

TALLINN INTERNATIONAL KINDERGARTEN

# Curriculum

Tallinn, Estonia 2025

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## **Chapter 1. General Provisions and Fundamentals**

### **1.1 Purpose of the Curriculum**

This curriculum serves as the guiding framework for all learning and developmental activities at Tallinn International Kindergarten. It reflects our commitment to providing high-quality early childhood education and care in a nurturing, child-centred environment. The curriculum aims to support the holistic development of each child, preparing them socially, emotionally, cognitively, and physically for lifelong learning.

The curriculum is designed for children aged 1.5 to 7 years and serves as the foundation for teachers' planning, assessment, and cooperation with families. It also provides transparency for stakeholders and serves as a tool for professional dialogue and curriculum development.

### **1.2 Legal and Regulatory Framework**

The curriculum is based on the Estonian National Curriculum for Preschool Institutions (Regulation No. 87, Government of Estonia, May 29, 2008). It is adapted to suit the international context of our kindergarten and the specific needs of our learners and families.

In addition, Tallinn International Kindergarten has been accepted as a candidate school for the International Baccalaureate (IB) Primary Years Programme (PYP). The PYP framework is being implemented progressively within the kindergarten, particularly in Kindergarten 1 and Kindergarten 2, enriching our pedagogical approach through inquiry-based learning, international-mindedness, student agency, and the development of the IB learner profile attributes.

The complete document of the Tallinn International Kindergarten Curriculum is available at [www.kindergarten.ee](http://www.kindergarten.ee)

### **1.3 Curriculum Development and Approval**

The curriculum is developed and reviewed by the kindergarten's teaching team, in consultation with the school leadership and the Board of Trustees. Final approval is granted by the Head of School.

Teachers use this document as the foundation for developing Annual Action Plans, Weekly Educational Plans, Individual Development Plans (as needed).

All planning must reflect the goals and principles outlined in this curriculum and be tailored to the children's ages, interests, and needs.

### **1.4 Guiding Principles of the Curriculum**

The curriculum is built on a set of core principles that shape the way teaching and learning are organised:

- Learning is child-centred and based on each child's individual needs, abilities, interests, and background.

- Development is supported across social, emotional, cognitive, physical, and creative domains.
- Play-based learning is central to the child's experience, and play is seen as a tool for exploration, experimentation, and social development.
- Teaching is intentional and based on observation, reflection, and planning.
- Children are seen as competent, curious, and active participants in their learning.
- The learning environment is safe, inclusive, and stimulating, fostering creativity, independence, and well-being.
- Positive relationships between children, teachers, and families are essential for effective learning.
- English is the main language of instruction and communication in the kindergarten. At the same time, the kindergarten values the home languages and cultural backgrounds of children and families. In Kindergarten 1 and Kindergarten 2, children are also given opportunities to engage with the host country, Estonia, in developmentally appropriate ways through units of inquiry, school events, and everyday learning experiences.

These principles are in alignment with the philosophy of the IB Primary Years Programme, which encourages student agency, inquiry-based learning, and the development of the IB learner profile attributes.

### **1.5 Language of Instruction and Communication**

The main language of instruction at Tallinn International Kindergarten is English. This decision reflects the international nature of our community, where many children use English as a second or third language. Teachers support children's English language development through daily routines, meaningful interaction, play-based learning, and structured educational experiences.

The kindergarten also values the home languages and cultural identities of its children and families. Children are encouraged to maintain a positive connection to their linguistic and cultural backgrounds, and families are seen as important partners in supporting this development.

In Kindergarten 1 and Kindergarten 2, children are also given opportunities to engage with the host country, Estonia, through learning experiences connected to local culture, traditions, environment, and community.

Internal communication, documentation, planning, and reporting are conducted in English. Parents are supported through regular updates, conferences, and opportunities for dialogue to ensure they remain informed and involved in their child's development.

## 1.6 Implementation of the Curriculum Across the Kindergarten

Tallinn International Kindergarten uses this curriculum as the foundational curriculum document for the whole kindergarten. The curriculum continues to guide the educational work of the **Daycare Group** and **Nursery Group** directly, in line with the developmental goals, learning areas, and organizational principles described in this document.

For **Kindergarten 1** and **Kindergarten 2**, this curriculum continues to serve as the foundation, while teaching and learning are further organized through the framework of the **IB Primary Years Programme (PYP)**. In these groups, the curriculum is implemented through the **Programme of Inquiry, PYP unit planners, subject scope and sequence documents**, and the school's supporting policies, including the **Language Policy** and **Assessment Policy**.

This approach allows the kindergarten to maintain continuity across all age groups while implementing the PYP more fully in Kindergarten 1 and Kindergarten 2.

## **Chapter 2. Kindergarten Profile**

### **2.1 Overview of the Institution**

Tallinn International Kindergarten (TIKi) is a private, English-language kindergarten located in the heart of Tallinn, Estonia. Founded in 1997 and originally named the International English Kindergarten, the school was renamed in 2002 to reflect its growing international identity and community.

TIKi provides early childhood education to children aged 1.5 to 7 years, primarily from international families who are living temporarily in Estonia due to diplomatic, corporate, or professional assignments. The school offers a welcoming, family-like environment that supports children's well-being, development, and preparation for primary education.

### **2.2 Mission, Vision and Values**

#### **Mission**

Tallinn International Kindergarten is committed to providing high-quality, holistic education while nurturing young learners to become caring, inquisitive, and active global citizens.

#### **Vision**

TIKi is a diverse and inclusive community that supports creativity, curiosity, and a love for learning, encouraging students to inquire, explore, and take action.

#### **Values**

- Creativity & Expression – We nurture imagination and independent thinking through play and inquiry.
- Respect – We build a culture of dignity, empathy, and positive relationships.
- Compassion – We promote kindness, inclusion, and actions that support others.
- Diversity – We celebrate different cultures, perspectives, and experiences as essential to a global education.

These values guide all learning experiences and are deeply connected to the principles of the IB Primary Years Programme (PYP), which TIKi is currently implementing as a candidate school.

### **2.3 Group Structure and Age Levels**

TIKi organizes children into small age-appropriate groups. Each group has a designated homeroom teacher and support staff. The groupings are flexible and based not only on age, but also on the child's language skills and developmental needs. These kids are all divided into their appropriate age groups and must be the minimum age by September 1st of the academic year.

<b>Age Group</b>	<b>Group Name</b>
1.5 to 2 years old	Daycare Group
2 to 3 years old	Nursery Group
3 to 4.5 years old	Kindergarten 1
4.5 to 6 (7) years old	Kindergarten 2

The Daycare Group and Nursery Group continue to follow the foundational kindergarten curriculum through play-based daily routines, developmental goals, weekly planning, and observation-based teaching.

