

Třebešín Language Preschool

SCHOOL EDUCATIONAL PROGRAMME

TŘEBEŠÍN MATEŘSKÁ ŠKOLA, s.r.o.

revised for the school year 2022 /2023

name: Lipa Land



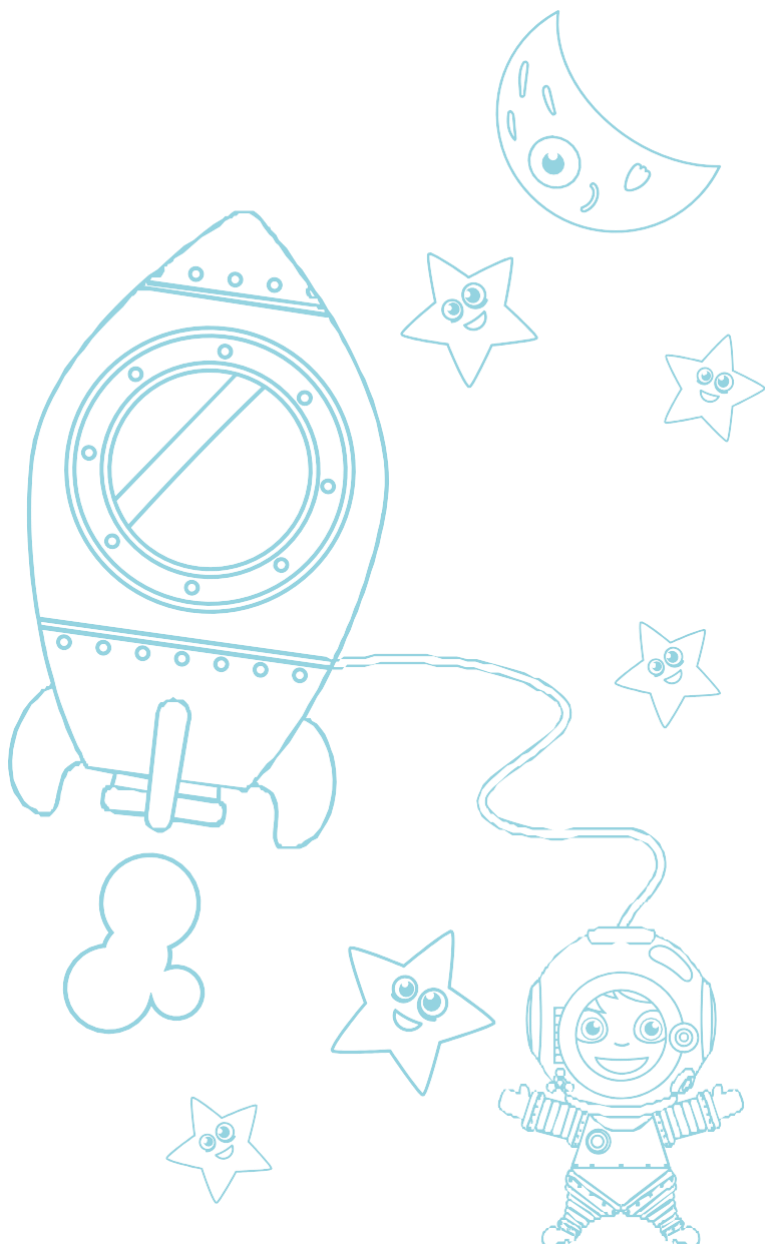


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1.

Identifying Information

Name: Třebešín mateřská škola, s.r.o.

IČ: 03935591

Redizo: 691008442

Adress: Na Třebešíně 3374/39b – pavilon B
Na Třebešíně 3375/39c – pavilon C
Praha 10 – Strašnice
108 00

Owner/ Ing. Aneta Fiala

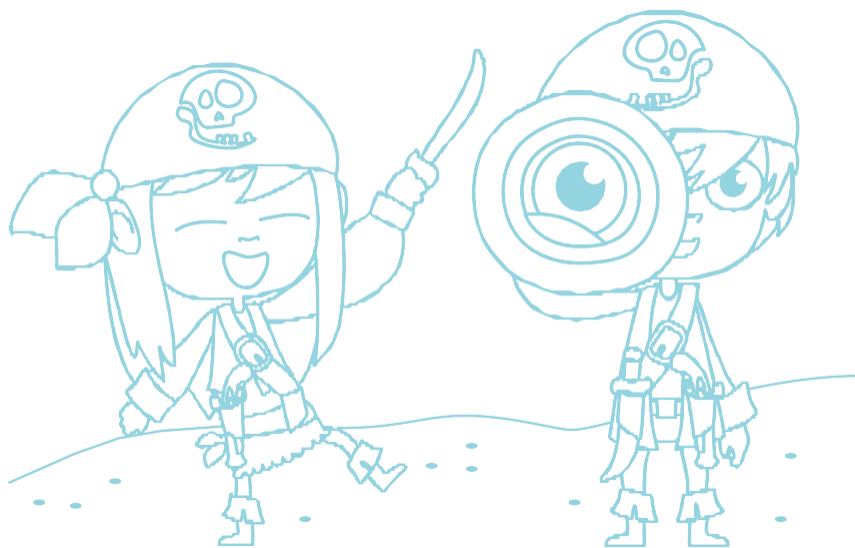
Headmaster:

Number of classes: 4

Tel.: + 420 776 600 567
+ 420 605 380 000

E-mail: af@jazykovaskolka.cz

Website: www.jazykovaskolka.cz



2. General Description of the Preschool

Our preschool is located in the calm district of Prague 10 – Strašnice. The facility is surrounded by family villas and parks. The streets in the nearest vicinity are safe and full of greenery. The preschool occupies 2 ground-floor buildings, which were constructed in the 1960s as kindergarten premises. They were used for various purposes throughout the following decades. In 2013, both buildings underwent thorough renovation. The interiors are now fully adjusted to functioning as a preschool. A garden of 2,000 square metres is adjacent to the buildings, providing ideal space for outdoor activities. The preschool has been in use since 22 July 2013.

The preschool's capacity is 40 children. The process of rearing and education is based on an individual approach to each child, with emphasis on a holistic and balanced development of the child's personality. By combining both guided and spontaneous activities, we educate children in our preschool individually, with purpose and in harmony. The efforts of all our staff are directed towards creating an atmosphere of safety, happiness and trust.

Preschool Facilities

The preschool occupies 2 buildings (4 classrooms) used for children's lessons, free play and meal time. Two of these rooms are equipped with children-sized beds for nap time. There are cloakrooms with personal lockers and storage space in each building. Apart from the classrooms and cloakroom, there are two extra rooms. The first one serves as headmaster's office. The second room is for teachers and storing materials for lessons, arts and crafts. There is a dining area in each building, part of which is a kitchen with a dishwasher, microwave oven, fridge and freezer, sink, washbasin and a heating stove.

Each building is also furnished with the following:

- a bathroom with 1 shower corner, 5 toilets, 5 washbasins installed at children's height, hangers and shelves for toothbrushes
- a bathroom for members of staff with 1 toilet, 1 washbasin and 1 waste disposal unit
- 1 maintenance / laundry closet
- Czech and international learning materials, children's books, academic publications for teachers

- furniture sized for preschool children (tables and chairs), shelves mounted at such a height that children can take toys and put them back without the help of adults
- toys that are suitable for children and comply with relevant health standards

Outdoor areas:

- a spacious garden with children's playground compliant with safety standards for public playgrounds, a large sand box (covered with a safety net), an air trampoline of 105 square metres, a "tube" swing, a "nest" swing, a "viola" play set. All playground materials are attested and certified according to the standards ČSN EN 1176 and 1177.
- a patio with wooden tables and chairs with reduced height for preschool children, which are used for activities on days with pleasant weather
- there is a number of full-grown broadleaved trees which provide enough shade for children's play in summertime

3. **Conditions and Organization**

Our preschool's teaching and learning processes follow the Framework Educational Programme for Pre-school Education, School Educational Programme and an individual Class Educational Programme. The number of classes reflects the current number of children enrolled in the preschool. We assign children to classes taking into account their individual skills and needs, while balancing out the current composition of classes. Classes are, as a rule, differentiated by age, with specific attention directed towards children under 3. The names of classes are – by order of age groups: Bees (2-3 years), Bunnies (3-4 years), Hedgehogs (4–5 years) and Foxes (5–6 years).

