ASSENTED

Decision No T-322

of the Council of Kaunas City Municipality

of 21 July 2020

APPROVED

Order No V-36

of the Director of Kaunas nursery-kindergarten “Aviliukas” of 30 July 2020

**PRE-PRIMARY EDUCATION PROGRAMME OF KAUNAS -NURSERY-KINDERGARTEN “AVILIUKAS”**

# GENERAL PROVISIONS

# Details of the Institution

**Title of the education provider.**  Kaunas nursery-kindergarten “Aviliukas”

**Form.** Non-profit-making institution of Kaunas City Municipality

**Group**. School of non-formal education

**Type.** Nursery-kindergarten

**Main area of activity.** Pre-school education, code 80.10.10.

**Address.** A. Mackevičiaus str. 101 and S. Žukausko str. 31, Kaunas

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## 

## Children and their Needs

A pre-school education program of Kaunas nursery-kindergarten “Aviliukas” is designed for children from 1 to 6 years of age. The programme focuses on meeting the needs of children.

Children between 1 and 3 years of age are guaranteed a **physical and emotional need for safety.** The groups maintain a good microclimate, the children receive the care, tenderness, individual attention of all the adults working in the group, satisfaction of the children’s curiosity and desire to act and to get to know the environment around them. **Parents are invited** to cooperate and help the child to become attached to the new environment, and to find an emotional relationship with adults.

The 3-6-year-old modern child is characterised by a special **interest in digital technologies**; they want interesting and fast-changing information, they **want to act themselves, discover, create in a real environment, explore and solve problems, overcome difficulties.** Modern children are interested not only in the culture of their own country but also in other countries. To meet such needs, the educational environment is constantly being developed and updated, active methods of education are applied, the child **is educated in the real and virtual world, in the institution and outside the institution.**

**For children from foreign families** facing a lack of Lithuanian language skills, conditions are created **to meet the need for communication** by discovering a positive relationship with children and adults. The individual rhythm of education is selected, adequate learning tools are ensured.

Children **with educational difficulties** are provided with the help of a speech therapist, special educator, psychologist. Specialists, preschool educators, and parents look for ways to help the child acquire new abilities to reduce the factors causing difficulties. Individual educational content is selected for these children according to the nature and degree of developmental disorder of the child.

Efforts are made to recognise and meet **the educational needs of gifted children:** to be recognised, noticed, to engage in complex long-term activities, to communicate with children with similar abilities. Educators try to notice their talents, pay attention to their activities and performance, choose complex activities that require greater effort and encourage communication and learning from each other. Children whose talents are revealed in the art field are enabled to improve, be noticed, evaluated and represent the institution in various city events, competitions, and festivals.

## Attitude towards the child and his/her education

The programme of Kaunas nursery-kindergarten “Aviliukas” responds to the provisions of the State Education Strategy for 2013-2022 and the implementation programme of these provisions, the Concept of Child Welfare State Policy (2003) approved by the Government of the Republic of Lithuania, The Program for Preparation for Family Life and Sexuality Education (2007), the Life Skills Development Programme (2004). The pre-school education programme is based on the United Nations Convention on the Rights of the Child, ratified by Law No 1-983 of the Republic of Lithuania of 1995. The provision guaranteeing the child’s right to be an active participant of the institution, expressing his/her views and suggestions, taking decisions affecting the child’s environment, the rhythm of the day, the development of skills and the provision of confidentiality, which is important in communication with the child and his/her relatives, is respected. The programme responds to the Child Welfare State Policy Concept approved by Resolution No IX-1569 of the Seimas of the Republic of Lithuania of 2003.

The curriculum content of the programme is modelled based on the Good School Consepsis approved by Order No V -1308 of the Minister of Education and Science of the Republic of Lithuania of 21 December 2015. The environment of upbringing and education is created, educational methods that **respond to the needs of the modern child** are selected, attention is paid to the relevant trends of educational change.

Children’s life in an institution is recognised as an integral part of the content of education. **The child develops from the moment he/she comes to the group**, at any time of the day: he/she learns to play, to communicate positively with friends and adults, to take an active part in his/her own planned activities and in activities organised by the educator. **Targeted activities of children** are planned and organised to help children acquire the competences they need for their lives.

**The individualisation of education** becomes a major challenge in organising children’s education: to tailor the content to each child according to his/her experience, opportunities, abilities, learning style, individual needs.

**Educational methods**, which encourage the child to **act actively**, are applied: to explore, experiment, discover information, monitor the consequences of his/her own actions. **Action together**, as well as communality, are promoted. The applied methodology of the “School of Thinking” helps to **act together**: children learn critical thinking, discuss, solve problems, difficulties, look for answers to complex questions. **Communality** is encouraged by the created educational spaces, which are shared by all the children of the institution, and their enrichment and renewal are taken care of by the community of the institution. Children learn to share experiences, help smaller ones or children with special needs, learn to develop joint games and adhere to agreements, etc.

## Preparation of teachers and other specialists

The institution employs qualified educators who can create an environment that promotes child development and are able to ensure the child’s well-being, who are able to maintain positive relationships with children and their parents, as well as capable of personalising **education – to adapt it according to the child’s experience, abilities, capabilities and needs.**

Since 2020, 30 % of the institution’s educators **are ready to provide education to English-speaking children**, i.e. families who have arrived or returned to Lithuania. Ready to accept the challenges they will face in developing children’s tolerance of different traditions, linguistic peculiarities, values, etc. Teachers are ready to accept and stay with all the emotional experiences of children that have arisen as a result of moving to Lithuania.

Artistic education teachers are ready to help children acquire the skills of music, dance, acting, visual expression. Artistic education teachers organise children’s and community holidays, participate in city festivals and competitions with children.

Educators, cooperating with each other, preparing projects, meet the most important natural needs of the child for movement and take care of the achievements in the field of physical activity, create educational conditions for children’s spontaneous and targeted physical activity.

Children **with educational difficulties** are provided with the help of a speech therapist, special educator, psychologist. Specialists and preschool educators, together with parents look for ways to help the child acquire new abilities to reduce the factors causing difficulties. Individual educational content is selected for these children according to the nature and degree of developmental disorder of the child.

## Peculiarity of the institution

The following features of the peculiarity of the institution are distinguished by the agreement of the community:

**Two buildings.**  The institution located in the eldership of the center, in A. Mackevičiaus str. 101, is in a beautiful natural shelter. The territory of the kindergarten borders with its own holdings, so children have the opportunity to see pets, observe the humans working in the fields and ongoing construction works. This building is atypical, with two floors and only two groups, thus reminiscent of the home environment.

Another building of the institution is in S. Zukausko str. 31. In 2016, the building was fully renovated and a newly designed outdoor environment was designed. Here, educators together with the parents of pupils create new play spaces for children according to the needs of the modern child and the requirements of the educational environment.

**Fostering children’s culture.** Children’s culture is recognised as a value and children are the creators of this culture. Children themselves create environments, organise exhibitions in which they present their works in a unique and creative manner, and themselves regulate the pace of their activities – fool around, shout, rage on or quietly stay, relax.

**Fostering traditions**. In addition to traditional calendar holidays, annual family sports festivals, children’s creative projects, community clean-ups, trips, children’s summer entertainment month are organised. The attitude of the community to the holidays has changed: children, parents are active participants and creators of the celebration.

**Fostering multiculturalism**. The aim is to ensure successful integration for the children from English-speaking families who have arrived or returned to Lithuania. Create the right conditions for nurture and development in a multicultural environment.

