

## National Curriculum for Pre-school Child Care Institutions

Regulation of the Government of the Republic No. 87 of 29 May 2008

The Regulation is established on the basis of subsection 16 (2) of the Pre-school Child Care Institutions Act.

### Chapter 1

#### General Provisions

##### § 1. Scope of application of Regulation

(1) The national curriculum for pre-school child care institutions (hereinafter “national curriculum”) establishes the bases of the schooling and education of pre-school child care institutions (hereinafter “child care institutions”) regardless of the legal status of the child care institution.

(2) The national curriculum shall determine:

- 1) the principles for the preparation of a curriculum for a child care institution;
- 2) the objectives and principles of schooling and education;
- 3) the organisation of schooling and education;
- 4) the expected general skills of 6-7-year-old children;
- 5) the objectives and content of the schooling and education in different subject fields and the expected results of the development of 6-7-year-old children;
- 6) the principles for assessing the development of children.

##### § 2. Curriculum for Pre-school Child Care Institution

(1) The curriculum of a child care institution is the source document for schooling and education in the child care institution. Child care institutions shall prepare their curricula on the basis of the national curriculum.

(2) The curriculum of a child care institution shall be prepared and developed with the participation of the teachers of the child care institution by involving the parents.

(3) The head of a child care institution shall approve the curriculum of the child care institution on the proposal of the teachers’ council after hearing the opinion of the board of trustees.

(4) The following shall be set out in a curriculum of a child care institution:

- 1) the type and the specific nature of the child care institution;
- 2) the objectives, principles and content of schooling and education and the expected results of the development of children by age upon completion of the curriculum;
- 3) the organisation of schooling and education (the principles for the preparation of daily schedules, the duration of the period for the planning of schooling and education), including during the summer period;
- 4) the principles for, including the organisation of analysis and assessment of the development of children;

5) the principles for, including the organisation of fostering of the development of children with special needs;

6) the principles for, including the organisation of cooperation with parents;

7) the procedure for renewal and amendment of the curriculum.

(5) Other provisions concerning schooling and education may be added to the curriculum of a child care institution on the proposal of the teachers' council or the board of trustees of the child care institution.

## Chapter 2

### Objectives and principles of schooling and education

#### § 3. Objectives of schooling and education

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

(2) Based on the common objective, schooling and education fosters the physical, mental, social and emotional development of children as a result of which the children develop a comprehensive and positive self-image, understanding of the surrounding environment, ethical behaviour and initiative, basic working habits, physical activity and understanding of the importance of taking care of one's health and play, learning, social and self-management skills develop.

#### § 4. Principles of schooling and education

(1) The principles of schooling and education are:

1) to take into account the individuality and development potential of a child;

2) to take care and promote a child's health and to satisfy his or her need for movement;

3) to foster a child's creativity;

4) to learn through play;

5) to value humane and democratic relations;

6) to create an environment which promotes the development and socialisation of a child;

7) to ensure security and success experiences for a child;

8) to apply general didactic manner of working;

9) cooperation between home and the child care institution;

10) to value the cultural traditions of Estonia and take into account the specific characteristics of other cultures.

(2) Promotion of a child's development is teamwork for which the head of the child care institution shall be responsible.

#### § 5. Concept of learning

(1) Learning is a lifelong process which causes changes in behaviour, knowledge, attitudes, skills, etc. and in the relations between them. A child learns by imitating, watching, exploring, experimenting, communicating, playing, exercising, etc..

(2) Upon planning and carrying out schooling and education the specific characteristics of children: abilities, linguistic and cultural background, age, sex, the state of health, etc. shall be taken into account. Teachers are persons who direct the development of children and create an environment which promotes development.

(3) A child is an active participant in schooling and education who takes pleasure in action. A child shall be involved in planning of activities, shall be directed to make choices and analyse what has been done.

