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| --- | --- |
|  | European Schools  Office of the Secretary-General  Pedagogical Development Unit |

Ref.: Annexes to 2011-01-D-15-en-4

Orig.: EN

Annexes to the Early Education Curriculum[[1]](#footnote-1)

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 8 AND 9 OCTOBER 2015 IN BRUSSELS[[2]](#footnote-2)**

Immediate entry into force

**ANNEXES: EARLY EDUCATION CURRICULUM**

**ANNEX 1: Entry profile**

**ANNEX 2: Record of the child´s development**

**ANNEX 3: Easy guide to curriculum objectives**



**Entry profile of the child**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **To be completed by Parents/Legal representatives** | | | | |
| **Name:** | | | | |
| Mother: | | | | |
| Father: | | | | |
| Other person: | | | | |
| **Child’s full name:** | | | Date of birth: | |
| Class: | Section | | Date of entry: | |
| Brothers/sisters (names & dates of birth): | | | | |
| **Linguistic information** | | | | |
| Languages spoken at home: | | | | |
| Mother: | | | | |
| Father: | | | | |
| Language of other carers, e.g. childminder/grandparents: | | | | |
| Dominant language of the child: | | | | |
| **Previous educational experience** *Please note the lengths of time attended:* | | | | |
| Playgroup: | | Nursery: | | Other: |
| Comments: | | | | |
| Please give details about current out of school activities: | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Me and the others** | | | | | | |  | |
|  | **Play** | | | | | | |  | |
|  | Please comment on games/toys/activities that your child particularly enjoys | | | | | | |  | |
|  | within the family: | | | | | | |  | |
|  | with friends: | | | | | | |  | |
|  | playing alone: | | | | | | |  | |
|  | Comments: | | | | | | |  | |
|  | **Me and the world** | | | | | | |  | |
|  | **Language** | | | | | | |  | |
|  | When did your child begin to speak? | | | | | | |  | |
|  | Is his/her speech clear to you? | | | | | | |  | |
|  | To others? | | | | | | |  | |
|  | Comments: | | | | | | |  | |
|  | **Me and my body** | | | | | | |  | |
|  | **Hearing** | | | | | | |  | |
|  | Has your child’s hearing ever been tested? | | | | Yes | No | |  | |
|  | By whom? | | | | | | |  | |
|  | When? | | | | | | |  | |
|  | Comments: | | | | | | |  | |
|  | Does your child suffer from frequent colds/blocked nose, etc? | | | | Yes | No | |  | |
|  | **Sight** | | | | | | |  | |
|  | Has your child’s sight ever been tested? | | | | Yes | No | |  | |
|  | By whom? | | | | | | |  | |
|  | When? | | | | | | |  | |
|  | Outcome/comments: | | | | | | |  | |
|  | **Physical Development** | | | | | | |  | |
|  | Did your child crawl? | | | | | | |  | |
|  | When did your child start to walk? | | | | | | |  | |
|  | Is he/she independent dressing/undressing? | | | | | | |  | |
|  | Is he/she independent toileting by day/night? | | | | | | |  | |
|  | Is he/she independent eating? | | | | | | |  | |
|  | Comments: | | | | | | |  | |
|  | Please tick if your child has experience using: | | | | | | |  | |
|  | | Pencils/Crayons | Paintbrushes | Threading beads | | |  | | | |
|  | | Glue/paste | | Scissors | | |  | | | |
|  | | Comments: | | | | |  | | | |
|  | | Is there any medical or other information which your child’s teacher needs to know? | | | | |  | | | |
| **Me as a person** | | | | | | | | |  |
| **To be completed by the parents and the child together:** | | | | | | | | |  |
| What are the things I like and what interests me? | | | | | | | | |  |
| Which are the things I do not like and what scares me? | | | | | | | | |  |
| Things I am good at: | | | | | | | | |  |
| What do I want to learn in school? | | | | | | | | |  |
| Who are my friends: | | | | | | | | |  |
| Any other comments: | | | | | | | | |  |

|  |  |
| --- | --- |
| Signed: | Date: |

***Please ask your child to “draw a person” on a separate piece of paper, or the reverse of this sheet.***

Please add any comments here:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Record of the child’s development** | | | **Date:** | |
| **Area:** | *“What is new?”* The most important ***changes in the child’s development*** (progress, stagnation, regression) | The child’s ***strengths*** | Competences needed to be practised | Future steps/Measures |
| **Me and my body** |  | . |  |  |
| **Me as a person** |  |  |  |  |
| **Me and the others** |  |  | . |  |
| **Me and the World** | . | . |  |  |
| Comments: | | | | |

**Easy guide to curriculum objectives**

**Me and My Body**

**I learn to know, use and control my body and to develop my spatial awareness, motor and sensory skills. I am getting to know about and**