Kindergarten 1 and Kindergarten 2 follow the same foundational curriculum while implementing learning through the framework of the IB Primary Years Programme, including transdisciplinary units of inquiry, collaborative planning, and PYP-aligned assessment and reflection.

#### **2.4 Schedule and Attendance Options**

The kindergarten operates from 8:00 a.m. to 6:00 p.m., with arrival between 8:00 and 9:15 a.m. and flexible pick-up options at 3:00 p.m. or 6:00 p.m. This structure supports working families while accommodating the needs of young children, especially those transitioning to a new country or culture.

Children may attend full-time or part-time, depending on their age and family preferences.

#### **2.5 Flexibility and Transitions**

Due to the international nature of our community, children often join the kindergarten at different points throughout the academic year. TIKi maintains a flexible, supportive approach to admissions, orientation, and adaptation. Teachers are prepared to individualize plans and routines to help children feel secure and connected from the beginning.

Because many children move on to schools in different countries, we prioritize the development of transferrable skills, a strong foundation in English, and positive learning habits to support smooth transitions to diverse educational systems, including IB, British, American, and local Estonian schools.

For children in Kindergarten 1 and Kindergarten 2, this preparation also includes the development of inquiry skills, learner agency, communication, and transdisciplinary understanding through the framework of the Primary Years Programme.

#### **2.6 A Connected and Inclusive Community**

TIKi functions as a close-knit, multicultural community. Children, families, and staff come from a wide variety of cultural and linguistic backgrounds. We celebrate this diversity as a strength that enriches the learning environment.

Our small size allows for strong relationships between teachers, children, and parents. All children know all teachers, and educators are familiar with each child's strengths, needs, and personality. This close connection ensures emotional security and personalized learning.

TiKi fosters strong collaboration with families through events, parent meetings, daily communication, and the involvement of parents in classroom and school life. These practices reflect our belief that education is a shared journey between home and school.

## Chapter 3. Educational Goals and Principles

### 3.1 Objectives of Learning and Educational Activities

The aim of educational activities at Tallinn International Kindergarten is the **comprehensive, balanced, and consistent development** of each child, achieved through meaningful cooperation between the kindergarten and families.

Our goal is to support every child's **emotional, social, intellectual, and physical growth** in a way that respects their individuality and background. The kindergarten staff considers the child's age, personality, language skills, interests, and cultural context when planning daily routines and learning activities.

The kindergarten environment is designed to help children:

- Feel emotionally and physically safe
- Experience learning as joyful, meaningful, and engaging
- Become confident, curious, and independent thinkers
- Value a healthy lifestyle and take care of their well-being
- Care for their surroundings and act responsibly
- Understand and appreciate their own and others' cultural identities
- Transition smoothly to the next stage of education—whether in Estonia or abroad
- Develop the skills to continue learning in English and thrive in diverse educational systems

The learning process is designed to promote positive self-esteem, strengthen the child's sense of belonging, and build foundations for life in a modern, multicultural society.

As a candidate school for the **IB Primary Years Programme (PYP)**, TIKi is integrating inquiry-based practices and international-mindedness into its existing curriculum framework, with a focus on developing the attributes of the **IB learner profile** such as being caring, communicative, open-minded, principled, and reflective.

### 3.2 Principles of Educational Practice

The common objective of schooling and education is a versatile and consistent development of children in cooperation between home and child care institutions.

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

- Create the opportunities and conditions for the development of a personality that is socially sensitive, mentally bright, self-confident, and caring for others and the environment.

- Promote a child's emotional, moral, social, mental, and physical development to maintain or strengthen the children's health.
- Contribute to the development of the child's self-esteem.

The children who attend the International Kindergarten:

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

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

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

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

The principles of schooling and education are:

- to take into account the individuality and development potential of a child;
- to take care and promote a child's health and to satisfy his or her need for movement;
- to foster a child's creativity;
- to learn through play;
- to value humane and democratic relations;
- to create an environment that promotes the development and socialization of a child;
- to ensure security and success experiences for a child;
- to apply a general didactic manner of working;
- cooperation between home and the child care institution;
- to support a child's English development through immersion methodology.
- to value different cultural traditions while taking into account other cultures.

### **3.3 Learning Concepts**

Learning is a lifelong process, that takes place in the child through play, communication, imitation, creation, observation, interpretation, experimentation, and practice, and the teacher monitors and acknowledges the process of each child.

When planning educational activities, the teacher takes into account the abilities, peculiarities, cultural background, age, and gender of each child in order to create a safe learning environment.

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

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

- plan his or her activities, to make choices;
- relate new knowledge with earlier experiences;
- use the acquired knowledge in different situations and activities;
- talk about the acquired knowledge and skills;

- assess the efficiency of his or her activity;
- take pleasure in his or her success and the success of others and to cope with failures.

## **Chapter 4. Organization of Educational Activities**

### **4.1 Academic Year**

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

### **4.2 Planning of educational activities in groups**

Schooling and education are structured around the daily schedule of each group, defining the rhythm of the day in alignment with the children's ages. This rhythm alternates between structured educational activities, free play, and unguided exploration, all guided by the teacher's planned curriculum.

When planning lessons, teachers consider each child's language proficiency, developmental stage, age, and individual interests. As children progress, teaching content generally progresses from specific to general, and from familiar to more abstract concepts.

Each group's teacher takes responsibility for weekly activity planning, focusing on educational objectives and themes. Plans detail objectives, subject matter, teaching content, and activities for the designated period (e.g., a week, a month), with flexibility for adjustments as needed.

Teachers tailor their activities to align with established topics and academic targets for each age group. Weekly and yearly plans are crafted to achieve annual educational goals, with room for adaptability as circumstances evolve.

Planning across the kindergarten reflects the age and developmental stage of the children.

In the Daycare Group and Nursery Group, teachers plan learning through play-based routines, weekly themes, developmental goals, and responsive observation of children's needs and interests.

In Kindergarten 1 and Kindergarten 2, planning is further developed through the PYP planning process. Teachers use the Programme of Inquiry, unit planners, and scope and sequence documents to organize teaching and learning. In these groups, learning is planned through transdisciplinary units of inquiry and includes attention to conceptual understanding, Approaches to Learning, learner profile attributes, and meaningful action appropriate to the Early Years context.

In Kindergarten 1 and Kindergarten 2, classroom teachers are responsible for integrating language, mathematics, science, and social studies through transdisciplinary inquiry within the framework of the Programme of Inquiry.

