

CONFIRMED

Tallinn International

Kindergarten

Manager Directive no.

Date.....

TALLINN INTERNATIONAL KINDERGARTEN

Curriculum

Tallinn, Estonia 2021

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(Appendix 1 Daily Schedules)

1. Curriculum General Provisions and Fundamentals

- 1.1. This curriculum is the learning base document of educational activities for the children attending the International Kindergarten.
- 1.2. The International Kindergarten curriculum is based on the National Curriculum of Estonia (National curriculum of pre-school institutions regulation of the government no. 87 from May 29th, 2008).
- 1.3. The complete document of the International Kindergarten Curriculum is available at www.kindergarten.ee
- 1.4. The Kindergarten curriculum supports parents in the upbringing and development of a child at home.
- 1.5. Kindergarten teachers are responsible for writing their annual action plans, and weekly plans. The plans must support the curriculum and take into account all specific study materials for the children.
- 1.6. The kindergarten curriculum has general principles in the syllabi.
- 1.7. The general principles of the Kindergarten curriculum is presented as follows:
 - 1.7.1. Type and specifics of the kindergarten.
 - 1.7.2. The objectives, principles and content of the kindergarten's learning and educational activities.
 - 1.7.3. Organization of educational activities (principles of writing the daily plans and length of the planning period for educational activities), including summer.
 - 1.7.4. Expected results of the child's development upon completion of the curriculum by age.
 - 1.7.5. Principles and organization of analysis and assessment of a child's development.
 - 1.7.6. Principles and organization of support for the development of a child with special needs.
 - 1.7.7. Principles and organization in cooperation with parents.
 - 1.7.8. Regulation of updating and supplementing the curriculum.
- 1.8. The following six learning areas are presented in the curriculum to guide educational activities:
 - 1.8.1. English
 - 1.8.2. Environment and Me

- 1.8.3. Math
- 1.8.4. Art
- 1.8.5. Music
- 1.8.6. Physical Education

English is the sole language of communication and language of instructions at the International Kindergarten. Learning Estonian is not part of the curriculum since the majority of the kids only live in Estonia for a short period of time. In addition, many kids who attend the International Kindergarten, English is their second or third language.

1.9. Type and Specification of the Kindergarten

The International Kindergarten is a private kindergarten that has been operating since 1997. The original name was International English Kindergarten and in 2002 the name officially changed to International Kindergarten.

The International Kindergarten’s target group consist of children of foreign nationals, who are temporarily living and working Tallinn (e.g. children of international diplomats and foreign-owned companies) or families who plan to live abroad. Based on this, the language of communication in the kindergarten is solely English. In addition, children are newly enrolled throughout the academic year depending on their parents date of arrival in Tallinn and spaces available in their age group. Since children are constantly going through changes in their life, parents want to keep their education consistently in English and sometimes prefer for them to adapt slowly with fewer days to attend each week. Our goal is to be flexible with children entering a foreign environment in order for them to have a smooth transition to new friends, teachers and language while involving them in our daily routines and activities.

Being flexible is an important part of the International Kindergarten’s traits which allows parents to have the option for their children to attend kindergarten part-time or certain days per week by prior arrangements. Therefore we currently have about 45 kids enrolled but only about 35 children attend daily. These kids are all divided into their appropriate age groups and must be the minimum age by September 1st of the academic year.

Age Group	Group Name
1.5 to 2 years old	Daycare Group
2 to 3 years old	Small Group
3 to 4 years old	Middle Group
4 to 6 (7) years old	Big Group

The age group distribution depends on the child's age and development (including language skills) of the children registered in a given academic year. It is important to mention that the daycare group is a mini group of maximum five kids per day, this group operates from 8:00am until 12:30pm and it gives children the opportunity to adjust to the kindergarten routine before starting in the small group.

The kindergarten is open from 8:00am until 6:00pm which gives parents the opportunity to choose between two pick up times, at 3:00pm and 6:00pm. Another flexibility in our schedule is that kids are welcome to arrive between 8:00 am and 9:15am. This timing works for kids to have breakfast at the kindergarten or at home and still be able to participate in educational activities throughout the day. The children who attend after 3:00pm are placed in a smaller group with other aftercare kids and rotational teachers. Due to the small size of the kindergarten, the children have the opportunity to know all the group teachers and are familiar with all of them. Teachers are also familiar with the children and know their abilities, skills, and development.

Teachers are asked to be flexible and creative when planning their teaching materials to help children develop further depending on how many days per week they attend. We do not plan to increase the number of kids per group since we would like to keep a cosy atmosphere for the children. The need of an international childcare facility has grown steadily over the years due to globalization as well as more companies relocating their workers to Estonia. It is important for us to provide an education and a childcare facility for these families to satisfy their experience of living and working in Estonia with their families.

2. Learning and Educational Activities

2.1. The objectives of Learning and Educational Activities

The main objective of the kindergarten staff is to cooperate with parents taking into account the child's age, nationality, gender, individual need and peculiarities:

- Create the opportunities and conditions for the development of a personality that is socially sensitive, mentally bright, self confidence, caring for others and the environment.
- Promote a child's emotional, moreal, social, mental and physical development to maintain or strengthen the children's health.
- Contribute to the development of the child's self esteem.

The children who attend the International Kindergarten:

- Feel safe.
- Enjoy the creative, positive, and open minded environment.
- Values a healthy lifestyle.
- Cares about the environment and nature surrounding them.
- Make decisions based on recognised standards of conduct, they also take responsibilities for their actions.
- Know their nationality and are open-minded to other nationalities and cultures.
- Have a smooth transition from kindergarten to school either in Estonia or elsewhere in the world.
- Children are able to continue their education in English.

The International Kindergarten's educational philosophy believes that a modern society is enriched by the interaction between children from different nationalities, languages and cultures, which gives children an understanding at a very early age that not all people are alike. We consider it important that in addition to individual skills, we also develop children's social skills. With this, the Kindergarten prepares children for life in a modern multicultural society. The Kindergarten stimulates the development of skills in all areas of life – physical, social, emotional and intellectual. The curriculum is based to support each child's development. Each child is seen as an individual, whose growth and development have unique characteristics. The activities of the Kindergarten are designed to develop children's self-esteem and positive emotions in connection with everyday teaching. The Kindergarten supports a child-oriented, child-centered and individuality-oriented direction of study. The teacher's job is to guide the process by setting goals and monitoring the child's development by consciously directing it.

Learning through play is an important part of the education process. There must be enough time, space, opportunities and resources for playing as well as relating these activities to their academic process. Since playing is a social skill, children learn to cope with other children, to deal with their feelings, to take on different roles and to establish and follow rules. Children acquire new language and communication skills through play, as their creativity grows and they put in practice what they have learned. It is a priority to work closely with parents to understand their child's needs, especially at the beginning when some children are not able to communicate in English. Our teachers work hard to give as much feedback about their child's adaptation progress to the kindergarten as well as their academic progress.

Since many of the kids who attend the international kindergarten come from different countries, it is important to be informed of the family's cultural background, beliefs, and parents expectations regarding the kindergarten.

