

EUROPEAN KINDERGARTEN



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CURRICULUM GUIDE



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Our Mission

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each child to achieve their personal best and become an influential and socially responsible global citizen.

Our Values

Our values-driven international education is expressed through core values that are woven into every academic and extracurricular activity at the European School. We actively promote four values that form the basis of everything we do. They include:

- **Leading through innovation**
- **Pursuing excellence**
- **Growing by learning**
- **Global citizenship**

With these values at our core, we encourage independent learning and empower children to embrace responsibility. Children at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Our Commitment:

- Offer inclusive, diverse and innovative learning communities.
- Develop, support and empower our children intellectually, creatively, socially, physically and ethically in harmony with Georgian culture.
- Focus on academic excellence and integrity.
- Creating lifelong learners.

Children in ES kindergarten:

- Learn through inquiry;
- Work individually, with a partner and in groups;
- Be listened to;
- Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually;
- Be supported in their journey to become independent, autonomous learners;
- Learn through differentiated experiences which accommodate for the range of abilities and learning styles in a group.

Curriculum framework

Our curriculum is based on the Early and Preschool Education Standards set forth by the Ministry of Education, Science, Culture and Sport of Georgia.

The European Kindergarten program books are developed to meet the needs of children in different age groups. Along with the information, these program books also provide the following set of activities: “Let’s play together”, “The wish list”, “Experiments”, “Let’s do it together”, “Magic bag”, “Research” and other. Through these activities, teachers plan lessons and help children develop age-specific skills.

Our curriculum provides six subjects:

- Social Sciences
- Sciences
- Art
- Physical Education
- Languages
- Mathematics

Our Programme

The curriculum covers four transdisciplinary themes. These themes help children acquire knowledge and skills beyond the subject areas.

- **Self-management**
- **How my body works**
- **How the world works**
- **My place in space**

Self-Management

The theme teaches children how to become community members, control their behavior and emotions, manage themselves, set goals, build respect for themselves and others, develop communication skills, solve problems, take care of their bodies, comprehend and follow instructions independently, etc.

How my body works

Children come to realize that we are all unique, but at the same time, we have a lot in common. The theme helps students adopt healthy lifestyle habits, respect each other's differences, and focus on their strengths instead of weaknesses.

How the world works

Children learn how to identify the days of the week, months, and seasons. They learn about the life cycles of living things and grow to value and appreciate nature.

My place in space

The distance from home to space-students learn how to orientate themselves, use directions and memorize routes. They learn about countries, continents, various traditions and cultures, distinguish past from present, and learn about the planets of the solar system and technological achievements.

We encourage children to become more creative and explore and discover more.

	3-4y	4-5y	5-6y
	Get to know each other		
Self-management (till end of October)	1. My appearance 2. My birthday	1. Who I am 2. My appearance 3. My birthday	1. Who I am 2. My appearance 3. My birthday
	My kindergarten		
	1. My kindergarten rules	1. Why do we need rules 2. My schedule (what helps me in my studies)	1. Why do we need rules 2. My schedule (what helps me in my studies)
	How do I express myself		
	1. Emotions	1. Emotions 2. Language of gestures 3. Magic words	1. Emotions 2. Language of gestures 3. Magic words
	How I care of myself		
	1. Healthy eating 2. Hygiene of hands	1. Self-service 2. Hygiene 3. Healthy eating	1. Self-service 2. Hygiene 3. Healthy eating
	Who helps us		
	1. My family	1. My family 2. My friends 3. Professions 4. Safety in kindergarten and at home	1. My family 2. My friends 3. Professions 4. Safety in kindergarten and at home
	Time organization		
1. Week days 2. Clock	1. Day regime 2. Calendar 3. Week days 4. Clock	1. Day regime 2. Calendar 3. Week days 4. Clock	
	What do we have same and different		
How my body works (till end of January)	1. My face and body parts	1. My body	1. My body and appearance
	Sense organs		
	Formation of body		
	1. Muscles	3. Muscles	1. What is a skeleton 2. Backbone 3. Muscles
	Main organs of body		
1. Internal organs	1. Heart 2. Lungs 3. Brain 4. Digestive system	1. Brain 2. Breathing system 3. Heart and blood circulation 4. Digestive system	
	Changes in nature		
How the world works (till end of March)	1. Seasons 2. Rainbow 3. Weather	1. Rainbow 2. Seasons 3. Weather	1. Natural phenomena's 2. Seasons: spring, summer, autumn, winter 3. Water cycles

