

Talent development in children in kindergarten "Tareke" ESTONIA



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Mathematical skills

The aim teaching and educational activities is that a child:

- 1) groups the objects in one or two characteristics and compares the amounts of objects;
- 2) Ranked objects the size and position of the identity;
- 3) is the easiest and a child describes and ranks in their daily activities;
- 4) In the process of understanding and relationships between numbers
loendamistegevust row;
- 5) realizes the measurement exercise and the most important units of measurement;
- 6) recognizes and describes geometric shapes;
- 7) provides the mathematical relationships in everyday operations.

Mathematical skills

The area of mathematics content:

- 1) sets of numbers and counting, calculating;
- 2) sizes and measurements;
- 3) geometric shapes.

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Mathematical skills

Teaching and educational activities principles

Teaching and educational activities planning and organization:

- 1) directed to children of the world of phenomena and objects tidy, the designer, in seeking, which resulted in a child discovers relationships between objects, find differences and similarities between objects, is able to sort the items, grouped and counted;
- 2) The children are acclimated to appoint its own position in relation to surrounding objects, to orient in time and to use appropriate concepts to describe their activities;
- 3) associated with the game, observations, conversations and everyday math operations, thereby directing the child to use a variety of senses: hearing, sight, smell and tactile sensations;
- 4) directed to mathematically describe the environment surrounding children (numbers, units of measurement, shapes, names, etc.);
- 5) Support from reaching generalization of concepts and formation - on various objects of similar and different characteristics and qualities of observation, comparison, characterization and formulation through.

Mathematical skills

Child development expected results upon completion of the curriculum by age 2-3-year-old child:

- 1) know the basic colors (yellow, red, blue) and green;
- 2) groups of similar objects in one feature (color, shape, size) of the number of units;
- 3) considers various objects from the "one" and "many";
- 4) counts the number of objects within the three answers to the question "how many are?"
- 5) feels like and differences in objects (big-small);
- 6) found a similar pattern of loading, or in kōrvuti- placing means;
- 6) palpation - rolling distinguishes circular and rectangular objects (sphere, cube);
- 7) talks to ols and day, and mimics the characteristic activities of the game;
- 8) explain the terms "all" and "top" and uses them to describe the surrounding.

Mathematical skills

3-4-year-old child:

- 1) in addition to the familiar yellow, red, blue, green, still brown, black, white color;
- 2) be able to determine whether the object belongs to set up include;
- 3) be able to compare the amounts of pairs through the setting of whether to have the same amount of the same to the same amount;
- 4) within five counts and knows the numbers line 5;
- 5) comparing able to use the words of a longer - shorter, the same length, larger - smaller size, higher - less the same height;
- 6) is able to distinguish between forms: circle, square (find similar objects);
- 7) takes on the characteristics of the seasons: autumn - rain, mud; winter - cold, snow; Spring - the flowers, the grass, the sun; Summer - warm, sunny (outdoors, picture, conversation);
- 8) differentiate between the morning and evening (describing the actions);
- 9) can be determined by other children and objects in itself (top - bottom, front — back).

Mathematical skills

4-5-year-old child:

- 1) feels (in addition to the yellow, red, blue, green, brown, black, white), pink, gray, orange and purple;
- 2) are familiar with the circle, square and triangle shapes similar finds from the surroundings and is able to compare them;
- 3) groups of objects and beings on the basis of two different types of characteristics;
- 4) compares pairs amounts of articles setting and decide which is more than, less than;
- 5) compare items: larger-smaller, longer-shorter, higher-lower (rank 3 items);
- 6) counts 10 am, knows the figures 1-10;
- 7) know the parts of day: morning, day, evening, night;
- 8) describes the activities yesterday - today - tomorrow;
- 9) determine your location with other children and articles (front - back);
- 10) able to determine the location of objects (-taga front, top - bottom, side);
- 11) explain the concepts of right and left.

