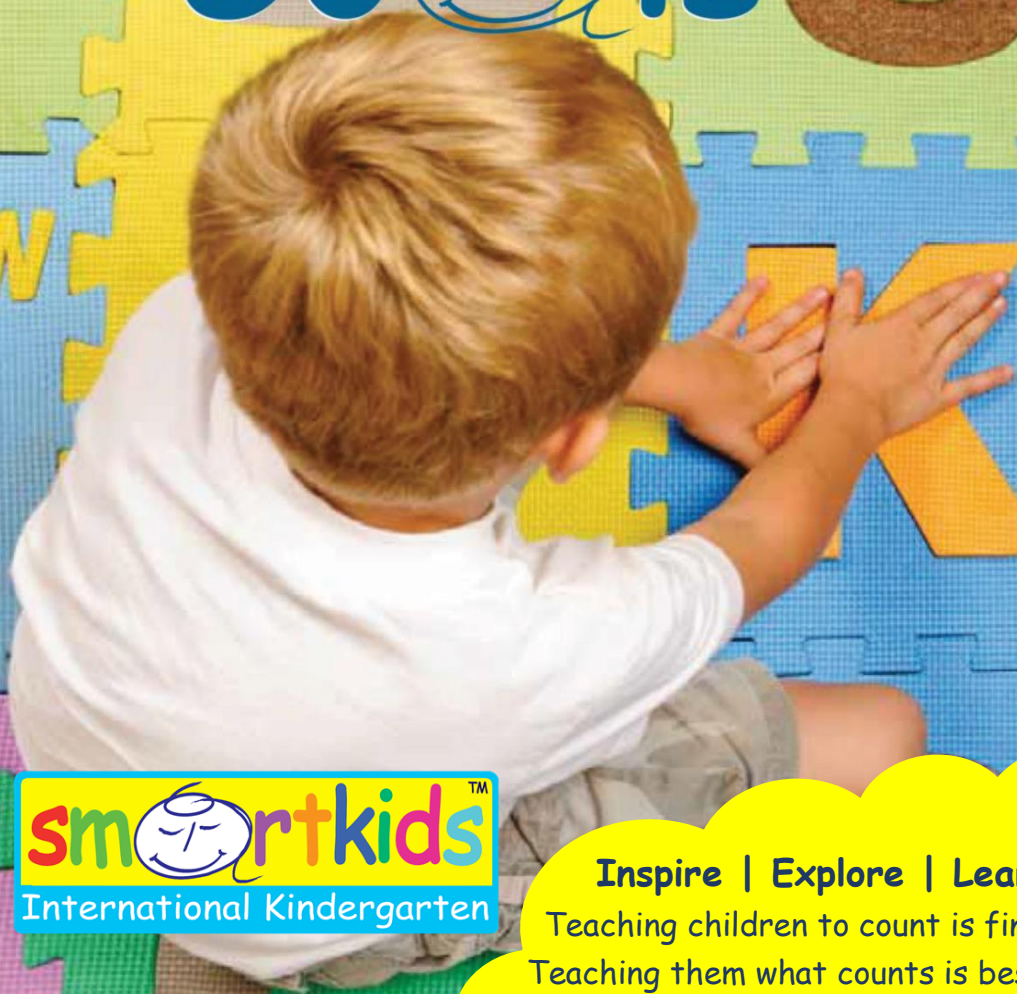


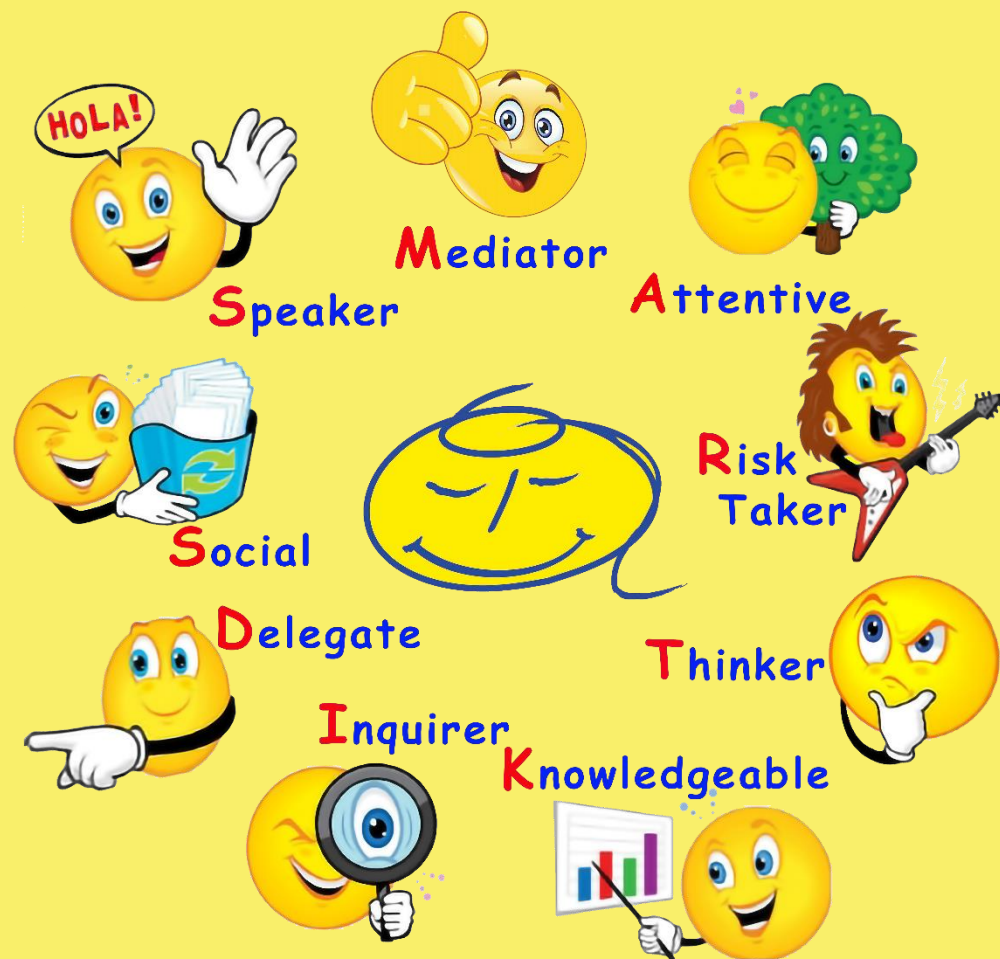
# Early Learning Goals



**sm****rtkids**™  
International Kindergarten

**Inspire | Explore | Learn**  
Teaching children to count is fine,  
Teaching them what counts is best.





This booklet helps adults to understand and support each individual child's development pathway.

SmartKids is a Candidate School\* for the International Baccalaureate® Primary Years Programme (IB-PYP). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy: a commitment to high quality, challenging, international education that SmartKids believes is important for our children.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)

Dear Parents,

At SmartKids, we believe that children have a natural desire to learn. Our mission is to nurture and encourage this love of learning by providing, inspiring, hands-on daily experiences. Our Early Learning Goals (curriculum) is guided by the research-based belief that children learn through active play.

We believe that children develop naturally when provided with developmentally appropriate experiences and safe environments to explore with nurturing adults nearby to guide and extend play. We encourage independence & creativity in all children.

We believe that "school readiness" means that a child not only has developed all the academic skills necessary for success in school but that each child has a passion for and love of learning, nurtured by enthusiastic, knowledgeable parents & teachers.

We believe that respect for humans, nature, and animals must be fostered and modeled for children to grow and develop into caring, responsible adults. We provide a curriculum that helps children value each other and the world in which they live.

We believe that parents are the first teachers of their children and we strive to partner with you in your child's early education. We communicate regularly with you, sharing your child's progress, newly acquired skills and milestones of development.

