

Námskrá leikskóladeildar Kerhólsskóla

Basic elements of education	The role of teachers	literacy	Sustainability	Democracy and human rights	Equality	Health and welfare	Creation	Flow
Theme work	Have triggers for ideas for the kids to work with. Seize the opportunity, be well prepared and motivated. Guide and be flexible.	Students' understanding of the subject. Utilize books, computers to gather information. Be literate about the material, teachers and other students.	Get to know the environment, reuse and use the material found in nature. Go on field trips and get to know the local community.	Collaboration, everyone gets a chance to participate and have equal opportunities. The children get to influence the tasks they are working on at any given time and give others peace of mind.	Projects must be suitable for everyone and everyone must be given the opportunity to participate on their own terms. The development of each individual must be taken into account.	Projects that offer a variety of fine and coarse movements. Positivity comes first, have a role, practice collaboration and take good care of the school's assets. Show hygiene.	Allow your creativity to enjoy itself. Have diverse conditions for creation, e.g. art, stories, exploration, music. Children are given the opportunity to create on their own terms.	We have different themes according to periods that go deeper. The opportunities are seized when their children are interested in something and go deeper. One theme work may be different from another.
Outdoors	Organize distance learning. Have an overview, be present, take care of security, help students but do not do for them. Take field trips and introduce the local community.	Learn what clothes to wear based on weather, weather literacy. Learn from past experience. Graphical layout for the weather and appropriate clothing depending on the weather.	Students dress themselves. Take good care of nature, reuse it, use toys from nature and learn to use things and approach subjects on your own terms.	Equal opportunities to play outside, respect other people's play, suitable toys, the children learn to share and allow others to play. Everyone should be able to enjoy themselves.	Everyone gets equal attention. There is no toy for a particular gender. All playground equipment is accessible and the children learn to take turns.	Outdoor games that test social skills are encouraged. Individual needs respected, fresh air and exercise. The children can continue to experiment in playgrounds and nature without it creating danger.	Utilize what is in the environment at any given time, varying according to the seasons. Creation with soil, snow, sand, vegetation and water. Respect for the environment always comes first.	The children have the choice of going out before or after noon or both. Only condition to go out once a day.
Time together	Bring different approaches into the time together, e.g. Lubba, The Friendship Project, Learning and Games, Targeted Language Stimulation, Reading and Singing. Be prepared, hold attention, discipline and seize opportunities. Make sure everyone has a chance to express themselves.	Graphically, promote telephony literacy, fur board stories, song cards, readings of stories and poems. Perceiving different needs and limitations, everyone gets a chance to participate.	The children practice listening and following instructions. The importance of walking well. Discussions take place and the children get the opportunity to express their opinions.	The children are given equal opportunities to express their own desires and opinions. Rules of conduct and behavior are composed together and stories and songs are alternated.	Everyone has an equal opportunity to participate. Practice behavior and get to have your opinions. Everyone gets a chance to express themselves.	Promote self-esteem and self-confidence through participation. Put joy first and talk about our feelings and desires. Discuss health and hygiene and why it is important.	Stimulate curiosity, allow children to create stories, plays and use their imagination.	Mixing groups regardless of age and teachers moving between groups according to what is going on at the time.
Meal time	Set a good example. Language stimulation, allows children to self-dose but encourages them to taste all foods. Teach table manners, tidiness, respect food and discuss hygiene.	Learn to dose yourself, learn from others and recognize the differences between intolerance, eating disorders and other problems. The children learn to lay the table themselves. Icelandic traditions such as þorrlát and Christmas food are celebrated.	Be sure to get a little on the plate and get more often. Resist food waste and talk about food and where it comes from.	Everyone gets to eat and drink, taking turns who is first. Encourage to taste but do not demand to finish off the plate. Taught to respect the intolerance and allergies of others in food.	Everyone is equal and receives assistance according to individual needs and abilities. Respect that everyone has different tastes.	Dedicated and varied food. Education about food and hygiene and that everyone needs to eat and get nutrition. Hygiene and courtesy.	The children serve themselves on their plate and get to decide the order of their food. It is also possible to get half a slice of bread instead of charms and talk about different shapes and appearance of food.	Buffet. The children start eating when they are ready for it within a meal time that spans an hour. Choose themselves on the plate, where they want to sit and with whom.
