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Early Education Curriculum – Nursery and Primary Cycles of the European Schools

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Early Education Curriculum

EUROPEAN SCHOOL



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Introduction

Early childhood development and learning have been the focus of extensive research and initiatives over the past few decades. Early Education lays the foundation for further learning and greatly influence individuals' prospects concerning education, employment and integration later in life. Scientific research puts 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.

The fundamental base of this curriculum is the European Reference Framework - Key Competences for Lifelong Learning¹. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. They relate to the values, objectives and content of this curriculum.

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 Early Education Curriculum cannot be seen as a subject syllabus but as a comprehensive holistic curriculum for the two-year nursery cycle. In general, the curriculum respects the prescribed structure for all syllabuses in the European schools.² For better clarity, the order of some chapters has been changed and the learning objectives and content of education are merged into one chapter n. 4 in clear tables.

¹ ANNEX to the Proposal for a Council Recommendation on Key Competences for Lifelong Learning, Brussels, 17. 1. 2018

² Ref.: 2019-09-D-27-en Structure for all syllabuses in the system of the European Schools.

1. General Objectives of the European Schools

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

1.1 Mission and values of Early Education in 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.”

Early Education actively and consciously influences and stimulates children to develop an understanding of the values in the European School system. The fundamental values are human rights, equality, democracy, environmental sustainability, multiculturalism and language awareness with respect for the mother tongue.

Early Education promotes responsibility, a sense of community and respect for the rights and freedom of the individual.

It 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 European spirit.

The diversity of children is taken into consideration and gender equality is assured giving boys and girls the ability to act based on equal rights and responsibilities.

Through different topics, Early Education, supports responsible, happy and healthy everyday life.

2. Didactic principles in Early Education

2.1 General Didactic Principles

The central role of Early Education is to support children's growth into ethical and responsible members of society, to support children's physical and psychological wellbeing, including social, cognitive and emotional development. Early Education strengthens children's positive self-concept and positive relationships with others.

A holistic approach to learning acknowledges that children discover the world and learn in multiple integrated and interconnected ways. The different ways in which children express themselves and describe the world around them are respected and encouraged.

Children constantly try to make sense of the world around them. As they progress along their learning pathways, they develop new skills and competences, gather new knowledge, put existing ideas to the test, and refine them through exploration, experimentation and communication. This meaningful learning helps children to make sense of their world and to develop their knowledge and skills.

Young children are active learners, interacting with peers, adults and the world around them. Active learning occurs when children are fully engaged, bringing all their faculties to bear on the processes of meaning-making and problem-solving.

Early education is ongoing and continuous; it is a matter of process as well as outcome. Children experience themselves as successful learners by building on what they already know and are able to do, by caring about what they are interested in and good at, and by taking into account what they need in order to move on.

Learning by playing is essential. Children will learn to understand the significance of peer group learning. It is very important 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.

Multilingualism and learning through the medium of a language both through the mother tongue/dominant language and other languages are key priorities of the European Schools. A fundamental aim, which makes the European School system unique and characteristically different from all other systems, is that every child should enjoy the benefit of learning in his/her mother tongue/dominant language. Continued improvement in competence in the dominant language is conducive to the learning of other languages and leads to better academic progress in other learning areas.³

On the other side, the awakening to linguistic diversity is the very first contact with the plurality of languages in the school setting. If this awareness aims, among other things, to strengthen

³ Ref.:2019-01-D-35-en Language Policy of the European Schools

the European spirit and multilingualism, the emphasis must be on language awareness as a priority. Early education offers children contact with languages in order to foster their language awareness and a positive attitude towards language learning.

The Early Education Curriculum has been formulated based on a concept of learning both as an individual and a communal process of building knowledge skills and attitudes. 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.

The transition between Early Education and the Primary Cycle is prepared as well as possible in the interest of the children and in cooperation with the teachers of both cycles.

2.2 Early Education Curriculum as a Framework

The Early Education Curriculum (EEC) is a general framework based on which every European School has to formulate their own detailed program and teaching strategies according to the local conditions. The management of the school has responsibility for the development of a Guideline how to implement Early Education Curriculum at 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 guidelines for implementation of the curriculum, 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.

2.3 Structure of the Core Early Education Curriculum

The core content of the EEC 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 on physical, psychological, social, cognitive and emotional development of children.

The learning objectives and expected outcomes/competences define the content of early education. They are expressed in the form "Me" and "I" according to the fundamental idea of the curriculum. Outcomes/competences give concrete information about child's progress, specify the contents of teaching and learning and indicate what most children can achieve. Descriptions help teachers and parents to understand objectives, find appropriate teaching and learning methods and evaluate outcomes.

In the annexes, teachers and parents will find helpful Easy Guides/Guidelines which can be used to follow children on their learning pathway.

2.4 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 take advantage of this and explore educational ideas with 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.

When children are given an active role in their own learning, the role of teachers and educators shifts from instructor to co-constructor and facilitator. They create learning environments which foster enquiry, discovery, collaboration and discussion; encourage children to work autonomously and find their own ways to solve problems; co-construct meaning by pairing and sharing ideas and experiences.

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.

Nursery Assistants

Teaching assistants have an important role in working with children and supporting the work of the Nursery 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. This close professional relationship should be fostered by both members of staff. Assistants' special talents, interests and enthusiasms enrich the quality of teaching and learning in the classroom and should be recognized and exploited by the Teacher. The role of the assistant includes enthusiasm, good communication skills, flexibility, patience, self-initiative and discretion. Working daily alongside a colleague should be seen positively as a special opportunity.

Partnership with Parents

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 share information regularly and give feedback concerning the child's learning at school.

It is important to create a trusting and respectful relationship between the school and the families. 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.

The active involvement of parents in the life of the school promotes a learning community in which young children engage positively with school staff and their peers.⁴

⁴ Annexe 7: Easy Guide for supporting the EEC at home

2.5 Planning

Planning is essential to ensure children's learning is effective and they are making the required progress towards the outcomes and competences in all 4 areas of the curriculum. It gives an overview of how the Early education programme is being delivered and on how the provision develops. The forward planning in nursery highlights the holistic approach that is proper to teaching and learning in the nursery setting and it reflects the 8 Key Competences.

The forward planning is a flexible working document. It includes an overview of the themes/projects, important dates per period and the system's criteria for harmonised planning. Although the elements that should be included in this planning are fixed on system level, a harmonised approach between sections within the nursery of each school is required. The forward planning leaves enough flexibility for the creativity and individuality of each teacher.

2.6 Learning Environment

The quality of the environment has a very important impact on learning. Schools create the best possible physical, psychological, and social atmosphere 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 and assistants with possible help of other employees of the school organise the environment according to learning objectives ensuring adequate supervision. 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 and helps to structure knowledge. 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 and beyond. Everywhere the organisation, equipment and materials are adapted to the needs of the children. The satellite spaces can 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.

2.7 Educational Support

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

Educational support in the nursery cycle is provided in accordance with the European School Educational Support Policy and Procedural document.

In Early Education, the school has a crucial role in early identification of learning difficulties and disabilities and appropriate support where needed.⁵

⁵ Policy on the Provision of Educational support in the European Schools

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. Educational support is individualised and refined as needed provided by educational support teacher and support assistant, in cooperation with the class teacher and Nursery assistant. Close cooperation with the child's parents is crucial to the establishment and development of effective support measures.

2.8 Transition

Transition to the Primary Cycle is prepared in cooperation between Nursery and Primary teachers and covers two aspects: preparing the children for the start in Primary and sharing information.

Transition may involve formal and informal meetings, visits and shared activities, passing on information including the portfolio and the Record of the Child's development. The holistic approach in Early Education is considered in transition which covers a period before and after moving to Primary.

Teachers of both cycles have good knowledge of the Early Education Curriculum 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 consider individual differences and adapt their strategies and plans to the real needs of every child.

2.9 Promote Language awareness

Young children often enter the European Schools with a rich and diverse linguistic ability which gives them great advantages in school and in life.

Language awareness at an early age promotes European spirit, boosts motivation, improves learning attitudes and develops ability to communicate in other languages.

Multilingualism and learning through the medium of a language other than the child's dominant language are key priorities of the European Schools. The European Schools offer children, contact with the languages they are learning and other foreign languages, thus fostering a positive attitude of children towards their learning. This favourable environment is crucial for the successful learning of foreign languages. The cognitive benefits of additional language learning become accessible to all.

The Nursery offers our children the awakening to linguistic diversity through their very first contact with the plurality of languages in a school setting. This awareness aims, among other things, to strengthen the European spirit and multilingualism. Emphasis must be on language awareness as a priority and as a basis for the successful development of the child's linguistic repertoire.

Language awareness activities are organized in the nursery cycle according to the school's local conditions and needs. The objectives and learning outcomes for language awareness are integrated into the Early Education Curriculum.

Language awareness⁶ develops:

- an awakening and openness to different languages and cultures,
- greater creativity and flexibility of thought,
- sensitivity to different ways of communicating,
- more than a just a collection of words, it gives an insight into the richness of other cultures,
- concentration, memory, and logical thinking.

Opportunities for language awareness are both carefully planned by the nursery teacher and happen spontaneously in the nursery setting which is a living and learning environment. Parents, too, play an important role in this context; as the first educators of their child and fluent users of home languages, they can support the development of language learning outside the educational context.⁷ Go to the Easy Guide for Supporting Language Awareness to find examples/ suggestions/inspiring examples.

2.10 Distance learning and blended learning

In general, teaching shall be provided on site. In exceptional cases, distance teaching and learning should be organised to ensure pedagogical continuity in education for nursery children.

In a distance learning situation, school strives to connect all stakeholders (teachers, children, parents) with each other. The family situation needs to be considered.

