

National indications for the curriculum of the kindergarten and of the first cycle of education

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Nursery school

The nursery school, ..., is the answer to their (children 3/6yo) right to education and care, consistently with the principles of cultural and institutional pluralism present in the Constitution of Republic, in the Convention on the Rights of the Child and in the documents of European Union. It has the purpose of promoting in children the development of identity, autonomy, competences and initiate them to citizenship. Acquiring skills means playing, moving, manipulating, browsing, asking, learning to reflect on experience through exploration, observation and comparison of properties, quantities, characteristics, facts; it means listening, and understanding, narrations and discourses, recounting and recalling actions and experiences and translating them into personal and shared traces; to be able to describe, represent and imagine, «repeat», with simulations and games of role, situations and events with different languages.first experiences of citizenship means discovering the other from oneself and assigning progressive importance to others and their needs; always better realize the need for establish shared rules; it implies the first exercise of dialogue which is based on reciprocity of listening, attention to the point of view of the other and to gender differences, the first recognition of equal rights and duties for all; it means laying the foundations of an ethically oriented behavior, respectful of others, of the environment and of nature. These aims are pursued through the organization of an environment of life and relationships and quality learning, guaranteed by the professionalism of the operators and by dialogue ... with families and with the community.

The self and the other

Children formulate many because/why on concrete issues, on the events of everyday life, on personal and social transformations, on the environment and on the use of resources, on cultural values, on the near and far future, often starting from the daily dimension of school life. At the same time they ask questions of meaning on the world and on existence human. The many because they represent their drive to understand the meaning of life that surrounds them and the moral value of their actions. In the school they have many opportunities for become aware of one's own identity, to discover cultural, religious and ethnic, to learn the first rules of social life, to reflect on the meaning and the consequences of their actions.

In the years of nursery school, the child observes nature and the living in them born, evolve and become extinct. Observe the environment that surrounds it and catch the different ones relationships between people; listen to the narratives of adults, the expressions of their opinions and of their spirituality and faith; he witnesses the events and sees their representation through the media; participates in the traditions of the family and of the community to which they belong, but it opens up to comparison with other cultures and customs; he realizes he is the same and different in the variety of situations, to be accepted or excluded, to be able to accept or exclude.

It gathers discourses about moral orientations, the thing is right and what is wrong, the value attributed to religious practices. He wonders where he was before he was born and if and where it will end its existence. He asks questions about the existence of God, life and death, joy and pain.

The children's questions require a constructive attitude of listening from the adults, of reassuring, understanding and explaining the different positions. Therefore, at this age the identity of each child is defined and progressively articulated and of each child as an awareness of their body, their personality, of being with others and exploring the world. These are the years of the discovery of adults as a source of protection and containment, of other children as playmates and as a limit to one's own will. These are the years in which reciprocity begins in speaking and listening; where you learn by discussing.

The child tries to name the moods, experiences pleasure, fun, frustration, discovery; you come across the difficulties of sharing and in the first conflicts, progressively overcomes egocentricity and can seize other points of view.

This field represents the elective sphere in which the themes of rights and duties, of the functioning of social life, of citizenship and of institutions find a first "gymnasium" to be looked at and dealt with concretely.

The school stands as a space for meeting and dialogue, for cultural deepening and for mutual formation between parents and teachers to address these issues together and to propose children a model of listening and respect, which helps them find answers to their questions of sense in coherence with the choices of the own family, in the common intent to strengthen the assumptions of democratic coexistence.

Goals for the development of competence

- The child plays constructively and creatively with others, knows how to argue, confront and support his own reasons with adults and children.
- It develops the sense of personal identity, perceives one's needs and feelings, knows how to express them more and more appropriately.
- He knows he has a personal and family history, he knows the traditions of the family, of the community and he compares them with others.

- He reflects, confronts, discusses with adults and with other children and begins to recognize the reciprocity of attention between the speaker and listener.
- He asks questions about existential and religious themes, about cultural differences, about what is good or bad, on justice, and has achieved a first awareness of their rights and duties, of the rules of to live together.
- It orients itself in the first generalizations of past, present, future and moves with increasing security and autonomy in the spaces that are familiar to him, progressively modulating voice and movement also in relationship with others and with shared rules.
- Recognizes the most important signs of its culture and territory, institutions, public services, the functioning of small communities and the city.

The body and the movement

Children become aware of their body, using it from birth as an instrument of self-knowledge in the world. Moving is the first factor of learning: seeking, discovering, playing, jumping, running at school is a source of well-being and psycho-physical balance.

The action of the body brings to life emotions and pleasant sensations, of relaxation and tension, but also the satisfaction of control of gestures, in coordination with others; It allows to experience the potential and limits of one's physicality, while developing awareness of the risks of uncontrolled movements.

