

MEYS (Ministry of Education, Youth and Sports)

TEN RULES FOR PARENTS OF PRE-SCHOOL AGE CHILDREN

1. A child should be sufficiently developed physically and in terms of their musculoskeletal system, should consciously control their body, and be self-sufficient in self-care

A child meets this requirement, if:

- the child moves in a coordinated manner, is adequately dexterous and able-bodied (for example, the child is able to throw and catch a ball, to balance on one leg, to run, to jump, to move safely around in a common environment);
- the child takes off and puts on their clothes and shoes (the child zips and unzips and undoes small buttons, ties their shoelaces, puts on a hat and gloves);
- the child is self-sufficient during a meal (the child uses cutlery correctly, pours themselves a beverage, eats cleanly, uses a napkin);
- the child is able to handle their personal hygiene on their own (the child uses a handkerchief, is able to blow their nose, washes and dries their hands, uses a toilet paper, uses a flushing device, cleans up after themselves);
- the child is able to handle minor cleaning jobs (the child collects objects and items and puts them in the designated place, prepares other items, aligns the toys);
- the child takes care of their things (keeps them tidy).

2. A child should be relatively autonomous emotionally and should be able to control and manage their behaviour

A child meets this requirement, if:

- the child is able to handle separation from their parents;
- the child acts autonomously, has their opinion, expresses their agreement and disagreement;
- the child exhibits emotional stability, without significant mood fluctuations;
- the child checks and controls themselves (the reacts proportionately to a minor failure, is able to postpone their wish to a later time, is able to adapt to a specific activity or situation);
- the child is aware of their responsibility for their behaviour;
- the child observes the agreed-upon rules.

3. A child should have adequate language, speech and communication skills

A child meets this requirement, if:

- the child correctly pronounces all phonetic sounds (including sibilants, rhotacisms, softening);
- the child speaks in sentences, is able to tell a story, describe a situation, etc.
- the child mostly speaks in a grammatically correct manner (i.e. the child uses correctly genders, plural and singular, times, word forms, words, prepositions, etc.);
- the child understands most words and expressions commonly used in their environment;
- the child has an adequate vocabulary, is able to name most of the things surrounding them;
- the child speaks naturally and comprehensibly both with children and adults, conducts a conversation and respects its rules;
- the child tries to write their name in block letters (the child labels their drawing with a mark or a letter);
- the child naturally uses non-verbal communication (gestures, mimics, body language, etc.);
- the child cooperates within a group.

4. A child should have eye-hand coordination and fine motor skills, and should know left and right

A child meets this requirement, if:

- the child is adroit in handling items of everyday use, toys, aids and tools (the child works with construction sets, models, cuts, draws, paints, folds paper, tears out paper, pastes, correctly turns pages in a book, etc.);
- the child is able to perform activities with smaller objects (beads, small construction elements, etc.);
- the child holds a pencil correctly, i.e. with two fingers, while supporting the pencil with a third finger, with a relaxed wrist;
- the child controls a pencil, the strokes are flowing when the child is drawing (the child traces, colours in, details and expressions of motion are added to a drawing);
- the child is able to imitate basic geometric shapes (a square, a circle, a triangle, a rectangle), various shapes (or possibly letters);
- the child distinguishes between right side and left side, between their right hand and left hand (the child may make mistakes);
- the child usually arranges elements in order from left to right;
- the child uses their right or left hand in drawing or other activities, where hand preference is apparent (it is usually obvious whether the child is right-handed or left-handed).

5. A child should be able to identify visual and auditory sensations

A child meets this requirement, if:

- the child identifies and compares the essential characteristics and properties of objects (colours, size, shapes, material, a figure and background), and identifies their shared and different features;
- the child composes a word from several heard syllables and a picture from several shapes;
- the child identifies sounds (the sounds of common objects and acoustic situations as well as the sounds of simple musical instruments);
- the child identifies the differences between phonetic sounds (soft and hard ones, short and long ones);
- the child breaks down a word into syllables (claps for each syllable in a word);
- the child finds differences between two pictures, and adds details;
- the child identifies simple pictorial symbols and signs as well as simple abstract symbols and signs (letters, digits, basic traffic signs, pictograms);
- the child notices changes in their surroundings and in a picture (what is new, what is missing);
- the child correctly reacts to light and acoustic signals.

6. A child should be able to handle simple logical and mental operations and should know elementary mathematical concepts

A child meets this requirement, if:

- the child has an idea about a number (the child shows the number with their fingers or on objects, counts on their fingers, is able to count by increments of one, understands that a numeral expresses a number);
- the child knows elementary numbers (the child is able to tell a numerical sequence and is able to count the number of elements at least within a range of up to five (ten));
- the child compares the number of two low-count sets, i.e. within the range of up to five elements (the child identifies the differences and determines by how many one set is larger or smaller);
- the child identifies basic geometric shapes (a circle, a square, a triangle, etc.);
- the child identifies and compares the properties of objects.