2.2. Principles of Learning and Educational Activities:

- Maintaining and promoting health while staying active.
- Consider a child's individuality and their potential development.
- Learning through play.
- Supporting the child's creativity.
- Establish a child's sense of security.
- Create an environment for children's development and socialization.
- Valuing compassion and representative relationships.
- Applying general education.
- Cooperation between home and kindergarten.
- Supporting a child's English development through immersion methodology.
- Valuing different cultural traditions while taking into account other cultures.

2.3. Learning Approaches

- Learning is a lifelong process, which takes place in the child through play, communication, imitation, creation, observation, interpretation, experimentation and practise, and the teacher monitors and acknowledges the process of each child.
- When planning educational activities, the teacher takes into account the abilities, peculiarities, cultural background, age and gender of each child in order to create a safe learning environment.

- The child is an active participant in educational activities, he or she is involved in the planning of activities and is guided to make choices and analyze what has been done.

Learning and educational activities create the conditions for developing children's abilities to:

- Relate knowledge to previous experience.
- Use knowledge in different situations and activities.
- Discuss the knowledge gained and skills acquired.
- Plan your activity, make choices and apply what you have learned.
- Evaluate the effectiveness of each activity.
- The child rejoices in his/hers and others' successes and is able to cope with failure.

3. Organization of Educational Activities

Educational activities are organized every academic year. The academic year begins on September 1st and ends on August 31st. The active learning period is from September 15th until May 31st. Summer months start on June 1st until August 31st, in the summer the main emphasis is on playful activities for all ages in an outdoor environment while reviewing what they have learned throughout the year.

Educational activities are based on the groups daily schedule, which are according to the children's age. The child's age group determines the daily rhythm with alternating daily activities, children's play, leisure activities and educational activities planned by the teacher.

The daily schedules by groups (see appendix 3)

Note: Each group has the following activities once a week: Music, Dance, and P.E.

Each group teacher is responsible to plan their daily activities at the beginning of the week focused on educational goals and themes. The shortest planned period is one week, and the longest is one academic year. See appendix 1 for an example of a weekly plan and appendix 2 for an example of an action plan.

Depending on the age group, the duration of activities changes. Some teachers may choose to do more individual work in rotating smaller groups depending on the academic level of the children in the group. In general the maximum amount of time spent in one activity must not exceed the following by age group:

Group	Ages	Max Time	Rotation
Daycare Group	1.5 - 2 years old	15 minutes	N/A
Small Group	2 - 3 years old	15 minutes	7 minutes
Middle Group	3 - 4 years old	20 minutes	10 minutes
Big Group	4 - years old	35 minutes	15 minutes

- Teachers must take into consideration the children's language and development level in their age group. As a child develops and grows, their interest changes and the study content is usually based on the principle: from closer to farther, from individual to general.
- Teachers plan their activities according to the topics, and academic goals established for each age group. The activities are planned on a weekly and annual basis to

accomplish an end of the year goal. These activities can be flexible which allows the teachers to make changes if necessary.

- The group's learning and educational activities are carried out in an aesthetically pleasing and safe environment, which allows for individual and group activities. Learning and educational activities are primarily linked to the people, nature and the institutions of the neighborhood. The student learns (objects, phenomena) in a natural environment.
- Teachers may plan small rotation groups by taking into account the children's academic level. Group rotations are helpful for teachers to have more one on one teaching with children. The groups must have a maximum of six children at a time in one activity.

4. Content of Activities and expected results of the child's development upon completion of the curriculum are presented in six areas:

1. Environment and Me
2. Speech and Language (English)
3. Mathematics
4. Arts
5. Music
6. Physical Education (P.E.)

Planned activities are presented in the weekly schedules of each group as the following:

The areas of Learning and Educational activities	Activities planned by the teacher	Times per week 2-4 year olds	Times per week 4-6 (7) year olds
Speech and Language	Observing and studying Listening and speaking Reading and writing	1-2 times a week 2 times a week 1-2 times a week	2-3 times a week 2-3 times a week 2-3 times a week
Math	Observing and calculating	1-2 times a week	2 times a week
Art	Manual activities, conversations, experience	2-3 times a week	2-3 times a week
Music	Listening, movement, singing, memorizing new vocabulary through songs	2 times a week	2 times a week
Environment and Me	Weather observation, manual activities related to nature and health	Every day 2 times a week	Every day 2 times a week
Movement: Dance & P.E.	Sports, motion games, dance	2 times a week	2 times a week

Activities are related to the weekly themes. The purpose of the activities are to achieve the academic and development goal for the child's age in. The following objectives are combined in the planning and organization of activities: listening, speaking, reading and

writing, observation, studying, comparison, calculation and various movement, music and art activities.

4.1 Learning area: Environment and Me

The purpose of the learning and educational activity is when the child:

1. Understands the world around him/her as a whole.
2. Has an idea of their own and others' role in the living environment.
3. Values different cultural traditions including their own, their classmates, and Estonias.
4. Values his/her health as well as others health and behaves in a safe manner.
5. Values the environmentally friendly mindset.
6. Notices changes in nature.

Learning area: Environment and Me contents

1. Social Environment:

All about ME	Family / Relatives
Home	Kindergarten / School
Professions	Universal values
Health, including the human body and diet	Source of danger and safe behavior
Countries and Nationalities	Traditions and Holidays

2. Natural Environment:

Nature at home	Changes in nature
Living environment	Human impact on nature

3. Man-made environment:

Construction	Home appliances
Waste material	Transportation
Pedestrian safety	Safety equipment
Virtual environment	

Principles of learning and educational activities in planning and organizing:

1. The learning areas are chosen from a child's daily life and environment. The themes include social, natural, and artificial environments as well as road safety and health education.
2. Children are guided to explore and experience everyday activities throughout play. Enabling children to distinguish the surroundings in different senses through sensations: observing, sniffing and tasting, touching, listening to sounds.
3. Combining different activities: comparison, modeling, measuring, calculating, conversation, reading, movement, artistic and musical activities.
4. Children are guided to answer questions regarding the noticeable problem in games, nature, traffic, their health state, etc. and are guided to find the answers to the questions (assumptions and verify assumptions). Children are also asked to draw conclusions from perception and experiences.
5. Children are expected to care for their environment including classroom toys, materials and tools.

