



JOURNEY TO THE SUN

Cesta za Sluncem

We discover. We grow. We shine.

Objevujeme. Rosteme. Záříme.



SCHOOL CURRICULUM
FOR PRESCHOOL EDUCATION



Sunny Canadian International School – Kindergarten, s.r.o.



IDENTIFICATION DATA OF SCHOOL AND SCHOOL CURRICULUM

TYPE OF SCHOOL: KINDERGARTEN

Name of the school: Sunny Canadian International School - Kindergarten, s.r.o.

Registered office of the organization: Straková 522, Osnice, 252 42 Jesenice

Departmental identifier of the legal entity (RED IZO): 691003963

Organization identification code (IZO MŠ): 181096751

Company registration number: 24181498

Founder and owner: Ing. Alice Štunda

Kindergarten Director: Mgr. Alena Kosová, MBA

School capacity: 164 children

Current number of classes: 8

School hours: 7:30 a.m. - 5:15 p.m.

CONTACTS

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DATA ABOUT CURRICULUM

Title of the Curriculum: Journey to the Sun

Prepared according to: RVP PV

Main author: Mgr. Alena Kosová, MBA

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Reference number: SCIS-MŠ/2026/01

Valid from: 1. 9. 2026

Approved on: 17. 8. 2026

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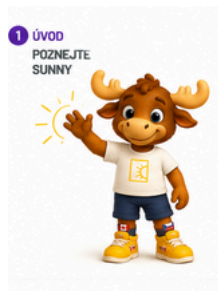
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01

INTRODUCTION

MEET SUNNY



WELCOME TO SUNNY KINDERGARTEN

*"Every child comes with their own story."
Our mission is to guide them on a path where they
can grow, develop their potential and shine."*



TOGETHER ON THE JOURNEY TO THE SUN

At Sunny, we believe that every child is unique and deserves an environment in which they can discover, grow and shine at their own pace. Our school curriculum connects our values, educational concept and everyday pedagogical work into one common goal:

Our Journey to the Sun.

In the following pages, we will guide you through our philosophy, values, and educational concept. We will show you how we work together to create an environment in which children discover the world, build healthy relationships, and develop their potential.



PEOPLE WHO MAKE UP SUNNY KINDERGARTEN



Education at Sunny Kindergarten is provided by a team of qualified Czech teachers, English tutors, teaching assistants and other professionals. The daily running of the school is also supported by administrative and operational staff, who together create a safe, welcoming and stimulating environment for children and their families.

OUR TEAM CONSISTS OF

- Czech teachers
- English-speaking tutors
- teaching assistant
- special educator
- wellbeing coordinator
- administrative and operational staff

WELCOME TO SUNNY KINDERGARTEN

CREATORS OF THE SUNNY EDUCATIONAL CONCEPT



ALENA KOSOVÁ, MBA

Director | Author of the Curriculum

The main author of the school's educational program. She created the pedagogical concept of Sunny and has been developing its connection with vision, values, and everyday educational practice for a long time.



BC. SAMANTHA PRIOR

Head of English Studies | Co-author of the bilingual concept

She participates in the development of the English part of education, methodological support for teachers, and linking the Czech and English educational environments.



MGR. KAITLYN PETSCHOW

English Curriculum Lead | Co-author of English Curriculum

Co-author of the English part of the educational program. She participated in the creation of the English Curriculum concept, which is one of the professional pillars of bilingual education at Sunny.



ING. ALICE ŠTUNDA

School Founder | Visionary Sunny

She created conditions for the development of the school, supports the school's values orientation and the development of bilingual education.



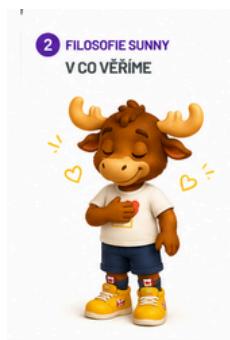
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SUNNY'S PHILOSOPHIES

WHAT WE BELIEVE IN

"We believe that quality education begins with quality relationships."

*Values are not just words on paper
– they are an everyday part of life in Sunny.*



PHILOSOPHY OF SUNNY KINDERGARTEN

VALUES IN EVERYDAY LIFE

We believe that quality education begins with quality relationships. Sunny's values form the foundation of our school culture and are reflected in everyday communication, shared experiences, and the way we create a safe environment for children. They are not just words on paper, but a natural part of life at Sunny.

HOW CHILDREN DISCOVER VALUES

Children learn about values through everyday situations, shared conversations, games, stories, projects and their own experiences. Educators create opportunities in which children can discover values, experience them and gradually apply them in their actions. We also support the development of values through the year-long project Growing Up with Values.



THE BASIS OF SCHOOL CULTURE

VALUES OF SUNNY



OUR VALUES

Our values



Values are not an end in themselves. They are a way in which we collectively create an environment in which children can grow, discover, and shine.



CHILD DEVELOPMENT CONCEPT

JOURNEY TO THE SUN

03

*We discover the world, we think, we connect,
we rejoice, and we act with our hearts.*



CHILD DEVELOPMENT CONCEPT

JOURNEY TO THE SUN

"Journey to the Sun" is the central story, visual and value framework of the school's educational program at Sunny Kindergarten. It is based on the symbol of our logo – the Sun, from which five rays emerge – five integrated blocks that represent the main areas of child development.

Each ray is one of the ways children discover the world – Leaf, Thought, Bridge, Joy and Heart – which naturally connect. The child, the little Sun, lights up the world around him through his discovery, growth and joy.



GUIDE

OUR MOOSE SUNÍK



CHILD DEVELOPMENT CONCEPT

HELLO, CHILDREN!

My name is **Moose Suník** and I will accompany you throughout the **Journey to the Sun**. Together we will discover the world, think, help others, enjoy new things and learn about the world around us.

Each of us walks our own journey to the Sun.

And I'd be happy to go with you.

ON OUR JOURNEY TOGETHER

I will help you discover the world through five rays of light – **Leaf, Thought, Bridge, Heart and Joy**. I am friendly, curious and always ready to go with you on new experiences. I carry a magical Sunny box with me. It lights up every time we discover something together, learn something or help each other. It reminds us that every new experience is the next step on our Journey to the Sun.



YOU KNOW, RIGHT?