We hope this booklet will give you more information about the way we work in SmartKids and what we expect from your child (and why?). This document has many links with other International curricula in order to make the transition to primary schools easier for your child. We hope you like reading it and that you recognize and appreciate our SmartKids - style.

Yoko Otter, Pedagogue





Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

#### A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

#### Positive Relationship

Children learn to be strong and independent through positive relationships.

#### Enabling Environment

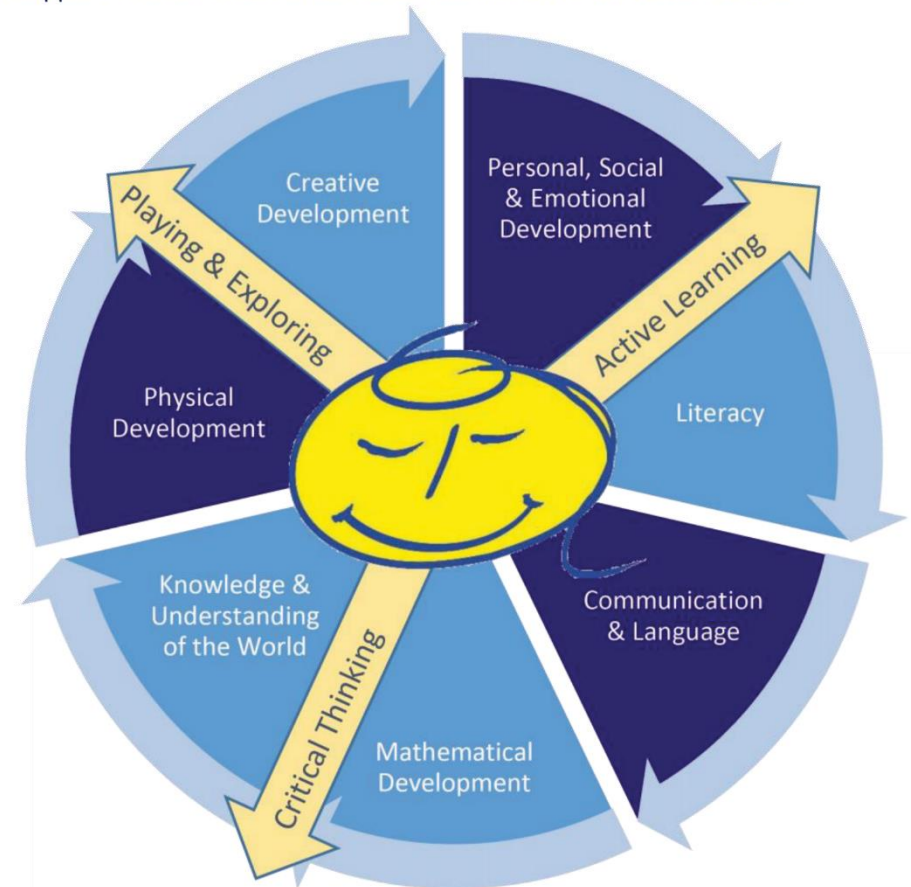
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

#### Learning & Development

- Characteristics of effective early learning
- Playing and exploring - Engagement
  - Active learning
  - Creating and thinking critically

### All Early Learning Goals are all interconnected.

The ways in which the child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.



Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.





## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Personal, social, and emotional development forms the foundation for children's development and learning.

### Main development area's are:

- Developing self-confidence and independence.
- Learning to work with and respond to others.
- Caring about and respecting others.
- Expressing needs and feelings in an appropriate way.
- Developing positive attitudes towards learning.

### Early Learning Goals for children are:

- To form good relationships with adults and peers.
- To be confident to try new activities, initiate ideas and speak in a familiar group.
- To select and use activities and resources independently.
- To dress and undress independently and manage own personal hygiene.
- To have an awareness of own needs, views and feelings and to show these in an appropriate way.
- To respond to significant experiences.
- To maintain attention, to concentrate, follow instructions and sit quietly when appropriate.
- To be interested, excited and motivated to explore and learn.
- To work as part of a group, taking turns, sharing, understanding values and rules, and work together.
- To understand that others have different needs, views, cultures and beliefs and respect these.
- To consider the consequences of words and actions for themselves and others.
- To develop an understanding of what is right, wrong and why.
- To learn to respect the environment.