Expected results of the child's development upon passing the curriculum by age

Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
All about ME				
First name	First name & last name	Name body parts	Describe themselves and friends	Describes themselves physically and emotionally
Age in years	Identifies Gender	Points at body parts	Understands physical difference between themselves and friends	Expresses their interest in activities and games
	Names body parts upon request	Express what they like	Expresses their favorite activities	
Family and relatives				
Name family			Describes family	Describes family

members			members	
Name pets upon request			Who is in their family?	Family traditions
Professions				
Role play - imitating	Name different professions	Explains why it is important to go to work	Name tools / devices	Describes different professions
	Understands the profession by activities	Understands the purpose of money	Understand what profession uses which tools	What are the differences in professions?
		Knows parents professions		
Estonia				
Recognizes the Estonian flag	Name the country they live in	Recognizes the Estonian Anthem	Explains when the flag is raised	Names national symbols
	Describe how holidays are celebrated	Name holidays they celebrate	Explains when the anthem is sung	
			Recognizes Estonia's national bird and flower	
Universal Values				
Uses different dolls while playing	Explains good and bad behavior from story/book characters	Understands that all people must be treated equally friendly	Understands that people have different interest	Understands that people are different
Plays with different kids			Understands that people have different opinions	Understands that people have different needs
			Explains the need of different aids	
Health - My Body - My Diet - Hygiene - Emotions				
Name body parts	Identifies Gender	Name body parts	Explains how to stay healthy	Distinguish good health habits in everyday life

Points at body parts upon request	Names body parts upon request	Points at body parts	Understand that some things are bad for the body ex. smoking	Distinguish bad health habits in everyday life
Finds healthy activities in picture	Understands how to maintain a healthy body	Names activities that are good for the health	Names activities for dental health	Follows personal hygiene requirements
Personal hygiene (washing hands and face with help)	Understands why it is important to wash their hands	Knows why cavities occur		Maintenance of teeth - keep teeth healthy
		Understands why baby teeth fall out		
		Explains why we have our our personal toiletries		
My Senses and Emotions				
Expresses feelings emotionally	Notices other kids emotions	Takes into account others feelings	Understands their own emotions	Describes how the surrounded environment affect their health
Expresses feelings vocally	Comfort others when needed	Is able to resolve conflict verbally	Understands other people's emotions	Understands how people's behavior affect their health
	Is able to apologize upon request			
Source of Danger and Behavior				
Is able to distinguish between right and wrong behavior	Follows agreed rules	Is able to explain that rules are necessary for safety	Understands how to protect themselves in a negative situation	Refuses to participate in dangerous situations
Indicates harmful objects upon request	Names some objects that can be dangerous	Understands to always consult and adult in case of an accident	Understands that some behaviors might be harmful or	Describes possible danger situations at home

			life-threatening	
		Understands why a child should never go with a stranger	Knows the Estonian emergency number 112	Describes possible danger situations at the kindergarten
			Understands when the Estonian emergency number should be used	Describes possible danger situations with water
Waste Materials and Nature				
Throws trash into the bin upon request	Is able to explain why trash has to be thrown in the bin	Understands how trash reaches landfills	Understands how trash is sorted	Treats the environment with care (reuse, recycle)
	Act responsibly in nature without damaging it		Understands how some man-made object have a negative impact in nature	Sustainable behavior
			Knows objects that can be reused	Understands the consequences of their action in the environment
Weather and Plants				
Is able to name parts of nature (trees, flowers, etc.)	Names familiar fruits and vegetables	Learns about conifer & deciduous trees	Knows what type of tree changes in the seasons	Understands the difference between conifer trees and deciduous trees
	Knows what vegetables are used for	Describe what happens to trees when the seasons change	Names some fruit trees	Knows a some well-known plants

		Knows what plants need for them to grow		Understands why daylight, temperature, water, soil and air are important for plants, animals and humans to live
Animals				
Names well-known domestic animals	Names well-known animals & their characteristics	Names well-known birds	Names well-known fish	Describes well-known plants and animals
Is able to point different body parts of an animal upon request	Imitates sounds of animals	Names simple body parts of birds	Names simple body parts of fish	Understands what the main characteristics of the animals and what they do
		Describes habitats of different well-known animals	Learns about migratory and non migratory birds	Knows what season the birds migrate
		Names 3-4 insects	Explains why birds migrate to warmer countries	
Outer Space				
Point at the sun or the moon in an image upon request	Understands the difference between day and night	Name the some planets		
	Understands that there are different planets			
Weather				
Imitates weather cases with sounds and movements upon request	Describes the weather upon request (warm, cold, raining, etc..)	Describes winter vs. summer weather	Names all the seasons	Explains the difference between the seasons

Recognizes rain, wind blowing, and snow		Understands why it's colder at night	Knows the aspects of each season	Explains the alternation between day and night
		Associates weather changes to seasons		
Traffic Rules				
Points at traffic signs upon request (crossroad, light, etc...)	Understands why it is important to wear reflectors	Describes how safety equipment should be worn (helmet, knee pads, etc...)	Ability to walk on the right side of the road	Rides a bicycle safely in the kindergarten
			Is able to cross the road safely if needed	Respectful of others walking when riding the bicycle

4.2 Learning Area: Speech and Language

The purpose of learning and educational activities are that the child:

1. Is able to cope with everyday communication.
2. Is able to use the correct pronunciation with appropriate grammar and diverse sentence structures in speech.
3. Is interested in reading, writing and has acquired basic reading and writing skills.

***Note:** the children who attend the International Kindergarten are not all native English speakers and therefore their language skills might be different since they speak English as a second language.

Learning area: Speech and Language contents

1. Language use: pronunciation, vocabulary, and grammar.
2. Communication, storytelling, and listening.
3. Reading and writing children's literature.

Principles of learning and educational activities in planning and organizing:

1. Speech development goes hand in hand with communication development, where the child is taught in particular to use language tools (new words, word forms, and sentence structure) to communicate, acquire knowledge, and plan activities.
2. It is important to support a child's speech development in all activities (playing, crafting, daily, musical, and sports activities). An active speaking environment is created by listening to others and being able to speak for themselves. When children are exposed to this environment the children are able to express themselves; children learn to speak and communicate in real life situations with the help of adults.
3. Children are guided while reading out loud, dramatizing, retelling, drawing, and compiling their own books activities to comprehend and appreciate literature. Books of diverse genres are selected for reading in order to support the development of reading interest and writing skills.
4. Basic reading and writing skills (vowel length distinction, word pronunciation, etc...) are taught in a playful manner in connection to everyday activities.
5. Diversifying writing exercises using various tools, colors, etc.

Expected results of the child’s development upon passing the curriculum by age

Learning Area: Speech & Language				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Communication				
Communicates with adults while handing objects	Initiates a conversation	Initiates and continues conversations with adults outside an activity	Able to speak about themselves	Able to communicate with other peers and adults
Takes part in conversations	Communicates willingly and actively with classmates	Able to ask adults cognitive questions	Able to ask questions about adults	Takes into account the place of communication and who is communicating
Asks questions			Understands and uses jokes while communicating	
			Stays on topic / able to change topic accordingly	
Able to answer questions and take orders from an Adult	Understands Stories	Understands stories that are not related to personal experiences	Understands stories and the event sequence	Understands stories and is able to react accordingly
Communicates with 1-2 word sentences	Able to relate stories to personal experiences	Expresses themselves individually with broken sentences	Recognized characters behavior by answering adults questions	
Able to use to basic expressions of courtesy (please & thank you)	Uses different intonation and volume according to the purpose of the communication (informing, asking, request etc.)		Uses synonyms and antonyms in speech	