**Constant refurbishment of the courtyard environment. The courtyard is exceptional: children here nurture in different educational spaces every day.** There are twelve educational spaces in the courtyard: Music, Paint, Workshops, Forest, Master, Toys, Sports, Woodsman, Cognition Track, Garden, Sand and Construction. All educational spaces are different, but all of them help children learn, gain experience by constantly acting and interacting with nature, tools, objects, communicating and cooperating with children and adults.

**Collaboration with the family.** Continuous cooperation, exchange of information about the child and his/her education, mutual trust and respect are sought. We organise events for parents’ education, “Aviliukas School”, where parents, in communication with specialists, acquire knowledge and experience on how to successfully prepare and survive the adaptation of the child, how to overcome educational difficulties, how to notice and enjoy children’s achievements. We try to respond to parents’ expectations so that children are fully educated and nurture in a safe environment. Parents are welcome when celebrations are organised, are invited to participate in the daily activities of children, community clean-ups.

**Cooperation with the social partners**. In cooperation with the social partners, children’s educational opportunities are broadened as follows: children participate in educational activities, where they acquire new communication experience, visit and participate in exhibitions where they learn to notice the beauty and survive the joy of creation, children strengthen their physical strength and enjoy achievements in sporting events. Educators improve their professional qualifications through cooperation.

Perspective. The pre-school education program will be adjusted to changes in the needs of children attending the institution and families, in case of changes in the institution’s teachers as well as changes in the educational environment. We will strive to ensure that the nursery-kindergarten programme meets the expectations and wishes of parents, educators and the whole community. The results of the self-assessment of the curriculum will be taken into account.

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# PRINCIPLES OF PRE-PRIMARY EDUCATION

**Individuality and differentiation.** Children are educated according to their individual characteristics, traditions of education in the family and children’s experiences. Depending on the different ages and needs of children, different educational methods and ways are applied. Forms of individual education or education in small groups are applied.

**Nationality.** The cultural values of one’s own country are cherished. The aim is to educate the future preserver and creator of the nation’s culture. A virtuous, dignified, creative person is developed. The child is helped to understand everything that surrounds him/her through valuable and moral attitudes.

**Humaneness.** Recognition of the right to be different. The independence and self-sufficiency of the child’s inner world are recognised, the right to live and to act according to personal experience and one's own nature is guaranteed. Conditions for the development of various powers of the child, harmonious development of the personality are created.

**Continuity.** The aim is for the child to move harmoniously from education in a family or an early childhood education in a group to education in a pre-school group, and later at school. The programme takes into account the already gained experience of the child and his/her educational perspective, what he/she will need for a successful beginning and systematic education in the pre-school group.

# 3. OBJECTIVE AND TARGETS

**Objective.** In the light of the most advanced trends in scientific and societal development, to create conditions that help the child to meet his/her natural, cultural, as well as ethnic, social and cognitive needs.

**Targets:**

* To help the child understand the natural and socio-cultural environment by encouraging the desire to know and learn, master the ways of knowing himself and the environment.
* To guarantee the child’s personal well-being: to strengthen the child’s health, to acquire healthy lifestyle and everyday life skills, to improve emotional well-being, to help the child orientate in everyday life situations.
* To teach to communicate and collaborate with peers and help build partnership relationships with adults.
* To develop spoken and written language, meeting the need for communication and self-regulation.
* To enrich aesthetic perception and artistic expression, to help to reveal individuality and uniqueness by developing opportunities for creative activity.
* To provide the child with a safe educational environment that promotes the child's creative abilities considering the child's needs, abilities, powers, parents' expectations.

# 4. CURRICULUM CONTENT, METHODS AND TOOLS

## The content of the curriculum is focused on the most important achievements of children such as maturation of children’s personality, successful educational progress, good educational outcomes in all 18 areas of achievement. The content of the curriculum is arranged based on the development of children’s competences to which children’s respective areas of achievement are assigned. The column ‘Children’s achievements from 1-3 years of age’ in the table provides for the provision of value of each area of achievement and the essential ability that children can achieve up to three years of age. The column ‘Children’s achievements from 4-6 years of age’ in the table provides for the provision of value of each area of achievement and the essential ability that children can achieve under the age of six.

## The column “What children will see, hear, feel, survive, cogitate, create?” in the table provides examples of children’s activities, what is characteristic of children of this age, educational situations in which the process of education of the child can be observed.

In implementing the curriculum content, the educators strive for each child’s educational results by creating situations for the **child’s experiential education.** They create conditions for children to see, hear, survive, cogitate: to gain various experiences through active activities, participation, creation together with children and adults.

Educators encourage children’s **learning together**, organise work in small groups, initiate children’s projects and discussions. The “**School of Thinking**” methodology applied helps children to shape their thinking habits: the desire to find out, take initiative, seek answers, etc. By creating Thinking Maps together, children learn to evaluate, create, analyse, apply, understand, remember.

The constant **cooperation** of the pre-school education educator **with the child’s family helps to get to know the child's individuality, which determines the successful selection of the curriculum content and the creation of the educational environment.**

**Children** are ensured **the right to choose**: children themselves initiate activities, plan what they will do, what tools will be needed, how they will transform the environment. The educator engages into the realisation of children’s activities.

**Development of social competence**

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| **Areas of children’s achievements** | **Children’s achievements**  **from 1-3 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Perception and expression of emotions** | **Provision.** Interested in their own and others’ emotions and feelings  **Essential ability.**  Helps to recognise what they feel, notices the emotions of others and reacts differently to them. | Will observe themselves in the mirror, will depict various emotions by facial expressions, will hear the emotion named by the educator, will try to name it, will depict the emotion of a friend (in front of the mirror). Will learn to overcome stress. Will perform relaxing, calming dances, games, will depict emotions. |
| **Self-regulation and self-control** | **The provision of value.** In the mood for controlling the expression and behaviour of emotions.  **Essential ability.**  Better manages expression of own emotions and actions. Tries to observe the requests and arrangements of an adult. Responds to adult facial expression, voice intonation, words. Tries various ways of resolving conflicts or defending one’s interests (screaming, not giving a toy, telling an adult, etc.). | Will calm down, feel safe by reviewing the daily/regime cards of the everyday rituals. Will act with objects and toys, survive own emotions and discover ways to calm down, respond to the facial expression and voice intonation of the caring adult. |
| **Self-perception and self-esteem** | **Provision.** Positive self-esteem  **Essential ability.** Speaks in the first person: “I want”, “my/mine.” Associates his/her ‘I’ with his/her activities and possession of objects - tells what he/she does, what he/she has. Tells who he is - a boy or a girl | Will try to answer the questions: Who am I? What is my body? What are my and others’ hobbies? What are my and others’ feelings? Will show oneself and family members in photos brought from home, will recognise one’s name, or pronounce it. Will perform various tasks of physical activity, test one’s strength, perceive the capabilities of own body. |
| **Relationships with adults** | **The provision of value.** Will be in the mood to communicate and cooperate with adults in good faith.  **Essential ability.**  Will bravely act, risk, try something new when there is an adult nearby.  Will emulate, but in the game will transform the actions, words, intonations of adults in one’s own way. | Will apply farewell rituals with parents: will hug, arrange, wave through the window, keep the toy brought, etc., will play leadership games, get acquainted with the group, kindergarten environment, participate in group activities, joint events and celebrations together with the teacher. Will get involved in handling the toys and objects of the group. Together with parents, will take part in family days organised and communicate with guests invited to the group. |
| **Relationships with peers** | **The provision of value.** Is in the mood to communicate and cooperate with peers in good faith.  **Essential ability.**  Plays side by side or briefly engages in another child’s game.  Communicates by means of mime, movements, actions, chats, performs actions with the same toy | Will emulate the actions and/or speech of other children while dancing, playing music, doing sports, will share toys, copy each other’s actions. Will follow the agreements of the group, participate in conversations about one’s own and friends’ activities, about the similarities and differences. Will participate in joint creative projects of the group. |
| **Problem solving** | **The provision of value.** Is in the mood to look for solutions to overcome everyday challenges and difficulties.  **Essential ability.** Boldly undertakes in complex activities, persistently changing ways of actions, tries to do it oneself, observes the consequences of one's actions, asks for help, or quits activities. | Will act independently and try to coordinate one’s actions with the activities of nearby children. Will try to overcome everyday difficulties. Will try new ways of acting and behaviour, monitor adults, listen to their explanations. Encouraged by adults will perform more difficult actions with objects. Will observe illustrations, problem situations, answer questions. |

