



European Schools
Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2011-01-D-15-en-4

Orig.: EN

Early Education Curriculum¹

APPROVED BY THE JOINT TEACHING COMMITTEE ON 9, 10 and 11 FEBRUARY 2011 IN BRUSSELS

Entry into force: 1st September 2011

¹ Translations harmonised on 6 October 2015

EARLY EDUCATION CURRICULUM

Introduction

Early childhood development and learning have been the focus of extensive research and initiatives over the past few years and Early Education is seen as equal to all other levels of education. The new [scientific findings](#) put a new perspective and an increased importance on teaching and learning in the early years.

Early Education is a general term used to define the first years of teaching and learning. The term “Early Education” is used in documents of the [European Union institutions](#) and will be used in this document. Early education is a fundamental part of life-long learning.

The expanding membership of the European Union (currently 27 countries) challenges European schools to provide a state-of-the-art early education. In order to develop and harmonise early education in the European School system, a new curriculum is necessary.

The Early Education Curriculum is a pedagogical tool for people working in early education in the European Schools. As parents are the prime educators of their children, good partnership between parents and the school is essential. The curriculum will help to foster this cooperation.

The fundamental base of this curriculum is the [European Reference Framework - Key Competences for Lifelong Learning](#).

Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. Key competences relate to the values, objectives and content of this curriculum.

The Reference Framework incorporates eight key competences:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence

- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Mission of the European Schools

The words which express the essential aims of the European Schools have been sealed, in parchment, into the foundation stones of all the schools:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

1. The values of Early Education in European Schools

Early Education shall actively and consciously influence and stimulate children to develop an understanding of the values in the European School system. The underlying values are human rights, equality, democracy, environmental sustainability, multiculturalism and respect for the mother tongue. Early Education promotes responsibility, a sense of community and respect for the rights and freedom of the individual.

The basis of European School education is European culture, the character of the country where the school is located as well as the unique culture existing in the schools. Education supports the development of the children’s linguistic and cultural identity, their part in the European School society, and in the global world. Education promotes tolerance, inter-cultural understanding and a European Spirit.

The European Schools are rich multi-linguistic and multi-cultural environments which offer advantages and complex challenges to children's learning and development. The schools work in partnership with parents to promote and support children in their development.

In education, the diversity of children is taken into consideration and gender equality is promoted by giving boys and girls the ability to act on the basis of equal rights and responsibilities.

Education through different topics is secular and is incorporated into the objectives and contents of Early Education, to support responsible, happy and healthy everyday life.

Early Education will

- prepare children for a happy, healthy, responsible, and successful life.
- develop children's personality and abilities.
- support children's learning potential.
- build up respect for others and the environment.
- respect and appreciate children's own cultural and social identity, its values and those of others.
- promote a European spirit.

2. The general educational principles in Early Education

Early Education is a fundamental part of life long education and learning and its central role is to support children's growth into ethical and responsible members of society. Teaching and learning in the early years supports and monitors children's physical and psychological wellbeing, including social, cognitive and emotional development and helps to prevent any difficulties that may arise by creating the best possible learning opportunities.

Teaching and learning in the early years is holistic and different areas of development are not separated. In this document as well as in daily school life children, their experiences and actions are central.

It is important to strengthen children's healthy sense of self-esteem with the aid of positive learning experiences and to provide opportunities for diverse interaction with other people. Children's world of experiences shall be enriched and they shall be assisted as they seek to find new areas of interest.

The educational principles

Teachers join with parents in giving children the best opportunities to learn and develop.

In Early Education children's positive self-concept will strengthen and their learning to learn skills will develop. They will build basic skills, knowledge and capabilities from different areas of learning in accordance with their age and abilities. Learning by playing is essential. Children will learn to understand the significance of peer group learning. Very important is to retain the joy of and enthusiasm for learning and face new learning challenges with courage and creativity. The diversity of children and their special needs are respected.

The transition between Early Education and the Primary Cycle must be prepared as well as possible in the interest of the children. The school needs to define locally, the format of the transition. It can be divided into two parts: the preparation of children and the passing of information.

Teachers of both cycles must have good knowledge of the Early Education and early years of Primary curricula, especially the mother tongue or the dominant language of the child.

As children have different strengths when they enter primary school, the primary teachers must take into account individual differences and adapt their strategies and plans to the real needs of every child.

The concept of learning

The core curriculum has been formulated on the basis of a concept of learning both as an individual and also a communal process of building knowledge and skills. Learning takes place as purposeful involvement in a variety of situations: independently, under the teacher's guidance and in interaction with the teacher, peer group and community. In addition to the knowledge and skills, both how to learn and good work habits are to be acquired so that they will serve as tools for lifelong learning.

Learning results through active, purposeful involvement in an activity, enabling children to process and interpret new experiences based on their knowledge, motivation, learning and work habits. As such it is a process that includes independent and collective problem-solving. Learning is situational, so special attention has to be given to the quality of the learning environment

3. Content of the core curriculum

General background

The Early Education Curriculum is a general framework on the basis of which every European School has to formulate their own detailed program and teaching strategies. The management of the school has responsibility for the development of the Early Education program at the local level.

Within the frame of the curriculum the management has the flexibility to set priorities and teachers have scope to create challenging, exciting and engaging learning activities. The coherence of Early Education in schools requires cooperation among management and teachers from different language sections of the school. When developing the local document teachers and parents should be involved.

Through an enquiry based approach there is room for children's questions, allowing exploration, creativity and fantasy whilst catering for different learning styles and strategies.

Policy documents and other regulations as well as mother tongue and dominant language syllabi approved by the Board of Governors, have to be taken into account. A holistic curriculum provides the flexibility to enable this. The documents are listed in the resource centre of the web page.

Structure of the core curriculum

The core content of the Early Education Curriculum consists of four areas, *Me and my body*, *Me as a person*, *Me and the others* and *Me and the world*. These areas are based physical, psychological, social, cognitive and emotional development of children. Every area has three dimensions, *Learning to be*, *Learning to live with others* and *Learning to do and to know* based on learning objectives.

The objectives define the content of early education and support the work of teachers. They are expressed in the form "Me" and "I" according to the fundamental idea of the curriculum. Descriptions help teachers and parents to understand objectives and evaluate

outcomes. Outcomes give concrete information about child’s progress, specify the contents of teaching and learning and indicate what most children can achieve.