Comments on actions with toys				Able to express their thoughts orally
Finds objects or actions named by an adult	Narrates a story from a picture	Describes the situation shown in a picture	Narrates a story based on a picture and experiences	Narrates a story based on pictures or experiences
			Uses transition words (then, and, etc...)	Understands the main content or idea of the story narrated
				Expresses personal feelings about the story told
Grammar in Speech				
In a familiar situation, uses 1-2 word sentences without grammatical form (e.g. Tom outside = Tom wants to go outside)	Understands and uses 3-5 word simple and compound sentences in a familiar activity and situation	Uses simple compound sentences		Actively uses compound sentences in speech
			Notice grammar mistakes in the speech of an adult (e.g. mushroom under the tree grows = mushroom grows under the tree) and points them out.	
Understands words in familiar situations*	Understands and orally describes some general parts of objects, names them*		Able to use adverbs that express time correctly in speech (yesterday, today, tomorrow)*	Has sufficient vocabulary to communicate and can express themselves*
		Able to use antonyms in a sentence (short -long); uses some time expressive compound words in speech (morning, day etc.) when needed, forms new words to mark a new or strange object, phenomena or activities (e.g. house		

		made of sticks = stick house)*		
English Pronunciation*				
Pronounces most of the phonemes correctly with guidance	Pronounces simple phonemes correctly in words		Repeats and correctly pronounces phonemes and familiar words	Pronounces phonemes correctly in their speech and when repeating spoken words
Reading				
Listens to different sounds and searches for a sound or voice generator (what made that sound? find where it is)		Recognizes all letters	Recognizes letters and sounds	Reads individual words in specific situations (signs, shop and street names)
	Recognizes most letters	Able to recognize some letter sounds	Sounds 1-2 syllable words	Spells out 1-2 syllable words
		Examines books by themselves		Recognises words written
Writing				
Able to put together puzzles	Holds pencil correctly	Able to write their name in uppercase letters without copying	Able to write all uppercase letters	Able to write lowercase letters
Understands some patterns	Pre-exercises for writing		Able to draw patterns in graph paper	Able to write 1-2 syllable words in uppercase letters correctly
Imitates writing by scribbling	Draw vertical, horizontal, oblique and curved lines			
	Copy their name in uppercase letters			
Poems				
Repeats 2-3 line poem	Recites by heart up to 4 line	Recites a children's poem	Reads simple poems with	Knows poems and songs by

	poems	by heart	guidance of an adult	heart
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*Note: not all children are native English speakers, therefore their language skills and pronunciation might vary.

4.3 Learning Area: Mathematics

The purpose of learning and educational activities are that the child:

1. Is able to group objects by one or two characteristics and compares the number of objects.
2. Is able to sort objects by size and position characteristics.
3. Understands the simple concepts of time, describes, and organizes his or her daily activities.
4. Understands counting activities and their relationship in a series of numbers.
5. Understands measurement activities and the most important units of measurements.
6. Knows the name of geometric shapes and is able to describe them.
7. Understands the mathematical connection in their everyday activities.

Learning area: Mathematical contents

1. Quantities, counting and numbers, calculation.
2. Sizes and measurements.
3. Geometric shapes.

Principles of learning and educational activities in planning and organizing:

1. Children are guided to organize shape and objects in relation to the real world. As a result, the child discovers the connections between objects to find differences and similarities within them in order to be able to arrange them in groups or count the objects.
2. Children are trained to determine their location in relation to their surrounding environment. Their surrounding environment will help them understand the time and use the correct terms to describe their activities.
3. Play, observations, conversations and daily activities are associated with mathematics, directing children to use different sensations: auditory, visual, olfactory and tactile sensations.
4. Children are guided to mathematically describe their environment by using numbers, units, name of shapes, etc...
5. Generalization and the formation of concepts are supported through observation, comparison, description and formulation of both similar and different features as well as characteristics in different objects.

Expected results of the child's development upon passing the curriculum by age

Learning Area: Mathematics				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Colors				
Knows primary colors	Names primary colors yellow, blue, red	Able to distinguish color tones, light or dark	Divides different items by color, shape, or size	Divides objects according to two different features (e.g. colors)
Finds similar colors in their surroundings	Knows orange, purple, pink, brown, grey, green			
Numbers & Counting				
Knows numbers 1-10	Recognizes numbers 1-10	Knows and recognizes number 1-20	Knows and recognizes number 1-50	Knows and recognizes number 1-100
Counts items 1-5	Counts items 1-10 correctly	Uses number cards 1-10	Organize numbers when counting	Determine the number of objects by counting within 20
		Understands that by counting items in a different order, their number doesn't change	Indicate which number comes before and after	Knows the sequence of numbers 1-20
				Knows the numbers and is able to write them

Uses the terms one or many	Able to count items in sets	Able to grab the number of object with eyes (up to 3 items)	Uses: more, less, equal, and the same number when comparing the number of objects (up to 5)	Compares sets using terms: more, less, and equal to
Finding 1-2 items described by an adult	Addition by 1 (3-5)	Takes the correct number of items according to the number given (up to 5)	Uses ordinal numerals with up to 12	Adds and subtracts within 12
				Knows the marks (plus +, minus -, equal to =)
Knows how many body parts we have (e.g. 2 arms, 1 nose)	Finds the correct order pair	Forms pairs with different objects	Equalizes quantities by addition or subtraction	Composes mathematical stories based on two sets of objects
Groups & Differences				
Organize objects by size (big, small);	Determines the order of two objects (bigger, smaller)	Determines the order of three objects (small, bigger, even bigger; wide, narrow, even narrower)	Uses the following terms when grouping: bigger, longer, taller, wider, thicker	Groups up to 5 objects by size (length, width, height etc.)
Finds at least one significant similarity between objects	Can group objects based on similar characteristics (shape, color, size)	Finds two shapes of the same size among objects of different sizes	Able to explain why the object belong in the group (size, shape, color, purpose)	Groups objects by position and activities by time
Orientation				
By instruction, places objects inside and on top of each other. Can find named places in familiar	By instruction places objects up and down, forward and backwards relative to	Names and describes the location of an object or human, relative to another objects	Describes the position of a person or object in relation to another person or object, by	Describes their position in relation to their surrounding objects, orients themselves in the

rooms (home, group rooms)	another person or object	or human, using the terms above and in the middle correctly	correctly using the words next to, by the...	room, outdoor area and on paper.
Time & Clock				
Places the numbers correctly on a clock puzzle	Understands that a clock is for measuring time	Knows the numbers on the clock	Able to turn the clock to the same time according to the sample (full hours)	Able to tell the time in hours
Imitate the meaning of day and night in a game under the guidance of an adult	Names and uses the words night and day to determine the parts of the day	Mentions different parts of the day (morning, lunch, evening) and gives examples of their activities at different times of the day based on helpful questions	Names all days of the week in the correct order and gives examples of their activities with questions, using the terms: yesterday, today, tomorrow	Names the days of the week, months, seasons, knows their birth month and birthday;
Knows today's day	Knows days of the week	Knows the seasons	Knows their birthday month	
	Recognizes seasons			
Measurements				
Knows the terms long-short, wide-narrow	Able to counts single steps	Understands that children's steps are different lengths	Able to measure distances in steps	Measures the length of objects with an agreed unit of measurement (steps, stick, cord etc.)
Knows the terms big-small	Uses the terms high, low, heavy, and light	Uses the terms high, low, heavy, light, thick, thin, wide, narrow	Compares the surrounding objects based on their weight, height, thickness and size;	Distinguishes between most used currency and measurement units (euro, cent, meter, liter, kilogram)