**becoming more responsible for my health, hygiene and safety.**

**Using all my senses I actively explore the world and develop my imagination in dance music and art**

|  |  |  |  |
| --- | --- | --- | --- |
| Talks about 1st hand experiences | Participates in projects | Names and compares differences in sounds, shapes … | Creatively uses a wide range of materials – colours, instruments… |

**I explore the possibilities of human movement**

|  |  |  |
| --- | --- | --- |
| Maintains good posture | Names parts of human body | Walks and runs easily |
| Is able to explore new ways of moving | Follow rules and tries to copy | Balances in different positions |
| Is able to modify walking and running | Is well co-ordinated in different environments | Moves to simple rhythm |
| Co-ordinates/integrates movements in a group | Modify movements following instructions |  |

**I demonstrate co-ordination in using a range of tools and equipment**

|  |  |  |
| --- | --- | --- |
| Dresses and fastens shoes alone | Throws and catches a ball, uses variety of tools | Throws /catches ball with skill |
| Mature grip of pencil | Demonstrate skill in emergent writing and graphics | Plays simple musical instruments |
| Has stabilised handedness |  |  |

**I develop my spatial awareness and understanding of safety and danger**

|  |  |  |
| --- | --- | --- |
| Moves and plays safely alone or with others | Knows about fair play | Follows safety instructions |
| Recognises danger and avoids it | Asks for help when needed | Knows a few safety rules |

**I recognise the importance of personal hygiene and keeping healthy**

|  |  |  |
| --- | --- | --- |
| Manages own personal hygiene with support/ independently | Maintains good order in school environment with help | Knows a few rules of good diet |

**Me as a person**

**I develop awareness of my identity. I am able to reflect and control my behavior. I learn to recognise and express my feelings and emotions. I become more imaginative, creative and self-confident. I begin to understand and accept basic principles of morality and find my moral values.**

**I get to know who I am and feel positive about myself**

|  |  |  |
| --- | --- | --- |
| Expresses likes/dislikes | Express reason for likes/dislikes | Accepts being told NO calmly |
| Takes care of own things/ equipment/ other children’s things | Seeks opportunities to join in/start play activities | Asks friends to join in and helps others |
| Knows his/her full name | Knows own full name, age, date of birth, address |  |

**I am becoming more confident and develop my self esteem**

|  |  |  |
| --- | --- | --- |
| Feels settled and secure in school | Responds with confidence | Suggest new ideas/takes ideas of others into account |
| Expresses its own thoughts clearly/correctly | Enjoys being part of a group | Acts/interacts in appropriate /active ways in a group |
| Takes the ideas of others into account | Confident with new challenges in new situations | Accepts responsibilities/ take initiatives |

**I can control my actions, reactions and my behaviour**

|  |  |  |
| --- | --- | --- |
| Keeps self-control and does not loose temper easily | Recognises inappropriate behaviour and feels regret | Takes turns/ shares |
| Works productively in partnership/teams | Makes choices, decisions, accepts decisions of others | Is sensitive to others/animals/nature |

**I am curious, interested and motivated**

|  |  |  |
| --- | --- | --- |
| Shows curiosity and tries new things/activities | Shows enterprising attitude | Enjoys working |
| Enthusiastically involved in independent and group activities | Perseverant/completes a given task | Extended concentration/attention in more demanding/different learning situations |

**I develop my imagination and creativity through a variety of different activities (play, movement, music, art, maths, mod. tech.)**

|  |  |  |
| --- | --- | --- |
| Engages actively in play, music making, drawing, and playing with words, poems etc. | Links/applies different kinds of learning to new situations.  Uses language to create poems/stories | Expresses emotions or feelings with words/gesture/movement  Uses drawing/art as a means of expression |

**Me and the others**

**I learn to communicate and cooperate in a respectful and responsible way. I build up and value my own cultural identity and those of others.**

**I learn to find and take my place in the school community**

|  |  |  |
| --- | --- | --- |
| Knows the names of the members of his family | Knows some facts about the relationships between family members | Knows name of pupils and adults s/he works with at school |
| Can name adults and their functions in the school | Works, and plays with others: pupils/teachers/assistants etc | Expresses /defends own ideas, helps/listens to others, agrees roles, invites others to play in cooperative spirit |

**I am building my confidence as a member of the community**

|  |  |  |
| --- | --- | --- |
| Knows where things are in the classroom | Orientates himself/herself in space safely taking into account others | Independently goes from one shared place to another in school |
| Describes/represents simple route in school | Knows where s/he lives | Knows where s/he lives( town, road country) knows how to get there |

**I develop my understanding of the passage of time**

|  |  |  |
| --- | --- | --- |
| Names parts of the day/name a few days | Names days of week and months | Situates activites within the timetable of day |
| Knows timetable of class | Talks about personal events in past/future | Works efficiently in the group and respects routine sequences |
| Knows some facts @ family history | Knows some facts of special historical interest from his/her country |  |

