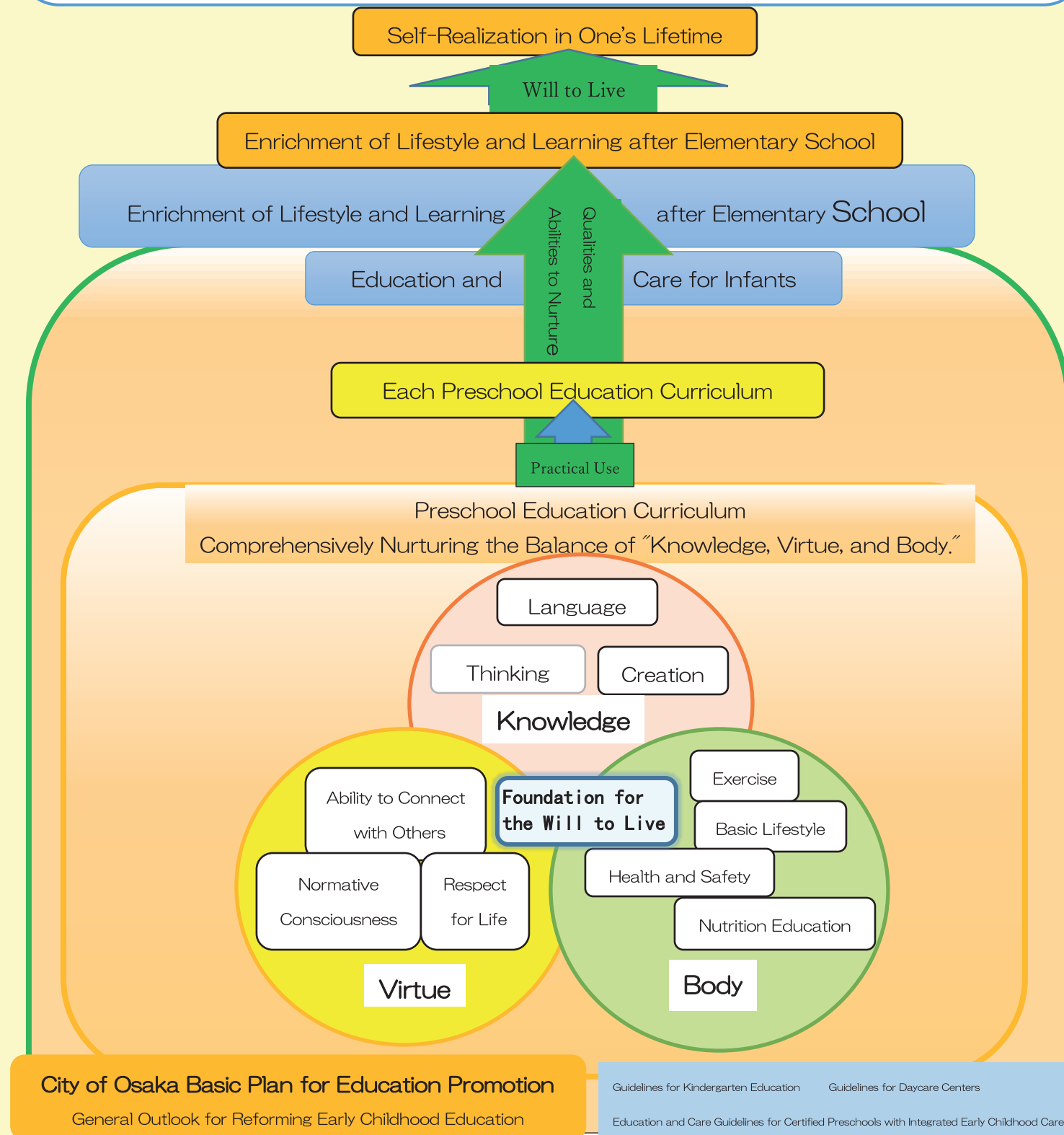


Approach for Preschool Education Curriculum

Each preschool facility uses its own "preschool curriculum" for education and care, which are based on understanding the development process of infants and toddlers, as well as the upbringing of each child. When children engage in spontaneous play activities this can contribute to comprehensively nurturing the balance of "knowledge, virtue, and body" which can lead to amassing the foundation for the will to live. The combination of "qualities and abilities to be nurtured" in each school category after elementary school, will only enrich one's lifestyle and learning beyond elementary school, and then ultimately lead to lifelong self-exertion and self-realization.