Mathematical skills

5-6-year-old child:

- 1) distinguishes different shade of color (bright, dark green ...);
- 2) counts the 12-ni, knows the lines of numbers to 12 noon;
- 3) recognizes the number of characters and their corresponding number;
- 4) compares aggregations, adds volume and take advantage of (more, less, the same number);
- 4) Ranked objects the size, length, width, height and thickness (item 5);
- 5) be able to describe squares and rectangles, to compare the number and length of the sides;
- 2) groups of geometric shapes in sizes, colors, according to the form;
- 3) Cut the paper shapes to draw up these pictures and patterns;
- 8) guiding the movement commands, orientation in space by measuring the distances in steps;
- 9) determines the location of the object: all -peal, mid - wing members, to the right - on the left;
- 10) knows the days of the week consecutive titles (preceding, following);
- 11) knows the parts of day, orients time: yesterday, today, tomorrow;
- 12) is able to use the concepts quickly, slowly, soon after, soon.

Mathematical skills

6-7-year-old child:

- 1) is able to distinguish and know the different nuances of the colors mentioned in (brick red, lilac, n mustard yellow, moss green ...);
- 2) know the numbers 1-12 of the sequence (preceding, following), is able to count;
- 3) recognizes license plates and is able to write;
- 4) add and subtract within 5 and familiar characters +, -, =;
- 5) be able to draw mathematical stories of two predetermined number of;
- 6) knows the everyday use in measures of length (cm, m, km) kg weight size, volume liter diameter, the euro and the monetary units per cent; Know where and how these units are used;
- 7) measures the length (width, height), and the severity of the agreed fluid measuring device;
- 8) determine the characteristics of many common objects, and distributes the objects between two different traits;
- 9) Ranked objects gravity and thickness;
- 10) distinguishes D shapes (cube, sphere, cuboid, pyramid), the planar shapes (square, circle, triangle, rectangle);
- 11), orientation in space, in the yard, and on paper;
- 12) recognizes the full clock hours;
- 13) on the days of the week, months, seasons, knows his birth month and day;
- 14) uses the words correctly until now, earlier - later, the younger - older.



The development of artistic abilities

The aim of schooling and education is that a child:

- 1) know the joy of creative self-expression;
- 2) represents the personality to the surrounding objects, events and their imagination of the world;
- 3) observes, describes the and the shaped and the surrounding commodities;
- 4) use the learned modeling, drawing and paint the tools and techniques;
- 5) Use the materials and tools to safely and purposefully;
- 6) looks at the artwork, and describes the specifications.

In the area of arts content:

- 1) The depiction and expression: thoughts, feelings transferring a visible form;
- 2) Design: adding value to the aesthetic object;
- 3) Technical skills: modeling, drawing, painting, handicraft;
- 4) works of art, observation, interviews, works of art.



Schooling and education principles

Schooling and education planning and organization:

- 1) the child is given the opportunity to experience, to feel the joy and satisfaction, and it has the opportunity to express their vision of the world;
- 2) a child is to look at the carving, drawing, painting uses child surveys made observations;
- 3) used for the theme in live games, music, popular performances, story reading, etc;
- 4) counted, for the child, it is important to create and find solutions to make experiments and discoveries, and to look for answers to the questions raised, and to apply the acquired skills in a creative way to combine;
- 5) the child is encouraged to use and experiment with their own proposed solutions to the child's imagination and encourages diversification and initiative, taking care to preserve the child's individual self-expression;
- 6) is carried out artistic activities in the outdoors, it is also used in other fields of art activities and education activities as part of the redrawn as paper, stone, wood, sand, or combined with a variety of materials;
- 7) directed to children what has been done to analyze, explain why he depicted objects, phenomena precisely in this way, what materials and techniques used, and how the work was satisfied. Compatriots work of shaping a tolerant attitude contributes to the children's work analyzes both the artwork and the reasons for its assessment.

