description: The educational part is the introduction of all groups to the theme of the day. It is conducted by a designated teacher using a variety of materials and teaching aids. The common section is a combination of content for 3, 4, 5 and 6 year olds. Using methodological guides or our own creativity, we choose a thematic story, rhyme, game, etc. for children, remembering that the content provided should be adapted and understandable for all children. The joint educational part should not last longer than 20 minutes. He must activate children, engage them in some activities so that they do not get bored and do not leave classes.

Work in worksheets / individual work according to the pedagogy of Maria Montessori: everyday practical exercises, sensory training, mathematical education, language education

Description: After the common educational part, we divide the room into two parts and invite individual age groups to educational activities. During classes in age groups, we try to expand the content provided to children: we read a rhyme, a story dedicated to the classes;



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we perform an experience, experiment, art work or work indicated in the subject of the worksheet with a given group.

On the other side of the room, the other children's individual work takes place. Teachers make sure that children do not disturb each other at work and that they try to work in silence. During this time, the teacher can read books to the children, do some homework with the children, etc.

Going outside

Trips, walks, games in the kindergarten garden, outdoor games - getting to know the nearest social and natural surroundings, physical activities: field, research, tracking.

Children go outside every day, regardless of the weather. Teachers make sure that children are dressed appropriately for the weather conditions. Children's time outdoors can be used for free play or games organized by the teacher. We make sure that children can use all the things that are on the preschool square. During each outing, the teachers open the sandboxes, the beach, the dinosaur enclosure for the children, take out the materials needed to play. After playing, the children clean up all the toys, and the teachers cover the sandboxes, the beach and the dinosaur pen.

Self-service, hygiene and cleaning activities, including: washing hands, preparing the table, eating meals

Before all meals during the day and after coming to kindergarten from the court, children wash their hands in the bathroom (the teacher appoints tiny groups of children who go to the bathroom). One teacher watches over the children during group handwashing. The second teacher is in the room with the group at this time. After washing their hands, the children sit down at the table and wait for their meal. They start eating when all the children have their meal in front of them and there is silence in the room. Then the teacher says "bon appetit" and the children start eating. During the 1st and 2nd breakfast and afternoon tea, children always eat what they put on themselves (including bread crusts). Thanks to this, we teach children to respect food and not to waste food.

Birthday celebration in kindergarten

Each child brings uniqueness to the preschool, which is why the entire preschool community, expressing gratitude for their person, celebrates their birthday. We start celebrating a birthday with a thanksgiving circle - all children sit in a circle, the jubilarian enters the room with a lit candle, sits in the middle and passes the candle to the selected child. The candle circulates in a circle, and the children who hold it in their hands convey beautiful and good wishes to the jubilarian in their minds. When the candle circles all the children, it returns to the jubilarian, who in his mind makes a wish and blows out the candle. Then the jubilarian



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sits down in the prepared place and accepts wishes from the children who are lined up in the hose. Together, the children present the celebrating child with a previously prepared gift. Then, a cake or refreshments prepared by the parents are brought in - the child blows out the candles and offers the cake to the other children.

II. ORGANIZATIONAL AND ORGANIZATIONAL ISSUES

– **Concern for silence in the room during educational activities or individual work of the child (2 warnings and consequence)**

During the implementation of educational activities and during the child's individual work with the development material, teachers ensure that all children maintain silence in the room. If the situation requires it, the teacher pays the child individual attention, informing them that it is too loud, which disturbs others at work. It is very important that the teacher, when paying attention to the children, approached the children individually, not saying in general terms that "the classroom is noisy".

Both in the educational and playrooms, each teacher has SILENCE emojis. If a child plays/works loudly, the teacher approaches the child, puts his hand on his shoulder and asks the child to look at him - pays attention to him using the message I, e.g.: "Jasia, I hear that you are working/playing loudly - now we are trying to work in silence as children are taking part in activities and noise distracts them - please work/play more quietly." If the teacher's first message does not improve the situation, the teacher puts an emoticon with the SILENCE sign in front of the child and informs them that the child is still noisy, which disturbs others at work. The emoticon is to remind the child to keep silence. If the emoticon does not help - the child finishes work / play, puts away the aids and the rug and sits down at the table (the child should be informed again about these consequences so that he is aware of them). After a few minutes (max. 5 minutes) the teacher approaches the child and talks to him about the situation. After the conversation, the child can return to work/play.

We can use the "quiet" emoticon during other activities - whenever we work with children and need to be quiet.

– **Teachers' concern for the child's environment**

Every teacher constantly cares about the environment in which children live, according to M. Montessori "order in the environment, order in the heart". The teacher who stays with the children until the end of the kindergarten's work is responsible for preparing the development material for the next working day. He can involve children in this activity, who will check with him if all the aids and materials are in place - according to the attached photo and if the aid is complete and there are no missing elements. If the help is incomplete, then



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the teacher and the children look for its elements. This is how we prepare all books, aids and development materials both in the playroom and the educational room.

The teacher who stays with the children until the end of the kindergarten's work also makes sure that there are appropriate materials and printed coloring books in the cutting corner.

III. CLIMATE IN THE KINDERGARTEN - SUPPORTIVE COMMUNICATION

The entire preschool community: employees, children and their parents have a real impact on the climate in the preschool. It should be the subject of mutual care and diligence in contact with the child, parent and between children and all employees.

Children in communication need clear rules and the belief that when there is a conflict, they will be listened to; that in a moment of conflict, teachers will do everything in their power to make the two sides hear each other.

If children are sad, angry - we should try to give them inner peace by being calm, asking short questions and listening. We let the child talk, cry tears, express himself, or finish an argument. We show him that we are here and we want to help. We ask what they need - with patience.

In a difficult/conflict situation, we not only focus on the child who is sad, injured, but also on the child with "difficult" behavior. We ask what he wanted to achieve, what he needs. We are aware that children who hit, who scream, who behave violently - have "good reasons" for behaving this way. You should consider what pain they carry inside, what they really want, what they want to say, what need to satisfy.

We should not prevent children from arguing or disagreeing with each other. All conflicts should be welcomed. The key thing for children is to build awareness of listening to each other - this is what the teacher watches over.

– **Situation: the child does not listen to the teacher and interferes with the conduct of classes**

Teacher's reaction: the teacher approaches the child and uses a message - personal language FUO (facts, feelings, expectations/needs), e.g.: Jasiu, I hear that when I read a story to the whole group, you talk at that time. By doing this, you are disturbing me and the rest of the group at work, which is very sad for me. I am asking you to wait until the end of reading - then you can tell what you want. If the child still does not listen and distracts the other children with his behavior, the teacher puts the "silence" emoticon in front of the child. This is another message addressed to the child, which is to remind him of the rules prevailing during classes. If, despite everything, the teacher's actions do not bring the expected results, the teacher asks the child to sit at the table - the child does not take part in the rest of the classes. After the lesson, the teacher approaches the child and analyzes the situation with him.

