



European Schools
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Pedagogical Development Unit

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Annexes to the Early Education Curriculum¹

APPROVED BY THE JOINT TEACHING COMMITTEE ON 8 AND 9 OCTOBER 2015 IN BRUSSELS²

Immediate entry into force

¹ **APPROVED BY THE JOINT TEACHING COMMITTEE ON 9, 10 and 11 FEBRUARY 2011 IN BRUSSELS**

² **AMENDMENTS APPROVED BY THE JOINT TEACHING COMMITTEE ON 8 AND 9 OCTOBER 2015 IN BRUSSELS**

ANNEXES: EARLY EDUCATION CURRICULUM

ANNEX 1: Entry profile

ANNEX 2: Record of the child's development

ANNEX 3: Easy guide to curriculum objectives



Entry profile of the child

To be completed by Parents/Legal representatives		
Name:		
Mother:		
Father:		
Other person:		
Child's full name:		Date of birth:
Class:	Section	Date of entry:
Brothers/sisters (names & dates of birth):		
Linguistic information		
Languages spoken at home:		
Mother:		
Father:		
Language of other carers, e.g. childminder/grandparents:		
Dominant language of the child:		
Previous educational experience <i>Please note the lengths of time attended:</i>		
Playgroup:	Nursery:	Other:
Comments:		
Please give details about current out of school activities:		

Me and the others

Play

Please comment on games/toys/activities that your child particularly enjoys

within the family:

with friends:

playing alone:

Comments:

Me and the world		
Language		
When did your child begin to speak?		
Is his/her speech clear to you?		
To others?		
Comments:		
Me and my body		
Hearing		
Has your child's hearing ever been tested?	Yes	No
By whom?		
When?		
Comments:		
Does your child suffer from frequent colds/blocked nose, etc?	Yes	No
Sight		
Has your child's sight ever been tested?	Yes	No
By whom?		
When?		
Outcome/comments:		
Physical Development		
Did your child crawl?		
When did your child start to walk?		
Is he/she independent dressing/undressing?		
Is he/she independent toileting by day/night?		
Is he/she independent eating?		
Comments:		
Please tick if your child has experience using:		
Pencils/Crayons	Paintbrushes	Threading beads
Glue/paste	Scissors	
Comments:		
Is there any medical or other information which your child's teacher needs to know?		

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 school?

Who are my friends:

Any other comments:

Signed:

Date:

Please ask your child to “draw a person” on a separate piece of paper, or the reverse of this sheet.

Please add any comments here:

<u>Record of the child's development</u>			Date:	
Area:	"What is new?" The most important changes in the child's development (progress, stagnation, regression)	The child's strengths	Competences needed to be practised	Future steps/Measures
Me and my body				
Me as a person				
Me and the others				
Me and the World				
Comments:				

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 and art

Talks about 1 st hand experiences	Participates in projects	Names and compares differences in sounds, shapes ...	Creatively uses a wide range of materials – colours, instruments...
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I explore the possibilities of human movement

Maintains good posture	Names parts of human body	Walks and runs easily
Is able to explore new ways of moving	Follow rules and tries to copy	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	Modify 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	Throws /catches ball with skill
Mature grip of pencil	Demonstrate skill in emergent writing and graphics	Plays simple musical instruments
Has stabilised handedness		

I develop my spatial awareness and understanding of safety and danger

Moves and plays safely alone or with others	Knows about fair play	Follows safety instructions
Recognises danger and avoids it	Asks for help when needed	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
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Me as a person

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

I get to know who I am and feel positive about myself

Expresses likes/dislikes	Express reason for likes/dislikes	Accepts being told NO calmly
Takes care of own things/ equipment/ other children's things	Seeks opportunities to join in/start play activities	Asks friends to join in and helps others
Knows his/her full name	Knows own full name, age, date of birth, address	

I am becoming more confident and develop my self esteem

Feels settled and secure in school	Responds with confidence	Suggest new ideas/takes ideas of others into account
Expresses its own thoughts clearly/correctly	Enjoys being part of a group	Acts/interacts in appropriate /active ways in a group
Takes the ideas of others into account	Confident with new challenges in new situations	Accepts responsibilities/ take initiatives

I can control my actions, reactions and my behaviour

Keeps self-control and does not loose temper easily	Recognises inappropriate behaviour and feels regret	Takes turns/ shares
Works productively in partnership/teams	Makes choices, decisions, accepts decisions of others	Is sensitive to others/animals/nature

I am curious, interested and motivated

Shows curiosity and tries new things/activities	Shows enterprising attitude	Enjoys working
Enthusiastically involved in independent and group activities	Perseverant/completes a given task	Extended concentration/attention in more demanding/different learning situations

I develop my imagination and creativity through a variety of different activities (play, movement, music, art, maths, mod. tech.)