Child development expected results upon completion of the curriculum at age 2-3 years of age:

- 1) takes the ambient coaching with the support of blue, yellow, red and green, the color of objects;
- 2) knows how to be kept in pintsilt, pencils, crayons;
- 3) Decoration (dots, lines) spatial and planar objects;
- 4) teachers to imitate rpm conditions and tweak, rolls and rolls of clay materials;
- 5) make a finger or stylus into soft clay material impressions;
- 6) creates its own drawing coarse material (fat chinks, soft pencils) different signs (dots, vertical, horizontal, straight and wavy lines);
- 7) pulls the brush features different direction, the bullets, the paper covers the remaining surfaces within;
- 8) prints the tips of the fingers and the whole hand paints;
- 9) Press imprints with covering their own stamp on the color;
- 10) pulls at the pieces of paper;
- 11) review the pictures, sample works and book illustrations, and answer questions;
- 12) shows other than his work and the work of art speaks.

3-4-year-old child:

- 1) know how to properly deal with a brush, pencil, liimipulka;
- 2) knows and uses his works in white, black, brown;
- 3) using an alternating rhythm of color and keep the smaller the distance between the images;
- 4) rolls the ball, and is able to push a sphere flattened;
- 5) can turn the ring (the ends of the elongated shape by pressing together);
- 6) draws a pencil and rasvakriidiga short strokes from top to bottom, straight and angled, jagged lines;

- 7) draws a brush width of the horizontal and vertical lines (from left to right and top to bottom), and the wavy dashed lines;
- 8) make a small brush tip bullets and pushes the brush side (jockey traces of leaves);
- 9) draws a rectangular and round forms;
- 10) tears the paper into small particles, laob and binds them freely, as desired;
- 11) glues ready-made in a row next to each other, with small distances;
- 12) tells the story insofar as it is depicted in his works.

4-5 year old child:

- 1) shows objects from nature-inspired details and idiosyncratic symbols;
- 2) knows and uses all the colors (including pink, gray, orange and purple);
- 3) Keep the correct pen, brush and scissors;
- 4) be able to choose the appropriate colors (in the meantime brush rinsing);
- 5) paints items, exceeding the contours;
- 6) can for modeling your thumb to press the cavity;
- 7) connects carved circular and the elongate member to each other;
- 8) is able to add the items shown in the characteristic details;
- 9) Cut with scissors along a straight line;
- 10) rips and cuts paper strips and shapes, and paste them;
- 11) folds the paper in half (card);
- 12) develop and beautify the strip pattern cards (stamps, pintslivajutuste for example);
- 13) tells of the issues with the support of what he depicted in his work, and that use of the material.

5-6-year-old child:

- 1) expression by drawing, painting, carving, meisterdades moods using the imagination;
- 2) be able to draw and paint color pencils, crayons;
- 3) use the drawing tools and brush excess pressure;
- 4) compares different shade of color and knows how to mix them yourself;
- 5) shows the objects of nature by giving them more on the form and size of the ratios;
- 6) shows a boy and a girl's distinctive appearance and clothing;
- 7) presents the activities of people, birds and animals in various positions;
- 8) prepare designs in the strip, square, circle (brush);
- 9) tears the paper into small particles, bars and a circular form;
- 10) holds a pair of scissors and cuts right in a straight line and rounded up;
- 11) folds the paper of the easiest things;
- 12) can be used in the manufacture of toys, boxes and natural resources;
- 13) looks at the book illustrations and paintings, is able to express their opinions;
- 14) able to analyze their work and other works, takes a favorable bias companions in the work.

6-7-year-old child:

- 1) to find around looking at various details, objects and their inter-relationships, and represents around freely chosen way;
- 2) uses a creative way of geometric shapes and combinations of more complex objects to build up (eg, loss ...);
- 3) mixes the colors to obtain new tones (lilac, red brick);
- 4) expresses by drawing, painting, carving and meisterdades moods and fantasies;
- 5) shows the people in a variety of operations, the positions;
- 6) is able to pass an object between the proportions of the 3-4 (family);

- 7) uses the work of brushes of different thicknesses;
- 8) creates objects using a variety of techniques and materials, and talks about their purpose;
- 9) prepare himself or elect to work, suitable means of motifs or decorative object;
- 10) prepares a simple toy;
- 11) describes the works of art, their colors and moods;
- 12) knows that the artist known as the author of the artwork (the author of book illustrations illustrator), knows some Estonian artists by name.