– **Situation: the child is aggressive towards the teacher**



If a child in any situation shows aggression towards the teacher (hit, kicks, spits, nicknames) it should be isolated from the group so that it does not have an "audience" in the form of other children. You can slide the door open and go with your child to the second room, you can go with him to the cloakroom. Gently hold the child's arm or leg so that he does not use force against us. Calmly use the I message (I'm sorry you spit on me and kick me. It hurts and makes me very sad. Please stop doing this. I want to help you, I want to talk to you, but I can't when you do this. Let's wait here for a moment and talk about what caused this situation to happen.) If the child does not want to talk to us, we can ask the child questions ourselves, trying to guess what led to this situation. We can also give the child a squishy so that he can "squeeze out" his anger and focus on something else.

– **Situation: a child in conflict with another child/children**

When the teacher notices a conflict situation between children, he passively observes its course in silence. He does not intervene and does not interfere until he is asked to do so by the children. The teacher reacts only when the safety of one of the children is threatened and there is a fight between them.

If children report a conflict situation to the teacher, the teacher asks them to tell each other how they feel in this situation, what they need and expect. The teacher can guide the children's conversation to help them communicate their feelings and needs to each other.

– **Situation: children snatch one educational aid/toy from each other and jointly claim that each of them took it first**

In this situation, I ask the children again who first chose a given educational aid/toy. If we are unable to determine who took it first, we can suggest that the children use it in the correct order (first one child, then the other; we can pull the stick, who will use it first) at the time specified by the teacher. If the children do not agree and they continue to be in conflict, we warn the children that if they do not agree - we will put the help/toy away and none of them will use it. This is what we do if none of the actions suggested by the teacher bring any results.

– **Situation: reluctance of the child to participate in common activities or selected activities**

Teachers do not force children to participate in classes and various activities, but they always encourage them.

If a child is in the adaptation process or has recently attended kindergarten, we give him time to acclimate. We always explain to the other children that we have a new friend, that



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these children are just learning the rules and we should all set an example of how we follow the rules in our kindergarten.

If a child, for various reasons, does not want to participate in classes or selected activities, we respect it, but we do not allow him to work / play with development material, etc. at that time. The child can sit with other children in a circle or next to the circle.

- The teacher never forces a child to apologize to an adult or other children. Wanting to teach the child that after hurting someone or hurting someone you should apologize, the teacher tries to make the child reach such conclusions through a skilful conversation with the teacher. We can ask the child how the person who has been hurt feels, what can be done for them to support them, to show that they did not mean to do anything wrong. Then perhaps the child will come to the conclusion that it is good to apologize and reconcile.

IV. SUPPORTIVE COMMUNICATION IN THE KINDERGARTEN - COMMUNICATION WITH THE PARENT

When passing information about the child to the parent, the teacher must always be guided by the good of the child, and perceive the parent as a specialist in his/her child. The teacher is the parent's ally - not the enemy. His communication should be based on partnership.

The teacher provides all information about the child only to the parents. If the situation is difficult and the matter to be communicated is serious, the teacher should ensure comfortable conditions for the conversation (arrange an appointment with the parent at a time convenient for both parties, prepare a place where no one will disturb or interrupt the conversation. We always remember about an empathetic approach, thanking to the parent that he found time to come to the meeting. The teacher assures the parent that this meeting is a manifestation of his concern for the child and willingness to support the child in his emotions and needs. Then he goes to specifics - facts describing "difficult behavior of the child". provide the parent with the fullest possible information about the given situations (before the conversation, we can consult other teachers who, for example, have seen the situations, etc., to prepare even better for the meeting with the parent.) We focus on the facts - we do not interpret what we have seen. After giving the information to the parent, we ask him how he feels about what he heard; does he have any idea how to solve the situation; what we can do together as a home-kindergarten environment to help the child. The teacher can also offer support to the parent, which is possible thanks to the kindergarten's cooperation with specialists: speech therapist, psychologist, etc. We try to ensure that each meeting with the parent ends with mutually agreed solutions/conclusions for further work. When some time has passed since the "difficult" situation occurred, the teacher should inform the parent how the situation looks after this time, what has changed thanks to the cooperation of parents and teachers.

Situations that do not require an immediate conversation with the parent (e.g. minor, inappropriate behavior of the child) are resolved in the kindergarten on the line CHILD - TEACHER. In such situations, you can establish a contract with your child, make a deal. However, if the situations of inappropriate behavior intensify, or conversations with the child themselves do not bring results - the teacher should organize a meeting with the parent.



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V. SUPPORTIVE COMMUNICATION IN THE KINDERGARTEN - COMMUNICATION BETWEEN TEACHERS AND EMPLOYEES OF THE KINDERGARTEN

- All employees of the kindergarten care about shaping common relationships, remember that the principles of constructive communication, based on empathy, mutual understanding and seeing each other, create a space for development and growth for each person.
Out of concern for the well-being and comprehensive development of each child as well as partner relations with parents, good communication between teachers is essential. Teachers share with each other all the important and meaningful information about the child. They can give them orally so that every teacher has knowledge about them, they can also save them in the OBSERVATION BOOK on pages dedicated to a given child. Each teacher is required to review this information regularly and to record their own.
- **USE OF THE OBSERVATION BOOK BY TEACHERS AND STAFF OF THE KINDERGARTEN:** *In the OBSERVATION BOOK*, we record the following information: our observations regarding the child's development: strengths; skills requiring work and practice during individual work; our discoveries of children's talents that are worth strengthening and developing; behavior difficulties; difficult situations.
In the record, we put the date and signature of the person who made the note. Each teacher/guardian is obliged to work individually with the child in his/her free time during the day (morning, afternoon, during bedtime). During such work, he also prepares short information, e.g. on ... I worked / worked with the child on ..., we performed ... etc.
- All teachers and employees of the kindergarten regularly participate in weekly team meetings (since February 2021, meetings are held every Tuesday at 19.00 - online). During the meeting, the staff discusses the current affairs of the past week together. A note is prepared each time from the meeting, which is made available to employees in an electronic version.
- The teacher who finishes work on a given day and transfers the children to the second teacher, shares with him the most important information from the day. He can also provide him with information in the form of a note on a piece of paper (e.g. what information should be given to the parent about his child's stay in kindergarten).