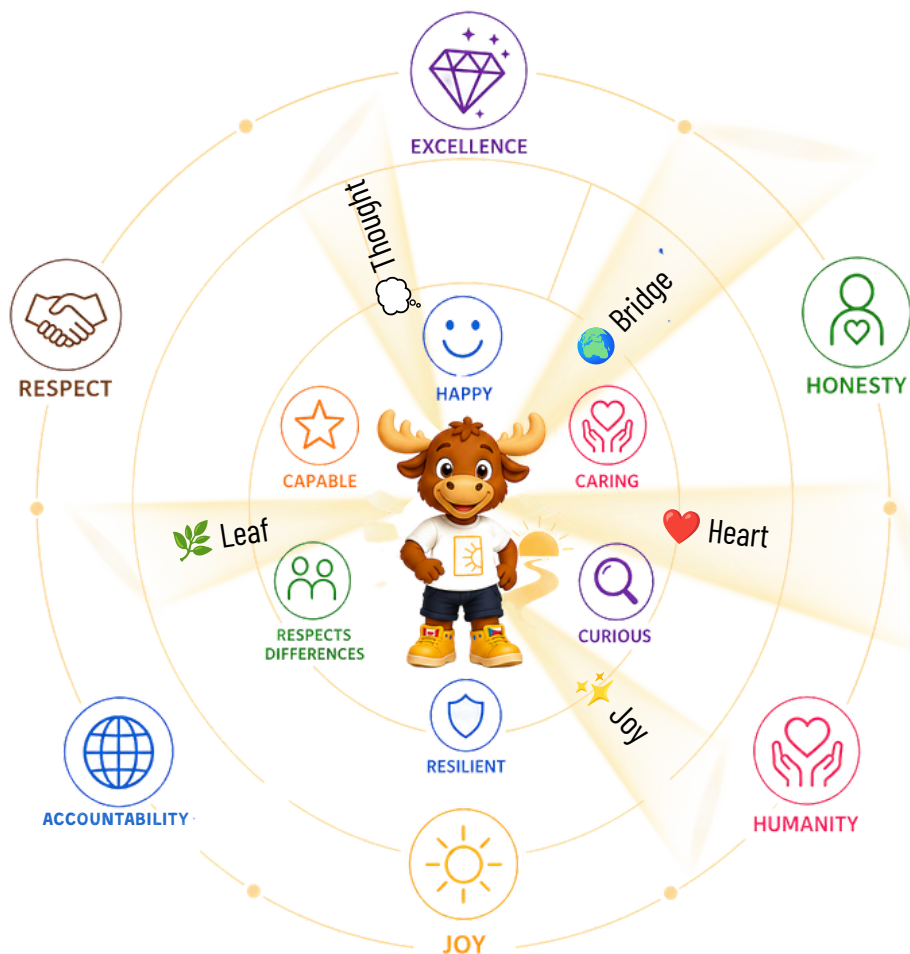
-  The sun represents a safe environment for Sunny.
-  The five rays represent the five paths of knowledge.
-  Suník the elk accompanies children on the Journey to the Sun.

So let's take the first step together on our Journey to the Sun...

SUNNY CHILD DEVELOPMENT CONCEPT



Sunny's values create the school's environment. Through integrated blocks we support **the development of each child**, who gradually grows into a curious, happy, caring, resilient, respectful, capable and honest personality.



CHILD DEVELOPMENT CONCEPT

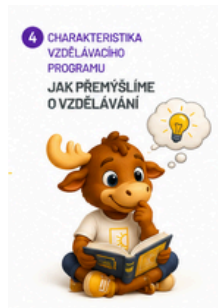
Every child is unique. At Sunny, we create a safe, stimulating and joyful environment where they can discover, grow and develop their potential. **Our goal is a happy child who shines.**



04

CHARACTERISTICS OF THE EDUCATIONAL PROGRAM

HOW CHILDREN LEARN ABOUT THE WORLD



The greatest joy of learning comes when the child discovers the answer on their own.



KINDERGARTEN EDUCATION

OUR APPROACH TO LEARNING

At Sunny, we see **the child as an active explorer** of the world. Learning does not occur by giving ready-made answers, but through play, personal experiences, cooperation, reflection and the joy of discovery.

The **teacher sensitively guides** the child, creates a safe environment, supports curiosity, and guides children towards independence, responsibility, and finding their own solutions. Our education connects children's everyday lives with their natural desire to explore the world.

What kind of child grows up on their Journey to the Sun? Get to know the Sunny Child Profile.



SUNNY'S EDUCATIONAL STRATEGY



Educational strategies represent the pedagogical practices that we apply at Sunny in the daily education of children. We develop the expected learning outcomes mainly through:

- games,
- research learning,
- open questions and dialogue,
- open tasks,
- cooperation,
- pedagogical diagnostics as a basis for planning educational offers,
- working with an error,
- pedagogical reflections,
- connection with real life,
- bilingual environment.

OUR APPROACH TO LEARNING

Each of the following strategies shows how we at Sunny fulfill the expected learning outcomes in everyday pedagogical practice.



Our goal is not to give children ready-made answers, but to create opportunities for them to discover them themselves.



HOW DO CHILDREN LEARN NATURALLY?

PLAY AS A NATURAL WAY OF LEARNING



KINDERGARTEN EDUCATION

*Play is a child's natural language.
Through play, a child learns about the world,
himself and others.*



HOW WE UNDERSTAND LEARNING IN SUNNY

At Sunny, we believe that play is the most natural way for children to learn. Through play, children discover, experiment, collaborate, solve problems, communicate, and gain new experiences. Play is not a reward for learning. It is a natural part of learning and one of the most important means of children's cognition.

WE CONTRIBUTE TO DEVELOPMENT

- curiosity,
- creativity,
- communication skills,
- cooperation,
- independence,
- problem-solving skills,
- joy of learning.

EDUCATOR IN SUNNY

The educator creates a stimulating environment, offers inspiration, sensitively enters the game as needed and supports children in independent discovery. He notices the interests of children, follows up on them when planning educational offerings and supports their learning through meaningful play situations.

At Sunny, we create enough time, space, and incentives for children to play, because it is in this that the most valuable experiences for their learning and further development arise.



HOW DO CHILDREN DISCOVER THE WORLD?

RESEARCH LEARNING



KINDERGARTEN EDUCATION

*Every question is the beginning
of a new discovery.*



HOW WE UNDERSTAND RESEARCH IN SUNNY

At Sunny, we encourage children's natural curiosity and create opportunities for them to explore the world through their own experiences. Children observe, ask questions, experiment, look for connections, and test their assumptions. Inquiry-based learning develops not only knowledge, but also the ability to think, find different solutions, and experience the joy of their own discovery.

EDUCATORS IN SUNNY

The teacher prepares a stimulating environment, offers children materials, experiments and situations that arouse their curiosity. They do not hand over ready-made solutions, but support children in asking questions, finding their own answers and verifying their assumptions. Their sensitively guides children through the process of discovery and creates a safe space for testing, experimenting and sharing their own knowledge.

WE CONTRIBUTE TO DEVELOPMENT

- curiosity,
- observation skills,
- critical thinking,
- the ability to ask questions,
- searching for connections,
- problem-solving skills,
- perseverance,
- the joy of discovery.

At Sunny, we believe that the deepest knowledge arises when a child can discover the world through their own experiences.



HOW DO CHILDREN THINK AND LEARN
TOGETHER WITH OTHERS?

OPEN QUESTIONS AND DIALOGUE



KINDERGARTEN EDUCATION

Every question opens up space for thought.



HOW WE UNDERSTAND THOUGHT IN SUNNY

At Sunny, we create an environment where children have space to think, express their opinions, share their experiences, and ask their own questions. Open-ended questions encourage curiosity, vocabulary development, making connections, and listening skills. We see dialogue as a natural part of everyday learning and shared discovery.

EDUCATORS IN SUNNY

The teacher uses open-ended questions that lead children to think, find different solutions and formulate their own ideas. They provide the children with enough time to think and formulate answers, actively listen to them, and build on their ideas and experiences. They create a safe environment in which children are not afraid to ask questions, discuss or express their own opinions.

WE CONTRIBUTE TO DEVELOPMENT

- communication skills,
- vocabulary,
- the ability to ask questions,
- critical thinking,
- listening,
- respectful communication,
- expressing and defending one's own ideas, age-appropriate
- cooperation.

At Sunny, we believe that real learning begins when children are given the space to think, ask questions, listen to others, and search for answers together.



HOW DO CHILDREN LEARN TO COOPERATE WITH EACH OTHER?