Planning in Kindergarten 1 and Kindergarten 2 is supported by collaborative reflection and review.

Activity durations vary based on age group, with some teachers opting for more individualized instruction within smaller, rotating groups, tailored to the academic levels of the children involved.

The maximum recommended durations for activities within each age group:

<b>Group</b>	<b>Ages</b>	<b>Max Time</b>	<b>Rotation</b>
Daycare Group	1.5 - 2 years old	15 minutes	N/A
Nursery Group	2 - 3 years old	15 minutes	7 minutes
Kindergarten 1	3 - 4 years old	20 minutes	10 minutes
Kindergarten 2	4 - 6 (7) years old	35 minutes	15 minutes

Educational activities take place in a safe and aesthetically pleasing environment conducive to both individual and group learning. These activities are often linked to the local community, nature, and neighborhood institutions, providing students with opportunities for hands-on, experiential learning.

Teachers may organize small rotation groups based on children's academic levels, facilitating more personalized instruction. These groups are capped at a maximum of six children per activity to ensure effective teaching and learning experiences.

### **4.3 Supporting Children with Special Needs**

#### **a. Principles and organization**

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

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

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

#### **1. Abilities**

- More gifted child than usual

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

b. Special needs mapping

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

1. Child's individual health certificate – Family doctor
2. Child's speech examination table – Speech therapist
3. Summary of child development assessment – Teachers
4. A journal (daily feedback) – Teachers

c. Organization of individual work with children with special educational needs

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

d. Postponement of compulsory schooling

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

#### **4.4 Cooperation with Parents: principles and organization**

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

Forms and methods of cooperation with parents:

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

## Chapter 5. Expected general skills of Kindergarten children

The following four groups of general skills shall be distinguished in a curriculum:

- play skills
- cognitive and learning skills
- social skills
- self-management skills.

The development of general skills shall be supported through all schooling and education activities by integrating the contents of different subject fields.

### 5.1 Play skills

Play is the main activity of children of pre-school age. In the course of play a child acquires and reinforces new information, new skills, expresses emotions and wishes, learns to communicate, and acquires new experiences and rules of conduct. Play skills are the basis for the development of all general skills and the skills and knowledge in different subject fields of schooling and education.

Expected playing skills by age:

<b>Daycare/ Nursery Group</b>	<b>Kindergarten Group</b>			
<b>Developmental Goals</b>				
<b>&lt; 3 years old</b>	<b>3-4 years old</b>	<b>4-5 years old</b>	<b>5-6 years old</b>	<b>6-7 years old</b>
<b>Types of Games</b>				
Understands the meaning of games, toys, and playing	Combines several playful actions	Plays with several children	Plays with creativity and interest alongside other children for extended periods	Enjoys playing and maintains focus during the game
Imitates surrounding life in their games	Fulfills the role played in a role game	Plays different games independently	Adheres to various game rules precisely	Demonstrates creative application of their experiences, knowledge, and impressions of

				the world in games
	Sticks to the actions and relationships arising from the role			
Toys and Props Usage				
Combines individual game actions into a whole	Uses different play materials in games	Uses different toys and play materials creatively	Integrates various actions and games	Initiates diverse games and develops their content
Is able to use simple tools in a game	Is able to use different tools in a game to replace toys	Is able to use different tools in a game combining them	Utilizes different toys in games and shares them	Demonstrates creative use of different tools in games
Role Play				
Can perform simpler roles in games	Switches between different roles and is interested in role play	Has interest to play different games	Highlights role characteristics, activities, and relationships	Assumes various roles within a game
Rules (Winning/Losing)				
Is able to follow simpler game rules	Plays games with a few game rules and follows them	Can remember multi-rule games	Adheres to game rules	
			Explains simple/familiar rules to others	
Enjoys playing	Understands the possibility of both winning and losing in a competitive game	Enjoys playing and learns how to deal with losing	Enjoys competitive games and understands how to strive for victory	Enjoys winning and comprehends losing in competitive games
Basic solving skills and Sharing				
Is able to enjoy moving and developing basic skills	Is able to play with peers considering	Is able to solve situations differently in games	Collaborates with playmates to select games	Solves game-related problems

	others and sharing toys			
			Solves simple problems independently	Reaches agreements with playmates during games

## 5.2 Cognitive and Learning Skills

Cognitive skills are skills that enable to control intentionally one's cognitive processes – perception, concentration, memory, reasoning, emotions and motivation. Learning skills are defined as a child's ability to obtain information, acquire knowledge and skills, and to explore and experiment. Learning skills form on the basis of the development of cognitive skills.

Expected cognitive and learning skills by age:

<b>Daycare/ Nursery Group</b>	<b>Kindergarten Group</b>			
<b>Developmental Goals</b>				
<b>&lt; 3 years old</b>	<b>3-4 years old</b>	<b>4-5 years old</b>	<b>5-6 years old</b>	<b>6-7 years old</b>
Understanding time				
Can assemble small quantities of items	Understands the annual occurrence of birthdays	Understands simpler connections (e.g. a year is divided into months, a day into hours and an hour into minutes) etc.		
	Understands the concept getting a year older	Views things holistically and understands simple connections		
	Able to understand simple phenomena as a whole (e.g. a day consists of a morning, day and night) etc.		Understands simple connections (quantity, reason, consequence), perceives objects, events and phenomenon as a whole	
Verbal Communication				
Engages in verbal thinking and	Understands spoken information and responds appropriately			

comprehends spoken language				
		Thinks both contemplatively and verbally		
		Engages in deliberative dialogue		
Time Management				
Can maintain focus for approximately 10 minutes	Can maintain focus for approximately 15 minutes	Can maintain focus for approximately 20 minutes	Can maintain focus for approximately 25 minutes	Can maintain focus for up to 30 minutes
Plans their activities in short term	Plans their daily activities	Plans and organizes everyday activities	Completes tasks and plans time accordingly	Plans and organizes everyday activities, completes tasks
Behavior in new situations				
Behaves well in new situations with an adult	Adapts well to new situations with adult support	Seeks help from others in new situations	Responds to new situations with adult guidance, seeks assistance	Behaves well in new situations following adult instructions
Demonstrates curiosity, exploration, and asks questions	Demonstrates curiosity, exploration, experimentation, and inquiry	Expresses happiness, curiosity, and asks many questions	Seeks learning, success, and conducts research, experiments, and asks questions	Displays a positive attitude towards learning, research, asking questions, discovery, and experimentation
Organizing				
Groups objects by a single identifier	Categorizes objects based on multiple identifiers	Groups objects and phenomena by given identifiers	Groups objects and phenomena by several different identifiers	
Listening				

Enjoys listening to stories repeatedly	Enjoys frequent storytelling sessions	Remembers stories heard repeatedly and shares them with others	Understands the value of repetition in memory retention	Uses repetition to memorize materials
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### 5.3 Social skills

Social skills are defined as a child's ability to communicate with others, to perceive himself or herself and his or her partners, to adopt the manners generally recognised in the society and to act pursuant to ethical principles.

