

Tartu International Kindergarten

CURRICULUM

MTÜ Tartu International School: private kindergarten Tartu International Kindergarten

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Speciality: an English speaking kindergarten for children between the age 1.5 until 6

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GOALS AND PRINCIPLES OF SCHOOLING AND EDUCATION

Goals of schooling and education:

- Taking into consideration child's individuality and potential;
- Taking care of child's health, promoting it and satisfying child's need for moving;
- Supporting child's creativity;
- Learning through games;
- Creating environment for a child which promotes child's development and helps him/her in the socialising process;
- kindergarten and home co-operation;
- Valuing different cultural traditions;
- Valuing environmentally friendly lifestyle.

The general goal of schooling and education is to support physical, mental, and social development of children, including moral and esthetical development, so that a child could develop abilities for coping with daily life and studying at school. For that, the kindergarten:

- Creates an environment which promotes child's development, ensures feelings of security and success, and supports child's natural interest in gaining knowledge and experience of surrounding life, nature, and community;
- Promotes child's development into a person who is active, responsible, capable of making decisions and choices, decisive, behaving based on own decisions and behaviour norms, capable of correcting behaviour if necessary, open toward others, considering others, sensitive, and co-operative;
- Supports child in understanding of the surrounding world and developing sense of world;
- Supports and helps parents in solving schooling and educational issues, and advises them if necessary.

The vision and mission of the kindergarten

Vision

A child of the kindergarten is taught to be tolerant and value the diversity of the world, he/ she is not concentrated on differences but on finding common ground. We educate the children of Tartu International kindergarten to enjoy the kindergarten environment, to be adaptable, creative and earth conscious, believing in oneself and value healthy lifestyle.

Kindergarten's mission

Understanding of the world's diversity through multicultural education – Tartu International Kindergarten

It means:

- Constant co-operation of the children with different cultural background (gender, age, language, nationality, social background, academic abilities and skills) in order to develop open-minded and tolerant understanding of the world;
- Kindergarten creates and secures a safe learning environment for a child;
- Kindergarten provides maximum support to each child's individual development;
- Kindergarten provides pre-school education in the English language to the children of Tartu and its surrounding areas;
- The teacher of kindergarten is with good qualification and experience, has a child friendly attitude and enjoys working with children;
- kindergarten takes maximum use of resources that the community offers to educate and develop its children;
- kindergarten promotes raising of a child who is socially and environmentally aware.

GOALS, CONTENT, PLANNING AND ORGANISATION OF SCHOOLING AND EDUCATION, AND PRESUMED RESULTS OF CHILD'S DEVELOPMENT

Goals, content, planning and organisation of schooling and education, and presumed results of child's development are given in 7 subjects:

- *Me and environment,*
- *Language and speech,*
- *Mathematics,*
- *Estonian as a foreign language,*
- *Arts,*
- *Music,*
- *Movement.*

Although, the content of the subject in different age groups is the same, the subject is taught according to the age level.

The following activities are integrated when preparing and organising activities for the child:

- Listening,
- Speaking,
- Reading and writing,
- Observation,
- Exploring,
- Comparing,
- Counting,
- Movement, musical and art activities.

Subject 1: ME AND ENVIRONMENT

Objectives:

- Understands and feels the surrounding environment as a whole;
- Has an idea about his/ herself and about his/her and others' roles in life;

- Values his/her cultural traditions as well as Estonian ones;
- Values his/her and others' health and tries to act healthy and safely;
- Values environmentally friendly and saving way of thinking;
- Notices phenomena and changes in nature.

Content:

Social environment: me, family, relatives, home, day-care, school, jobs, homeland, traditions, other nationalities in Estonia, children from different countries; general values and rules; valuing health, healthy food, the human body; sources of danger and behaving safely.

Nature environment: home place nature, changes in nature, life environment, human's influence on nature.

Artificial environment: buildings, home supplies, waste, means of transport, behaving safely on the street as pedestrian, safety equipment, virtual environment.