**I develop my citizenship, my understanding of codes of behaviour and agreed values and rules**

|  |  |  |
| --- | --- | --- |
| Follows agreed rules/expectations in class | Accepts democratic decisions/rules | Copes with criticism, mistakes, failures which are part of the creative process. |
| self-controlled at school | Takes responsibilities |  |

**I learn to respect and share my own cultural heritage and that of other children**

|  |  |  |
| --- | --- | --- |
| Knows name of his parents’ countries and languages/ has a sensitive awareness of different countries, cultures, and languages | Knows a few key aspects of his own country and those of the others in the class and school | Enjoys stories from a range of cultures |
| Knows a few stories/songs/artwork from a range of cultures |  |  |

**Me and the world**

**I develop my linguistic competences and skills. I develop my reasoning and ability to organise my work. I begin to explore and understand the world. I think creatively.**

**I am becoming a confident and competent communicator**

***Listening and understanding***

|  |  |  |
| --- | --- | --- |
| Listens and responds to teacher | Responds with growing attention | Understands wide vocab. Introduced & used in class |
| Understands basic vocab @ everyday life | Understands common instructions & words eg greetings, excuses, thanks, invitations | Follows/participates in simple conversation |
| Understands/takes part in all types of discussions on familiar subjects | Waits for his/her turn to speak | Follows and understands key elements of simple, illustrated story/TV program |
| Understands illustrated story, read clearly: main characters, sequence, meaning.. | Recognises tales, stories, or parts of them |  |

***Talking***

|  |  |  |
| --- | --- | --- |
| Asks for explanations/repetitions | Pronounces words correctly | Corrects his/her pronunciation |
| Talks using simple sentences without mistakes | Talks using longer /well-connected sentences | Sings simple songs or relates parts of stories |
| Recites/sings a few poems or songs | Summarises a story or events respecting sequence, characters and main elements | Explains a class experience |
| Uses clear and correct language to explain something | Makes themselves understood through language | Forms correct questions /answers |
| Builds simple sentences | Builds more complex sentences | Uses “and” “but” and “because” |
| Starts to use past, present and future tenses | Uses simple vocab | Uses appropriate vocab introduced in class |
| Engages in simple communication | Takes part in spontaneous conversation | Can justify simply his/her point of view |
| Tales account of what has been said | Uses simple expressions (greetings, thanks, excuses, invitations, instructions) | Gives instructions |

***Reading and writing***

|  |  |  |
| --- | --- | --- |
| Completes rhymes with appropriate sounds | Recognises simple oral syllables, links few letters to sounds | Recognises his/her name/those of other pupils, a few words with pictograms |
| Writes his/her name and a few words | Recognises a few words/letters in a text – suggests what it means | Suggests how to write a simple word |
| Uses different writing models like letters, recipes, rules, notices | Identifies form and function of some texts used in class ( rules, letters, recipes, weekdays etc) | Enjoys reading and library activities |
| Creates story/text scribed by the teacher |  |  |

**I become curious and knowledgeable about the world**

|  |  |  |
| --- | --- | --- |
| Observes and comments | Describes clearly | Integrates new ideas |
| Asks questions | Tries to give answers, using generalisation, comparison and linking facts | Is curious/interested in exploring surroundings |
| Knows basic features of animal and vegetable life (growth, nutrition, locomotion, reproduction) | Knows a few characteristics of landscape, climate, earth and solar system | Identifies marks of the past |
| Is sensitive to the environment & human influence | Knows some famous characteristics/symbols of his/her own country & Europe | Knows some stories, songs/artistic work from his country ,Europe & world |
| Enjoys investigating with others | Knows simple functions of ICT and technologies | Works well in groups, investigating aspects of the world |

**I find new ways of exploring and develop new skills of organisation and problem solving**

|  |  |  |
| --- | --- | --- |
| Participates in tactical & strategic games & active play-based activities | Follows rules of tactical/strategic games | Takes a role in tactical/strategic games |
| Starts to develop tactical & strategic games | Understands a variety of representations presented in class with adult support (numbers, calendars, shapes, symbols etc.) | Uses representations presented in class (numbers, shapes, symbols, calendars…) Uses tools with precision such as rulers, pencils etc. |
| Develops a plan, a procedure and follows it | Organises a simple task and completes it | Relates experiences |
| Explains a class experience or procedure | Expresses his own explanations & reasoning |  |

1. **APPROVED BY THE JOINT TEACHING COMMITTEE ON 9, 10 and 11 FEBRUARY 2011 IN BRUSSELS** [↑](#footnote-ref-1)
2. **AMENDMENTS APPROVED BY THE JOINT TEACHING COMMITTEE ON 8 AND 9 OCTOBER 2015 IN BRUSSELS** [↑](#footnote-ref-2)