			Bank vocabulary (paper money, coins, bank cards)	Knows how and where money and measurements are used
Shapes				
Recognize: circle, square, rectangle, heart, star	Know: circle, square, rectangle, heart, star	Finds objects of the same shape in the surrounding with a given shape (circle, square, rectangle).	Create images with shapes with and without a sample.	Identify 3-D shapes: cube, cylinder, sphere, cone, pyramid
Find a similar shape under guidance (shape sorting games)	Finds similar shapes among different geometric shapes according to the given shape.	Describes differences in shapes based on the number of corners, size, shape and color.	Draw shapes: circle, square, rectangle, star, heart	Finds a circle, triangle, rectangle, square and describes these shapes.
	Create simple pattern lines	Draw shapes: circle, square, rectangle		Find a sphere and a cube among various items

4.4 Learning Area: Art

The purpose of learning and educational activities are that the child:

1. Enjoy expressing themselves creatively.
2. Personally portray their surrounding objects, events and their imaginary world.
3. Observe, describe and shape their surrounding objects and commodities.
4. Children use the learned modeling, drawing, painting tools and techniques.
5. Children use materials and tools safely.
6. Children observe works of art and describe what they see.

Learning area: Art contents

1. Representation and expression: transmission of thoughts, feelings visually.
2. Design: giving aesthetic added value to an object.
3. Technical skills: modeling, drawing, painting, crafting.
4. Observation of works of art, conversations about works of art and art.

Principles of learning and educational activities in planning and organizing:

1. Children are given the opportunity to have experiences, feel joy and satisfaction as well as the opportunity to express their worldview.
2. Children are guided to observe and use the observations made during molding, drawing, painting and crafting.
3. Games, music, simple play, reading stories etc. is used to immerse kids in the topic.
4. It's important for children to perform experiments in order to find solutions and discover the unknown and get questions answered. They also apply and creatively combine acquired skills in class.
5. Children are encouraged to use and test their own solutions for the diversity of their class work. Children's imagination and initiative are encouraged to take care and preserve the children's expression.
6. Artistic activities are also performed outdoors. Other artwork is also used as part of teaching and educational activities in the fields, drawn on paper, stone, wood, sand or a combination of different materials.
7. Children are directed to analyze what has been done, to explain why they have depicted objects and phenomena in a way they did, what materials and techniques they used and how satisfied they are with their work. Analyzing both children's works and professional artwork justifying one's own assessment helps to develop a tolerant attitude towards the work of peers.

Expected results of the child’s development upon passing the curriculum by age

Learning Area: Art				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Expressions through Art				
Finds blue, yellow, red and green in their environment with guidance.	Depicts things, objects etc. inspired by nature, with personalized symbols that are inherently complementary and complex	Portraits familiar items and experience of events as well as their fantasies in images	Persists on the chosen topic in the work by interpreting it personally	Finds details in objects and their connections when observing the environment in a freely chosen way
			Compare light and dark colors	
Names their scribbles	Draw simple shapes, round shapes, and lines of different length	Combines round and square shapes in drawings	Draws familiar object from their surroundings	Expressing mood and fantasies in drawings, painting, modeling, and crafts
Expresses what their scribbles represent		Develops their own scheme of expressions	Creating images according to their fantasy	
Tools and Materials				
Experiences working with finger paints, pencils, gouache paint, pencils and crayons.	Uses different printing equipment (stamp, leaf and sponge print, with stencil and without) and blowing technique.	Uses different tools, techniques and materials (charcoal and pastel drawings; monotype, blowing technique with and without a straw, glass painting, watercolor technique, wax scraping, drip printing, spray painting with a toothbrush etc.)		

		Expresses themselves by painting while listening to music	Chooses the means that seem most suitable for carrying out the thought in their artwork	
	Models round and oblong shapes and connects them using a stick (doll in a long dress)	Models a human with round and oblong joints, smooths joints with fingers	Models a human figure through a ductile method (from one piece)	
Drawings				
Draws lines of different sizes with a brush, makes dots (makes a face on the round silhouette)	Able to draw a "stick figure"	Able to draw a person in a simple activity, usually stationary	Able to draw a person in different activities in front, behind, and to the side	Depicts people by their characteristic compression, through features
Painting				
Leaves imprints on the painted paper with a sponge, stamp.	Uses coating color to cover the whole surface	Uses different parts of the brush in their work (the tip, side)	Uses previously learned technical skills to make artwork	Focuses on an artwork for inspiration to create something new
Takes the paint with a brush, rinses the brush in water with guidance	Generally doesn't paint over the edge	Knows how to make different brush prints	With help mixes primary colors together: rinses and dries the brush before using the next color	
Makes different sized lines and dots with a brush	Draws a round shape by enlarging the color spot with a brush	Independently takes paint and covers surfaces	Moves freely with a brush on a paper	
		Adds small particles to the objects (eyes, mouth) to paintings		
Modeling				

Makes stick imprints on soft modeling materials (holdes, stripes, etc)	Decorates 3-D and 2-D objects with lines and dots (e.g. flower pot, paper towel, paper plate, ball, sock, play-dough plate, a rock etc.)	Designs anniversary cards appropriately for the event	Creates a pattern strip of elements with a simple repetition pattern to decorate the edge of the object (mug, handkerchief etc.)	Chooses suitable motifs or meanings for decorating items based on the artwork
		Selects a decorative motif and under guidance applies it using a stencil or a stamp to a place of choice on the object (mug, plate, shirt etc.)	Uses a molding stick to create different surfaces	
			Creates interesting surfaces by drawing lines of different direction and density	
Analyzing Artwork				
Finds familiar objects from the pictures	Analyzes and evaluates work with guided questions	Justifies why they like the artwork or picture	Looks at book illustrations and artwork with interest	Describes artwork with color and mood
Observes pictures in book illustrations	Explains why they depict objects in pictures a certain way	Narrates with guidance what they portrayed in their artworks	Asks questions about artwork and expresses their opinion	
		Able to lists the materials used to complete the artwork		

4.5 Learning Area: Music

The purpose of learning and educational activities are that the child:

1. Children enjoy singing and making music.
2. Children are able to concentrate on the piece of music to listen to.
3. Children are able to express themselves creatively through singing, movements, dancing and playing an instrument.
4. Children can make music both in a group and individually.

Learning area: Music contents

1. Sing
2. Listen to music
3. Move with the rhythm of the music
4. Play an instrument

Principles of learning and educational activities in planning and organizing:

1. Prioritize emotional and active musical activity.
2. Musical and creative abilities of children are formed and developed, as well as cultural and social activities.
3. Individual prerequisites of children are taken into account and the experience of success and recognition is relied upon.
4. Music is also used as an integrative activity in other fields of learning and educational activities such as Speech and Language, Art etc.; music is part of our everyday life, festive events.
5. Listening to music, singing, playing instruments, musical-rhythmic movements, games and dances are all associated with each other.
6. Children's ability, age, and interest are all taken into account when choosing a piece of music (songs, tracks, dances, games, and instrumental songs).