Preparing and organising:

- Topics and observed objects are chosen so that the first objects that are introduced to a child are the ones the child has a close contact to;
- The aim is to make the child notice the surrounding environment, study and feel it through the games and everyday activities using different senses: observing, smelling, tasting, touching and listening to sounds. The best way for using all the senses is outdoor learning;
- Different activities are combined: comparing, modelling, measuring, calculating, speaking, reading for the child, physical movement, arts and crafts, and musical activities;
- The aim is to instigate child to ask questions about the things he /she has noticed, find the answers and make the conclusions for the noticed objects.

Age	Presumed results of child's development
Up to 2 years old children	<ul style="list-style-type: none"> • Reacts to his/her name • Can show his/her body parts
3 years old	<ul style="list-style-type: none"> • Describes his/ her family • If asked, says his/her first and last name • Names the members of his/her family • Copies easier working techniques • Enjoys being outside • Can throw trash in the right place inside and outside • Can show the body parts of a bird and animal
4 years old	<ul style="list-style-type: none"> • Can name and describe different jobs

	<ul style="list-style-type: none"> • Names places and things that can be dangerous • Knows the meaning of Zebra (pedestrian crossing) • Makes a difference between night and day and can name them • Knows different vehicles (police, ambulance, fire engine) and their tasks
5 years old	<ul style="list-style-type: none"> • Knows how to be safe as a pedestrian • Knows his/her nationality, his/her language • Names items of food that one should eat every day • Can name all the seasons of the year and describes them • Can name familiar animals, describe their appearance and say where they live • Knows that he/she is a boy/girl, identifies himself/herself with the same sex parent
6 years old	<ul style="list-style-type: none"> • Introduces and describes him/herself, his/her interests, his/her characteristics • Can speak about ones emotions: happiness, love, etc according to learned vocabulary • Describes his/her home, family, family traditions • Names and describes different occupations • Understands that people are different and that they have different needs • Is not afraid to say no to activity/activities that can harm him/her and others or are dangerous • Knows the purpose of money • Can name other nationalities, languages and name some of their customs • Knows why we need to sort the trash, and can sort some of it (bottles, paper etc.)

Subject 2: LANGUAGE AND SPEECH

Objectives:

- Develop abilities to perform in daily communication as a conversationalist, listener, and initiator;
- Excite an interest in reading and writing, develop basic skills of reading and writing;
- Enrich children's emotional world, and offer positive experience through children's literature and other texts appropriate to the age;

- Encourage children to express themselves and perform;
- Support and direct a child to the right pronunciation, grammatical forms and develop correct word order in her/ his speech.

Content:

- Language use: pronunciation, vocabulary, grammar;
- Communication, retelling and listening;
- Reading, writing; children’s literature.

Preparing and organising:

- Child’s speech development is supported in all activities (games, Arts & Crafts, movement, musical activities and everyday actions); a child learns to speak in real communication situations;
- A child is guided through storytelling, retelling, drawing etc other activities to understand and appreciate literature; the aim is to support the interest of reading, prepare child for reading and writing;
- The first reading and writing skills are taught in connection with games and everyday situations;
- Different tools, colours etc are used in order to diversify writing tasks.

Age	Presumed results of child’s development
Up to 2 years old children	<ul style="list-style-type: none"> • Understands when she/he is spoken to • Chooses and looks at picture books • Communicates with 1 or 2 word sentences • Understands easy commands and fulfils them: <i>give....., take, bring... etc</i>
3 years old	<ul style="list-style-type: none"> • Listens and understands the speech that is not directly connected with the current communication situation • Shows active interest in the names of objects • Asks <i>Who? What? Where?</i> questions • Uses the word <i>I</i> when referring to him/herself • Names items, actions on pictures • Can answer to the questions: <i>Where? What does he/she do?</i>
4 years old	<ul style="list-style-type: none"> • Starts the communication act him/herself

	<ul style="list-style-type: none"> • Likes to communicate actively with ones group mates from the same age group • Asks a lot of questions about the surrounding objects from grown-ups • Tells a story in 2-3 sentences about a situation she/he has experienced or witnessed • Tells a story according to picture series, saying one sentence about each picture • Understands a story told by a grown-up
5 years old	<ul style="list-style-type: none"> • Mostly forms grammatically correct sentences • Tells a story about events in his/her life or in the picture in 3-5 sentences • Uses different intonation and voice volume in role plays • Uses main polite expressions in right situations • Can retell a story with the help of questions asked by a grown-up • Knows and writes some letters, writes his/her name
6 years old	<ul style="list-style-type: none"> • Forms grammatically correct sentences • Uses correct language forms (cases, forms) • Uses complex sentences while speaking • Can name some events/ details from a heard story • Can tell a story about his/ her life or on the basis of a picture • Knows some verses and poems by hear • Knows and writes some letters