Třebešín mateřská škola, s.r.o. runs full-day and half-day regimes. On working days, the preschool is open from 8:00 a.m. to 17:30 p.m.

Maximum capacity of the preschool: 40 children

Teachers and Staff

Number of trained teachers: 2–5, according to the current number of children.

Třebešín mateřská škola, s.r.o. facilities are suitable in terms of space and comply with applicable standards.

The organization of space is ideal for a variety of group and individual activities, with areas dedicated to specific activities. All spaces are properly aired, the lighting and heating of all rooms comply with the applicable health standards, which is verified by routine checks. The classrooms' equipment corresponds to the number of children and is safe and harmless. Classrooms are supplied with toys, tools, and materials suitable for the number and age of children. Items which are out of use are replaced with new ones.

Toys, tools and other materials (a major part of these) are placed in such a height that children can reach them, know where each item belongs and are involved in putting them back into place after play.

The preschool is decorated with children's artworks made for the current topic of the month.

The carefully trimmed preschool garden immediately surrounds the preschool buildings. The sand box, which is a part of the garden, is protected with a safety net. Sand is changed regularly. Children are kept in safety at all times under the teachers' direct supervision.

3. 1 Regime

Children are provided with a nutritious and balanced diet. Meals vary from day to day and are delivered by an external supplier who operates under dietary and consumer-basket standards for preschool institutions. Children drink enough fluids: water, syrup-flavoured water, unsweetened tea. Children who attend the full-day programme eat a minimum of 3 meals per day (morning snack, soup and main course, afternoon snack). Individual meals are separated by suitable time intervals. We motivate children to try out new flavours and tastes, we respect their needs, and we adjust the meal plans to children with special dietary requirements. We provide a regular daily regime and rhythm, which is both flexible and adjustable at the same time. Children spend enough time outdoors. We adjust the time spent with activities outdoors according to current weather and air conditions, which we check on the website of the Czech Hydrometeorological Institute. We make it an important point to give children options to move freely both outdoors and indoors. During the planning of the daily programme, we take into account our children's individual characteristics and the need to balance out active time, sleep and rest.

3. 2 Psycho-Social Conditions

The preschool employees put maximum effort into creating an atmosphere of content, confidence and safety. All children in our preschool have equal rights, duties and opportunities. No child is put at any disadvantage. Personal freedom is defined by sensible boundaries and rules necessary for the environment to remain safe. A positive climate is our topmost priority. We base our approach to children on respect and understanding. The learning and formation process takes form which comes very naturally to children. The offer of educational activities and lessons is tailored to the children's skills and capabilities. Children always have enough time to finish what they are doing, they get enough warning in advance, time is adjusted around their pace. Children receive feedback and adequate praise for their achievements throughout the day. Children are led towards self-sufficiency and creative thinking. As far as relationships between the children and adults are concerned, we establish mutual trust, solidarity and sense of helpfulness. Bullying prevention is extremely important to us.

3. 3 General Organization

The preschool admits children ranging in age from 18 months to 6 years. When agreed with the preschool management beforehand, the preschool also admits children with special needs. The preschool can organise field trips, excursions, and other events related to the educational activities of the preschool. The school year begins on 1 September and ends on 31 August of the following calendar year. The daily schedule is indicative, the teachers flexibly adjust it to the current needs of children.

The daily schedule includes regular guided physical activities for a healthy physical development of children. The preschool teachers dedicate their full attention to children and their education. Children are provided with the necessary facilities and atmosphere of calm, safety and privacy. At the beginning of their attendance, children are provided with an adaptive schedule adjusted to their individual needs. The daily schedule features a balanced ratio of spontaneous and guided activities. This also applies to extra-curricular activities which are not part of the daily schedule. Children are given enough time and opportunities for spontaneous play. All activities are organised in a manner that encourages children to actively participate in the activities, to experiment, to help with the organisation of the activities, and to work at their own pace.

All activities are organised in a manner that encourages children to actively participate in the activities, to experiment, to help with the organisation of the activities, and to work at their own pace. We create adequate conditions for individual and group activities, group and partner learning, activity-based learning etc. We fully respect children’s privacy. If they need to, children can move into a quiet corner and not participate in common activities, perform personal hygiene tasks in privacy etc. We plan activities on the basis of the needs and interests of children, their individual learning needs and abilities. The planned activities are supported by appropriate materials (children are provided with a sufficient amount of high-quality equipment, the tools are prepared in advance).

• Children arrive at the preschool, free play	08:00 – 8:45
• Community circle, exercise	08:45 – 9:00
• Morning snack	09:00 – 09:15
• Educational activities, creative activities . .	09:15 – 10:00
• Playing outside, free play .	10:00 – 12:00
• Lunch .	12:00 – 12:30
• Hygiene .	12:30 – 12:45
• Parents pick up children after lunch .	12:30 – 13:00
• Sleep, relaxation, reading, free play .	13:00 – 14:30
• Preparation for primary school .	13:40 – 14:30
• Afternoon snack .	14:30 – 15:00
• Afternoon activities and clubs .	15:00 – 16:00
• Playing outside, free play .	16:00 – 17:30
• Parents pick up children in the afternoon .	14:30 – 17:30
• Closing time .	17:30

3. 4 Hygiene and Safety

he preschool is heated by a central heating system. The temperatures in classrooms are within the interval of 20 – 22°C at all times, and all rooms are aired every day. In summertime, temperatures are regulated using window blinds. Temperatures are monitored by thermometers mounted on the walls. The buildings do not have dedicated bedrooms. When the classroom is being prepared for nap time, the preschool staff make sure the room is properly aired (while children are playing outside). The safety of children is watched and guaranteed by preschool teachers at all times, from the point of receiving the child into care from the child's legal representative or appointed person, to the point of placing the child back into their care. Teachers shall return the child back into an appointed person's care only if this appointed person identifies himself/herself with a confirmation written by the child's legal representative. The interior and exterior environment of the preschool complies with safety and hygienic standards, as applicable. All preschool equipment is harmless to children's health. The School Rules and Rules of Operation define regulations for safe self-conduct. The preschool premises are regularly cleaned and made suitable for all activities. All employees are regularly trained and re-qualified in Occupational Health and Safety and Fire Prevention. Laundry for the preschool and meal preparation area is washed regularly by an external company.

3. 5 Preschool Management

The power and obligations of the preschool staff are stipulated by the preschool internal regulations. The Headmaster creates an atmosphere of mutual trust, respects the opinions of teachers and the specifics of classes. All employees who participate in making important decisions about the preschool programme and events, both for parents and children, are involved in preschool management. Teachers work as a team and cooperate with parents. The Headmaster is responsible for the education and organisation management of the preschool, as well as for preparing the School Educational Programme together with the teachers. The control and evaluation activities involve all aspects of the preschool's operations, they are meaningful and useful, and their results create consequences for future operations.

Teacher and operation meetings take place when necessary, at least once a month. In these meetings, the Headmaster presents information and instructions to the teachers, evaluates evaluation activities related to all aspects of the preschool's operations, and draws conclusions for future activities. The parents are regularly informed about the preschool's operations through notice boards in the cloakrooms, promo materials, information leaflets, and the preschool website.

3. 6 Teachers and Staff

Organization Scheme

- Preschool Headmaster
- Teachers
- Native English Speakers
- Teaching Assistant
- School Caretaker and Nanny

Headmaster, Teachers and Native English Speakers

The preschool has one preschool headmaster. Every class within the preschool is lead by one qualified Czech teacher, and a teacher assistant – native speaker. The teachers (native speakers) have completed the international TEFL course and have appropriate experience with preschool education. The teachers and the Headmaster educate themselves further (self-study, seminars). The teachers and the Headmaster work full-time.