Expected results of the child's development upon passing the curriculum by age

Learning Area: Music				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Listening to Music				

Enjoys listening to songs	Sings in a group with others. Doesn't force singing, but does it naturally	Sings in a natural voice on exhalation.	Sings at a steady pace, naturally, expressively, pronouncing words clearly	Sings expressively with a natural voice and with easy breathing
		Sings songs with the group at a steady pace		Sings words by clearly pronouncing them
Tries to sing along with the teacher using single syllables or words from the song.	Sings simple children's songs by heart	Sings children's songs by heart with others and individually	Sings age appropriate children's songs both in a group and individually	Sings age appropriate children's songs both in a group and individually
Joins in on singing (claps, is silent or sings along)				Able to be a background singer for a soloist
Able listen to songs performed by the teacher.	Able to listen to songs or a piece of music and then express the moods perceived in the music	Recognises learned song by hearing.	Able to listen to a song or a piece of music and express the content	Able to listen to a song or a piece of music carefully and describe the music
		Expresses the mood of the music	Recognises simple genres (marching, song, dance)	
		Follows the pace and rhythm through physical movements		
Differentiates Music				
Do not need to differentiate	Differentiated vocal songs from instrumental songs	Differentiates a vocal song from an instrumental song or nature sounds	Differentiates a vocal song from an instrumental song, and recognises the song, when the	Distinguishes a vocal song and instrumental song by hearing

			melodic instrument is played	
Instruments				
Recognises the lyrics of the song e.g. animals (meow-meow, etc), a vehicle (beep-beep, etc.)	Differentiates between learned instruments: sound sticks, triangle, bells, a drum	Differentiates by hearing: tambourine, triangle, nightingale, sound sticks, metallophone, piano	Differentiates between learned instruments by the sound and timbre	
Able to use sound sticks, drums, bells and can beat the pulse.	Able to play age appropriate rhythmic instruments: drums, sound sticks, bells	Able to play simple accompaniments to songs on age appropriate instruments	Able to play age appropriate rhythmic and melodic instruments like a drum, bells, tambourine, metallophon, the pipe, ring drum, triangle, chestnut.	Able to play simple accompaniments for learned songs and instrumental songs on age appropriate rhythmic and melodic instruments
Listens to a pause (doesn't play the instrument or make sounds in a given place);				
Able to use sound sticks,a drum and bells according to the content of the song	Able use rhythmic instruments to accompaniment a song	Able to play rhythmic instruments in an instrumental ensemble	Able to play learned instruments both in an ensemble and as a soloist	Able to play children's instruments and can play in an instrumental ensemble
Rhythm and Movements				
Moves under the guidance of the teacher imitating animals or vehicles	Moves according to the tone (slow, fast, high, low sound)	Moves according to the tone and alternation of the pace	Moves according to the tone, pace and dynamics of the music	Moves according to the tone of the music

Expressing themselves through Music				
Expresses themselves by freely imitating animals, birds and vehicles according to their feelings	Express creative movement in dances, musical plays and song games	Expresses themselves freely according to the content of the piece of music	Creatively express themselves according to the content and tone of the musical piece	Expresses themselves creatively through a musical-rhythmic movement.

4.6 Learning Area: Physical Education

The purpose of learning and educational activities are that the child:

1. Children want to move and enjoy the movements.
2. Children are able to work for a targeted action.
3. Children are active in group activities and individual activities.
4. Children understand the importance of physical activities for human health.
5. Children follow primary hygiene and safety requirements.

Learning area: Movement contents

1. Physical education knowledge: safety, self-control and hygiene.
2. Main movements*
3. Exercise movements through games
4. Experience basic sports.
5. Dance and rhythm.

Principles of learning and educational activities in planning and organizing:

1. Basic movements require daily guidance: movement skills, mobility skills, and other movement abilities (endurance, power, speed, flexibility) are formed and developed through regular repetition of activities.
2. Children's opportunities to move actively are enriched through the development of sports: cycling, skiing, skating, swimming etc.
3. It's important to develop the moral principles and self-confidence: positive character traits develop through regular physical activity.
4. Children are directed to assess their skills, abilities and co-operation, to take their peers into account, to control their emotions; to understand the need for one or another physical exercise.
5. The development of basic movements, coordination, posture, balance, mobility and fine motor skills (accuracy, control of facial and finger muscles) and the provision of feedback will be diversified.

Expected results of the child's development upon passing the curriculum by age

Learning Area: Music				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old

Safety				
Moves safely under the guidance of the teacher	Takes into account peers in active activities	Performs exercises according to the teacher's instructions and verbal explanation.	Follows the game rules and safety regulations according to the location and possibilities	Follows the general safety rules when moving and playing, choosing a suitable location and the equipment
		Uses different sports equipment safely, in a suitable manner and location		
Performance				
Performs postures and movements during demonstration and instruction	Performs exercises under demonstration and instruction at a steady pace both with the teacher and peers	Able to perform a combination of exercises consisting up to four different exercises. Controls their movements, coordination and balance	Concentrates on a specific activity, tolerates losing in competitive games	Concentrates on a purposeful physical activity
Do not need to perform	Maintain balance while moving on balance bench and reduced surface	Performs exercises developing coordination and balance skills	Performs main movements freely	Performs main movements effortlessly
	Performs main movements with combinations and in learned exercises	Uses main movements actively and performs exercises requiring static balance in games	Performs different dance moves: pressure step, jump step, knee bending, heel and hoe strokes, heel and toe stepping, spinning one and by two, walking backwards	Performs movements with coordination and rhythm

Performs postures and movements during demonstration.	Walk, run, jump rhythmically to music	Controls their movements both indoors and on terrain.	Performs flexibility, speed, power and endurance skill developing exercises both indoors and outdoors	
Runs after a rolling tool such as a ball and a hoop.	Performs movement at a different pace.	Performs speed training exercises		
Performs exercises from different positions and with different equipment	Performs imitative movements under the guidance of the teacher			
Balance				
Maintains balance while running	Maintains balance while stationary	Controls their moves, coordination and balance in exercises that require it	Maintains balance both when stationary and while moving	
Coordination				
Able to take the ball to the intended object and can bring it back	Performs exercises with right, left hand and with both hands	Uses both hands to perform exercises	Uses both hands in exercises, including the dominant hand in exercises that require precision	Uses both hands in exercises, including the dominant hand in exercises that require precision
Able to roll the ball with both hands				
Imitates the teacher while performing exercises	Performs movements freely on his/her own creative way as well as according to the teacher	Freely imitates the exercises presented by the teacher	Imitates an adult and adds their own creation	Imitates an adult while performing an exercise
Rhythm				

Does not perform movements simultaneously	Performs rhythm movements simultaneously with the others	Performs rhythm movements simultaneously and in a steady pace with the others		
Moves enthusiastically in their own rhythm	Moves to a self-generated rhythm at both a steady and alternating pace	Moves steadily as well as in alternating pace in the music and in the self-created rhythm		
Tools and Equipment				
Uses a little cloth while moving	Uses different tools while moving: cloths, ribbons	Use cloths, sticks and ribbons while moving	Use ribbons, cloths, hoops, dumbbells, sticks, sleds and skis while moving	Use different tools while moving: ribbons, cloths, hoops, skis, sleds etc.
Rolls a ball	Plays relay races and jumping games	Plays basketball, football and relay races	Plays basketball, football, relay races and games on jumping balls and with skipping ropes	Plays games with sporty elements (basketball, football etc.)
Rules				
Notices that the games have rules	Understands the content of the game	Follows the rules of the game		
Sports				
Knows that different sports exist	Names a few sports, winter and summer sports	Names some famous athletes	Names some famous Estonian athletes	

4.7 Learning area: General playing skills

Playing skills

Playing is the main activity for preschool children. While playing, children acquire and consolidate new information, skills, reflect on feelings and wishes, learn to communicate, gain experiences and learn behavioral rules. Playing skills are essential for developing skills and knowledge in areas of general and educational activities.