Subject 3: MATHEMATICS

Objectives:

- Develop and /or correct child's world of objects, so that a child could orientate in it, understand and use the most important space-time relations and perform daily activities;
- Develop images of numbers, sizes, and shapes;
- Group things by one or two characteristics and compare sets;

- Know simpler concepts of time and can use them in daily activities;
- Know and describe geometrical shapes.

Content:

- Sets, counting and numbers, calculation,
- Quantities and measuring,
- Geometrical shapes.

Preparing and organising:

- A child is directed to correct world of objects, so that she/he could orientate in it. The result is that child discovers the relations between objects, finds the differences and similarities, can arrange, group and count the objects;
- A child is practiced to orientate in time and use the concepts in order to describe his/her actions;
- Daily activities, games, observations and conversations are connected with mathematics;
- Child is directed to describe the surrounding environment (numbers, measures, the names of shapes).

Age	Presumed results of child's development
Up to 2 years old children	<ul style="list-style-type: none"> • Can find among different objects <i>many</i> and <i>one</i> • Can find the same shape by putting it <i>in, next to</i> or <i>on</i>. • Can see and find differences (<i>big and small</i>) • Can group things by one characteristic (colour, shape, size)
3 years old	<ul style="list-style-type: none"> • Can find similar shapes (round, oval, square, rectangle, triangle, polygon) and coloured objects (red, orange, yellow, green, blue, purple, black, white) • Understands/ connects parts of objects, relocates these parts based on directions from the teacher: boxes, blocks etc • Can copy vertical, horizontal line, circle, and cross • Follows orders: <i>put in, on, under</i> • Can count up to 4 and knows the number line up to 4
4 years old	<ul style="list-style-type: none"> • Knows and uses concepts such as <i>under, on, in front, in, behind</i> • Can lay objects on each other

	<ul style="list-style-type: none"> • Can name circles, squares and rectangles and draw them • Knows the right and left side • Knows at least 8 colours • Can count to five and knows the number line up to 5
5 years old	<ul style="list-style-type: none"> • Can see and describe the similarities and differences of squares and rectangles, can find them from the surrounding environment • Can draw geometrical shapes • Can use concepts of time (<i>yesterday, today, tomorrow</i>) • Arranges items according to their length, width, height • Compares the sets of objects and what <i>there is more/ there is less</i> • Can name some weekdays and months • Can say in which month is his/her birthday
6 years old	<ul style="list-style-type: none"> • Understands clear reason-consequence relations • Gives a necessary amount of objects • Can see and name similar characteristics of 3-5 objects • Can use time and space concepts: <i>under, up, on, in beside, behind, last, yesterday, today, tomorrow, morning, day, evening</i> • Constructs spatial models • Compares numbers (<i>is bigger than, is smaller than, is equal to</i>) • Knows and names numbers from 1-12 • Counts items from 1 to 12 • Adds and subtracts up to 5, knows the following symbols: +, -, = • Measures by agreed unit of measure (length, width) • Knows the order of weekdays • Identifies time on watch by full hour

Subject 4: ESTONIAN AS A FOREIGN LANGUAGE

Objectives:

- Excite interest in Estonian and Estonian culture;
- Can distinguish Estonian from other known languages;
- Perceive similarities and differences between different languages;
- Can use simpler Estonian words and expressions in everyday communication.

Content:

- Me: polite expressions, parts of the body, clothes, my family and friends;
- My home: my home and address, in the town and in the countryside, transport, places in town;
- Weather: weather and seasons;
- In the school and kindergarten/day-care: school things, rooms, things and activities in the kindergarten/day-care;
- Leisure time: sport, holiday;
- Holidays;
- Places and people around me: in the shop and café, jobs and professions.

Preparing and organising:

- Child is taught Estonian at the age of 4, 5 or 6 through special activities;
- Child's development level, age, as well as the volume of Estonian language teaching and methodology is taken into consideration when preparing and organising the presumed results of child's development.
- Child can start learning Estonian when he/she has attended day-care at least 4 months.