VI. ADAPTATION OF A CHILD IN THE KINDERGARTEN

When a parent enrolls a child in a kindergarten, he/she receives from the teacher basic information on the functioning of the facility and all organizational issues. He also receives a questionnaire to fill out, helping teachers to get to know the child and his functioning. The issues of the course of the child's adaptation process in kindergarten are also discussed.

The first three days of adaptation are free for the child:



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- On the first day, the child comes to the kindergarten with its parent for one hour, during which it gets to know the kindergarten, children and teachers. They can use educational aids, development material, and can also take part in activities organized for children.
- On the second day, the child stays in kindergarten without a parent for 1 - 2 hours. The parent prepares the child for this day, informing him when he will return for it. It does not prolong the moment of parting. During the presence of a child in kindergarten, teachers try to focus the child's attention on playing, working or talking so that he does not feel lonely. If the child does not stop crying for a long time (over an hour), the teacher informs the parent by phone, who can come earlier to pick up the child. However, the teacher encourages the parent not to give up and try to get the child used to the new situation in a positive way.
- On the third day, the child can stay in the kindergarten for a few hours or the whole day - it all depends on the course of adaptation and the child's well-being.
- In the following days, the child's stay may be extended.

VII. ORGANIZATION OF WORK

- Moderation on the preschool Facebook profile: each teacher in the kindergarten receives the function of moderator on the preschool Facebook profile. Taking care of the promotion of the kindergarten's activities, each teacher is responsible for posting reports on interesting activities undertaken on his own initiative and assigned by the kindergarten's director. Materials should be posted in the week in which they were made - so that their continuity and chronology are preserved.
- Each week, teachers appoint one person from among themselves to be responsible for preparing a weekly list of topics for classes and worksheets for each age group. We hang the written classes on the organizational board in the educational room.
- Each teacher, out of concern for the comprehensive development of children, has an assigned group - he coordinates its work, developmental and educational progress and all organizational issues related to staying in the kindergarten:
 - A group of 5 and 6 year olds Grupa 4 i 3 -latków
 - Group under 3 years of age
 - Forest group

In addition, each teacher acts as a Tutor over a specific group of children, working with them individually at least once a week (work on resources/strengths, work on skills that require improvement and practice).

- Teachers do not use mobile phones during work. We try to use 100% of every moment to work with children and fulfill our teaching mission. If the teacher has to make an important phone call or has to answer it, he or she asks for a temporary substitute for the other teacher and leaves the room for a while.



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- Picking up the child from the kindergarten: only the child's parents or persons authorized by the parent - entered in the authorization form can pick up the child from the kindergarten. If the child is picked up by persons authorized by the parent, before handing over the child, they show the teacher their ID card, the number of which must match the one provided in the authorization form.
If the person collecting the child has not been entered in the form by the parent, the teacher calls the parent and informs about the situation. Then the parent sends the teacher information with the following content: I agree that on my child (name and surname of the child) will be picked up from the kindergarten by (name of the person) ID card number - signature of a parent/legal guardian. On the next day, the parent immediately adds the person indicated to pick up the child in the authorization form.
If the teacher smells alcohol from a parent/legal guardian or a person authorized to pick up the child, he or she immediately informs the other parent and suspends the release of the child.
- Kindergarten employees put great emphasis on shaping children's independence, according to M. Montessori "Help me do it myself". We do not help children, we do not do anything for them - we support and help them if we see that they need our help (using the toilet, wiping their noses, putting on and taking off clothes, etc.).
- We make sure that children do not drink or eat during educational activities. We can ask the children well in advance of the start of classes if anyone is thirsty and would like a drink. Then the children can do it. If during classes children report that they are thirsty - the teacher informs that we do not drink during classes and children can drink after classes.
- In the kindergarten, according to Maria Montessori's Pedagogy, we do not use rewards and punishments. We also do not use such terms in relation to children. We believe that children have a strong intrinsic motivation to act and do not need external motivation. When experiencing difficult behavior of a child, we also do not use the phrase that he sits there "as a punishment". We try to make the child aware that when sitting down at the table, he should calm down, calm his emotions and think about the difficult situation that took place. The teacher always discusses difficult situations with the child.
- Children do not bring their home toys to kindergarten. Only resting children can bring a mascot, which they bring with them to the room only for the time of resting.

VIII. NEW STAFF IN THE KINDERGARTEN

New person joining the ROiSA team:

- gets to know the basic standards of work in the ROiSA Social Kindergarten
- watches the film "Let's teach children" made available by the Kindergarten Director



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- learns the assumptions of Montessori Pedagogy by participating in the internal training "Working with children using the Maria Montessori method" or reading the book "Understanding Montessori - Maria Montessori about raising a child"
- Learns the assumptions of Non-Violent Communication (NVC)
- Familiarizes with the Core Curriculum of Preschool Education
- Get acquainted with the pre-school education program "Development - Upbringing - Education"

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Transition program for children from EPE to the 1st cycle

Transitions constitute changes in the immediate social environments of life, which determine adjustments in behavior, as they correspond to different roles, interactions, relationships and activities.

These are the transitions that particularly concern teachers and parents/families, who wonder how the child will deal with the new situation. It is important to pay special attention to the child in these moments, giving him a positive view of this passage, as an opportunity to grow, to carry out new learning, to meet other people and contexts, to start a new cycle, in order to feel confident in his capabilities to respond to the challenges it faces.

This support is all the more important because the way the child experiences the first transitions (from the family environment to the nursery and/or kindergarten and from there to the 1st cycle) can influence their attitude towards future transitions. So that these can be lived positively, it is important that everyone participates in the evolution of the educational process of each child, being essential a balance between the changes inevitably introduced and the continuity of learning, so that the new stage is built from what the child knows and is able to do.

However, supporting the transition and ensuring continuity does not mean anticipating the learning methodologies and strategies considered appropriate for the next phase. For example, to start doing activities in kindergarten considered as characteristics of the 1st cycle. It is rather about providing, at each stage, the experiences and learning opportunities that allow the child to develop their potential, strengthen their self-esteem, resilience, autonomy and self-control, creating favorable conditions for them to succeed in the next stage.

With different paths, social and cultural origins and their own individual characteristics, children move to pre-school education under very different conditions. The behavior of each child, when in the presence of a relatively new environment and adults who, many times, do not know, are variable and difficult to predict. This transition deserves very special attention from the educator and careful planning, according to the situation of the children and the group, taking into account that the so-called "adaptation" of the



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child, that is, his/her insertion in the institution and in the group, requires, above all, that the educational environment adapts to their needs and characteristics.