The well-being of the child is essential, and it is an important prerequisite for successful learning. There should be a balance between on-line and off-line learning situations offered to children.

One of the main differences between the different learning environments is the children's ability to sustain engagement in an on-line learning and distant learning setting. In a distance learning and an on-line learning scenario, all children will benefit from on-line contact with their teachers and peers for a collective sense of purpose and belonging.

2.11 Quality Assurance

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

⁶ Annexe 6 Easy guide to supporting language awareness

⁷ Annexe 7 Easy Guide to supporting the EEC at home

3. 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 both in processes and in outcomes
- 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 objectives of the curriculum and their outcomes. Assessment 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.

At the nursery cycle, assessment is conducted in a positive and supportive way. It highlights little successes, progress, little or large, and contributes to the children's motivation.

In nursery school as in the later stages of schooling, assessment has several functions. While it contributes to informing parents about their child's progress in his or her learning path, it must be conceived first and foremost as a professional practice that makes it possible to regulate teaching in a dynamic and positive way. Thus, it makes it possible to propose:

- adjustments that encourage each child to engage and progress in learning;
- supports that reinforce initial learning;
- sufficiently ambitious situations that encourage the desire to learn and progress.

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 feedback concerning children's development are used to guide future planning. Early Identification of the child's abilities and needs, observation and systematic regular assessment including the child's self-assessment give children, parents and teachers insight into the child's development.

3.1 Early identification of the child's learning profile

Early identification of the child's level of development, individual needs and learning style is essential for successful learning process. It starts at the very beginning of the child's attendance of the European School and is based on the Entry profile of the child⁸ and the teacher's systematic observation.

The Entry profile will be completed by parents, together with their child when the child enrolls at a European school. It provides the school and the teachers involved with information to anticipate the process of children's learning and serves as a first guide for monitoring progress.

During the first months of schooling, the teacher and assistant monitor the child's behaviour, interaction and the process of learning in order to identify the child's abilities, competences, learning needs and possible challenges. In the meeting in the autumn, the class teacher

⁸ Annexe 1: Entry profile of the child

discusses the findings with the parents and informs them about the evolution of the child.

During the first year of schooling the class teacher identifies children who may have additional educational needs and for whom a referral process for comprehensive evaluation will have to be developed.

3.2 Observation

In nursery school, the close observation⁹ of children's achievements is a particularly enlightening and effective practice. Observation is a part of everyday life for teachers and assistants working with children.

Children are observed in the safe, secure and explicit setting of the classroom. It covers a variety of learning situations, with the recurrence of operations in different situations making it possible to better identify children's needs.

The monitoring of learning does not require observing and recording everything, every day, for each child, in all areas.

To ensure that the assessment time does not encroach on the time devoted to learning, it is advisable to envisage pedagogical practices that encourage direct, regular observation in a variety of ordinary situations. It is important to know how the child deals with a situation on the cognitive level and to identify his sensory-motor, psycho-affective and socio-affective functioning, as well as his relationship to learning.

In order to do this, it may be useful to use a long-term observation notebook, a collection of regular observations over a sufficiently long period of time. This document can take various forms in which the teacher presents significant evidence of the child's development and a synthesis of the evolution of his or her learning path. The Portfolio could be used to show this evolution.

Observation makes it possible to report on progress. It consists in giving value to what children do in learning situations by referring to criteria shared in the programme expectations.

Observation guides also contribute to the monitoring of achievements and helps the teacher to differentiate teaching. This helps to assess the progress made by each child, to show his/her evolution and achievements. The teacher is committed to highlighting, beyond the results obtained, the child's development and the progress he or she is making in relation to himself or herself. It allows each child to identify his/her successes, to keep records of them, to reveal their evolution. The teacher is attentive to what the child can do alone, with the support of the teacher or with that of other children.

Even though young children's initial efforts to master aspects of learning are often approximate, it is important that the teacher recognises and celebrates these efforts which are important steps in the child's learning.

Observation of children during activities makes it possible to identify successful tasks and those for which the skills involved need to be reinforced. The teacher is then able to focus on particular needs and fine-tune differentiated teaching.

For this purpose, reference should be made to criteria, reasonable and relevant indicators that will make it possible to define progress and particular needs. Progress can be shown using

⁹ Annexe 2: Easy Guide to Observation

the expected competencies in each area of learning in the EEC. The attainment of these competences can be seen as steps on the child's school career and make learning visible.

In preparing his or her teaching, the teacher relies on differentiated teaching and learning, aware that some children will need more time to explore, understand, overcome difficulties and master aspects of learning.

In the daily life of the class, over time, children show what they are capable of in many ways, small and large steps, early or late achievements. Children pass key landmarks at different times. Teachers are not focused on comparing children's achievements with other children but showing where the child is in relation to the expectations of the curriculum.

The teacher's evaluation should reflect that differences between children are not necessarily linked to difficulties. Differences often provide teachers and children many teaching and learning opportunities.

3.3 Other tools for Assessment

Besides the Entry profile and systematic observation, the teachers use the following assessment tools:

Portfolio

A Portfolio¹⁰ is a wide collection of selected work of a child, 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 child's development relating to the learning objectives.

Easy Guide to Curriculum Objectives

The Easy Guide to Curriculum Objectives¹¹ is a continuum, which describes the level of the child competences in four areas of the EEC in consecutive stages of the child's development.

Record of Child's Development

This Record¹² reflects the progress children have made. The Record of Child's Development is shared orally with parents twice a year. To help prepare for these meetings teachers use the Portfolio and the Easy Guide to Curriculum Objectives as a guide. The Record of the Child's development will be included in the child's file. It is also an element of the transition to Primary.

Meetings

A powerful way of sharing information about children's development is through meetings with parents. The teacher and parents meet twice a year, in autumn and at the end of the school year. These meetings will be well prepared and based on the Record of the Child's Development and on the Portfolio. Additional meetings could be arranged if needed.

¹⁰ Annexe 3: Easy Guide for Portfolio

¹¹ Annexe 4: Easy Guide to Curriculum Objectives

¹² Annexe 5: Record of the Child's Development

Early Education Curriculum

Me and My Body



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.**

Objective 1A

USING ALL MY SENSES, I ACTIVELY EXPLORE THE WORLD AND DEVELOP MY IMAGINATION IN DANCE, MUSIC, ART AND PLAY

Outcomes/Competences

1. I talk about what I see, hear, smell, touch and feel, using all my senses, to develop knowledge and understanding of the world
2. I make simple classification of sounds, melodies, rhythms, smells and flavours, colours and shapes
3. I use and combine all senses to develop my creativity
4. I participate and co-ordinate my efforts with others
5. I follow my teachers' instructions and understand fair play
6. I play simple musical instruments and develop a sense of rhythm
7. I develop my imagination and experience cultural diversity through singing and moving to traditional music

Contents of Learning

- Teachers plan activities to support children using all their senses to learn about the world around them and which to enable them to make connections between new information and established knowledge, skills and attitudes in accordance with the expected outcomes/competences.
- A positive learning atmosphere within the school and the classroom stimulates and supports children's active learning.
- Learning includes the use of sight, hearing, taste, touch and smell through painting and visual arts, music and singing, producing a variety of rhythms, comparing, and contrasting, e.g. how different materials feel, pleasant or unpleasant, etc.
- Teachers offer children opportunities to take part in above activities as well as team games and group work which are interesting, motivating, and enjoyable.
- Through group projects the senses are developed with other classes, sections and parts of the school and children are encouraged to use all their senses to explore and experiment.
- Children are given opportunities to use a wide range of techniques, materials, and resources to mix, shape, arrange and combine materials and to create their own images and objects.
- Teachers ensure that children are encouraged to develop and use their understanding of colour, line, tone, texture, pattern, shape, and form as well as aspects of movement and that they create opportunities for children to explore a range of sounds, e.g., listening, making, and experimenting, and organizing.

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.

Objective 1B

I EXPLORE THE POSSIBILITIES OF HUMAN MOVEMENT

Outcomes/Competences

1. I name the main parts of the human body
2. I develop and maintain good posture and balance in different positions
3. I become proficient in basic physical actions
4. I walk and run rhythmically and co-ordinate my limbs in appropriate ways
5. I discover and create new movements
6. I imitate simple movements demonstrated by teachers or by classmates and modify movements following instructions

Contents of Learning

- Children are given opportunities to experiment and explore new ways of moving and develop greater control and expression.
- Teachers are sensitive to children's limitations related to fine and gross motor skills.
- Teachers plan practical activities to develop 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.
- Children practise basic motor skills (standing, running, walking, skipping, jumping, leaping, climbing, crawling, crawling under and over obstacles etc.) in a variety of circumstances both indoors and outdoors.
- Motor skills are further developed and are used in activities and games with other children.
- 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, teamwork, or dance.
- Attractive activities in groups and teams are planned to give opportunities to practice movement skills in context to build confidence and independence.
- Children use their skills systematically in goal-orientated ways.
- Children become more adept and skilful in their co-ordination.
- Children distinguish in front of, behind, above, below, right, left, far and near. They follow routes developed by the teacher or by them. They verbalise and represent these trips.

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.**

Objective 1C

I DEMONSTRATE CO-ORDINATION IN USING A RANGE OF TOOLS AND EQUIPMENT

Outcomes/Competences

1. I dress and put shoes on independently
2. I develop my hand and eye co-ordination in both fine and gross motor activities
3. I use school equipment with increasing skill including throwing and catching a ball
4. I develop my fine motor skills
5. I have stabilized handedness and I hold a pencil/crayon maturely, showing emergent writing and graphic skills
6. I use small tools, utensils and materials such as pencils, brushes, scissors, paper, plasticine and puzzles with increasing skill
7. I carefully use a variety of gym equipment and toys safely with other children

Contents of Learning

- Teachers are aware that children's laterality is not always fully developed.
- By using different tools and materials children improve their skills and learn new ones.
- Children develop their skills through play, practice, differentiated tasks and through the influence of others.
- 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.
- Children's skills are used and developed in music by playing simple rhythmical and tuned instruments and in arts such as drawing and early writing.