City of Osaka Basic Plan for Education Promotion

General Outlook for Reforming Early Childhood Education

Common Revision Points

- **Qualities and Abilities to Nurture** [Foundation for Knowledge and Technical Skill]:
[Foundation for Reasoning, Judgment, and Expressiveness]: [Work toward Learning, Human Nature, etc.]
- **Striving to Foster the Ideal Form by the End of Early Childhood**

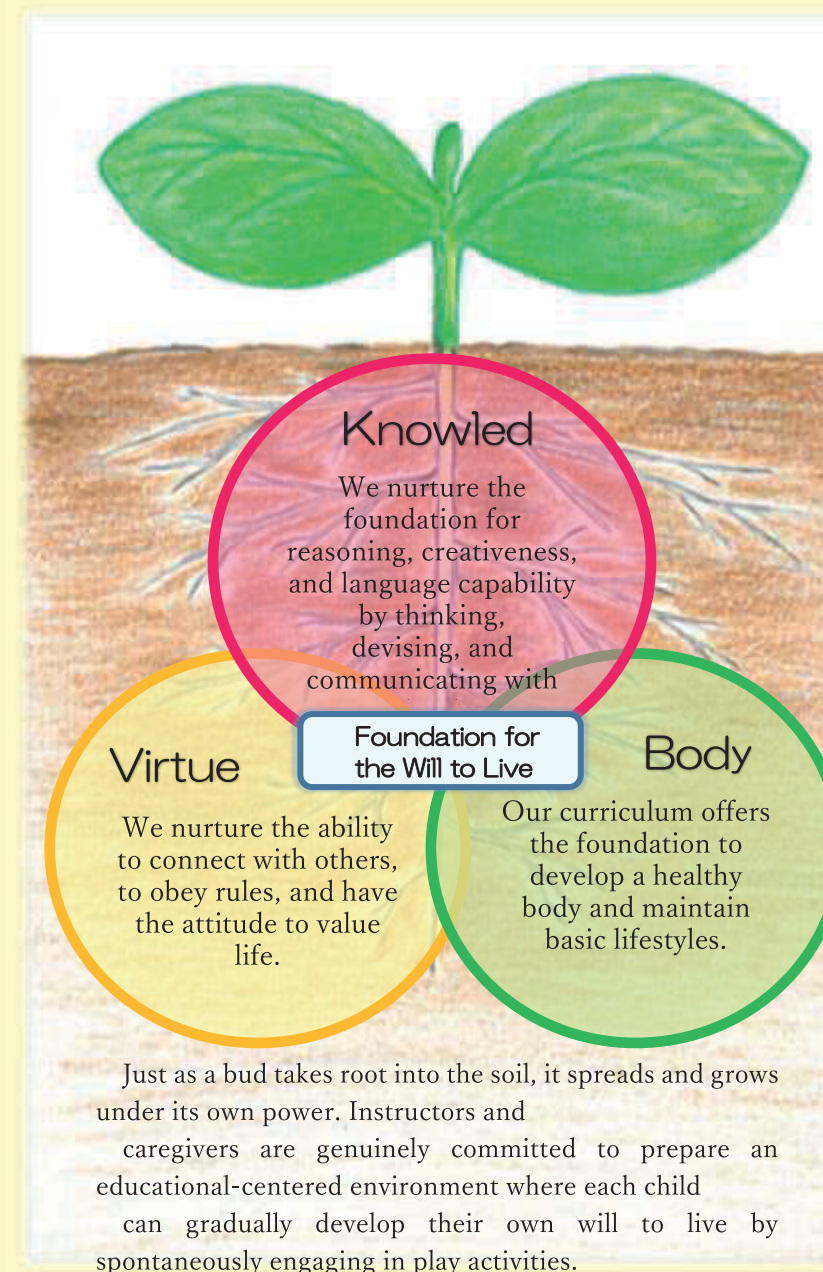
[Healthy Mind and Body] [Independence] [Cooperativeness] [Development of Morality and Normative Consciousness] [Connection with Social Life] [Bud for Reasoning]
[Connection with Nature / Respect for Life] [Interest and Sense for Quantity, Shapes, Signs, and Letters] [Verbal Communication] [Abundance of Sensitivity and Expression]

Essential Aspects of Preschool Education Curriculum

- ◎ To Nurture Buds for Learning
 - Comprehensively nurturing the balance of "knowledge, virtue, and body."
(*Based on the practices in 5 areas.)
 - Clearly expressing the educational intentions of the work carried out by instructor/caregiver.
- ◎ To Connect Buds for Learning
 - Strive for a smooth connection between preschool education and elementary school education.