Age	Presumed results of child's development
4 years old children	<ul style="list-style-type: none">• Repeats words and expressions• Understands the commands used during the activities (colour, draw, cut, paste – <i>värvi, joonista, lõika, kleebi</i>)• Can describe a picture and a situation with a teacher's help using learned vocabulary and expressions
5 years old	<ul style="list-style-type: none">• Understands the commands used during the activities• Can describe a picture and a situation with a teacher's help using learned vocabulary and expressions• Uses learned vocabulary in order to express his/her wishes and ideas
6 years old	<ul style="list-style-type: none">• Understand the commands used during the activities• Can describe his/her activity

	<ul style="list-style-type: none">• Can express his/her opinion• Can use learned vocabulary and expressions in dialogues and ask questions
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Subject 5: ARTS AND CRAFTS

Objectives:

- Develop observation skill;
- Enrich fantasy, develop sense of beauty;
- Stimulate creative thinking and self-expression, support initiative;
- Develop hand and eye co-ordination;
- Introduce art of various nations;
- Offer experience of fine art;
- Uses learned modelling, painting and drawing tools and techniques;
- Uses materials and tools safely and according to their purpose.

Content:

- Depicting and expressing: thoughts, feeling in a visible way;
- Designing: adding esthetical value to objects;
- Technical skills: modelling, drawing, painting, doing crafts;
- Observing work of art, conversations about work of art and art.

Preparing and organising:

- Child is given a possibility to enjoy and express his/ her way of world;
- Child is directed to observe and through modelling, drawing, painting he/she can use his/her observations;
- Games, music, short plays, story reading etc are used for the introduction of the activity;
- It is important that child can experiment and discover in order to create something;
- Child is encouraged to use and experiment with his/her own ideas;

- Art activities take also place outdoors and are a part of other subjects. Different materials such as stones, paper, wood and sand are used;
- Child is encouraged to analyse his work of art: why did he/she do like that? What materials and techniques did she/he use? Is she/he happy with his work?

Age	Presumed results of child's development
Up to 2 years old	<ul style="list-style-type: none"> • Scribbles with pencils and crayons • Enjoys taking part of art activities
3 years old	<ul style="list-style-type: none"> • Uses different tools: brushes, crayons, pencils etc • Holds a crayon, pencil with a thumb and finger, not with a fist • Fiddles, stretches modelling clay and play dough • Wrinkles independently soft paper and tears pieces from paper • Shows others his/her work and tells about it
4 years old	<ul style="list-style-type: none"> • Clues details and shapes • Holds the pencil in hand the right way • Can independently use modelling material, mould simple figures - balls, worms etc • Knows and names basic colours
5 years old	<ul style="list-style-type: none"> • Compares lighter and darker colours and knows the following colours: blue, yellow, red, green, white, black, brown, pink • Uses tools: brush, pencil, scissors • Draws recognizable house, human, tree etc • Cuts, folds simple figures, hand-builds figurines,
6 years old	<ul style="list-style-type: none"> • Can name 8 colours: red, blue, yellow, green, black, white, orange, violet • Cuts out more important shapes • Can use modelling clay in a creative way • Folds paper through a line • Uses a pencil sharpener

Subject 6: MUSIC

Objectives:

- Develop positive attitude towards musical activities;
- Enrich child's emotional life through musical experience and develop taste of music;
- Teach the child to listen to the music, sing, play children's musical instruments, move and dance with the music or singing (sense of rhythm);
- Encourage children to express themselves freely and creatively with or through the music;
- Develop ability of making and performing music individually and in a group.

Content:

- Singing,
- Listening to music,
- Musical- rhythmical movement,
- Playing the instruments.

Preparing and organising:

- The most important is that the child gets a positive attitude from the musical activity;
- Child's musical-creative skills, as well as cultural-social activeness and values are developed;
- Each child's individuality is taken into consideration;
- Music is also used in teaching other subjects such as *Language and Speech, Arts*.
- The following activities are joined with music: listening to music, singing, playing the instruments, musical-rhythmical movement, games and dance acts;
- The pieces of music are chosen taking into consideration children's interests and that they are age appropriate.