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.

Objective 1D

I DEVELOP MY SPATIAL AWARENESS AND UNDERSTANDING OF SAFETY AND DANGER.

Outcomes/Competences

1. I use spatial awareness to help me move more skillfully
2. I participate in games and play with other children
3. I follow instructions that will keep me and others safe
4. I practice activities that include rules
5. I know about and act in a spirit of fair play
6. I move and play safely in the classroom and playground and avoid putting myself and others in danger
7. I can ask for help when I need it

Contents of Learning

- Teachers give children safe opportunities to explore spatial awareness indoors and outdoors, within the school and on trips.
- Children are encouraged to move with confidence and imagination whilst showing awareness of safety issues.
- Children learn to understand and respect rules of games.
- Children avoid putting themselves and others in danger.
- By participating in group games children learn to co-ordinate their movement with other children.
- The choice of games and other group activities help children recognize danger and give opportunities to help others in need.
- Children develop capacities for adaptation and cooperation and learn to understand and accept the interest and the constraints of collective situations.
- Children are aware and sensitive to the way others are behaving in group activities.
- Children are developing abilities to help themselves and others in difficulty.

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.

Objective 1E

I RECOGNISE THE IMPORTANCE OF PERSONAL HYGIENE AND KEEPING HEALTHY

Outcomes/Competences

1. I name some factors which are important for personal hygiene and manage my own personal hygiene with increasing independence (hand washing, toilet...)
2. I develop my understanding of a healthy diet
3. I promote my personal health and wellbeing
4. I recognize and describe the physical changes to my body while doing different types of activity
5. I am helpful when organizing the classroom and help to maintain a well-ordered environment

Contents of Learning

- Teachers create a daily program and timetable which reflects principles of a healthy lifestyle, with opportunities to move, rest and eat.
- Teachers motivate and provide a role model enjoying physical movement such as sports and dancing so that this becomes a natural part of everyone's lifestyle.
- Children learn important personal hygiene skills and are aware of the importance of physical exercise and a healthy diet.
- 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).
- Children understand that medicines are taken to make them feel better but that some drugs can be dangerous.
- In the school community, by way of group activities, children develop an understanding that exercise, hygiene and the right kinds of food and drink are important for healthy bodies and the wellbeing of all members of the group.
- Physical activity, play and games give opportunities to discover changes in the body and its functions.

Me as a Person



ME AS A PERSON

I develop awareness of my identity. I reflect on 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 build my moral values.

Objective 2A

I GET TO KNOW WHO I AM AND DEVELOP MY SELF-ESTEEM

Outcomes/Competences

1. I develop more confidence and become aware of my own identity
2. I am conscious of different feelings
3. I begin to recognise my strengths, weaknesses, and limits
4. I develop my imagination and creativity through various activities
5. I ask for help when necessary and help other children when needed
6. I learn to respect the needs, views, and feelings of others through discussion and reflection and understand differences between individuals
7. I know that I am a member of the school community
8. I learn to respect the views and choices of children from other languages and cultures than my own

Contents of Learning

- School offers activities in which children become aware of their own identity and their body-image and abilities.
- Teachers create a safe and motivating environment in which the children can learn successfully.
- Teachers encourage children to express themselves in the first person ("I")
- Children are challenged to develop awareness of their needs, their views and feelings and supported to express them.
- 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.
- Teachers introduce games and activities that involve all the senses and challenge the children's imagination. The necessary materials for these games are e.g. role play, theatre or circus games are available: costume materials, props, make-up, construction of a stage, and incorporate other ideas.
- Through discussion and by reflection children learn to respect the needs, views and feelings of others and understand differences. Parents and teachers work in parallel to develop this attitude.
- While interacting with others, children develop their identity and their abilities. They feel self-assured confident "being me".
- Children recognize and become sensitive towards differences between individuals.
- Children show initiative and responsibility.

ME AS A PERSON

I develop awareness of my identity. I reflect on 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 build my moral values.

Objective 2B

I BECOME MORE CONFIDENT

Outcomes/Competences

1. I am confident with new challenges and in group situations
2. I am self-reliant
3. I take on responsibilities
4. I feel settled and secure in the school environment
5. I express my thoughts clearly and correctly
6. I take ideas of others into account
7. I am learning to feel comfortable and safe with friends who speak a language other than my own
8. I am open to a wide variety of situations, which enriches my experience and gives me more confidence in myself
9. I learn to express my thoughts and feelings in different ways in a different language environment

Contents of Learning

- Children show an interest in classroom activities through observation and participation.
- Teachers provide a welcoming social environment, consistent routines and a safe and stimulating classroom fostered by the arrangement of the class.
- Children accept and get along with their classmates. 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.
- Children develop trust in their own strengths. They use and select activities and resources independently.
- Teachers offer varieties of learning situations 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.
- 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.

ME AS A PERSON

**I develop awareness of my identity. I reflect on 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 build my moral values.**

Objective 2C

I MANAGE MY BEHAVIOUR

Outcomes/Competences

1. I am sensitive to people, animals and nature and the environment
2. I deal with disappointment without negative behaviour towards myself, others and/or the school environment
3. I begin to regulate my emotions, develop self-control and do not lose my temper easily
4. I make choices, take decisions and accept the decisions of others
5. I avoid conflicts and problems and, if necessary, solve them
6. I work productively in partnership and in teams
7. I develop empathy and respect for different cultures by building relationships with children who speak languages other than my own
8. I realise the importance of living together by discovering the linguistic and cultural differences that surround me

Contents of Learning

- Teachers offer positive reinforcement in a spirit of kindness and respect and foster good behaviour. Teachers explain why good behaviour is essential for learning and living together and role model this in the classroom.
- Children anticipate possible reactions of others and try to act accordingly. They develop an understanding of right and wrong and learn to solve conflicts in an appropriate and positive way.
- Children communicate about different expectations and learn to make compromises.
- Children learn to understand the consequences of their words and actions. They become sensitive, learn to empathise and develop respect for others. They learn to negotiate and follow social rules and expectations.

ME AS A PERSON

I develop awareness of my identity. I reflect on 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 build my moral values.

Objective 2D

I AM CURIOUS, INTERESTED AND MOTIVATED TO LEARN.

Outcomes/Competences

1. I engage enthusiastically in various activities
2. I show concentration and attention in different and ever more demanding learning situations
3. I persevere and complete a given task easily
4. I show curiosity and an enterprising attitude toward the world around me
5. By discovering new situations amplified by linguistic exchanges, I am more motivated to take up challenges, to try to understand and better master the situations proposed to me
6. I accept the risk associated with new situations and can accept constructive criticism
7. I cope with making a mistake and learn from it

Contents of Learning

- Teachers foster the children's curiosity and their openness to new experiences.
- The classroom offers many problem-solving opportunities.
- Learning through playing continues to be the central to children's development. Children retain the joy of, and enthusiasm for, learning for an extended time and face new learning challenges with eagerness and creativity.
- Children learn to accept risk in new learning situations. They listen carefully and usually follow instructions.
- Children develop the first learning-to-learn strategies and they remain motivated to persevere.
- The classroom is arranged in such a way that children are encouraged to undertake cooperative learning activities and learn independently; a variety of tools and materials are provided (corners for writing, experimental tables, a library, magnifying glasses, kaleidoscopes, ICT ...)
- By working and playing with others, children become increasingly 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.
- In their learning, children cope with both success and failure. Play remains the main element in children's learning. Their attention span and endurance are longer when playing with others. They concentrate for extended periods.

ME AS A PERSON

I develop awareness of my identity. I reflect on 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 build my moral values.

Objective 2E

I DEVELOP MY IMAGINATION AND CREATIVITY

Outcomes/Competences

1. I use language in a creative way
2. I use drawing and art as a means of expression
3. I express myself through rhythm, music, instruments, and equipment
4. I express feelings or emotions with simple words, gestures or movement
5. I suggest new ideas and new reasoning in different activities
6. I use prior learning and use it to help me in new situations
7. By multiplying experiences, I give varied answers to what I see, hear, feel and touch

Contents of Learning

- Children's imagination is stimulated and extended. Their curiosity, exploration and play are supported by the provision in the classroom and the teachers.
- Children experiment and learn to respond in a variety of ways to what they see, hear, touch, smell and feel. A wide range of opportunities to explore and share their thoughts, ideas and feelings are provided during the school day.
- Teachers structure day-to-day life in such a way that children have time to create lots of opportunities for learning.
- Children use their imagination and creativity actively in art, music, movement, free play, and stories. Children are supported in developing their problem solving, reasoning, and numeracy in a broad range of contexts. School provides opportunities to practice and extend children's skills in these areas and to gain confidence and competence in their use.
- Children's growing imagination forms the foundation for their extending creativity. The group stimulates the individual and the individual stimulates the group 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 holistic learning (e.g. preparing breakfast: tastes – different preferences – where food comes from – how food is processed – storing food – preparing a shopping list – where to shop – handling money – laying a breakfast table ...)

Me and the Others



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.