Foster the will to live through play activities.



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TEL: (06) 6952-0173

City of Osaka Preschool Education Curriculum

Search

Enhance Lifestyles in Preschool Facilities (Satisfaction / Self-Esteem)

Collaborative Exchange

Collaborative Exchange

< Nurturing 3 Mindful Points
Leading up to Enrollment >

Visualize elementary school life.

Admire elementary school life.

Feel secure about elementary school life.

To enable a smooth transition leading into elementary school education, participation in exchange activities with elementary schools can help nurture one's feelings, motivation, and attitude for elementary school life by visualizing, admiring, and feeling secure (nurturing 3 mindful points leading up to enrollment).

Day Care Centers / Nursery Schools
Kindergartens
Certified Preschools
Elementary Schools

※5 Areas: "Health, Interpersonal Relationships, Environment, Language, and Expression", as indicated in Guidelines for Kindergarten Education, Guidelines for Daycare Centers, as well as Education and Care Guidelines for Certified Preschools with Integrated Early Childhood Care.

Outline Version

To Everyone Involved with Children

Preschool Education

Infancy is known to be a vital period in which the core factors for lifelong character development and the will to live are nurtured. Moreover, to live as a member of society, the infancy stage is a critical time to foster the foundation for characteristics such as morality, sociality, intellect, and physical strength. Therefore, with the aim of significantly improving education and care for infants, the City of Osaka has created a "preschool education curriculum" which can help instructors and caregivers gain a better understanding on children's development process and also become capable in creating proper, effective environments for learning.



Children can learn many things by playing.



Osaka City Government



Children's nurturing and learning are carried out in continuation

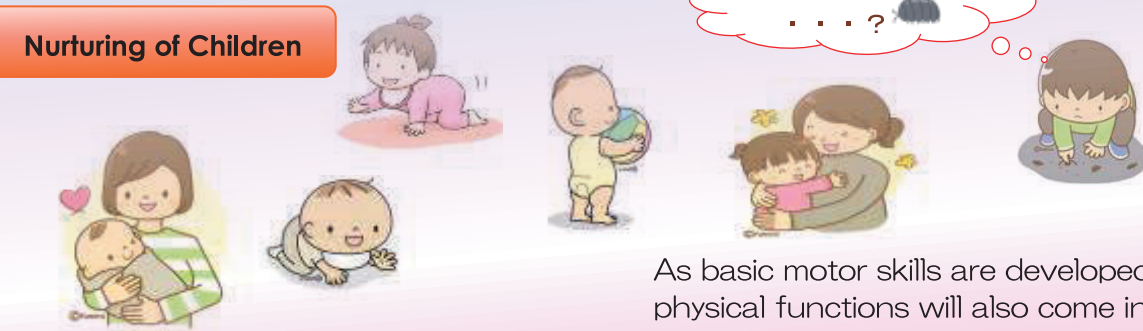
🌱 Children can grow up in a variety of ways.

Valuing the Work of Instructors and Caregivers

0-Year-Old

- We value the notion to show plenty of affection in a receptive and responsive manner.
- By satisfying physiological needs such as appetite, sleep, and toilet use, the aim is to allow each individual to value a lifestyle rhythm while living securely and happily.

Nurturing of Children



Sight, hearing, other related senses, as well as motor functions such as sitting, crawling, and walking are developed. Children can form emotional bonds with specific adults they have interacted with.

As basic motor skills are developed, physical functions will also come into place. While being helped by an adult nearby, a child will still try to eat on their own, as well as try to get on and off their clothes. When a child's voice becomes more clear, this can allow them to express their own will and needs.

1-Year-Old

- Respect a child's determination to do something on their own, warmly watch over them, and interact with them in a receptive and responsive manner.
- Notice and accept the concerns and requests from children. Aim to build an affectionate relationship through physical bonding and verbal communication.



2-Year-Old

- To comply with each child's development, arrange an environment where each child can have the satisfaction of trying something on their own.
- Children may cry when things do not go their way. View this as a step in fostering the child's ego, and offer support to them when they get their feelings back on track.