COOPERATION



KINDERGARTEN EDUCATION

*Together we can do more
than each of us alone.*



HOW WE UNDERSTAND TEAMWORK IN SUNNY

At Sunny, we create opportunities for collaboration in play, projects, and everyday activities. Children learn to negotiate, share roles, share ideas, help each other, and work together to find solutions. Collaboration develops not only social skills, but also respect, responsibility, and the joy of achieving a goal together.

EDUCATORS IN SUNNY

The teacher creates situations in which children can cooperate in a natural way. They support mutual communication, lead children to respect different opinions, and help them find common solutions. They sensitively guide children in resolving conflicts and strengthen their ability to reach agreements and take responsibility for working together.

WE CONTRIBUTE TO DEVELOPMENT

- cooperation,
- respectful communication,
- empathy,
- responsibilities,
- ability to negotiate,
- conflict resolution,
- mutual assistance,
- a sense of belonging.

At Sunny, we believe that children learn not only from their teachers, but also from each other every day.



HOW DO CHILDREN GAIN THE COURAGE TO TRY NEW THINGS?

WORKING WITH AN ERROR



KINDERGARTEN EDUCATION

A mistake is not a failure. It is part of learning.



HOW WE UNDERSTAND CORRECTIVE BEHAVIOUR IN SUNNY

At Sunny, we create an environment where children can safely try new things, find different solutions, and learn from their own experiences. Mistakes are a natural part of the learning process. They give children the opportunity to think, explore new paths, and gain valuable experience. We encourage children to not be afraid to experiment, think, and explore new possibilities.

EDUCATORS IN SUNNY

The teacher appreciates effort, perseverance, and finding different ways to solve problems. It helps children reflect on what they did well, what they can do differently next time, and how to apply the experience to a new situation. It creates a safe environment in which mistakes are not a reason for fear, but an opportunity for further learning.

WE CONTRIBUTE TO DEVELOPMENT

- courage,
- perseverance,
- problem solving,
- flexibility in thinking,
- self-confidence,
- independence,
- ability to learn from experience.

At Sunny, we believe that every mistake can be the first step towards a new discovery.



HOW DO WE HELP CHILDREN REALIZE
WHAT THEY HAVE LEARNED?

PEDAGOGICAL REFLECTION



*It's not just the teacher who thinks about learning.
Even a child thinks about their learning.*



HOW WE UNDERSTAND LEARNING IN SUNNY

At Sunny, we create a space for shared reflection on learning. Children share their experiences, name what they have discovered and learned, and gradually become aware of their own progress. Reflection is a natural part of everyday education.

EDUCATORS IN SUNNY

The educator guides children through open-ended questions to reflect on their experiences, encourages the sharing of ideas and feelings, and helps children become aware of their own progress. The knowledge gained is used to plan further educational offerings and individual support.

WE CONTRIBUTE TO DEVELOPMENT

- self-reflection,
- the ability to express their experiences,
- awareness of one's own progress,
- critical thinking,
- planning further learning,
- self-confidence,
- responsibility for one's own learning.

At Sunny, we believe that children grow not only because of what they experience, but also because they have the opportunity to reflect on their experiences.



EVERY DAY AT SUNNY IS AN OPPORTUNITY TO LEARN AND DISCOVER



Educational strategies are not individual methods or separate activities. They naturally intertwine in the daily life of kindergarten, creating an environment in which children learn through play, discovery, collaboration, and their own experiences.

In our fully bilingual Czech-English environment, we create learning opportunities naturally throughout the day - during play, research activities, joint conversations, problem solving and everyday situations. The educator sensitively guides the child on his individual Journey to the Sun and creates conditions for the development of his knowledge, skills and attitudes.



At Sunny, we believe that the most valuable learning occurs when a child can discover, think, collaborate, and grow on their own Journey to the Sun.



05

SUNNY'S CHILD PROFILE

WE DISCOVER. WE ARE GROWING. WE SHINE.

5 PROFIL DÍTĚTE SUNNY

OBJEVUJEME.
ROSTEME.
ZÁŘIME.



CHILD PROFILE

THE UNIQUENESS OF EVERY CHILD

Every child is unique. They develop at their own pace, discover the world in their own way, and gradually build their knowledge, skills, and attitudes.

The Sunny Child Profile shows the key areas of development that we support for each child during their Journey to the Sun.

HOW WE USE YOUR CHILD'S PROFILE

Sunny's child profile translates the school's values into a concrete form of child development.

It connects the school's philosophy, school values, integrated blocks and everyday pedagogical practice. It serves as a common framework for educators to plan education, support individual child development and create conditions in which every child can discover, grow and shine.

Every child shines with their own light.





EVERY CHILD SHINES WITH THEIR OWN LIGHT.



Every child discovers the world in their own way. In a safe environment, Sunny develops her knowledge, skills and attitudes and gradually grows into a curious, happy, caring, resilient, open to diversity, capable and honest person.

- We are curious
- We are caring
- We are resilient
- We are open to diversity
- We are capable
- We are honest
- We are happy

WE DISCOVER. WE GROW. WE SHINE.



WE ARE HAPPY

We rejoice in discovery.
We can play.
We share joy with others.
Every day is an opportunity to discover something new.



WE ARE CURIOUS.

We ask questions and seek answers.
We are trying new things.
We think, discover and create.
The world around us never ceases to surprise us.



WE ARE RESILIENT

We don't give up at the first failure.
We take mistakes as opportunities to learn.
We are trying new paths.
We believe that every step moves us forward.



WE ARE CARING

We help others.
We listen and we are kind.
We notice the needs of the people around us.
Together we create an environment where everyone feels good.



WE ARE OPEN TO DIVERSITY

Each of us is unique.
We appreciate that each of us is different.
We learn from each other.
Together we create the colorful world of Sunny.



WE ARE CAPABLE

We discover our strengths.
We learn independence.
We gladly accept new challenges.
We believe that everyone can experience success.



WE ARE HONEST.

We speak the truth with respect.
We talk about our feelings.
We listen to others.
We build relationships based on trust.



06

SUPPORTING CHILD DEVELOPMENT

EVERY DAY IN PRACTICE

6 PODPORA ROZVOJE DÍTĚTE
KAŽDÝ DEN
V PRAXI



SUPPORTING CHILD DEVELOPMENT

ROOM FOR GROWTH

Every child learns at their own pace and in their own way. The role of the teacher is to create a safe, stimulating and respectful environment in which the child discovers, tries, thinks, collaborates and finds their own solutions.

Every day brings opportunities to discover, learn and grow.

DEVELOPMENT FOR LIFE

Every day at Sunny brings children opportunities to develop knowledge, skills, attitudes and values that they will use not only in their education, but also in everyday life.





PEDAGOGICAL PRINCIPLES



Pedagogical principles represent a common way of thinking about education and the work of all SUNNY educators. They are the basis for everyday decisions, communication, and planning of educational offerings.

- **The child is an active explorer of the world.**

We create conditions so that we learn through our own experiences.

The teacher is a guide.

- Guides the child with questions, support, and sensitive guidance instead of handing over ready-made solutions.

- **We respect the uniqueness of each child.**

We take into account its capabilities, needs and pace of development.

- **Safe relationships are the foundation of learning and development.**

We build an environment of trust, respect and psychological safety.

- **We connect learning with everyday life.**

We start from real situations that make sense for children.

- **We support cooperation.**

Children learn to think together, communicate and help each other.

- **We see mistakes as opportunities to learn.**

We encourage children to have the courage to try new things and find their own solutions.