The relationships in the preschool are good and friendly. All teachers help to create a friendly atmosphere in the classrooms. Their aim is for children to like the preschool, to feel safe and satisfied. The teachers organise their working hours in a way that ensures that all children receive adequate care. When in public, the teachers maintain confidentiality about internal matters of the preschool, they do not disseminate a negative assessment of children and maintain professionalism.

Caretaker Staff and Nanny, Teaching Assistant

The preschool has a full-time school caretaker, who cleans the preschool during its opening hours and serves meals to children – morning and afternoon snacks, soup and main course. Catering is provided by an external provider in accordance with the applicable rules and legislation. The operating staff also provides cleaning services during the day. The evening cleaning of the preschool is provided by an external company.

To fulfill the needs of our youngest children in preschool and to provide higher comfort to the older ones, we have a nanny who doesn't teach but helps to provide social and emotional support, helps children with basic hygienic needs, ensures their safety and takes care of their individual needs. The workload of the nanny corresponds to the current number of children in the particular school year.

In case the preschool accepts a child with special educational needs who is eligible for support measures in the form of a personal assistant or a teaching assistant, the school hires such an employee with the workload recommended by the school counselling centre.

3. 7 Cooperation with Parents

The aim of the cooperation with parents is to ensure a holistic and balanced development of children, both personal and social, and satisfaction of their innate needs. The preschool activities are based on the needs and interests of children. It is important to establish a mutually trusting, helpful and open relationship. The parents' comments are always respected and taken into account as much as the situation allows.

- We keep parents posted about the behaviour and results of their child.
- When agreed with the preschool teacher beforehand, parents can participate in the preschool education activities.
- Parents can contribute with their ideas to the preschool operations, for example the preschool educational activities.
- The preschool informs parents about the current preschool events and activities through regular monthly newsletters, preschool notice boards, daily contact, individual talks, and the preschool website.
- It is important for us to coordinate our teaching and formation efforts with parents to unite our approach to the child.
- We invite parents to some of the preschool events (parties, carnival, races for parents and children, farewell ceremony for preschoolers, exercising in a gym etc.).
- The staff protects the privacy of the family and maintains confidentiality.
- The teachers treat parents with consideration, tact and discretion.

3. 8. Individual Approach to Children with Special Needs and Gifted Children

The preschool is based on an individual approach, which means that the individual needs of each child are taken into consideration. We pay special attention to children with special learning needs according to the suggested supportive measures recommended by a school counselling centre. We also have experience with children having a teaching assistant when their condition requires these supportive measures.

In case there are signals of special needs, we recommend parents to let their child be examined in a school counselling centre. Once a year, a speech therapist visits the preschool to diagnose children with speech development disorders and, if necessary, recommends speech therapy to these children. During the school year, we organise meetings with experts who present the latest preschool education issues to parents in an engaging way. The topics include school readiness, modern technologies, foreign language learning for children under the age of 6, cognitive abilities development, and other topics.

We also support gifted children and provide individual care to children with diagnosed giftedness. The preschool is equipped with two interactive boards and a number of motivational and developmental games, puzzles, and smart games. The educational programme also promotes science and technology in an engaging way. The individual approach to children is also made possible by the use of digital technologies, namely by Lipa Learning games. Due to the fact that the preschool is operated by the educational company Lipa Learning, we cooperate with the company on testing their educational games. Children can experience the latest learning methods and tools, which gives them the opportunity to play and learn according to their needs, abilities and choice. An individual learning plan can also be created for the gifted child.

3. 8. 1 Language training for children with insufficient knowledge of the Czech language

Foreign children and children who come from a different linguistic and cultural background need support from kindergarten teachers in learning the Czech language. If parents do not reach Czech language at the level of a native speaker, their children can not learn the Czech language directly and they become disadvantaged. Increased attention needs to be paid to Czech language support from the very beginning of Preschool attendance.

When working with the whole class, it is necessary to keep in mind that there are also children who are learning the Czech language as a second language. Therefore we need to adapt didactic procedures and to support children in the acquisition of the Czech language. It is essential that kindergarten provides children with sufficient knowledge of the Czech language to ensure a smooth transition to elementary education. In the case of admission of at least 4 foreigners to compulsory pre-school education, in accordance with Decree No. 14/2005 Coll., On pre-school education, as amended, we will set up a group for above-standard Czech language teaching, 30 minutes twice a week.

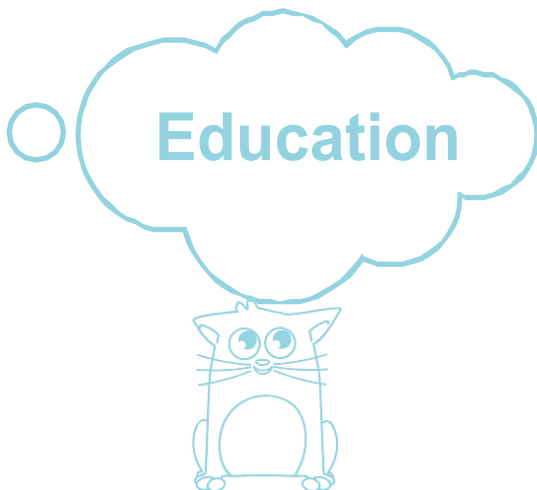
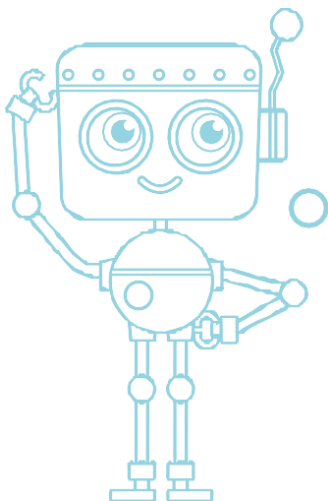
When transitioning to primary school, children with insufficient knowledge of the Czech language should have such language and socio-cultural competences in the Czech language that will enable them to participate in learning process and achieve school success.

3. 8. 2 Educating Children Under 3 Years of Age

Teachers are trained in the developmental specifics of children under the age of 3. The programme is adjusted to their abilities and interests, both in terms of length and content. We also respect their biorhythm and do not overstrain them in guided activities. We gradually help them to adapt themselves to the learning process and we use the age difference in the class to familiarise children with the specifics of individual age categories.

Our preschool is equipped with a suitable number of tools and safe toys for stimulating brain activity of 2-year-old children. The environment is designed so that it allows enough space for free movement and play, and at the same time enables reorganization for periods of activity and periods of rest. Children are encouraged to use specific tools to help increase the sense of stability and safety.

Educational activities are realized in smaller groups or individually, according to the children's needs and choices. The teachers apply a kind, consistent and positive approach. Our preschool promotes good relationships, mutual trust and cooperation with entire families.



4. System of Evaluation

The educational operations of the preschool are being regularly evaluated. All aspects of education are monitored.

We evaluate the preschool operations in the following areas:

- fulfilling the goals of the School Educational Programme for Pre-school Education
- the compliance of the School Educational Programme for Pre-school Education with the Framework Educational Programme for Pre-school Education
- the quality of the learning environment
- the quality of the learning process, the effectiveness of teaching the educational content
- the teachers' performance
- the results level of the preschool, considering the learning environment

The evaluation process has three steps:

1. school-level evaluation
2. class-level evaluation
3. teacher–child relationship evaluation

The conditions of auto-evaluation:

- the quality of the learning environment the quality of the learning process, the effectiveness of teaching the educational content
- the teachers' performance
- the results level of the preschool, considering the learning environment

Evaluation tools:

- observation
- talks among the teachers, open debate in the teachers' meetings – discussing experience and findings
- sitting in on classes
- talks with parents and legal representatives
- personal record sheets
- talks with children
- analysis of children's work
- teachers' meetings
- consultations

5.

