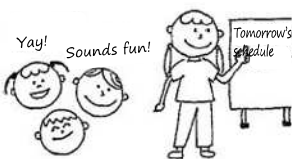
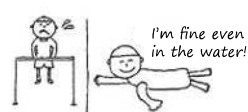
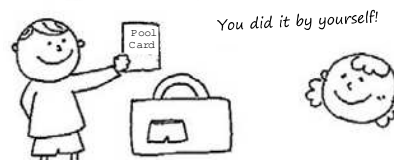




They cooperate with friends and eagerly exercise their ability towards a goal.



Abilities to be nurtured	Expected behavior at preschool	How teachers should interact with children at preschool
Take care of oneself	- Children gain self-awareness as the oldest in the preschool, engaging in preschool events (such as the entrance ceremony, farewell ceremony for teachers, and emceeing birthday parties) and taking care of 3- and 4-year-olds. 	- Acknowledge children's efforts to prepare for events on their own by deciding on roles with their classmates, and their efforts to interact with younger children, to help them build confidence. 
Lead a healthy, safe life	- They proceed with their lives with foresight about what their day will be like at preschool. 	- Have children decide on duties by thinking about what they can accomplish themselves, based on the necessity of those duties in daily life, so that they develop an awareness of being in charge of their own lives. - Use daily schedules and calendars to indicate procedures and what is to come visually. In this way, children will know what to expect regarding the next activity, plans for the following day, etc.  
Engage in sufficient physical activity and exercise voluntarily	- Children can understand the pleasure of eating, have an interest in food, and appreciate the importance of food.	- Help children appreciate the process and difficulty of growing food through taking care of plants, and create opportunities for them to enjoy growing and harvesting, and to eat the food with their classmates. 
	- Children voluntarily go outdoors, engage in physical activity with determination, and can work towards their own goals. 	- Consider how to divide roles and form teams so that children can sufficiently demonstrate their individual strengths, and give enough recognition to their hard work. - Engage in physical activities as a whole class (grade), and have teachers also engage in physical activities with children to share the fun (jumping rope, gymnastics bars, relays, etc.).

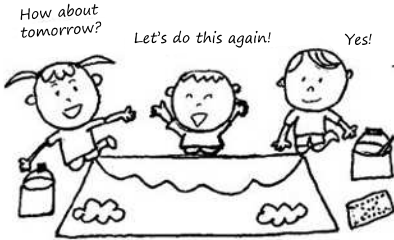
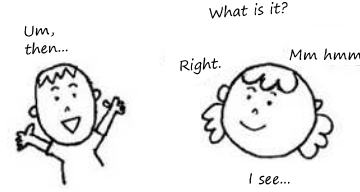
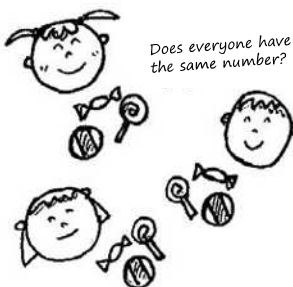
What is important at home (relationship with parents/guardian)	
	- Acknowledge older children's efforts to do things on their own, and keep watch over them. Leave for preschool with time to spare, and enjoy conversation with your child on the way by discussing everyday topics such as their day at preschool or the dinner menu. - Give children acknowledgment with words, such as for their hard work as older children and their efforts at events, so that they can appreciate their growth themselves, and you can enjoy their growth together. - Prepare necessary items with your child each day so that nothing is forgotten. - Determine home rules with your child, such as regarding using items and tidying up, to help them keep things in order on their own. - Go with your child to the park, or elsewhere in nature, to engage in physical play on days off.
	- Get children interested in ingredients they dislike gradually, such as by cooking together, and shopping and selecting ingredients together, and create opportunities to eat these ingredients. - It is a good idea to eat with your child in a cheerful atmosphere while showing them how to hold chopsticks, sit still at the table, and eat.
	- Children will experience a variety of emotions in games with winners and losers (such as relays and tag). These emotions include happiness at winning, disappointment at losing, and not wanting to participate if they lose, but all these experiences are valuable. Support them by giving enough acknowledgement to their hard work and effort.



They cooperate with friends and eagerly exercise their ability towards a goal.