(4) Upon schooling and education conditions shall be created in order to develop a child's ability to:

- 1) plan his or her activities, to make choices;
- 2) relate new knowledge with earlier experiences;
- 3) use the acquired knowledge in different situations and activities;
- 4) talk about the acquired knowledge and skills;
- 5) assess the efficiency of his or her activity;
- 6) take pleasure in his or her success and the success of others and to cope with failures.

## Chapter 3

### Organisation of schooling and education

#### § 6. Academic year

A child care institution shall organise schooling and education by academic years. An academic year begins on 1 September and ends on 31 August.

#### § 7. Planning schooling and education of groups

(1) Schooling and education shall be based on the daily schedule of a group, which determines the daily rhythm in accordance with the children's age where everyday activities alternate with children's play, undirected activities and the schooling and education planned by the teacher.

(2) Upon planning schooling and education a teacher shall take into account the level of development, the age and the interests of a child. While the child grows and develops the content of teaching shall, as a rule, be based on the principle – from closer to farther, from single to general.

(3) Upon planning the schooling and education of a group the objectives, subject matter, content of teaching and activities of the planned period (a week, a month, etc) shall be specified. Planning of the schooling and education of a group shall be flexible and enable the teacher to make changes, if necessary.

(4) The schooling and education of a group shall be carried out in an aesthetic and safe environment which enables individual and joint activities. Schooling and education shall be related in particular with the people, nature and institutions of the home neighbourhood. Things to be studied (objects, phenomena) shall be explored in their natural environment.

(5) Upon the selection of the place of activity the general and subject-field-specific schooling and education objectives, the integration of the contents and activities of different subject fields, the aids required for activities and the involvement of the teachers and the staff shall be taken into account.

#### § 8. Children with special needs

(1) For the purposes of this Regulation, “a child with special needs” means a child for the support of whose development needs, which arise from the child’s abilities, state of health, linguistic and cultural background and personal characteristics, changes or adjustments need to be made in the child’s growing environment (playing and teaching aids, rooms, schooling and education methods, etc) or in the activity plan of the group.

(2) Fostering the development of a child with special needs, including a talented child, in a nursery school is a teamwork for which the head of the child care institution shall be responsible.

(3) If necessary, the teachers of the group in cooperation with a speech therapist/special education teacher and other specialists and parents of the child shall prepare an individual development plan at the beginning of an academic year. At least once an academic year a summary shall be made of the implementation of the individual development plan, the suitability of the environment for development and the future needs of the child.

(4) A child care institution shall support a family with a different linguistic and cultural background in introducing their language and culture to their child and in valuing the Estonian language and culture.

#### § 9. Teaching Estonian as second language

(1) Estonian language instruction shall be ensured to a child whose home language is not Estonian.

(2) In a child care institution or group where schooling and education is not conducted in Estonian, Estonian language instruction shall be started at the age of three either:

- 1) through separate linguistic activities;
- 2) by integrating language instruction with other activities; or
- 3) by applying the partial linguistic immersion method.

(3) In a child care institution or a group thereof where schooling and education is not conducted in Estonian, total linguistic immersion method may be applied upon teaching Estonian to five-year-old children.

(4) In a child care institution or a group thereof where schooling and education is conducted in Estonian, the children whose home language is not Estonian shall acquire the Estonian language either:

- 1) through integrated activities whereto supporting studies of Estonian may be added;
- 2) by applying the total linguistic immersion method.

(5) Upon planning the expected results of Estonian language instruction the level of development, the age of children and the study load and methodology of Estonian language instruction shall be taken into account.

(6) If necessary, an individual development plan shall be prepared for teaching Estonian as a second language to a child with special needs.

#### § 10. Cooperation with parents

(1) In order to support the development of a child, the teachers of a child care institution shall cooperate with the parents; the cooperation shall be based on dialogue, mutual trust and respect.