	Human and nature		
	1. Plants 2. Animals (Chicken's life cycle) 3. Bugs, insects	1. Plants 2. Forest 3. Domestic animals 4. Wild animals 5. Baby animals 6. Insects	1. Animals world Mammals Birds Domestic animals Snakes Amphibians Fish Insects 2. Plants What nature gives me Lets help the earth
	My home		
	1. Where do I live 2. City (circus) 3. Village (Animals)	1. Houses 2. City	1. Houses 2. City (city transport)
	Travelling around the world		
	1. Traffic rules 2. Traffic signs 3. Transport	1. Traffic rules 2. Traffic signs 3. Transport 4. Earth 5. 5 continents 6. Oceans	1. How people travelled before and now 2. 5 continents 3. Oceans
	Europe and Asia		
		1. The capital of Georgia 2. Parts of Georgia 3. National anthem and Symbols 4. Some Countries of Europe and Asia	1. Countries in Europe and Asia. 2. Traditions 3. Culture 4. Food
	Africa		
		1. Travelling in continent Africa	1. continent of Africa 2. Traditions 3. Culture 4. Food
	North and South America		
		1. Travelling in America	1. South American and North American continent 2. Countries, cities 3. Traditions 4. Culture 5. Food
	Australia		
		1. Continent of Australia	1. Continent of Australia 2. Capital of Australia 3. Traditions 4. Culture 5. Food
	The North and the South pole		
My place in space (till end of May)			

		1. White continents	1. Arctic 2. Antarctic 3. Animals
	Cosmos		
	1.The sun, the moon and stars	1. Our Galaxy, Solar System-planets	1. Cosmos 2. Human and cosmos

What we want children to know and be able to do?

Throughout their learning in the Primary School, children acquire and apply a set of skills and knowledge which are valuable not only for the teaching and learning that goes on within classroom but also in life outside the school. The child development is divided into five areas of development.

Structure of the Standard

Health and Physical Development

- Motor development
- Physical development
- Health and Safety

Cognitive Development and General Knowledge

- Aesthetics and culture
- Nature and technology
- Number sense – understanding numbers and amounts
- Making inferences and drawing conclusions

Approaches to Learning

Learning skills: attention and concentration skills, creativity, problem-solving, expressing opinions, understanding a reality, thinking and interpretation skills, research skills, etc.

Speech Development

- Reading
- Writing

Social and Emotional Development

- Self-identity (the development of self-identity)
- Self-evaluation
- Self-management
- Self-expression
- Relationships and adequate social behavior

Attitudes: What do we want children to feel, value, and demonstrate?

The ES kindergarten encourages attitudes and behaviors that contribute to the wellbeing of the individual and of the group. Children develop personal attitudes towards people, the environment and learning. At ES kindergarten we encourage appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

Literacy

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through exploring ideas. This will enable them to clarify their thinking as well as organize their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing skills.

To begin writing children should draw lines, different shapes, their names, copy the letters of alphabet and accordingly copywrite around 40 words that enables kids to know at least 40 words to read. This experience encourages them for future reading.

Subject areas

Language

Language is fundamental to learning, thinking and communicating. Structured, purposeful inquiry is the main approach to teaching and learning language in ES kindergarten although other teaching strategies and styles may also be used. Language is developed across the whole curriculum.

Children learn language when they are using it through speaking and listening in order to understand and express ideas. Teachers provide opportunities for this to happen in a safe and stimulating environment in order to encourage learning.

Our aim is to develop children' ability to express themselves fluently, confidently and accurately in oral communication.

Language strands

- Oral communication: listening and speaking
- Visual communication: viewing and presenting

English is the main language of instruction in kindergarten (English section)

Russian language (as a second language)

Children are grouped for Russian circle time twice a week. Russian is a second language from 3 to 6 years groups. The main purpose of teaching Russian is that children know elementary ways of communication in this language.

English as an Additional Language (EAL)

As ES kindergarten is international kindergarten, we offer our children English as an additional language (in Georgian sector) in order to be able to communicate with the other children at school.4 (3) times a week (30 minute) English lesson enables them to have a big vocabulary in English language and to manage little dialogs with English speakers.

In the early stages of learning a language, learners may go through what is called “the silent stage.” We respect this. As children begin to speak in English, we celebrate their courage. In the process of learning English, children will make mistakes. We recognize that making mistakes is an essential part of learning needed to develop language skills.

Mathematics

We encourage children to discover mathematics like their part of life and a very important skill. We help them to discover mathematics in every step of their life and a part of their play too.

Preschool Standards for Teaching and Learning in Mathematics mirror the Common Core’s goals for mathematics (sometimes referred to as ‘big ideas’) and the learning trajectories, or pathways that children will follow from preschool through grade 12 to reach these goals. The preschool standards are ordered according to the domains used in the Common Core State Standards for mathematics:

Mathematical strands



3 to 5 years	
Numbers and Account	
<p>The child displays the knowledge of the numbers and can count.</p>	<ul style="list-style-type: none"> • Names numbers up to 10. Uses numbers and calculation in everyday life. • Can compare different items. • Knows that the number indicates quantity. • Differs letters from digits.
Measurement	
<p>The child perceives and expresses the opinion of the size, volume, height, length and weight of the subject</p>	<ul style="list-style-type: none"> • Accordingly uses the words that resemble size. • Compares measurements of various subjects he meets in everyday life. • From pair of subjects can name large or small, heavy or lightweight, long or short subjects and evaluate the size.
Establishment of regularity	
<p>The child groups things by size, shape, color and purpose.</p>	<ul style="list-style-type: none"> • Shows ability to attribute an object to any category. • Can build a pyramid (The pyramid is shaped by a consistent start of the different shapes of the same size). • Can use the sample; copy circle or the rectangle. • Names and recognizes circle, rectangle and triangle. • Observes the cube and the ball and realizes that one rolls easier than another one. • Distinguishes non-geometric shapes in nature (E.g. clouds are not like triangles or squares, etc.)
5-to 6 years	
Numbers and Account	
<p>The child displays the knowledge of the numbers and can count.</p>	<ul style="list-style-type: none"> • Independently counts up to 21. • Can use the number to mark the sequence. • Understands that the last number in counting time represents the whole number of subjects. • Performs mathematical transformations (add and subtract within 10). • Can express the assumption about the number.
Measurement	
<p>The child perceives and expresses the opinion of the size, volume, height, length and weight of the subject</p>	<ul style="list-style-type: none"> • Can weigh ingredients during cooking with the help of adult. • Understands that the amount remains the same despite the change of the object's shape. • Can get the comparison of objects countability based on the practical example. • Determines the amount of steps necessary to cover the distance of the room.

Establishment of regularity	
<p>The child groups things by size, shape, color and purpose.</p>	<ul style="list-style-type: none"> • Can group subjects identified with one visible sign. • Can repeat and extend the sequence in a certain manner. • Puts shapes from the smallest to the big and vice versa from the big to the smallest. • Names simple geometric figures and knows their basic characteristics. • Can draw a square, triangle. • Can find in the form specified in the picture. • Can produce any shape with parts of the fragmented form.

Physical Education (PE)

Through Physical Education in ES kindergarten, children are learning the “language” of physical movement, exploring the skills associated with the different areas of PE. Children learn to understand what they can and cannot do physically. They become aware of their own strengths and areas to develop in this discipline.

Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness.

Our aim is to stimulate children awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity. Football, rhythmic and karate is included in program.

Arts

Art is a powerful mode of communication through which children explore and construct a sense of self and develop an understanding of the world around them. Arts provide children with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The children are stimulated to think



and to articulate their thoughts in new ways. The ES kindergarten recognizes that not all learning can be supported solely through language and that arts as a medium of inquiry also provide opportunities for learning, communication and expression. Learning arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills, social interactions, fantasy, imagination their own taste and style. At ES kindergarten arts are identified as ballet, drama, music and drawing.

At the lesson of music preschooler acquaints with folk, classical and modern music, which supports enrichment of his/her emotional world, development of hearing, rhythm, sense, taste.

At the lesson of dance children learn coordination of hands and legs. They learn basic dancing motions, stage simple choreographic dances, which practice their plastic and at the same time brain and memory too.



Additional activities

Chess

Concentration, critical thinking, abstract reasoning, problem solving, pattern recognition, strategic planning, creativity, analysis, synthesis, and evaluation-all these abilities are developed by chess class in ES kindergarten.

STEAM

Students at the European Kindergarten receive STEAM education. They make handmade cars which run on mechanical energy and power. In the process, students develop creative and innovation skills.

Students watch videos about digital citizenship – these videos demonstrate technology safety rules and teach them how to use technology with purpose. Afterward, students create posters and organize technology fairs and exhibitions. They build Lego models and share their creative ideas with peers and parents. They often bring their handmade crafts to life by creating short stories and tales about them. They also know how to create items out of recycled material.

Other than that, our students put their logical thinking skills to use – they program robots. By creating simple codes, these robots move around.

The European Kindergarten students develop their reasoning and team skills by using interactive tables and whiteboards.

Assessment

Assessment is carried out in order to:

- Build up a clear picture of the child and his or her interests;
- Identify what and how the children is thinking and learning;
- Assess the effectiveness of the environment on the children's learning;
- Extend the children's learning.

Children:

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive a positive feedback.

Learning and teaching and assessment strategies are interconnected. We are committed to motivating children and boosting their confidence.

Portfolios

Children in ES kindergarten create a portfolio based on a curriculum area. The portfolio is a collection of work selected by the children and teachers and is a record of children's involvement in learning. It is designed to demonstrate success, growth, thinking skills, creativity, assessment strategies and reflection. It is a celebration of each children's active mind at work and provides a picture of progress and development over a period. Portfolios enable children to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement.

Meetings and reports

Parents, teachers and children are all viewed as partners in learning. Progress in learning is reported in a variety of ways: parent-teacher meetings, semester reports.

Written reports are done twice a year to inform parents of child's progress in all subjects. If parents have any questions or concerns regarding your child's report, they are welcome to speak to the teacher concerned. Also, they have a possibility to meet a teacher every day and ask if their child has a kind of difficulty in behavior or in studying.

Parent orientation

Kindergarten manager and PTA (Parents Teacher Assembly) coordinator hosts a PTA evening for parents to explain the curriculum plans for the upcoming year and answer any questions parents may have about the grade and how the kindergarten works.

Parent orientation are organized throughout the year for PTA parents to attend and learn more about the program.