Expected social skills by age:

Daycare/ Nursery Group	Kindergarten Group			
Developmental Goals				
< 3 years old	3-4 years old	4-5 years old	5-6 years old	6-7 years old
Understanding others				
Recognizes differences in people's gender, growth, and appearance	Observes and identifies people's emotions and feelings	Attempts to consider others' feelings	Tries to communicate according to others' feelings and emotions	Tries to understand and consider others' feelings in behavior and conversation
	Attempts to comfort and encourage others	Capable of communicating accordingly		
	Understands age differences	Recognizes that differences can also pertain to nationality	Understands that people are different and unique	
Communicating				
Shows interest in interacting with others	Fearlessly makes acquaintances and communicates with peers	Shows interest in communicating with both peers and adults	Demonstrates interest in friends' interests and excels in communication	Is eager to communicate, showing interest in relationships with others

Capable of asking for help when needed	Assists those who ask for help	Cares about others and offers help	Notifies and assists those in need, and if needed, asks for help themselves	Cares about others, offers assistance, and asks for help when needed
Understands Rules in Environments				
Recognizes that kindergarten has its own rules	Respects and abides by the rules of the kindergarten	Understands when rules are broken	Recognizes the importance of rules and actively participates in rule design	Participates in designing group rules and understands their importance
Can use everyday words of courtesy	Understands kindergarten etiquette	Understands and can discuss agreed rules	Follows group rules and comprehends their significance	Adheres to agreed-upon rules and generally accepts standard behavior
Friendships				
Desires to play with others	Understands how to maintain friendships	Capable of cooperating with friends	Considers both friends and adults in interactions	Considers and cooperates with friends and adults
	Knows how to behave with others	Enjoys seeking friendships and receiving attention from friends	Forms friendships within a familiar social circle	Forms lasting friendships
Belongings				
Differentiates between personal and others' belongings	Understands not to use or take others' belongings without permission	Returns others' items and refrains from taking them	Understands the concept of sharing toys versus personal toys	Understands the distinction between shared, borrowed, and personal toys

Behavior			
Recognizes the concept of good and bad behavior	Understands appropriate behavior	Recognizes and can explain wrong behavior	Differentiates between right and wrong behavior
			Understands the consequences of wrong behavior
Personal Opinions			
May not always agree with everything	Doesn't agree with everyone and forms own opinions	Able to maintain their own opinion	Articulates their opinions to peers and adults

#### 5.4 Self-management skills

Self-management skills are defined as a child's ability to distinguish and recognize his or her skills, abilities, and emotions, to control his or her behaviour.

Daycare/ Nursery Group	Kindergarten Group			
Developmental Goals				
< 3 years old	3-4 years old	4-5 years old	5-6 years old	6-7 years old
Emotions				
Feels various emotions (happiness, sadness, anger)	Comforts a sad friend	Can express anger appropriately	Describes their emotions, considers others' emotions	Describes their emotions appropriately
Qualities and Behavior				
Recognizes good and bad behavior	Describes good and bad qualities	Understands qualities of good friends	Feels that some actions or qualities are better than others	Describes their good qualities and skills

Changes behavior according to the instructors comments	Behaves according to situational guidance	Knows how to behave both with peers and adults	Understands how their behavior affects others	Understands how to behave suitably in different situations
Behaves independently under adult supervision	Finds activities for themselves	Behaves without disrupting others	Is responsible for their actions	Behaves independently and is responsible for their behavior
Safety				
Behaves safely with others	Can sense danger	Behaves safely towards others	Knows factors affecting health and understands harm prevention	
Independence				
Asks for help	Can use toilet facilities independently			
	Self-service and primary work habits developed			
Tries to dress themselves – a hat, scarf, shoes, socks.	Tries to dress themselves and asks for help if needed	Dress themselves and asks for help if needed		
Asks teachers for help when getting dressed	Puts away outdoor clothing and shoes properly			
Helps clean up toys	Cleans up after themselves with adult supervision	Cleans up after themselves and helps others clean up	Knows how to maintain tools,, cleans up after themselves	Uses different tools prudently and cleans up after themselves
Entertainment				
Shows interest in games and activities	Has favorite activities and games	Chooses games and activities with friends	Invites others to join activities and games	

## Chapter 6. Contents of activities and expected results of the child's development

The connection between a child's life and their education is fundamental. Guided by a general educational principle, schooling integrates various activities across subjects like listening, speaking, reading, writing, observing, exploring, comparing, calculating, and engaging in movement, music, and art. These activities, aligned with weekly themes, aim to achieve both academic and developmental goals suitable for the child's age.

In Kindergarten 1 and Kindergarten 2, these learning areas are further connected and explored through the Programme of Inquiry and transdisciplinary planning within the framework of the IB Primary Years Programme.

In planning and organizing schooling, objectives covering listening, speaking, reading, writing, observation, study, comparison, calculation, and various movement, music, and art activities are combined. These objectives are outlined within six Learning Areas:

- Environment and Me
- Speech and Language (English)
- Mathematics
- Arts
- Music
- Movement

This approach aims to comprehensively foster the child's growth intellectually, emotionally, and physically, providing clear expectations for their educational journey.

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

<b>The areas of Learning and Educational activities</b>	<b>Activities planned by the teacher</b>	<b>Times per week 2-4 year olds</b>	<b>Times per week 4-6 (7) year olds</b>
<b>Speech and Language</b>	Observing and studying Listening and speaking Reading and writing	1-2 times a week 2 times a week 1-2 times a week	2-3 times a week 2-3 times a week 2-3 times a week
<b>Math</b>	Observing and calculating	1-2 times a week	2 times a week
<b>Art</b>	Manual activities, conversations, experience	2-3 times a week	2-3 times a week

<b>Music</b>	Listening, movement, singing, memorizing new vocabulary through songs	2 times a week	2 times a week
<b>Environment and Me</b>	Weather observation, manual activities related to nature and health	Every day 2 times a week	Every day 2 times a week
<b>Movement: Dance &amp; P.E.</b>	Sports, motion games, dance	2 times a week	2 times a week

### 6.1 Learning Area: Environment and Me

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

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

Content of Environment and Me Learning Area:

- Social Environment:

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

- Natural Environment:

Nature at home	Changes in nature
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Living environment	Human impact on nature
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- Man-made environment:

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

Principles of planning and organizing of educational activities:

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

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

Daycare/ Nursery Group	Kindergarten Group			
	Developmental Goals			
< 3 years old	3-4 years old	4-5 years old	5-6 years old	6-7 years old
All about ME				
First name	First name & last name	Names body parts	Describes themselves and friends	Describe themselves physically and emotionally

Age in years	Identifies Gender	Points at body parts	Understands physical differences between themselves and friends	Expresses their interest in activities and games
	Names body parts upon request	Express what they like	Expresses their favorite activities	
Family and relatives				
Name family members			Describes family members	Describes family
Name pets upon request			Who is in their family?	Family traditions
Professions				
Role play - imitating	Names different professions	Explains why it is important to go to work	Names tools/devices	Describes different professions
	Understands the profession by activities	Understands the purpose of money	Understand what profession uses which tools	What are the differences in professions?
		Knows parents professions		
Estonia				
Recognizes the Estonian flag	Name the country they live in	Recognizes the Estonian Anthem	Explains when the flag is raised	Names national symbols
	Describe how holidays are celebrated	Name holidays they celebrate	Explains when the anthem is sung	
			Recognizes Estonia's national bird and flower	
Universal Values				
Uses different dolls while playing	Explains good and bad behavior from story/book characters	Understands that all people must be treated equally friendly	Understands that people have different interest	Understands that people are different

Plays with different kids			Understands that people have different opinions	Understands that people have different needs
			Explains the need of different aids	
Health - My Body - My Diet - Hygiene - Emotions				
Names body parts	Identifies Gender	Names body parts	Explains how to stay healthy	Distinguishes good health habits in everyday life
Points at body parts upon request	Names body parts upon request	Points at body parts	Understands that some things are bad for the body ex. smoking	Distinguishes bad health habits in everyday life
Finds healthy activities in picture	Understands how to maintain a healthy body	Names activities that are good for the health	Names activities for dental health	Follows personal hygiene requirements
Personal hygiene (washing hands and face with help)	Understands why it is important to wash their hands	Knows why cavities occur		Maintenance of teeth - keep teeth healthy
		Understands why baby teeth fall out		
		Explains why we have our our personal toiletries		
My Senses and Emotions				
Expresses feelings emotionally	Notices other kids' emotions	Takes into account others' feelings	Understands their own emotions	Describes how the surrounding environment affects their health
Expresses feelings vocally	Comfort others when needed	Can resolve conflict verbally	Understands other people's emotions	Understands how people's behavior affects their health

	Can apologize upon request			
Source of Danger and Behavior				
Distinguishes between right and wrong behavior	Follows agreed rules	Can explain that rules are necessary for safety	Understands how to protect themselves in a negative situation	Refuses to participate in dangerous situations
Indicates harmful objects upon request	Names some objects that can be dangerous	Understands to always consult an adult in case of an accident	Understands that some behaviors might be harmful or life-threatening	Describes possible dangerous situations at home
		Understands why a child should never go with a stranger	Knows the Estonian emergency number 112	Describes possible dangerous situations at the kindergarten
			Understands when the Estonian emergency number should be used	Describes possible dangerous situations with water
Waste Materials and Nature				
Throws trash into the bin upon request	Explains why trash has to be thrown in the bin	Understands how trash reaches landfills	Understands how trash is sorted	Treats the environment with care (reuse, recycle)
	Act responsibly in nature without damaging it		Understands how some man-made objects have a negative impact on nature	Sustainable behavior
			Knows objects that can be reused	Understands the consequences of their action in the environment
Weather and Plants				

Names parts of nature (trees, flowers, etc.)	Names familiar fruits and vegetables	Learns about conifer & deciduous trees	Knows what type of tree changes in the seasons	Understands the difference between conifer trees and deciduous trees
	Knows what vegetables are used for	Describe what happens to trees when the seasons change	Names some fruit trees	Knows some well-known plants
		Knows what plants need for them to grow		Understands why daylight, temperature, water, soil, and air are important for plants, animals, and humans to live
Animals				
Names well-known domestic animals	Names well-known animals & their characteristics	Names well-known birds	Names well-known fish	Describes well-known plants and animals
Points to different body parts of an animal upon request	Imitates sounds of animals	Names simple body parts of birds	Names simple body parts of fish	Understands what the main characteristics of the animals and what they do
		Describes habitats of different well-known animals	Learns about migratory and non-migratory birds	Knows what season the birds migrate
		Names 3-4 insects	Explains why birds migrate to warmer countries	
Outer Space				
Points at the sun or the moon in an image upon request	Understands the difference between day and night	Names some planets		

	Understands that there are different planets			
Weather				
Imitates weather cases with sounds and movements upon request	Describes the weather upon request (warm, cold, raining, etc..)	Describes winter vs. summer weather	Names all the seasons	Explains the difference between the seasons
Recognizes rain, wind blowing, and snow		Understands why it's colder at night	Knows the aspects of each season	Explains the alternation between day and night
		Associates weather changes to seasons		
Traffic Rules				
Points at traffic signs upon request (crossroad, light, etc..)	Understands why it is important to wear reflectors	Describes how safety equipment should be worn (helmet, knee pads, etc..)	Ability to walk on the right side of the road	Rides a bicycle safely in the kindergarten
			Is able to cross the road safely if needed	Respectful of others walking when riding the bicycle

## 6.2 Learning Area: Language and Speech

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

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

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

Content of Speech and Language Learning Area:

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

Principles of planning and organizing of educational activities:

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

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

<b>Daycare/ Nursery Group</b>	<b>Kindergarten Group</b>			
<b>Developmental Goals</b>				
<b>&lt; 3 years old</b>	<b>3-4 years old</b>	<b>4-5 years old</b>	<b>5-6 years old</b>	<b>6-7 years old</b>
<b>Communication</b>				
Communicates with adults while handing objects	Initiates a conversation	Initiates and continues conversations with adults outside an activity	Speaks about themselves	Communicates with other peers and adults
Takes part in conversations	Communicates willingly and actively with classmates	Asks adults cognitive questions	Asks questions about adults	Takes into account the place of communication and who is communicating