Objective 3A

I LEARN TO FIND AND TAKE MY PLACE IN THE FAMILY AND IN THE SCHOOL COMMUNITY

Outcomes/Competences

1. I know my full name and those of my family
2. I know some facts about the relationship between members of my own family
3. I remember the names of my classmates and the names and roles of the adults at school
4. I work, play, and build relationships with others: children, teachers, assistants, directors etc. in the school
5. I express my own ideas and defend them
6. I take part in group activities e.g., projects, shows, songs, dances, drama, albums, collections, classroom display....
7. I take responsibility at home and in the nursery/kindergarten.
8. I play and cooperate with children of other language sections

Contents of Learning

Children:

- know the names of the members of their families and learn their roles and relationships by drawings of the family, collections of pictures, portfolios, or life notebooks.
- get to know their classmates, adults in the school and their functions and adopt an appropriate attitude to each of them.
- know other children who live around them and like to invite them to play, even if they are in another class.
- are supported by routines which help them to get to know others and their roles.
- can explore symbolically the role of parents and others during free play (e.g., cooking, "school", shop) which encourages role play.
- deepen their understanding of their place in the family and the school community.
- are encouraged to speak, explain, and listen, and to help others.
- allow others to express themselves and to participate and are also encouraged to use ideas from other children.
- gradually learn respect for others. Activities in small groups support this sort of interaction.
- share responsibilities for the organisation of the class with the teacher.
- play games of strategy like draughts
- engage in role play and in free-play areas.
- are challenged every day with different roles to play. In these "working groups" everyone should have a real function.
- work cooperatively and not merely side by side. In these situations, teachers observe, make suggestions and are available for help or mediation if necessary.
- get to know adults in the school and their functions and adopt an appropriate attitude to each of them.
- feel involved in the life of the class and are confident enough to take initiatives.
- know other children who live around them and like to invite them to play, even if they are in another class.
- learn about the links between their family members such as family tree, in cooperation with parents, by 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.

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.
Objective 3B
I AM BUILDING MY CONFIDENCE AS A MEMBER OF THE SCHOOL COMMUNITY
Outcomes/Competences
<ol style="list-style-type: none"> 1. I know where the things are in the classroom 2. I am familiar with different places and rooms in the school and I find my way to shared places and rooms (e.g. canteen, gym room ...) 3. I describe places, locations and directions and represent a simple route or journey 4. I know some details of where I live e.g. town, country, road etc. 5. I work in a space other than my own classroom with interest including other language sections
Contents of Learning
<p>Children:</p> <ul style="list-style-type: none"> - feel secure and settled by having a personal place for their own belongings, see their name displayed, photos in the classroom, drawings, and examples of work on display and in a portfolio. - are familiar with the arrangement of the class and know how to find their way from place to place. - learn to orientate themselves in the classroom and in the school. - learn to take other people in the room into account, respecting and accommodating their presence. - working together with others offers opportunities to practice these skills e.g. free play, sports, and movement/dance. - can say where they are in the school, which class, section and have some understanding of where other rooms and places are. - are aware of how resources are stored and can use them in an appropriate way and tidy up after use. - begin to be able to explain, using appropriate vocabulary, aspects of travel, location and movement of things and people. - develop representation of space on paper or in 3D supported by diverse media and activities – modelling, drawing, photos, films, trails etc.

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.

Objective 3C

I DEVELOP MY UNDERSTANDING OF THE PASSAGE OF TIME

Outcomes/Competeces

1. I know my age
2. I name the parts of a day e.g. morning, afternoon etc. and the days of the week and the months of the year
3. I use a visual timetable to see what is coming next and get to know the timetable of my class
4. I work within reasonable timeframes and without distracting others
5. I work efficiently and in the right sequence
6. I re-tell simple stories using appropriate time vocabulary
7. I talk about events in the past and future
8. I mention some facts of special historical events in my own country and get to know some of other countries

Contents of Learning

- Children like to tell stories at home and in school.
- Children 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.

Teachers

- play an important role in helping children to understand the concept of time.
- not only use the class timetable but also calendars and other tools for time measurement.
- use a wide range of opportunities to illustrate the regularity of passing of time, e.g. birthdays, daily routines, how people change.
- give importance to getting things done in a set time, for example in sports. This is important also in group work.
- provide opportunities for some activities which are done in sequence and help children to discover the necessary sequence of actions in science, art, and projects etc.

establish regular routines and provide images to help to achieve these competences. Routines are especially useful ways of structuring and representing time. It is possible to link this idea to a basic knowledge of sciences.

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.

Objective 3D

I DEVELOP MY CITIZENSHIP, MY UNDERSTANDING OF CODES OF BEHAVIOUR AND AGREED VALUES AND RULES.

Outcomes/Competences

1. I understand and follow the agreed rules and expectations in the classroom and outside
2. I control my own behavior, show self-discipline, and understand the consequences of my own behaviour
3. I understand the importance of respecting others
4. I collaborate in taking democratic decisions and accept them
5. I cope with mistakes and feedback received
6. I contribute to the progress of the group in a positive way
7. I respect rules of games
8. I understand the role I should play in protecting our environment
9. I share ideas and viewpoints with children from my class and other language sections

Contents of Learning

Children

- develop their understanding of rules and fair play.
- respect rules and other constraints in group work.
- develop their listening skills, share ideas and viewpoints, and ask for and give help.
- recognise difficulties, learn how to work harmoniously, manage conflicts, and solve problems.
- are prepared to take risks, succeed or fail, make mistakes and change opinions.
- understand simple moral values represented in tales and stories.
- take responsibility in small groups and within the school.

Teachers

- develop new rules and guidelines adapted to the developmental level of the children and the social context in the class.
- introduce democracy as an important criterion of citizenship.
- provide tactical games, (sports, mathematics etc.) which permit the participants to be creative within the rules.
- showing confidence in the children in their class builds self-esteem.
- work in partnership with parents.

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.
Objective 3E
AS A EUROPEAN CITIZEN, I LEARN TO RESPECT AND SHARE MY OWN CULTURAL HERITAGE AND THAT OF OTHER CHILDREN.
Outcomes/Competences
<ol style="list-style-type: none"> 1. I know that there are different countries, languages and cultures 2. I am aware of some key aspects of my own country and culture 3. I am aware of and respect similarities and differences between other cultures and my own 4. I am interested in and respectful of different cultures and their diversity 5. I identify people speaking different languages 6. I participate in joint activities with children and adults speaking different languages 7. I know some stories, songs and artistic works and recite or sing some from Europe's heritage or my own country's heritage as a basis for my future understanding of a common European culture
Contents of Learning
<ul style="list-style-type: none"> - School is a place where different cultures meet, especially in European Schools. Personal identity is important for children who build their knowledge of their own country in addition to those of others. - Children continue to build and develop their own culture and learn to share and respect the culture of others. - Children discover and develop a tolerant awareness of different cultures. - Children develop a positive self-image and sense of belonging to a community. - Children explore their own and other European traditions, festivals, art, literature, geography, and areas of special national interest as well as flags, cities, famous characteristics and symbols, and national anthems. - Children are given opportunities to discover aspects of cultural heritage e.g. museums, shows exhibitions, etc.in the towns and cities where they live. - Teachers give children opportunities in the class and recreation to develop this knowledge. - Teachers provide opportunities to develop children's awareness of different languages, cultures, views, and beliefs are enriched through art, music, literature, and language: understanding of the world. - Teachers introduce children to rhymes, stories, songs, modern media, ICT, and others' experiences which 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. - Children know some stories, songs and artistic works and recite or sing some from Europe's heritage or their own.

Me and the World

It is important that should part of the nursery cycle be included in any language's L1 syllabus, it reflects the Early Education Curriculum "Me and the World" objectives 4A, 4B and 4C which address the development of a child's linguistic competences and skills.



ME AND THE WORLD

**I am actively becoming a confident and competent communicator.
I use my reasoning to explore and understand the world.**

Objective 4A

**I DEVELOP MY LINGUISTIC COMPETENCES AND SKILLS.
LISTENING AND UNDERSTANDING**

Outcomes/Competences

1. I listen and respond with growing attention and wait for my turn to speak
2. I understand basic vocabulary, instructions and common expressions used in class
3. I extend and develop an increasing range of appropriate vocabulary through activities which encourage an interest in words
4. I understand
 - and respond appropriately to questions
 - past, present and future
 - the essential information or expressions during a conversation
 - and take part in all types of discussions relative to familiar subjects
 - the general subject on TV or media if I am interested in the subject
5. I understand and recognize tales, stories or parts of them and non-fiction books and identify main characters, actions, sequences, messages
6. I show critical thinking towards new media
7. I maintain interest in the conversation or in the game
8. I tune into other languages by discovering traditional stories, learning simple vocabulary and expressions and by following simple instructions

Contents of Learning

Listening and understanding

- Children's ability to understand their own and other people's lives grow. 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 develop and refine their communication skills.
- Children become good listeners and narrators. they become accustomed to listening to the speech of both children and adults, participating in conversations and waiting for their turn when necessary.
- Children develop strategies for understanding language through freely chosen or directed games, role play and drama in both large and small groups.
- Children experience how speech can be converted into written language, and, how things written can be read through examples given by adults, and through their own attempts to read and write.
- Children by repeating rhymes, telling and re-telling stories, playing with words in a progressive way, develop their knowledge and understanding. Individual abilities are noted by teachers.
- Teachers are not simply improvised situations but planned, structured and repeated activities 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.
- Teachers explore familiar life to extend and enrich vocabulary and develop children's memory.
- Teachers give opportunities to children to listen to others in different ways; other children, adults, media like TV, CD's etc.