ME AND MY BODY						
I learn to know, use and control my body and to develop my spatial awareness, motor and sensory skills. I am getting to know about and becoming more responsible for my health, hygiene and safety.						
Learning to be			Learning to Live with others		Learning to do and to know	
Objectives	Description	Outcomes	Description	Outcomes	Description	Outcomes
Using all my senses I actively explore the world and develop my imagination in dance, music, art and play.	The home environment helps children to develop their sensory perception. Parents are naturally involved in many complex ways. <u>Daily activities</u> are proposed at school to support children in using all of their <u>senses</u> to learn about the world around them and to make connections between new information and what they already know. There is a positive learning atmosphere in the school, and within the classroom. The environment stimulates and	The child <i>talks about what s/he sees, hears, smells, touches and feels.</i> <i>uses all her/his senses to develop knowledge and understanding of the world.</i>	Children enjoy activities within the family like cooking, singing, movement and dancing. School offers children opportunities to take part in activities like these during the day, also in team games and group work which are interesting, motivating and enjoyable. Projects based on the senses are developed with other classes, sections and parts of the school.	The child <i>participates and coordinates her/his efforts with others.</i> <i>follows the teachers' instructions, and understands fair play.</i>	Children use all their senses to <u>explore</u> and <u>experiment</u> . They use a wide range of techniques, materials and resources to mix, shape, arrange, and to combine materials and to create their own images and objects. They should be encouraged to develop and use their understanding of colour, line, tone, texture, pattern, shape and form as well as aspects of movement. Teachers create opportunities to explore a range of sounds: listening,	The child <i>uses and combines all senses to develop her/his perception and sensitivity and in order to be creative.</i> <i>recognises and describes the physical changes to her/his body while doing different types of activity.</i> <i>develops a sense of rhythm.</i> <i>makes simple classification of sounds, melodies, rhythms; smells and flavours, colours and shapes</i>

	supports children's active learning. This includes use of sight, hearing, taste, touch and smell: painting and visual arts, music, singing, a variety of rhythms, comparing and contrasting, how different materials feel, pleasant and unpleasant etc.				making and experimenting, and organising.	
I explore the possibilities of human movement.	<p>At home, children use her/his body in an active and spontaneous way. School gives children opportunities to discover the possibilities of their bodies in different, secure and motivating environments. They experiment and explore new ways of moving and develop greater control and expression. Physical and <u>psychomotor ways of moving</u> should be explored.</p> <p>Teachers are sensitive to children's limitations. Practical activities are the best way to develop</p>	<p>The child</p> <p><i>develops and maintains a good posture.</i></p> <p><i>balances in different positions.</i></p> <p><i>becomes proficient in basic physical actions.</i></p> <p><i>walks and runs rhythmically and coordinate her/his limbs in appropriate ways.</i></p> <p><i>discovers and creates new movements.</i></p>	<p>Motor skills are further developed and are used in activities and games with other children.</p> <p>Children's physical behaviour is different when they are alone or with others. With others physical space is "limited" and movements are affected by game-rules, team work or dance.</p> <p>Teachers organise attractive <u>activities in groups and teams</u> to give opportunities to practice movement</p>	<p>The child</p> <p><i>uses her/his body in appropriate ways</i></p> <p><i>imitates simple movements demonstrated by the teachers or by classmates.</i></p> <p><i>modifies these movements following instructions.</i></p>	<p>Children learn to use their skills systematically in goal orientated ways.</p> <p>Children become more adept and skilful in their co-ordination.</p>	<p>The child</p> <p><i>names the main parts of the human body.</i></p> <p><i>coordinates well her/his large and fine motor skills.</i></p>

	<p>children's skills, knowledge and understanding, using a variety of equipment and stimuli in different types of play and planned activities including those that are child initiated.</p> <p><u>Basic motor skills</u> (standing, running, walking, skipping, jumping, leaping, climbing, crawling, crawling under and over obstacles...etc) are practised in a variety of circumstances both indoors and outdoors.</p>		<p>skills in context to build confidence and independence.</p>			
<p>I demonstrate co-ordination in using a range of tools and equipment.</p>	<p>Children are offered many different opportunities to show fine motor control at home and in school.</p> <p>Children become independent dressing themselves: putting on shoes and eating. By using different tools and materials children improve their skills and learn new ones.</p> <p>Teachers are aware that children's</p>	<p>The child dresses and puts shoes on independently.</p> <p>uses, with increasing skill, school equipment.</p> <p>uses, with increasing skill, small tools, utensils and materials such as pencils, brushes, scissors, paper, plasticine, and puzzles.</p>	<p>Children use a wide range of small and large equipment at home like pencils, crayons, scissors; balls, ropes, tricycles. At school, their skills develop through practice, <u>differentiated tasks</u> and through the influence of others. Progress should be built into the planning of activities.</p>	<p>The child throws and catches a ball.</p> <p>uses a variety of gym equipment together with other children.</p> <p>co-operates with other children in different environments.</p>	<p>Children handle tools, objects, building equipment and malleable materials safely and with increasing control. They develop an appropriate pencil grip, emergent writing and graphic skills to aid fluency in drawing and writing. Many of these skills are used in music by playing simple rhythmical and tuned instruments and in arts such as drawing and early</p>	<p>The child controls the coordination of hand and eye to master fine-motor activities.</p> <p>grasps a pencil/crayon maturely.</p> <p>shows emergent writing and graphic skills.</p>

	<u>laterality</u> is not always fully developed. This is a phase when the dominance of either right or left hand is stabilised.	<i>their handedness is stabilized.</i>			writing.	<i>plays simple musical instruments.</i>
I develop my spatial awareness and understanding of safety and danger.	Parents make their children aware of dangers and safety at home. Teachers give children many safe opportunities to explore <u>spatial awareness, indoors and outdoors</u> , within the school and on trips. Children are encouraged to move with confidence and imagination whilst showing awareness of safety issues.	The child <i>uses this awareness to help them move more skilfully.</i> <i>moves and plays safely in the classroom and playground.</i>	By participating in group games children learn to co-ordinate their movement with other children. Children will be involved at their own level. The choice of games and other group activities should be interesting, motivating and enjoyable, help children to recognize danger and give opportunities <u>to help others in need</u> .	The child <i>participates in games and plays with other children.</i> <i>follows instructions.</i> <i>has a sense of “fair-play”.</i>	Children understand and respect rules of games. They move in different environments with confidence. They are aware and sensitive to the way others are behaving in group activities. Children are able to avoid putting themselves in danger, and shun violence. They are developing abilities to help themselves and others in difficulty.	The child <i>uses simple ways to protect her/his personal safety.</i> <i>avoids putting her/himself and others in danger</i> <i>finds help in case of need.</i> <i>knows about, and acts in a spirit of, fair-play.</i>
I recognize the importance of personal hygiene and keeping healthy	Parents promote a healthy lifestyle. Teachers support these aims by creating a daily program and timetable which reflects principles of a healthy lifestyle. Welcoming and comfortable	The child <i>follows the daily program and timetable.</i> <i>manages own personal hygiene occasionally with adults support (hand washing, toilet...) and becomes increasingly</i>	In the school community, by way of joint activities, children develop an understanding that exercise, hygiene and the <u>right kinds of food and drink</u> are important for healthy bodies and the well-being of all members of the group. They	The child <i>is sensible in the use of toys and equipment and treats them with care.</i> <i>is helpful when organizing the classroom and helps to maintain a well-ordered environment.</i>	Children understand and recognize health and illness and the basic changes that happen to their bodies during such things as sport or illness (breathing, heart rate, temperature, appearance and feelings). Physical	The child <i>develops her/his understanding about what is healthy and what is unhealthy, what is good for people and what is not.</i> <i>develops her/his understanding of a</i>

	<p>environments with opportunities to move, rest and to eat are created in school. Teachers motivate, and provide a <u>role model</u> for, enjoying physical movement such as sports and dancing so that this becomes a natural part of everyone's lifestyle.</p>	<p><i>independent.</i></p> <p><i>recognises sweating, breathlessness and other changes of her/his body during physical activity.</i></p>	<p>learn important personal hygiene skills. Parents inform teachers about children's special needs or medical history.</p>		<p>activity, play and games give opportunities to discover changes in the body and its functions. They are aware of the importance of physical exercise and a healthy diet.</p> <p>Children understand that medicines are taken to make them feel better and that some drugs can be dangerous.</p>	<p><i>healthy diet.</i></p> <p><i>names some factors which are important for personal hygiene.</i></p> <p><i>promotes her/his personal health and wellbeing.</i></p>
--	---	--	--	--	--	--

ME AS A PERSON

I develop awareness of my identity. I am able to reflect and control my behaviour. I learn to recognise and express my feelings and emotions: I become more imaginative, creative and self-confident. I begin to understand and accept basic principles of morality and find my moral values.

