**KINDERGARTEN OF AVLONARI, EVIA, GREECE**

**PRE-SCHOOL MATH CURRICULUM**

**Math curriculum** in a **Greek kindergarten** aims to help pre-school children begin thinking in ways that characterize mathematical science, while realizing the social dimension. Participation in daily activities contribute to understand the importance of Mathematics in daily life.

* **Enrich their language** with mathematical concepts, such as names and symbols of numbers, arithmetic operations, arithmetic adverbs and adjectives etc. and communicate.
* Understand the **concept of numbers** and their **value** (counting skill-countdown).
* Perform **mathematical operations** (addition, extraction, multiplication and division).
* **Recognize shapes**. Understand their features and properties and use them in a diversity of activities.
* Understand and reproduce **symmetrical shapes** about an axis or recognize shapes symmetrical about an axis.
* Understand and generate **patterns**.
* Edit **quantity relations** between shapes and numbers. Handle quantities and unite to create other, putting or remove a part, compare or distribute a part in different situations.
* **Measure** using arbitrary or conventional units. Measure **volume**, **mass, surface**.
* Understand **simple spatiotemporal relations** and gradually approach the concept of measuring time originally using arbitrary units (numbers, music- perception of rhythm, hourglass, etc.). Use relevant **numerical expressions** through poems, songs etc.
* Understand and recognize the **orientation**.
* **Place** objects relative to a stable point.
* Understand the meaning of the **term**, the **time sequence** or **concurrent activity**, the **speed of movement** of objects in relation to time.
* **Interpret elements** of the world through *observation, description, comparison, classification, mapping* etc. based on specific criteria such as color, shape, size.
* **Think and investigate** a variety of situations, based on previous knowledge and experiences and making **simple cases** and **conclusions**.
* Formulate **questions** and **pose problems**.
* Choose or produce, suitable for solving problems, **supporting material**.
* Develop procedures for **verification** and **control**.
* Understand that a problem may have more than one **possible solutions**.
* Objects and symbols are encouraged to reflect relationships in **log tables** and **graphs**.
* Experimenting with **discrete units** and **indistinguishable**. Handle **appropriate equipment** and material such as hourglasses, scales, puzzle, geometric shapes, balls, hoops, pins etc.
* Use of **technology**, such as computers or calculators or appropriately designed math games.