(2) A teacher shall inform the parents regularly of the development and studies of the child and the organisation of schooling and education. A teacher shall provide possibilities for parents to receive support and advice in schooling and education issues.

(3) Parents shall be allowed to participate in the planning and carrying out of the process of schooling and education and to provide feedback with respect to the activity of the child care institution.

### Chapter 4

#### Expected general skills of 6-7-year-old children

#### § 11. General skills

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

- 1) play skills;
- 2) cognitive and learning skills;
- 3) social skills;
- 4) self-management skills.

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

#### § 12. Play skills

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

(2) As a result of schooling and education a 6-7-year-old child:

- 1) takes pleasure in play and is able to focus on play;
- 2) applies his or her experiences, knowledge and impressions of the surrounding world creatively in plays;
- 3) initiates different plays and develops the content of play;
- 4) fulfils different roles in play;
- 5) follows the rules of play and can explain the rules of familiar plays to others;
- 6) is able to solve problems in the course of play and come to an agreement with the playmates;
- 7) takes pleasure in winning and is able to cope with loss in competitive play;

8) uses different means creatively in play.

### § 13. Cognitive and learning skills

(1) Cognitive skills are skills which enable to control intentionally one's cognitive processes – perception, concentration, memory, reasoning, emotions and motivation.

(2) Learning skills are defined as a child's ability to obtain information, acquire knowledge and skills and to explore and experiment. Learning skills form on the basis of the development of cognitive skills.

(3) As a result of schooling and education a 6-7-year-old child:

1) understands simpler correlations (quantity, reason, consequence), perceives objects, events and phenomena as a whole;

2) thinks both intuitively-figuratively and verbally, understands what he or she has heard, reacts correspondingly and uses deliberative dialogue;

3) acts purposefully, is able to concentrate for up to half an hour;

4) plans and organises his or her daily activities and completes the activities commenced;

5) acts in a new situation in accordance with an adult's instructions;

6) has a positive attitude to learning – wishes to learn, explore, ask questions, discover and experiment;

7) groups objects and phenomena by different characteristics;

8) uses repetition for memorising material.

### § 14. Social skills

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

(2) As a result of schooling and education a 6-7-year-old child:

1) tries to understand other people's feelings and to take these into account in his or her behaviour and conversation;

2) wants and dares to communicate – is interested in relationships and other people;

3) cares about other people, provides assistance and asks for assistance, if necessary;

4) participates in the development of the group's rules;

5) can consider other persons and cooperate;

6) establishes friendly relations;

7) understands the meaning of one's own – other people's – common;

8) makes the difference between good and bad behaviour;

9) understands that people may be different;

10) follows the agreed rules and generally recognised standards of conduct;

11) explains his or her points of view.

## § 15. Self-management skills

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

(2) As a result of schooling and education a 6-7-year-old child:

- 1) is able to describe his or her emotions and to express his or her strong emotions, e.g. joy, anger in an appropriate manner;
- 2) describes his or her virtues and skills;
- 3) is able to behave properly in different situations and changes his or her behaviour in accordance with the feedback;
- 4) initiates plays and activities;
- 5) acts independently and is responsible for his or her behaviour;
- 6) knows what might be useful or harmful for health and how to act in a safe manner;
- 7) can cope with self care and has developed basic working habits;
- 8) uses different aids prudently and cleans up after him or her upon the termination of an activity.

## Chapter 5

Objectives and content of schooling and education in different subject fields and expected results of development of 6-7-year-old children

## § 16. Content of schooling and education and integrating activities

(1) The subject matter arising from the life and surrounding environment of a child ties schooling and education into a whole. The general didactic principle shall be followed upon integration of the content and activities of schooling presented by subject fields. Upon planning and organisation of schooling and education the following activities shall be integrated: listening, speaking, reading, writing, observing, exploring, comparing, calculating and various movement, music and art activities.