	Learning to be		Learning to live with others		Learning to do and to know	
Objective	Description	Outcomes	Description	Outcomes	Description	Outcomes
I get to know who I am and feel positive about myself.	<p>Children develop more confidence away from their family as they grow up. Parents can help. School offers possibilities to become aware of <u>their own identity</u> in daily activities, in play, and of their body image and abilities.</p> <p>Children learn to express their needs and feelings in appropriate ways. Teachers create a safe and motivating environment in which the children can learn</p>	<p>The child</p> <p><i>expresses likes and dislikes.</i></p> <p><i>accepts being told “no” without frustration.</i></p> <p><i>takes part in games and plays with joy and pleasure.</i></p> <p><i>realises when s/he needs help.</i></p> <p><i>takes care of their own things and equipment</i></p> <p><i>names parts of her/his body.</i></p>	<p>Interacting with other people children develop their identity and their abilities. They feel self-assured and confident “being me”. They are developing awareness of their needs, their views and feelings and are able to express them. Children recognise and become sensitive towards <u>differences between individuals.</u></p> <p>Through discussion and by reflection children learn to respect the needs, views and feelings of</p>	<p>The child</p> <p><i>finds and expresses reasons for her/his likes and dislikes.</i></p> <p><i>seeks opportunities to join in or starts play activities</i></p> <p><i>asks friends to join in.</i></p> <p><i>seeks opportunities to interact with the adults at school.</i></p> <p><i>helps other children when needed and asks for help.</i></p> <p><i>takes care of things</i></p>	<p>Children get to know their own abilities and use them in an active way. They realise what their limitations are and learn to accept them. They show initiative and responsibility.</p> <p>Teachers introduce games and activities that involve all the senses and challenge the children’s imagination. The necessary materials for these games (e.g. <u>role play, theatre or circus games</u> are available: costume materials, props,</p>	<p>The child</p> <p><i>is conscious of different feelings.</i></p> <p><i>knows her/his strengths, weaknesses and limits.</i></p> <p><i>knows that s/he is a member of the school community.</i></p> <p><i>asks for help when necessary.</i></p> <p><i>helps other children when needed.</i></p> <p><i>takes care of their</i></p>

	<p>successfully.</p> <p>Teachers encourage children to express themselves in the first person (“I”).</p>		<p>others and understand differences. Parents and teachers work in parallel to develop this attitude.</p>	<p><i>belonging to others and equipment.</i></p>	<p>make-up, construction of a stage, and incorporate other ideas).</p>	<p><i>own things and tools.</i></p> <p><i>knows her/his name, age, date of birth.</i></p>
<p>I become more confident and develop my self-esteem.</p>	<p>Children are developing more confidence being away from their families for longer periods. They show an interest in classroom activities through observation and participation.</p> <p>Teachers provide a welcoming <u>social environment</u>, consistent routines and a safe and <u>stimulating classroom</u> fostered by the arrangement of the class.</p>	<p>The child</p> <p><i>feels settled and secure in the school environment.</i></p> <p><i>is confident with new challenges and in new situations.</i></p> <p><i>takes on responsibilities.</i></p>	<p>Children accept and get along with their class-mates. They feel comfortable and secure in the whole school environment. They like to participate in play, games and activities and start to find their place in a group. They show ambition and initiative.</p> <p>Children develop trust in their own strengths. They use and select <u>activities and resources independently.</u></p>	<p>The child</p> <p><i>enjoys being a part of a group.</i></p> <p><i>acts and interacts in the group in an appropriate and active way.</i></p> <p><i>explains reasons for her/his likes and dislikes.</i></p> <p><i>spontaneously and actively seeks friendships.</i></p> <p><i>develops physical, mental, and emotional wellbeing in a group.</i></p>	<p>Children form good relationships and actively seek friendship. They like to express and contribute their ideas and thoughts in different learning situations and free play. They build secure values and beliefs.</p> <p><u>Varieties of learning situations</u> where children are motivated to develop their own strengths and are excited to learn and make progress are created. Children realise that effort is worthwhile and can lead to success.</p>	<p>The child</p> <p><i>responds with confidence in a group situation.</i></p> <p><i>gives ideas for play and responses to storytelling.</i></p> <p><i>expresses own thoughts clearly and correctly.</i></p> <p><i>takes ideas of others into account.</i></p> <p><i>is self-reliant.</i></p>

<p>I can control my actions and reactions: my behaviour</p>	<p>At home and in school, children learn to <u>control themselves in everyday situations</u> and learn how to cope with them. They learn to listen to others and wait for their own turn. <u>Positive reinforcement</u> in a spirit of kindness and respect fosters good behaviour. Children adopt the standards of behaviour of adults close to them.</p>	<p>The child</p> <p><i>takes turns and shares with adult support.</i></p> <p><i>keeps self-control and does not lose her/his temper easily.</i></p> <p><i>has a sense of regret after poor behaviour.</i></p>	<p>Children learn to <u>understand the consequences of their words and actions.</u> They become more sensitive, learn to empathise and develop respect for others. They learn to <u>negotiate and follow social rules and expectations.</u></p> <p>Teachers explain why good behaviour is essential for learning and living together.</p>	<p>The child</p> <p><i>participates appropriately in group activities e.g. s/he can wait for a turn, share toys.</i></p> <p><i>deals with disappointment without harming her/himself, others and/or the school environment.</i></p> <p><i>is sensitive to people, animals and nature.</i></p> <p><i>forms friendships.</i></p> <p><i>recognises inappropriate behaviour and feels regret.</i></p> <p><i>tries to mediate in conflicts and respects the decisions of others.</i></p>	<p>Children anticipate possible reactions of others and try to act accordingly. They develop an understanding of right and wrong and <u>learn to solve conflicts</u> in an appropriate and positive way. Children communicate about different expectations and learn to make compromises.</p>	<p>The child</p> <p><i>works productively in partnership and in teams.</i></p> <p><i>makes choices and decisions and accepts the decisions of others.</i></p> <p><i>avoids conflicts and problems and, if necessary, solves them.</i></p>
<p>I am curious, interested and motivated to learn.</p>	<p>Parents like to develop their children's interests and curiosity. Children are</p>	<p>The child</p> <p><i>tries out new things and activities.</i></p>	<p>Working or playing with others, children become increasingly</p>	<p>The child</p> <p><i>participates in guided activities and</i></p>	<p>In their learning children <u>cope with both success and</u></p>	<p>The child</p> <p><i>is involved in independent activities</i></p>