**Development of social competence**

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| **Areas of children’s achievements** | **Children’s achievements**  **from 4 to 6 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Perception and expression of emotions** | **Provision.** Interested in their own and others’ emotions and feelings  **Essential ability.** Recognises, names, describes one’s own and others’ feelings, causes, expresses them in appropriate ways. | Will create Maps of Thinking and see how many different emotions there are, try to recognise the real emotions acted out by a friend, an educator and others. Will think through and comment on how to behave in case of emergence of joyful or difficult feelings. By drawing the children will create a world of their feelings in colours, shapes, lines. Will feel how their body reacts to various sounds, how different sounds cause different emotions when listening to various music sounds and creations, through movement and relaxation. When listening to the fairy tales, will empathize with the lives of various heroes, experience the emotions they express, look for appropriate ways of expressing emotions, reflect on appropriate solutions to problems.  Will learn to understand that everyone has the right to feel and express not only well-being but also oppressive feelings (anger, grievance, sadness). |
| **Self-regulation and self-control** | **The provision of value.** In the mood for controlling the expression and behaviour of emotions.  **Essential ability.** Adheres to agreements, behaves politely, peacefully, in contact with others tries to control one’s words and actions | Will watch video films, illustrations related to children’s behavioural expressions, analyse and look for solutions together with the educator.  With the help of the educator, will solve communication problems – will name one’s feelings when becomes angry, tell what one thinks, try to control anger with the help of means.  Will learn to say good, cheerful words to a friend. Will create maps of thinking about people’s behaviour, feelings, causes, consequences, answer questions, explore unknown words, engage in dialogue with friends and adults. |
| **Self-perception and self-esteem** | **Provision.** Positive self-esteem  **Essential ability.**  Assigns oneself to his family, group, community, is self-confident and trust in one’s abilities; speaks favourably about oneself, hopes that others like him/her, understands and defends one’s rights to be and play together with others. | Will mark one’s name every day. Will present one’s family, will put together one’s family tree with the help of photos. Will explain the differences and similarities in the appearance of children on the group.  Will participate in conversations, discussions on the topic of tolerance, think about other people, learn to listen to, tolerate any initiative or suggestion. Will develop group rules, have out why such a rule matters, how it will help the life of the group. |
| **Relationships with adults** | **The provision of value.** Will be in the mood to communicate and cooperate with adults in good faith.  **Essential ability.** Will trust teachers, respect them, feel calmly with them in everyday and unusual environments, learn from them, boldly express one's opinions to them, consult, negotiate; will know how to behave with unfamiliar adults. | Will create goodbye with parents and morning greetings rituals with the educator. Will create maps of thinking, by looking for information, will discover things unknown to them, causes of the action of natural phenomena.  Will play various board, finger games, discover counting elements. Games with rules will help to feel various emotions “having won and lost”, to survive them.  Will get involved in handling the toys and objects of the group.  Will talk about one’s family, introduce family members. Will participate in cooking, will use household appliances together with the adult as well. Together with the educator will get acquainted with the environment of the group, kindergarten. Will boldly communicate with strangers in different environments: hall, kindergarten yard, trips, events, various evening parties and projects. |
| **Relationships with peers** | **The provision of value.** Is in the mood to communicate and cooperate with peers in good faith.  **Essential ability.**  Understands what is good, what is bad, makes friends with at least one child, communicates favourably with everyone, with the help of an adult understands the consequences of one's words and actions for oneself and others. | Will talk to friends, agree on joint activities. Will be interested in peer activities, will try to join it, will be accepted by friends into the society; will offer ideas, develop activities, follow the rules, acquire communication and cooperation skills, create one's own game and respect the next game. Will learn to describe the good qualities of a friend, know the ways of help and support to a friend, will consider the wishes of others, claims, recognise the rights of others, understand himself as a member of the group. |
| **Problem solving** | **The provision of value.** Is in the mood to look for solutions to overcome everyday challenges and difficulties.  **Essential ability.** Recognises the challenges and difficulties encountered when doing something, looks for the right solutions and starts to anticipate the consequences of the decisions taken. | Will comment on the solution-solving methods applied by friends to solve the problems and their consequences, will explain why they managed to overcome the difficulties.  When faced with a problem, will remember, encouraged by the educator, what solution-solving methods to a similar problem were applied in the past. |

**Communication competence**

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| **Area of children’s achievements** | **Children’s achievements from 1-3 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Spoken language** | **The provision of value.** Is in the mood to listen to others and express oneself and one’s experience in a language.  **Essential ability.**  Listens, understands and responds to successive requests, suggestions and advice.  Listens, understands and responds to successive requests, suggestions and advice. | Will look through books, view illustrations, discuss the contents of the pictures. Will play cards that depict various actions of people. Will listen to audio fairy tales, read books, children’s songs, lullabies. Will listen to fairy tales being read, play finger games, do tongue exercises, listen and try to replicate short poems. Will hear the correct language of the adults in order to establish a connection between the thing and the word, action, movement and word.  In the group environment, will search for the items depicted in the book, name them, try to tell what the purpose of the item is.  Will experiment and participate in artistic activities, during which will get acquainted with the properties of objects and tools. Will tell about one’s empathy, experience, what he/she does, what sees, what hears, what likes, what is afraid of, etc. |
| **Written language** | **The provision of value.** Is interested in written signs, symbols, the text being read.  **Essential ability.**  Is able to associate pictures with specific objects depicted in them, name them. Begins to get to know the symbols in the environment.  By various means of writing, tangles vertical and horizontal lines. | Will listen to short texts that repeat the same words several times a day. Will play the fairy tale heard; will repeat the words of courtesy. Will recite poems, complete the phrases from famous fairy tales and poems. Will watch childish videos, will tell what he/she sees.  Will observe the inscriptions on furniture with their names, symbolic pictures, will circle letters, numbers with his/her finger. Will see and observe his/her name written on the locker, drawing, work. Will know and tell one’s own and others’ names, respond, speak, ask questions.  Will write on large and small writing tables with pencils, crayons, felt-tip pens, will copy letters, short words. |

