



International Kindergarten Curriculum

**International School of Brno, Čejkovická 10
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1. About the school:

1.1 School curriculum

- Program of study for preschool education entitled “**International Kindergarten Curriculum**”

1.2 Contact Information:

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Acting headmaster: Mgr. Jan Švihálek
Kindergarten head teacher: Mgr. Magda Hrázdilová

1.3 Founder:

- Statutární město Brno
- Magistrát města Brna
- Odbor školství, mládeže a tělovýchovy
Dominikánské nám. 3
601 67 Brno
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1.4 Document valid since:

- 3.1. 2008

2. General Characteristics

2.1 Basic Facts:

- the International Kindergarten was launched on the 3rd January, 2008 operating under European Elementary School, Čejkovická 10, Brno – Vinohrady and will operate under the International School of Brno on 1.9.2008
- all essential facilities are located in a single, specially built room
- maximum capacity: 25 pupils
- all activities conducted English

2.2 Operational Details:

- the kindergarten will be a self-contained division of the International School of Brno building complete with its own entrance
- all rooms are spacious, well-lit and appropriately equipped
- in-door facilities include: cloak-room, dining area, playroom, bathroom, small kitchen and teacher's room
- out-door facilities include: playground, sand box, wooden house, slide and sheltered area for open-air activities
- snacks and lunches are prepared by the kitchen staff at ZŠ Masarova
 - snacks and lunches are assembled in the kitchen and served to the children in the dining area

2.3 Organization of the School Day:

- all activities of the kindergarten are conducted in English with a small section of the day reserved for Czech language activities (game, song)
- all children participate together in the activities (given the single classroom)
- children are assigned age-appropriate tasks suited to their abilities
- **Daily routine:**
 - 7:30 – 8:30: children arrive, free play
 - 8:30 – 8:45: morning circle – topic of the day is introduced
 - 8:45 – 9:30: developing of fine motor and pre-writing skills
 - 9:30 – 10:00: snack time
 - 10:00 – 10:30: art activity
 - 10:30 – 10:45: physical education
 - 10:45 – 11:00: circle time (songs and stories)
 - 11:00 – 12:00: out-door activities (playground or walk)
 - 12:00 – 12:15: wash up for lunch

12:15 – 12:45: lunch

12:45 – 13:00: bedtime story

13:00 – 14:30: sleep, relaxation / afternoon activity (art, drama, sport, music)

14:30 – 15:00: snack time

15:00 – 16:30: hobby groups (art, drama, sport, music)

16:30: home time

2.4 Staff

- two fully qualified primary level teachers
 - head teacher conducts the morning lessons
 - afternoon hobby groups directed by assistant teacher
- one member maintenance staff responsible for serving meals and cleaning

2.5 Students

- registration is open to:
 - children whose first language is not Czech, bilingual children and children who want an English immersion kindergarten experience
 - children aged 3-7 with preschool aged children receiving priority

2.6 Cooperation

- the International Kindergarten is maintained and cleaned by the custodial staff of European Elementary School Brno
- Brno city is often involved in helping the kindergarten stage celebrations
- parents of kindergarten students provide assistance when necessary (Carnival, festivals, etc.)

3. Characteristics of the Curriculum

The International Kindergarten curriculum is based on the sections pertaining to preschool education in document put forth by the Czech Ministry of Education entitled “RVP” yet is also supplemented by other curricula used throughout Europe. The chief aim of the program is to meet the individual needs of each student in a friendly, safe and stimulating environment.

The program has identified that following key areas of development for preschool education:

- *Communication* – All communication in the international kindergarten is in English and so each student is motivated to either learn to use a second language on a regular basis or to learn how to work with others whose first language is not English. Also, there is some time during each day that is reserved for the development of Czech language skills. The daily Czech language activity could be a song or game that provides the student with knowledge of certain aspects of the Czech Republic.

As it is an international kindergarten, other countries and cultures are discussed as well.

- *Creativity* – Each school day must provide the student with a range of activities that develop the imagination in different ways. These activities ought to allow the student to develop different ways of expressing their ideas, opinions and emotions. In order to establish an enjoying yet fecund learning environment, the activities must also take advantage of the commonalities between music and language, life and art, rhythm and physical movement, etc.