In this way, AE Maximinos practices some strategies that facilitate the transition from the family or from daycare to kindergarten:

- The participation of parents/families – the communication established with each family, before the child starts attending pre-school education, favors their integration, since the perception of this relationship between adults is peaceful for the child. It also allows for a debate with parents/families on ways to proceed, benefiting from their suggestions and guaranteeing their support, in case of any difficulties.

Collective contact, in a meeting with parents/families whose children are going to enter kindergarten, also allows them, as a group, to pose their questions and clarify their doubts and concerns. It also facilitates a relationship between parents/families, so that they can support each other at that time. Contacting parents/families whose children have already attended kindergarten can also help to strengthen their confidence and make them feel more at ease.

- Observe the behavior of each child - Be aware of the child's signs of anxiety to comfort them, explain the daily routine so that they understand how it is processed and when they come to pick them up, let them have them or close familiar objects (a toy brought from home, an object built by family members) are aspects that can facilitate this integration. Close collaboration between all adults directly involved in the process (educator, operational assistant) is essential, as all these actors play an important role in this decisive moment. It is about finding ways to make each child feel more secure and accepting, but also about observing and recording how the child interacts with other children and adults, which materials they prefer and how they use them. Recording and documenting this process is essential for the educator to plan his/her action and understand how the child integrates into the group.

Transition to compulsory education

Some examples of strategies that can facilitate the transition of children to the 1st cycle are presented, and which, having similarities with those indicated in the transition to pre-school education, also have specificities, resulting not only from the children's age difference, but also the fact that one of the obstacles to this transition, pointed out by several studies, is the lack of mutual knowledge between these two stages of the education system. As with the entrance to pre-school education, the transition to the 1st cycle requires the participation of the different actors in the process:

Articulation between teachers:

- Agree on the transition procedures in the team of educators from the same establishment, since in the process of evaluation and reflection that accompanies their practices, the team of educators from the establishment or the pre-school education department jointly discuss the which is essential to facilitate the transition. If the children remain in the same educational establishment or grouping of schools, this understanding between educators facilitates communication with 1st cycle teachers.

- Communication and debate between educators and 1st cycle teachers, these build representations about the purposes and practices of each educational level, not always coincident, either between educators or between teachers, even because, many



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Sometimes, neither one nor the other knows very well what is happening on the other levels.

Prior reflection and agreement between educators from the same establishment is important to discuss with teachers the processes and learning developed in pre-school education, sharing what they think about the relevance of this learning, about its articulation with the learning of the 1st cycle and on the practices adopted (for example, organization and rules of operation of the group). This debate will also involve the design of strategies that deserve the agreement of all teachers, and that facilitate the transition and continuity of the educational process.

Some means that can facilitate this communication:

- Analysis and common debate of the curricular proposals for each of the levels - when analyzing the respective curricula, educators and teachers may realize that the content areas of pre-school education have differences, but also similarities with those of the 1st cycle programme, and will thus be able to find ways to promote curricular articulation. This articulation does not involve the use of traditional learning methodologies and strategies in the 1st cycle in preschool education (equal sheets for all, transmission of knowledge in an expository way, etc.), but by jointly providing for modes of progression that give continuity to the lessons learned.

- Communication of information about the process developed in preschool education and the learning carried out by each of the children - communicating the process developed with the group in the previous year(s) allows teachers to better understand the opportunities of learning that children had throughout preschool education. Also the communication of information about the learning carried out by each child will allow the teacher to know him/her better and to know how he/she can continue what he/she has already learned.

- Talking with children about the transition – since children know that they will be transitioning to the 1st cycle, it will be important for the educator to provide everyone (and not just the older ones) with opportunities to talk about the subject, to explain their expectations and ask questions about what they would like to know about the next cycle, in order to confront what each one thinks and knows about this new stage, and to clarify their questions.

- Familiarize children with the 1st cycle school – whenever possible, with the educator and the group, or individually with the parents, the child should have the opportunity to get to know the school to which he/she will go. When this knowledge comes from the educator's initiative, it will be desirable that this visit is planned with the children (previous conversations can be the basis of this planning - what they want to see and know). However, a better knowledge and familiarity with the 1st cycle school implies a more continuous action and a joint work between educators and teachers and between children of the two levels of education: presentation of projects, exchange of works, joint visits, etc., which will include not only the children who are going to transit, but all the children in the group.

Reflection suggestions:

How are moments that facilitate horizontal transitions (from home to kindergarten, from school time to non-school time) included in the daily routine?



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What strategies are used to support the articulations (between the family and the kindergarten and between this and the 1st cycle? Is support for these transitions foreseen in the group curricular project?

How are the professionals who work with the children's group involved in the planning and reception process of children who return to kindergarten? Do older children, or children who already attend kindergarten, also participate in this reception?

How is the participation of parents/families encouraged in the beginning of pre-school education and in the transition to compulsory schooling?

What can be done to promote a dialogue between the team of educators or the pre-school education department in order to agree on strategies to facilitate transition?

What collaboration has been developed with 1st cycle teachers? Has this collaboration been a facilitator of the transition? What about educational continuity? How can this collaboration be extended so that there is more systematic work and dialogue involving educators and teachers?

Are transition strategies planned in the educational establishment? How can they be implemented to facilitate the transition and curricular articulation between cycles? How do these strategies adapt to the situation of the educational establishment (public, private, solidary)?

Do the registration and documentation processes used also aim to facilitate the communication of the educational process developed and the children's learning processes to other actors in the process, namely parents/families and 1st cycle teachers? How is this information organized so that it can be transmitted to parents/families and other teachers? Is this organization reflected in accordance with ethical and deontological principles?

CONTENT AREAS – important in the transition from preschool to 1st cycle.

Expression and Communication Area

Mastery of Oral Language and Approach to Writing - emergence of written language, through contact and use of reading and writing in real and functional situations associated with the child's daily life. Progressively master communication as transmitters and receivers., a core competence in this age group due to its transversality, not only for the development of social skills, but for the exchange and appropriation of information necessary for learning in other areas of knowledge.

Components:

Oral Communication (understanding oral messages in different communication situations; using oral language in context, being able to communicate effectively in a way that is appropriate to the situation (production and functionality).

Skills / Learning	Activities
Asks questions about new words and uses new vocabulary.	Provide material that promotes language development in different spaces of the room (stories in different formats, puppets, recorder and/or CD



↔ Listens to others and responds appropriately, presenting their ideas and knowledge, both in individual and group communication situations.

↔ Elaborates complete sentences gradually increasing their complexity.

↔ Sings, reproducing the lyrics of the songs more and more correctly. BR

↔ Reports events, showing progression not only in clarity of speech but also in respect for the sequence of events.

↔ Constructs sentences with an increasingly complex structure (coordinates, subordinates, affirmatives, negatives).