- the child sorts, groups and assigns objects according to a given criterion (puts beads in groups according to their colour, shape and size);
- the child thinks, carries out simple reasoning, comments on what they are doing (“thinks aloud”);
- the child understands simple relationships and connections, solves simple problems and situations, word problems, tasks, riddles, puzzles, labyrinths;
- the child understands the terms regarding space and time (such as above, below, down, up, inside and outside, sooner, later, yesterday, today) and the terms regarding size and weight (such as long, short, small, large, heavy, light).

7. A child should have sufficiently developed deliberate attention and the ability to memorise deliberately and to learn consciously

A child meets this requirement, if:

- the child concentrates their attention on an activity for a certain period of time (ca 10-15 minutes);
- the child “let themselves” be won over for deliberate learning (the child is able to concentrate even on those activities, which are not currently interesting to them);
- the child deliberately commits to memory what the child experienced, saw, heard, and is able to recall and reproduce this after a reasonable period of time, and partially evaluate this, too;
- the child remembers nursery rhymes, poems, songs;
- the child accepts a task or an obligations, carries out the assigned activities in a concentrated manner and does not digress to other activities, is able to make an effort and complete the activities;
- the child follows instructions;
- the child works on their own.

8. A child should be reasonably socially independent while being socially perceptive at the same time and capable of co-existing with their peers in a group

A child meets this requirement, if:

- the child follows basic social rules (the child greets, can make a request, can say thank you, can apologise);
- the child establishes contacts with children and adults, communicates with them usually without any problems, is friends with those children whom the child feels affection for;
- the child is not afraid to be separated from their beloved ones for a certain period of time;
- the child is a partner in a game (seeks out a partner for a game, makes deals for the sake of the game, assigns and changes roles);
- the child gets involved in a group effort, cooperates during joint activities, adapts to the opinions and decisions of a group;
- the child negotiates and reaches agreements, expresses and defends their opinion;
- in a group (in a family), the child observes the defined and understood rules; if instructions are given, the child understands that they are supposed to follow them;
- the child behaves in a friendly, sensitive and considerate manner to other children (the child shares toys, aids, delicacies, assigns roles, takes notice of the wishes of the other person);
- the child is capable of showing consideration for others (the child is able to reach an agreement, wait, take turns, help younger children).

9. A child should perceive cultural stimuli and show creativity

A child meets this requirement, if:

- the child attentively listens or watches a literary, film, dramatic or musical performance with interest;
- the child's interest is captured by an exhibition of pictures, marionettes, photographs, a visit to a zoological or botanical garden, a homestead, a farm, etc.;
- the child is able to attend children's cultural programmes, entertaining events, festivals, sports events;
- the child comments on their experiences; the child tells what they saw, heard; the child is able to tell what was interesting, what intrigued them, what was right and what was not right;
- the child is interested in books, knows many fairy tales and stories, has their favourite heroes;
- the child knows a number of songs, poems and nursery rhymes;
- the child sings simple songs, identifies and keeps rhythm (for example, by clapping, by hitting a drum);
- the child creates, models, draws, paints, cuts, pastes, tears out, puts together, makes things;
- the child plays creative and theme-specific games (such as playing pretend school, family, travel, doctor); the child is able to play a short theatrical role.

10. A child should be able to navigate their environment, the surrounding world and practical life

A child meets this requirement, if:

- the child knows their environment (at home, at school) and reliably navigates their close surroundings (the child knows where they live, where they go to school, where the shops and playgrounds are, where to turn when the child is in trouble, etc.);
- the child is able to handle common practical activities and situations they encounter on a regular basis (for example, the child is able to relay a short message, to make a purchase and payment in a shop, to ask for what they need, to ask about what they do not understand, to make a phone call; the child keeps things tidy and clean; the child is capable of self-care; the child handles minor cleaning tasks, is able to take care of plants or small pets);
- the child knows how to behave (for example, at home, in a kindergarten, in the public, in a doctor's office, in a theatre, in a shop, on a sidewalk, on a street, during a meeting with strangers and unknown people) and tries to behave in this manner;
- the child has knowledge of living and non-living nature, people, culture, technology in the scope of their practical experience (for example, the child knows their way around a body diagram, can name body parts and some organs, identifies gender, know who family members are and what they do, identifies various professions, aids, tools, know what money is for, knows the names of some plants, trees, animals and other living creatures, know their way around the means of transportation, knows some technical devices); the child understands common circumstances, processes, phenomena, situations, which the child directly encounters (such as weather and its changes, changes of the seasons, substances and their properties, travel, the environment and environmental protection, waste management);
- the child gets involved in providing care to the people in need in a proportionate manner;
- the child has knowledge of their wider environment, for example, knowledge of our country (cities, mountains, rivers, language, culture), knowledge of the existence of other countries and nations, random and fragmentary knowledge of the diversity of the world and its orders of magnitude (continents, the planet Earth, outer space);
- the child behaves appropriately and safely in both school and home environments as well as in the public (on a street, in a playground, in a shop, in a doctor's office); the child is aware of possible dangers (the child assesses a dangerous situation, is careful, does not take risks); the child knows and usually observes the basic rules of behaviour in a street (the child is careful when crossing a street, and understands traffic lights);
- the child knows health-harming factors (smoking);
- the child is aware of risky and inappropriate types of behaviour such as bullying and violence.