### Attitude from adults to help children achieve these goals:

- Adults in SmartKids create a positive, nurturing environment in which children learn to develop confidence and a sense of identity. In a safe and secure setting, each child develops a sense of belonging and an awareness of the welfare of others.
- Adults are role models; they give children support, encouragement, and praise, but also put up displays of children's work to show appreciation.
- Group-leaders and assistants let children make their own choices and get them involved in helping with the daily routine (*helping serve snacks and drinks, hanging towels, wiping up spills, tidying up, caring for equipment, choosing equipment or materials to play with, choosing books to read or look at, selecting creative materials*).
- Adults let children take care of their own hygiene (wash hands, brush teeth, go to the toilet themselves, take-care of own sleeping bags, combing hair).
- We encourage children's concentration and teach them to follow instructions through circle time, doing games, providing puzzles and formblocks.
- For "working together" and "respect each other", we offer a home corner and imaginative play, board games, lotto's, memory, simple card games, construction materials, floor puzzles, outside activities, and ball games. We give children responsibility of the class environment, tidying up, take care of a pet, care for plants.
- We help children to express their own feelings through water-play, sand- play, dough, dressing up, reading stories, imaginative play. We also talk about their behaviour and explain what their behaviour means to others.





## COMMUNICATION AND LANGUAGE DEVELOPMENT

This is a key area for early years settings as reading and writing depends on a child's ability to understand the process of communication.

### Main development areas are:

- Speaking and listening
- (pre) reading
- (pre) writing

### Early Learning Goals for children are:

- Explore and experiment with sounds, words, and texts.
- Listen with enjoyment, respond to stories, songs, music, rhymes and poems, and make individual stories, songs, rhymes and poems.
- Use language to imagine and create roles and experiences.
- Enjoy listening to and use spoken/written language and use it in play.
- Use communication to organise sequence and clarify thinking, ideas, feelings, and events.
- Sustain attentive listening, responding to what they have heard by giving comments, questions, or actions.
- Interact with others, negotiating plans and activities and taking turns in conversation.
- Extend vocabulary, exploring the meanings and sounds of new words.
- Speak clearly and audibly with confidence and control and show awareness of the listener ("please", and "thank you").
- Hear and say initial and final sounds in words, and short vowel sounds within words.
- Link sounds to letters, naming and sounding of the alphabet.
- Show understanding of elements of stories, such as main character, sequence of events etc. and how information can be

- found in non-fiction texts to answer questions about where, who, why and how.
- Write own name and other items such as labels.
- Use phonic knowledge to write simple regular words.
- Use a pencil and hold it effectively to form recognisable letters.

### Attitude from adults to help children achieve these goals:

- Developing language skills requires adults not only to provide activities but also for them to spend time talking and listening to children.
- Get down to the child's level, make eye contact, and give children a "language bath" (overload them with language).
- Encouraging children's speech by showing that you are listening and are interested.
- Follow up a topic of conversation with a child on a different day.
- Giving explanations ("this is where we wash our hands").
- Asking questions ("do you want to play in the sandpit?").
- Predicting and anticipating ("I think that the tower will fall down if it gets taller/higher").
- Recounting events in the past, ("we went swimming, yesterday").
- Assertiveness ("it's my turn"/ "I was busy with that").
- Gaining reassurance and help, ("I can't do this").
- Describing events and objects ("the sand is wet and sticky", "we go up the stairs!").
- Socialising with others ("do you want to play with me?").
- Extending vocabulary by bringing in new words, book reading and handling, singing songs/ rhymes, predicting and recalling stories, using feely bags, show and tell tables, displays, doing circle times, games like "simon says", musical activities, jolly-phonics program, writing own name, alphabet puzzles, make own books, label items in the group, explore and experiment with sounds, words and text.