Area of physical education

The **aim** of of schooling and education is that a child:

- 1) wants to do sports, and knows the joy of the sport;
- 2) be able to tighten purposeful activity on behalf of;
- 3) is actively working alone and in groups;
- 4) understand the importance of physical activity on human health;
- 5) follows the primary hygiene and safety.

In the area of physical education content:

- 1) physical education expertise: safety, self-control, and hygiene;
- 2) the basic movements;
- 3) physical education games;
- 4) different sports;
- 5) dance and rhythm.



Schooling and education principles

Schooling and education planning and organization:

- 1) counted, the main movements requires a daily diversion: movement skills, deftness of movement and other movement abilities (endurance, strength, speed, flexibility) build and develop activities in the regular iteration;
- 2) the enrichment of the child on the movement and activities of athletic opportunities for development-like motion modes - cycling, skiing, skating, swimming, etc.;
- 3) is considered an important moral principles and self-confidence making: dealing with regular exercise to develop positive character traits;
- 4) A child of their skills, abilities and cooperate to assess their peers to consider their emotions to control and manage; to understand one another, or the need for physical exercise;
- 5) diversification of the basic movement, coordination, posture, balance, mobility, and fine motor (punctuality, ability to control the muscles of the face and fingers) the development and feedback.

Child development expected results upon completion of the curriculum by age

2-3-year-old child:

- 1) runs from the edge of the hall from one another and freely grower after listening to the teacher signal;
- 2) walking along a narrow lane, a teacher with the help of the balance on the bench;
- 3) The place is jumping on two feet, jumps over the line (10-15cm wide);
- 4) crawling on the floor, underneath the lookade;
- 5) climbs to a height of 1.5m wall bars;
- 6) throws the ball to the distance, matches;
- 7) throws the ball into the distance;
- 8) tries and throws a large ball thrown by the teacher.



3-4-year-old child:

- 1) is able to walk and run freely, lightly dragging his feet;
- 2) walking in a circle and a pair of hands holding;
- 3) jumping with your feet forward, the courage to jump off the bench;
- 4) The teacher throws a ball and tries it;
- 5) throws the ball through the gates, strikes the ball;
- 6) the accuracy of the throws: sand bags (balls) in a box from a distance of 1m;
- 7) climbs the ladder 1,5m height;
- 8) walks on a bench with your hands while keeping the balance,
- 9) the game is able to escape from the catcher;
- 10) transports sleigh companion.

4-5-year-old child:

- 1) is able to move freely and to make the movements, lightly and rhythmically;
- 2) perform the exercises in the single rate, in a coordinated manner;
- 3) walking freely in the balance on the bench, a line, a circle over obstacles;
- 4) the fork-jumping together feather leaps forward;
- 5) possesses a lifting knee and lower leg lift run, and side gallop and jump steps;
- 6) is able to stand on one leg and hüpfelda;

- 7) The distance from the scene jumps to 30cm, 25cm height and swing down from a height of 30cm;
- 8) throws and catches the ball (a partner);
- 9) the player plays a leading role;
- 10) is able to use a variety of sports equipment;
- 11) moves forward on the skis;
- 12) are able to let the sled down the hill;
- 13) keep a straight posture;
- 14) operates with companions.

5-6-year-old child:

- 1) Can effortlessly rhythmically to walk and run, keep the column equal differences;
- 2) alternating walks and runs to pace through the confusion, and trying to escape;
- 3) is able to quickly line up the column, in pairs, a circle, a group;
- 4) one leg hops in different directions, possesses scissors jumping;
- 5) jumps to the distance (hoota and the run-up), and height;
- 6) carries the ball and dribbling the ball in the box and the accuracy of the shots from a distance of 1.5 m to the wall sign;
- 7) know how to put on and take off the skis, the skis will move with intermittent sliding step.