(2) The objectives, content, planning and organisation of schooling and education and the expected results of a child's development shall be set out in seven subject fields (hereinafter "subject field"):

- 1) me and the environment;
- 2) language and speech;
- 3) Estonian as a second language;
- 4) mathematics;
- 5) art;
- 6) music;
- 7) movement.

## § 17. Subject field *me and the environment*

(1) The objective of schooling and education is that a child:

- 1) understands and cognizes the surrounding world as a whole;
- 2) has a conception of his or her ego and his or her role and the role of others in the living environment;
- 3) values both Estonian cultural traditions and the cultural traditions of his or her own nation;
- 4) values his or her health and the health of others and try to act healthily and safely;
- 5) appreciates the ecologically compatible and environmentally friendly way of thinking;
- 6) notices phenomena and changes in nature.

(2) Content of the subject field *me and the environment*

- 1) social environment: me, family, relatives, home, nursery school, school, occupations, homeland, Estonian red-letter days, traditions, other nations in Estonia, children around the world, universal values and generally recognised rules of conduct, valuation of health, healthy nutrition, human body, sources of danger and safe conduct;
- 2) natural environment: nature of home neighbourhood, changes in nature, natural environment, human impact on nature;
- 3) artificial environment, buildings, domestic equipment, waste, means of transport, safe pedestrian traffic, security equipment, virtual environment.

(3) Upon planning and organisation of schooling and education:

- 1) the subject matter of the field shall be selected from a child's everyday life and the environment surrounding him or her, which shall include the social environment, the natural and artificial environment, including health and traffic education;
- 2) a child shall be instructed to notice, explore and experience the surrounding world through play and everyday activities enabling the child to perceive the surroundings by different senses and sensations: by observing, smelling, tasting, touching, listening to sounds;
- 3) different activities shall be integrated: comparing, modelling, measuring, calculation, talking, reading, physical exercise, artistic and musical activity;
- 4) a child shall be instructed to ask questions (to pose a problem) with respect to the things noticed in play, in the surrounding nature, in traffic, in his or her state of health, to find answers to questions (to assume and check assumptions) and to draw conclusions of the things noticed;
- 5) a child shall be instructed to use materials and aids economically, to act considerately and prudently.

(4) As a result of schooling and education a 6-7-year-old child:

- 1) introduces and describes himself or herself, his or her characteristic features, interests, etc.;
- 2) describes his or her home, family and family traditions;
- 3) names and describes different occupations;
- 4) names the Estonian national symbols and traditions;
- 5) understands that people are different and that they have different needs;
- 6) can differentiate in everyday life what is useful and what is harmful for health;
- 7) dares to refuse from (joint) activity or activities if participation is harmful or dangerous for himself or herself or others;
- 8) describes how the surrounding environment and people's behaviour may affect health;
- 9) observes the requirements of personal hygiene, including taking care and cleaning of teeth;



- 10) treats the surrounding environment with care and acts by sustaining the environment;
- 11) describes the nature, the more well-known plants, mushrooms and animals of the home neighbourhood;
- 12) describes the nature and people's activities in different time cycles: a period of twenty-four hours, a week, a year;
- 13) explains why light, temperature, water, soil and air are important for plants, animals and people;
- 14) explains the dependence of meteorological phenomena on seasons, the alternation of night and day;
- 15) understands and notices the effect and consequences of his or her action and the action of others on the environment;
- 16) describes the potential hazards at home, on a body of water, in traffic, etc.;
- 17) knows how to act safely in traffic and ride a bike in the calm traffic area of a nursery school.

#### § 18. Subject field *language and speech*

(1) The objective of schooling and education is that a child:

- 1) copes in everyday communication;
- 2) uses the correct pronunciation, the appropriate grammatical forms and versatile syntax;
- 3) is interested in reading, writing, children's literature, has acquired the basic reading and writing skills.

(2) Content of the subject field *language and speech*:

- 1) language usage: pronunciation, vocabulary, grammar;
- 2) communication, retelling and listening;
- 3) reading and writing, children's literature.