## LITERACY

### Reading and Writing fit together.

We develop children's writing skills in SmartKids through:

- Developing children's hand - eye - coordination.
- Helping children to hold pencils and other items correctly.
- Providing opportunities to draw and record.

### Attitude from adults to help children achieve these goals:

We give children the opportunity to do drawing, painting, sticking, puzzles, peg boards, threading beads, playing with hand puppets, practice throwing-catching skills, do lacing, collage making, writing own name, making shopping lists, and labelling items in the group.





## MATHEMATICAL DEVELOPMENT

The ability to count, measure and have some understanding of spatial awareness, enables children to carry out every day tasks.

It's important for children to experience mathematics.

The areas of mathematical experiences in early years are:

- Counting
- Matching
- Ordering
- Sorting
- Making and recognising patterns
- Adding and subtracting
- Measuring weight, length and time
- Volume and capacity
- Shape and space
- Prediction
- Recognising and writing numbers



Early Learning Goals for children are:

- Say and use number names.
- Count up to 10 objects.
- Use mathematical ideas and methods to solve practical problems.
- Talk about, recognise and create simple patterns and numbers.
- Use language such as more or less etc. to compare numbers or quantities.
- Use language such as circle or bigger to describe shapes and sizes.
- Use every day words to describe position.

Attitude from adults to help children achieve these goals:

- Help children during play and activities to use a core of basic words and expressions (shorter than, biggest, shortest, wider than, more than, less than, the same as, the difference, longer than, longest, take away, match, pattern, square, rectangle, triangle, circle, in front of, behind, next, above, below, inside, outside, quickest, big, small, first, second, third, more than, most).
- Introduce counting rhymes, counting toys, play board games with dice.
- Picture lotto (for matching), matching shapes and colours.
- Threading beads, pegboard, paper shapes, colour bricks.
- Number puzzles, lotto's.
- Using language of time (o'clock, minute, day, week, year, calendar, tomorrow, birthday, Christmas, festivals).
- Using words like: round, curved, smooth, flat, oval, sharp, side, cone, soft, edges, forwards, backwards, under, over, closer, left, right, under over, closer, on top of, far away, between, etc...





## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

This area helps children to explore and consider the world around them. It builds on children's natural curiosity and desire to touch, feel, and ask questions about their environment.

### Early years areas:

- Early science
- Early technology
- Exploring the concept of past and present
- Explore the environment



### Early Learning Goals for children are:

- Investigate objects and materials by using all senses.
- Find out about and identify living things, objects, and events.
- Look closely at similarities, differences, patterns, and change.
- Ask questions about why things happen and how things work.
- Build and construct with a wide range of objects, selecting appropriate resources and adapting work where necessary.
- Select tools and techniques needed to shape, assemble, and join the materials they use.
- Find out and identify the uses of everyday technology and ICT.
- Find out about past/present events in their own lives and in those of others.
- Observe and find out about and identify features in the place they live and the natural world.

### Attitude from adults to help children achieve these goals:

- Helping children in observing, predicting, experimenting, and exploring the world around them.
- Encourage children to think and develop their own thoughts and ideas, learn to think out of the box and problem solve.
- Use questions to help children develop their theories.
- Supply children with enough resources (scissors, glue, sticky tape, different kind of paper, wire, stapler, junk materials, crayons, makers, paint, fabric, rollers, magazines, stones, pebbles, etc.).
- Making ice, growing plants, talk about floating-sinking.
- Introducing children to the computer.
- Talking about old-new, events, photos (baby-now).
- Talking about pets, plants, observe bugs and other animals, weather, sun, wind.
- Find out about their environment and talk about what they like and dislike.





## PHYSICAL DEVELOPMENT

Children need to develop the ability to control their movements in order to do many of the tasks that are expected of them in school. Further on, physical activity keeps children healthy, strong, and mentally alert.