**Communication competence**

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| **Area of children’s achievements** | **Children’s achievements**  **from 4 to 6 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Spoken language** | **The provision of value.** Is in the mood to listen to others and express oneself and one’s experience in a language.  **Essential ability.**  Listens and understands the speaking of others, speaks with adults and children, naturally, freely expressing one’s own empathy, experience, thoughts, and intuitively feels the beauty of speech. | Will create “Maps of Thinking” by discussing and speaking on various topics. Children will gain experience and try to name it by using new words that they will hear from the educator or other children of the group (discussion of trips, summer holidays, etc.). Children will learn more new words, clarify their meaning (e.g. the week’s topic “Sports”, children will tell the title and explain what is being done in this sport, offer group friends to play by simulating competitions/matches of a named sport).  Will play roles, storyboard games in which they will develop their vocabulary in communication with peers (e.g. shop, hairdresser, etc.), improve their language culture (courtesy words, greetings, farewells, polite appeals to each other).  Will participate in the group project “Get to know another language” during the will get acquainted and introduce the group’s friends to the words of greeting, farewell, request and thanks in other languages. Will discuss, name, tell and express one’s impressions after various events, try to offer own ideas. Will experiment, try to describe what they see, what is going on, will try to predict what the result will be, explain the reasons (e.g. colour mixing).  Will participate in celebrations, commemorations, fairs, events.  During the artistic activity, will illustrate the heard piece of work (song, fairy tale, poem, etc.), later will try to comment on what he/she portrayed, why he/she chose this particular moment, etc.  Will create a fairy tale of his group dedicated to the symbol of his/her group, kindergarten, etc. |
| **Written language** | **The provision of value.** Is interested in written signs, symbols, the text being read.  **Essential ability.**  Recognises and writes letters, words and other symbols, starts reading. | Will get acquainted with books in a variety of ways: will thumb through, view pictures, tear, play, set, will visit the children’s library.  Will draw pictures and will write the story using one’s own symbols, will create one’s own story or will tell a book. Will draw his/her name, surname, will copy, will make letters from paper, soft-hardening modelling material, clay, sticks, wires, etc. Will bead name, surname letters necklace.  Will draw ornaments, colour, sign under one's own drawings, works. Will write on clay, sand on glass, board, will create, illustrate one's books, will organise exhibitions of drawings, works, will write a letter.  Will tell “What I see through the window”, what is depicted in book illustrations, will create one’s own fairy tale, poem. Will look at a picture and tell, who is doing what, what is he/she speaking about, how he/she looks, will describe. Will create advertisements, ads, postcards, greetings, invitations. Will discuss symbols in a close environment, clarify their meanings, differences, similarities. Together with the educator, he/she will discuss the pictures of books and associate them with a specific object. Will depict the features of characters, objects, actions using adjectives, verbs, interjections, onomatopoeic interjections, participles, adverbs.  Will find significant letters in books and magazines, will cut them out, glue short words out of them.  Will watch how the group’s educator writes, will try to imitate, listen to fairy tales read by the educator, poems, stories and conversations. Will listen to dialect speech.  Will use various pens, write scrawls, copy symbols, letters, write down his/her name, surname, desires, wishes, etc. Will copy the texts written and told by the educator.  Will play various games of changing sounds in words, will sing rhythmic songs, will search for items in the environment whose names start or end with the specified sound. Will try the means of linguistic expression by creating dialogues, acting, staging. Will play board games, sort letters, numbers. |

**Cognitive competence**

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| **Area of**  **children’s achievements** | **Children’s achievements**  **from 1-3 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Cognition of the environment** | **The provision of value.** Wants to recognise and understand oneself and the world around.  **Essential ability.** Recognises and names more and more plants, animals in the immediate environment.  Distinguishes between individual natural phenomena and the names of his/her family members. | Will play name games by reacting, hailing or calling oneself, familiarise oneself with the names of friends. Will explore oneself in the mirror, clarify how people are similar and different, discuss mood and expression.  Will be interested in animals living in the farmstead of the farmer, animals living in the city. Will tell how the animals are similar or different. Will listen to fairy tales, poems about animals, their character, characteristics. Will imitate the movements and sounds of animals. Will play with water and sand, will know their properties. Will collect soil samples from different areas. Will grow plants in black soil, sand, light and dark areas. Will watch the growth of the plant.  Will watch the play of water droplets and sun, rainbow colours. Will observe climate phenomena at different times of the year and mark them in the calendar. Will produce windmills, weathercocks, kites, wind planes.  Will depict animals and plants, name and describe them in their creative works.  Will create stories, poems, photo albums, drawing albums, books about their pets. Will sing songs about Lithuania, dance folk circles, tell about their city, country, recognise several objects of the city in illustrations, filmed material. |
| **Calculation and measurement** | **The provision of value.** Wants to cognize the world by counting and measuring.  **Essential ability.** Understands and starts to use the words used to compare things: large-small, long-short, heavy-light, thick-thin, the same-not the same, different, uniform-different, little, much.  Identifies objects according to shape, size, colour. | Children will name much and little by playing the game “Much-little”, will hide a few small items in their hands or put them into a box. Will view pictures and compare the objects drawn in them: much-little; big-small.  During their daily activities, children will discover how many things there are two, one by one.  Will watch the number of walks in the environment (numbers on the house, car, bus phone).  Together with the educator, will sing short rhythmic songs, poetical tales with repetitive or sequential action.  Will compare and sort items, toys according to colour, shape, size. Will play sorting games, place bigger items and the ones of different surfaces in different boxes, customise a garage of the required size for the cars. Will play dressing games and explore which clothes are big, small, short, lightweight. Will play with table toys that need to be applied according to shape, size, will put them in a row, sort. Will set up sequences of pictures from 4 and more parts. Will experiment with various materials: chestnuts, pebbles, thread balls, will name the following characteristics: heavy, the same, different, etc.  Will study, measure the toys, furniture in the group, compare them in terms of height, length, weight. |
| **Initiative and perseverance** | **The provision of value.** Is proud of oneself and one's own growing abilities.  **Essential ability.** Constantly plays, acts, moves freely in space, changes activity oneself, chooses one of several items, invents ways to reach an inaccessible desired item. | Will imitate the actions of adults and older children, play fragments of storyboard/role-playing games (make tea, cook soup, will put a doll to sleep). Will learn new actions with items: take out and put in geometric shapes, continue the activity started. Will play various sensory games (manipulative labyrinths, boards, puzzles, 2-5-part textile books, magnetic games.)  Will explore the toy by disassembling it, manipulate its parts, choose one of several items. Will perform various simple household works: wash brushes, toys, help to put on/take off shoes, feed a friend. |
| **Exploration** | **The provision of value.** Is curious, interested in everything that is happening around, willingly watches, tries, reasons.  **Essential ability.** Carefully treats strangers and materials, but shows interest, tries to find out what it is, how and why it works, takes place. | Will move freely in the group space, pick up toys and tools oneself, put them in place. Will play games of attentiveness, orientation in the environment, according to the first sound, sign.  Will explore oneself in the mirror, name parts of the body, mood.  Will test one’s physical capabilities by dancing, climbing, trying to reach, grab.  Will explore various objects by touching them, inspecting, tasting, sniffing.  Will play a game of senses “Touch”, “Taste”.  Will try different ways to extract sound, will use environmental objects, one’s own body (will knock, thump out, etc.).  Will observe changes in nature, collect natural material during walks. Will watch the sun, clouds, rain, snow. Will watch and study various stages of plant growth: germination, rapid growth, flowering, withering away. Will observe the germination of buds of trees and bushes, the lushness of the leaves, and in the autumn - their fall.  Will play various grouping and comparison games: “Sort out red toys”, “Which toys are round?”, “Big and small”. Will look at pictures, books about summer, winter, autumn, will compare the signs of the seasons.  Will manipulate with various items: will put on top of each other, take out, put in, pull over. Will explore and play with sand, water, snow, ice, groats, flour, build structures.  Will explore geometric forms, compare, look for similarities and differences, will search for hidden squares and other shapes in the group, cut, stick, fold, put together an animal from various geometric shapes. |
| **Ability to learn** | **The provision of value.** Willingly learns, enjoys what he/she has learned.  **Essential ability.**  Acts spontaneously and expects a certain result.  Asks how something happens, how it works, closely monitors, tries. Simulates actions and episodes of the storyline game. | Will move eager to pick up something, to achieve, to try. Will play with push/pull toys. Will touch items, put them into one’s mouth, will manipulate in various ways with minimal adult help. Will play and learn at an individual pace. Will rejoice in little discoveries and what has learned by being praised and encouraged by the educator.  Will play with toys and items that are easy to handle and with those that pose challenges and can be used in a variety of ways.  Will ask questions about how and why something is going on, how it works, will closely monitor, try, for example, to build a tower of blocks, will demolish it and watch what happens.  Will invent and play storyboards with toys, invite those around him/her to play a store or doctor together, imitate adult speech, actions, will repeat the game several times, will come up with new characters, actions.  Will take a variety of adult work, help to handle, clean, set the table. |
| **Creativity** | **The provision of value.** Feels the joy of creative freedom, spontaneous improvisation and creation.  **Essential ability.**  Discovers new things in the nearest usual environment.  Imagines animals, plants, items that he/she was told and/or read about.  Performs imaginary symbolic actions while playing. | Will notice and curiously respond to new items, people and changes in the environment. Will discover new actions such as painting on the mirror, sand. Will perform actions that are suitable for exploring things: will dip the toys into the water and watch which sink, and which are not. Will weigh blocks, human figures, cones, etc. Will draw sand, snow with shovels, pour into the barrows and transport.  Will build sandcastles, use natural material for their decoration. Will water sown seeds, plants, flowers.  Will put together and disassemble blocks, puzzles, try their new forms every time. Will imagine animals about which the educator tells, shows in the encyclopaedia and on the Internet. Will listen to animal sound recordings. Will try to replicate their movements, behaviour and sounds.  Will play and create fairy tales. Will try to play actions seen in the environment, for example, how mom speaks on the phone, cooks, sweeps the floor, cleans the table, will dress dolls, wash and feed them, will go to the shop, etc.  Will manipulate, works with things, will clarify by oneself or seek help when something fails, will look for new solutions. |