↔ Naturally uses language for different purposes and functions (telling stories or events, making requests, giving or asking for information, presenting or debating ideas, etc.).

player, games, computer).

↔ Making orders and giving instructions that are increasingly complex and elaborate.

↔ Provide games that promote language development (sound identification, vocabulary, messages).

↔ Use rich vocabulary and question children, leading them to establish relationships between their present knowledge and new words (chainsaw, astronaut, etc.). BR

↔ Tell stories, promote conversations about them, create opportunities for children to tell or create their own stories.

↔ Promote, in everyday life, opportunities for child-adult and child-child communication, both in informal and more structured moments (meals, recess, activities in the classroom, large or small group communication).

↔ Encourage each child to expose their ideas and experiences, giving them support to do so in an increasingly elaborate way, considering the specifics of each one (children with language difficulties or whose mother tongue is not Portuguese, etc.).

↔ Facilitate contact with other languages and support children in identifying some of their specificities (sound, meaning of some words, similarities or differences, etc.).

↔ Use and promote the use of language adjusted to specific functions (formulations of a question, a narrative, a poem, an order).



Linguistic awareness

Skills / Learning	Activities
<p>Gives reasons and expresses willingness to learn to read and write.</p> <p>↔ Identifies specific functions for the use it makes or may make of writing or reading (playful, informative, communicative, mnemonic, identification, etc.).</p> <p>↔ Associates different functions with different writing supports present in their contexts, using them with these functionalities (recipe book for cooking, computer for searching or recording information, list of necessary material, etc.).</p> <p>↔ Uses and/or suggests the use of written language in their daily lives, in different tasks, with different functions, either by requesting the support of an adult or independently, even without knowing how to read and write.</p> <p>Ask adults to read or write to you in a specific situation, to respond to a need.</p> <p>↔ Writes, conventionally or not, words, pseudo-words or short sentences, in their games, explorations and/or interactions with others.</p> <p>↔ Uses the book properly and distinguishes different types of books depending on their functionality.</p>	<p>Provide a variety of texts and types of writing, integrating them into the group's daily experiences.</p> <p>↔ Provide contact with different types of written texts that lead the child to understand the need and functions of writing, for example:</p> <ul style="list-style-type: none"> – Use different ways of using writing (making informative posters built and illustrated with children, writing in a set of letters with different purposes and for different recipients, etc.). – Reading and talking about newspaper and television news and writing news reported by children, in order to make them understand and use the informative function of written language and to understand the specifics of the structure of this type of text. <p>↔ Use everyday situations to provide functional contact with writing, such as:</p> <ul style="list-style-type: none"> – Search with children for information in books for a project they are developing. - When walking on the street, use maps, and read street names or signs with and for children, so that they understand their content and importance. – Read recipes to children when they are cooking, baking, etc. – Involve children in writing notices and messages for families (field trips, activities, events, etc.). – Post and read the menu for the week to the children. - Read and write with and for children, using different types of text, thus illustrating how reading and writing



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	<p>can be used.</p> <p>↔ Create opportunities for the child to “imitate” writing and reading in everyday life, by introducing diversified reading and writing material in different areas of the room.</p> <p>↔ Be aware of situations of use and exploration of written language that occur in children's games and mobilize them intentionally.</p> <p>↔ Involve families, encouraging the use of reading and writing, together with children, in everyday functional situations (shopping, reading the text on packages, etc.).</p>
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Identification of writing conventions (recognizing letters and perceiving their organization in words; perceiving the directional sense of writing; establishing relationships between writing and oral message).

Skills / Learning	Activities
<p>Differentiates writing from drawing (iconic code from written code) and, when he wants to write, he uses doodles, letterforms and/or letters in his writing.</p> <p>↔ Identifies letters, being able to reproduce them more and more closely in their writing attempts and knows the name of some of them.</p> <p>↔ In his attempts to read, he points to the written text with his finger, following the orientation of the writing and making some correspondence between the oral emission and the written one.</p> <p>↔ Share writing activities with peers comparing them and discussing their</p>	<p>Organize the room space with a variety of materials that children can use for their explorations and uses of written language (papers, pencils, pens, notebooks, diaries, newspapers, magazines, books, pamphlets, etc.).</p> <p>↔ Make available and promote the exploration of games and materials focused on the identification and/or use of letters and words.</p> <p>↔ Question the child about what he wrote and get him to explain strategies and procedures.</p> <p>↔ Read and write in front of the child, highlighting the relationship between writing and the oral message.</p> <p>↔ Provide diversified opportunities, more or less</p>



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<p>similarities and differences.</p>	<p>structured, to explore reading and writing, integrated into the group's experiences.</p> <p>↔ Support and encourage children in their writing attempts.</p> <p>↔ Write with and for children, asking for their collaboration and challenging them to think and reflect on the characteristics and conventions of writing.</p>
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Pleasure and motivation to read and write (understand that reading and writing are activities that provide pleasure and satisfaction; establish personal reasons for getting involved with reading and writing, associated with their value and importance; feel competent and able to use reading and writing, even if in very early and unconventional ways).

Skills / Learning	Activities
<p>Chooses to carry out reading and/or writing activities, expressing concentration, pleasure and satisfaction in the course of them.</p> <p>↔ Listens carefully to stories, rhymes, poetry and other texts, showing pleasure and satisfaction.</p> <p>↔ Reflects and shares ideas about the value and importance of written language and gives personal reasons for its use.</p> <p>↔ Reveals satisfaction with learning and achievements in understanding and using written language.</p> <p>↔ Shows enthusiasm in sharing with the family the readings he does in kindergarten.</p> <p>↔ Uses reading and writing, even in an unconventional way, in increasingly complex situations, showing willingness to learn and</p>	<p>Make quality books and reading material available both in terms of content and aesthetics.</p> <p>↔ Create positive environments rich in opportunities for interaction with reading and writing that facilitate concentration and involvement.</p> <p>↔ Provide children with opportunities to choose what they want to read or write.</p> <p>↔ Regularly integrate reading and writing into meaningful activities for children based on their interests, initiatives and experiences.</p> <p>↔ Identify and share the progress that each child is making, so that they feel challenged to continue their explorations and attempts to use reading and writing.</p> <ul style="list-style-type: none"> ▪ Involves families in reading practices developed in kindergarten, encouraging their collaboration.



respond to new challenges.

Domain of Mathematics - as mathematics plays an essential role in structuring thought, and given its importance for everyday life and for future learning, access to this language and the construction of mathematical concepts and relationships between them are fundamental for the child to make sense of, know and represent the world.

Components: Numbers and Operations (identifying quantities through different forms of representation - counting, drawings, symbols, writing numbers, estimation; solving everyday problems involving small quantities, using addition and subtraction).