Asks questions			Understands and uses jokes while communicating	
			Stays on topic / able to change topic accordingly	
Is able to answer questions and take orders from an Adult	Understands stories	Understands stories that are not related to personal experiences	Understands stories and the event sequence	Understands stories and is able to react accordingly
Communicates with 1-2 word sentences	Relates stories to personal experiences	Expresses themselves individually with broken sentences	Recognizes characters behavior by answering adults questions	
Uses basic expressions of courtesy (please & thank you)	Uses different intonation and volume according to the purpose of the communication (informing, asking, request etc.)		Uses synonyms and antonyms in speech	
Comments on actions with toys				Able to express their thoughts orally
Finds objects or actions named by an adult	Narrates a story from a picture	Describes the situation shown in a picture	Narrates a story based on a picture and experiences	Narrates a story based on pictures or experiences
			Uses transition words (then, and, etc.)	Understands the main content or idea of the story narrated
				Expresses personal feelings about the story told
Grammar in Speech				

In a familiar situation, uses 1-2 word sentences without grammatical form (e.g. Tom outside = Tom wants to go outside)	Understands and uses 3-5 word simple and compound sentences in a familiar activity and situation	Uses simple compound sentences		Actively uses compound sentences in speech
			Notice grammar mistakes in the speech of an adult (e.g. mushroom under the tree grows = mushroom grows under the tree) and points them out.	
Understands words in familiar situations*	Understands and orally describes some general parts of objects, names them*		Able to use adverbs that express time correctly in speech (yesterday, today, tomorrow)*	Has sufficient vocabulary to communicate and can express themselves*
		Able to use antonyms in a sentence (short -long); uses some time expressive compound words in speech (morning, day etc.) when needed, forms new words to mark a new or strange object, phenomena or activities (e.g. house made of sticks = stick house)*		
English Pronunciation*				
Pronounces most of the phonemes correctly with guidance	Pronounces simple phonemes correctly in words	Repeats and correctly pronounces phonemes and familiar words	Pronounces phonemes correctly in their speech and when repeating spoken words	
Reading				
Listens to different sounds and searches for a sound or voice generator (what made that sound? find where it is)	Recognizes all letters	Recognizes letters and sounds	Reads individual words in specific situations (signs, shop and street names)	

	Recognizes most letters	Able to recognize some letter sounds	Sounds 1-2 syllable words	Spells out 1-2 syllable words
		Examines books by themselves		Recognises words written
Writing				
Able to put together puzzles	Holds pencil correctly	Write their name in uppercase letters without copying	Writes all uppercase letters	Writes lowercase letters
Understands some patterns	Pre-exercises for writing		Draws patterns in graph paper	Writes 1-2 syllable words in uppercase letters correctly
Imitates writing by scribbling	Draw vertical, horizontal, oblique and curved lines			
	Copy their name in uppercase letters			
Poems				
Repeats 2-3 line poem	Recites by heart up to 4 line poems	Recites a children's poem by heart	Reads simple poems with guidance of an adult	Knows poems and songs by heart

\* **Note:** not all children are native English speakers, therefore their language skills and pronunciation might vary.

### 6.3 Learning Area: Mathematics

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

- Is able to group objects by one or two characteristics and compare the number of objects.
- Is able to sort objects by size and position characteristics.
- Understands the simple concepts of time, describes, and organizes his or her daily activities.
- Understands counting activities and their relationship in a series of numbers.

- Understands measurement activities and the most important units of measurement.
- Knows the names of geometric shapes and is able to describe them.
- Understands the mathematical connection in their everyday activities.

Content of Mathematical Learning Area:

- Quantities, counting and numbers, calculation.
- Sizes and measurements.
- Geometric shapes.

Principles of planning and organizing of educational activities:

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

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

<b>Daycare/ Nursery Group</b>	<b>Kindergarten Group</b>			
<b>Developmental Goals</b>				
<b>&lt; 3 years old</b>	<b>3-4 years old</b>	<b>4-5 years old</b>	<b>5-6 years old</b>	<b>6-7 years old</b>
<b>Colors</b>				
Knows primary colors	Names primary colors yellow, blue, red	Is able to distinguish color tones, light or dark	Divides different items by color, shape, or size	Divides objects according to two different features (e.g. colors)

Finds similar colors in their surroundings	Knows orange, purple, pink, brown, grey, green			
Numbers & Counting				
Knows numbers 1-10	Recognizes numbers 1-10	Knows and recognizes numbers 1-20	Knows and recognizes numbers 1-50	Knows and recognizes numbers 1-100
Counts items 1-5	Counts items 1-10 correctly	Uses number cards 1-10	Organizes numbers when counting	Determines the number of objects by counting to 20
		Understands that by counting items in a different order, their number doesn't change	Indicates which number comes before and after	Knows the sequence of numbers 1-20
				Knows the numbers and is able to write them
Uses the terms one or many	Counts items in sets	Grabs the number of objects with eyes (up to 3 items)	Uses: more, less, equal, and the same number when comparing the number of objects (up to 5)	Compares sets using terms: more, less, and equal to
Finds 1-2 items described by an adult	Addition by 1 (3-5)	Takes the correct number of items according to the number given (up to 5)	Uses ordinal numerals with up to 12	Adds and subtracts within 12
				Knows the marks (plus +, minus -, equal to =)
Knows how many body parts we have (e.g. 2 arms, 1 nose)	Finds the correct pair	Forms pairs with different objects	Equalizes quantities by addition or subtraction	Composes mathematical stories based on two sets of objects
Groups & Differences				

Organizes objects by size (big, small);	Determines the order of two objects (bigger, smaller)	Determines the order of three objects (small, bigger, even bigger; wide, narrow, even narrower)	Uses the following terms when grouping: bigger, longer, taller, wider, thicker	Groups up to 5 objects by size (length, width, height, etc.)
Finds at least one significant similarity between objects	Can group objects based on similar characteristics (shape, color, size)	Finds two shapes of the same size among objects of different sizes	Explains why the object belongs in the group (size, shape, color, purpose)	Groups objects by position and activities by time
Orientation				
By instruction, places objects inside and on top of each other. Can find named places in familiar rooms (home, group rooms)	By instruction places objects up and down, forward and backwards relative to another person or object	Names and describes the location of an object or human, relative to another object or human, using the terms above and in the middle correctly	Describes the position of a person or object in relation to another person or object, by correctly using the words next to, by the...	Describes their position in relation to their surrounding objects, orients themselves in the room, outdoor area and on paper.
Time & Clock				
Places the numbers correctly on a clock puzzle	Understands that a clock is for measuring time	Knows the numbers on the clock	Turn the clock to the same time according to the sample (full hours)	Tells the time in hours
Imitates the meaning of day and night in a game under the guidance of an adult	Names and uses the words night and day to determine the parts of the day	Mentions different parts of the day (morning, lunch, evening) and gives examples of their activities at different times of the day based on helpful questions	Names all days of the week in the correct order and gives examples of their activities with questions, using the terms: yesterday, today, tomorrow	Names the days of the week, months, seasons, knows their birth month and birthday;
Knows today's day	Knows days of the week	Knows the seasons	Knows their birthday month	