Rest and relaxation	Help children calm down and discuss the importance of relaxation and rest. Work closely with parents on their children's sleep.	Read a variety of books and listen to stories. Listen to relaxing music for maximum calm.	The children need to learn relaxation on their own terms, they learn to relax and calm themselves. Children who fall asleep are allowed to sleep.	Everyone gets a rest to their liking. Choice of pillows, blankets, teddy bears and pacifiers. It is a choice to go aside for a break at rest if the child so desires during the day.	Everyone gets some kind of rest, gets their place and gets peace to rest.	Rest is important for mental well-being and health. Everyone needs to rest and learn to relax during the day.	In relaxation, the imagination can fly when the child calms down. Important to create interest in listening to stories and soothing music.	At any time of the day it is possible to go for relaxation e.g. yoga if they choose.
Social skills	Assist students in being self-sufficient. Teach discipline, self-control and the difference between right and wrong. Be a good role model, show positivity and do projects wholeheartedly.	Use the friendship program to encourage students to talk about emotions. Read about the behavior and well-being of ourselves and others.	Build independent individuals who can find the material for the game themselves and use the environment for games.	It is important that everyone feels good and feels safe in the kindergarten. The children are allowed to take part in creating rules in the kindergarten. Everyone and their views are respected. The importance of having a balance of power between children and teachers.	Talk about equality and that everyone has the right to their feelings.	Build a positive self-image. Respect that not everyone likes to be aware of it. The children learn to set boundaries for their body parts.	Learn to express their feelings in a creative way. You can show emotions with pictures, games, music and various materials. Encouraged to play together and role play.	Respect the play of others. "I am responsible for you and you are responsible for yourself." Positive communication as a guideline.
Material / environment	Make sure there is good access to a variety of materials. Assist the children in getting to know various materials and contribute to the environment being suitable for the children and their work. Follow the policy of the Green Flag School.	Get acquainted with different textures, soft, hard, hot, cold, plastic, wood, rough, fine and slimy. Be aware of our environment and whether or not the material is suitable.	Learn about recycling, what can be recycled and what not. Learn to sort rubbish according to whether it is plastic, paper, organic or general waste.	Show respect for the environment and nature. Utilize paper and worthless materials. Use water, electricity and paper sparingly. Equal equipment to utilize the material.	Access to the materials is equal, at the height they reach so that they can enjoy themselves on their own terms.	Must be safe, clean and harmless. Toys made of approved materials.	Strive to create and renew from worthless things. Have enough variety. Activate your imagination and make sure that the children get a free rein in creativity.	Always access to a variety of materials and a diverse environment. Is at their height so that they can access the material themselves.
Movement	Organize sports and dance classes for the kids. Teach children different games and maintain discipline and organization. Participate in games with the children and be good role models.	Follow visual and oral instructions. Be literate in your own movements and considerate of others.	Use the environment for games. Utilize what is found in nature for various activities e.g. slopes, rocks, climbing trees, etc.	The children get a choice of varied games and get to make an impact. Respect yourself and others. We have different skills and that's okay. Focus on strengths rather than weaknesses.	Experience that the sexes have equal access to toys and playgrounds. Children are encouraged to use a variety of toys regardless of traditional gender roles.	Exercise is important for mental and physical health. A variety of exercise is offered both indoors and outdoors.	The children get to create their own games and get access to a variety of materials for it. Danced to a variety of music and creative ways used in finishing.	Offer a variety of exercise both indoors and outdoors. We have access to a sports hall and swimming pool.
Physical care	Teach children about general hygiene. Assist with hand washing after toilet trips, before and after meals. Teach children to be respectful of their bodies and to be good role models themselves.	The children learn body names and concepts related to physical care. Increase awareness of the importance of hygiene.	Use a reasonable amount of paper and soap. Children learn when it is especially important to maintain good hygiene. Allow the children to help themselves if necessary.	Everyone should feel good. Clothing needs to be appropriate, self-made and self-evident for oneself and for others. Assist with basic needs.	We are all different and have different needs. We work with gender studies and different races. We need different times to act and that should be respected.	Assist the children with daily physical care. Wash after toilet trips, outdoor mealtimes and other work.	The children get the opportunity to create with soap and water. Get to go for a swim where it's okay to play with soap and water.	Opportunities to discuss the importance of hygiene and physical care. Encouragement to do your own toilet trips and hand washing according to each person's development.