- **A bilingual environment is a natural part of the day.**

Children grow up in daily contact with English and gradually develop their Czech language skills in a way that is appropriate to their age and educational needs.

- **Getting to know your child is the basis for planning their educational journey.**

We use ongoing pedagogical observation as a basis for planning the child's further development.

- **The joy of learning is a natural part of education.**

We support children's curiosity, intrinsic motivation, and joy of discovery.



EVERY DAY IN PRACTICE

AREAS OF CHILD DEVELOPMENT SUPPORT



INDEPENDENCE

We guide children towards gradual independence in everyday situations. We support decision-making, taking responsibility and joy in each newly mastered step.



COGNITIVE ABILITIES

We develop thinking, curiosity and the ability to look for connections through discovery, play and our own experiences. We support attention, memory, logical reasoning and the joy of discovery.



WORKING WITH AN ERROR

We create a safe environment where mistakes are a natural part of learning. We guide children to seek new solutions, not be afraid to try, and learn from their own experiences.



CRITICAL THINKING

We support children in asking questions, finding connections, and forming their own opinions. We guide them to think, argue, collaborate, and find different ways to solve problems.



BASIC SKILLS

We develop skills needed for everyday life and further education. We encourage creativity, perseverance, completing work, independence, creativity, perseverance and joy in one's own progress.



COMMUNICATION SKILLS

We support children in being able to express themselves, listen to others, and communicate naturally in both Czech and English.

We develop vocabulary, understanding and the joy of communicating together.





*On the Journey to the Sun,
we discover, reflect,
and grow together.*

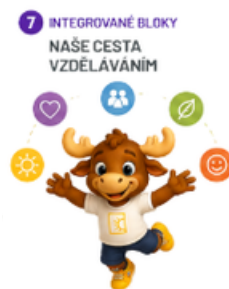




07

INTEGRATED BLOCKS

OUR JOURNEY THROUGH EDUCATION



INTEGRATED BLOCKS

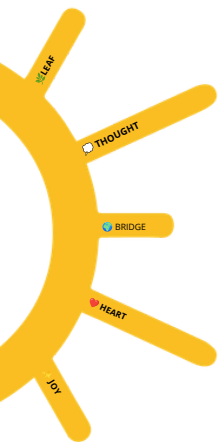
*Education begins with curiosity
and continues with every new discovery.*



The Journey to the Sun is implemented in everyday education through flexibly arranged integrated blocks.

ON THE JOURNEY OF DISCOVERY

Integrated blocks represent a framework for planning education and create a space for joint discovery, exploration and search for connections. Educational content is based on children's curiosity, their questions, interests and everyday situations that they experience together. Teachers further develop this framework when planning in the classroom according to the current needs, possibilities and interests of children. Children learn about the world through play, their own research, cooperation and their own experiences.



FIVE RAYS OF KNOWLEDGE

Each ray represents one path of knowledge. Only together do they form the complete Journey to the Sun.

 Leaf	We discover nature, the world around us, and learn to care for the environment in which we live.
 Thought	We develop language, thinking, creativity, and the ability to look for connections..
 Bridge	We build relationships, collaborate, and learn about society and the world around us.
 Heart	We discover values, develop character, empathy and relationships between people.
 Joy	We experience the joy of learning, movement, play, creation and joint discovery.

Each ray represents a path of knowledge and development for the child. Together, they create an interconnected whole in which the individual areas naturally intertwine and support each other. This way, the child learns about the world in context, not in separate topics.



INTEGRATED BLOCK 1



WE DISCOVER THE NATURE AROUND US



LÍSTEČEK

*Every new discovery begins
a curious question.*



The leaf mainly develops the following characteristics of Sunny's Child Profile:

-  We are curious
-  We are caring
-  We are resilient
-  We are capable

ON THE JOURNEY TO KNOWLEDGE

The educational content is based on children's curiosity, questions, interests, their own experiences and everyday situations that children experience together. Educators plan the educational offer flexibly and adapt it to the current possibilities, needs, interests and impulses of children.

On the Journey to the Sun, the integrated Leaf block guides children through their exploration of living and non-living nature and the relationships between humans and the surrounding world. Through discovery, experimentation, being outdoors, and everyday experiences, children develop curiosity, learn to perceive connections, and build a positive relationship with nature, the place they live in, and a responsibility to protect it.



WHAT WE DISCOVER TOGETHER

- changes in nature during the year
- plants and their life
- animals and their environment
- weather and natural phenomena
- water as part of life
- the environment around us (forest, meadow, garden)
- man as part of nature
- environmental protection



HOW CHILDREN LEARN ABOUT THE WORLD

- research activities
- by experimentation and observation
- by staying outside and playing
- conversations
- by creation
- working with natural products
- project-based learning
- using digital technologies as a means of learning
- reflection
- documentation of learning



The integrated block Lístek contributes to the development of all educational areas of the RVP PV, with the main emphasis on the area of Child and the World. Through research-based learning, direct contact with nature and everyday experiences, it naturally supports the development of key competencies and basic literacy in their natural contexts.



IB 1



LEAF IN ACCORDANCE WITH RVP PV



EDUCATIONAL AREAS

Main

Child and the world

Supported

- The child and his psyche
- The child and his body
- The child, the other person and society

BASIC LITERACY

Reading literacy

Working with children's literature and visual material about nature, understanding images and symbols, sharing one's own experiences.

Mathematical literacy

Sorting and comparing natural objects, counting, measuring, finding regularities and connections.

KEY COMPETENCIES

KKU – Learning Competence

We observe • We experiment • We look for connections

KOS – Personal and social competences

We cooperate • We respect • We accept responsibility

KKK – Communication competence

We describe • We ask • We share our discoveries

KOB – Competence for citizenship and sustainability

We Care • We Protect • We Perceive Connections



INTEGRATED BLOCK 2



THOUGHT

WE DEVELOP CURIOSITY AND THINKING



Every thought begins with a question.



The idea develops primarily
these characteristics of Sunny's
Child Profile:

-  We are curious
-  We are capable
-  We are resilient
-  We are open to diversity

ON THE JOURNEY TO KNOWLEDGE

We build education on children's curiosity, questions and the search for connections. Children have space to think, discover different solutions, create their own ideas and learn from their own experiences. The educator supports independent thinking, open-ended questions and the joy of discovery.

In Journey to the Sun, the integrated block Thought guides children through the discovery of the world through thinking, creativity and the search for connections. Children experiment, compare, plan, solve problems and learn to find different solutions. They naturally develop logical thinking, creativity and the ability to cooperate in finding answers together.



IB 2



THOUGHT



WHAT WE DISCOVER TOGETHER

- questions and searching for answers
- connections between phenomena and experiences
- various problem solving options
- causes and consequences
- shapes, patterns and regularities
- numbers, quantity and space
- time and sequence of events
- the world of technology, construction and discoveries
- experiments and research activities
- information from books, visual material and digital sources



HOW CHILDREN LEARN ABOUT THE WORLD

- research activities and experimentation
- by asking questions and finding answers together
- by observing, comparing and sorting
- solving problem situations
- construction and polytechnic activities
- logic games and puzzles
- project-based learning
- creative activities and finding your own solutions
- cooperation and mutual discussion
- using digital technologies as a means of learning
- reflection and documentation of learning



The integrated block Myšlenka contributes to the development of all educational areas of the RVP PV, with the main emphasis on the area of the Child and his psyche. Through asking questions, thinking, experimenting, creative activities and finding their own solutions, children naturally develop key competencies and basic literacy.



