

Main initiatives integrating and linking preschools and elementary schools in Minato City

The present kindergarten education curriculum, childcare guidelines for nursery schools, and curriculum for certified childcare and education centers linked to kindergartens/nursery schools describe qualities and abilities to be nurtured. These qualities and abilities are “the foundation for knowledge and skills,” “the foundation for the ability to think, judge, and express oneself,” and “the ability to strive for learning, humanity, and more.” The “qualities that should be nurtured in children by the end of early childhood” clarify the specific vision of what children should be like around the end of early childhood, when the qualities and abilities above have been nurtured through all the activities developed based on the targets and content described in the kindergarten curriculum and other guidelines. In addition, there is an emphasis on a smooth connection with elementary school education.

Based on the qualities and abilities that should be cultivated in school education overall, and on the qualities that should be nurtured in children by the end of early childhood, the City strives to achieve high-quality early childhood education and a smooth connection with education in elementary school.



The “Curriculum in the Bridge Period Between Early Childhood and Elementary School Education, Minato City Edition – open the door to connection” will lead to effective initiatives.



Leaflet

What is the Bridge Program?

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The Bridge Program involves connection and cooperation between not only teachers at kindergartens, nursery schools, and elementary schools, but also other adults who interact with children, such as parents, guardians, and local residents. It asks these adults to strive beyond the differences in their positions to treat children's education as an issue in which they are personally involved in order to enhance education during the bridge period—the two years bridging early childhood and elementary school education, from 5 years old to 1st grade of elementary school. The program aims to realize independent, interactive, and profound learning suitable to this period, taking the diversity of individuals into consideration and nourishing the foundation of learning and daily life for all children.

What are Minato City's initiatives?

Minato City's initiatives

We will promote high-quality education throughout Minato City.

- Initiatives conscious of continuity and consistency in the qualities and abilities to be nurtured
- Initiatives with greater awareness of connections in learning
- Initiatives to implement to lead to effectiveness

What are the curriculum's characteristics?

Minato City's initiatives

The two years bridging early childhood and elementary school education, from 5 years old to 1st grade of elementary school, are considered to be divided into three periods and devised to foster an awareness of connections in learning.

The city divides the two-year bridge period into three phases: Phase I, Phase II, and Phase III.

Phase I indicates the first half of the year for 5-year-olds, Phase II the second half of the year for 5-year-olds through the first half of the year for 1st graders, and Phase III the second half of the year for 1st graders. Phase II, especially, is the transition period to the next phase, and we are making a greater effort toward awareness of connections with learning by considering 5-year-olds and 1st graders as an integrated group.

Education in the bridge period

	0-2-year-olds	3-year-olds	4-year-olds	5-year-olds	1st graders	2nd graders	3rd graders	4th graders	5th graders	6th graders	7th graders	8th graders	9th graders	10th graders	11th graders	12th graders
Phase division				Phase I First half of the year	Phase II Second half of the year											
	Education in early childhood			Transition to the next phase		Education in elementary school										

What can be expected of children?

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Overlooking the two years of the bridge period, the qualities and abilities for each phase are nurtured in an integrated way.

Bridge Period Phase I 5-year-olds April – September	Bridge Period Phase II 5-year-olds October – 1st graders September	Bridge Period Phase III 1st graders October – March
- Children can engage sufficiently mentally and physically to accomplish what they want to do. - They can share their thoughts and feelings with their friends to think and come up with solutions to work towards common goals.	- Children can enjoy interacting; think, figure things out; and cooperate toward common goals without help; and accomplish their goals without giving up. - They are self-aware of what must be done while enjoying a variety of activities (lessons), work with a sense of what is necessary, and act with confidence.	- Children make use of what they have learned through experience to strive to learn independently. - They experience the fun of doing things as a member of a class and persevere while knowing what to expect. - They expand their worlds while demonstrating their own skills and regulating themselves.