Abilities to be nurtured	Expected behavior at preschool	How teachers should interact with children at preschool
Interact with things with curiosity and interest Express thoughts and feelings with words Develop vocabulary and a sense of quantity	- Through play and daily life, children consider things they have wondered about, experienced, or thought in play and daily life with their teachers and friends. - They persevere even when things do not go well, and they engage in repeated trial and error. - They can select materials and items that suit their imagined play.	- Accept, empathize with, and enjoy children's thoughts and feelings to think together. - Empathize with children's feelings of wanting to know "why" to help them thoroughly investigate things and achieve what they want to do. - Introduce the beauty and wonder of natural objects and natural phenomena at every opportunity. - Prepare playground equipment and tools (sand, soil, mud, uncolored and colored water, etc.) so that children can gain a sufficient sense of the properties of things and play through trial and error. 
	- Children can communicate in words regarding their own thoughts, feelings, imagination, etc. 	- Accept the feelings children want to express, wait for them to put their feelings into words, and teach them how to express their feelings to nurture understanding and rich expressive capability with spoken words. - Suggest a variety of ways of expression according to the situation so that children can achieve their thoughts, feelings, and what they want to do. - Provide chances for children to share information on play with the whole class, creating opportunities for them to share insights and interesting aspects of each other's play and to realize their friends' good points.
	- Children develop an interest in numbers and writing through play.	- Show children the concept of the numbers of things through experiences in play and daily life (such as one-to-one correspondence). - Help children develop an interest in concepts such as size, length, and height through play and daily life, based on a sense of necessity. - Place importance on activities in play and daily life that will lead to reading and writing (taking attendance, plant growth and harvesting, the shiritori word-chain game, the reverse word game, etc.). 

What is important at home (relationship with parents/guardian)	
	- Rather than anticipating information, vocabulary, etc., to teach, accept signs from your child, such as what they have wondered about, experienced, or thought, to place value on their ideas and intellectual curiosity. - The process of efforts leading to the day of an event is important, and children develop significantly through accumulating shared experiences with their friends. It is crucial to manage children's health and make sure they go to school on time. - Enjoy children's growth together, and acknowledge their efforts by saying, "You're doing a good job at ○○."
	- Value the feelings your child tries to express with words. Be patient, take time to listen to what they say without interrupting, and wait until they can produce the right words. - Adults should set the example for conversations in everyday life. Enjoy conversations with your child by making comments like, "There were some pretty tulips in bloom," or "That's a bright sunset,"
	- Help children become aware of numbers and amounts by helping and doing other tasks in daily life, such as distributing snacks in equal portions, setting the table with dishes and chopsticks for meals, and dividing drinks according to the number of family members. - Children will demonstrate some gradual ability to read hiragana, but you should continue to create opportunities to read picture books so that they can form an impression of the story while imagining how things look. It is good to make this a daily habit by deciding on a time, such as the 10 minutes before bed.

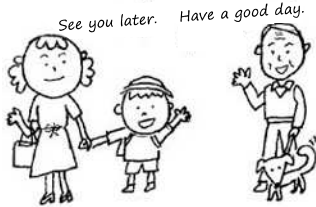
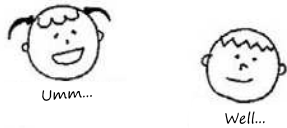
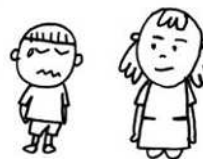


They cooperate with friends and eagerly exercise their ability towards a goal.



Abilities to be nurtured	Expected behavior at preschool	How teachers should interact with children at preschool
Greet others Communicate with others Follow rules and keep promises	- Children can greet others according to the person and place, including greeting people they know and their seniors.	- In addition to everyday greetings, parents and guardians should set an example to help children gain greater awareness, including of how to greet others in formal locations and of their speaking volume. - Help children feel a sense of familiarity and take interest in community events when interacting with local people they know.
	- Children can play with friends while working towards a goal. 	- Provide children with dynamic play experiences according to their interests so they realize the fun of play that cannot be done alone and the joy of true friendship. - Predict relationships between children and the course of play to determine whether they can overcome difficulties themselves, and give them verbal hints or concrete assistance to achieve their play.
	- Although they will occasionally disagree, children can communicate their thoughts and imagination to their friends and accept each other's ideas to play together (however, they will sometimes disagree). 	- When friends have disagreements about what they want, empathize with children's feelings, make time for discussion, and work so they can resolve issues on their own. Provide opportunities for the whole class to reflect on any points that you would also like other children to know, making these points a topic for everyone. - Accept the feelings children want to discuss. Ask questions about their reasoning like "Why do you think so?" and "Why do you feel that way?" to elicit words and let them know what to say, allowing other children understand what they want to communicate.
	- They understand words and actions that other children dislike and can think for themselves before acting.	
	- Children recognize the importance of rules and attempt to follow them through daily life with their friends.	- Let children realize the importance and necessity of rules for themselves by providing opportunities for the whole class to discuss rules and consider why those rules exist.