Expected playing skills by age

Learning Area: Playing Skills				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Types of Games				
Understands the meaning of games, toys and playing	Combines several playful actions	Plays with several children	Plays interestingly, and creatively with other children for a period of time	Enjoys playing and is able to concentrate on the game
Imitates surrounding life in their games	Fulfills the role played in a role game	Plays different games independently	Follows different game rules precisely	Creatively applies their experience, knowledge and impressions of the world around him in games
	Sticks to the actions and relationships arising from the role			
Toys and Props Usage				
combines individual game actions into a whole	Uses different play materials in games	Uses different toys and play materials creatively	Combines different actions and games	Initiates different games and develops the content of the game

Able to use simple tools in a game	Able to use different tools in a game to replace toys	Able to use different tools in a game combining them	Able to use different toys in games and shares them	Able to use different tools in games creatively
Role Play				
Can perform simpler roles in games	Switches between different roles. Is interested in role play	Has interest to play different games	Highlights the characteristics activities and relationships to the role	Plays different roles in a game
Rules (Winning/Losing)				
Able to follows simpler game rules	Plays games with a few game rules and follows them	Can remember multi-rule games	Follows the rules and	
			Able to explains simple/familiar rules to others	
Enjoys playing	Understands the possibility of both winning and losing in a competitive game	Enjoys playing and learns how to deal with losing	Enjoys competitive games and knows to work to win	Enjoys winning and understands losing in a competitive game
Basic solving skills and Sharing				
Able to enjoy moving and developing basic skills	Able to play with peers considering others and sharing toys	Able to solve situations differently in games	Able to agree with playmates on the choice of game	Able to solve problems during a game
			Able to solve simple problems	Able to reach agreements with their playmates during games

4.8 Learning area: Cognitive and Learning Skills

Cognitive and Learning Skills

Cognitive skills are the skills to intentionally control one's cognitive process – perception, attention, memory, thinking, emotions and motivation. Learning skills are defined as a child's ability to acquire information, knowledge and skills to research and experiment. Learning skills are developed through the development of cognitive skills.

Expected cognitive and learning skills by age

Learning Area: Cognitive & Learning Skills				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Understanding time				
Able to put together small quantities of items	Understands that birthdays happen once a year	Understands simpler connections (e.g. a year is divided into months, a day into hours and an hour into minutes) etc.		
	Understands getting a year older	Able see things as a whole and understands simple connections		
	Able to understand simple phenomena as a whole (e.g. a day consists of a morning, day and night) etc.		Understands simple connections (quantity, reason, consequence), perceives objects, events and phenomenon as a whole	
Verbal Communication				
Thinks verbally and understands what was heard	Understands what was heard and reacts accordingly			
		Thinks both contemplative-figuratively and verbally		
		Uses deliberative dialogue		
Time Management				
Capable of	Able to focus for	Able to focus for	Able to focus for	Able to focus for

focusing for 10 minutes	15 minutes	20 minutes	25 minutes	up to 30 minutes
Plans their activities in short term	Plans their everyday activities	Plans and organizes their everyday activities	Able to complete what has been started, plans their time accordingly	Able to plans and organize their everyday activities, completes started activities
Behavior in new situations				
Behaves well in new situations with an adult	Behaves well in new situations uses adult assistance	In a new situation, asks for help from others	Reacts to new situations according to the directions of an adult, asks for help	Behaves well in a new situation according to the instructions of an adult
Is curious, wants to discover, and asks questions	Is curious, wants to discover, experiment, and research	Is happy, has interest in everything new, asks lot of questions	Wants to learn new things, wants to experience success, research experiments and asks questions	Able to have a positive attitude towards learning – wants to learn, research, ask questions, discover and experiment
Organizing				
Groups objects by a single identifier	Groups objects by few identifiers	Groups objects and phenomena by identifiers given	Groups objects and phenomena by several different identifiers	
Listening				
Enjoys listening to stories repeatedly	Wants to listen to stories often	Able to remembers stories heard repeatedly and talks about them to others	Understands that things will be remembered as a result of repetition	Uses repetition to memorize materials

4.9 Learning area: Social skills

Social Skills

Social skills are defined as a child’s ability to communicate with others, to perceive themselves and their peers, to adopt generally accepted practices in society and to follow ethical beliefs.

Expected social skills by age

Learning Area: Social Skills				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Understanding others				
Understands that people are different in gender, growth and looks	Notices peoples emotions and feeling	Tries to consider others feelings	Tries to communicate with others according to their feelings and emotions	Tries to understand other people’s feelings and considers them in their behavior and conversation
	Tries to comfort and encourage others	Able to communicate accordingly		
	Understands age difference	Understands that differences can also be about nationality	Understands that people are different and unique	
Communicating				
Is interested in communicating with others	Boldly makes acquaintances and communicates with peers	Is interested in communicating with both the peers and adults	Is interested in the interests of their friends, is a good communicator	Wants to communicate – is interested in relationships and others
Able to ask for help if needed	Helps the person asking for help	Cares about the others, offers their help	Notices the person in need, provides assistance and if	Cares about other people, provides assistance and asks for it

			needed, asks for it themselves	themselves, if needed
Understands Rules in Environments				
Know that the kindergarten has its own rules	Respect and considers the rules	Understands when breaking the rules	Understands why rules are needed and participates in designing the rules by themselves	Participates in designing the group rules
Able to use everyday words of courtesy	Understands kindergarten courtesy rules	Understands the rules agreed, can talk about them	Follows the group rules and knows why they are needed	Follows the agreed rules and generally accepts standard behavior
Friendships				
Wants to play with others	Knows how to consider friendships	Able to cooperate with friends	Considers friends and adults	Considers and cooperates with friends and adults
	Knows how to behave with others	Enjoys looking for friends and receiving attention from friends	Makes friendships in a familiar social circle	Makes lasting friendships
Belongings				
Understands between personal belongings and others belongings	Knows not to use or take others belongings without permission	Returns other peoples items, does not take them	Understands sharing toys from personal toys	Understands the meaning of shared, borrows, and personal toys
Behavior				
Knows that there is good and bad behavior	Knows how to behave correctly	Notices wrong behavior and can explain it	Differentiates between right and wrong behavior	
			Knows the consequences of wrong behavior	
Personal Opinions				
Does not always agree with everything	Doesn't agree with everyone, has an opinions	Able to stick to their opinion	Explains their opinions both to peers and adults	

5.0 Learning area: Self-regulation skills

Self-regulation skills

Self-regulation skills are the child's ability to differentiate and become aware of their skills, abilities and emotions, to manage their behavior.