	<p>spontaneously motivated to learn and enjoy learning especially when it is presented as a game. They are not afraid of new tasks and problems, and readily solve them in daily life. The class room offers many <u>good problem-solving opportunities.</u></p> <p>Children's memory is developed through various activities. Learning through play is central to children's development.</p> <p>Teachers foster the children's curiosity and their openness to new experiences. The classroom is arranged in such a way that children are encouraged to undertake cooperative learning activities and learn independently; a</p>	<p><i>is perseverant.</i></p> <p><i>enjoys working and maintains involvement.</i></p>	<p>confident and interested in new situations and try to understand them. They are excited by new situations and challenges and actively try to understand and master them. <u>Learning through playing</u> continues to be the central to children's development. Children can retain the joy of, and enthusiasm for, learning for an extended time and face new learning challenges with eagerness and creativity.</p> <p>Children learn to accept risk in new learning situations. They listen carefully and usually follow instructions.</p>	<p><i>enjoys them.</i></p> <p><i>shows increasingly long attention span when playing.</i></p> <p><i>enjoys working, in a group, and maintains involvement.</i></p>	<p><u>failure.</u> Play still remains the main element in children's learning. Their attention span and endurance is longer when playing with others. They concentrate for extended periods.</p> <p>Children develop the first <u>learning-to-learn strategies.</u> Children accept risk in new learning situations and they remain motivated to persevere.</p>	<p><i>with enthusiasm.</i></p> <p><i>shows extended concentration and attention in different and more demanding learning situations.</i></p> <p><i>completes a given task.</i></p> <p><i>shows curiosity and an enterprising attitude towards the world around her/himself.</i></p> <p><i>concentrates on activities and is not easily distracted.</i></p> <p><i>realises that learning enhances own ability to take action and make decisions.</i></p>
--	--	---	--	--	---	---

	variety of tools and materials are provided (corners for writing, experimental tables, a library, magnifying glasses, kaleidoscopes, ICT...)					
I develop my imagination and creativity through a variety of different activities: play, movement, art, music, maths, modern technology etc.	<p>Parents know that <u>imagination and creativity</u> are needed in our society. Those competences are more than simple skills. They need time, space and concentration.</p> <p>Children's imagination is stimulated and extended. Their curiosity, exploration and play are supported by the provision in the classroom and the teachers.</p> <p>Children experiment and learn to respond in a variety of ways to what they see, hear,</p>	<p>The child</p> <p><i>engages actively in play, music making, drawing and playing with words, poems etc.</i></p>	<p>Children's growing imagination forms the foundation for their extending creativity. The group <u>stimulates the individual and the individual stimulates the group</u> in a variety of learning situations ranging from play to problem solving, reasoning and numeracy. Both imagination and creativity are fostered. Short and long-term projects can form a good basis for <u>holistic learning</u> (e.g. preparing breakfast: tastes – different preferences – where</p>	<p>The child</p> <p><i>contributes to creative activities like music, texts, art, shows, exhibitions, drama, sport, games etc.</i></p> <p><i>suggests new ideas in different activities.</i></p>	<p>Children use their imagination and creativity actively in art, music, movement, free play and stories. Children are supported in developing their <u>problem solving, reasoning and numeracy</u> in a broad range of contexts.</p> <p>School provides opportunities to practice and extends children's skills in these areas and to gain confidence and competence in their use.</p>	<p>The child</p> <p><i>links and applies different kinds of learning to new situations.</i></p> <p><i>thinks creatively and independently.</i></p> <p><i>uses language to recreate roles and experiences and creates stories.</i></p> <p><i>uses drawing and art as a means of expression: colour, form etc.</i></p> <p><i>expresses her/himself via a rhythm, with or without music, with or without equipment.</i></p>

	<p>touch, smell and feel. A wide range of <u>opportunities to explore and share</u> their thoughts, ideas and feelings are provided during the school day.</p> <p>Teachers structure day-to-day life in such a way that children have time to create lots of opportunities for learning.</p>		<p>food comes from – how food is processed – storing food – preparing a shopping list – where to shop – handling money – laying a breakfast table ...)</p>			<p><i>expresses feelings or emotions with simple words, gesture or movement.</i></p>
--	--	--	--	--	--	--

ME AND THE OTHERS						
I learn to communicate and cooperate in a respectful and responsible way. I build up and value my own cultural identity and those of others.						
Learning to be			Learning to Live with others		Learning to do and to know	
Objectives	Description	Outcomes	Description	Outcomes	Description	Outcomes
		<i>The child</i>		<i>The child</i>		<i>The child</i>
I learn to find and take my place in the school community	The school community is different from the home. It is a new experience, the status of the children is changing. Children need to know their names and those of other children and staff. Routines help children to get to know others and their roles. Areas for free play (e.g. cooking, “school”, shop) encourage role play where children can explore symbolically the role of parents and others. This enables children to deepen their understanding of their place in the family and the school community.	<p><i>knows her/his full name.</i></p> <p><i>knows the names of members of her/ his family.</i></p> <p><i>remembers the names of adults at school.</i></p> <p><i>remembers the names of the pupils.</i></p>	<p>In the class children are encouraged to speak, explain and listen, and to help others to express themselves and to participate. They are also encouraged by teachers to use ideas from other children. Respect for others is built step by step. Activities in small groups support this sort of interaction.</p> <p>Teachers share responsibilities for the organisation of the class with all the children.</p> <p>Environments which stimulate cooperation and co-operative role</p>	<p><i>builds relationships with other children.</i></p> <p><i>works and plays with others: children, teachers, assistants, directors etc. in the school.</i></p> <p><i>co-operates to express her/his own ideas and defend them, to help, to listen to others, to play agreed roles.</i></p> <p><i>takes part in a collective project, e.g. shows, songs, dances, drama, albums, collections, decoration of the classroom....</i></p> <p><i>is willing to invite other children to play</i></p>	<p>Children get to know adults in the school and their functions. They adopt an appropriate attitude to each of them. Children feel involved in the life of the class and are confident enough to take initiatives.</p> <p>Children know other children who live around them and like to invite them to play, even if they are in another class. They are developing their understanding of the different relationships within their families. School supports this growing understanding in cooperation with</p>	<p><i>names adults and their functions in the school.</i></p> <p><i>knows some facts about the relationship between members of her/his own family.</i></p>

			<p>play e.g. games of strategy like draughts, dramatic play and free-play areas are created.</p> <p>Teachers make sure that all children are challenged every day with <u>different roles to play</u>. In these “working groups” everyone should have a real function.</p> <p>Children work cooperatively and not merely side by side. In these situations teachers observe, make suggestions and are available for help or mediation if necessary.</p>	<i>in or outside the school.</i>	<p>parents, collecting information and representing it. This can be done in different ways e.g. drawings of my family, collections of pictures, portfolios or life notebooks. Sensitivity is shown to families with difficulties or problems</p>	
I am building my confidence as a member of the school community	<p>Feeling secure and settled is helped by having a <u>personal place for children's own things</u>, to see their name displayed, photos in the classroom, drawings and examples of work on the wall or in a portfolio. It also means being familiar with the arrangement of the class and</p>	<p><i>knows where the things are in the classroom.</i></p> <p><i>is familiar with different places and rooms in the school and is able to find her/his way to shared places and rooms.</i></p> <p><i>goes from one shared place to another independently.</i></p>	<p>Children learn to orientate themselves in the classroom and in the school building. They will learn to <u>take into account other people</u> in the room, respecting and accommodating their presence.</p> <p>Free play, sports and</p>	<p><i>finds shared places in the class room and in the school building.</i></p> <p><i>orientates themselves in space safely taking into account other people in the same space</i></p>	<p>Children are able to say where s/he is in the school, which class, section and has some understanding of where other rooms and places are. S/he is aware of how resources are stored and can use them in an appropriate way and tidy up after use.</p> <p>Children begin to be</p>	<p><i>knows vocabulary to describe places, locations and directions describe and represent a simple route or “itinerary”</i></p> <p><i>knows some details of where he lives e.g. town, country, road etc.</i></p>