	Recognizes seasons			
Measurements				
Knows the terms long-short, wide-narrow	Counts single steps	Understands that children's steps are different lengths	Able to measure distances in steps	Measures the length of objects with an agreed unit of measurement (steps, stick, cord etc.)
Knows the terms big-small	Uses the terms high, low, heavy, and light	Uses the terms high, low, heavy, light, thick, thin, wide, narrow	Compares the surrounding objects based on their weight, height, thickness and size;	Distinguishes between most used currency and measurement units (euro, cent, meter, liter, kilogram)
			Knows bank vocabulary (paper money, coins, bank cards)	Knows how and where money and measurements are used
Shapes				
Recognizes: circle, square, rectangle, heart, star	Knows: circle, square, rectangle, heart, star	Finds objects of the same shape in the surrounding with a given shape (circle, square, rectangle).	Create images with shapes with and without a sample.	Identifies 3-D shapes: cube, cylinder, sphere, cone, pyramid
Finds a similar shape under guidance (shape sorting games)	Finds similar shapes among different geometric shapes according to the given shape.	Describes differences in shapes based on the number of corners, size, shape and color.	Draws shapes: circle, square, rectangle, star, heart	Finds a circle, triangle, rectangle, square and describes these shapes.
	Creates simple pattern lines	Draws shapes: circle, square, rectangle		Finds a sphere and a cube among various items

## 6.4 Learning Area: Art

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

- Enjoys expressing themselves creatively.
- Personally portraits their surrounding objects, events and their imaginary world.
- Observes, describes and shapes their surrounding objects and commodities.
- Uses the learned modeling, drawing, painting tools and techniques.
- Uses materials and tools safely.
- Observes works of art and describe what they see.

Content of Art Learning Area:

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

Principles of planning and organizing of educational activities:

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

and professional artwork justifying one's own assessment helps to develop a tolerant attitude towards the work of peers.

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

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

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

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

		complete the artwork		
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### 6.5 Learning Area: Music

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

- Enjoys singing and making music.
- Is able to concentrate on the piece of music to listen to.
- Is able to express themselves creatively through singing, movements, dancing and playing an instrument.
- Can make music both in a group and individually.

Content of Music Learning Area:

- Singing
- Listening to music
- Moving with the rhythm of the music
- Playing an instrument

Principles of planning and organizing of educational activities:

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

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

<b>Daycare/ Nursery Group</b>	<b>Kindergarten Group</b>
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<b>Developmental Goals</b>				
<b>&lt; 3 years old</b>	<b>3-4 years old</b>	<b>4-5 years old</b>	<b>5-6 years old</b>	<b>6-7 years old</b>
Listening to Music				
Enjoys listening to songs	Sings in a group with others. Doesn't force singing, but does it naturally	Sings in a natural voice on exhalation.	Sings at a steady pace, naturally, expressively, pronouncing words clearly	Sings expressively with a natural voice and with easy breathing
		Sings songs with the group at a steady pace		Sings words by clearly pronouncing them
Tries to sing along with the teacher using single syllables or words from the song.	Sings simple children's songs by heart	Sings children's songs by heart with others and individually	Sings age appropriate children's songs both in a group and individually	Sings age appropriate children's songs both in a group and individually
Joins in on singing (claps, is silent or sings along)				Able to be a background singer for a soloist
Listens to songs performed by the teacher.	Listens to songs or a piece of music and then express the moods perceived in the music	Recognises learned song by hearing.	Listens to a song or a piece of music and express the content	Listens to a song or a piece of music carefully and describe the music
		Expresses the mood of the music	Recognises simple genres (marching, song, dance)	
		Follows the pace and rhythm through physical movements		
Differentiates Music				

Does not need to differentiate	Differentiates vocal songs from instrumental songs	Differentiates a vocal song from an instrumental song or nature sounds	Differentiates a vocal song from an instrumental song, and recognises the song, when the melodic instrument is played	Distinguishes a vocal song and instrumental song by hearing
Instruments				
Recognises the lyrics of the song e.g. animals (meow-meow, etc ), a vehicle (beep-beep, etc.)	Differentiates between learned instruments: sound sticks, triangle, bells, a drum	Differentiates by hearing: tambourine, triangle, nightingale, sound sticks, metallophone, piano	Differentiates between learned instruments by the sound and timbre	
Uses sound sticks, drums, bells and can beat the pulse.	Plays age appropriate rhythmic instruments: drums, sound sticks, bells	Plays simple accompaniments to songs on age appropriate instruments	Plays age appropriate rhythmic and melodic instruments like a drum, bells, tambourine, metallophon, the pipe, ring drum, triangle, chestnut.	Plays simple accompaniments for learned songs and instrumental songs on age appropriate rhythmic and melodic instruments
Listens to a pause (doesn't play the instrument or make sounds in a given place);				
Uses sound sticks, a drum and bells according to the content of the song	Uses rhythmic instruments to accompaniment a song	Plays rhythmic instruments in an instrumental ensemble	Plays learned instruments both in an ensemble and as a soloist	Plays children's instruments and can play in an instrumental ensemble
Rhythm and Movements				

Moves under the guidance of the teacher imitating animals or vehicles	Moves according to the tone (slow, fast, high, low sound)	Moves according to the tone and alternation of the pace	Moves according to the tone, pace and dynamics of the music	Moves according to the tone of the music
<b>Expressing themselves through Music</b>				
Expresses themselves by freely imitating animals, birds and vehicles according to their feelings	Expresses creative movement in dances, musical plays and song games	Expresses themselves freely according to the content of the piece of music	Creatively expresses themselves according to the content and tone of the musical piece	Expresses themselves creatively through a musical-rhythmic movement.

### 6.6 Learning Area: Movement

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

- Wants to move and enjoys the movements.
- Is able to work for a targeted action.
- Is active in group activities and individual activities.
- Understands the importance of physical activities for human health.
- Follows primary hygiene and safety requirements.

Content of Movement Learning Area:

- Physical education knowledge: safety, self-control and hygiene.
- Basic movements
- Action and movement games
- Different sports.
- Dance and rhythm.

Principles of planning and organizing of educational activities:

1. Basic movements require daily guidance: movement skills, mobility skills, and other movement abilities (endurance, power, speed, flexibility) are formed and developed through regular repetition of activities.
2. Children's opportunities to move actively are enriched through the development of sports: cycling, skiing, skating, swimming etc.