Children play with their bodies, they communicate, they express themselves with mimicry, they disguise themselves, they put themselves to the test, even in these ways they perceive the completeness of their own self, consolidating autonomy and emotional security.

The body has expressive and communicative potentialities that are realized in a language characterized by its own structure and by rules that the child learns to know through specific learning paths: motor experiences allow the different to be integrated languages, to alternate words and gestures, to produce and enjoy music, to accompany narratives, to favor the construction of the image of oneself and the elaboration of the body schema.

Informal activities, routine and daily life, life and outdoor games are just as important as the use of small tools and tools, free movement or guided by dedicated spaces, psychomotor games and can be an opportunity for health education through sensitization to correct nutrition and personal hygiene.

The kindergarten aims to gradually develop the ability to read in the child and interpreting messages from one's own body and that of others, respecting and having them care.

The kindergarten also aims to develop the ability to express oneself and communicate through the body in order to improve its perceptual and knowledge skills. of objects, the ability to orientate themselves in space, to move and to communicate according to

imagination and creativity.

Goals for the development of competence

- The child fully lives his corporeity, he perceives its communicative potential and
- expressive, mature conducts that allow him a good autonomy in managing the day at school.
- It recognizes the signals and rhythms of one's body, sexual differences and development and adopts practices correct self-care, hygiene and healthy eating.
- Feel pleasure in moving and experiment with postural and motor patterns, apply them in individual games and group, even with the use of small tools and is able to adapt them to environmental situations inside the school and outdoors.
- Control the execution of the gesture, evaluate the risk, interact with the others in the movement games, in music, in dance, in expressive communication.
- Recognizes one's own body, its different parts and represents the still and moving body.

Images, sounds, colors

Children express thoughts and emotions with imagination and creativity: art orients this inclination, educating to the pleasure of beauty and aesthetic feeling. The exploration of the materials available allows you to experience the first artistic experiences, which are able to stimulate creativity and infect other learnings. The languages available to children, like the voice, the gesture, the dramatization, the sounds, the music, the manipulation of the materials, the graphic-pictorial experiences, the mass-media, must be discovered and educated because develop the sense of beauty in children, the knowledge of themselves, others and reality.

The meeting of children with art is an opportunity to look with different eyes at the world that there surrounds. The materials explored with the senses, the techniques experimented and shared in the atelier of the school, observations of places (squares, gardens, landscapes) and of works (paintings, museums, architectures) will help to improve perceptive abilities, to cultivate the pleasure of fruition, of production and invention and to approach culture and artistic heritage.

Music is a universal experience that manifests itself in different ways and genres, all equally dignity, full of emotions and rich in cultural traditions. The child, interacting with the sound landscape, develops its cognitive and relational skills, learn to perceive, listening, researching and discriminating sounds within meaningful learning contexts. Explore your own sound-expressive and symbolic-representative possibilities, increasing confidence in their potential. Listening to personal sound productions opens it to pleasure of making music and sharing repertoires belonging to various musical genres.

The child confronts the new media and the new languages of communication, as a spectator and as an actor. The school can help him become familiar with the experience of the multimedia

(photography, cinema, television, digital), favoring contact active with the "media" and the search for their expressive and creative possibilities.

Goals for the development of competence

- The child communicates, expresses emotions, tells, using the various possibilities that language of the body allows.
- Invent stories and know how to express them through dramatization, drawing, painting and other activities manipulative; uses materials and tools, expressive and creative techniques; explore the potential offered by technologies.
- It follows with curiosity and pleasure shows of various kinds (theatrical, musical, visual, animation ...); develops interest in listening to music and for the enjoyment of works of art.
- He discovers the soundscape through musical perception and production using voice, body and objects.
- Experiment and combine basic musical elements, producing simple musical-sound sequences.
- Explore the first musical alphabets, also using the symbols of an informal notation to encode the sounds perceived and reproduce them.

Speeches and words

Language, in all its functions and forms, is an essential tool for communicating and to know, to make more complex and better defined, one's own thought, too thanks to the comparison with others and with concrete experience and observation. It is the means for express yourself in personal, creative and increasingly articulate ways. The mother tongue is part of the identity of each child, but the knowledge of other languages opens up to meet new ones worlds and cultures.

The children present themselves at the kindergarten with a significant linguistic heritage, but with different skills, which must be carefully observed and valued. In a well-thought-out and stimulating linguistic environment, children develop new skills when they interact with each other, ask for explanations, compare points of view, design games and activities, develop and share knowledge. Children learn to listen to stories and stories, they talk with adults and companions, they play with the language they use, they try pleasure to communicate, they are challenged with the exploration of written language.

The kindergarten has the responsibility of promoting mastery in all children of the Italian language, respecting the use of the language of origin. Section life offers the possibility of experimenting with a variety of meaningful communication situations, in which every child becomes able to use the language in its various aspects, gains confidence in the own expressive abilities, communicates,

describes, narrates, imagines. Appropriate paths didactics are aimed at the extension of the lexicon, the correct pronunciation of sounds, words and sentences, to the practice of the different modalities of verbal interaction (listening, speaking, dialogue, explain), contributing to the development of a logical and creative thinking.