Educational Programme Description, Educational Goals and Educational Content

5. 1 Educational Programme Description

When creating the School Educational Programme, we took into account not only the size of the preschool but also its location, financial conditions, teaching staff and the educational objectives. On the basis of this analysis, we created a school programme called “Adventure with Lipa”.

The School Educational Programme “**Lipa Land**” is based on the educational curriculum created by Educational Specialists at Lipa Learning. Our aim is to provide children with holistic education which supports their creativity and critical thinking. In some educational blocks, we use the learning apps of Lipa Learning.

The School Educational Programme is a coherent system created in accordance with the Framework Education Programme for Preschool Education of the Ministry of Education. Children are educated throughout the entire day and all preschool activities are planned in a way that ensures the fulfilment of the educational goals. We put an emphasis on developing the child's personality, independence and self-confidence. Our aim is for children to be able to cooperate and communicate efficiently, not only in Czech but also in English.

We combine and change the forms of education throughout the day..

We use both free and controlled activities, and we alternate between group, individual and frontal activities. We use learning by playing, learning by practical activities, learning by experimenting, trial and error learning, learning from one another and reciprocal learning. Children are actively involved in the activities. They are not presented with ready-made solutions but encouraged to find their own solutions. All activities contain the elements of play, fun and creativity.

Our system offers children a holistic development and active teaching of both Czech and English. With care, we also use the best modern technologies have to offer in the classrooms. Our educational activities are livened up with Promethean's interactive boards, flat screen TVs and iPads. We offer children other activities and thematic clubs led by the preschool teachers during the day (speech therapy club, drama club, cooking club, relaxation exercise).

We also include STEM activities – technical education and technological literacy. We have our own methodological guidelines for teachers which cover foreign language teaching and the correct use of modern technologies. They form a separate annexes to the School Educational Programme.

The aim of our preschool is to promote a lifelong love of learning; to inspire children to find their own opportunities for learning and support their innate desire to explore and observe; to allow every child to fulfil their potential in all areas of development. Our aim is to ensure that by the end of the preschool period, every child will have gained an appropriate physical, mental and social independence and the foundations for their subsequent development and education, with respect to their individual abilities. We strive to prepare children for an easy transition to a primary school in a friendly, natural manner.

When working with children, we bear in mind the following goals:

- to promote healthy lifestyle, recommended water intake and afternoon relaxation activities;
- to adjust activities to the age and individual needs of the child;
- to support the mental wellbeing of children and respect their individual needs and wishes (to alternate the afternoon relaxation with thematic activities after a certain time period);
- to educate children in a natural way, through experiences and practical experience; to use a balanced amount of controlled and spontaneous activities;
- to develop children's socio-cultural view, encourage cooperation, empathy, friendship and understanding;
- to develop children and encourage their participation in the preschool's thematic clubs;
- to treat every child as a unique individual, to develop each child's strengths and to strengthen their weaknesses;
- to raise a confident child which can communicate effectively with others and has the necessary abilities, knowledge, attitudes and skills connected to self-image;
- to nurture a love of nature and environmental awareness (using the large preschool garden, walks in nature);
- to cooperate with parents and the relevant institutions.

5.2 Framework Educational Goals

The fundamental goals are stipulated in the Framework Educational Programme for Pre-school Education:

- to nurture the child and their learning abilities;
- to help the child adopt the values which form the basis of our society;
- to help the child acquire personal independence and the abilities to express themselves as an independent being which influences the surrounding environment.

We adapt preschool education to the developmental, physiological, cognitive, social and emotional needs of children.

Sub-goals and the Means of Their Fulfilment

To nurture the child, their learning and cognitive abilities

- sufficient amount of information sources;
- connecting information with the real world;
- working in a motivating and stimulating environment;
- motivating and positive evaluation;
- untraditional methods and forms of work (using experiential learning, modern technologies and digital game-based learning, project learning).

To help the child adopt the values which form the basis of our society

- an atmosphere of friendship;
- observance of the set rules;
- creating a considerate and sensitive attitude to people;
- learning about nature, nurture a positive attitude to nature and its protection.

To help the child acquire personal independence and the abilities to express themselves as an independent being which influences the surrounding environment

- an appropriate daily schedule;
- safe, esthetically pleasing and clean environment;
- appropriate hygiene and eating habits;
- prevention of violence and bullying;
- respecting the individual needs of children;
- helping children to acquire fundamental working skills;
- nurturing empathy, respect and considerate behaviour towards handicapped people and elderly citizens.

Educational Content and Educational Areas

Children are naturally curious, which is why learning is a natural activity for them. The preschool's School Educational Programme contains all the five educational areas set by the Framework Educational Plan for Pre-school Education – the biological, psychological, interpersonal, socio-cultural and environmental educational areas.

The Educational Areas are as follows:

- The Child and the Other
- The Child and Society
- The Child and the World
- The Child's Body
- The Child's Psyche

5. 3 Educational Content, Key Competences, Goals and Sub-goals of the SEP

School Educational Programme: **Adventure with Lipa**

The Educational Programme emphasises the holistic development of the child. The organisation of the topics ensures the fulfilment of not only the academic but also the non-academic goals. The programme is divided into 12 main topics – blocks – and many subtopics in order for children to get familiar with all the educational areas throughout the year. The individual topics are worked out by the teachers in their lesson plans. We also use weekly thematic plans in the classrooms.

- **September** – Magical Friendship (MAGIC)
- **October** – Saying Goodbye to Summer (FARM)
- **November** – Dreams of Forest Animals (SEN)
- **December** – Under the Christmas Tree (TOYS)
- **January** – Welcome to the Winter Kingdom (KNIGHT)
- **February** – Head, Shoulders, Knees and Toes (HOME)
- **March** – Nature Awakens (WILDLIFE)
- **April** – Adventure Time (CITY)
- **May** – The Planet Earth Now and Then (DINOSAURS)
- **June** – Children of the World (WORLD)

SEPTEMBER:

Integrated Block: Magical Friendship (MAGIC)

A. Integration of Key Competences:

Competences for Communication: The child masters the language, uses well-formulated clauses, expresses their ideas, questions and answers independently, understands what they hear, reacts in words and holds a meaningful dialogue; The child expresses themselves and communicates their own experiences, feelings and moods with various tools (language, art, music, drama, etc.); The child communicates with children and adults in common situations without inhibitions and shame and understands that being communicative, forthcoming, open and active is an advantage.

Social and Personal Competences: The child decides their own activities independently, knows how to create and express their opinion; The child is aware that they are responsible for themselves and their own actions and that they bear the consequences of such actions; The child is sensitive and considerate towards others, helps the weak, and identifies improper behaviour; The child notices injustice, aggression and indifference, notices when someone is hurting someone else; The child is able to assert themselves in a group as well as to conform to the group, to communicate with others and cooperate on collective activities, to exhibit social behaviour and social communication rules in common situations, to respect others, negotiate, and reach compromises; The child copies the models of prosocial behaviour and interpersonal relationships which they can see around themselves; The child takes part in making collective decisions, accepts clear and reasoned obligations, adheres to set rules, understands them and adapts to them.

Action and Civic Competences: The child takes part in creating the rules of coexistence with others, understands them and knows it is necessary to maintain them; The child understands their own rights and the rights of others, learns to defend them and respect them; The child understands that all people have the same value; The child understands that the environment they live in is important and that they can help create and influence this environment through their behaviour.

B. Key Educational Areas:

The Child's Psyche

1. Self-identity, Emotions, Will

- The child learns about themselves, develops positive feelings towards themselves (becomes aware of their own identity, gains self-confidence, self-assurance and personal satisfaction); The child becomes relatively emotionally independent, learns self-control, learns how to create, develop and fully experience emotional bonds; The child develops the notions, skills and abilities which allow them to express emotions, impressions and experiences; The child develops and cultivates their moral and aesthetic views, perception and understanding; The child acquires the skills which allow them to willfully control their behaviour and influence their own state.