**Cognitive competence**

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| **Area of**  **children’s achievements** | **Children’s achievements**  **from 4 to 6 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Cognition of the environment** | **The provision of value.** Wants to know and understand oneself and the world around him/her, is happy to learn something new.  **Essential ability.** Identifies and attempts to explain social and natural phenomena, describe oneself, his/her place of residence, family, neighbours, objects of living and non-living nature, is interested in the technology and willingly learns to use it. | Will play name games by reacting, hailing or calling oneself or others by name. Will clarify how some people differ from others, observe and discuss illustrations, outline differences: age, gender, body composition.  Will explore oneself in the mirror, clarify how people are similar and different, discuss mood and expression.  Will explore, clarify, consider and try to understand that families are usually different, e.g. they are of different sizes and consist of a different number of members. Will draw family members and play them. Will use the terms ‘today’, 'yesterday’, ‘tomorrow’; will tell what he/she was doing today, yesterday, what will do tomorrow. Will name the parts of the day and the activity of people, e.g. at night they sleep, in the morning they get up. Will monitor the behaviour of wild and domestic animals. Will search about animals living in the farmstead of the farmer and living in the city in information sources. Will tell how the animals are similar or different. Will listen to fairy tales, poems about animals, their character, characteristics. Will imitate the movements and sounds of animals. Will tell what animals are useful, which can be dangerous. Children will create stories, poems, photo albums, drawing albums, books about their pets, will depict their ideas in works of art. Will organise children's creative exhibitions and celebrations. Will play with water and sand, will know their properties. Will collect soil samples from different locations. Will grow plants in black soil, sand, bright and dark places. Will watch water droplets and sun play, pay attention to the colours of the rainbow, draw them. Will monitor the colours of nature, their change depending on the time of the year, will distinguish the time of the year according to the changes in nature. Will describe various natural phenomena such as flooding, earthquake, rainbow, etc. Will monitor and compare the weekly weather and mark it in the nature calendar.  Will explore natural phenomena with windmills, weathercocks, kites, wind planes. Will make sure which light is natural and which is artificial. Will spend evenings by candles.  Will observe the lights of the sky: the sun, the moon, and the stars. Will examine the globe and try to understand that the earth is round. Will explore the earth’s planet and celestial bodies. Will find out why sunlight and warmth are needed, what their impact on humans, animals, plants is. Will tell how the celestial bodies affect the environment. Will describe the clothing, footwear that a person needs for every time of the year.  Will gather information about the homeland Lithuania, will recognise and name the symbols of Lithuania, the coat of arms of his/her native city, will find Vilnius, Kaunas, Lithuania on the map of Lithuania and find Lithuania on the map of Europe. Will know the stories about the history of Lithuania, the monuments of culture and history, will visit Kaunas Old Town, will look through encyclopaedia for children about Lithuania, will observe the works of artists, will know the ethnographic areas of Lithuania. |
| **Calculation and measurement** | **The provision of value.** Wants to cognize the world by counting and measuring.  **Essential ability.** Able to count items, use digits, form sequences.  Able to group items by colour, shape, size.  Understands and uses words describing distance, length, mass, volume, time.  Begins to grasp the flow of time and duration. | Will use time-measuring instruments to measure time. Will be guided by the sense of time. Will share one’s computational experience, e.g. will count how many boys and how many girls are in the group. Will answer questions like “How do you know?”, “Why do you think so?”, “Why is this the case?”. Will play agile games by numbering off, determining the succession, will count toys, items, will compare, sort out which more, less, etc.  Will get acquainted with how to assign a number to an item or a group of items, compare, will group. Will learn to use information tools that can be used to count and record numbers, such as using a mobile phone app, calculator.  Will play role-playing games, simulate real-life situations that require experience in counting and number-marking, such as making money, when playing a shop, or imagining that one needs to change money in a bank to smaller ones, etc.  Will sort, arrange, classify items, objects according to certain attributes, will create “Maps of Thinking”.  Will experiment with shapes, sizes and texture, e.g. will distinguish the rectangles needed to make money, will make a circle of blocks required to play the made-up game, will build the highest tower, will grade items by size – the highest, smaller, high, higher.  Will discover the means by which he/she will be able to measure and compare independently, e.g. to measure the length or height by a hand, span, foot, step or agreed measure (stick), cup, spoon or ladle.  Will experiment by looking for answers to various questions, e.g. how much water, sand can fit into dishes of the same volume but of different shapes.  Will find the necessary information in books or with the help of a computer, e.g. if one needs to find out what time the bus departs, how much a ticket costs, where to buy it or what the weather will be like in the coming days, etc.  Will realise the length of time using a clock, e.g. when the clock arrow is on the number 10, a fairy tale telling time will come. Will use time concepts when describing works. Will use concepts in former times, earlier, now.  Will compete and measure the time with the help of a stopwatch, discuss with children, which time is faster, etc. Will use a sand watch, an agreed sign, e.g. to perform the experiment, time for activity, play...  Will plant, sow plants and watch their growth cycle, will mark how long they germinated, how much they have grown, etc. Will watch and mark the day weather in the calendar with agreed signs, discuss weather changes, e.g. how the weather has changed during the day, week.  Will measure the length of shadows during the day, will make a sundial and monitor at different times of the day, etc.  Will create a calendar of birthdays and calendar holidays of the year, will assign holidays to the seasons. |
| **Initiative and perseverance** | **The provision of value.** Is proud of oneself and one's own growing abilities.  **Essential ability.**  On his/her own initiative chooses activity on the basis of hobbies, engages for a long time and develops thereof, is able to extend the activity after a certain period of time, appeals to the adult for help when he/she is unable to cope with the difficulties encountered. | Will implement children’s projects together with the adults, express one’s ideas, plans, anticipate what to do next, pursue the goal set, consult with friends, ask for help. Will participate in the development of “Maps of Thinking” and will be involved in activities for a longer period of time.  Will imitate the actions of adults and older children. Will favourably accept the challenges, search for answers in books, the press, information technology, will ask questions, will confer with peers or adults. Will capture events, changes in the environment using conventional signs and perform activities from start to finish.  Will tell one's experiences, how he/she feels faced with difficulties or after overcoming the task. Will analyse the fairy tales. Will follow the rules of various sensory or board games when playing alone and with the help of an adult.  Will develop one’s own ideas, combine them with the game partner, will not be afraid to make mistakes, will develop one's own rules. On one’s own initiative, will carry out various, simple household work: clean tables, wash brushes, toys, etc.  Will discover various ways of treating items, apply for help if something fails, look for new solutions. |