The meeting and reading of illustrated books, the analysis of messages in the environment encourage the progressive approach of children to the written language, and motivate a relationship positive with reading and writing.

Children often live in multilingual environments and, if appropriately guided, can familiarize with a second language, in natural situations, in dialogue, in everyday life, becoming progressively aware of sounds, tones, different meanings.

Goals for the development of competence

- The child uses the Italian language, enriches and adjusts his vocabulary, understands words and speeches, makes hypotheses about meanings.
- Can express and communicate emotions, feelings, arguments through language to others report that uses in different communication situations.
- Experience rhymes, nursery rhymes, dramatizations; invents new words, looks for similarities and similarities between sounds and meanings.
- He listens and understands stories, tells and invents stories, asks and offers explanations, uses language to design activities and to define rules.
- Reasons on language, discovers the presence of different languages, recognizes and experiences the plurality of the languages, it is measured with creativity and imagination.
- It approaches the written language, explores and experiments first forms of communication through the writing, also meeting digital technologies and new media.

Knowledge of the world

Children continually explore reality and learn to reflect on their experiences describing them, representing them, reorganizing them with different criteria. They lay the foundations for the subsequent elaboration of scientific and mathematical concepts that will be proposed in the Primary School.

Curiosity and questions on natural phenomena, on themselves and on living organisms and on stories, fairy tales and traditional games with mathematical references, can begin to find answers always looking better at the facts of the world, trying to understand how and when they happen, intervening to change them and experiencing the effects of changes.

They start so the first research activities that sometimes give unpredictable results, but that build in the child the necessary confidence in their ability to understand and find explanations. Exploring

objects, materials and symbols, observing the life of plants and animals, children they elaborate personal ideas to compare with those of classmates and teachers.

They learn to ask questions, to give and to ask explanations, to be convinced by the points of view of others, not to be discouraged if their ideas are not appropriate. They can therefore move towards a more structured path of knowledge, in which they will explore potentials of language to express itself and the use of symbols to represent meanings.

Objects, phenomena, livings

Children elaborate the first "physical organization" of the external world through activity concrete that bring their attention to the different aspects of reality, on the characteristics of light and shadows, on the effects of heat. Observing one's movement and that of objects, they capture their duration and speed, they learn to organize them in space and in space time and develop a first idea of contemporaneity.

Touching, dismantling, building and rebuilding, refining their gestures, the children identify the quality and properties of objects and materials, they imagine the structure and they know assemble them in various constructions; recognize and give a name to the properties identified, they become aware of their possible transformations. They try to understand how they are made and how they work machines and mechanisms that are part of their experience, trying to understand even what is not seen directly: the same transformations of matter can be intuited on the basis of elementary models of «invisible» structures.

One's body is always an object of interest, especially with regard to processes hidden, and the curiosity of the children allows to start the first interpretations on his structure and its . The animal and plant organisms, observed in their environments or in artificial microenvironments, can suggest a "model of living" to understand the most basic processes and the variety of ways of life. We can thus bring the attention of the children on the insensitive or showy changes that occur in their body, in the body of the animals and plants and towards the continuous transformation of the natural environment.

Number and space

Familiarity with numbers can arise from those that are used in every person's life day; then, reasoning on the quantity and the number of different objects, the children build the first fundamental skills on counting objects or events, accompanying them with the gestures of pointing, taking away and adding. So they start to know the number and structure of the first operations, subdividing the materials into parts and creating them elementary measurement activities. Gradually, by starting the first processes of abstraction, they learn to represent the results of their

experiences with simple symbols.

Moving in space, children choose and execute the most suitable paths to reach a pre-established goal, discovering geometrical concepts such as those of direction and angle. They know how to describe the shapes of three-dimensional objects, recognizing the geometric shapes and identifying their properties (for example, recognizing in the «square» a property of the object and not the object itself).

They work and play with structured materials, constructions, board games of various kinds.

Goals for the development of competence

- The child groups and orders objects and materials according to different criteria, identifies some of them property, compare and value quantities; use symbols to register them; perform measurements using tools within his reach.
- He knows how to place daily actions in the time of day and week.
- It correctly reports events from the recent past;
- He can say what will happen in the future immediate and next.
- Carefully observe your body, living organisms and their environments, natural phenomena, noticing their changes.
- He is interested in technological machines and tools, knows how to discover their functions and their possible uses.
- He is familiar both with the strategies of counting and operating with numbers and with those necessary to perform the first measurements of lengths, weights, and other quantities.
- Identify the positions of objects and people in space, using terms such as forward / backward, above /below, right / left, etc .; correctly follows a path based on verbal indications.