Engages actively in play, music making, drawing, and playing with words, poems etc.	Links/applies different kinds of learning to new situations. Uses language to create poems/stories	Expresses emotions or feelings with words/gesture/movement Uses drawing/art as a means of expression
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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 school community

Knows the names of the members of his family	Knows some facts about the relationships between family members	Knows name of pupils and adults s/he works with at school
Can name adults and their functions in the school	Works, and plays with others: pupils/teachers/assistants etc	Expresses /defends own ideas, helps/listens to others, agrees roles, invites others to play in cooperative spirit

I am building my confidence as a member of the community

Knows where things are in the classroom	Orientates himself/herself in space safely taking into account others	Independently goes from one shared place to another in school
Describes/represents simple route in school	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/name a few days	Names days of week and months	Situates activities within the timetable of day
Knows timetable of class	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	

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

Follows agreed rules/expectations in class	Accepts democratic decisions/rules	Copes with criticism, mistakes, failures which are part of the creative process.
self-controlled at school	Takes responsibilities	

I learn to respect and share my own cultural heritage and that of other children

Knows name of his parents' countries and languages/ has a sensitive awareness of different countries, cultures, and languages	Knows a few key aspects of his own country and those of the others in the class and school	Enjoys stories from a range of cultures
Knows a few stories/songs/artwork from a range of cultures		

Me and the world

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

I am becoming a confident and competent communicator

Listening and understanding

Listens and responds to teacher	Responds with growing attention	Understands wide vocab. Introduced & used in class
Understands basic vocab @ everyday life	Understands common instructions & words eg greetings, excuses, thanks, invitations	Follows/participates in simple conversation
Understands/takes part in all types of discussions on familiar subjects	Waits for his/her turn to speak	Follows and understands key elements of simple, illustrated story/TV program
Understands illustrated story, read clearly: main characters, sequence, meaning..	Recognises tales, stories, or parts of them	

Talking

Asks for explanations/repetitions	Pronounces words correctly	Corrects his/her pronunciation
Talks using simple sentences without mistakes	Talks using longer /well-connected sentences	Sings simple songs or relates parts of stories
Recites/sings a few poems or songs	Summarises a story or events respecting sequence, characters and main elements	Explains a class experience
Uses clear and correct language to explain something	Makes themselves understood through language	Forms correct questions /answers
Builds simple sentences	Builds more complex sentences	Uses "and" "but" and "because"
Starts to use past, present and future tenses	Uses simple vocab	Uses appropriate vocab introduced in class
Engages in simple communication	Takes part in spontaneous conversation	Can justify simply his/her point of view
Tales account of what has been said	Uses simple expressions (greetings, thanks, excuses, invitations, instructions)	Gives instructions

Reading and writing

Completes rhymes with appropriate sounds	Recognises simple oral syllables, links few letters to sounds	Recognises his/her name/those of other pupils, a few words with pictograms
Writes his/her name 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, notices	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		

I become curious and knowledgeable about the world

Observes and comments	Describes clearly	Integrates new ideas
Asks questions	Tries to give answers, using generalisation, comparison and linking facts	Is curious/interested in exploring surroundings
Knows basic features of animal and vegetable life (growth, nutrition, locomotion, reproduction)	Knows a few characteristics of landscape, climate, earth and solar system	Identifies marks of the past
Is sensitive to the environment & human influence	Knows some famous characteristics/symbols of his/her own country & Europe	Knows some stories, songs/artistic work from his country ,Europe & world
Enjoys investigating with others	Knows simple functions of ICT and technologies	Works well in groups, investigating aspects of the world

I find new ways of exploring and develop new skills of organisation and problem solving

Participates in tactical & strategic games & active play-based activities	Follows rules of tactical/strategic games	Takes a role in tactical/strategic games
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 tools with precision such as rulers, pencils etc.
Develops a plan, a procedure and follows it	Organises a simple task and completes it	Relates experiences
Explains a class experience or procedure	Expresses his own explanations & reasoning	