(3) Upon planning and organisation of schooling and education:

- 1) the principle that speech development is the purposeful development of a child's speech and communication where the child is first and foremost taught to use linguistic means (new words, word forms and sentence patterns) in communication, acquisition of knowledge, planning his or her activity shall be followed;
- 2) it shall be considered to be important that a child's speech is promoted in all the activities (playing, manual activities, physical and musical activities and everyday activities), a speech environment shall be created for a child, where the child can listen to the speech of other people and where the child needs to and can speak by himself or herself, a child learns to speak in real communication situations by acting together with an adult;
- 3) children shall be instructed to understand and appreciate literature through reading, dramatising, retelling, drawing, writing their own books and other activities; books of various genres shall be selected for reading in order to promote interest in reading, the development of reading and writing readiness;
- 4) the basic reading and writing skills (differentiation of phoneme length, spelling words phonetically, etc) shall be taught playfully and in connection with everyday activities;
- 5) writing exercises shall be varied by using different aids, colours, etc.

(4) As a result of schooling and education a 6-7-year-old child:

- 1) copes in communication with both, persons of his or her age and adults, takes the fellow communicator and the place of communication into consideration;
- 2) understands the content of what he or she has heard and is able to react to it appropriately;
- 3) is able to communicate his or her thoughts in oral speech;
- 4) retells on the basis of a picture, a text he or she has heard or his or her experience, communicates the main content and the important details, expresses also his or her own feelings;
- 5) uses complex sentences actively in his or her speech;
- 6) uses all the case and inflection forms in speech in singular and plural;
- 7) has a sufficient vocabulary for communication and can form words by himself or herself, if necessary;
- 8) pronounces correctly all the sounds of his or her mother tongue in his or her speech and while repeating the dictated words;
- 9) knows the letters and spells 1-2-syllable words, recognises some words in spelling;
- 10) writes 1-2-syllable words correctly in single successive capital letters in the right order; 11) knows poems and songs in his or her mother tongue by heart.

#### § 19. Subject field *Estonian as a second language*

- (1) The objective of schooling and education is that a child:
  - 1) is interested in the Estonian language and culture;
  - 2) wishes and dares to communicate in Estonian both, with children of his or her age and with adults;
  - 3) recognises and understands Estonian words and simpler expressions;
  - 4) uses simpler Estonian words and expressions in everyday communication.
- (2) Content of the subject field *Estonian as a second language*:
  - 1) listening;
  - 2) speaking;
  - 3) introducing Estonian culture.
- (3) Upon planning and organisation of schooling and education:
  - 1) it shall be considered to be important to listen to Estonian and to acquire the Estonian language skills in the course of activities where verbal communication is supported by context (e.g. the surrounding objects, etc.);
  - 2) special attention shall be paid on the involvement of different senses and illustration: facial expression, body language, gestures, intonation, music, rhythm and several visual aids shall be used;
  - 3) a child shall be instructed to use the language to be learnt in everyday activities; situations which are of interest to children shall be created for that purpose, including outside the nursery school (shop, theatre, sports competition, study course, etc.);
  - 4) the things learnt shall be repeated in different contexts and communication situations, language learning shall be connected with other activities – moving, singing, manual activity, observing, etc.;

- 5) conversation topics shall be selected on the basis of a child's experiences, the conversations on the same topic in the group or at home (in mother tongue);
  - 6) versatile books in easy language and full of pictures shall be selected for reading out loud and joint reading;
  - 7) a teacher shall stress the use of correct speech models and refer to mistakes in a delicate way by repeating the word or phrase correctly.
- (4) As a result of schooling and education a 6-7-year-old child:
- 1) understands simpler speech in Estonian on an everyday topic;
  - 2) recognises and understands the learnt words and expressions and uses these in his or her speech;
  - 3) understands instructions and acts correspondingly;
  - 4) understands simple questions and answers these within the limits of the learnt vocabulary;
  - 5) uses appropriate complimentary phrases in speech;
  - 6) knows Estonian poems and songs by heart;
  - 7) can name some Estonian place names, famous people.