Age	Presumed results of child's development
Up to 2 years old	<ul style="list-style-type: none">• Has a positive attitude towards musical activities• Listens to and observes teacher's singing• Plays simpler percussion instruments when shown how to do it
3 years old	<ul style="list-style-type: none">• Tries to sing along with the teacher• Imitates movements with the teacher according to the music when instructed by an adult (squatting etc)

	<ul style="list-style-type: none"> • Moves with the teachers according to the rhythm of the music
4 years old	<ul style="list-style-type: none"> • Sings with the group at the same pace • Can use percussion instruments • Moves according to the nature of music • Dances/moves in a circle and in pairs
5 years old	<ul style="list-style-type: none"> • Moves according to the tempo of music • By the end of the academic year can sing independently some songs learned during the year • Listens to the music and can describe it (sad, happy, quick, slow etc) • Plays more difficult rhythmical instruments
6 years old	<ul style="list-style-type: none"> • Sings and dances to the music, says poems by heart, • Performs songs expressively (quietly, loudly, slowly, quickly) • Plays easier musical accompaniments on rhythmical and melody instruments

Subject 7: PHYSICAL ACTIVITY

Objectives:

- Child wants to move and enjoys it;
- Can extend him/herself;
- Is active alone and in a group;
- Understands the importance of physical activity to his/her health;
- Follows the basic hygiene and safety rules.

Content:

- Gain knowledge about PE: safety, self-control, hygiene,
- Basic movements,
- Movement games,
- Different fields of sport,
- Dance and rhythm.

Preparing and organising:

- Basic movements require every day guidance,
- Child is directed to value his/her skills, abilities and co-operation, to consider his/her group mates, to control his emotions; to understand the importance of any physical exercise;

Age	Presumed results of child's development
Up to 2 years old	<ul style="list-style-type: none">• Relates positively to physical activities• Imitates the exercises shown by a adult
3 years old	<ul style="list-style-type: none">• Moves freely, can control his/her body when moving forward and backwards• Walks up and down the stairs with the help• Throws the ball to a grown-up, kicks a standing ball• Jumps with legs together• Makes a somersault with the help of a grown-up• Uses different devices to exercise: balls, hoops etc• Plays moving games with 1-2 rules
4 years old	<ul style="list-style-type: none">• Throws a ball in a circle

	<ul style="list-style-type: none"> • Can make standing broad jump • Can perform main movements in combinations and learned exercises • Moves independently in day-care playground • Can perform exercises that develop coordination, balance • Uses different equipment for moving (ribbons, hoops, skis, sledges etc)
5 years old	<ul style="list-style-type: none"> • Can concentrate on a physical activity • Takes part in relay games • Uses basic movements in games • Plays competitive matches • Follows the rules of the games • Stands and jumps on one foot, • Initiates games him/herself • Can perform a combinations consisting up to 4 exercises
6 years old	<ul style="list-style-type: none"> • Follows the basic safety rules when moving/playing • Can perform basic movements without a tension so that movements are coordinative and rhythmical • Performs exercises demanding flexibility, speed, endurance and strength • Keeps the balance when standing still and moving • Uses both hands when performing the tasks, a dominant hand is used when punctuality is needed • Imitates a grown-up who is performing a task • Plays sport games

BASIC SKILLS

There are 4 groups of basic skills described in the programme:

- Playing skills,
- Cognitive and learning skills,
- Social skills,
- Reflexive skills.

Playing skills

Play is the main activity of pre-school age children. During the game a child acquires new information and skills, reflects his/ her feelings and wishes, learns to communicate and attains experience and rules of behaviour.

Presumed results of child's development according to the age

2 years old children	<ul style="list-style-type: none">• Plays or operates next to his/ her group mates• Plays imitation games
3 year old	<ul style="list-style-type: none">• Operates independently, without adult's participation• Applies his/ her experience, knowledge in role plays• Follows simple rules of games
4 years old	<ul style="list-style-type: none">• Plays often together with 2-3 children• Shares his/her toys
5 years old	<ul style="list-style-type: none">• Plays role games, modifies own activities with other children's activities• Takes part in different types of games
6 years old	<ul style="list-style-type: none">• Takes part in children's common activities• Is able to follow rules , waits for his/ her turn while playing• Imitates adult's roles in games• Is able to explain rules to others

Cognitive and learning skills

Cognitive skills help us to control our cognition processes - perception, attention, memory, thinking, emotions and motivation. Learning skills mean the child's ability to acquire new information, attain knowledge and skills, explore and experiment. Learning skills form on the basis of the development of cognitive skills.