	knowing how to find one's way from place to place.		movement, working together with others offer large scale opportunities to practice these skills.		able to explain, using appropriate vocabulary, aspects of travel, location and movement of things and people. Representation of space on paper or in 3D is developing. Teachers support this through the use of diverse media and activities – modelling, drawing, photos, films, trails etc.	
I develop my understanding of the passage of time	<p>School plays an important role in helping children to understand the <u>concept of time</u>. Regular routines and images help in this.</p> <p>Teachers use a wide range of opportunities to illustrate the regularity of passing of time, e.g. birthdays, daily routines, how people change.</p>	<p>The child <i>names the parts of a day it is e.g. morning, afternoon, before lunch, after lunch.</i></p> <p><i>situates activities which s/he is doing regarding the timetable of the day.</i></p> <p><i>talks about personal events in the past and future.</i></p>	<p>Getting things done in a given time is important, for example in sports. This is important also in group work.</p> <p>Some activities are done in sequence. Teachers help children to discover the necessary <u>sequence of actions</u> in science, art and projects etc.</p>	<p>The child <i>works within reasonable timeframes and without distracting others.</i></p> <p><i>works efficiently in the group and in the right sequence.</i></p>	<p>Children like to tell stories at home and in school. They understand the succession of events in stories and their own family history with the support of their parents. Early childhood experiences and skills around books, narrative and literary culture are necessary to structure this competence.</p> <p>Children use not only the class timetable but also calendars and other tools for time measurement.</p>	<p>The child <i>names the members of her/his family and their relationships in logical order.</i></p> <p><i>re-tells simple stories using appropriate "time vocabulary".</i></p> <p><i>talks about the past and present.</i></p> <p><i>knows her/his age.</i></p> <p><i>names the days of the week .</i></p> <p><i>names some months.</i></p> <p><i>knows the timetable of her/his class.</i></p>

					<p>Routines are especially useful ways of structuring and representing time. It is possible to link this idea a basic knowledge of sciences.</p>	<p>mentions some facts of special historical events in her/ his own country.</p>
<p>I develop my citizenship, my understanding of codes of behaviour and agreed values and rules.</p>	<p>Children develop their understanding of rules and “fair play”. Teachers work in partnership with parents.</p> <p>Teachers develop new rules and guidelines adapted to the developmental level of the children and the social context in the class.</p>	<p>The child follows the agreed rules and expectations in the classroom.</p> <p>controls her/his own behaviour in the classroom.</p> <p>shows self-discipline.</p>	<p>Democracy is an important criterion of citizenship.</p> <p>In group work children respect rules and other constraints. They are prepared to take risks, succeed or fail, make mistakes and change opinions. Children recognise difficulties and problems and solve them.</p> <p>Children are good listeners, they share ideas and viewpoints and ask for and give help. Children learn how to manage conflicts and work harmoniously. Tactical games, (sports, mathematics etc.) permit the participants to be creative within the rules.</p>	<p>The child understands the importance of respecting others and their ideas.</p> <p>accepts democratic decisions.</p> <p>cope with mistakes, criticism and possible failure, and is keen to be involved in the progress of the group in a positive way.</p> <p>respects rules of games e.g. sport.</p>	<p>Children know the classroom, and school rules and respect them. They understand simple moral values represented in tales and stories.</p> <p>Children take responsibility in small groups and within the school. Adults show their confidence in children.</p> <p>Parents support schools in their efforts and reinforce these at home.</p>	<p>The child knows the consequences of her/his behaviour and tries to offer explanations.</p> <p>says what is good or bad about behaviour.</p> <p>takes some responsibility in the classroom.</p>

<p>I learn to respect and share my own cultural heritage and that of other children.</p>	<p>School is a place where different cultures meet together, especially in European Schools. Children discover and develop a tolerant awareness of different cultures. Children develop a <u>positive self-image and sense of belonging to a community</u>.</p> <p>Awareness of different cultures, views and beliefs are enriched through art, music, literature and language : understanding of the world.</p>	<p>The child names some similarities and differences between other cultures and her/his own. shows interest and appreciation in cultural diversity e.g. enjoys stories of different cultures.</p>	<p>Children become <u>aware of different cultures</u>. They continue to build and develop their own culture and learn to share and respect the culture of others.</p> <p>Rhymes, stories, songs, modern media, ICT, and others' experiences add to children's cultural understanding and knowledge. Art, literature, music, sports etc. are all rich sources of stimulus. Shared activities together with other language sections give real opportunities to explore cultural issues through joint activities, festivals, and other work.</p>	<p>The child knows that there are other languages and cultures in different countries. meets people speaking different languages. works in a space other than their own classroom with interest.</p>	<p><u>Personal identity</u> is important for children, especially in the European Schools. Children build their knowledge of their own country and, by contrast, those of others'.</p> <p>Teachers give children opportunities in the class and recreation to develop this knowledge.</p> <p>Traditions, festivals, art, literature, geography and areas of special national interest can be explored as well as flags, cities and national anthems. In towns and cities where children live there are opportunities to discover aspects of cultural heritage e.g. museums, shows exhibitions, etc.</p> <p>Parents are involved in exploring aspects of their own countries, their language and traditions.</p>	<p>The child knows few key aspects of her/his own country and those of the others in the class and school. respects and recognises aspects of other cultures.</p>
---	--	---	---	---	---	---

ME AND THE WORLD

I develop my linguistic competences and skills. I develop my reasoning and ability to organise my work. I begin to explore and understand the world. I think creatively.

Learning to be			Learning to Live with others			Learning to do and to know		
Objectives	Description	Outcomes	Description	Outcomes	Description	Outcomes		
		<i>The child</i>		<i>The child</i>		<i>The child</i>		
I am becoming a confident and competent communicator	<p><u>Listening and understanding</u></p> <p><u>Language development</u> is a complex process especially in the European Schools. Children are born into a <u>literate community</u> where talking, listening and gesturing makes up part of the fabric of language. Parents and school have a key role in supporting and extending this development.</p> <p>Children are</p>	<p><i>listens and responds with growing attention.</i></p> <p><i>understands basic vocabulary.</i></p> <p><i>extends and develops an increasing range of appropriate vocabulary through activities which encourage an interest in words.</i></p> <p><i>understands instructions and common expressions used in class.</i></p> <p><i>understands and</i></p>	<p><u>Listening and understanding</u></p> <p>Children become good listeners and narrators. As members of groups, they become accustomed to listening to the speech of both children and adults, participating in conversations and waiting for their turn when necessary.</p> <p>Children develop <u>strategies for understanding language</u> through freely chosen or</p>	<p><i>understands customary words used in communication (greetings, expressions, excuses, thanks, invitations, etc.).</i></p> <p><i>waits for her/his turn to speak.</i></p> <p><i>maintains interest in the conversation or in the game.</i></p> <p><i>understands the essential information or expressions during</i></p>	<p><u>Listening and understanding</u></p> <p>Children develop and refine their communication skills. Children experience how to convert speech into written language and writing into speech through examples given by adults and through their own attempts to read and write. By repeating rhymes, telling and re-telling stories, playing with words in a progressive way children develop their knowledge and</p>	<p><i>understands essential points when language is clear and standard.</i></p> <p><i>understands instructions used at school.</i></p> <p><i>understands and takes part in all types of discussions relative to familiar subjects.</i></p> <p><i>understands the general subject on TV or media if s/he is interested in the subject.</i></p>		