IB 2



IDEA IN ACCORDANCE WITH THE RVP PV

EDUCATIONAL AREAS

Main

Child and his psyche

Supported

- Child and the world
- The child and his body
- The child, the other person and society

BASIC LITERACY

Reading literacy

Working with stories, visual material and information, asking questions, understanding different messages, sharing one's own thoughts and discoveries.

Mathematical literacy

Working with numbers, shapes, patterns, space and time, comparing, sorting, finding regularities, planning, logical thinking and problem solving.

KEY COMPETENCIES

KKU – Learning Competence

We ask • We think • We discover connections

KRP – Problem Solving Competence

We are looking for solutions • We are experimenting • We are verifying

KKK – Communication competence

We ask questions • We discuss • We share our thoughts

KOS – Personal and social competence

We collaborate • We listen • We respect different perspectives



INTEGRATED BLOCK 3



BRIDGE

WE DISCOVER OUR PLACE IN THE WORLD



Each of us is part of the world.



Mostik develops mainly
these characteristics of Sunny's
Child Profile:

-  We are honest
-  We are capable
-  We are caring
-  We are open to diversity

ON THE JOURNEY TO KNOWLEDGE

Children learn about the world through natural situations in which they learn about themselves, others and the world around them. They learn to cooperate, respect rules, navigate different environments and create relationships based on trust, respect and responsibility. The educator supports children in connecting experiences and prepares them for a smooth transition to the next stages of education.

On the Journey to the Sun, the integrated Mostik block guides children through discovering their place in the world. Children connect experiences from family, kindergarten and the wider environment, learn to cooperate, respect others and understand the connections between people, rules and the environment. They naturally develop social skills, responsibility and prepare for the next educational journey.



WHAT WE DISCOVER TOGETHER

- themselves as part of the family, the kindergarten and the wider world
- relationships between people and their roles
- rules of coexistence
- different environments, places and communities
- traditions, cultures and diversity of the world
- orientation in space and the surrounding environment
- functioning of society and everyday life
- connection between past, present and future
- connecting previous experiences with new challenges
- their place in the world and their responsibility for it



HOW CHILDREN LEARN ABOUT THE WORLD

- joint projects and cooperation
- by sharing experiences and learning from each other
- interviews, discussions and community circle
- dramatic play and model situations
- exploring the surroundings of the school, the village and important places
- meeting people from different professions
- orientation in maps, plans and simple diagrams
- practical experiences from everyday life
- cultural and social events
- digital technologies as a means of learning about the world
- by reflecting on one's own experiences and connecting them

The integrated block Mostík contributes to the development of all educational areas of the RVP PV, with the main emphasis on the area of Child and the World. Through getting to know themselves, others and the world around us, cooperation, sharing experiences and connecting connections, children naturally develop key competencies and basic literacy and create a solid foundation for their further educational journey.



IB 3



BRIDGE IN ACCORDANCE WITH THE RVP PV



EDUCATIONAL AREAS

Main

Child and the world

Supported

- The child, the other person and society
- The child and his psyche
- The child and his body

BASIC LITERACY

Reading literacy

Working with stories, maps, plans, symbols and information, understanding various messages, sharing our own experiences and orienting ourselves in the world around us.

Mathematical literacy

Orientation in space and time, working with maps and simple diagrams, sorting, comparing and finding connections in everyday life.

KEY COMPETENCIES

KKU – Learning Competence

We recognize • We connect • We orient ourselves

KOB – Competence for citizenship and sustainability

We collaborate • We contribute • We care

KKK – Communication competence

We listen • We negotiate • We cooperate

KOS – Personal and social competence

We respect • We accept responsibility • We create together



INTEGRATED BLOCK 4



TOGETHER WE CREATE RELATIONSHIPS AND VALUES

We learn the most important things by heart.



The heart develops mainly
these characteristics of Sunny's
Child Profile:

-  We are honest
-  We are happy
-  We are caring
-  We are open to diversity

ON THE JOURNEY TO KNOWLEDGE

The educational content is based on everyday situations in which children experience joys and challenges together, learn to cooperate, respect others, and resolve disagreements and seek fair solutions. They naturally develop empathy, consideration, responsibility, and the ability to understand their own emotions and the needs of others. The educator creates a safe environment based on trust, mutual respect, and positive relationships.

On the Journey to the Sun, the integrated Heart block guides children through discovering and sharing the values that shape good relationships and a pleasant environment for living together. Children learn to cooperate, help others, accept differences, resolve disagreements with respect, and take responsibility for their actions. They naturally develop empathy, consideration, honesty, and the ability to create safe and supportive relationships.



IB 4 ♥ HEART



WHAT WE DISCOVER TOGETHER

- own emotions and the emotions of others
- friendship, trust and mutual assistance
- common values and rules of coexistence
- respect for differences and diversity
- justice, fairness and responsibility
- ways to resolve disagreements and conflicts
- cooperation and mutual support
- consideration, kindness and empathy
- the importance of small everyday actions
- joy from moments spent together



HOW CHILDREN LEARN ABOUT THE WORLD

- through shared play and everyday situations
- community circle and sharing experiences
- by sharing experiences, emotions and feelings
- cooperation in joint activities
- dramatic play and model situations
- resolving disagreements and finding common solutions
- mutual help and support
- stories, fairy tales and reading together
- celebrations, traditions and shared rituals
- reflection on one's own experiences



The integrated block Heart contributes to the development of all educational areas of the RVP PV, with the main emphasis on the area Child, the Other and Society. Through everyday relationships, shared values, cooperation and solving common life situations, children naturally develop key competencies and basic literacy and create the foundations of healthy interpersonal relationships.



IB 4

♥ HEART IN ACCORDANCE WITH RVP PV



EDUCATIONAL AREAS

Main

Child, the other person and society

Supported

- The child and his psyche
- Child and the world
- The child and his body

BASIC LITERACY

Reading literacy

Working with stories, fairy tales and visual material, understanding emotions, values and interpersonal relationships, sharing one's own experiences.

Mathematical literacy

Solving everyday situations, comparing options, finding fair solutions and respecting rules in joint activities.

KEY COMPETENCIES

KKU – Learning Competence

We recognize • We think • We learn

KOB – Competence for citizenship and sustainability

We Care • We Contribute • We Act Respectfully

KKK – Communication competence

We listen • We share • We negotiate

KOS – Personal and social competence

We cooperate • We respect • We help



INTEGRATED BLOCK 5

✦ ✦ **JOY**

WE DISCOVER THE JOY OF EVERY DAY



RADOST

Joy accompanies us every step of the way.



Joy develops above all
these characteristics of
Sunny's Child Profile:

- 😊 We are happy
- 💬 We are curious
- ★ We are capable
- ❤️ We are caring

ON THE JOURNEY TO KNOWLEDGE

The educational offer is based on children's natural joy in movement, play, creation, discovery and shared experiences. Children have the space to develop their strengths, experience the joy of their own progress, learn from their own experiences and find a balance between activity, rest and self-care. The educator supports internal motivation, psychological well-being and joy from everyday learning.

On the Journey to the Sun, the integrated Joy block guides children through the discovery that learning can be naturally linked to enthusiasm, creativity and shared moments. Through play, movement, music, creativity and being outdoors, children develop healthy self-confidence, perseverance and a desire to explore the world. They naturally develop a positive relationship with learning, which becomes the basis for lifelong curiosity.