Presumed results of child's development according to the age

2 years old children	<ul style="list-style-type: none"> • Is able to operate independently for a short time • Is able to follow a story for a short time
3 years old	<ul style="list-style-type: none"> • Uses his/her own name, recognizes himself/herself in the mirror, photo • Mostly follows adult's orders • Understands feelings • Can make choices
4 years old	<ul style="list-style-type: none"> • Follows simple rules • Is able to take part in group works • Is able to concentrate for up to 15 min
5 years old	<ul style="list-style-type: none"> • Acts with other children • Is able to concentrate for up to 20 min • Corrects one behaviour and activities if an adult draws attention to it
6 years old	<ul style="list-style-type: none"> • Is able to concentrate for up to half an hour, independently • Follows rules in common activities and can explain them • Can wait for his/ her turn in conversations • Helps younger group mates if asked/needed

Social skills

Social skills are child's ability to communicate with others, perceive himself/ herself, as well as partners, adopt generally recognised practices and proceed from generally recognised beliefs.

Reflexive skills

Reflexive skills are the child's ability to distinguish and perceive his/her skills, capabilities and emotions and to control his/ her behaviour.

Presumed results of child's development according to the age

Social and reflexive skills:

2 years old children	<ul style="list-style-type: none"> • Drinks from a cup • Eats with a spoon
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	<ul style="list-style-type: none"> • Helps the adult to put away toys • Expresses easier emotions • Observes other children and is interested in them
3 years old	<ul style="list-style-type: none"> • Greets when reminded, thanks and asks • Brings an asked object, calls for asked person based on description • In general, can get dressed and undressed but needs help with buttons, zippers, ribbons etc • Puts own things together when reminded, and hangs up clothes • Asks for the bathroom • Washes hands, face, teeth; dries hands and face • Eats with a spoon and fork • When asked says his/her name
4 years old	<ul style="list-style-type: none"> • Puts on his/her shoes • Wants to be independent • Washes and dries hands without any help • Is capable of self-service • Tries sometimes to help others • Can get dressed him/herself, if needed asks for help
5 years old	<ul style="list-style-type: none"> • Can get dressed him/herself independently • Uses the right tools for eating • Knows how to behave in public places • Knows the basic hygiene rules and does not need any help in the bathroom • Starts to understand other people's feelings and emotions
6 years old	<ul style="list-style-type: none"> • Keeps his/ her things tidy • Takes into account elementary comity principles: says hello, good-bye, and thanks, asks, and apologizes • Knows how to behave at the table • Helps and encourages others • Organises own activities to a certain level in order to reach goals • Establishes friendship with other children • Can describe his emotions and express strong emotions such as joy, anger in a right way

ORGANISATION OF SCHOOLING AND EDUCATION

Academic year

The kindergarten organises its schooling and education by academic years. The academic year starts on the 1st of September and finishes on the 31st of August.

Organising schooling and education:

- Teachers take into consideration child's development, age and interest when organising schooling and education.
- A year study plan includes main topics, activities.
- The weekly plan is based on the study plan; this includes the topic for each subject and week's objectives.

The schooling and education plan is flexible and ables the teacher to make changes in it if necessary.

Time table

8.00-9.00	Arrival
9.00-9.30	Snack time
9.30-12.00	Morning circle, activities, playtime (indoor/outdoor)
12.00	Lunch time
12.30-14.30	Quiet hour
14.30-15.00	Playtime
15.00-15.30	Afternoon snack
15.30-17.00	Playtime (indoor/outdoor)/Clubs
17.30	Going home

Volume and times of schooling and education

The following table shows the number of times different subjects are recommended to take place during a week.