	<p>immersed in language. Daily life, in and out of school, offers many varied opportunities to develop communication: children are read to in a lively way and told fairy tales, stories, narrative and factual texts, poems, rhymes etc. Children's ability to understand their own and other people's lives grow.</p> <p>Teachers explore familiar life to extend and enrich vocabulary and develop children's' memory.</p>	<p><i>responds appropriately to questions.</i></p> <p><i>understands past and future .</i></p>	<p>directed games, role play and drama. These are done in large and small groups.</p> <p>Teachers give opportunities to children to listen to others in different ways; other children, adults, media like TV, CD's etc.</p>	<p><i>a conversation.</i></p> <p><i>listens to media e.g. a TV program or CD with illustrations.</i></p>	<p>understanding – individual abilities are noted by teachers.</p> <p>Situations are not simply improvised but planned, structured and repeated to ensure that all children understand and make progress. Variety and flexibility are needed: a diverse range of activities (free or directed), environment, material (texts, songs, etc.), themes etc.</p> <p>When new media is used teachers create discussions where <u>critical thinking</u> towards TV programs etc. is stimulated and supported.</p>	<p><i>understands a story with illustrations when read clearly (identify main characters, actions, sequences, messages).</i></p> <p><i>recognises tales, stories or parts of them.</i></p> <p><i>shows critical thinking towards new media.</i></p>
	<p><u>Talking</u></p> <p>School is a place where <u>speaking and listening are fostered</u></p>	<p><i>pronounces words correctly.</i></p>	<p><u>Talking</u></p> <p>Children continue to share ideas, language and knowledge freely</p>	<p><i>uses the customary words of communication</i></p>	<p><u>Talking</u></p> <p>One aim of early education is to give to children the best</p>	<p><i>joins in simple communication exchanges in the</i></p>

<p><u>and encouraged.</u> Children follow simple stories and want to join in songs and action-rhymes. Teachers demonstrate that playing with language is fun.</p> <p>Immersion is necessary but not sufficient. Good pronunciation is developed.</p> <p>Difficulties in linguistic development are noted early.</p> <p>Teachers introduce linguistic material (fairy tales, stories, narrative factual texts, poems, rhymes, songs) and revisit them regularly and link them to activities.</p> <p>Children are encouraged and guided so as to enable them to gradually grow into</p>	<p><i>uses basic vocabulary (words, adjectives, verbs, usual pronouns, positional words and common forms of syntax) around themes used in class.</i></p> <p><i>gives instructions and uses expressions learned in class.</i></p> <p><i>forms questions and answers.</i></p> <p><i>builds correct and simple sentences.</i></p> <p><i>uses "and", "but" and "because".</i></p> <p><i>repeats and builds sentences increasing in complexity.</i></p> <p><i>introduces her/himself or someone else.</i></p>	<p>with others. Teachers give them a lot of opportunities to talk together and this is natural when children are playing and working together. Free play, but also organised games, offer a lot of opportunities to develop speaking skills. Teachers make sure that these activities support and enhance vocabulary specific to themes and projects.</p>	<p><i>(greetings, excuses, thanks, invitations etc.).</i></p> <p><i>is understood.</i></p> <p><i>asks and answers questions.</i></p> <p><i>takes account of what has been said by the other children or adults.</i></p> <p><i>gives her/ his point of view.</i></p> <p><i>asks for explanations or repetition.</i></p> <p><i>discusses aspects of a project.</i></p> <p><i>explains a class experience.</i></p> <p><i>gives instructions.</i></p>	<p><u>communication and linguistic skills</u> for their life, but also to make sure that children have well developed abilities when entering Primary School. This means that the learning environment allows all children to <u>participate</u> in discussions, negotiations as well as performances and teachers make sure that all children have opportunities to join in.</p>	<p><i>class and in daily life.</i></p> <p><i>spontaneously joins in conversations about familiar objects</i></p> <p><i>uses clear and correct language to describe to other children or to an adult some familiar event.</i></p> <p><i>gives a simple explanation.</i></p> <p><i>gives her/his opinion or describe her/his feelings.</i></p> <p><i>asks for advice when needed</i></p> <p><i>re-tells a story respecting the chronology the characters and the actions.</i></p> <p><i>recites and sings a few poems and songs learned in</i></p>
---	--	---	---	---	--

	<p>active speakers and listeners in diverse interactive situations, both in everyday communication situations and in teaching and learning situations.</p> <p>To support children's linguistic development teachers create regular opportunities to ask questions and to answer open-ended questions.</p>					<p><i>class.</i></p> <p><i>communicates something novel to listeners.</i></p>
	<p><u>Reading and writing</u></p> <p>Early years–education creates an awareness and a basic foundation for learning to read and write. The basis for literacy is that children have heard and listened, they have been listened to, they have spoken and been spoken to, they have been involved in</p>	<p><i>plays with rhyming words.</i></p> <p><i>completes rhymes with some sounds at the end.</i></p> <p><i>links a few letters to sounds.</i></p> <p><i>recognises different kinds of texts used in class.</i></p>	<p><u>Reading and writing</u></p> <p>Written instructions are used in group projects and games to show what is done and how; what the group is going to do or what have they done. This is one way children discover the <u>function of the written language and words</u>.</p>	<p><i>uses different writing models like letters, recipes, rules, notices etc.</i></p> <p><i>uses the information put on the walls (names, weather, date etc.).</i></p> <p><i>creates stories or texts which are written down by</i></p>	<p><u>Reading and writing</u></p> <p>Children, at the end of early education, have the <u>basic skills to learn reading and writing</u>. They are confident with the idea of the alphabet and letters and they have an interest in reading and writing. Activities in early education are not as</p>	<p><i>recognises his/her name and those of some other children</i></p> <p><i>is eager to learn to write her/his own name and some of their family or friends.</i></p> <p><i>recognises a few common written words, pictograms,</i></p>

	<p>discussions, and they have asked questions and received answers.</p> <p>Children experience <u>different forms of writing</u> which attract their interest. To discover the functions of reading and writing means that children understand there is a <u>link between spoken and written language</u>. Teachers occasionally write what they are saying and discuss the text with the children.</p> <p>Teachers' role is to stimulate interest and build children's curiosity towards texts and letters as well as show how letters and sounds are linked. This is done by different kinds of games like rhymes,</p>	<p><i>plays with verbal syllables.</i></p>		<p><i>teachers.</i></p>	<p>formal as they are in Primary School. The focus is on the pleasure and the fun which develop the awareness of reading and writing.</p> <p>Teachers ensure that children master the basic skills. They differentiate activities and give individualised support when it is needed.</p>	<p><i>traffic signs etc.</i></p> <p><i>identifies the form and function of some texts used in class; rules, weekdays, birthdays etc.</i></p> <p><i>dictates to the teacher (brief letter, message of invitation or thanks, simple description, simple sentences about a picture, his family, his interests, simple experiences, short story or event.)</i></p> <p><i>recognises a few words or letters in a text and suggests what it means..</i></p> <p><i>suggests how to write a simple word.-</i></p>
--	--	--	--	-------------------------	--	---