- *Play* – At the preschool age, the student learns almost exclusively through play. It is essential that the student be given the opportunity to explore their different skills (large and fine motor, cognition, perception, social participation, hygiene and linguistic abilities) through fun and engaging activities. To provide a focal point for the activities, it is sometimes useful for the student to hear a motivational story.

- *Clarity* – In order for the content of the lessons as well as the directions for the activities to be clear to each student, many teaching aids are employed in order to provide them with a full sense experience. Once the instruction are understood, the student is then allowed to work independently at finding their own way of completing the task.

- *Individuality* – Each student in the international kindergarten comes to school with a different background, heritage, nationality. Given this, it is essential that teachers acknowledge and respect the individuality of each student by assigning tasks and assignments that take in to consideration their age and command of English as well as their cultural identity.

4. Content

4.1 Aims of the curriculum

The general aim of preschool education is to provide each student with numerous and varied opportunities to develop physically, psychologically and socially. At the conclusion of preschool education, the student is expected to have developed a sense of individuality and independence. These will serve as the foundation on which their subsequent education will be built.

The specific aims of the international kindergarten curriculum consist of:

1. developing the knowledge and skill level of each student
2. providing each student with the opportunity to become aware of the essential values that govern society

3. encouraging independent thought and action

4.2 Areas of Development:

The Physical Self (biological)

All teaching and activities must be aimed at developing the student's neuromuscular development as well as physical comfort and fitness. With practiced motor skills and a sense of confidence about what is physically possible (for them), each student can then develop a lifestyle which guarantees continued health.

The Immaterial self (psychological)

All teaching and activities must be aimed at establishing a positive and engaging learning environment in which each student is psychologically comfortable. By learning how to participate in verbal and non-verbal interactions with teachers and peers, the student becomes increasingly self-aware and therefore better able to reflect on who they are, what they want, how they think, how they learn. As a result of this process of reflection the student develops many cognitive abilities (linguistic and speech, creativity, analytical, etc.) The overall aim in this area is to ensure that each student is aware of how they tend to think in order for them to be able to take an active role in their education.

The Self and the Other - (socio psychological)

All teaching and activities must be aimed at providing each student with the opportunity to recognize the individuality of peers and teachers. In participating in a monitored process of trial and error, the student can come to recognize how they best engage with, relate to and communicate with those around them.

The Self and Society – (sociological)

All teaching and activities must be aimed at introducing the student to the wider world of different and differing ideas. If the student is to have a rich and harmonious relationship with the outside world, it is essential that they become familiar with the rules of morality (including possible and mutually exclusive variations). It is also vital that the student become familiar with how these rules are often expressed: not necessarily explicitly but through art, spirituality and other non-verbal means. In becoming familiar with what others expect of a person, the student will be able to ensure that their participation in society is simultaneously conducive to their own well-being and the well-being of society.

The Self and the Earth - (ecological)

All teaching and activities must be aimed at creating an elementary awareness of the physical world around us and of the changes it undergoes (both natural and human-caused). By beginning with the details of the most proximate surroundings and then extrapolating to issues of distant or wider importance, the student can come to see the necessity in establishing a positive and sustainable relationship with the planet.

4.3 Key Competencies

Key competencies represent the system of knowledge, skills, abilities, attitudes and values that are important to the individual's personal development and role in society. The identification and conception of the key competencies relies on values and ideas generally accepted by society. Their development ensures that the student receives a well-rounded education and guarantees success later in life as contributing member of society.

