

Kindergarten (2 years 10 months to 6 years)

Our kindergarten are divided into three family-groups. We focus on strong relations between differentiated ages which means that a family-group is a group of children in the age 2,10 years and 6 years.

In this way we can get a long-term educational progress for the children and their parents, as well working with the children's internal relationships to each other. We will make various initiatives across the groups. It can be expressed by a group of children, for example, get an extra effort on the motor level or we could make a language group etc. We continue to attach importance to gentle relations between wards. Among other things by having selected days where children learn the adults and children at the other groups to know.

Our work is based on the method around "Pædagogisk idræt", read more [here](#) the slides are from the work of Sports Institutions in Greenland, but the values/method are the same.

Parents meetings

We will have one parents' meeting a year in the kindergarten. Additionally, there will be two conversations during your kindergarten.

There may be several individual conversations than the two established if there is desire for this, either the institution or parents.

Organization in kindergarten department

We have three groups in the kindergarten department: milk buckets, poppies and sunflowers. In each group there are three trained educators attached and one student.

Each group has its baserum which can be used, such as morning sessions, role play, the educational meal and other activities. Here the child can always find the safe frame.

We are working after the children become comfortable with all the compartments and the related adults.

We aim to develop friendships across groups. We do this by arranging wards in different ways with different toys.

Being able to make a choice and say: "I want to play in this because the Lego is here", rather than it is the space / the adult that defines the choice of the child. We see this as a strong sense of self-esteem; being able to choose have enormous significance for the development of the child's self-esteem. Believe that the choice is right, and to see what happens also benefits the child's self-confidence.

This kind of work is very important to us and we give it large value when it comes to educate the child ready for their next phase of life after kindergarten.

All three groups have two fixed bus-driving days a week. The solid driving days are Tuesday, Wednesday and Thursday. In addition, there will also be bus tours both Mondays and Fridays, where it can be mixed groups or the group with the oldest children.

The trips are planned to suit the theme which the staff are working with at the specific time, or if it fits into the planning it can be a trip to the birthday :-)

So if you want a visit for the birthday please contact the staff in advance.

We also use our Natural plot located in Fraugde-Kærby where we have a small oasis of forest, swings, hut and hills.

We also want to promote culture, so the buses will also find its way to various the Museums such as Brandt's Klæde Fabrik, Zoo, Stige Ø, Hollufgård m. Fl.

We value self-reliance high, so when the backpack for the trip is to be packed we practiced routines with collecting the water bottle, changing clothes and using the toilet before we leave.

To receive a message and to perform it without the great turn-works ;-) are an important part of their lifelong learning.

We are aware of differences in course age and which positioning the staff consume.

Examples of aldersdifferenteret goal for all children:

We work with: to tell and listen.

We do this by: keeping collections, sometimes the whole group at other times in small learning groups.

We work with: children learn to respect each other and engage in social communities.

We do this by: providing a good tone in the group play usually play and focus on each child's level of development through our methodical approach educational sport.

We work with: children and adults learn to know each other across the groups and that the children get the opportunity to create close relationships and thereby make new friends.

We do this by: having shared outdoor projects targeted age group.

We work with: the children learn the norms and routines that are around buslivet.
We do this by: that the adults and the largest children acting as role models for the younger children. To practice routines when we are on the ground and flung places.

We work with: the children train the self-reliance and responsibility for their own things and themselves.
We do this by: to get dressed for the weather, pack your backpack and follow adult directions.

The following may be slightly older children:

We work with: to develop children's self-reliance.
We do this by: the children even pack their backpack when they are on trips. That the children even keep track of their things. That the children help with chores.

We work with: the children get sensorimotor challenges.
We do this by: presenting the children of familiar and new places with different opportunities for play and exercise.

We work with: the children get the opportunity contemplation and concentration and to motivate them attention and interest in nature.
We do this by: giving children time and space to immersing in own play as well as different experiences seasonal and natural materials.

The following may be the oldest children:

We work with: to give children the opportunity to experiment with and explore.
We do this by: collecting materials which we are investigating and working with smaller learning environments and by initiating projects where we illustrate things from several sides.

We work with: to develop children's self-reliance.
We do this by: the children themselves keep track of their things. That the children help with chores. That the children learn personal hygiene.

We work with: road safety.
We do this by: to go when we are on tours and train ourselves traffic rules.

We work with: to present the children of our culture.

We do this by: reading aloud to children, rhyme, draw, sing, dance and play. To avail culture in the city.

We work with: to introduce children to numbers and writing.

We do this by: that we use written language and counts with the children, where it is natural.