What is important at home (relationship with parents/guardian)

 See you later. Have a good day.	- First and foremost, adults should aim to greet others pleasantly.
 Umm... Well...	- Create time to speak with your child about the day's events and their thoughts. A time when your child is relaxed and can speak freely, like bath time or before bed, is recommended. - Have conversations that allow you to enjoy exchanging thoughts with your child by looking at their face while speaking and nodding as you listen.
 ○ gives lovely greetings. It's fun to talk to △. □ is always kind.	- Your child's classmates will have a variety of personalities. Talk about the strong points of each child (friend) to bring attention to those aspects.
 This is important to talk about.	- Let children know the reasons and meaning behind things they cannot do or say to others, and properly demonstrate adults' basis for determining what is right and wrong.

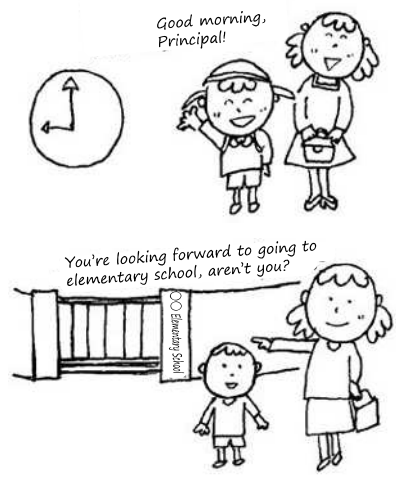


They cooperate with friends and exercise their ability towards

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Abilities to be nurtured	Expected behavior at preschool	How teachers should interact with children at preschool
Take care of oneself	Children are aware of the stopping point of activities and of time, and they know what to expect in their daily lives. 	- Let children know what to expect in their daily lives, such as by using models of calendars and clocks, and schedules written on whiteboards, and express things with pictures and illustrations as well as writing. Let them think about and work on what is necessary without help. - Cultivate a sense and awareness of time by using a clock when tidying up, joining together as a group, and eating. "Hurry! Only 5 minutes left!" "You can play a little more, You still have 30 minutes." - Encourage children to end activities and switch their mood on their own. 
Lead a healthy, safe life	Children know the details of necessary work in their daily lives and voluntarily make effort with their friends. 	Notice when children are proactive in duties and group activities, and acknowledge when they communicate with friends in their group and work together.
Engage in sufficient physical activity and exercise voluntarily	Children can make repeated attempts at activities that are slightly difficult and are proud when they succeed. They enthusiastically make effort in a variety of areas. 	- Introduce activities to allow children to enjoy playing in groups and physical play. - Offer specific recognition and encouragement when children are working hard to give them confidence and motivation so they can improve by trying things without giving up. 

What is important at home (relationship with parents/guardian)	
	- Regulate your child's daily routine even at home, such as by having a fixed wake-up time and mealtimes, and put this into practice with your child. Give your child sufficient acknowledgement when they are aware and act on their own, such as by saying, "You noticed! Now it's time for ○○." - Fill in your schedule on a calendar and talk about it, like by saying, "○ more days until your recital," to help your child know what to expect in daily life. - Encourage your child to think and act for themselves even at home. You can make comments like, "Let's prepare dinner. What do we need?"
	- Practice walking the route to elementary school with your child. - Some children feel anxious as well as happy about entering elementary school. Avoid using language like, "You can't be a 1st grader unless you do ○○." - Talk to your child about school in a way that makes them look forward to their new life. - Listen carefully to your child. Try to be a good listener and make it easy for your child to talk to you.
	Listen carefully to what your child is working hard on at preschool, and give them acknowledgement and encouragement. In addition, allow your child to have a variety of experiences at home, and support them by recognizing, encouraging, and assisting in their efforts.

