

Kindergarten/Foundation Stage Comparison

HEALTH

(Developing a healthy mind and body, and fostering the individual ability to maintain a healthy and safe life.)

1. Aims

- (1) To act lively and freely and to experience a sense of fulfillment.
- (2) To fully move the body and to exercise willingly.
- (3) To acquire the habits and attitudes necessary for a healthy and safe life.

<u>Japanese Objective</u>	<u>Nearest Equivalent Objective through Early Learning Goals</u>
-Becoming familiar with various activities and engaging with joy.	-Continue to be interested, excited and motivated to learn.
-Experiencing the enjoyment of spending time together with teachers and friends.	
-Understanding the ways of life in the kindergarten, and organizing the life space of kindergarten without adult assistance	-Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously -Show awareness of space, of themselves and of others
-Maintaining cleanliness and becoming self-efficient in activities essential to life, such as changing clothes, eating, and using the bathroom.	Dress and undress independently and manage their own personal hygiene
-Understanding where danger is, what dangerous play is, and how to act in case of catastrophe, and to take actions with regard to safety.	None
-Communicating with teachers and friends, and acting with a sense of stability	-Interact with others, negotiating plans and activities and taking turns in conversation -Speak clearly and audibly with confidence and control and show awareness of the listener. - Be confident to try new activities, initiate ideas and speak in a familiar group
-Moving the body fully through engaging in various kinds of play.	-Move with confidence, imagination and in safety. -Move with control and coordination -Travel around, under, over and through balancing and climbing equipment.
-Acquiring a healthy pattern of life.	-Recognise the importance of keeping healthy, and those things which contribute to this
-Acquiring curiosity in one’s health and carrying out activities willingly necessary for preventing illness.	-Recognise the importance of keeping healthy, and those things which contribute to this
-Playing outdoors willingly.	-Travel around, under, over and through balancing and climbing equipment.
	-Recognise the changes that happen to their bodies when they are active.

Kindergarten/Foundation Stage Comparison

Human Relationships

(Developing self-reliance and fostering the ability to communicate with others in order to associate with and support others each other.)

1. Aims
 (1) To enjoy kindergarten life and to experience a sense of fulfilment in acting by oneself.
 (2) To associate willingly with close others and to develop affection and trust.
 (3) To acquire habits and attitudes considered desirable in social life.

<u>Japanese Objective</u>	<u>Nearest Equivalent Objective through Early Learning Goals</u>
-Doing what is possible independently	-Maintain attention, concentrate, and sit quietly when appropriate. -Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. -Dress and undress independently and manage their own personal hygiene -Select and use activities and resources independently
-Becoming familiar with various people who are deeply involved in children’s lives, such as the elderly and others in the community.	-Respond to significant experiences, showing a range of feelings when appropriate - Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. - Find out about past and present events in their own lives, and in those of their families and other people they know -Have a developing respect for their own cultures and beliefs and those of other people. -Form good relationships with adults and peers.
-Thinking independently and acting independently.	-Maintain attention, concentrate, and sit quietly when appropriate. -Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. -Dress and undress independently and manage their own personal hygiene Select and use activities and resources independently
-Having the willingness to accomplish things together with friends.	-Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. -Form good relationships with adults and peers. Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
-Deepening relationships with and being compassionate toward friends	-Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. -Form good relationships with adults and peers.
-Experiencing enjoyment and sadness together through establishing active relationships with friends.	-Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. -Have a developing respect for their own cultures and beliefs and those of other people. -Form good relationships with adults and peers. -Respond to significant experiences, showing a range of feelings when appropriate
-Telling friends one’s thoughts and understanding what friends are thinking.	-Have a developing respect for their own cultures and beliefs and those of other people. -Form good relationships with adults and peers. - Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others. -Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
-Understanding the strength of friends and experiencing the enjoyment of doing things together.	-Have a developing respect for their own cultures and beliefs and those of other people. -Form good relationships with adults and peers.
-Understanding the importance of and observing rules in leading an enjoyable life with friends.	-Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
-Taking care of common play equipment and apparatuses, and sharing their use among everyone	-Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.
-Experiencing the enjoyment of spending time together with teachers and friends.	-Have a developing respect for their own cultures and beliefs and those of other people. -Form good relationships with adults and peers.
-Understanding what good and bad are, and thinking these, when acting	-Understand what is right, what is wrong and why. Consider the consequences of their words and actions for themselves and others.
	-Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect. -Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

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Environment

(Fostering children’s ability to relate with the environment with curiosity and inquisition, and to incorporate them daily life.)

1. Aims

- (1) To develop interest and curiosity towards various kinds of things and experiences around them through having a sense of familiarity with their surrounding environment and contact with nature.
- (2) To involve in their surrounding environment, and to enjoy making and thinking about discoveries, incorporating them into their lives.
- (3) To enrich children’s understanding of the nature of things, concept of quantity and numbers, and written words, etc. through observing, thinking about and dealing with surrounding things and experiences.