2. Language and Speech

- The child develops their speech and language skills, both receptive (perceiving, listening, understanding) and productive (pronouncing, creating notions, speaking, expressing oneself); The child develops their communication skills (verbal and nonverbal) and cultivates their way of speaking; The child acquires certain prerequisite skills for reading and writing, becomes interested in the written form of language and other verbal and nonverbal forms of expression (art, music, dance, drama).

The Child and the Other

- The child learns the rules of behaviour towards others, acquires the fundamental knowledge, abilities and skills important for establishing and developing relationships with others; The child strengthens their prosocial behaviour towards others (in family, preschool, group of children etc.), gains prosocial attitudes (social sensitivity, tolerance, respect, adaptability etc.); The child develops their interaction and communication skills, both verbal and nonverbal, as well as cooperation skills; The child learns about privacy and safety in relationships with other children and adults.

C. Topics:

- Me and my family.
- Me and my friends.
- What I like doing.
- What do we have in common?
- Basic emotions and how to talk about them.
- What makes a good friend?
- How do friends treat each other in books, movies etc.?
- How should we treat each other?
- How should we talk to each other in order to understand and love each other (learning how to cooperate, say something nice, apologise etc.)

Subtopics:

- How do we recognize a good friend?
- How should we behave to one another?
- How should we communicate to understand one another better (cooperation, how to say something nice, how to apologize, etc.)
- How to set rules so that we all feel good at the preschool?
- Which rules do we have and what are they for?

OCTOBER

Integrated Block: Saying Goodbye to Summer (FARM)

A. Integration of Key Competences:

Competences for Learning: The child observes, explores, discovers, notices links, and experiments while using simple terms, signs and symbols; The child uses the acquired experience in practical situations and subsequent learning; The child has basic knowledge about the world of people, culture, nature and technology that surrounds them, about its diversity and changeability; The child understands the order of things of the environment they live in; The child asks questions and looks for answers, actively observes what is happening around them;

The child understands the order of things of the environment they live in; The child asks questions and looks for answers, actively observes what is happening around them; The child wants to understand the things, phenomena and actions they see around themselves; The child understands they can learn a lot, finds joy in their own accomplishments and achievements; The child learns not only spontaneously, but also intentionally, makes an effort, focuses on a given activity and uses memory purposefully; When given a task, the child finishes what they started; The child can follow instructions, it is able to achieve results; The child assesses their own abilities, learns to evaluate their own achievements and to appreciate the achievements of others; The child learns with joy when receiving appraisal and recognition.

Competences for Problem Solving: The child notices events and problems in their immediate proximity; A positive response to the child's active interest motivates them to solve other problems and situations; The child can solve problems appropriate for their age, tries to solve well-known and recurring situations independently (on the basis of copying and repeating), solves difficult situations with the help of an adult; The child solves problems on the basis of a direct experience, follows the path of trial and error, experiments and tries new solutions; The child spontaneously thinks up new solutions to problems and situations, looks for new ways and possibilities (has their own, original ideas), while using their existing experience, fantasy and imagination.

B. Key Educational Areas:

The Child and the World:

The child learns about the place and the environment they live in and adopts a positive attitude towards it; The child acquires the knowledge and skills necessary for carrying out simple tasks in order to take care of their surroundings, create a healthy and safe environment and protect themselves from its dangers; The child develops the ability to adapt to the conditions of the outdoor environment and its changes.

The Child's Psyche

Cognitive abilities and functions, imagination and fantasy, mental operations

The child strengthens their innate cognitive emotions (curiosity, interest, the joy of exploring etc.), adopts a positive attitude towards intellectual activities and learning, and develops their interest in learning.

C. Topics:

- We observe nature and the upcoming autumn.
- Distinguishing the four seasons.
- Food production.
- Autumn harvest of fruits and vegetables.
- Nature gifts.

Subtopics:

- How do we take care of crops in the fields?
- We protect nature, care for the garden.
- What does autumn look like and smell like?
- What sounds do we hear in autumn?
- What are the colors of autumn?
- What does the typical autumn weather look like?



NOVEMBER

Integrated Block: Dreams of Forest Animals (SEN)

A. Integration of Key Competences:

Competences for Learning: The child observes, explores, discovers, notices links, and experiments while using simple terms, signs and symbols; The child uses the acquired experience in practical situations and subsequent learning; The child has basic knowledge about the world of people, culture, nature and technology that surrounds them, about its diversity and changeability; The child understands the order of things of the environment they live in.

Action and Civic Competences: The child cares about their health and safety and the health and safety of others, behaves responsibly with respect to the health and safety of the environment that surrounds them (both nature and society).

Competences for Communication: The child continuously expands their vocabulary and uses it actively in order to perfect communication with others; The child can use the information and communication tools that they encounter on a daily basis (books, encyclopedias, computers, audiovisual devices, phones etc.).

B. Key Educational Areas:

The Child's Body:

The child becomes aware of their own body, develops and uses all senses, learns about the human body and its health, about various moves and their quality; The child gains knowledge and skills important for the health, safety, and well-being of themselves and the environment they live in; The child adopts healthy habits that form the basis of a healthy lifestyle.

The Child's Psyche

Cognitive abilities and functions, imagination and fantasy, mental operations

The child's sensory perception develops, improves and cultivates, the transition from concrete to abstract thinking occurs; The child's memory and attention develop, the unintentional form of these functions changes into intentional, the child's fantasy and imagination develop and cultivate; The child's creativity develops (creative thinking and problem solving,

creative self-expression); The child strengthens their innate cognitive emotions (curiosity, interest, the joy of exploring etc.).

The Child and the World:

The child learns about the place and the environment they live in and adopts a positive attitude towards it; The child gains a respect for life in all its forms; The child develops the ability to adapt to the conditions of the outdoor environment and its changes; The child gains a sense of belonging to the world, animate and inanimate nature, people, society and the planet Earth.

C. Topics:

- We perceive changes in the nature around us.
- Nature and people are preparing for winter.
- We look after our garden.
- The forest and its ecosystem.
- The forest residents.
- Forest animals and their homes.

Subtopics:

- How do animals prepare for winter sleep?
- What do I dream about at night?
- How would life look through someone else's eyes?



DECEMBER

Integrated Block: Under the Christmas Tree (TOYS)

A. Integration of Key Competences:

Social and Personal Competences: The child understands that people are different and unique and tolerates such differences.

Action and Civic Competences: The child understands that being interested in what is happening, being active, proactive and hardworking is an advantage, and that being indifferent, passive and lazy has bad consequences; The child has a basic notion of what is in accordance with the fundamental human values and norms, what is against them, and tries to behave accordingly.

Competences for Communication: The child understands that people use various languages for communication and that it is possible to learn them; The child forms elementary prerequisites for foreign language learning.

B. Key Educational Areas:

The Child and the World:

- The child gains a basic notion of the wider natural, cultural and technical environment, diversity, development and constant changes of various cultures.

The Child and Society:

- The child becomes aware of interpersonal moral values, learns about the world of people, culture and art, and acquires basic knowledge about the environment they live in; The child becomes aware of the existence of other cultures and nationalities, acquires foundations for an active attitude towards the world and life, for a positive attitude towards culture and art, and develops skills which allow them to express and manifest these attitudes.