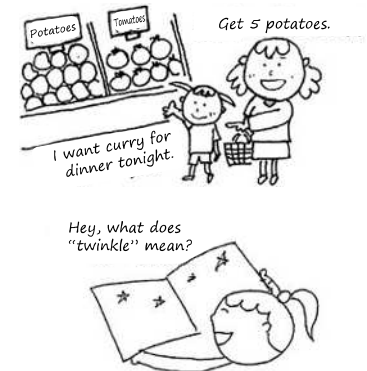


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Abilities to be nurtured	Expected behavior at preschool	How teachers should interact with children at preschool
Interact with things with curiosity and interest Express thoughts and feelings with words Develop vocabulary and a sense of quantity	- Children are interested in how things work and can play deliberately to test and verify what are curious about. 	- Prepare tools and materials that capture children's interests to provide a wealth of experiences, and allow for the time and space for them to work without rushing. When doing this, sympathize with children's realizations and discoveries so that they can enjoy trial and error, and pursuing their interests.
	- Children understand how to use language and express themselves in line with the mood and circumstances at the time (speaking volume, etc.), and they can speak so that other children understand. 	- Acknowledge children's efforts to express their thoughts and feelings to friends and teachers in their own words, and to have discussions on their own, while also joining in so that the children themselves become aware of things such as their speaking volume, manner of communication, and behavior as listeners. 
	- Through play and daily life, children realize the necessity and usefulness of writing and numbers, and they can compare, differentiate, read, and write. 	- Use writing and numbers in play, and create opportunities for children to play competitively as a group (making Japanese games like karuta or sugoroku, spinning top challenge cards, scorecards, etc.). - Continue providing activities for children to realize the necessity and usefulness of writing and numbers in daily life and play, and entrust them with more of these activities (taking attendance, invitations and thank you cards for events, etc.). 

What is important at home (relationship with parents/guardian)	
	- Ensure space and time for your child to do what they want without rushing, watch over them, and acknowledge when they test and verify things for themselves. - Actual experiences in play and daily life lead to learning at elementary school and form the foundation of life. It is good for children to have a variety of experiences through play and daily life at home.
	- Accept when children express themselves in their own words while confirming how they can speak in a way structured for other children to understand and how to use words according to the situation. Parents and guardians should put this into practice, such as by being conscious of speaking politely.
	- Capture your child's interest in writing and numbers to create an environment to expand those interests (place a chart of hiragana and katakana where it can always be seen, etc.). - Talk about units, prices, and signage when writing letters, shopping, helping, etc., to foster your child's interest in numbers, amounts, and writing through real-life experience.



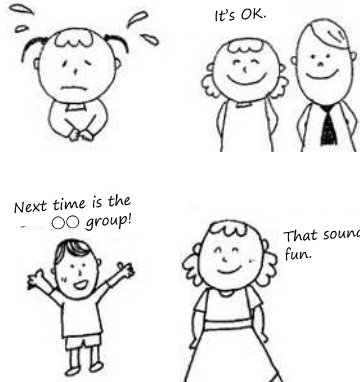
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Abilities to be nurtured	Expected behavior at preschool	How teachers should interact with children at preschool
Communicate with others	- Children recall their fun times and efforts, experiencing a real sense of their own growth by comparing the past and present and gaining confidence. - They demonstrate their abilities as a member of a group and feel a sense of identification through efforts in connection with others when engaging in activities with other children. 	- Place importance on building relationships of mutual recognition between classmates so that each child can gain confidence for daily life. - Value opportunities for children to focus on and realize each other's good points. Have friends acknowledge each other and join their intentions to work towards common goals so that they feel a sense of fulfillment and achievement. 
	- Children can play while following rules. 	- Help children live with a sense of the necessity of rules, as following rules in daily life and play allows everyone to live comfortably. 

What is important at home (relationship with parents/guardian)

What are some good things about ○○?  He's a good singer! He's nice to everyone! It's OK.  Next time is the ○○ group! That sounds fun.	- Appreciate the unique ways your child has grown, acknowledge their good points, and communicate to give them confidence. - It is important for your child to experience the sense of fulfillment and achievement of working with their classmates, such as in making effort to prepare for events. Be sure to talk about these things at home. Support their feelings when something is a bit difficult by saying "It'll be OK! You can do anything when you all work together." - Communicate your child's growth in words without comparing them to other children, such as by saying, "I see you learned how to do this," "You've grown mentally and physically," or "It's great that you got along with everyone." This will give them confidence to enter elementary school. - Spending daily life with different groups is a chance to expand friendly relationships. Acknowledge when your child discovers a friend's good points or talents.
I'm sorry.  What should you have done?	- Be precise about promises at home regarding safe behavior (such as not touching the stove, not answering or opening the door without permission when the doorbell rings, not playing in the bathtub or washing machine, not going on the balcony without permission, and holding hands when walking outside). Correct children and make sure they understand if these promises are broken. - Have your child think for themselves about what they should have done and why promises are necessary. Finally, calmly accept their feelings after you correct them.