WHAT WE DISCOVER TOGETHER

- joy of movement and play
- own strengths and talents
- creativity and imagination
- music, rhythm and artistic expression
- the beauty of the world around us
- new experiences and shared experiences
- healthy lifestyle and self-care
- rest, relaxation and well-being
- joy from one's own progress
- everyday reasons to be happy



HOW CHILDREN LEARN ABOUT THE WORLD

- play according to children's interests and joint activities
- physical activities and spending time outdoors
- music, singing, rhythm and dance
- artistic, work and creative activities
- experimenting with different materials
- joint celebrations, traditions and festivities
- relaxation and mindfulness activities
- individual and group activities
- by sharing experiences and own progress
- reflecting on one's own progress and experiences



The integrated Joy block contributes to the development of all educational areas of the RVP PV, with the main emphasis on the area of the Child and His Body. Through play, movement, creativity, shared experiences and support for psychological well-being, children naturally develop key competencies and basic literacy and create a positive relationship to learning and a healthy lifestyle.



IB 5

JOY IN ACCORDANCE WITH RVP PV



EDUCATIONAL AREAS

Main

Child and his psyche

Supported

- The child and his body
- Child and the world
- The child, the other person and society

BASIC LITERACY

Reading literacy

Working with stories, songs, rhymes and visual material, understanding various messages, expressing one's own experiences and feelings.

Mathematical literacy

Orientation in space and time, rhythm, movement and musical activities, comparing, sorting, planning and finding different possible solutions during play and everyday situations.

KEY COMPETENCIES

KKU – Learning Competence

We Discover • We Try • We Learn

KOB – Competence for citizenship and sustainability

We Care • We Contribute • We Act Respectfully

KKK – Communication competence

We express ourselves • We listen • We share

KOS – Personal and social competence

We cooperate • We support each other • We rejoice



08

PLANNING AND PEDAGOGICAL PRACTICE

HOW DAILY LEARNING IS CREATED



PLANNING AND PRACTICE

*Planning gives education
direction, children give it life.*



FROM THOUGHT TO LEARNING

Daily education at Sunny is created by combining thoughtful pedagogical planning, continuous observation of children and their natural curiosity. Educators create an educational offer that is based on integrated blocks, the school philosophy and the current needs, interests, experiences and initiatives of the children. Planning remains open and flexible to respond to new stimuli, spontaneously arising situations, and opportunities for discovery.

At Sunny Canadian, educators work together to create an environment in which planning is naturally connected to everyday pedagogical practice. They continuously evaluate the educational process, share their observations, and plan further educational opportunities based on pedagogical diagnostics. They also naturally incorporate important school events, project days, and current ideas brought by the children themselves into the planning.



STARTING POINTS FOR PEDAGOGICAL PLANNING



PLANNING AND PRACTICE

Each child is a unique inspiration on a shared journey of discovery.



WHAT IS PLANNING BASED ON?

-  Child
-  Observation
-  Integrated Blocks
-  Educational Goals
-  School Events
-  Family

Planning is a continuous process that connects observation of children, pedagogical work, and joint reflection.

WE PLAN → WE IMPLEMENT → WE LEARN → WE SHARE → WE REFLECT → WE PLAN AGAIN



CYCLE OF PEDAGOGICAL PLANNING



Planning educational offerings is an ongoing and interconnected process. It is based on pedagogical diagnostics, is reflected in everyday pedagogical practice, and through joint reflection, naturally develops into further educational opportunities. The child and his or her individual learning journey are at the center of the entire process.



The individual phases follow each other seamlessly and influence each other. Educators naturally move between them according to the current needs, interests, experiences and individual educational journey of each child. Each cycle thus brings new knowledge and opens up further opportunities for the child's learning and development.



WE PLAN TOGETHER

Collaborative planning connects the experiences of educators and the needs of children.

WE WORK TOGETHER AS A TEAM

In each classroom, teachers plan as a team. They regularly share their observations, experiences, and pedagogical diagnostics, and together they create an educational offer that responds to the current needs, interests, and progress of the children. Through collaboration, they connect different perspectives and inspire each other.

AS WE PLAN IN SUNNY

- We plan in pairs of teachers,
- we proceed from pedagogical diagnostics,
- we connect integrated blocks with children's current experiences,
- we take into account school events and project days,
- We continuously adjust the plan according to the needs of the children,
- we regularly reflect together on the progress of education,
- Specific planning procedures are part of the school's internal pedagogical documentation.

Collaborative planning connects the professional experience of educators with the everyday lives of children and creates conditions for meaningful, flexible and individualized education.

 We observe



 We share



 We plan



 We implement



 We reflect





PEDAGOGICAL DIAGNOSTICS



The best diagnosis begins with careful listening to the child.

WE GET TO KNOW EVERY CHILD

Pedagogical diagnostics is a natural part of everyday pedagogical work. It is not based on a one-time assessment of a child, but on long-term observation of their play, communication, interests, relationships, learning styles and individual progress. Educators strive to understand how a child learns, what they are already able to do and what conditions best support their further development.

DIAGNOSTICS SUPPORTS LEARNING

The knowledge gained serves as a basis for planning educational offerings, individualizing education, and joint reflection among educators. Pedagogical diagnostics helps to capture a child's strengths, current needs, interests, and pace of learning, and creates space for meaningful educational opportunities that match their individual educational path.



Specific pedagogical diagnostic tools are part of the school's internal pedagogical documentation.



EVERY CHILD HAS THEIR OWN PATH



*Every child tells us their own unique story
through their actions.*

PLANNING AND PRACTICE



ON THE PATH OF CHILD DEVELOPMENT

Shining Moments document authentic manifestations of a child's learning and development throughout their educational journey. They showcase a child's significant discoveries, experiences, and achievements across the individual rays of the Sun of the Early Childhood Education Program, helping children, educators, and parents together understand their unique Journey to the Sun.

WHAT HELPS US GET TO KNOW THE CHILD

- daily observation,
- children's sayings,
- work creations,
- photo,
- Shining moments,
- portfolio,
- self-reflection.



WE SHARE THE CHILD'S JOURNEY



PLANNING AND PRACTICE

*A child's shared journey begins
with mutual trust.*



HOW WE SHARE CHILD DEVELOPMENT

-  Bright moments
-  Child's portfolio
-  Child development report (2x per year)
-  Individual consultations
-  Open classrooms
-  Weekly news
-  Photo documentation
-  Continuous communication with parents

TRUST AND COOPERATION

We believe that open cooperation with the family is a natural part of a child's education. We continuously share important discoveries, experiences and Shining Moments from their educational journey so that parents can be an active part of their daily discovery and learning. Thanks to regular communication, we together create conditions for the harmonious development of each child.

Shining Moments are most valuable when they connect the child, educators, and family on a shared journey of learning.



REFLECTION ON PEDAGOGICAL WORK



PLANNING AND PRACTICE

Reflection turns an experience into another opportunity for learning.



Each reflection opens up new possibilities for children, teachers, and the entire school. It connects teachers' experiences with further planning and supports the quality of each child's education.

REFLECTION IN PRACTICE

- joint reflection of educators,
- ongoing pedagogical diagnostics,
- sharing experiences,
- evaluation of integrated blocks,
- planning next steps,
- professional development.



09

INDIVIDUAL APPROACH IN EDUCATION

EVERY CHILD IS UNIQUE



*The diversity of children
is our daily inspiration.*



INDIVIDUAL APPROACH

Every child needs something different. But all children need acceptance, trust, and the opportunity to experience success.