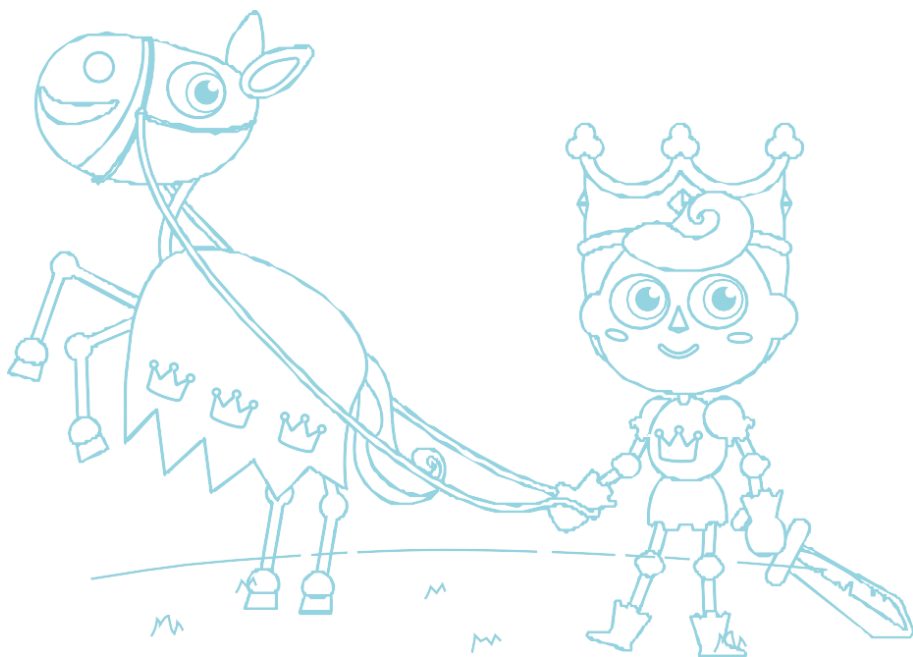
C. Topics:

- How children celebrate Christmas in various countries.
- Gifts and their value, the most precious gift.
- How things work, how are toys made.
- Winter fun.
- Who was St. Nicholas and how we celebrate his feast.
- Preparing for a Christmas party.
- Advent.
- We decorate the Christmas tree.

Subtopics:

- How to please our loved ones?
- How to please our pets during Christmas?
- Why do we celebrate Christmas?
- How is Christmas celebrated in the Czech Republic and around the world?
- What are the most famous Christmas traditions?





JANUARY

Integrated Block:

Welcome to the Winter Kingdom (KNIGHT)

A. Integration of Key Competences:

Competences for Communication: The child is able to express themselves using gestures and words, can differentiate among certain symbols and understand their meaning and function, and gains prerequisite skills for reading and writing.

Action and Civic Competences: The child takes an interest in others, the environment they live in, and current affairs; The child understands that they can decide freely about their actions but that they have to bear consequences for such actions.

Social and Personal Competences: The child understands that being unfair, mean, indifferent, aggressive and violent does not pay off and that it is better to solve problems by consensus; The child can defend themselves against violent, demeaning and hurtful behaviour; The child expresses sensitivity and consideration towards others, helps the weak, can identify inappropriate, unfair, mean, aggressive and indifferent behaviour.

Competences for Learning: The child observes, explores, discovers, notices links, and experiments while using simple terms, signs and symbols; The child uses the acquired experience in practical situations and subsequent learning; The child has basic knowledge about the world of people, culture, nature and technology that surrounds them, about its diversity and changeability; The child understands the order of things of the environment they live in.

B. Key Educational Areas:

The Child's Psyche:

Cognitive abilities and functions, imagination and fantasy, mental operations

- Developing creativity (creative thinking and problem solving, creative self-expression), acquiring basic knowledge of sign systems and their function (alphabet, numbers), gaining foundations for working with information.

The Child and Society:

The child becomes aware of interpersonal moral values, learns about the world of people, culture and art, and acquires basic knowledge about the environment they live in; The child becomes aware of the existence of other cultures and nationalities, acquires foundations for an active attitude towards the world and life, for a positive attitude towards culture and art, and develops skills which allow them to express and manifest these attitudes. The child also develops their social and aesthetic taste.

The Child and the World:

The child gains a sense of belonging to the world, animate and inanimate nature, people, society and the planet Earth.

C. Topics:

- How the time passes.
- Daily schedule.
- Winter as a season.
- Experiments and discoveries.
- The Three Kings.
- Professions.

Subtopics:

- How do we dress in winter?
- How is the New Year's Eve and the Three Kings celebrated?
- What does winter feel like?
- What do we know about water?
- What is my parents' job?



FEBRUARY

Integrated Block: Head, Shoulders, Knees, and Toes (HOME)

A. Integration of Key Competences:

Social and Personal Competences: The child is sensitive and considerate towards others, helps the weak, and identifies improper behaviour; The child notices injustice, aggression and indifference, notices when someone is hurting someone else; The child is able to assert themselves in a group as well as to conform to the group, to communicate with others and cooperate on collective activities, to exhibit social behaviour and social communication rules in common situations, to respect others, negotiate, and reach compromises; The child copies the models of prosocial behaviour and interpersonal relationships which they can see around themselves; The child takes part in making collective decisions, accepts clear and reasoned obligations, adheres to set rules, understands them and adapts to them.

Active and Civic Competences: The child learns to plan, organise, manage and evaluate their own activities and games; The child can recognise and use their strengths and recognise their weaknesses; The child can assess the risks of their ideas, follows their intention, but can also make changes and adapt to current circumstances; The child understands that they can decide freely about their actions but that they have to bear consequences for such actions; The child has a sense of duty when playing, working and learning, and has a responsible approach to their tasks and obligations, The child can appreciate the work and effort of others.



B. Key Educational Areas:

The Child's Body:

The child becomes aware of their own body, develops and perfects movement skills, fine motor skills and gross motor skills (coordination and the scope of the movement, breathing, hand-eye coordination etc.), and improves the control over their body and bodily functions; The child develops their physical and mental fitness and acquires age-appropriate practical skills; The child adopts healthy habits and attitudes that form the basis of a healthy lifestyle.

The Child and Society:

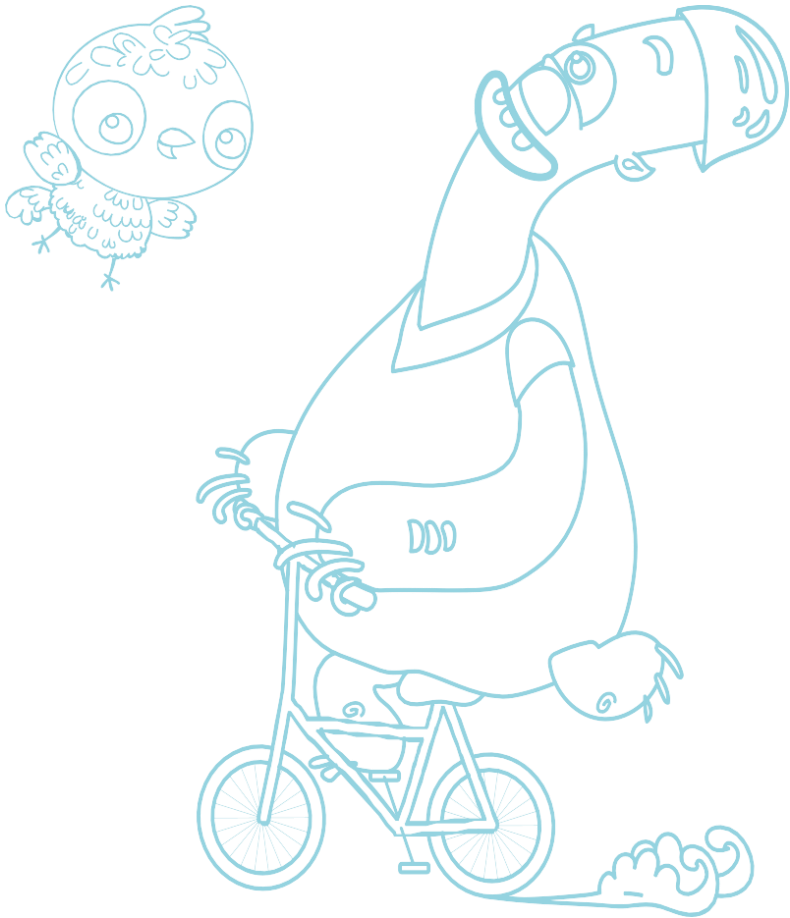
The child learns about the rules of social coexistence and their co-creation as part of a natural socio cultural environment, and understands the basic forms of nonverbal communication customary for this environment; The child is able to live in the community of other people (to cooperate and participate), to be part of this community (class, family, other children), to perceive and accept the fundamental values recognised in this community; The child acquires fundamental socio cultural attitudes, habits and abilities, learns how to behave in an authentic, autonomous and prosocial way, and learns how to actively adapt to the socio cultural environment and its changes; The child becomes aware of interpersonal moral values.