By the end of preschool education, the student should be capable of:

1. *Learning Skills and Strategies:*

- observing the world, concentrating, exploring, becoming contextually aware, experimenting with rudimentary concepts, signs and symbols
- applying lessons learned from experience to practical life to aid in further learning
- acquiring elementary knowledge of the world (culture, nature, technology and people)
- asking questions, looking for answers, gathering evidence, seeking understanding, enjoying success
- learning spontaneously and consciously, recalling information, completing tasks, following instructions
- being aware of their own skills and knowledge
- appreciating praise and criticism

2. *Problem Solving Skills:*

- attempting to solve problems, need motivation and appreciation
- coping with familiar situations while requiring some help in new or difficult ones
- resolving problems according to experience and using practiced methods (trial and error, experimentation, creativity)
- using logic, mathematics and sense data to make connections
- understanding simple algorithms
- choosing between practical and impractical solutions
- understanding the need for immediate action when a problem presents itself
- accepting the inevitability of errors

3. *Communication Skills:*

- formulating sentences to express ideas, to ask questions and to give answers
- expressing their feelings and moods using different means (language, art, music, drama, etc.)
- communicating using body language
- noting the difference between symbols and understanding their meaning
- communicating actively and openly about various topics with peers, parents and teachers
- employing pre-reading and pre-writing skills
- learning and using new words
- using current information and communication technology (computer, audiovisual equipment, telephone)
- using and respecting books
- respecting all languages in the world
- recognizing the benefit of acquiring second language s

4. *Social and Personal Skills*

- participating in activities independently
- taking responsibility for their actions
- demonstrating sensitivity and courtesy towards others (helping those who need it and identifying improper behaviour and injustice to an age appropriate degree
- recognizing themselves as a member of the group
- communicating and cooperating during group activities by negotiating and compromising
- following the standard model of acceptable behaviour
- taking part in collective decisions, accept resulting obligations and adhering to agreed upon resolutions
- meeting new people in new situations
- respecting the individuality of others
- recognizing that aggressive and violent behaviour is unacceptable
- dealing properly with those who behave in unacceptable ways

5. *Civic Awareness*

- learning how to plan, organize, manage and analyse their own behaviour during social activities
- recognizing their strengths and weaknesses
- estimating the risks involved in a given course of action and adapting accordingly when the circumstance requires it
- realizing that they are capable of controlling their own destiny
- recognizing and meeting the obligations they have in work and play
- praising the admirable performances of others

- taking an interest in the well-being of others
- understanding the necessity of being proactive when it comes to issues that concern energy, industry and enterprise
- developing a rudimentary grasp of the required standard of care expected of all citizens
- being aware of and respecting the rights of others
- being aware of the role the environment plays in their life as well as the impact they have on it
- being concerned with the health and safety of all while behaving in a manner that guarantees them

4.4 Preschool age goals

Areas of the development:

1. Personal, emotional and social development

- Have a developing awareness of their own needs, views, feelings and are sensitive to the needs, views and feelings of others
- Have a developing respect from their own cultures and beliefs and those of other people
- Form good relationships with adults and peers
- Work as part of a room or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand what is right, what is wrong and why
- Consider the consequences of their words and actions for themselves and others
- Dress and undress independently and manage their own personal hygiene
- Select and use activities and resources independently
- Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

2. Communication, language and literacy

- Interact with others, negotiating plans and activities and taking turns in conversation
- Enjoy listening to and using spoken and written language and readily turn to it in their play and learning
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions
- Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems
- Extend their vocabulary, exploring the meanings and sounds of new words
- Speak clearly and audibly with confidence and control and show awareness of the listener, for example by their use of conventions such as greetings, „please“ and „thank you“
- Use language to imagine and recreate roles and experience
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events

- Hear and say initial and final sounds in words and short vowel sounds within words
- Links sounds to letters, naming and sounding the letters of the alphabet
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words
- Explore and experiment with sounds, words and texts
- Retell narratives in correct sequence, drawing on language patterns of stories
- Read a range of familiar and common words and simple sentences independently
- Know the print carries meaning and , in English, is read from left to right and top to bottom
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how
- Write their own names and other things such as labels and captions
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

3. *Mathematics*

- Say and use number names in order in familiar contexts
- Count reliably up to 10 everyday objects
- Recognise numerals 0 to 9
- Use developing mathematical ideas and problems to solve practical problems
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting
- Use language such as „more“ or „less“ to compare two numbers
- Find one more or less than number from one to 10
- Begin to relate addition to combining two groups of objects and subtraction to „taking away“
- Use language such as „greater“, „smaller“, „heavier“ or „lighter“ to compare quantities
- Talk about, recognise and recreate simple patterns
- Use language such as „circle“ or „bigger“ to describe the shape and size of solids and flat shapes
- Uses everyday words to describe position
- Use developing mathematical ideas and methods to solve practical problem