	<p>spellings, songs etc.</p> <p>To support this, there is a real presence of writing in the class and on the walls : books, all sorts of texts, posters, alphabet, texts created by children and dictionaries and by names, weather, date etc.</p>					
<p>I become more curious and knowledgeable about the world</p>	<p>Young children have a natural, powerful curiosity about the indoor and outdoor environment. They often ask “how” or “why” questions. Teachers give answers and also opportunities for children to find the answers. That’s why different media and especially ICT are useful. All areas of learning are interconnected and children learn best through <u>active, play-</u></p>	<p>The child</p> <p><i>observes and comments.</i></p> <p><i>asks questions.</i></p> <p><i>is curious and interested in exploring the surroundings.</i></p> <p><i>shows an interest in literature of all kinds and tries to use different media (computer, TV, etc.).</i></p> <p><i>compares and makes generalisations.</i></p>	<p>Children’s environmental studies and projects are based on an exploratory approach. Although the study takes place in social interaction with others, children actively participate in the acquisition of information and build their own understanding.</p> <p>Children are encouraged to form questions and seek</p>	<p>The child</p> <p><i>uses a variety of media to investigate or communicate.</i></p> <p><i>integrates new ideas and explanations of the world.</i></p> <p><i>begins to develop a common culture and identifies differences between cultures and countries.</i></p> <p><i>works together in a small group and promotes the work of the group.</i></p>	<p>At the end of early education, knowledge about the world is increasing. Children <u>transfer knowledge to new situations</u></p> <p>Children create models or simple representations of the world.</p> <p>Teachers help children to create and structure new knowledge and presents posters, schemas, photos, diagrams, videos, power point etc. to</p>	<p>The child</p> <p><i>knows general or basic features of animal and vegetal life and makes connections to daily life (growth, nutrition, locomotion and reproduction).</i></p> <p><i>knows a few characteristics of the landscape and climate.</i></p> <p><i>identifies marks of the past (buildings, clothes, transport</i></p>

	<p><u>based experiences</u> in a carefully planned environment that is a rich stimulus for <u>investigations, thinking and new learning</u>. Visits and explorations of different environments are all useful.</p>	<p><i>links things and facts. begins to understand the importance of proof.</i></p>	<p>answers to them. Through observations and by using all their senses, children receive information from the surrounding world and are guided to use this information to build new knowledge.</p> <p>Children find it interesting to compare ideas, their answers, investigate and then verify with different media or by experiment.</p> <p>Children follow <u>Scientific and technological projects</u>.</p> <p>The first aim is to understand the material and phenomena. Little by little children learn to understand the working of constructions built by people. Projects help children to identify the</p>		<p>help understanding and memorisation. Children create a first portfolio of some aspects of his knowledge.</p>	<p><i>etc.). identifies things made by humans or their influence on nature, the environment and earth, good and bad.</i></p> <p><i>finds appropriate opportunities to explore, with awe and wonder, make simple representations of the earth and the solar system.</i></p> <p><i>relates observations seen in daily life.</i></p> <p><i>knows their own country's famous characteristics and symbols.</i></p> <p><i>knows some of Europe's most famous characteristics and symbols.</i></p> <p><i>knows some stories, songs and artistic works and recite or</i></p>
--	--	---	--	--	---	--

			undesirable effects of human activity and learn to respect the environment.			<p>sing some from Europe's heritage or her/his own country's heritage.</p> <p>knows simple functions in ICT and technologies (computer, phone, TV, CD).</p>
<p>I find new ways of exploring and develop new skills of organisation and problem solving</p>	<p>Children learn at home and in school, by active play-based experiences. This happens through regular and frequent challenges which new situations and problem solving present.</p> <p>One aspect of school is to help children to <u>become conscious of problems which are not obvious.</u></p> <p>Teachers help children to discuss problems and explore what kinds of things</p>	<p>The child</p> <p><i>understands common instructions and specific vocabulary used in mathematics, technology and sciences.</i></p> <p><i>remembers and follows more complex instructions.</i></p> <p><i>finds criteria to sort and classify.</i></p> <p><i>uses trial and error and shows persistence.</i></p> <p><i>assembles and disassembles constructions.</i></p>	<p>Questions and answers are not always spontaneous for children. Teachers give opportunities to children to work with others to explore and question. In school children have opportunities to hear questions, and see solutions, and explanations etc. in co-operation with others. They are involved in <u>co-operative group work, reasoning, making suggestions etc.</u></p> <p>Tactical games are useful not only to develop strategies but</p>	<p>The child</p> <p><i>takes part in group projects in mathematics, science or technology).</i></p> <p><i>forms a plan, follows it and completes it .</i></p> <p><i>prepares material and tidies away.</i></p> <p><i>describes orally what was done.</i></p> <p><i>uses the ideas of others.</i></p> <p><i>uses critical thinking in her/his own work as well as the work of others.</i></p>	<p>Scientific and mathematical reasoning are not done without basic, concrete tools of measurement used to compare and quantify. Precise and specific vocabulary is also needed.</p> <p>children develop their ability to use "number" correctly and appropriately across a wide range of situations. Teachers present different specific tools and teach children to use them to investigate: ruler, balance, watch,</p>	<p>The child</p> <p><i>masters the tools needed for simple problem solving.</i></p> <p><i>knows expressions more, less, before, later etc.</i></p> <p><i>knows the connection between amount and the symbol (=number).</i></p> <p><i>knows simple geometrical shapes (circle, square, triangle).</i></p>

	<p>help to solve them.</p>	<p><i>Organises ,and carries out a simple task (plan, prepare, do and tidy away).</i></p> <p><i>knows how to use rules, notices and recipes.</i></p> <p><i>follows a simple reasoning process (hypothesis, actions, conclusions).</i></p> <p><i>identifies problems.</i></p> <p><i>offers hypotheses</i></p>	<p>also to master the use of some scientific equipment.</p>		<p>thermometer, money, microscope etc.</p> <p>Mathematics, sciences and technology need structure and methodology. Teachers <u>encourage children to be precise.</u> They show children ways of organising their work (structure of the day, calendars, other graphics etc.). Some of them are used every day and some during projects.</p> <p>The process and results of experiments shall be presented in different ways in the class, eg. on the wall, in ways which invite children to use them. They can be used to help memorisation and familiarisation of numbers and their simple</p>	<p><i>compares quantities (length, mass, capacity, duration, money).</i></p> <p><i>suggests an approach for problem solving: identifies the problem, suggests strategies and solutions.</i></p> <p><i>uses a procedure and follows it.</i></p> <p><i>finishes a task.</i></p>
--	----------------------------	--	---	--	--	---

					<p>representations, calendars, geometrical-shapes for example.</p> <p>Basic knowledge is not only used in specific situations but in many everyday situations in school (“how many are there, are some missing?”, plus, minus, the same etc.).</p> <p>Opportunities to use a scientific approach are encouraged in many situations by thoughtful questioning by the teacher “how would you make it better...why..?”</p>	
--	--	--	--	--	---	--

4. Learning partners

Teachers

Early Education teachers face complex and rich challenges working with young children and bring many skills, training, knowledge and personal qualities to the work of teaching.