ME AND THE WORLD I am actively becoming a confident and competent communicator. I use my reasoning to explore and understand the world.
Objective 4B
I DEVELOP MY LINGUISTIC COMPETENCES AND SKILLS. SPEAKING
Outcomes/Competences
<ol style="list-style-type: none"> 1. I pronounce words correctly. 2. I use an ever-increasing range of vocabulary (words, adjectives, verbs, usual pronouns, positional words and common forms of syntax) around themes used in class 3. I give instructions and use expressions learned in class 4. I ask and answer questions 5. I form sentences correctly and with increasing complexity. 6. I use an increasing range of connectors e.g. and, but, because etc. 7. I use the customary words of communication and introduction (greetings, excuses, thanks, invitations etc.) 8. I express my point of view and consider what has been said by the other children or adults 9. I ask for explanations, repetition or advice when needed. 10. I discuss aspects of a project 11. I recount a class experience 12. I join in simple communication exchanges in the class and in daily life about familiar objects 13. I use clear and correct language to describe a familiar event to other children or to an adult 14. I give a simple explanation 15. I give my opinion or describe my feelings 16. I communicate something novel to listeners 17. I re-tell a story respecting the chronology, the characters and the actions 18. I recite and sing poems and songs learned in class (L.A.) 19. I know some rhymes and songs in languages other than my own (L.A.)

Contents of Learning

Talking

- Children listen and respond to immediate conversation with an ever-widening group of adults or children, use language appropriate to the present situation. they respond to immediate solicitations.
- Children, gradually, learn to communicate about more abstract issues and events. They report what they have observed or experienced, talk about future or past events. They use language to evoke personal memories.
- Teachers propose daily routines to the children. It is in the repetition, the creation of automatism that the construction of the language takes place.
- Teachers introduce a variety of linguistic genres (fairy tales, stories, narrative texts, poems, rhymes, songs) and revisit them regularly and link them to activities. They demonstrate that playing with language is fun. They give children numerous and varied opportunities to talk together. Free play, but also organized games, offer many opportunities to develop speaking skills. Teachers make sure that these activities support and enhance vocabulary specific to themes and projects. By this way, they develop good pronunciation, syntax and increase vocabulary.
- Teachers note difficulties in linguistic development.
- Teachers recognize that immersion is necessary but not sufficient. They encourage and guide children to enable them to gradually grow into active speakers and listeners in diverse interactive situations, both in everyday communication and in teaching and learning situations.
- Teachers create regular opportunities to ask and answer open-ending questions to support children's linguistic development.
- Teachers organize the class in such a way that children benefit from large-group, small-group, and individual language sessions.
- Teachers ensure that all children are given opportunities to speak for a sufficiently long period of time, producing complete and structured sentences.
- Teachers adopt a caring and positive attitude to encourage the language initiatives of the children. Feeling confident will enable children to dare to make mistakes, to explain their mistakes and to compare strategies.
- Teachers offer children a variety of activities in another language: reading traditional tales, memorization of nursery rhymes and songs, motor activities, arts, and crafts, etc.

ME AND THE WORLD I am actively becoming a confident and competent communicator. I use my reasoning to explore and understand the world.
Objective 4C
I DEVELOP MY LINGUISTIC COMPETENCES AND SKILLS. READING AND WRITING
Outcomes/Competences
<ol style="list-style-type: none"> 1. I recognize my name and those of other children 2. I am eager to learn to write my own name and some of my family or friends 3. I suggest how to write a simple word 4. I develop my fine motor skills. 5. I develop my phonological awareness 6. I play with rhyming words and syllables 7. I complete rhymes with some sounds at the end 8. I make the link between some graphemes and phonemes 9. I recognise different kinds of texts used in class 10. I learn about different writing models like letters, recipes, rules, notices etc. 11. I use the information on class displays (names, weather, date etc.) 12. I recognise a few common written words, pictograms, traffic signs etc. and suggest a meaning 13. I identify the form and function of some texts used in class - rules, weekdays, birthdays etc. 14. I create stories or texts and dictate to the teacher (brief letter, message of invitation or thanks, simple description, simple sentences about a picture, my family, my interests, simple experiences, short story, or event.)

Contents of Learning

Reading and writing

- Children develop phonological awareness through various games.
- Children discover the pleasure of playing with words and the sounds of language. They chant the syllables and then manipulate them. They discover sounds and can perform various operations on these components of the language: sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral segmenting, and blending.
- Children experience different forms of writing which attract their interest. Discover the functions of reading and writing means that children understand there is a link between spoken and written language. 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 etc.
- Teachers occasionally transcribe what the children are saying and discuss the text with the children. They stimulate interest and build children's curiosity towards texts and letters as well as show how letters and sounds are linked through different kinds of games like rhymes, spellings, songs etc. By this way, children become familiar with the principle of correspondence between oral and written language.
- Teachers introduce children to the different functions of the written word: messages, literary writing, documentary writing, functional writing (routines, game rules, recipes, etc.).
- Teachers provide the children a first literary culture. They introduce and explore a rich range of children's early literature. During the reading aloud by the teacher of stories, tales, documentary, narratives..., the child develops his ability to listen, to imagine, to project himself, to represent a situation without the systematic use of illustrations.

ME AND THE WORLD I am actively becoming a confident and competent communicator. I use my reasoning to explore and understand the world.
Objective 4D
I BECOME MORE CURIOUS AND KNOWLEDGEABLE ABOUT THE WORLD
Outcomes/Competences
<ol style="list-style-type: none"> 1. I observe, comment, and ask questions. 2. I am curious and interested in exploring my surroundings 3. I show an interest in literature of all kinds and try to use different media (computer, TV, etc.) 4. I compare and make generalisations 5. I make connections between prior and new learning 6. I begin to understand the importance of proof 7. I use a variety of media to investigate or communicate 8. I work together in a small group and promote the work of the group. 9. I know general or basic features of animal and plant life and make connections to daily life (growth, nutrition, movement and reproduction) 10. I identify characteristics of the landscape and climate 11. I identify marks of the past (buildings, clothes, transport etc.) 12. I identify things made by humans and their positive or negative influence on the environment 13. I describe observations made in daily life 14. I know famous characteristics, and symbols, of my own country and other European countries 15. I know some stories, songs, and artistic works, and recite or sing some from our European heritage or my own country 16. I know simple functions in ICT and technologies (computer, phone, TV, CD)

Contents of Learning

- 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.
- Children receive information from the surrounding world and are guided to use this information to build new knowledge through observations and by using all their senses. Children transfer knowledge to new situations.
- Children begin to understand what distinguishes the living from the non-living (matter, objects).
- Children discover common technical objects and understand how and what they are used for (flashlight, computer, telephone...). They make objects using a variety of materials.
- Children identify the simple characteristics of materials by cutting, modelling, and assembling them (wood, clay, paper, cardboard, water...).
- Children observe the different manifestations of life (breeding, planting), discovering the cycle of birth, growth, reproduction, aging and death.
- Children learn to understand the working of human constructions. They identify the undesirable effects of human activity on the planet and learn to respect and protect the environment and become aware of environmental problems. It is essential to promote better understanding of the environment, natural and urban, to discover and analyse problems related to environmental protection (air pollution, water waste, accumulation of waste), to develop an awareness of the action carried out by man on the environment (massive deforestation, reduction of natural habitat, global warming, species extinction etc.). Learning how to protect our planet involves raising environmental awareness. Projects like establishing an organic vegetable garden, collecting rainwater for watering, using food waste from the canteen to make compost, caring for a hen farm with a view to educating children about sustainable development, separating rubbish and repurposing it for art activities are examples of actions that increase children’s awareness of the environmental issues of the day and show them how they can become part of the solution.
- Children wonder about questions of space and time. They gradually perceive the succession of moments of the day, and the succession of months and days. They learn to distinguish between the immediate and recent past by recounting events from these periods. They learn to move around the school space and its immediate environment, to locate themselves in relation to objects or other people, to locate objects or people in relation to each other or in relation to other landmarks.
- Teachers provide children with environmental activities and projects based on an exploratory approach. They organize visits and discovery of different environments.
- Teachers organize liaison activities between primary school and nursery school to allow children to discover new spaces and new rhythms. These activities facilitate a smooth entry into primary school.
- Teachers help children to create and structure new knowledge using posters, schemas, photos, diagrams, videos, power point etc.

ME AND THE WORLD

**I am actively becoming a confident and competent communicator.
I use my reasoning to explore and understand the world.**

Objective 4E

AS A YOUNG SCIENTIST AND MATHEMATICIAN I FIND WAYS OF ORGANISING AND PROBLEM SOLVING.

Outcomes/Competences

1. I understand common instructions and specific vocabulary used in mathematics, technology, and science
2. I remember and follow more complex instructions
3. I find criteria to sort and classify
4. I use trial and error and persevere
5. I organise and carry out a simple task (plan, prepare, do, and tidy away)
6. I know how to use rules, notices, and recipes
7. I follow a simple reasoning process (hypothesis, actions, conclusions)
8. I identify problems and suggest an approach for problem solving e.g. strategies and solutions
9. I offer hypotheses and take part in group projects in mathematics, science, or technology
10. I describe what was done
11. I use critical thinking in my work as well as using the ideas of others
12. I master the tools needed for simple problem solving
13. I know expressions more, less, before, later etc.
14. I know the connection between amount and the symbol (=numeral)
15. I know simple geometrical shapes (circle, square, triangle)
16. I compare quantities (length, mass, capacity, duration, money)
17. I know, and can use, the sequence of numbers to 10 and beyond