#### § 20. Subject field *mathematics*

- (1) The objective of schooling and education is that a child:
- 1) groups objects on the basis of one-two qualities and compares the quantity of objects;
  - 2) arranges objects on the basis of size and positional characteristics;
  - 3) knows simpler time concepts and describes and organises his or her everyday activities;
  - 4) renders meaning to counting activity and relations in a series of numbers;
  - 5) understands measuring activity and more important units of measurement;
  - 6) knows and describes geometrical figures;
  - 7) sees mathematical relations in everyday activities.
- (2) Content of the subject field *mathematics*
- 1) quantities, counting and numbers, calculation;
  - 2) sizes and measurement;
  - 3) geometrical figures.
- (3) Upon planning and organisation of schooling and education:
- 1) a child shall be instructed to organise, form the world of phenomena and objects, to orientate therein, as a result of which the child will discover relations between objects, find differences and similarities of objects, will be able to organise, group and count objects;
  - 2) a child shall be trained to determine his or her position with respect to the surrounding objects, to orientate in time and to use the relevant concepts for describing his or her activity;
  - 3) play, observations, conversations and everyday activities shall be connected with mathematics by instructing a child to use different sensations: hearing, sight, smell and touching;
  - 4) a child shall be instructed to describe the surrounding environment mathematically (numbers, units of measurement, names of figures, etc.);

5) a child shall be promoted to reach a generalisation and develop concepts by observing, comparing, describing and wording the similar and different characteristics and qualities of different objects.

(4) As a result of schooling and education a 6-7-year-old child:

- 1) determines common characteristics of a quantity of objects and distributes objects by two different characteristics;
- 2) compares quantities by using the concepts of *more, less, equal*;
- 3) determines the number of objects by counting between 1 to 12, knows the order of numbers from 1 to 12 and knows and can write numeric characters;
- 4) adds and subtracts from 1 to 5 and knows the signs + , - , =;
- 5) draws up mathematical stories by two quantities of objects;
- 6) arranges up to five objects by size (length, width, height, etc.);
- 7) groups objects by position and phenomena and activities by time characteristics;
- 8) describes his or her position with respect to the surrounding objects, orientates in a room, in a calm traffic area and on paper;
- 9) can tell the time in full hours;
- 10) names the days of the week, months, seasons, knows his or her month and date of birth;
- 11) measures the length of objects with the agreed unit of measurement (a pace, a stick, a string, etc.);
- 12) differentiates more widely used units of money and measurement (kroon, cent, meter, litre, kilogram) and knows how and where to use these units;
- 13) finds a circle, a triangle, a rectangle, a square and a sphere and a cube from among different figures and describes these figures.

#### § 21. Subject field *art*

(1) The objective of schooling and education is that a child:

- 1) takes pleasure in creative self-expression;
- 2) depicts the surrounding objects, events and his or her imaginative world in an individual way;
- 3) observes, describes and designs the surroundings and commodities;
- 4) uses the learnt modelling, drawing and painting equipment and methods;
- 5) uses materials and tools in a safe and purposeful way;
- 6) watches works of art and describes what he or she has seen.

(2) Content of the subject field *art*:

- 1) depiction and expression: communication of thoughts and feelings in a visible way;
- 2) designing: rendering an object an additional aesthetic value;
- 3) technical skills: modelling, drawing, painting, constructing;
- 4) watching works of art, conversations about works of art and art.

