

Curriculum of Baden-Württemberg – Areas of Learning

**Body:** Children develop knowledge of their own bodies and staying healthy, as well as an awareness of their own abilities, leading to a positive self-image and self-esteem. They also learn to use their bodies as a means of expression in art, music, dance, mime and theatre.

<b>Body (Physical Development)</b>	Children will develop knowledge about their body and a sense of their own abilities
	Staying healthy (healthy eating, washing hands, keeping safe, exercise, etc)
	Children develop a positive self-image as a basis for physical, social, emotional and cognitive development
	Children develop and improve their skills and abilities
	Children develop their gross motor skills
	Children develop their fine motor skills
	Children learn to use their body as a means of artistic expression in art, music, dance, mime and theatre

**Senses:** children need to develop and fine-tune their senses. By using all their senses they acquire an aesthetic knowledge of the world which they too can help shape. By learning through the senses, the brain makes connections with the concrete world, helping children to make sense of their environment.

<b>Senses</b>	Develop and fine tune the senses (hearing, sight, smell, touch, taste)
	Through the development of the senses, find meaning and develop expression, design and attentiveness
	Experience achievement and importance of using senses
	Use all senses to make sense of the world aesthetically and creatively and help shape the environment
	To critically work with pictures from the environment, art and media
	To develop diverse possibilities for aesthetic and artistic expression

**Language:** children learn to develop non-verbal and verbal means of communication. Movement, music and rhyme form an important aspect of language acquisition. Children from other backgrounds learn German as an additional language and receive the necessary support. Children must recognize text as a part of everyday life.

<b>Language</b>	To develop and improve non-verbal and verbal forms of communication
	To use music, rhyme and movement for the development of language

	To use language in order to communicate, express and reach own goals and to live with others in a community
	Learn and develop German as a second language
	Appreciate the multitude of languages as means of communication
	To see and experience text and the written word as part of everyday life

**Cognitive/thinking skills:** Children observe their environment, make assumptions and test these. Observations are documented and recorded. Children develop their mathematical skills, have scope to experiment, learn to design something and put it into practice, they make plans and record these. Children should be able to express their thoughts, ideas, wishes and dreams creatively. Importantly, children learn to ask questions about their environment and search for answers.

<b>Cognitive/Thinking skills (Including maths, science, nature studies, etc)</b>	Children observe the environment, make assumptions (hypothesis) and examine them
	Make observations systematically and document them (for ex. Observe and record growing beans)
	Observe and record patterns, rules und symbols
	Develop quantitative understanding and recognise numerals
	Draw up plans (f.ex. timetable, plan of an event, building plan, road map)
	Ask questions about the environment and find answers
	Experiment and develop own mathematical and technical ideas (D&T)
	Reflect on rules and their context
	Develop and enjoy the ability to think for themselves
To be able to express their thoughts, ideas, dreams and wishes in aesthetic and artistic ways	

**Emotions and empathy:** children learn to recognize their own emotions, develop empathy and learn to react in appropriate ways. This includes an awareness and appreciation of animals and nature.

<b>Emotions and Empathy (Personal/Social/Emotional Development)</b>	Develop awareness of own emotions
	Learn to control emotions
	Develop coping strategies
	Develop sensitivity, sympathy and appreciation, accept the feelings of others and react accordingly
	Develop appreciation for nature and animals

	Develop a positive sense of inactivity and dawdling, of „watching the clouds go by“ , have a sense of time and being in the moment
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**Meaning, values and religion:** children develop a positive attitude to life based on religious, spiritual or other ideological beliefs. They develop knowledge of religious traditions of their own heritage as well as an appreciation of cultural and religious diversity. Children begin to develop an awareness of their own identity and learn about their own part in shaping the environment. Practitioners create a safe space for children

<b>Meaning, values and religion (This could also be part of PSED)</b>	Children develop a trust based on religious, spiritual or ideological beliefs
	Children develop an awareness of the different areas of life (for ex. science, art, religion, language) as well as an appreciation of cultural diversity
	Children learn about Christian traditions which have shaped our culture
	Children find understanding partners in the setting to discuss philosophical and theological ideas and thoughts
	Children experience and communicate in simple ways about religion and meaning, based on existing traditions and world views
	Children begin to become aware of their own spiritual identity in reference to their own social and ecological responsibility
	Children experience a safe space