6-7-year-old child:

- 1) focuses on purposeful physical activity;
- 2) must be respected when moving and playing the general safety rules for selecting appropriate sites and resources;
- 3) performs basic movements without tension, so that the movements are coordinated, rhythmic;
- 4) performs the flexibility, speed, endurance and strength development exercises;
- 5) Maintain balance while stationary and moving;
- 6) performing exercises using both hands, meticulous activity using the dominant hand;
- 7) imitates adults performing exercises;
- 8) performs rhythmic movements simultaneously companions;
- 9) moves according to its own rhythm caused by a constant or variable rate;
- 10) used to move various tools (ribbons, scarves, rings, skis, sleds, etc.);
- 11) is playing games with elements of sport (basketball, soccer, etc.);
- 12) adheres to the agreed rules of the game;
- 13) names of different sports, and Estonia's most famous athletes.



The development of technical skills

Robotic programming Specially Designed in a set of graphic programming environment

WeDo WeDo, Which is setting up a program and run a simple and quick to learn.

WeDo is possible to teach the following subjects:

- Linguistic skills: giving explanations, storytelling, reading.
- Mathematics: time and distance understanding of addition, subtraction, random size.
- Technology: Development of simple machines, gears, gearing and blocks.
- Infortmaatika: computer usage, programming.

The development of music skills

The aim of schooling and education is that a child:

- 1) know the joy of singing and making music;
- 2) be able to focus on listening to the song;
- 3) is able to express themselves creatively singing, movement, dance and music through;
- 4) is able to play music at both group and individual.

In the area of music content:

- 1) singing;
- 2) Listening to music;
- 3) musical-rhythmic movement;
- 4) playing instruments.

Schooling and education principles

Schooling and education planning and organization:

- 1) is a leader in an emotional and active musical activities;
- 2) design and develop a child's musical-creative abilities, as well as cultural and social values of the activity;
- 3) the child's individual counted;
- 4) use of music integrative work and other teaching and educational activities in areas such as language and speech, art, etc; music is part of everyday life, for weekdays and festive events;
- 5) are associated with each other, listening to music, singing, playing instruments, musical-rhythmic movement, games and dances;
- 6) songs (songs, songs to listen to music, dancing and games, tunes) chosen considering the age and interests of the child the appropriateness of the force.

Child development expected results upon completion of the curriculum by age

2-3-year-old child:

- 1) is interested in the activities of a song, singing along with the teacher;
- 2) moves with the teacher, according to the mood of the music, the light pulse and metrics are (walking, running, etc.);
- 3) reacts emotionally to the nature of music;
- 4) plays listening to music, singing and moving to the rhythm of the body beautiful instruments and instruments (sound of sticks, bells, a small drum, marakas).

3-4-year-old child:

- 1) sings the simple folk and children's songs in a group at the same pace;
- 2) expresses the mood of the music through movement, dance using age appropriate dance elements;
- 3) listen to a song and a song expressing emotionally perceived moods gestures and movements;
- 4) plays percussion instruments (the sound of sticks, drum, bells, etc.), listening to music, movement and singing accompaniment.

4-5-year-old child:

- 1) singing folk songs and children's natural voice group at the same pace;
- 2) changes the movement of the parts of music and musical expression with variation based on the light pulse and metrics are; performs studied dance elements (movement of the ring alone as a partner, gallop, etc.);
- 3) listen to a song and a song expressing interest in the perceived sentiment of various musical activities;
- 4) shows the rhythm of playing children's songs and rhymes beginning and ending with the others, and they at the same pace.

5-6-year-old child:

- 1) sings with the group on the basis of clearly folk and children's songs and song text's character;
- 2) moves and dances in sync with the pace of change in others responding rhythmically precise; performs studied dance elements (step jump, gallop, etc.);
- 3) is the easiest genres (song, dance, march); creatively expresses the music listening experience gained;
- 4) playing rhythm instruments of the easiest games to cover.

6-7-year-old child:

- 1) sings expressively flowing and soft voice, age appropriate folk and children's songs in both group and individual;
- 2) to express themselves creatively through movement performing dance moves (side and front to gallop, jump a step, etc.) synchronously, an eloquent and correct relation to the body;
- 3) listened to music in characterizing the uses vocabulary appropriate to their age; distinguishes simple vocal and instrumental genres (folk song, dance, march);
- 4) is able to play rhythm instruments appropriate to their age learned to co-games songs, children's rhymes and instrumental.