4. *Knowledge and understanding of the world*

- Investigate objects and material by using all of their senses as appropriate
- Find out about, and identify, some features of living things, objects and events they observe
- Look closely at similarities, differences, patterns and change
- Ask questions about why things happen and how things work
- Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary
- Select the tools and techniques they need to shape, assemble and join materials they are using
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning

- Find out about past and present events in their own lives, and in those of their families and other people they know
- Observe, find out about and identify features in the place they live and in the natural world
- Find out about their environment and talk about those features they like and dislike
- Begin to know about their own cultures and beliefs and those of other people

5. *Physical development*

- Move with confidence, imagination and in safety
- Move with control and co-ordination
- Travel around, under, over and through balancing and climbing equipment
- Show an awareness of space, of themselves and others
- Recognise an importance of keeping healthy and those things which contribute to this
- Recognise the changes that happen to their bodies when they are active
- Use a range of small and large equipment
- Handle books, objects, construction and malleable materials safely and with increasing control

6. *Creative development*

- Explore colour, texture, shape, form and space in two or three dimensions
- Recognise and explore how sound can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
- Use their imagination in art and design, music, dance, imaginative and role play and stories
- Respond in variety of ways to what they see, hear, smell, touch and feel
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments

Materials and sources being used:

Hravé úkoly pro předškoláky – Rubico, fine motor skills, pre-writing and writing skills

Science centres (Grades PreK-K) - Evan Moore Corp.

Science experiments for young learners (Grades K-2) -Evan Moore Corp.

Learning about my body (Grades K -1) -Evan Moore Corp.

Learning about animals (Grades K -1) -Evan Moore Corp.

Learning about plants (Grades K-1) -Evan Moore Corp.

Learning about weather (Grades K-1) -Evan Moore Corp.

Learning to be a scientist (Grades K-1) -Evan Moore Corp.

Learning about the Earth (Grades K-1) - Evan Moore Corp.

Complete Math Smart (Grade 1) – Popular Book Company Ltd.

Reading (Grade K) - Evan Moore Corp.

<http://www.dltk-kids.com/> - art, music

<http://www.kidzone.ws/> - science, english, math

Tabulky ke čtení – (V. Linc) – pictures, sorting, matching, puzzles, comparing

4.5 Topics:

The specific content of program of study is organized into specific topics that change every week.

SEPTEMBER 2008

- Back to school
- Animals
- Fairy tales
- Sport and nutrition

OCTOBER 2008

- Means of transport
- Autumn
- My body and health
- Weather
- Halloween

NOVEMBER 2008

- Playing with colours
- Me and my family
- Music
- Outer space

DECEMBER 2008

- Playing with numbers
- Winter time
- Christmas

JANUARY 2009

- Playing with shapes
- Water and its forms
- Winter sports
- The Czech republic

FEBRUARY 2009

- Animals in winter
- The rules of society
- Fairy tales and stories

MARCH 2009

- Travel around the world
- The properties of objects
- Four elements of nature
- Spring is coming

APRIL 2009

- Plants around us
- Easter
- The Earth and environment

- Science week
- Jobs

MAY 2009

- Playing with letters
- All in blossom
- Countries of the world

JUNE 2009

- Natural materials
- Animals of the world
- Summer is coming
- Starting school

For a more detailed explanation of the program of study, please refer to the Class Educational Plan

5. Assessment

All assessment is based on the extent to which the student fulfills the specific aims of the curriculum. Students are assessed by the teaching staff during various activities and situations every day and is meant to provide them with real feedback and support on their development. Informal assessments are a part of the daily routine with parents being informed in a small notebook. Formal assessment is carried out twice a year and consists of a formal document.

The entire class participates in group evaluation on a daily basis during circle time when teachers and students discuss the various aspects of the classroom environment.