Skills / Learning	Activities
<p>Use term-by-term correspondence to solve set comparison problems and to count objects in a set.</p> <p>↔ Identifies, in a count, that the total amount corresponds to the last number word (term) you said.</p> <p>↔ Uses the terms “more than” and “less than” when comparing quantities. It uses the names of numbers and later written numerals to represent quantities.</p> <p>↔ Organize sets of a certain number of objects and can count up and down.</p> <p>↔ Begins to relate addition with combining two groups of objects and subtraction with removing a given amount from a group of objects.</p> <p>↔ Uses other mathematical operations (multiplication and division) to solve problems that arise in concrete situations.</p>	<p>Make available, in different areas of the room, diversified materials that create opportunities for counting and operations on quantities (materials purchased or constructed and also others, such as seeds, bottle caps, corks, stones, shells, lids of jars and bottles, etc.) .</p> <p>↔ Use everyday situations to provide counting opportunities (number of children present in the room, milk cartons drunk, children having lunch, etc.).</p> <p>↔ Awaken children's curiosity and promote their understanding of the use and representation of numerals in the classroom (calendars, presence maps, etc.) and in the environment (door numbers, prices marked in stores or hypermarkets, elevator floors, numbers telephone and mobile telephone numbers, car registrations, bus route numbers).</p> <p>↔ Use rhythms, songs and rhymes to encourage learning the sequence of number names in a count.</p> <p>↔ Encouraging children to carry out the representation of quantities (counting with fingers, counting objects, drawing schemes or symbols) and operating on them, supporting the child to explain his reasoning and ideas and group debate.</p> <p>↔ Encourage learning to count – up and down.</p>



	↔ Encouraging the representation and understanding of problem-situations proposed to children, based on their informal knowledge.
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Organization and Processing of Data (collect pertinent information to answer the questions asked, using appropriate methodologies - lists, drawings, etc.; use simple graphs and tables to organize the information collected and interpret them in order to answer the questions asked).

Skills / Learning	Activities
<p>Asks questions and participates in the collection of data about herself, everyday situations and the environment.</p> <p>↔ Participates in the organization of the information collected using tables, simple pictograms, etc.</p> <p>↔ Seeks to interpret the data presented in tables, pictograms, bar graphs, identifying the modal category, as corresponding to the highest frequency.</p> <p>↔ Understands that the treatment presented is a way of describing a reality.</p>	<p>Get the children to ask questions that do not have an immediate answer (how many children were present this week, how many boys and how many girls are there in the room?, etc.).</p> <p>↔ Help children define what they want to discover and how they want to collect and organize data, supporting them in collecting and organizing information through diversified representations (pictograms, tables, etc.) appropriate to the type of data and questions asked.</p> <p>↔ Provide various materials (lids, beads, chopsticks, Lego pieces, etc.) that facilitate the implementation and organization of data, leading to its representation through more elaborate forms (graphs, tables, etc.).</p> <p>↔ Help children to “read” and interpret the data they have collected and to understand the different frequencies and mode of each distribution.</p> <p>↔ Support children to use the data records created to communicate to others (family, other groups, kindergarten, school, etc.) the information collected and the conclusions reached.</p>

Geometry and Measurement (Geometry: locating objects in a familiar environment, using concepts of orientation; identifying landmarks and using simple maps; taking the point of



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view of others, being able to say what can and cannot be seen from a given position; recognize and operate with geometric shapes and figures, discovering and referring properties and identifying patterns, symmetries and projections. Measurement: understanding that objects have measurable attributes that allow comparing and ordering them; choosing and using units of measurement to respond to everyday needs and questions).

Skills / Learning	Activities
<p>Geometry</p> <p>↔ In a circle with other children, identify relative positions (Who is “beside”, “in front”, “behind”, “two places to the right”, “between Maria and Manuel”, etc.).</p> <p>↔ Can follow a route that is orally described to him by another child or by the teacher.</p> <p>↔ Represents and describes familiar routes, through drawings and using representations of important landmarks.</p> <p>↔ When playing hide and seek, she knows how to choose the places where she should hide so as not to be seen.</p> <p>↳ Recognizes geometric shapes (two- and three-dimensional) present in their daily lives (in objects in the room, in the playground, in works of art, in their productions, etc.).</p> <p>↔ Imagine and describe how you see an object from a certain position.</p> <p>↔ Enlarges, reduces, rotates, mirrors shapes and figures and analyzes the resulting transformations in positions, shapes, sizes, etc.</p> <p>Measure</p> <p>↔ Compares the height, width, length of constructions you have made (towers, trains,</p>	<p>Geometry</p> <p>↔ Provide diversified materials that promote manipulation and reflection on the properties of shapes, figures and objects: geoplane, logic blocks, mirrors, wooden bars, jar lids, sticks, stones, puzzles, etc.</p> <p>↔ Propose experiments that make it possible to identify objects or people, recognizing some properties through touch (blind goat game, objects hidden in a bag or box, etc.).</p> <p>↔ Encourage children to use different objects to represent the space in the room, then moving on to symbolic representations.</p> <p>↔ Make children think about space by asking questions involving direction (Which way?), distance (Is it too far?), location (Where?), identification of reference points (What objects do you find? What do you see that is important ?).</p> <p>↔ Propose activities in which children have to interpret an image of an object (drawing or photograph) from various points of view, and identify where it was drawn or photographed.</p> <p>↔ Promote the use of mirrors to explore and operate with shapes or geometric figures, in order to find symmetries and patterns.</p> <p>↔ Use different materials so that children can identify patterns (clothes, mosaics, photographs,</p>



<p>houses, etc.), indicating some measurement characteristics “greater than”, “smaller than”, “narrower than”, “equal to”, etc.</p> <p>↔ In his activities and games, he explores several alternative ways to measure.</p> <p>↔ Compares the weight of familiar objects (two dolls, two pieces of fruit, etc.) using first your hands to feel which is heavier and then a scale to check what you anticipated</p>	<p>pictures, etc.).</p> <p>↔ Promoting the development of mathematical concepts based on 2 or 3 dimensional constructions, made with paper (parrots, boats, doll chains, etc.) or with other materials (wood, cardboard, beverage cans, ropes, boxes, etc.) etc.).</p> <p>measure</p> <p>↔ Asking questions that make children realize the magnitude of a certain measure (length, volume, weight, capacity, etc.).</p> <p>↔ Help children choose a unit of measurement to compare and order objects.</p> <p>↔ Introduce standardized measuring instruments, relating them to their use in everyday life, so that children understand their usefulness.</p>
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Interest and Curiosity in Mathematics (showing interest and curiosity in mathematics, understanding its importance and usefulness; feeling competent to deal with mathematical notions and solve problems).