(3) Upon planning and organisation of schooling and education:

- 1) a child shall be offered the possibility to gain experiences, feel joy and satisfaction and a child shall have an opportunity to express his or her understanding of the world;
- 2) a child shall be instructed to observe and a child shall use the observations made upon modelling, drawing, painting and constructing;
- 3) play, music, simple performance, reading a story, etc. shall be used for familiarising with a topic;
- 4) it shall be taken into account that in order to create and find solutions it is important for a child to make experiments and discoveries, to look for and obtain answers to the arisen questions, to apply and combine creatively the acquired skills;
- 5) a child is encouraged to use and experiment the solutions offered by him or her for the diversification of work and a child's imagination and initiative shall be stimulated by observing that the child's individual self-expression would be preserved;
- 6) art activities shall also be carried out outdoors, art activities shall be also used as a part of schooling and education in other subject fields, children shall draw on paper, stone, wood, sand or different materials shall be combined;
- 7) a child shall be instructed to analyse and explain what he or she has made, why he or she has depicted objects, phenomena right in that way, which materials and techniques he or she used and how satisfied the child is with his or her work; Analysing of children's works of art and justifying one's assessment contributes to developing a tolerant attitude to the works of their companions.

(4) As a result of schooling and education a 6-7-year-old child:

- 1) finds different details, objects and the relations between them upon observing the surroundings and depicts the surroundings in a freely chosen manner;
- 2) expresses moods and fantasies by drawing, painting, modelling and constructing;
- 3) uses different aids for the creation of a work of art;
- 4) depicts people by their characteristic features;
- 5) focuses on the commenced activity and creates his or her own work of art;
- 6) creates objects by using different techniques and materials and tells about their purpose;
- 7) proceeding from the work, prepares or selects the appropriate motives or means for the decoration of an object;
- 8) describes works of art, the colours and the mood thereof.

## § 22. Subject field *music*

(1) The objective of schooling and education is that a child:

- 1) takes pleasure in singing and playing music;
- 2) is able to focus on the piece of music to be listened to;
- 3) is able to express himself or herself creatively through singing, movement, dancing and playing on a musical instrument;
- 4) is able to play music both, in a group and by himself or herself.

(2) Content of the subject field *music*:

- 1) singing;

- 2) listening to music;
  - 3) musical-rhythmical movement;
  - 4) playing a musical instrument.
- (3) Upon planning and organisation of schooling and education:
- 1) the priority shall be given to emotional and active musical activity;
  - 2) a child's musical-creative abilities, also cultural-social activity and values shall be formed and developed;
  - 3) the individual potential of a child shall be taken into account and it shall be based on success experience and appreciation;
  - 4) music shall also be used as an integrating activity in other subject fields of schooling and education such as *language and speech, art* etc.; music is part of everyday life both, in case of everyday and festive events;
  - 5) listening to music, singing, playing a musical instrument, musical-rhythmical movement, play and dances shall be related to each other;
  - 6) upon the selection of pieces of music (songs, pieces for listening to music, dances, plays, pieces of instrumental music) the interests of the children shall be taken into account and a piece of music shall be appropriate for their age and within their ability;
- (4) As a result of schooling and education a 6-7-year-old child:
- 1) sings expressively in his or her natural voice and by breathing freely;
  - 2) sings folk songs and children's songs appropriate to his or her age in a group/band and by himself or herself;
  - 3) is able to listen to a song or piece of music attentively and can characterise the music he or she has listened to;
  - 4) differentiates singing and instrumental music by hearing;
  - 5) differentiates the studied musical instruments by timbre and sound;
  - 6) plays simple accompaniments to learnt songs and pieces of instrumental music on rhythm and melody instruments appropriate to the child's age;
  - 7) plays on children's instruments and can play in an instrumental band;
  - 8) moves in accordance with the mood of the music;
  - 9) expresses himself or herself creatively through musical-rhythmical movement.