### Areas of development are:

- Gross motor skills
- Fine motor skills

### Early Learning Goals for children are:

- Move with confidence, imagination and in safety.
- Move with control and coordination.
- Show awareness of space, of themselves and others.
- Recognise the changes that happen to their bodies when they are active
- Use a range of small and large equipment.
- Travel around, under, over and through balancing and climbing equipment.
- Handle tools, objects, construction and other materials safely and with increasing control.

### Attitude from adults to help children achieve these goals:

- Exercise (running, obstacle course, but also questioning about changes that happen in the body when active).
- Dance, drama.
- Balancing (tricycles, bicycles, swings, seesaws, walking on benches).
- Cutting, drawing, painting, threading beads, weaving, collage making, dressing up, paper maché, modelling cooking, puzzles, small-world toys (animals, duplo/lego, brio-train, toy-cars).
- Ball games, play tunnels, slides, swings, ropes, hoops, and tennis-rackets.
- Food-tasting, printing with food, grouping food, talk about food.





## CREATIVE DEVELOPMENT

Creative development allows children to use their imagination and focus on their emotions and identity.

There is a strong link between creativity and emotional development.

### Early Learning Goals for children are:

- Explore colour, texture, shape, form, and space in 2 and 3 dimensions.
- Recognise and explore sounds and how sounds can be changed, sing simple songs from memory, match movements to music, recognise repeated sounds and sound patterns.
- Respond in a variety of ways to what they see, hear, smell, touch, and feel.
- Use imagination in art and design, music, dance, imaginative and role-play and stories.
- Express and communicate ideas, thoughts, and feelings by using a wide range of materials, tools, movements, designing and making and a variety of songs and musical instruments.

### Attitude from adults to help children achieve these goals:

- Music, movement, drama, dance, singing.
- Painting (using various materials).
- Drawing (using various materials).
- Modelling (clay, dough, paper maché, junk modelling).
- Sewing, weaving, using different fabrics, making brooches, badges.
- Imaginative play (take on roles and act them out).
- Making and using puppets (spoon puppets, sock puppets, hand puppets).
- We do not use judgements, we display children's work, we give children time, we encourage children to learn from the process, to reflect, and we help them to appreciate artwork.





## Supporting each child's Learning & Development

On-going formative assessment is at the heart of effective early years practice.

### Observation

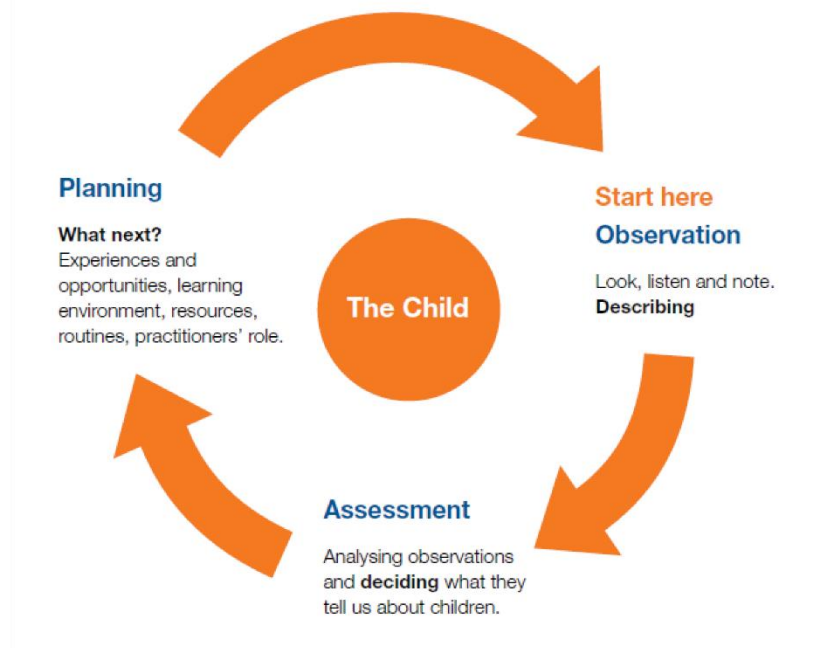
Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

### Assessment

Consider observing what children can do to help identify where the child may be in their own developmental pathway.