Skills / Learning	Activities
<p>Gets involved, on his own initiative, in situations where he uses mathematics knowledge and strategies, showing satisfaction and pleasure.</p> <p>↔ Apply previously explored mathematical notions to other situations or ask questions about them.</p> <p>↔ Seeks to find own strategies to solve a situation or mathematical problem.</p>	<p>Encouraging children to pose or solve problems that are meaningful to them.</p> <p>↔ Support the development of children's creativity and autonomy, creating opportunities for them to invent, explain and criticize (individually or in groups) the strategies they used to solve a mathematical situation or problem.</p> <p>↔ Challenge children by proposing increasingly complex and abstract situations.</p>



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<p>↔ Express your reasons for interpreting a given situation or for following a given strategy.</p> <p>↔ Doesn't give up solving a problem and, when he can't, he looks for a new approach.</p>	<p>↔ Help children to recognize the relationships between different mathematical learning, so that each one builds a well-structured and coherent knowledge.</p> <p>↔ Give positive feedback, highlighting effort, own solutions and progress.</p>
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Knowledge Area of the World

It consists of raising awareness of the various natural and social sciences addressed in an articulated manner, mobilizing learning from all other areas. Thus, to structure and represent their understanding of the world, children resort to different means of expression and communication (oral and written language, mathematics and artistic languages).

The approach to Knowledge of the World also implies the development of positive attitudes in relation to others, in self-care, and the creation of habits of respect for the environment and culture, thus showing its interrelationship with the area of Personal and Social Training. Children begin to understand the world around them when they play, interact and explore spaces, objects and materials. In these explorations, they realize the interdependence between people and between these and the environment. Thus, they understand their position and role in the world and how their actions can bring about changes in it.

Components:

Introduction to Scientific Methodology (appropriating the development process of scientific methodology in its different stages: questioning, posing hypotheses, predicting how to find answers, experimenting and collecting information, organizing and analyzing information to reach conclusions and communicate them) .

Skills / Learning	Activities
<p>Demonstrates curiosity and interest in what surrounds her, observing and asking questions that show her desire to know more. ▪ Finds provisional explanations to answer the questions asked.</p>	<p>Organize the educational environment in order to stimulate the child's curiosity:</p> <ul style="list-style-type: none"> – Provide different sources and means to support the discovery process, such as: reference materials (books, newspapers, videos, photographs, maps,



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↔ Participates with interest in the planning and implementation of the methodology that characterizes the discovery process of scientific research (observe, compare, research, experiment, record, draw conclusions).

↔ Participates in the organization and presentation of information, in order to share with others (classmates, other children and/or adults) the knowledge, results and conclusions reached.

↔ Demonstrates involvement in the process of discovery and exploration and reveals satisfaction with the new knowledge he has built.

internet, etc.), involvement of children's families, community members and specialists , etc.

– Facilitate access to various materials for recording the processes and results of your explorations (notebooks, tables, markers, camera, recorder, etc.).

- Create a science area with diverse materials that encourage exploration and experimentation:

- natural materials - rocks, leaves, wood, shells, plants or their parts (stems, leaves, flowers, fruits, roots), etc.

- materials usual in everyday life - containers, spoons, funnel, etc.

- materials more specific to contexts related to science - magnets, magnifying glasses, binoculars, microscopes, terrestrial globe, etc.

↔ Pay attention to and value children's explorations, interests and discoveries and use them as a starting point for the process of developing new knowledge.

↔ Encouraging children's curiosity, asking questions that make them think, question themselves and want to know more (Have you noticed that...? How can we find out? Is there another way to do it? What do we need? What will happen if...? Why do you think this happens? etc.).

↔ Promote interaction and collaborative work in the group, so that children learn from each other when confronting perspectives, procedures and knowledge.

↔ Support children in carrying out practical and investigative activities and in the development of research projects (in the collection of information and its systematization and communication).

↔ Be rigorous both in reference to scientific concepts and in the use of science-specific vocabulary.



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	↔ Support children in identifying and using the instruments and resources necessary for the practical and investigative activities they develop (use of a microscope, thermometer, scale, tweezers, etc.).
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Approach to Science (Knowledge of the social world: becoming aware of your identity and belonging to different groups in your immediate social environment (eg family, kindergarten, friends, neighborhood); recognizing basic units of daily, weekly and annual time, including the influence they have on your life; get to know central elements of your community, highlighting physical, social and cultural aspects and identifying some similarities and differences with other communities; establish relationships between the present and the past of your family and community, associating them with objects, life situations and cultural practices; knowing and respecting cultural diversity. Knowledge of the physical and natural world (understanding and identifying distinctive characteristics of living beings and recognizing differences and similarities between animals and plants; understanding and identifying differences and similarities between different materials (metals, plastics, paper, wood, etc.), relating their properties to the objects made from them; describe and seek explanations for phenomena and changes observed in the physical and natural environment; demonstrate care for your body and your safety; manifest behaviors of concern for the conservation of nature and respect for the environment)

Skills / Learning	Activities
<p>Knowledge of the social world</p> <p>↔ Become aware of their identity and belonging to different groups in their immediate social environment (eg family, kindergarten, friends, neighbourhood).</p> <p>↔ Recognizes basic units of time daily, weekly and yearly, understanding the influence they have on your life.</p> <p>↔ Know central elements of your community, highlighting physical, social and cultural aspects and identifying some similarities and differences with other communities.</p>	<p>Knowledge of the social world</p> <p>↔ Organize the educational environment in order to encourage children's knowledge about themselves and the surrounding social environment.</p> <p>↔ Involve children and families in collecting materials that reflect their cultural diversity and changes over time (clothes, photographs, utensils, artefacts, food, etc.).</p> <p>- Make available books, images, films, materials and activities representative of cultural and ethnic diversity (visual arts, music, literature, dance, theater), and landscapes, habits and customs of other regions and cultures.</p>



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↔ Establishes relationships between the present and the past of his family and community, associating them with objects, life situations and cultural practices.

↔ Knows and respects cultural diversity.

- Organize the daily routine, in order to facilitate the understanding and gradual appropriation of basic units of time.

↔ Engage children in individual or small group conversations, getting them to compare similarities and differences between them (hair, eye and skin tones, interests, preferences, etc.).

↔ Leading children to understand the similarities and differences between different environments and over time (similarities and differences in housing in current cities and villages, in the way of dressing now and in the past, etc.), being able to imagine how it could be in the future.

↔ Valuing the family of each child, inviting families to share their habits, activities, traditions, knowledge, etc.