| **Exploration** | **The provision of value.** Is curious, interested in everything that is happening around, willingly watches, tries, reasons.  **Essential ability.**  Actively researches oneself, social, cultural and natural environments, masters research techniques (observation, testing, questioning), thinks and reasons about what he/she has noticed, discovered, felt, experienced. | Will be interested in the change of things, compare them. Will find in the picture how an antique iron, kerosene lamp, spinning wheel looks like. Will discover clay dishes, see how they are adorned, decorated.  Will explore one’s skin with a magnifying glass. Will examine oneself in the mirror, will show the grimaces. Will observe the parts of one’s own body. Will compare items in the group by length, thickness, width. Will measure by the foot, hand, span, arm, finger thickness. When thumbing books through, will look for the same, similar items according to some attribute. Will group things according to the material from which it is made.  Will observe and study flora and fauna at different times of the year. Will germinate a variety of seeds, observe and explore the growth phases of the plant: germination, rapid growth, flowering, withering away. Will observe the germination of buds of trees and bushes, the lushness of the leaves, and in the autumn - their fall.  Will manipulate, act with items, pay attention to their shape (solid, hollow, angled, non-angled, items that roll). Will explore geometric shapes, compare, look for similarities and differences, search for hidden squares and other forms.  Will create recipes, cook food.  Will explore the properties of sand, clay. Will play with water, freeze it, melt snow, ice. Will produce liquid for soap bubbles, blow soap bubbles. Will produce wind and water mills, kites.  Will notice climatic phenomena at different times of the year, observe rain, the air blown out in the cold, etc. Will create a naturalist’s calendar, make charts. Will watch the sunlight. Will watch the phases of the moon. Will use binoculars, microscopes, magnets, springs, mirrors, launch sun bunnies with magnifying glasses, perform tests on balance scales. Will explore things on the light table. Together with their parents, will create a “Family Tree”. Will create maps of thinking ‘The earth, air, water’, ‘Earlier - now - later’, etc. Will explore the globe and maps, will find out who has been in which cities. Will thumb encyclopaedias, albums, magazines, look through photos, look for examples.  Will explore various characters: road signs, letters, digits, arrows, state symbols. Will visit museums. |
| **Ability to learn** | **The provision of value.** Willingly learns, enjoys what he/she has learned.  **Essential ability.**  Learns by playing, watching other children and adults, asking questions,  searching for information, testing, solving problems, creating, masters some learning ways, begins to understand the learning process. | Will talk about what one would like to learn, what he/she will do to learn, anticipates what he/she will do next when he/she has learned. Will look for answers to questions, show initiative by raising and solving problems. Will clarify, search for the necessary information.  Will tell what he/she has learned, what else is learning, explain how he/she learned and how will learn further. |
| **Creativity** | **The provision of value.** Feels the joy of creative freedom, spontaneous improvisation and creation.  **Essential ability.**  Distinctively expresses one’s impressions in various activities, searches for unknown information, suggests new, unexpected ideas and implements them in a distinctive way. | Will perform actions with various toys, materials that evoke new experiences as well as items emitting sounds (light table, sand board).  Will play with toys that can be disassembled, test their shapes. Will explore with water and sand, pour them from one vessel to another, draw, water.  Will build sand castles, will use natural material (cones, pebbles) to decorate them. Will play games that promote creativity, the flexibility of thinking – express one’s ideas, create maps of thinking. Together with adults, will implement children’s projects, such as "What is that wind", "Darkness and light".  Will express one’s own ideas, plans and will anticipate what to do next to pursue the goal. Will try to confer, allocate works, look for answers to the questions in the information sources.  Will collect visual information when creating books, scrap folders, etc., will record events by means of conventional symbols.  Will express one's own experiences, use examples from fairy tales or fiction, describe the heroes from the cartoons, etc.  Will play plays on one topic, create a storyline, try to guess the topic of the acting. Will re-create fairy tales, change characters, create a new ending and beginning of the fairy tale.  Will manipulate, works with things, will clarify by oneself or seek help when something fails, will look for new solutions. |

**Competence in health protection**

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| **Area of children’s achievements** | **Children’s achievements**  **from 1-3 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Everyday life skills** | **The provision of value.** Eagerly educates the skills needed for a healthy everyday life.  **Essential ability.**  Eats and drinks independently. Starts using cutlery.  With the help of an adult, clears up, undresses and dresses. | Children will try to eat and drink from a cup, use cutlery themselves or with the help of an adult. Will learn to wash themselves, dress, unfasten and fasten buttons. Will use personal hygiene items, put the toys in place upon request, handle them with the help of an adult. Will behave according to the advice of an adult: they will hug a hurt friend, “fondle” and give the toy. Will express various emotions, try to recognise the emotions played by a friend, educator and the real ones. Encouraged by an adult, will play near friends and share toys. Will emotionally engage in artistic, musical activities, imitate movements by moving according to the music.  Will get used to cutting, tearing paper, moulding, sticking. Will watch and imitate the works of an adult, help to clean dust, will put things in place, wash toys, wash dolls’ garments, sweep up sand, crumbs.  Will sow, plant, transplant, water, maintain vegetables, flowers. Will watch how much they have grown, ripe. Will talk about bees, seeds, blooms, fruits. Will watch through the magnification glass. Will weed beds. Will collect, pull up, wash grown vegetables. Will look after, feed, nourish pets, birds. Will tell about his/her pets.  Will participate in festivals, concerts, performances, exhibitions, competitions, educational activities where will learn to live next to and with others. |
| **Physical activity** | **The provision of value.** Eagerly, joyfully moves, likes agile activities and games.  **Essential ability**. Better combine the movements of the eye-hand, both hands, hands and feet, more precisely constructs, beads the buttons onto  the string, rolls, throws, catches the ball, cuts-in the edge of the paper.  Climbs with an alternate step, jumps by taking off on both feet. | Will explore how the body moves: will perform exercises quickly, slowly, moderately, little by little, sharply, gradually. Will feel that the body moves with force: a lot – little strength, strongly – weak, easily – at full power. Will play sports games.  Will feel personal and shared space, its limits. Will perform various exercises with tools. Will feel that the body can move in different directions: straight, sideways, forward, back, up, down, right, left. Will explore the paths of movement: straight, winding, the road in circle. Will perform coordinated movements with his/her feet, hands. Will stand in place, sit down, lie down. Will perform movements that develop all the coordination of the body. Will kick and/or throw the ball. Will ride a bike, a scooter, a sledge. Will learn sports games or elements thereof: basketball, football, square, etc. |