### § 23. Subject field *movement*

- (1) The objective of schooling and education is that a child:
- 1) wants to move and takes pleasure in movement;
  - 2) is able to make an effort for a purposeful activity;
  - 3) is active by himself or herself and in a group;
  - 4) understands the importance of physical activity to people's health;
  - 5) follows the basic hygiene and safety requirements.
- (2) Content of the subject field *movement*:
- 1) knowledge in the field of physical education: safety, self-control and hygiene;

- 2) basic movements;
- 3) action games;
- 4) different sports;
- 5) dancing and rhythmic.

(3) Upon planning and organisation of schooling and education:

- 1) it shall be taken into account that basic movements require everyday instruction: movement abilities, movement skills and other movement capacities (endurance, strength, speed, flexibility) form and develop upon regular repetition of activities;
- 2) the possibilities of a child to move and act shall be enriched by sportive-developmental physical activities – cycling, skiing, skating, swimming, etc.;
- 3) the development of moral principles and self-confidence shall be considered to be important: positive qualities develop upon doing physical exercises regularly;
- 4) a child shall be instructed to evaluate his or her skills, abilities and cooperation, to take companions into account, to control and manage his or her emotions, to understand the necessity of one or another exercise;
- 5) the development of the basic movements, coordination, bearing, balance, movement ability and fine motor skills (accuracy, the ability to control facial and finger muscles) and feedback shall be diversified.

(4) As a result of schooling and education a 6-7-year-old child:

- 1) focuses for purposeful physical activity;
- 2) follows the general safety regulations when moving and playing by selecting the suitable places and means;
- 3) makes the basic movements without strain so that the movements are coordinated, rhythmical;
- 4) performs exercises which develop flexibility, speed, endurance and strength;
- 5) keeps balance at a standstill and when moving;
- 6) uses both hands when exercising, uses the dominant hand in activities which require accuracy;
- 7) imitates an adult when exercising;
- 8) makes rhythm movements simultaneously with his or her companion;
- 9) moves in accordance with a rhythm generated by himself or herself at an even and alternating pace;
- 10) uses different aids upon movement (ribbons, cloths, rings, skis, sledges, etc);
- 11) plays games with sports elements (basketball, football, etc.);
- 12) follows the agreed rules of play;
- 13) names different sports and more famous Estonian sportsmen.

## Chapter 6

### Assessment of development of children

## § 24. Principles of assessment of development of children

(1) Analysis and assessment of the development of a child is important in order to understand the child's specific characteristics, to ascertain the special needs, to promote positive self-esteem and development and to plan schooling and education in cooperation with the parents.

(2) Assessment of a child's development is a part of everyday schooling and education process. Teachers carry out observations according to a certain plan and children are observed in everyday activities, undirected play and in activities directed by the teacher.

(3) A child's development shall be assessed on the basis of the expected general skills and the results of the subject fields of schooling and education.

(4) A child's development shall be described proceeding from the child by valuating what has been achieved and recognising the child's ability to cope, development, positive attitudes and interest.

(5) The teachers' council of a child care institution shall decide which methods shall be used upon assessment of a child's development. The group teacher shall introduce the parents the principles and organisation of the assessment of the development of a child.

(6) In order to assess and promote a child's development the teacher shall hold a development conversation with the parents at least once an academic year which shall:

1) provide feedback on the development and learning results of the child;

2) explain the parents' viewpoints and expectations with respect to the development of the child.

(7) The result of the assessment of the child and the development conversation shall be documented pursuant to the terms and conditions provided for in the Personal Data Protection Act.

## Chapter 7

### Implementation of Regulation

## § 25. Bringing curricula for pre-school child care institutions into compliance

The curricula for pre-school child care institutions shall be brought into compliance with this Regulation by 1 March 2009.

## § 26. Repeal of Regulation

Government of the Republic Regulation No 315 of 15 October 1999 "Approval of general study programme for pre-school education" (RT I 1999, 80, 737, 2006, 46, 338) is repealed.

## § 27. Entry into force of Regulation

This Regulation enters into force on 1 January 2008