↔ Establishing relationships with the surrounding community, facilitating children's knowledge of their surroundings (neighborhood, locality).

↔ Talking with the children about the elements of cultural heritage (local or world) they come into contact with, debating ways to preserve it and how they can do it.

↔ Expand children's knowledge of the social and cultural environment by taking advantage of national and international dates and events to reflect with them on their meaning.

↔ Promote reflection on cultural and social diversity by taking advantage of national and international dates and events.

Knowledge of the physical and natural world



Knowledge of the physical and natural world

↔ Recognizes and identifies body parts and some organs, including sense organs, and understands their functions.

↔ Uses and justifies some reasons for practices that promote health and safety (washing hands before meals, avoiding excessive consumption of sweets and soft drinks, crossing on crosswalks, etc.).

↔ Recognizes itself as a living being with characteristics and needs similar to those of other living beings (growth, nutrition, shelter, etc.).

↔ Get to know different animals, differentiating them by their characteristics and ways of life (aquatic/terrestrial, with and without beak, with and without fur, birds/fish/mammals, domestic/wild, etc.).

↔ Shows curiosity and seeks an explanation for atmospheric phenomena observed (rain, wind, clouds, thunderstorms, etc.).

↔ Anticipates and expresses his ideas about what he thinks will happen in a situation he observes or experiences and seeks explanations about the results (mixture of water with sand, with sugar, with oil; objects

↔ Organize the educational environment in order to stimulate and support children's curiosity in their attempts to understand the physical and natural environment:

– Make available and involve children and families in the collection of natural materials (fruit seeds, cereals and other plants, various rocks, etc.) and other materials (metals, plastics, paper, etc.).

– Make books, maps, images, films, various documents available for consultation (encyclopedias, science books, internet information, photographs, etc.).

– Mobilize families and other community members (other teachers, older students, specialists) in the information gathering and discovery process.

↔ Using everyday situations to question and promote children's reflection and interpretation of the phenomena of the physical and natural environment (the plant in the room that withered, the 'pith bug' that a child brings, hail, etc.).

↔ Support children in the process of carrying out meaningful experiences, in their observations, records and conclusions.

↔ Create frequent and diversified opportunities for children to come into contact with nature, leading them to observe, get to know and appreciate it.

↔ In everyday life, encourage healthy behaviors and habits (eat vegetables, exercise, do not touch or eat products you are not familiar with, etc.).

↔ Promote the participation and responsibility of children in the care and protection of living beings inside and outside the school (taking care of plants, animals or the vegetable garden at school; care for nests, plants and animals in gardens, parks and green



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<p>that float and do not float; effects of light and shadow, attraction by a magnet; melting ice, mixing colors, etc.).</p> <p>↔ Anticipates and expresses his ideas about what happens when certain forces act on living beings and objects in situations he observes or experiences (what happens when a living being or object is pulled or pushed with more or less force; the what happens when moving objects collide; what happens on a seesaw when objects of the same mass are placed at different arm positions).</p> <p>↔ Share your ideas about how some natural transformations take place (falling leaves from trees, wind, day/night succession, etc.).</p> <p>↔ Demonstrates, in everyday life, concern for the environment (picking up rubbish from the floor, turning off the taps, turning off the lights, etc.)</p> <p>↔ Enjoy and appreciate green spaces and contact with nature.</p>	<p>spaces outside the school).</p> <p>↔ Facilitate discussion and reflection on the favorable and unfavorable effects of human action on the environment.</p>
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Technological world and Use of Technologies (recognize the technological resources of your environment and explain their functions and advantages; use different technological supports in your daily activities, with care and safety; develop a critical attitude towards the technologies you know and use).

Skills / Learning	Activities
<p>He talks about existing technological resources in his environment, revealing some knowledge about their usefulness (traffic lights, washing machines and dishwashers,</p>	<p>Organize the educational environment in order to promote knowledge and use of technological resources:</p> <p>– Provide different technological supports to be used</p>



<p>binoculars, cinema, video camera, etc.).</p> <ul style="list-style-type: none"> ↳ Uses various technological resources to collect information, communicate, produce different types of work and organize information collected (computer, camera, video, etc.). ↳ Knows and respects some safety rules when using the internet. ↳ Respect the safety rules both in the use of technological resources (camera, music devices, etc.) and in relation to other resources (heater, electrical outlets, etc.). ↳ In his games, he uses or “pretends” to use various technological resources (vacuum cleaner, shaver, ATM, etc.). ↳ Imagine and create, in two or three dimensions, 'machines', robots or instruments with a specific purpose. 	<p>in projects and activities in the day-to-day kindergarten.</p> <ul style="list-style-type: none"> – Provide opportunities for the use of different technologies in approaching and exploring different content areas with the involvement of families. – Use existing technological resources in the surrounding community. ↳ Encourage children to observe, talk about and understand the usefulness of different technological resources present in their surroundings (traffic lights, barcodes, street lighting, information panels, etc.). ↳ Talking with the children about their favorite TV programs and “heroes”, encouraging the debate between different opinions, and about what is real, imaginary or manipulated. ↳ Encouraging children to dialogue about care and norms in the use of technological resources with a view to adopting appropriate behaviors and attitudes for critical, responsible and safe use. ↳ Support children in using the computer and exploring its different potentialities. ↳ Support children to plan and build machines, robots, instruments, which are replicas of existing ones or those imagined by them (scales, wired telephone, “time machine to grow”, etc.).
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Reflection suggestions:

Does it encourage children to wonder about the world around them? How do you select the questions you pose to develop discovery processes?



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Do you value the exchange of opinions, proposals for explanations and suggestions between children, helping them to clarify and plan what they want to know and how? How do you encourage your process of discovering and building knowledge?

Do you support children to use different forms of recording in their discovery processes (writing, photography, graphics, etc.)? What are the functions of these registers? What is the participation of children in its collection and analysis? What learning was developed?

Do you evaluate with the children what they have learned? Does it facilitate the communication of this learning to the group, other children and/or adults? As?

Do you explore the surrounding community (near and far) with the children, in order to promote the understanding of reality and the construction of a personal and social identity? Reflect on the last situations in which this occurred and think of other possibilities.

Does it take advantage of situations that occur both in the kindergarten and in the community to promote knowledge and the development of attitudes and behaviors of respect and protection for the surrounding natural environment and cultural heritage?

Do you know and use the technological resources that may be accessible in the community surrounding the kindergarten (library, parish council, recreational association, etc.)? Do you use them with children and alert families about their existence and potential? Is the use of technologies made in a diversified way by the children in your classroom? Think about the most frequent functions for which they are used and their diversity (gathering information, recording, communicating, tool, etc.).