Contents of Learning

- Children learn best through active, play-based experiences in a carefully planned environment that is a rich stimulus for investigations, thinking and new learning as all areas of learning are interconnected in the early years. They find it interesting to compare ideas, their answers, investigate and then verify with different media or by experiment.
- Children are encouraged to use a scientific approach in many situations by thoughtful questioning “how would you make it better...why...?”
- Children follow scientific and technological projects. They have opportunities to hear questions and explanations and see solutions in co-operation with others. They are involved in co-operative group work, reasoning, making suggestions etc.
- Teachers encourage children to be precise: they provide structure and methodology to introduce mathematics, sciences, and technology. They use a precise and specific vocabulary.
- Teachers propose basic, concrete tools of measurement used to compare and quantify to support scientific and mathematical reasoning. They present different specific tools and teach children to use them to investigate, ruler, balance, watch, thermometer, money, microscope etc.
- Teachers use numbers in situations where they make sense and are the means to an end: games, class activities, problems of comparison, increase, collecting, distribution and sharing. The use of these mathematical notions will reinforce the concept of number in young children.
- They use basic knowledge not only in specific situations but in many everyday situations in school (“how many are there, are some missing?”, plus, minus, the same etc.).
- Teachers establish an initial correspondence between written and spoken numbers and explore the concept of number. They encourage the use of fingers, number decomposition and number correspondence activities to facilitate access to the concept of cardinality. Finger rhymes can be useful.
- Teachers present the process and results of experiments in the class, in ways which invite children to use them e.g. on display. These can also be used to help the acquisition and recall of numbers and their simple representations e.g. calendars, numerical chain

5. Annexes

Annexe 1: Entry profile of the child

Annex 2: Record of the Child's Development

Annex 3: Easy Guide to observation

Annex 4: Easy Guide to Portfolio

Annex 5: Easy Guide to Curriculum Objectives

Annex 6: Easy Guide to supporting Language awareness

Annex 7: Easy Guide to supporting the EEC at home

Annex 8: Easy Guide to Transition

Annex 1: Entry profile of the child

To be completed by Parents/Legal representatives	
Child's full name:	
Mother:	
Father:	
Legal representatives:	
Date of birth:	Date of entry:
Class:	Section:
Brothers/sisters (names & dates of birth):	
Linguistic information	
Dominant language of the child:	Languages spoken at home:
Mother:	
Father:	
Language of other carers, e.g., child minder/grandparents:	
Previous educational experience <i>Please note the lengths of time attended:</i>	
<ul style="list-style-type: none">•••	
Comments:	
Please give details about current out of school activities:	

Me and my body	
Hearing	
Has your child's hearing ever been tested? Yes No	
Outcome/comments:	
Does your child suffer from frequent colds/blocked nose, etc? Yes No	
Sight	
Has your child's sight ever been tested? Yes No	
Outcome/comments:	
Physical Development	
Did your child crawl?	Age:
When did your child start to walk?	
Has your child received any therapy to help their fine or gross motor skills and or development?	
Is your child independent dressing/undressing?	
Is your child independent toileting by day/night?	
Is your child independent eating?	
Comments:	
Please tick if your child has experience using:	
Glue/paste	
Pencils/Crayons	
Scissors	
Comments:	

Me and the others
Play
Please comment on games/toys/activities that your child particularly enjoys
within the family/ friends:
playing alone:
Comments:
Me and the world
Language
When did your child begin to speak?
Is your child's speech clear to you?
To others?
Has your child received any speech therapy?
Comments:
Is there any medical or other information which your child's teacher needs to know?
Does your child have any allergies?
Please add any comments you wish to share here:

Me as a person
To be completed by the parents and the child together:
What are the things I like and what interests me?
Which are the things I do not like and what scares me?
Things I am good at:
What do I want to learn in nursery?
Who are my friends?
Any other comments:

Signed	Date
--------	------

Please ask your child to draw a person on the following page.

Please return this form to your child's class teacher by _____ .

This is a picture of me.



Annex 2: Record of the child's development

<u>Record of the child's development:</u>		Date:
Area:	This is going well	Areas to work on
Me and my body	•	•
Me as a person	•	•
Me and the others	•	•
Me and the World		•

Meeting Notes

-

Date:

Meeting regarding:

Present:

Nursery points:

Parents' points:

Recommendations/action needed

Annex 3: Easy guide to observation

1. Areas of focus The detailed observation of a child's achievements	<ul style="list-style-type: none"> - The way in which the child deals with a situation on a cognitive level. - His /her sensorimotor, psycho-affective, socio-affective functioning. - His/her relationship to learning.
2. Areas highlighted through observation	<ul style="list-style-type: none"> - The child's developmental path and the progress he or she makes in relation to himself or herself. -The child 's well-being, motivation to learn and engagement in learning. - The child's identification of his successes and the way he perceives his evolution. - The different ways of keeping track of the evolution of learning. - The teacher's knowledge of what the child can do on his/her own, with his/her own support or with the support of other children. - The way of making visible and valuing learning attempts which are manifested in sometimes approximate productions.
3. Recurrence and diversification of contexts	<p>The recurrence of learning situations in different and varied contexts in order to better identify the needs of children in different situations:</p> <ul style="list-style-type: none"> - Discovery. - Practice situations. - Reinvestment. - Evaluation. <p>In individual, dual, small group or collective situations.</p>
4. Tools	<p>For the teacher:</p> <ul style="list-style-type: none"> - Easy guide to curriculum objectives. - A long-term notebook allowing regular observations to be made over a sufficiently long period of time and in a variety of learning situations. <p>For the child:</p> <ul style="list-style-type: none"> -Portfolio (physical, digital or mixed) - Another document visualizing progress, e.g. a progress book.
5. List of criteria to be established	<ul style="list-style-type: none"> - Refer to reasonable and relevant criteria and observables related to the learning objectives of the EEC. - Define "progress indicators" with reference to the curriculum expectations (see early education curriculum descriptors).
6. Respect for the child's rhythm	<p>These are as follows:</p> <ul style="list-style-type: none"> - Situating the child in a learning path marked out by the curriculum expectations. <p>It is not a question of:</p> <ul style="list-style-type: none"> - Comparing the child's achievements or performances with those of other children.
7. Differentiation	<p>Observation leads to:</p> <ul style="list-style-type: none"> - Support appropriate development of the child's learning potential, individual abilities and interests. - Organizing groups of needs and/or skills. - Providing general or moderate support. - The setting up of further investigation by specialists.
8. Evaluation positive	<p>Positive and benevolent evaluation highlights the child achievements and progress.</p>

	<p>It allows:</p> <ul style="list-style-type: none"> - Adjustments that encourage the child to engage and progress in learning. - Reinforcements that supports early learning. - Sufficiently ambitious situations that stimulate the desire to learn and progress. -Development of the child's ability of self-reflection and self-evaluation.
9. Evaluation and observation	<p>The observation and evaluation of learning outcomes makes it possible to:</p> <ul style="list-style-type: none"> - Asking questions about stagnation which, if prolonged, may signal difficulties that need to be addressed. - Question the various parties involved and make a "diagnosis" which, moreover, no teacher can carry out on his or her own.
10. Link Nursery / Primary cycle	<p>Observation:</p> <ul style="list-style-type: none"> - Contributes to gathering the elements that will be transmitted to the P1 teacher. - Allows the P1 teacher to put in place as soon as possible the necessary differentiation actions if necessary.

Annex 4: Easy guide to Portfolio

1. Aim	- To visualize, activate, record, and examine growth and progress over time.
2. Objectives and functions	
For the child	<ul style="list-style-type: none"> - To develop awareness of his/her identity - To build positive self-esteem - To show what he/she likes, does not like - To stimulate thinking and awareness of what he/she knows and can do - To enjoy learning and be motivated to learn - To reflect on his/her progress
For the teacher	<ul style="list-style-type: none"> - To help the child develop his/her identity - To highlight success - To encourage and feed interests and passions and to help discover new interests - To give an overall picture of the child's learning and achievements. - To help the child to identify and use his/her knowledge and learn new things. - To create means for the child's self-evaluation.
For the parents	<ul style="list-style-type: none"> - To reflect family stories, culture and languages - To celebrate the child's achievements - To recognise and discuss the child's interests and preferences. - To be aware of the child's knowledge and abilities - To motivate the child to learning - To encourage reflectiveness and a positive attitude which favors progress.
3. Portfolio as a tool for assessment	A Portfolio is a systematic compilation of child's works that exhibit the child's efforts, progress and achievements. Portfolio makes the child's performance visible and demonstrates levels of achievement in different areas of the EEC. It helps children identify what they know, understand, can do and feel at different stages of the learning process. Portfolios help them set goals for learning, review their goals periodically and assume responsibility for their own learning. Portfolio provides an overall picture of the child for teachers and allows the school community to be informed partners in the child's learning.
4. Work with portfolio	The child himself/herself chooses documents to be put into portfolio. This process is fundamental for development of ability of his/her self-evaluation. Teachers will need to help the child to build his/her own portfolio, acting as a guide and critical friend, helping the child make reasoned choices about what to include. The child does not only choose and add his/her work into portfolio, but under the teacher's guidance regularly compares, characterizes, and assesses either single documents or areas of his/her work.
5. Criteria	Criteria for the creation and use of the portfolio:

	<ul style="list-style-type: none"> - <i>Criteria related to GDPR</i> are harmonised across the system of the ES. - <i>Technical criteria</i> (format, processing, storage etc.) will be set by the school the school. - <i>Pedagogical criteria</i> follow the objectives and functions of portfolio set out in the EEC. To reach the objectives and functions, it is important that teacher and children set criteria for the content of the portfolio; what is put into it and why.
6. Content	<p>The content covers three areas:</p> <ol style="list-style-type: none"> 1) Learner's Biography (all about me) 2) Learner's Progress (in subject areas and cross-curricular areas) 3) Evaluation (e. g. self-assessment, peer-reviews, teacher's feedback, parent's comments) <p>The portfolio includes various visual and audio documents: working sheets, pictures, drawings, notes, symbols, charts, photos, videos, records of songs, performances etc. All the documents illustrate competences developed by the child. If needed, adults can put some explanations about the competence showed.</p>
7. Sustainability	In order to make growth and progression visible, a portfolio should reflect a longer period and should exceed a single school year.
8. Ownership	The child is the owner of the portfolio. However, it is an assessment tool and therefore teachers have full access to it during the duration of the portfolio's development. Both children and teachers may invite various members of the school community (all pedagogical staff who are involved in the child's education, parents, school directors and national inspectors) to view the portfolio.
9. Format	<p>The portfolio can have different forms:</p> <ul style="list-style-type: none"> - Physical: notebook, folder, box, drawer etc., - Digital: OneNote Class notebook (recommended) - Mixed: one part in paper and another one digital
10. Link Nursery / Primary cycle	The complete nursery portfolio or the samples that best document the child's development will be shared with the future P1 teacher.