As basic motor functions and fingertip functions are developed, children want to try out things for themselves. When exploration activities become popular, you can start to see the development in children's egos when they become more assertive in their actions.

Age 2 to 3

【No, no! I will do it!】

- By preparing a set of clothes and shoes that are easy for children to get on and off, they can feel a sense of achievement by saying "I did it." Instill confidence in them.
- When a child is determined to do something on their own, please watch over them. Only lend help when you feel it is necessary.

3-Year-Old

- Accept children as they are, and acknowledge the good qualities and effort levels of each child. Arrange an environment where children can bring out their potential.
- Mediate friendships to allow children to not only express their own thoughts, but also understand the feelings of their friends.



Children's level of interest grows greater toward many things. Become involved in the children's immediate environment so that you can ask children questions directly.

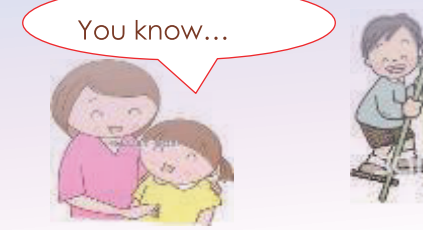
Age 3 to 4

【I can do it by myself! I want to try it!】

- When a child asks "Why?" or "How come?", politely answer them.
- Warmly receive children's expressions, and nurture their motivation to communicate one's opinion.

4-Year-Old

- We are committed in helping children learn the joys and rules of playing, how to connect with their peers, as well as recognize the importance of kindness, compassion, and involvement.
- While empathizing with the child's feelings, also support them to understand how to control their assertiveness and personal



When a child prefers to play with their friends rather than on their own, this represents how prominent nurturing is through interaction with others.

Age 4 to 5

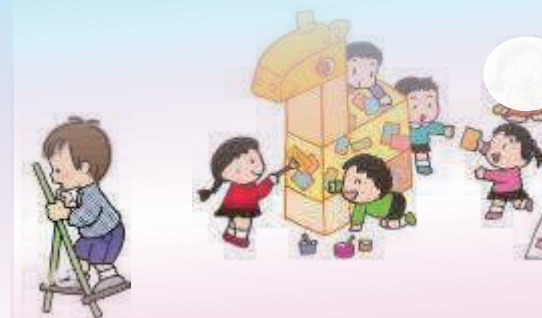
【I love my friends! Let's play together!】

- Create chances for the children to actively interact with their friends and acquaintances.
- When a child is worried and confused, be considerate of their feelings. Think together to overcome challenges.



5-Year-Old

- In relationships with friends, we nurture a sense of solidarity as peers. Likewise, the ability to solve problems and the ability to self-regulate are nurtured too.
- While building the foundation of nurturing up to this point, we can understand the bud for learning from play activities. Hence, with the outlook toward elementary school education, we will nurture this bud for learning.



When a child is cooperating and figuring things out with their friends, they will begin to express oneself, expand on playing, and grow more independent.

5-Year-Old ~ Around Age to Start School

【Looks interesting! Why is it like that?】

- Nurture children's motivation by valuing their feelings of curiosity and ingenuity, as well as acknowledging and praising their efforts.
- Talk with children to raise their expectations and interests toward attending school.

Beginning of School

《From Early Childhood's Bud for Learning to Having Self-Awareness for Learning》

- Children can experience feelings of anticipation and anxiety toward elementary school life. This is a timely period for them to "relax their minds," "feel comfortable at school," and also "build one-to-one relationships with their teachers and friends." Multiple activities will be incorporated to help encourage children to think "I want to go to school again tomorrow!"
- By taking into account the development and learning level from early childhood, we will create an environment where the children can gradually become accustomed to the learning and lifestyle of an elementary school setting. Under a leisurely flow of time management, children can pursue their curiosities and interests at their own pace.

Soon I will be in the 1st grade. I am so happy.

Beginning of School

【School is fun!】

- Closely listen when a child talks, and help them build expectations to look forward to a safer tomorrow.
- Check with a child about traffic rules and safety on the way to and from school. Ask them to keep the promise on "protecting oneself." Also, let's all talk together to ensure the safety of our children.

Role of Adults

Become the children's secure base of emotional support. Understand the nurturing of children, and wait attentively. All adults involved with children should cooperate together.



Let's rejoice together in the daily nurturing of children.