<u>Japanese Objective</u>	<u>Nearest Equivalent Objective through Early Learning Goals</u>
-Leading a life in close contact with nature, being aware of its grandeur, beauty and wonder	-Find out about, and identify, some features of living things, objects and events they observe. Ask questions about why things happen and how things work. -Observe, find out about and identify features in the place they live and the natural world Find out about their environment, and talk about those features they like and dislike.
-Developing curiosity about simple signs and written words in everyday life.	-Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. -Explore and experiment with sounds, words and texts.
-Having contact with various things in their lives and -developing an interest and curiosity in the nature and organization of those things.	-Find out about, and identify, some features of living things, objects and events they observe. -Ask questions about why things happen and how things work. Observe, find out about and identify features in the place they live and the natural world -Find out about their environment, and talk about those features they like and dislike
-Realizing the changes in nature and in people’s lives in accordance with season.	-Look closely at similarities, differences, patterns and change
-Developing and incorporating an interest in things surrounding them, such as nature.	-Ask questions about why things happen and how things work. Find out about their environment, and talk about those features they like and dislike.
-Developing an interest in surrounding things and play equipment, and through thinking about them, coming up with creative ways to make the best use of them.	-Use a range of small and large equipment. -Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments. -Use their imagination in art and design, music, dance, imaginative and role-play and stories.
-Developing curiosity about information and facilities which play an important role in their lives	-Ask questions about why things happen and how things work.
-Developing curiosity about the concept of quantity and numbers and diagrams in everyday life.	-Say and use number names in order in familiar contexts -Count reliably up to ten everyday objects -Recognise numerals 1 to 9. -Use developing mathematical ideas and methods to solve practical problems. -In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. -Use language such as 'more' or 'less' to compare two numbers -Find one more or one less than a number from one to ten. -Begin to relate addition to combining two groups of objects and subtraction to 'taking away'. -Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities. -Talk about, recognise and recreate simple patterns -Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes. -Use everyday words to describe position.
-Being familiar with the National Flag and all its functions inside and outside the kindergarten.	
-Treating surrounding things with care.	
-Acknowledging the importance of life, appreciating and respecting it through experiences of becoming familiar with surrounding animals and plants.	

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Language

(Developing the will and attitude to express what one experienced and thought in one’s own words verbally and to listen to others’ spoken words, and fostering the understanding in and ability to express language.)

1. Aims

- (1) To experience the enjoyment of expressing their feelings in one’s own words.
- (2) To listen to other people’s language and conversation, to verbalize what one experienced and thought, and to experience the pleasure of communicating with each other.
- (3) To understand language necessary to everyday life, to be familiar with picture books and stories, and to communicate their feelings with teachers and friends.

<u>Japanese Objective</u>	<u>Nearest Equivalent Objective through Early Learning Goals</u>
-Recognizing the enjoyment and beauty of language in daily life.	-Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning. -Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
-Developing an interest and curiosity in the language and conversation of teachers and friends, and listening and speaking in a friendly manner themselves.	-Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
-Being familiar with picture books and stories, listening with interests, experiencing the enjoyment of imagination.	-Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
-Understanding and using words essential to everyday life.	-Extend their vocabulary, exploring the meanings and sounds of new words. -Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
-Expressing verbally what one wants or wants someone to do, and asking when one does not understand.	-Speak clearly and audibly with confidence and control and show awareness of the listener.
-Paying attention to what people are saying, ensuring that the person with whom one is talking to can understand them.	-Speak clearly and audibly with confidence and control and show awareness of the listener.
-Enriching images and language through various experiences.	-Use language to imagine and recreate roles and experiences
-Expressing in one’s own words what one sees, hears, feels, etc	-Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
-Greeting people daily in a friendly manner.	-None
-Experiencing the enjoyment of conveying thoughts and feelings using written words, etc., in everyday life.	-Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
	-Retell narratives in the correct sequence, drawing on language patterns of stories. -Read a range of familiar and common words and simple sentences independently. -Read a range of familiar and common words and simple sentences independently. -Know that print carries meaning and, in English, is read from left to right and top to bottom. -Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how. -Attempt writing for different purposes, using features of different forms such as lists, stories and instructions. -Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation. -Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. -Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions -Hear and say sounds in words in the order in which they occur. -Link sounds to letters, naming and sounding the letters of the alphabet.

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Expression

(Developing enriched feelings and the ability to express oneself, and enhancing creativity through expressing in one's own words what one experienced and thought.)

1. Aims

- (1) To develop enriched feelings toward the beauty and other qualities in various things.
- (2) To enjoy expressing what one feels and thinks in one's own ways.
- (3) To enjoy expressing in various ways as enriching images in life.

<u>Japanese Objective</u>	<u>Nearest Equivalent Objective through Early Learning Goals</u>
-Expressing joy of communicating what one was impressed about among various events	-Interact with others, negotiating plans and activities and taking turns in conversation
-Recognizing and enjoying the various kinds of sounds, colors, forms, texture and movements in life.	-Investigate objects and materials by using all of their senses as appropriate -Respond in a variety of ways to what they see, hear, smell, touch and feel. -Explore colour, texture, shape, form and space in two or three dimensions
-Coming into contact with beauty and things which move people emotionally in life, and creating enriched images	-Ask questions about why things happen and how things work. -Respond in a variety of ways to what they see, hear, smell, touch and feel.
-Expressing feelings and thoughts by the media such as making sounds and movement, and drawing, painting, and making things freely.	-Respond in a variety of ways to what they see, hear, smell, touch and feel. -Use their imagination in art and design, music, dance, imaginative and role-play and stories.
-Being familiar with various materials and making use of them creatively in play.	-Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments. -Explore colour, texture, shape, form and space in two or three dimensions
-Enjoy drawing, paintings and creating things, and using them in play and decorations.	-Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments. -Explore colour, texture, shape, form and space in two or three dimensions
-Being familiar with music, and expressing the enjoyment of singing and using simple rhythmical instruments.	-Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music. -Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
-Experiencing the enjoyment of expressing their own images in words and movements, performing, and playing.	-Use their imagination in art and design, music, dance, imaginative and role-play and stories.
	-Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary. -Select the tools and techniques they need to shape, assemble and join materials they are using -Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning. -Handle tools, objects, construction and malleable materials safely and with increasing control