EVERY CHILD IS UNIQUE.

At Sunny, we see each child as a unique individual with their own pace of development, experiences, interests, needs and learning style. It is through this diversity that children learn cooperation, respect, empathy and the joy of shared discovery. Our goal is to create an environment in which each child experiences safety, the joy of discovery and success on their own educational journey. Individualization is a natural part of the daily pedagogical work of all teachers. It accompanies the education of each child and helps them develop their unique potential.

WE SUPPORT EVERY CHILD

Teachers continuously identify the strengths, current needs and possibilities of individual children and adapt the educational offer to them. If necessary, they cooperate with the family and professionals.

workplace and together they look for ways to enable the child to best develop his or her potential. This way, every child gets the opportunity to develop in a safe, respectful and stimulating environment.



HOW WE SUPPORT CHILDREN IN SUNNY



INDIVIDUAL APPROACH

Support doesn't start when a problem arises. It starts by getting to know each child carefully.



INDIVIDUALIZATION AND DIFFERENTIATION

Educators tailor the educational offering to the abilities, needs, interests and pace of individual children. They offer different learning paths and adjust the level of support so that every child can experience success and develop their potential.

WE WORK TOGETHER FOR A COMMON GOAL

Effective support for a child is based on cooperation between teachers, family and professional institutions. If necessary, we use support measures and recommendations from school counseling facilities. Together, we look for ways to help the child develop his or her strengths and overcome obstacles to learning.

- 👁️ We get to know - the child, their needs, possibilities and way of learning
- 🎯 We individualize - we adapt education
- 🤝 We cooperate with the family and other professionals
- 🧩 We support - we use support measures
- 🌱 We develop - every child experiences success



TWO LANGUAGES. ONE NATURAL PATH.



INDIVIDUAL APPROACH

*We learn a language
best when we live it.*



NATURALLY IN TWO LANGUAGES

At Sunny, we create a natural bilingual environment in which children grow up in daily contact with English and gradually develop their Czech language skills in a way that is appropriate to their age and educational needs.

Both languages are intertwined during games, projects, everyday activities, and shared experiences. Children acquire them through natural communication, not through formal instruction.

In younger grades

English is the natural language of communication. Teachers use the Czech language only to the extent appropriate to age, adaptation needs and individual children's language needs.

In preschool classes

we create balanced conditions for the development of both languages with an emphasis on preparation for entry into elementary school.



HOW THE BILINGUAL ENVIRONMENT WORKS AT SUNNY



INDIVIDUAL APPROACH

Language arises from relationships, communication, and everyday experiences.



English language development

It is based on current knowledge about early second language acquisition. It primarily supports comprehension, communication, phonological awareness, and a positive relationship with books, stories, and future reading.

HOW CHILDREN LEARN LANGUAGE

- They listen.
- They understand.
- They communicate.
- They discover books and stories.
- They create the foundation for further reading and writing development.

HOW WE DEVELOP THE BASICS OF READING LITERACY

- listening to the language,
- rhythm and rhymes,
- sounds in words,
- vocabulary development,
- stories and books,
- first encounter with letters.

WHAT DOES THE CHILD GAIN?

- Understands common instructions.
- Communicates naturally.
- He uses English when playing.
- They are not afraid to speak.
- Discovers books and stories.
- They develop a positive relationship with languages.

English is a natural part of the children's daily lives at Sunny. It accompanies them in playing, discovering, thinking and sharing experiences.

Thanks to this, both languages become a natural part of their world.



Two languages.
A world full of discoveries.



10

EDUCATION CONDITIONS

THE ENVIRONMENT IN WHICH CHILDREN GROW



EDUCATION CONDITIONS

*The environment supports curiosity,
independence and the joy of discovery.*



Every space at Sunny
invites children to explore,
create, think and grow.

At Sunny, we believe that the environment is an active partner in education and co-shapes children's everyday experiences. Thoughtfully arranged classrooms, activity centers, gardens and common spaces create conditions for independent play, discovery, collaboration and focused work. Each space naturally encourages children to be active, make decisions and gain new experiences.

THE ENVIRONMENT SUPPORTS

- safety and wellbeing
- curiosity
- independence
- cooperation
- communication
- creativity
- active learning
- responsibility
- movement



HOW THE ENVIRONMENT SUPPORTS LEARNING



EDUCATION CONDITIONS

*Every space has
its own educational purpose.*



At Sunny, we create an environment that encourages children to be independent, collaborative, and actively explore. Classes are structured so that children can choose activities based on their interests and needs, make decisions about their work, and take responsibility for their own learning.

THE ENVIRONMENT SUPPORTS INDEPENDENCE

Children learn best when they are free to make their own choices, decisions and active discoveries. That is why we create an environment that encourages initiative and taking responsibility for their own learning.

CHILDREN HAVE THE OPPORTUNITY

- choose activities,
- work independently,
- cooperate,
- to return to work,
- use open material,
- take care of the environment.

WE USE

- activity centers,
- research corners,
- books,
- natural materials,
- digital technologies used as a tool for cognition,
- outdoor environment,
- school garden.



WE LEARN INSIDE AND OUTSIDE



EDUCATION CONDITIONS

Nature is a natural part of our daily education.



We do not limit education to the classroom. Every environment offers different opportunities for learning and development, so naturally **we alternate learning indoors and outdoors.**

We use the school garden, surrounding nature and public space as a natural environment for exploration, movement, research activities and joint projects. Children learn about the world through their own experiences and connect new experiences with everyday life.

EDUCATIONAL ENVIRONMENT

- gardens,
- school surroundings,
- parks,
- expeditions,
- excursions,
- project days,
- nature observation.



THE ENVIRONMENT SUPPORTS WELLBEING



EDUCATION CONDITIONS

Children learn best where they feel safe.



Secure relationships, trust, and a sense of acceptance create the foundation for successful learning and healthy development of a child.

THE ENVIRONMENT SUPPORTS:

- feelings of security,
- trust,
- independence,
- respectful relationships,
- movement,
- rest,
- contact with nature,
- joy of learning.

Wellbeing is a natural part of life at Sunny. Safe relationships, trust, choice, plenty of movement and quiet places create an environment in which children can learn with joy and confidence.



*Every new discovery is another
step on the Journey to the Sun.*





11

ASSESSMENT AND EVALUATION

WE LEARN AND DEVELOP



ASSESSMENT AND EVALUATION

*Every day brings new opportunities
to discover, learn and grow.*



Every child is unique. That is why we primarily monitor their individual progress, joy of learning, and opportunities for further development.

At Sunny, assessment is a natural part of everyday education. It is not used to compare children, but to understand their individual learning journey. We base our work on the principles of formative assessment, which supports the child in their further learning and development. Through daily monitoring of the child's progress, interviews, documentation and cooperation with the family, we obtain information that helps us plan the educational offer and support the further development of each child.

BENEFIT FOR THE TEACHER AND THE FAMILY

- cooperation with family,
- educational planning,
- sharing the child's progress,
- joint support setup.

BENEFIT FOR THE CHILD

- individual development,
- joy of learning,
- healthy self-confidence,
- intrinsic motivation,
- awareness of one's own progress,
- a desire to discover and learn.