3. It's important to develop the moral principles and self-confidence: positive character traits develop through regular physical activity.
4. Children are directed to assess their skills, abilities and co-operation, to take their peers into account, to control their emotions; to understand the need for one or another physical exercise.
5. The development of basic movements, coordination, posture, balance, mobility and fine motor skills (accuracy, control of facial and finger muscles) and the provision of feedback will be diversified.

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

Daycare/ Nursery Group	Kindergarten Group			
Developmental Goals				
< 3 years old	3-4 years old	4-5 years old	5-6 years old	6-7 years old
Safety				
Moves safely under the guidance of the teacher	Takes into account peers in active activities	Performs exercises according to the teacher's instructions and verbal explanation.	Follows the game rules and safety regulations according to the location and possibilities	Follows the general safety rules when moving and playing, choosing a suitable location and the equipment
		Uses different sports equipment safely, in a suitable manner and location		
Performance				
Performs postures and movements during demonstration and instruction	Performs exercises under demonstration and instruction at a steady pace both with the teacher and peers	Performs a combination of exercises consisting up to four different exercises. Controls their movements, coordination and balance	Concentrates on a specific activity, tolerates losing in competitive games	Concentrates on a purposeful physical activity

Does not need to perform	Maintains balance while moving on balance bench and reduced surface	Performs exercises developing coordination and balance skills	Performs main movements freely	Performs main movements effortlessly
	Performs main movements with combinations and in learned exercises	Uses main movements actively and performs exercises requiring static balance in games	Performs different dance moves: pressure step, jump step, knee bending, heel and hoe strokes, heel and toe stepping, spinning one and by two, walking backwards	Performs movements with coordination and rhythm
Performs postures and movements during demonstration.	Walks, runs, jumps rhythmically to music	Controls their movements both indoors and on terrain.	Performs flexibility, speed, power and endurance skill developing exercises both indoors and outdoors	
Runs after a rolling tool such as a ball and a hoop.	Performs movement at a different pace.	Performs speed training exercises		
Performs exercises from different positions and with different equipment	Performs imitative movements under the guidance of the teacher			
Balance				
Maintains balance while running	Maintains balance while stationary	Controls their moves, coordination and balance in exercises that require it	Maintains balance both when stationary and while moving	
Coordination				

Takes the ball to the intended object and can bring it back	Performs exercises with right, left hand and with both hands	Uses both hands to perform exercises	Uses both hands in exercises, including the dominant hand in exercises that require precision	Uses both hands in exercises, including the dominant hand in exercises that require precision
Rolls the ball with both hands				
Imitates the teacher while performing exercises	Performs movements freely on his/her own creative way as well as according to the teacher	Freely imitates the exercises presented by the teacher	Imitates an adult and adds their own creation	Imitates an adult while performing an exercise
<b>Rhythm</b>				
Does not perform movements simultaneously	Performs rhythm movements simultaneously with the others		Performs rhythm movements simultaneously and in a steady pace with the others	
Moves enthusiastically in their own rhythm	Moves to a self-generated rhythm at both a steady and alternating pace		Moves steadily as well as in alternating pace in the music and in the self-created rhythm	
<b>Tools and Equipment</b>				
Uses a little cloth while moving	Uses different tools while moving: cloths, ribbons	Uses cloths, sticks and ribbons while moving	Uses ribbons, cloths, hoops, dumbbells, sticks, sleds and skis while moving	Uses different tools while moving: ribbons, cloths, hoops, skis, sleds etc.
Rolls a ball	Plays relay races and jumping games	Plays basketball, football and relay races	Plays basketball, football, relay races and games on jumping balls and with skipping ropes	Plays games with sporty elements (basketball, football etc.)
<b>Rules</b>				
Notices that the games have rules	Understands the content of the game	Follows the rules of the game		

Sports			
Knows that different sports exist	Names a few sports, winter and summer sports	Names some famous athletes	Names some famous Estonian athletes

## Chapter 7. Assessment of child's development

Principals of organizing and carrying out the assessment:

- Analyzing and assessing a child's development is important to understand the child's needs and identify any special needs in order to support positive self-esteem and development.
- Understanding the children guides teachers in planning daily educational activities.
- Assessing a child's development is a part of the daily learning and upbringing process. The development of children is constantly monitored, and the teacher takes notes on the results of the observations. Teachers carry out observations and children are observed on a daily basis throughout their activities, free play, and in teacher-directed activities.
- Assessments are based on expected general skills and the results of the learning areas in educational activities by age group. Children are assessed at the beginning and at the end of the academic year.
- The development of a child is described depending on the child, valuing what has been achieved and acknowledging the child's coping, development, positive attitudes, and interests. The group teacher introduces parents to the principles and organization of the child's development assessment at the parents' meeting at the beginning of the school year.

In Kindergarten 1 and Kindergarten 2, assessment is also connected to the implementation of the Primary Years Programme. Teachers document children's learning in relation to units of inquiry, conceptual understanding, Approaches to Learning, learner profile development, and evidence of student thinking, participation, and reflection. Portfolios, observations, work samples, and unit-related reflections are used to make learning visible over time.

Children in Kindergarten 1 and Kindergarten 2 are also encouraged to reflect on their learning and to demonstrate their understanding in a variety of ways, including conversation, drawing, role-play, hands-on work, and portfolio contributions.

Parents can expect to receive a progress report two times a year (October and May) with short comments and achievement marks. At least once a school year, in order to assess and support the child's development, the teacher conducts a development interview with the parent, which:

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

The result of the child's development assessment and development interview shall be documented following the data protection guidelines.

## **Chapter 8. Updating and Supplementing the Curriculum**

The curriculum is reviewed regularly to ensure that it remains relevant, developmentally appropriate, and aligned with both the Estonian National Curriculum for Preschool Institutions and the school's implementation of the IB Primary Years Programme.

The review of the curriculum is led by the pedagogical council in collaboration with the school leadership team. The review process may include reflection on programme implementation, collaborative planning, assessment practices, the development of the Programme of Inquiry, scope and sequence documents, and feedback from teachers and the wider school community.

If necessary, changes are made once a year, typically at the beginning of the academic year. Curriculum changes may be initiated by the management, pedagogical council, or the board of trustees if this is considered necessary on the basis of reflection, analysis, or changes in educational requirements.

The kindergarten curriculum is subject to change in connection with:

1. changes in education legislation;
2. the ongoing development of the school programme and curriculum implementation;
3. proposals from the pedagogical council, leadership, or the board of trustees.

Proposals and amendments to the curriculum may be submitted by members of the pedagogical council and the board of trustees. Final approval of changes is granted by the Head of School. Approved amendments are normally implemented at the beginning of the new academic year.

**Last reviewed:** June 2025

**Approved by:** Head of School

**Next planned review:** August 2026