C. Topics:

- The human body.
- Our senses and how we use them in our lives.
- Healthy and unhealthy diet.
- My favorite sports.
- Sports in our family.
- The importance of exercising in the fresh air.
- Winter sports and winter Olympics.
- How to play fair-play, how to enjoy the game.

Subtopics:

- Which sports do we do in winter and which in summer?
- What are game rules for?
- How is “masopust” (Slavic carnival) celebrated?



MARCH

Integrated Block: Nature Awakens (WILDLIFE)

A. Integration of Key Competences:

Competences for Problem Solving: The child uses logical, mathematical and empirical methods to solve both abstract and practical problems; The child can understand easy solution algorithms for various tasks and situations and can apply them to other situations; The child's counting skills develop, the child can use numerical and mathematical terms and understand basic mathematical relationships; The child can distinguish solutions which are functional (leading to the desired goal) from those which are not, and choose among them; The child understands that avoiding problems does not lead to a solution and that solving problems early is an advantage; The child understands that by being active and proactive they can affect the situation.

Social and Personal Competences: When meeting strangers or when in an unknown situation, the child is cautious; The child is able to identify inappropriate behaviour and communication and exit a situation they find uncomfortable.

B. Key Educational Areas:

The Child's Psyche:

Cognitive abilities and functions, imagination and fantasy, mental operations

The child strengthens their innate cognitive emotions (curiosity, interest, the joy of exploring etc.), adopts a positive attitude towards intellectual activities and learning, and develops their interest in learning; The child acquires basic knowledge of sign systems and their function (alphabet, numbers), gaining foundations for working with information.

The Child and the World:

- The child learns about the place and the environment they live in and adopts a positive attitude towards it; The child gains a basic notion of the wider natural, cultural and technical environment, its diversity, development and constant changes.

C. Topics:

- The four elements.
- Weather.
- The features of spring
- Natural phenomena.
- Farm animals and their babies.

Subtopics:

- What does the typical spring weather look like?
- Why do we like spring?
- What activities can we do in spring?
- What colors and smells does spring have?
- How do we welcome spring?
- When does spring start?
- What animals do live on a farm and what babies do they have?



APRIL

Integrated Block: Adventure Time (CITY)

A. Integration of Key Competences:

Competences for Communication: The child can use the information and communication tools that they encounter on a daily basis (books, encyclopedias, computers, audiovisual devices, phones etc.).

Competences for Learning: The child observes, explores, discovers, notices links, and experiments while using simple terms, signs and symbols; The child has basic knowledge about the world of people, culture, nature and technology that surrounds them, about its diversity and changeability; The child understands the order of things of the environment they live in; The child asks questions and looks for answers, actively observes what is happening around them; The child wants to understand the things, phenomena and actions they see around themselves; They child understands they can learn a lot, finds joy in their own accomplishments and achievements;

B. Key Educational Areas:

The Child and the World:

The child gains a respect for life in all its forms; The child gains a sense of belonging to the world, living and nonliving nature, people, society and the planet Earth.

The Child's Psyche: Self Image and Will

The child develops the notions, skills and abilities which allow them to express emotions, impressions and experiences; The child develops and cultivates their moral and aesthetic views, perception and understanding.

The child is able to live in the community of other people (to cooperate and participate), to be part of this community (class, family, other children), to perceive and accept the fundamental values recognised in this community; The child acquires fundamental socio cultural attitudes, habits and abilities, learns how to behave in an authentic, autonomous and prosocial way, and learns how to actively adapt to the socio cultural environment and its changes;

The child becomes aware of interpersonal moral values, learns about the world of people, culture and art, and acquires basic knowledge about the environment they live in.

C. Topics:

- By water, air or ground – different means of transport.
- What do maps look like and what are they for?
- Maps of our neighbourhood.
- Safe travelling.
- Travelling around Prague and travelling around the world.
- Sightseeing.
- Easter.
- Easter traditions in Europe and around the world.

Subtopics:

- How do we go to the preschool?
- Where did we spend our holidays and how did we go there?
- Which means of transport do we prefer and why?
- What's faster and what's slower? What floats and what sinks?



MAY

Integrated Block: The Planet Earth Now and Then (DINOSAURS)

A. Integration of Key Competences:

Action and Civic Competences: The child understands that being interested in what is happening, being active, proactive and hardworking is an advantage, and that being indifferent, passive and lazy has bad consequences; The child understands that the environment they live in is important and that they can help create and influence this environment through their behaviour; The child cares about their health and safety and the health and safety of others, behaves responsibly with respect to the health and safety of the environment that surrounds them (both nature and society).

B. Key Educational Areas:

The Child and the World

The child understands that the changes caused by human activities can protect and improve the environment, but can also harm it and devastate it; The child acquires the knowledge and skills necessary for carrying out simple tasks in order to take care of their surroundings, create a healthy and safe environment and protect themselves from its dangers; The child gains a respect for life in all its forms; The child gains a sense of belonging to the world, animate and inanimate nature, people, society and the planet Earth.

C. Topics:

- The universe.
- The origin of the planet Earth and the Big Bang Theory.
- Ecology and nature protection.
- Recycling.
- My mom.

Subtopics:

- What do we know about the universe?
- Which planets do we know?
- How did the planet Earth come into existence?
- What do we know about evolution?
- How do we protect nature?
- How can each of us participate in nature protection?
- How do we sort waste at home?
- Why do I like my mom?
- What can I do to make her happy?



JUNE

Integrated Block: Children of the World (WORLD)

A. Integration of Key Competences:

Social and Personal Competences: The child is aware that they are responsible for themselves and their own actions and that they bear the consequences of such actions; The child is sensitive and considerate towards others, helps the weak, and identifies improper behaviour; The child notices injustice, aggression and indifference, notices when someone is hurting someone else; The child copies the models of prosocial behaviour and interpersonal relationships which they can see around themselves; The child takes part in making collective decisions, accepts clear and reasoned obligations, adheres to set rules, understands them and adapts to them; The child understands that being unfair, mean, indifferent, aggressive and violent does not pay off and that it is better to solve problems by consensus; The child can defend themselves against violent, demeaning and hurtful behaviour.

Competences for Learning: The child has basic knowledge about the world of people, culture, nature and technology that surrounds them, about its diversity and changeability; The child understands the order of things of the environment they live in; The child asks questions and looks for answers, actively observes what is happening around them; The child wants to understand the things, phenomena and actions they see around themselves; They child understands they can learn a lot, finds joy in their own accomplishments and achievements.

The Child and Society:

The child is able to live in the community of other people (to cooperate and participate), to be part of this community (class, family, other children), to perceive and accept the fundamental values recognised in this community; The child acquires fundamental socio cultural attitudes, habits and abilities, learns how to behave in an authentic, autonomous and prosocial way, and learns how to actively adapt to the socio cultural environment and its changes; The child becomes aware of interpersonal moral values, learns about the world of people, culture and art, and acquires basic knowledge about the environment they live in.

Competences for Communication: The child masters the language, uses well-formulated clauses, expresses their ideas, questions and answers independently, understands what they hear, reacts in words and holds a meaningful dialogue; The child expresses themselves and communicates their own experiences, feelings and moods with various tools (language, art, music, drama, etc.); The child is able to express themselves using gestures and words, can differentiate among certain symbols and understand their meaning and function; The child communicates with children and adults in common situations without inhibitions and shame and understands that being communicative, forthcoming, open and active is an advantage.