Annex 5: Easy guide to curriculum objectives

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.		
Using all my senses I actively explore the world and develop my imagination in dance, music, art and play		
Talks about 1 st hand experiences	Participates in projects with others	Classifies, names and compares differences in sounds, shapes... Creatively uses a wide range of materials – colours, instruments – and develops imagination through singing and dancing
Follows teacher's instructions	Develops imagination and creativity through various activities	Asks for help and readily helps others Learns to respect the needs, views and feelings of others
I explore the possibilities of human movement		
Maintains good posture and balance in different positions.	Names parts of human body	Walks and runs easily
Is able to explore and create new ways of moving	Imitates movements demonstrated by others.	Balances in different positions
Is able to modify walking and running	Is well co-ordinated in different environments	Moves to simple rhythm
Co-ordinates/integrates movements in a group	Modifies movements following instructions	
I demonstrate co-ordination in using a range of tools and equipment		
Dresses and fastens shoes alone	Throws and catches a ball, uses variety of tools with increasing skill eg scissors	Plays simple musical instruments
Has a mature grip of pencil	Demonstrate skill in emergent writing and graphics	
Has stabilised handedness		
I develop my spatial awareness and understanding of safety and danger		
Moves and plays safely alone and with others	Knows about, and acts in spirit of, fair play	Follows safety instructions
Recognises danger and avoids it	Asks for help when needed and gives help to others	Knows a few safety rules
I recognise the importance of personal hygiene and keeping healthy		
Manages own personal hygiene with support/independently	Maintains good order in school environment with help	Knows a few rules of good diet, health and wellbeing

ME AS A PERSON

I develop awareness of my identity. I reflect on 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 build my moral values.

I get to know who I am and develop my self esteem

Develops confidence and awareness of my own identity	Is conscious of different feelings	Recognises strengths, weaknesses and limits
Develops imagination and creativity through various activities	Asks for help and readily help others	Learns to respect the needs, views and feelings of others

I become more confident

Feels settled and secure in school	Confident and open to wide variety of new challenges in new situations	Suggest new ideas/takes ideas of others into account
Expresses its own thoughts clearly/correctly		Enjoys and acts/interacts in appropriate /active ways in a group
Takes the ideas of others into account		Accepts responsibilities/ take initiatives
Learns to express thoughts and feelings in different language environments		

I manage my behaviour

Keeps self-control, regulates emotions, and does not loose temper easily	Deals with disappointment without negative behaviour.	Takes turns/ shares, works productively in partnership and in teams.
Develops empathy and respect for children who speak different languages	Makes choices, decisions, accepts decisions of others	Is sensitive to others/animals/nature/environment
	Relises the importance of communal living in culturally and linguistically diverse places.	

I am curious, interested and motivated to learn

Shows curiosity to learn and tries new things/activities	Shows enterprising attitude	Extended concentration/attention in more demanding/different learning situations
Enthusiastically shows enterprising attitude and involvement in independent and group activities.	Perseverant/completes a given task	
Accepts risks and challenges of new situations and constructive criticism	Is able to learn from mistakes	

I develop my imagination and creativity

Suggests new ideas and new reasoning in different activities	Links/applies different kinds of learning to new situations Uses language in creative ways	Expresses emotions or feelings with words/gesture/movement, as well as rhythm, music, instruments and equipment Uses drawing/art as a means of expression
Develops imagination and creativity through various activities	Use prior learning to explore new situations	By multiplying experiences, expands understanding of what is seen, felt and touched

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.

I learn to find and take my place in the family and in the school community

Knows the names of the family members	Knows some facts about the relationships between family members	Knows name of children and adults s/he works with at school
Can name adults and their functions in the school	Works, plays and co-operates with others in class and in other language sections: children/teachers/assistants etc	Expresses /defends own ideas, helps/listens to others, agrees roles, invites others to play in cooperative spirit
Takes part in group activities	Takes responsibility at home and at school	Works in a space other than own classroom with interest eg other language sections

I am building my confidence as a member of the school community

Knows where things are in the classroom	Orientates himself/herself in space safely taking into account others	Is familiar with different places in school and independently go from one shared place to another in school
Describes/represents simple route or journey	Knows where s/he lives	Knows where s/he lives (town, road country) knows how to get there

I develop my understanding of the passage of time

Names parts of the day/names days of week and months		Gets to know and situates activities within the timetable of day
Can use a visual timetable to see sequence of events and gets to know class timetable.	Knows own age and talks about personal events in past/future	Works efficiently in the group and respects routine sequences
Knows some facts @ family history	Knows some facts of special historical interest from his/her country, and beyond	Works within timeframes without distracting others.

I develop my citizenship, my understanding of codes of behaviour and agreed values and rules

Follows agreed rules/expectations in classroom and outside	Collaborates with and accepts democratic decisions/rules	Copes with criticism, mistakes, failures which are part of the creative process.
Is self-controlled at school	Takes responsibilities and respects rules	Contributes positively to the progress of the group and respects others.
Shares ideas and viewpoints with classmates and children in other language sections		

As a European citizen I learn to respect and share my own cultural heritage and that of other children

Knows the name of his/her parents' countries and languages/ has a sensitive awareness of different countries, cultures, and languages	Knows a few key aspects of his/her own country and culture and those of the others in the class and school enriching my understanding of a shared European culture.	Identifies and participates in activities with children and adults speaking different languages.
Knows, and enjoys, a few stories/songs/artwork from a range of cultures. Respects similarities and differences between other cultures and own.	Understands own role in protecting the environment	Knows and respects other countries languages and diverse cultures

ME AND THE WORLD

I am actively becoming a confident and competent communicator. I use my reasoning to explore and understand the world

I develop my linguistic competences and skills - Listening and understanding		
Listens and responds to teacher	Responds with growing attention and waits for his/her turn to speak	Understands wide vocabulary introduced and used in class which encourages an interest in words
Understands basic vocabulary and common expressions used in class.	Understands customary forms of communication eg greetings, thanks, excuses etc	Follows/participates and maintains interest in simple conversation or games
Understands and takes part in all types of discussions on familiar subjects including the use of past and future, questions and answers, aspects of TV and media.	Recognises, and follows, tales, stories, or parts of them, characters, actions, sequences, messages and non-fiction books	Follows and understands key elements of simple, illustrated story/TV program
Understands illustrated story, read clearly: main characters, sequence, meaning		Shows critical thinking towards all media
Tunes into other languages through traditional stories, learning vocabulary, expressions and following simple instructions		
I develop my linguistic competences and skills - Speaking		
Asks for explanations, repetitions and advice	Pronounces words correctly	Corrects his/her pronunciation
Talks using simple sentences without mistakes	Talks using longer /well-connected sentences	-Recites and sings poems and songs learned in class including some in languages other than my own
Recites/sings a few poems or songs	Summarises a story or events respecting sequence, characters, and main elements	Recounts a class experience
Uses clear and correct language to explain something	Makes themselves understood through language	Asks and answers questions appropriately
Builds simple sentences	Forms sentences correctly with increasing complexity	Uses increasing range of connectors: "and" "but" and "because"
Starts to use past, present and future tenses	Uses ever-increasing range of vocabulary	Uses appropriate vocab introduced in class
Engages in simple communication and can discuss aspects of a project, give simple explanations, opinions or describe feelings	Takes part in spontaneous conversation in class and daily life	Can justify simply his/her point of view
Takes account of what has been said by others and expresses own point of view	Uses simple expressions (greetings, thanks, excuses, invitations, instructions)	Gives instructions and uses expressions learned in class.
I develop my linguistic competences and skills - Reading and writing		
Completes rhymes with appropriate sounds	Recognises simple oral syllables, links few letters to sounds and develop my phonological awareness	Recognises his/her name/those of other children, a few words, pictograms, traffic signs etc and suggests what they mean.
Eagerly learns to write his/her name, those of some of the family and friends and a few words	Recognises a few words/letters in a text – suggests what it means	Suggests how to write a simple word.
Uses different writing models like letters, recipes, rules and notices and use information on class displays	Identifies form and function of some texts used in class (rules, letters, recipes, weekdays etc)	Enjoys reading and library activities
Creates story/text scribed by the teacher	Develops fine motor skills	Links some graphemes with phonemes

I become more curious and knowledgeable about the world		
Observes, comments and asks questions	Describes observations made in daily life	Is curious/interested in exploring surroundings
Knows basic features of animal and vegetable life (growth, nutrition, locomotion, reproduction)	Tries to give answers, using generalisation, comparison, linking facts, making connections between prior and new learning	Identifies marks of the past
Is sensitive to the environment & human influence both good and bad	Knows a few characteristics of landscape, climate, earth and solar system	Knows some stories, songs/artistic work from his country, Europe & world
Enjoys investigating with others	Knows some famous characteristics/symbols of his/her own country and wider Europe	Works well in groups, investigating aspects of the world
	Knows simple functions of ICT and technologies and uses a wide variety of media to investigate/communicate	
As a young scientist and mathematician, I find ways of organizing and problem solving		
Participates in tactical & strategic games & active play-based activities	Remembers and follows more complex instructions	Offers hypotheses and takes part in group projects in maths, science and technology
Starts to develop tactical & strategic games	Understands a variety of representations presented in class with adult support (numbers, calendars, shapes, symbols etc.)	Uses representations presented in class (numbers, shapes, symbols, calendars...) Uses and masters tools needed for simple problem solving.
Develops a plan, a procedure and follows it	Organises a simple task and completes it	Uses critical thinking in my work and build on the ideas of others.
Explains and describes a class experience or procedure		Knows how to use rules, notices and recipes
Knows simple reasoning processes and I can persevere using trial and error	Understands common instructions and vocabulary used in mathematics, technology and science	Knows and can use the sequence of numbers to 10 and beyond.
Knows simple geometrical shapes	Knows expressions more, less, before, later and can compare quantities eg length, mass/weight, capacity	