Subjects	Planned activities	How many times per week				
		2	3	4	5	6
Me and Environment	Surrounding environment, observing/ exploring	1	1	2	2	3
Language and Speech	Listening and speaking	2	3	3	3	2
	Reading and writing		1	1	1	2
Mathematics	Comparing and calculating	1	1	1	1	2
Arts	Art activities	2	3	3	3	3
Music	Musical activities	2	2	2	2	2
Movement	Physical activities	2	2	2	2	2

The length of the activity according to the age

	2-3 years	4-5 years	6-7 years
Activity	10-15 min	15-25 min	25-35 min

- Planned activities last 10-15 minutes for children until the age of three; up to 25 minutes for children between ages three and five; and until 35 minutes between ages six and seven.
- Children until the age of three have up to two planned activities per day; children between three and five up to three; and children between six and seven up to four times per day.
- Activities are planned in a way that a child has an option to choose. This will teach a child to operate independently, correct own activities, and take responsibilities of the results of own activities.
- Children between ages six and seven have activities in their daily routine that will help to get used to the school life. Most attention is paid to developing of psychical processes (memory, imagination, thinking) and basic skills of studying, also skills of observation, listening, measuring, grouping, modelling.

THE SPECIFIC CHARACTER AND TYPE OF THE kindergarten

The size of group: 3-11 children (depending on the size of the room)

Study language: English

Nationality: children are from different nationalities

The age of children in a group: 1.5-6 years old

Tartu International Kindergarten concentrates on the English language which is the kindergarten's study language. All the activities are carried out in English.

PRINCIPLES OF EVALUATING CHILD'S DEVELOPMENT

The child's development programme is taken into consideration while evaluating child's development

- Teacher of the kindergarten observes regularly child's physical, mental, and social development, including esthetical and moral development.
- The teacher will give twice a year – October and May – an oral evaluation to a parent about a child's progress (parent-teacher conference).
- Once a year – at the end of the school year – the teacher will give a written evaluation to a parent about a child's development (development description).
- Child's physical development, general and detail motor: coordination, walk, posture, balance, flexibility, accuracy, ability to control facial and finger muscles, strength, and endurance, are observed.
- Mental development, psychical processes and conceptions and development of learning - these basic skills, are observed. This also includes evaluation of usage and understanding of speech.
- Social development, operation and communication with other children and adults, development of child's activities, especially play, independence and coping skills, which are connected to acclimation in the collective, are observed. Also child's moral and esthetical development is observed.
- While evaluating child's development, observation method is mainly used. Used methods are introduced to parents. Coping, development (progress), positive attitudes, and interest are evaluated. Child's development is described based on the child; reached goals are valued.
- Presumed results of child's development at the age of three and five are basis while composing development descriptions and giving oral evaluation. These are presented as indicators of physical, mental, and social development. This division is notional because same indicators can be observed from different aspects. Presumed results of child's development are not handled as obligatory; these are generally recognized marks, which help to plan necessary activities for child's development.
- Will orally evaluate, recognize, and motivate children on daily basis.

WORK WITH CHILDREN WITH SPECIAL NEEDS

Teachers find out the special need in child's development, consult with a specialists, support the child in his/her development in co-operation with other specialists. There are not any specialists working currently in the kindergarten, their employment is organised by a contract according to the need.

- Teacher finds out the children with special needs in her/his kindergarten group by observing children's development and behaviour.
- If needed, the teacher prepares an individual plan for the child in co-operation with the specialists.
- If the doctor has prescribed a physical disorder for the child, then a physical therapist deals with him/her individually.
- If the child has speech problems, the child is advised to go to the consultation of the speech therapist.
- If the child has developmental delays in any subjects, the teacher works with him/her intensively according to individual study plan prepared for the child.
- If the child is musically talented, the music teacher works with him/her intensively.
- If the child is talented in any other subject, his/her group teacher teaches him/her according to the prepared individual plan.
- Children with special needs can attend the kindergarten if they can behave according to the norms and act as group members, taking part of everyday activities according to their abilities.

CO-OPERATION WITH PARENTS

Parents are allowed to come to the kindergarten and take part of the activities there. Parents are joined /welcomed to participate in kindergarten's events and projects, e.g. the field trips, sports days, flea market.

Tartu International Daycare and parents are communicating on regular basis by all means of communication. The children's progress is analysed and assessed throughout the year. The meetings between parents and teacher take place twice a year, at the end of the first term and at the end of the kindergarten year. The child's aims and targets for the near future are analysed in these meetings.