**Competence in health protection**

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| **Area of children’s achievements** | **Children’s achievements**  **from 4 to 6 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Everyday life skills** | **The provision of value.** Eagerly educates the skills needed for a healthy everyday life.  **Essential ability.**  Eats neatly, independently performs self-management actions: dresses and undresses, uses the toilet, washes, combs. Protects one’s health and behaves safely in the environment | Will use personal hygiene items. Will attend conversations, discuss neat and untidy clothing, footwear, hairstyle. Will create “Maps of Thinking” – will group clothes, footwear according to the seasons, find differences and similarities, distinguish between the clothes for boys and girls. Will acquire practical skills to use the cutlery correctly during daily meals, using cutlery.  Will listen to read works, play role-playing games: comb dolls, wash their clothes, bedding, fasten/unfasten buttons, notice one's own and others’ untidy appearance, learn how to tell someone thereof without insulting. Will look at magazines, pictures of how tables are served, share experiences with others about what can be placed on the table and what cannot. Will create maps of thinking – edible/inedible food products, fruits/vegetables, food/beverages. During the practical activities, one will familiarise oneself with the requirements of table setting.  Will discuss what is healthy to eat, search for information in encyclopaedias, websites. Will familiarise oneself with the importance of food for human health, healthy eating requirements, and will have out the composition of the nutrition pyramid. Will take up with the children what a person eats, discuss what children eat for breakfast, lunch, dinner, which of these products are useful for their growth and well-being. Will take part in the trip, get acquainted with road signs, the purpose of traffic lights. Will tell, draw, apply the impressions experienced. Will take part in an excursion to the traffic safety school. Will watch “Safe Traffic Alphabet”, safely behave on the street, realise where to appeal in case of danger or getting lost.  Will participate in children’s projects, quizzes about safe behaviour, visit the fire station, police, car service centres, etc. |
| **Physical activity** | **The provision of value.** Eagerly, joyfully moves, likes agile activities and games.  **Essential ability.** Walks, runs, creeps, crawls, climbs, jumps in a coordinated manner, maintaining balance, performs actions that require coordination of the eye-arm and developed fine motor skills spontaneously and purposefully. | Will explore how the body moves: quickly, slowly, moderately, little by little, sharply, gradually. Will perform the exercises slowly, little by little, getting faster and faster. Will feel that the body moves with force: a lot - little strength, strongly - weak, easily - at full power. Will play sports games, feel personal and common space, its limits, will follow the rules of games.  Will perform various exercises with tools. Will feel that the body can move in different directions: straight, sideways, forward, back, up, down, right, left. Will explore the paths of movement: winding, straight, the road in circle. Will perform coordinated movements with the legs, arms, stand still, sit, lie down. Will perform movements that develop all the coordination of the body. Will learn sports games or elements thereof: basketball, football, square, etc. Will kick and/or throw the ball. Will ride a bike, a scooter, a sledge. Will participate in sports festivals, contests, learn to lose and enjoy the achievements of himself/herself and his/her friends. |

**Artistic competence**

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| **Field of education** | **Children’s achievements**  **from 1-3 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Artistic expression** | **The provision of value.** Feels the joy of artistic expression, shows the desire to actively participate in artistic activities.  **Essential ability**. Distinctively expresses impressions, experiences, thoughts through playing music, dancing, playing, experiments with various art tools. | Will play by names, clapping their rhythms, sing melodies. Will sing greetings to the sun, tree, cloud, bunny, etc. Will sing short, age-appropriate songs. Will support them with applause, stamping. Will express musical emotions with mimics and various sounds.  Will play children’s musical instruments: drums, bells, sticks, metallophones. Will play quiet, loud, fast, slow. Will perform elementary movements. Will improvise the mood of played music by motions. Will convey the mood of the work by colours, lines, dramatisation. Will imitate the sounds and movements of animals, birds. Will listen to the fairy tales and texts told by the educator. Will make dolls from various papers, create decorations from the items made by oneself. Will experiment with plasticine, moist clay, soft snow, will use various art techniques. |
| **Aesthetic perception** | **The provision of value.** Is interested, delights, admires the environment, works of art, artistic activities.  **Essential ability.**  Emotionally reacts by hearing a harmonious consonance of sounds, intonations, words.  When asked, answers whether he/she liked a piece of music, song, dance, performance, a work of art. | Will listen to various sounds and pleasant, gentle melodies, musical works of contrasting mood performed with voice or musical instruments. Together with the educator, will play table theater puppets, express various emotions, facial expressions and intonation. Will watch and participate in performances of professional groups. Will play social drama, acting games. Will talk about one's own or others’ drawings, pictures seen in the environment or illustrations of books. |

**Artistic competence**

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| **Field of education** | **Children’s achievements**  **from 4 to 6 years of age** | **What children will see, hear, feel, survive, cogitate, create?** |
| **Artistic expression** | **The provision of value.** Feels the joy of artistic expression, shows the desire to actively participate in artistic activities.  **Essential ability**. Spontaneously and distinctively expresses impressions, experiences, thoughts, experienced emotions, while making music, dancing and playing in visual creation. | Will play by names, clapping their rhythms, sing melodies. Will sing greetings to the sun, tree, cloud, children, educator. Will sing dialogues with friends, educator. Will explore the possibilities of natural rhythmic instruments. Will play children’s musical instruments: drums, bells, sticks, metallophones. Will try to extract various rhythms with instruments. When listening to music, will accompany with instruments, play at different tempos. Will listen to music sounds, will distinguish their main characteristics: length, strength, timbre, height. Will distinguish between major and minor tunes. Will create a map of thinking, classify instruments (strings, keyboards, the winds and pulsatiles). Will listen to music and distinguish what instruments are performing it. Will dance in a circle, one at a time, in pairs. Will try to extract rhythm by changing the speed, the direction of movement. Will improvise the mood of played music by motions. Will hear the sounds of nature in music, distinguish them. Will reproduce natural music, such as the purl of the stream, the sounds of birds. Will listen to music sounds, will distinguish their main characteristics: length, strength, timbre, height. Will convey the mood of the work by colours, lines. Will listen to the fairy tales and texts told by the educator. Will imitate by interpreting sounds and movements, e.g. will get embodied in various animals, objects, phenomena. Will symbolise the circumstances of the characters. Will create various plots, improvise by actions, language. Will imitate the sounds and movements of animals, birds.  Will use various fine arts techniques. Will make dolls from various papers, create decorations from the items made by oneself. Will experiment with plasticine, moist clay, sand. |
| **Aesthetic perception** | **The provision of value.** Is interested, delights, admires the environment, works of art, artistic activities.  **Essential ability.**  Notices and admires the beauty of the environment, works of art, enjoys his/her and others’ works, feels, perceives and describes some peculiarities of music, dance, acting, visual art aesthetics, expresses one’s aesthetic experiences, shares empathies and impressions. | Will listen to various sounds and pleasant, gentle melodies, musical works of contrasting mood performed with voice or musical instruments, will discuss together with the educator. Will play with the puppets of the table theatre, express various emotions, facial expressions and intonation. Will participate in the performances of professional collectives, experience the creative, role-playing process, feel joy, and gain experience. Will play social drama, acting games. Will tell about one's own or others’ drawings, pictures seen in the environment or illustrations of books. Will tell what experiences he/she felt when drawing in one way or another means of expression.  Will visit artworks exhibitions, galleries, fairs, festivals. |

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## Educational environment

A safe educational environment has been created in Kaunas nursery-kindergarten “Aviliukas”, which helps to implement the educational goals, objectives and content provided in the educational programme. The educational environment is designed to respond to the needs of children of different ages. The integration of English-speaking children was also taken into account when creating the group environment: English-language educational games were purchased, translations into English along with hung Lithuanian inscriptions were performed in the group’s environment.