Within the European Schools there is a rich and diverse range of professionals from many European countries. Teachers should take advantage of this and explore educational ideas with these colleagues. Children in the European Schools embrace a European Spirit – celebrating their own culture and that of Europe as a whole; their special multi-lingual development is recognised and supported by teachers.

Teachers work with children in a passionate, active and engaging way. They have a good understanding of the curriculum which directs their work and they have good knowledge of how children learn. Teachers see learning through the eyes of their children and are aware of their individual needs. As good team-players they are working alongside assistants developing work schemes and lesson plans and create a welcoming, stimulating and joyful atmosphere. In Early Education, teachers are encouraging and supporting children's active learning where errors and difficulties are seen as learning opportunities.

Teachers model appropriate language, values and practices. They support all kinds of play; they praise, encourage, ask questions and interact verbally with children. They use their expertise to work positively and sensitively with children speaking different mother tongues. They do all this whilst ensuring the health and safety of children at school.

Teachers build and maintain good relations with parents. They record observations and summarise children's achievements, liaising effectively with Primary to ensure that transition to the Primary School is a success.

Assistants

Teaching assistants have an important role in supporting children and the work of the teachers. They help to bring continuity and stability to the class. The quality of the learning environment is directly affected by the professional relationship between the teacher and the assistant. Assistants' special talents, interests and enthusiasms enrich the quality of teaching and learning in the classroom. The role of the assistant includes good communication skills, flexibility, patience, self-initiative and discretion.

Partnership with Parents

Where parents are involved with their children's education and learning in [partnership](#) with the school, children do better, achieve more, have better health and relationships.

Parents, carers and families are by far the most important influences on children's lives. Parents who show active interest in their children's learning make a difference in improving achievement and behaviour.

Parents are the first and most enduring educators of their own children. Teachers are professionals and are open to the involvement of parents in the work they do. Teachers should share information regularly and give feedback concerning the child's learning at school.

The active involvement of parents in the life of the school helps to promote a learning community in which young children engage positively with school staff and their peers.

Families are diverse and may have parenting styles and values that are different from those of the teachers at school. It is important to create a trusting and respectful relationship between the school and the families.

5. Learning Environment

The quality of the environment has a very important impact on learning. Children's success is deeply affected by the quality of the environment. Schools create the best possible physical, psychological and social environment for the development of learning and teaching. A favourable [learning environment](#) is interactive, stimulating and secure, reflecting the [diverse identities](#) and needs of children. It is flexible and evolves according to the changing themes and child's development.

Teachers organise the environment according to learning objectives ensuring adequate supervision. They may be helped by an assistant or other person. The presence of another teacher can be necessary in the class when there are children who need support. Positive relationships between children as well as between children and adults are fundamental.

The [classroom environment](#) offers a secure, functional, aesthetic and suitable organisation for educational choices, safe and clean for the children. It responds to the curiosity of the children and supports their self-directed learning. It also facilitates discovery, helps structure knowledge and supports memorisation. The spatial organisation provides identified areas for different functions and make available tools and equipment to the child.

The learning environment includes all the school area around the class. Everywhere the organisation, equipment and materials must be adapted to the needs of the children. [The satellite spaces](#) should be used for shared activities and meetings with others.

School is also a place to meet the wider community by encouraging the involvement of the parents or by inviting people to share their special skills, by the promotion of media and ICT and by involvement in [activities outside of the school](#).

6. Assessment and evaluation

It is essential that all those involved in Early Education have a good knowledge of the development of skills, competences and attitudes as well as how to achieve learning outcomes. Relevant information and judgements concerning children's development are used to guide future planning. Observation, assessment and evaluation provide feedback which helps children, parents and teachers know how the children are developing, what they are able to do and where they go next. These terms are used differently across world. This is how they are defined in this curriculum:

Observation

Observation is a part of everyday life for teachers and assistants working with children. They watch and listen when observing children, in all areas of the curriculum, indoors and outdoors, and share their observations with parents. There are many ways of recording observations, like:

- making notes
- technology: photographs, videos, audio tapes
- portfolios

Assessment

Assessment is a journey, gathering evidence over time. This shows more permanent learning and it makes the children's development, skills and competences visible. The aim is not to compare children but to monitor individual development. Assessment is

- regular and transparent
- clearly orientated
- individualised
- helpful
- supplemented with the child's own self-assessment

Teachers, supported by parents, continuously assess children's knowledge, skills and competences in the four areas of the curriculum relating to learning the objectives of the curriculum and their outcomes.

Evaluation

Evaluation reflects the results of children's learning and the success of both the teaching and learning. Within the class teachers will teach children according to their individual abilities and needs. Evaluation highlights possible difficulties at an early stage so they may

be dealt with in co-operation with teachers, parents and relevant experts. Children are active participants in the process of their evaluation.

The schools evaluate their work in Early Education and this information is used for future work, setting priorities, developing planning and implementation.

To create their own successful evaluation and assessment schools are expected to use the following:

1. [Entry Developmental Profile](#)

The [Entry Developmental Profile](#) is completed by parents together with their child when they arrive in the European school. It gives the teacher information to anticipate the process of children's learning and serves as a first guide for the monitoring of the children.

2. [Portfolio](#)

A [Portfolio](#) is a wide collection of selected work of children, records of self-assessment and teacher's assessment over a period of time, gathered to demonstrate and evaluate progress and achievements in learning. It is used in meetings with parents to demonstrate and evaluate their children's development relating to the learning objectives.

3. [Record of Child's Development](#)

This Record reflects the progress children have made. The [Record of Child's Development](#) is shared with parents twice a year. To help prepare for these meetings teachers use the [Portfolio](#) and an [Observation Sheet](#) as a guide.

4. [Meetings](#)

A powerful way of sharing information about children's development is through [meetings](#) with parents. The teacher, parents and, if possible, the child meet twice a year. These meetings will be well prepared and based on the Record of the Children's Development and on the Portfolio.

Transition to the Primary Cycle is prepared in cooperation between Early Education teachers and Primary teachers. This may involve formal and informal meetings, visits and shared activities. The holistic approach in Early Education is taken into account in transition which covers a period before and after moving to Primary.

7. Support

Respecting the [diversity of children](#) and promoting [gender equality](#) are key elements of the Early Education Curriculum. This means special support for children whose development, growth and learning have been affected by illness, disability, reduced functional ability, psychological problems or exceptional talent.

In Early Education the school has a crucial role in timely recognition of [learning difficulties](#). In this context it is important to work closely with the parents to identify the strengths and weaknesses of the child, to plan measures and actions needed to be taken.

Steps of support:

- differentiated teaching and learning within the class
- teaching and learning in small groups simultaneously in the class
- teaching and learning out of the class in small groups or individually

Teaching and learning in Early Education enables positive physical, psychological, social, cognitive and emotional development. Through optimising learning opportunities potential difficulties can be minimised.

Whenever usual forms of support are not sufficient, additional [Educational Support](#) must be arranged based on an [Individual Learning Plan](#). If necessary an [Intensive Support A](#) agreement is prepared to enrol the child into special-needs education.

The multilingual background of the children presents special challenges to their linguistic development. [Children without their own language section \(SWALS\)](#) can suffer from communication difficulties. Easy communication is fundamental to all aspects of human interactions. Communication difficulties can have a negative impact on the child's self-esteem. Early identification and remediation of communication problems are essential.