Annex 6: Easy guide to Language Awareness

1. Strengthening children's language awareness in the nursery cycle	<p>General objectives</p> <ul style="list-style-type: none"> - Develop linguistic awareness and support the development of linguistic repertoires both in the mother tongue/dominant language and in other languages. - Develop natural language learning potential.
2. The major benefits of early language learning.	<ul style="list-style-type: none"> - Increased language curiosity. - Increased communicative awareness. - Awareness and openness to other languages and cultures. - Language awareness contributes to: <ul style="list-style-type: none"> o cognitive growth of children through communication, which not only promotes the development of linguistic skills but also of memory and concentration. o the child's awareness of others and to the introduction of plurilingual and intercultural education from an early age. o the social and emotional development of the child.
3. Neuroplasticity in young children	<ul style="list-style-type: none"> - A young brain is not yet fixed in areas such as pronunciation, syllable stress, and articulatory setting in the mother tongue and is more open to the acquisition and reproduction of sounds from other languages.
4. Learning through play is highly valued	<ul style="list-style-type: none"> - Play is the most important learning medium for young children, so it is very important to increase the opportunity for play to develop young children's language skills. - Language awareness should be done in a holistic way through all the curriculum areas.
5. The importance of repetition, interaction and exposure	<ul style="list-style-type: none"> - It is essential that these language activities are planned and repeated on a regular basis.
6. Kinesthetic approach	<ul style="list-style-type: none"> - The child develops its awareness of the melody and rhythm of each language through its body, voice and movements
7. Teaching adapted to the needs of the child	<ul style="list-style-type: none"> - The teacher finds the richest possible early learning activities and adapts them to the child's level, respecting his or her needs.
8. Constant stimulation of discrimination and verbal production skills.	<ul style="list-style-type: none"> - Each language has its own rhythm, tone and phonological characteristics. - Practicing repeating and articulating a word or sound from a foreign language helps to train children to maintain a good ability to discriminate or produce sounds and words in speech.

Annex 7: Easy guide to supporting the EEC at home

Learning through play is essential the early years. Here are some suggestions for parents and carers on how to support their child's development through play.

The suggested activities relate to the 4 areas of the curriculum.

<p>1. Developing motor skills</p>	<ul style="list-style-type: none"> - Cycling - Roller-skating, going for walks - Playing with skipping ropes and balls - Swimming - Playground games such as hop-scotch - Dressing yourself independently - Dressing up for pretend play - Games which help your balance (games with hopping and jumping, trampoline,...) - All sports - Point to and name the different parts of the body - Outdoor play: playing in the garden / at the park / on a playground
<p>2. Developing fine motor skills</p>	<ul style="list-style-type: none"> - Drawing, colouring and copying your name - Cutting out, folding, sticking and gluing, Play-Doh, salt dough and modelling clay - Helping to make biscuits - Help preparing a meal: setting the table, cutting fruit and vegetables, ... - Stringing beads, playing with hammer and nails - Playing with finger or hand puppets - Learning to lace shoes, how to button and unbutton, using a zip. - Games which use fine motor skills such as Mikado and cubes - Drawing or writing in flour/sand/shaving foam with fingers and/or utensils - Simple chores: matching socks, picking up toys,...
<p>3. Developing language...</p>	<ul style="list-style-type: none"> - Riddles - Tell a story - Playing with puppets, dolls, role-playing - Nursery rhymes and songs - Playdates - Books
<p>4. Counting and recognising number</p>	<ul style="list-style-type: none"> - Boardgames and games with dice - Games with cards - Lotto with numbers - Counting toys, sweets, crayons and pencils - Comparing amounts (more, less, same as) - Set the table, laying out the correct amount of cutlery, cups, etc. - Following a recipe - Identify the smaller object, the bigger, the heavier etc. within a range of objects - Recognising shapes - Recognising and continuing patterns

	<ul style="list-style-type: none"> - Reading picture books that explore numbers, patterns, sequence - Developing memory skills and attention... - Puzzles - Nursery rhymes and songs with gestures, such as Head, shoulders, knees and toes - Questions and answers (which are age appropriate) - Memory games (Memory, Kim's game, Simon says) - Spot the differences - Follow a path while listening to the instructions (e.g. roll on the floor, now make two-star jumps, now walk backwards...)
5. Getting ready to read	<ul style="list-style-type: none"> - Recognise letters on books, packaging and at the shops - Make a shopping list to go shopping - Story time: read a book with your child - Making models of letters with modelling clay or Play-Doh - Playing with magnetic letters - Matching pictures and words - Playing with words and sounds (Can you find something in the kitchen which begins with the sound....?)
6. Creativity and imagination	<ul style="list-style-type: none"> - Play-Doh, salt dough and modelling clay - Painting - Drawing and colouring - Role playing, dressing-up, playing with dolls - Construction games and playing - Arts and crafts junk modelling
7. Understanding time and space...	<ul style="list-style-type: none"> - Lotto games with seasons, days, months - Calendar, planning of the week - Learning rhyming songs and dances, which also use actions with hands and feet - Place pictures in chronological order - Puzzles and dominoes - Construction games with cubes and Lego - Making models - Look for an object and give directions (below, closer, above, below)

Annex 8A: Easy guide to Transition

Suggestions that can be applied and adapted at a local level

1. Areas of focus	Harmonised transition is essential and involves: <ul style="list-style-type: none"> - assessment of children at the end of Nursery and Primary - organisation, teaching aims, curricula and methodology - observation and guidance of all children to ensure a successful transition to the next cycle according to their individual needs.
2. Role of Nursery and Primary teachers	<ul style="list-style-type: none"> - organise and ensure mutual contacts and co-operation between children from N and Primary - familiarise children with essential particularities of the next level (curriculum, organisation of study, timetables, etc.) - develop children's cross-curricular competences - organise joint activities for children from different levels through projects and shared materials and equipment - pass on the information about the curriculum covered to the next level and/or to the successor - analyse the children's progress to find out which curricular aspects need extra attention
3. Role of Educational Support Teacher	<ul style="list-style-type: none"> - exchange concepts about approaches to assessment in the different levels - give appropriate support to SWALS, especially in L2 and maths - give appropriate support to children with Educational Needs
4. Role of Support Specialist	<ul style="list-style-type: none"> - provide professional expertise (where applicable in consultation with parents/tripartite agreement)
5. Role of Management	<ul style="list-style-type: none"> - organize teachers' visits between levels to get to know methods, learning situations, ways of assessment and feedback - organize Class Councils in June with both N and P1 class and SWALS teachers present
6. Role of Transition Coordinator	<ul style="list-style-type: none"> - promote cooperation between teachers within and across cycles and sections - organise and encourage informal and formal meetings for the teachers ensure exchange of N/P1 child's information and the support provided by teachers - ensure children visit the buildings and classrooms of the next level
7. Role of Parents	<ul style="list-style-type: none"> - complete subject choice form for L2 and Ethics/Religion in P1 - attend Information Evening prior to children starting in P1 including information about services provided by the Parents' Association - ensure that all relevant information about their child is shared with the teachers
8. Role of Child	Teachers, coordinators and management organise transition activities <ul style="list-style-type: none"> - Visit to Primary building regularly during the year - School wide projects - Visit new teacher and classroom - Visit of P1 children to former N class
9. Role of Administration	<ul style="list-style-type: none"> - distribute of P1 choice forms to parents - organise an Information Evening for new P1 parents - ensure the handover of children's information between teachers of the different cycles
10.	Timetable/ Checklist – below

Annex 8B: Easy guide to Transition: Suggested Timetable/ Checklist that can be applied and adapted at a local level

November
<input type="checkbox"/> Parent meetings - school start date discussed with parents if unsure/discuss child's initiation to school September of the following year <input type="checkbox"/> Teachers (class, support and assistants) meeting with the school psychologist and Support Coordinator to discuss children with particular needs - Focus on, but not only, M2 children
January/February
<input type="checkbox"/> Pre Class Councils - meeting with Deputy Director N/P, Support Coordinator, School psychologist and class teachers <input type="checkbox"/> Subject choices forms completed and returned by parents
March /April
<input type="checkbox"/> Parent meetings, if necessary <input type="checkbox"/> For children on Intensive Support Type A, Support advisory group meeting organised with P1 class teacher <input type="checkbox"/> Final decision about child's school start date
May / June
<input type="checkbox"/> Class Council with Director, Support Coordinator, class teacher, support teacher, SWALS teachers <input type="checkbox"/> New P1 teachers meet their M2 children in N <input type="checkbox"/> Look at portfolios <input type="checkbox"/> Children visit the Primary school for a morning <input type="checkbox"/> Mensa visit <input type="checkbox"/> Preparation in N for farewell performances/activities in each group with parents <input type="checkbox"/> Parents' evening for new P1 pupils
September: Child starts as P1 pupil
<input type="checkbox"/> P1 children visit the Nursery <input type="checkbox"/> N teacher visit
October: The child is in P1
<input type="checkbox"/> Transition meeting with P1 and N teachers to discuss: <ul style="list-style-type: none"> o Individual children o Suggestions for improvements with preparation of M2 children