FORMATIVE ASSESSMENT IN SUNNY



ASSESSMENT AND
EVALUATION

*We do not evaluate the child.
We support his further learning.*



HOW WE UNDERSTAND ASSESSMENT IN SUNNY

At Sunny, we understand formative assessment as an everyday part of education. We focus on what the child is already doing, how they are learning and what further opportunities we can offer them. The feedback is specific, understandable and guides the child to the next steps in learning, thinking and learning. It is not used to compare children, but to support their individual development.

EDUCATORS IN SUNNY

The educator continuously observes the child, conducts interviews with him, helps the child to be aware of his progress and creates opportunities to reflect on his own learning. He builds on the child's strengths, supports his self-confidence and plans further educational offerings based on pedagogical diagnostics and joint pedagogical reflection.

WE CONTRIBUTE TO DEVELOPMENT

- intrinsic motivation,
- healthy self-confidence,
- the ability to be aware of one's own progress,
- the joy of learning,
- perseverance,
- responsibility for one's own learning,
- ability to receive feedback.

At Sunny, we believe that every child needs to experience success, understand their learning, and enjoy their own progress. This is what formative assessment is all about.



WHERE IS OUR PLANNING HEADING?

EXPECTED LEARNING OUTCOMES



ASSESSMENT AND EVALUATION

*Every child learns.
Every child in their own way.*



HOW WE UNDERSTAND EXPECTED LEARNING IN SUNNY

Expected learning outcomes (EVO)

they help us plan the educational offer so that children have ample opportunities to discover, think, cooperate and gradually develop their knowledge, skills and attitudes. We do not see them as a list of tasks that all children have to complete at the same time. They are a guide for us in planning and monitoring each child's individual progress.

AT SUNNY WITH OVU WE WORK IN THE FOLLOWING WAY:

- we connect them with the topics of integrated blocks,
- we proceed from pedagogical diagnostics,
- we are planning an educational offer,
- we adapt activities to individual children,
- we support the individual Journey to the Sun,
- we use them in formative assessment.

Expected learning outcomes are our compass for educational planning. The real value is the journey a child takes each day as they discover, think, and learn.



LITERACY AND MATHEMATICAL AREAS IN SUNNY



HOW CHILDREN DISCOVER LANGUAGE AND MATH

ASSESSMENT AND EVALUATION

*Children don't learn best from life.
They learn best through life.*



HOW WE UNDERSTAND THESE AREAS IN SUNNY

At Sunny, we develop literacy and numeracy naturally throughout the day. They arise not in separate activities or “teaching,” but through shared reading, conversations, games, problem-solving, discovery, movement, and everyday situations.

Children learn to understand the world around them, express their thoughts, look for connections, think, ask questions and find their own solutions.

It is these experiences that create a solid foundation for further learning.

AT SUNNY WE CREATE OPPORTUNITIES FOR CHILDREN

- we listen, tell stories and have conversations,
- work with books, stories and pictures,
- sort, compare, and look for connections,
- together we solve problems and come up with our own solutions,
- we think, collaborate, and discover the world around us.



READING LITERACY

*Every story opens up a new world.
Every conversation helps the child
understand himself and others.*



ASSESSMENT AND EVALUATION



HOW WE UNDERSTAND READING IN SUNNY

At Sunny, we understand reading literacy as the ability to understand what a child hears, sees, and experiences. It develops through shared reading, conversations, storytelling, working with books, pictures, and their own experiences. The child learns to listen, express their thoughts, ask questions, think about stories, and look for connections.

A CHILD ACQUIRES READING LITERACY BY

- We read and tell stories together every day,
- we guide children to conversations and active listening,
- we work with books, stories, illustrations and dramatizations,
- we support a rich vocabulary,
- we create opportunities for self-expression and sharing of experiences,
- we connect stories with children's everyday lives.

THE CHILD GRADUALLY DEVELOPS

- understanding spoken and read text,
- the ability to express your thoughts,
- communication skills,
- imagination and creativity,
- interest in books and stories,
- the joy of discovering language.

At Sunny, we believe that a love of reading begins with sharing stories, conversations, and the joy of discovering the world of stories and words together.



MATHEMATICAL LITERACY



*Mathematics begins with a question.
Children discover the answer through
their own experience.*



HOW WE UNDERSTAND MATH IN SUNNY

At Sunny, we understand mathematical literacy as the development of logical thinking, finding connections and solving problems. It develops when discovering relationships, sorting, comparing, estimating and in everyday situations. Children think, look for connections, verify their ideas and learn to find their own solutions.

A CHILD ACQUIRES MATHEMATICAL LITERACY BY

- sorting, comparing, and arranging,
- we look for rules and connections,
- we solve problem situations,
- we use manipulative aids,
- we discover mathematics through play and everyday activities,
- We support logical thinking and independent search for solutions.

THE CHILD GRADUALLY DEVELOPS

- logical reasoning,
- problem-solving ability,
- orientation in space and relationships,
- the ability to compare, sort and plan,
- perseverance in finding solutions,
- the joy of discovering the rules.

At Sunny, we believe that mathematical thinking grows out of children's curiosity, discovery of connections, and the courage to seek their own solutions.



HOW WE DOCUMENT AND REFLECT ON A CHILD'S EDUCATIONAL JOURNEY



*Every child walks their own path.
We are watching them closely and helping
them discover their next steps.*



Reflection connects the child, teacher and family on a common educational journey.

On the Journey to the Sun, each child walks at their own pace. Our task is to sensitively guide the child on their educational journey, understand their needs, and create conditions for safe further steps.

We document a child's educational journey through pedagogical diagnostics, the child's portfolio and Shining Moments. Together, they create a comprehensive picture of their learning, development and experiences. Pedagogical diagnostics is based on continuous observation of the child and is a natural part of everyday education. The educator continuously records significant manifestations of the child's learning and development, which is used when planning the child's further educational journey. The child co-creates his/her portfolio, in which he/she captures his/her work, experiences, discoveries, and Shining Moments.

BENEFIT FOR THE TEACHER AND THE FAMILY

- a shared understanding
- of the child's needs,
- sharing the child's progress,
- planning further support,
- partnership cooperation.

BENEFIT FOR THE CHILD

- support according to individual needs,
- development of strengths,
- reasonable challenges,
- healthy self-confidence,
- joy from one's own progress.



ASSESSMENT THAT SUPPORTS LEARNING



Each feedback supports the child in the next step on their Journey to the Sun.



For us, assessment is a natural part of the learning process, not a judgment of a child's performance. We focus on their progress, efforts, strategies, and joy of discovery. **Feedback** helps children understand what they are doing well, what they are already doing well, and how they can continue their learning.

The educator provides children with continuous and understandable feedback during everyday activities. He/she appreciates efforts, supports independent search for solutions and guides children to become aware of their own learning. Sharing the child's progress with the family helps to jointly support their next steps on the Journey to the Sun. We also use the knowledge gained when planning the educational offer so that it best meets the child's current needs.

In our Journey to the Sun, evaluation is a guide on the path to further discovery.

BENEFIT FOR THE CHILD

- joy of learning,
- healthy self-confidence,
- a desire to discover and learn,
- awareness of one's own progress,
- courage to learn from mistakes.

BENEFIT FOR THE TEACHER AND THE FAMILY

- a shared understanding
- of the child's progress,
- open communication,
- partnership cooperation,
- planning further support.



*On the Journey to the Sun,
every step forward is an invitation
to further discovery.*





Thank you for embarking on the Journey to the Sun

*Every child has their own path.
At Sunny, we create an environment
in which we can joyfully discover,
grow, and shine.*



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SCHOOL EDUCATIONAL PROGRAM

JOURNEY TO THE SUN