B. Key Educational Areas:

The Child and the World:

The child learns about the place and the environment they live in and adopts a positive attitude towards it; The child gains a basic notion of the wider natural, cultural and technical environment, its diversity, development and constant changes.

The Child and Society:

The child is able to live in the community of other people (to cooperate and participate), to be part of this community (class, family, other children), to perceive and accept the fundamental values recognised in this community; The child acquires fundamental socio cultural attitudes, habits and abilities, learns how to behave in an authentic, autonomous and prosocial way, and learns how to actively adapt to the socio cultural environment and its changes; The child becomes aware of interpersonal moral values, learns about the world of people, culture and art, and acquires basic knowledge about the environment they live in.



C. Topics:

- The cultural heritage of different countries around the world.
- Art in various countries.
- Celebrations and traditions.
- World languages.
- Multiculturalism.
- Children and families around the world.
- We are all different, yet we are the same.
- Travelling during summer holidays.
- Animals living in the wild nature.
- Fauna all over the world.
-

Subtopics:

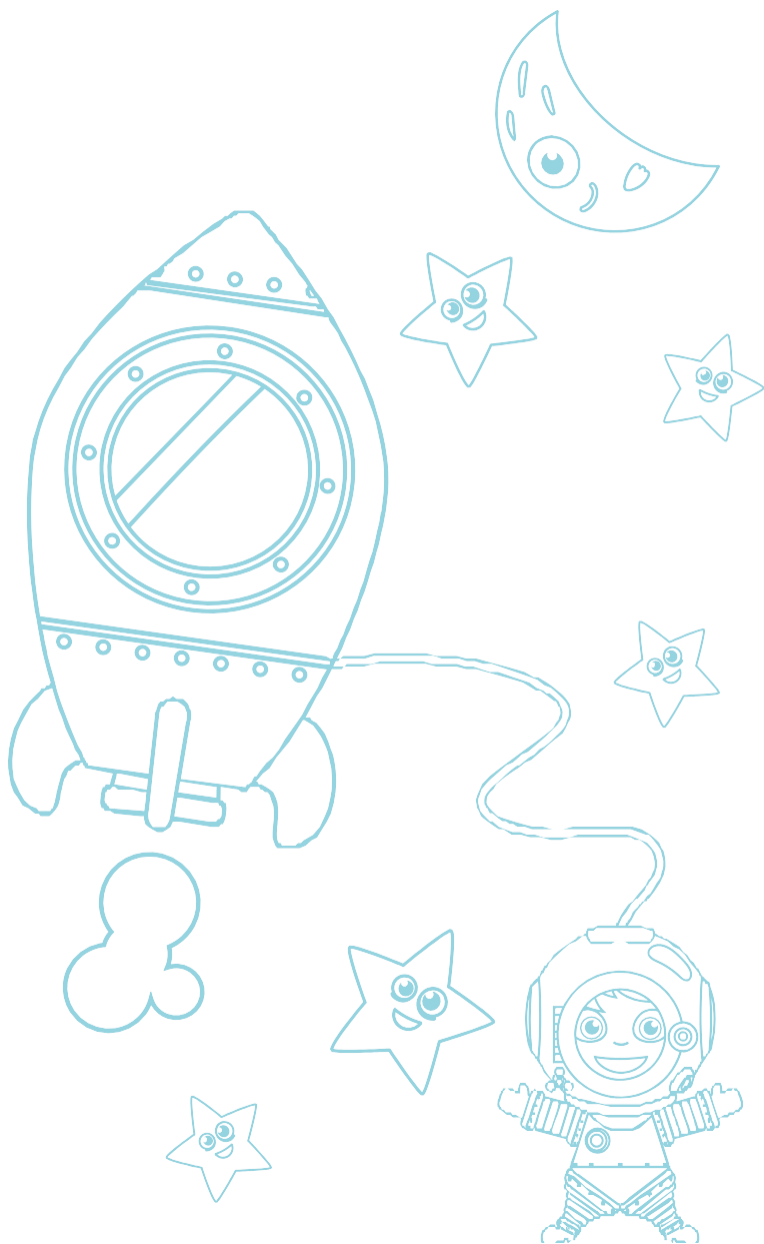
- How do we distinguish continents?
- What are the world-famous states?
- What are their capitals?
- What kind of art can we find in different corners of the world?
- Can we distinguish different musical genres?
- What language do I speak at home and which one do I use at the preschool?
- Where will I go for summer holidays?

6. Vision of the Future

- To develop mutual cooperation with all partners participating in the education of children, especially parents, who are actively involved in the preschool's activities. To nurture a positive atmosphere and culture of the preschool.
- To nurture children's lifelong love of learning.
- To inspire children to find their own opportunities for learning and support their innate desire to explore and observe.
- To allow every child to fulfill their potential in all areas of development.
- To support the development of children's individual interests and talents.
- To closely cooperate with the family and ensure a sufficient amount of appropriate opportunities for the child to actively develop and learn.
- To create and offer an appropriate, open, stimulating and interesting learning environment full of content, in which the child will feel secure, safe, happy and satisfied, and which will allow the child to discover and experience the world around them in a natural way.
- To develop the child's personality, to support the child's physical health and development, the child's well-being, to help the child understand the world around them and to motivate the child to further explore, learn, and develop themselves.
- To teach the child how to live in the company of others and to teach the child the norms and values of our society.
- To support the child's interest in and exploring of other cultures. To develop the child's foreign language communication skills.
- To fully support the individual development possibilities of each child and therefore to help each child reach an optimal level of personal development at the time when they leave the preschool.
- To create conditions for the development of the preschool and its staff. To support teachers' direct participation in the development of the preschool.

What is evaluated?	Who?	When?	How?
SCHOOL EDUCATIONAL PLAN			
Clear and understandable educational goals and aims	All teachers	1x a year – August	Orally in the teachers' meetings – debate
Long-term goals; visions	All teachers	1x a year – August	Orally in the teachers' meetings – debate
	Preschool Headmaster	1x a month	Regular meetings with the preschool operator
Topics – educational goals and their fulfilment; the acceptance of the topic by children	All teachers	1x a month	Regular meetings with the Preschool Headmaster; team meetings
LEARNING ENVIRONMENT			
The equipment; daily regime; the quality of communication	All teachers	1x a month + continuous evaluation	Orally in the teachers' meetings
Teamwork	All teachers	4x a year	Orally in the teachers' meetings or individually
Preschool management	All teachers; the operator	3x a year	Individual meetings of the Headmaster with the teachers; individual meetings of the Headmaster with the operator

What is evaluated?	Who?	When?	How?
EDUCATION PROCESS			
The preschool atmosphere Teachers and staff, teacher education	All teachers and staff	3x a year – October, February, March	Orally in the teachers' meetings
Cooperation with parents	All teachers + parents	1x a year Continuous evaluation	Orally in the teachers' meetings, a questionnaire for parents
Extra-curricular events (trips etc.)	All teachers	1x a year	Orally in the teachers' meetings
Teachers' performance	Preschool Headmaster	continuous evaluation	Observation and monthly KPIs
	Teachers	1x a year	Auto-evaluation questionnaire
	Teachers evaluate one another	1x a year	Sitting in on classes and analysis
Transfer from preschool to primary school (school enrolment)	All teachers	1x a year	Orally in the teachers' meetings
Spolupráce s externistý (psycholog a logoped)	All teachers	1x a year	Orally in the teachers' meetings
EDUCATION RESULTS			
Progress of individual children	Teachers	Continuous evaluation	Observation sheets Child's portfolio
Assessment of children	Teachers	2x a year (January, June)	Oral assessment + individual meetings with parents



The School Educational Programme was created by:

PhDr. Jitka Fořtíková, PhD.

Bc. Kristýna Sovinská

Discussed and approved at the operational meeting on 24th August 2022

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Ing. Aneta Fiala
Managing director

The School Educational Programme comes into force upon approval and
becomes effective on 1st September 2022