**Children from 1 to 3** years of age acquire a lot of new mobility skills and begin to handle things skilfully: use tools **for role-playing, creative games**. For the promotion of children’s mobility skills and imagination, the groups possess push and pull toys, toy vehicles. **Puzzle and board** games help children acquire computational, sorting and matching skills. **Manipulative toys** develop children’s thinking skills; children try to string beads, apply figures of different shapes and sizes, fasten buttons, unfasten buttons, etc. **Structural and constructional toys** promote children’s creative abilities, and children complement their structures with various details, figures of humans, animals. **Body muscle training tools:** ladder, rolling toys, tricycles, balls of various shapes, colours, structures and sizes, sports mattresses, etc. **Various textured means to stimulate exploration:** sand and water boxes, light tables, sets for drawing, painting, appliqué, moulding, various materials, fabrics, etc. Toys help **social and emotional development** by encouraging them to get to know the environment, people, to survive, to experience, to express feelings. These include books, photographs, collections of illustrations, videotapes, musical instruments, etc.

Educational measures are arranged in such a way that children **can see them and make their own choices.** For one-year-old and two-year-old children, we ensure that there are several toys of the same type. This avoids conflicts between children and allows them to imitate each other’s actions and learn from each other. Box shelves **are marked with symbols**, thus enabling children to learn to sort, handle toys.

In groups where children from 4 to 6 years of age are educated, educational spaces are created for children's curiosity, research, experimentation with the environment and things, for their own initiative. Children have the opportunity to freely create their own spaces, distance themselves and feel safe. The environment is designed so as to foster **the development of all five competences.**

**For social and emotional development**, measures are used to encourage children to communicate and cooperate, to build inter-relationships, to solve problems, and to look for ways of solutions. Measures to develop these skills include creative, board, construction games, attributes for story games, tents, screens.

**For children’s artistic expression**, various texture materials, decorations for the installation of spaces, art tools, musical instruments, audio and video recordings, theatrical instruments, attributes are used. Toy shelves, boxes, bags are purchased for storing the tools. All shelves, boxes are marked with inscriptions to encourage children to take an interest in the graphical characters and get used to putting things in place.

Measures to develop competence in health care are used to develop children’s autonomy, such as table setting and environmental decoration tools. At this age, children are very fond of cooking themselves, therefore, household means are purchased and used. For the study of the human body, moulages, posters, didactical and board games, constructors are used. Sports equipment used in outdoor environments and indoors are as follows: balls, ropes, trampolines, scooters, tricycles, bicycles, skipping-ropes, sledges, Piterbaskets, small football goal, sports equipment.

**For the development of cognitive competence**, spaces, where there are tools for children’s self-activities, research, discovery, are created: light and sand tables, measuring instruments, microscopes, magnifiers, scales, sound extraction devices, cylinders, various lamps, lamps, floodlights, magnifying glasses, music centres, toys for role-playing games, computer information devices, light projectors, interactive whiteboards, video cameras, cameras. The Internet is installed in groups, so educators can find the desired information online with children and play computer games.

Means used for **communication activities** are books, posters, digital tools, information tools. In the groups, there is a children’s space where children can read books alone or with friends, listen to audio recordings, create a distinctive place for games. In the group and outdoor environments, there are tools with graphical symbols, signs that encourage children to read, copy, write.

**5. EDUCATIONAL ACHIEVEMENTS AND THEIR EVALUATION**

**Evaluation** is the continuous collection of information about the child, his/her educational achievements and progress, interpretation and summary thereof. **Children’s educational achievements** are children’s abilities, knowledge, understanding, attitudes acquired in the educational process. **Progress in children’s education** means an increase in children's achievements over time. The evaluation of children’s achievements and progress are carried out based on the methodological publication “Description of the achievements of pre-school children”. The description of achievements consists of 18 areas of child education, which cover all the most important achievements of a child from birth to six years of age.

**How is the assessment of children’s achievements performed?**

* Children’s achievements **are recorded constantly**: the educator, having noticed the child’s newly emerging ability, marks it in the reflection of the weekly activity plan. In this way, **information about the child’s educational outcomes is constantly collected.** The first evaluation of the child’s achievements is carried out by 30 December, the second by 30 May. After evaluating the children’s achievements, the educator determines the step of achievement and notes in the table “Steps of Achievement” of the e-diary “Our Kindergarten”.
* Children’s educational difficulties are recorded in column “Notes” of the table “Steps of Achievement” of the e-diary “Our Kindergarten”, where the ability of the child to be developed is entered. Based on this entry, the individual education of the child is envisaged.
* At the end of the school year, until 30 May, the educator of the group, in cooperation with educational support specialists and art education teachers, **summarises the achievements of each child**, evaluates the child’s strengths of education, weaker-expressed abilities, evaluates progress.

**Who is involved in the evaluation of children’s achievements and progress?**

* At the beginning of the school year, the achievements and progress of children are evaluated by the **educators of the group.**
* At the beginning of the school year, the expectations regarding children’s educational achievements are clarified **with their parents.**

It is discussed what will be pursued in the near future and how education will be organised. Parents are informed about the child’s already existing achievements. In the course of the year, children’s achievements and educational difficulties during individual conversations are discussed.

* Once a quarter, **parental surveys on children’s achievements and quality assessment of education are organised.** The results of the survey are analysed, ways to improve the performance of the institution are foreseen.
* All educators working with children are involved in the continuous evaluation of children's achievements. The educator marks the children's achievements in the reflection of weekly activities.
* **A speech therapist, special educator and psychologist** are involved in the evaluation of the achievements of children with special educational needs. The progress of children’s education and the effectiveness of adapted education plans are recorded.

**How are the results of the evaluation of children's achievement and progress used?**

* The needs of each child, learning style, potentials, experience available, possessed achievements in different fields of education **are clarified.**
* According to the results of the child’s education, the content, techniques, methods, means of education **are selected.**
* **The implicit** reasons that determine the success and difficulties of children’s education **are named.** Objectives and measures for the improvement of the educational process and upskiling of the qualifications of educators are envisaged.
* Relevant, informative information about children’s education **is selected and provided** **to parents.** Parents are encouraged to participate more actively in children’s education.
* **The child** is helped **to survive** a sense of success, motivate to learn and overcome difficulties.
* **Cooperation** with educational support specialists to investigate the nature and causes of special needs and to develop or adjust educational plans that meet children’s needs is carried out.

**Where are the results of the child’s education used?**

* At the end of the school year, the **educator presents** the results of the educational programme **to parents** as follows: summarises children’s achievements, names areas where children have made the most remarkable progress and areas where educational difficulties are observed. It is discussed how the achievements acquired by children respond to parents’ expectations.
* The results of the assessment of children's achievements in groups are discussed in the Council of Teachers: the factors influencing children’s educational results are analysed. Priority areas of education for the new school year are planned.
* When the child **moves to the pre-school group**, his/her achievements and progress gained during the entire pre-school period are summarised. This information is transmitted to the pre-school education educator.

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