### Planning

Consider ways to support the child to strengthen and deepen their current learning and development, focus on 'Positive Relationships' and 'Enabling Environments'. Identify possible areas in which to challenge and extend the child's current learning and development





## SKILLS & ATTITUDES

Throughout these 6 areas, the following skills and attitudes are developed:

### Thinking

- Acquiring knowledge
- Comprehension
- Evaluation

### Attitudes

- Appreciation
- Commitment
- Curiosity
- Confidence
- Co-operation
- Creativity
- Empathy
- Enthusiasm
- Independence
- Respect
- Tolerance

### Research

- Formulating questions
- Observation
- Planning
- Collecting/ recording
- Organising/ interpreting data

### Communication

- Listening
- Speaking
- Pre-writing
- Pre-reading
- Non verbal communication

### Social

- Accepting responsibility
- Respecting others
- Co-operation
- Conflict handling
- Group decision making

### Action

- Be reflective
- Make choices
- Initiate

Thank you for choosing SmartKids.

We endeavour to provide your child (ren) with a safe and happy environment, where they play and learn along with other children.

If you have any questions or feedback, please feel free to contact the Location manager

### By post - ✉

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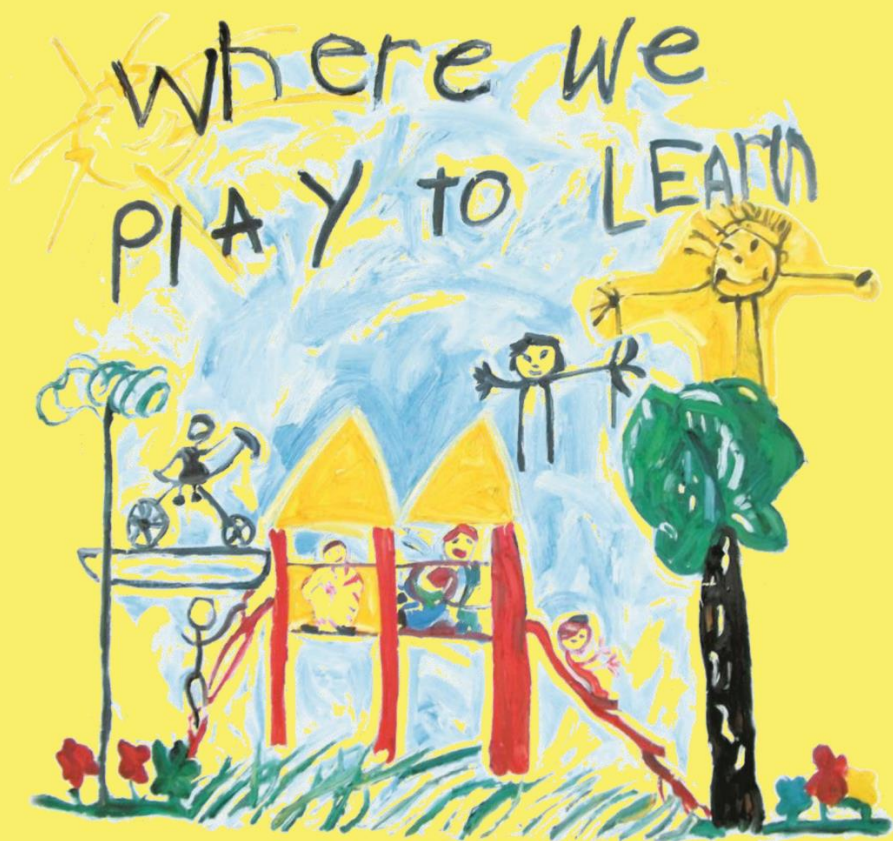
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