Learning Area: Self-regulation Skills				
Daycare/ Small Group	Middle Group		Big Group	
Developmental Goal < 3 years old	Developmental Goal 3-4 years old	Developmental goal 4-5 years old	Developmental Goal 5-6 years old	Developmental Goal 6-7 years old
Emotions				
Feels different emotions (happiness, sadness, anger)	Comforts a sad friend	Can express their anger appropriately	Describes their emotions, considers others emotions	Describes their emotions appropriately
Qualities and Behavior				
Differentiate between good and bad behavior	Describe good and bad qualities	Understands good quality friends	Feels that some actions or quality is better than the others	Describes their good qualities and skills
Changes behavior according to the instructors comments	Behaves according to the situation, listens the guidance and feedback of an adult	Knows how to behave both with peers and adults	Understands how their behavior affects the others	Understands how to behave suitably in different situations and change behavior according to the feedback
Behaves independently under adult supervision	Find activities for themselves	Behaves without disrupting others	Is responsible for their actions	Behaves independently and is responsible for their behavior
Safety				
Behaves safely with others	Can sense danger	Behave safely towards others	Knows what affects the health and what can be harmful and less harmful	
Independance				

Asks for help	Can use the toilet facilities independently			
	Self service and primary work habits have developed			
Tries to put on some clothes – a hat, scarf, shoes, socks.	Tries to dress themselves and can ask help from the teacher if not successful	Dress themselves and asks help from the teacher if needed		
Asks the teachers for help when getting dressed	Puts away their outdoor clothing and shoes in place			
Helps clean up toys	Cleans up after themselves after finishing an activity with an adult	After finishing an activity, cleans up after themselves and helps other to clean up	Knows how to maintain tools, after finishing an activity, cleans up after themselves	Uses different tools prudently and cleans up after themselves after finishing an activity
Entertainment				
Is interested in games and activities	Has a favorite activities and game	Chooses games and activities with friends	Invites others to join activities and games	

5. Child Development Assessment: analyzing and evaluating purposes, including organization.

Analyzing and assessing a child's development is important to understand the child's needs and identify any special needs in order to support positive self-esteem and development. Understanding the children guides teachers to plan daily educational activities.

Assessing a child's development is a part of the daily learning and upbringing process. The development of children is constantly monitored, the teacher takes notes on the results of the observations. Teachers carry out observations and children are observed on a daily basis throughout their activities, free play and in teacher-directed activities. Assessments are based on expected general skills and the results of the learning areas in educational activities by age group. Children are assessed at the beginning and at the end of the academic year.

The development of a child is described depending on the child, valuing what has been achieved and acknowledging the child's coping, development, positives attitudes and interests. The group teacher introduces parents to the principles and organization of the child's development assessment at the parents' meeting at the beginning of the school year.

Parents can expect to receive a progress report three times a year (December, March, and June) with short comments and achievement marks (see appendix 4 Progress Report Sample). At least once a school year, in order to assess and support the child's development, the teacher conducts a development interview with the parent, which:

- Gives feedback about the child's development and learning outcomes;
- Explains the parents views and expectations regarding their child's development.

The kindergarten organizes development interviews with parents at the end of the school year. The result of the child's development assessment and development interview shall be documented under the conditions provided for in the Personal Data Protection Act.

6. Supporting Children with Special Needs: principles and organization.

For the purposes of the curriculum, a child with special needs is a child who needs more attention and help in the short or long run due to their special needs. To support the developmental needs of a child with special needs due to their abilities, health status, linguistic and cultural background and personality traits, we make changes or adjustments to the child's growth environment (play and learning materials, facilities, learning and educational methods etc.) or group action plan. If necessary, the group teacher prepares an individual development plan for the child at the beginning of the school year, and if needed, in cooperation with a speech therapist/special education teacher, other specialists, and with the parent. At least once a school year, a summary is made of the implementation of the individual development plan, the suitability of the development environment and the child's future needs.

Supporting the development of a child with special needs, including a talented child, in kindergarten is a team effort, for the operation of which the head of the child care institution is responsible.

At Tallinn International Kindergarten, we define the special needs based on the child's:

1. Abilities
 - More gifted child than usual
 - Children with learning difficulties
 - Children with school extension
2. Health conditions
 - Health failure (e.g. diabetes, allergy etc.)
 - Children in need of speech therapy
3. Developmental needs due to personality traits
 - Overactive children
 - Slower children
 - Children with behavioral disorders
 - Left-handed children

Special needs mapping

Teachers work closely with the kindergarten's physical education and music teachers and if necessary, a speech therapist. The special needs of all children attending kindergarten are mapped. The documents reflecting the mapping are:

1. Child's individual health certificate – Family doctor
2. Child's speech examination table – Speech therapist

3. Summary of child development assessment – Teachers
4. A journal – Teachers

Organization of individual work with children with special educational needs

- Takes place on the basis of an individual development plan, which is prepared by the group teachers as needed.
- Takes place according to the kindergarten's agenda, at a time convenient for the child.
- Close cooperation is also established with the child's parents in order to help the child with special needs in a timely and effective manner.

Postponement of compulsory schooling

A parent or guardian may request the counseling committee to defer the performance of schooling one academic year. The reason for the postponement is the child's state of health. An individual curriculum, with the involvement of professionals is prepared for the child who has been deferred from school.

7. Cooperation with Parents: principles and organization

In order to support a child's development, the educators of the child care institution cooperate with the parent based on dialogue, mutual trust and respect. Teachers create opportunities for the parent to receive support and advice on learning and educational activity issues. Kindergarten activities are open to families. Opportunities to communicate and exchange information are tailored to the needs and preferences of the family.

Forms and methods of cooperation with parents:

- Meetings – 1-2 times a year
- Open activities for the parents
- Individual conversations
- Interactive website
- Articles on the groups information wall/website
- Children's parties and exhibitions – according to the yearly action plan
- Forms and questionnaires
- Developmental interviews
- Board of trustees meetings
- Indicative literature on the information wall/website

8. Updating and Supplementing the Curriculum

The completion of the curriculum is monitored by the pedagogical council. If necessary, changes are made once a year, at the beginning of the school year. Curriculum changes may be initiated by the management, pedagogical council or the board of trustees if it is deemed necessary on the basis of their analysis.

The kindergarten curriculum is subject to change in connection with:

1. Changes in education legislation.
2. On the proposal of the pedagogical council or the board of trustees.

Proposals and amendments to the curriculum may be submitted by all members of the pedagogical council and the board of trustees. The principal approves the changes and corrections on the proposal of the pedagogical council. Proposed amendments will be approved at the beginning of the new academic year.

Approved by the order of the principal

Date: