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Preschool kindergarten math

Learning fundamental math in kindergarten is crucial. It builds confidence and prepares children for more advanced concepts. Our kindergarten math category includes worksheets for early stages and slightly more advanced levels. They cover numbers, counting, measurement, and problem-solving skills. Additionally, we offer free worksheets on addition, subtraction, fractions, place value, graphs, and patterns. These materials are designed to be both fun and educational. You can use all our free math worksheets online, except for the premium collection. They serve as valuable tools for parents and teachers. Please share our free worksheets. Thank you! 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Skip to main content Share — copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt — remix, transform, and build upon the material for any purpose, even commercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution — You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. In my experience, introducing math concepts to children can either be incredibly frustrating or inspiring. Math is everywhere in our daily lives, and inviting children into learning in a natural and organic way is the best first step to life-long journey of understanding and appreciating mathematics. I feel math can be especially enriching when the concepts are integrated with real life experiences. In my family, we have one child who has been particularly interested in math from a young age, but I wanted to respect his development and did not want to jump the gun on formal academics too soon. I wanted to incorporate numbers and math practices, but in a gentle and inviting way. For young children interested in math, what can we offer for learning while still keeping it gentle and interactive? In this blog post: Introducing math with a gentle invitation Math concepts for the early years Hands-on math activities for the early years Introducing math with a gentle invitation During the early years, such as preschool or kindergarten, my focus is to develop a love for literature, give lots of time for unstructured play, and develop the habit of attention. These are the elements I nurture during these years, not academics. Related: Homeschool Preschool: Five Intentions for the Early Years When my children show signs of readiness for formal learning, I invite them into our homeschool. All four of my children come together most days to study the Bible as a family, participate in Morning Time and nature study, and read together with picture books or during our read-alouds. I do not push academics until my children are ready. If it seems like they are not engaged with the subject matter, I do not push it. I believe that children will respond better to learning when they are ready. When I introduce concepts like number recognition or counting, we do it playfully. Regardless of what my children grasp, it is a special time together when we are learning side-by-side. I also introduce more formal learning in short bursts of time. For example, my kindergarten-aged son may spend 10-15 minutes writing numbers or playing a game, and that's it. During the day, we may lightly touch on math topics we encounter. For example, we may measure ingredients together as I prepare breakfast, or count the rocks he collects when he plays outside. While our "formal" learning periods may be brief, we teach and explore math naturally as it presents itself in our daily activities. For a peek into our homeschool day at this stage, watch the YouTube video below: Related: Homeschool Kindergarten: Daily Rhythm, Schedule, and Curriculum While academics are not my priority, when my children are ready to introduce concepts like the alphabet or numbers, I love to do it through hands-on play. Math concepts for the early years Children between ages 3 and 6 often start learning about math by learning the names of numbers 1-10 and then progressing to other ideas like counting and grouping. Other concepts children can learn at this age include recognizing numbers, identifying more and less of a quantity, and understanding one-to-one correspondence, like matching sets or knowing the quantity of each group. They can also learn to identify shapes and perform simple addition. As children explore numbers and math in various ways, it helps develop a strong, foundational number sense. As children learn, they begin to develop a framework to understand and organize numbers and number relationships, which can underscore their mathematical learning for years to come. Much like the way we encounter literature, I believe math learning and practice at this age is just a way to expose children to new concepts and empower them to learn. Hands-on math activities for the early years My favorite way to introduce math to my children is through tactile, hands-on learning. I think this format is ideal for children at this age who may not sit still or focus for long periods, and are still learning the motor skills of handwriting. Here are some of the ways I like to do this with my children. Related: Our Math Journey: Honest Reviews of The Good and The Beautiful, Masterbooks, and Math-U-See Curriculum Number recognition and counting Create visual numbers – Gather items from nature like sticks or leaves. Have your child call out a number and use the items to form the number. (Nature Inspired Learning) Number scavenger hunt – During a walk or a car drive, call out a number and ask your child to find it in their surroundings, like on a sign or a mailbox. String beads on pipe cleaners – Use pipe cleaners as "string" and count the beads as your child threads the pipe cleaner through each bead. Dice rolling – Roll dice and have your child name the number the die settles on. You could also match each dice with the corresponding numeral or number card. Stacking blocks – Stack blocks or other objects and count as you go. Counting with number cards – Displaying number cards, use your hand to cover the numeral on the card. Have your child count the number of watercolor illustrations printed on the card and tell you what number it is. Show your child the corresponding number. Number card scavenger hunt – Hide number cards around the room. Write out numbers 1-10 on a large paper. As your child finds each number, match the number card to the number on the paper. Build a city – Use Lego to build a city that stacks as high as the corresponding number. (Cinta & Co.) Fill a cup – Roll the dice and fill cups with the corresponding number of loose objects. (Frugal Fun for Boys and Girls) Balloon bounce – Throw a balloon in the air and count the number of times you can keep it from hitting the ground. Counting flower petals – Gather flowers outdoors and count the number of petals on each flower. Counting pinecones – Write numbers 1-10 on the ground with sidewalk chalk. Gather the corresponding number of pinecones or another item from nature and place it by each number. (Fun-A-Day) Number toy hunt – Write numbers 1-10 on different pieces of paper. Draw a corresponding number of empty circles on each paper. Gather toys that correspond to the number and place them on the empty circles. (Toddler Approved) How many is 100? – Create a grid on the floor with 10 squares. Fill each square with groups of 10 objects like coins or stickers to create a visual of what the number 100 looks like. (Busy Toddler) Number jump – Spread the cards all over the floor. Call out a number and have your child stand by the number card and jump the corresponding number of times. Number clip – Use clothespins to clip the correct amount of clips onto number cards. Related: 30+ Nature Play Ideas for the Early Years Number sequence and sorting Number rocks – Collect rocks from outside and label them with numbers 1-10. Have your child place them in the correct order. (Fun-A-Day) Number cards in numerical order – Scatter number cards around a table or floor and ask your child to move them into numerical order. Coin sorting – Use masking tape or painter's tape to tape a grid on the floor. Use the grid to sort coins by type within each grid. (Busy Toddler) Pom pom sorting – Fill a sink or bin with water. Drip pom poms of different colors into the water. Using a large spoon, have your child remove the pom poms one color at a time. Happy and sad face sorting – Gather pictures of faces from your photos or magazines. Sort them into piles of happy faces and sad faces. (Having Fun at Home) Apple sorting activity – Gather red and green apples and two baskets. Have your child put red apples in one basket and green apples in another. (The Resourceful Mama) Nature sorting activity – Gather items from nature like rocks, acorns, or pinecones. Sort the items by their similar traits, like color or size. (Nature Inspired Learning) Color sorting – Set out different colors of construction paper. Find objects around the house that are the various colors and set them on the coordinating piece of paper. You could also do this with stickers, pipe cleaners, beads, and more. (What We Do All Day) Egg carton sorting – Label each space in an egg carton with numbers 1-12. Place the corresponding number of pom poms in each space. (What We Do All Day) Card sorting – Using a deck of cards, have your child sort the deck into stacks of color, suit, or number. (What We Do All Day) Sticky sort – Display contact paper on a table or a wall with the sticky side up. Cut pieces of construction paper into small squares. Sort the squares of construction paper by color by sticking each square to contact paper. (Busy Toddler) One less one more – Using a dry-erase marker and the Wonder of Nature Number Sheets, practice number sequence by inviting your child to write the numbers that come before and after in the blank boxes. Use the number line as a reference. Shapes Shape art activity – Draw overlapping shapes on a large piece of paper. Color or paint each shape. Identify and discuss the various shapes in the large shapes and smaller, overlapping shapes. (Busy Toddler) Create shapes with objects – Using objects from nature like sticks, flowers, or rocks, line the items up to create shapes like circles or squares. (Nature Inspired Learning) Everyday shapes – Point and discuss shapes in everyday life like the tires on the card, the shape of letters in the mail, and signs on the road. (Hands On As We Grow) Window shapes matching – Cut out shapes from foam. On a window, use a dry-erase marker to outline corresponding shapes. Match the foam shape to the corresponding shape on the window. (Powerful Mothering) Shape hopscotch – Use sidewalk chalk to draw various shapes on the ground outside. Call out the name of a shape and have your child throw rocks to the corresponding shape or jump to it. (Creative Family Fun) Play-Doh shape building – Get out the Play-Doh and stamp or cut out various shapes. (The Preschool Toolbox) Pancake shapes – Make pancakes into various shapes, or use a fork and knife to cut the pancake into different shapes. (Discovery Play with Littles) I Spy – Play a game of I Spy and look for different shapes in your surroundings. Shape sorter – Use a shape sorter to sort shapes of different sizes and colors. Giant shape match activity – Using kraft paper, outline different shapes like blocks or other household objects. Invite your child to match the block to the corresponding shape on the paper. (Busy Toddler) Related: Overview: Wonder of Nature Collection Adding, subtracting, and measuring Number cards for simple addition and subtraction – Use number cards to display a simple math problem and have your child locate the card that shows the sum or difference. Hands-on addition activity – Use pom poms and egg cartons to demonstrate adding in real life. Invite your child to select numbers and use the pom poms and egg cartons to demonstrate adding the numbers together. Count the sum of all of the pom poms. (Busy Toddler) Blocks addition activity – Write out addition problems on paper and demonstrate them by stacking blocks. After stacking the blocks, count out the total number of blocks to demonstrate the sum. Addition clouds – Cut out shapes of clouds and write addition problems ("1+2" or "2+5") on each cloud. Glue the clouds on a piece of paper. Under each cloud, have your child fingerprint raindrops to show the sum. (Preschool Play and Learn) Subtraction snacks – Set out several food items for your child, like blueberries or cereal. Count the total number and ask your child to subtract or take away a certain number of items by eating them. Number cards subtraction – Demonstrate subtraction with number cards by using your hands to cover several illustrations. Have your child count the sum of the remaining illustrations. Play-Doh subtraction smash – Form balls of Play-Doh and have your child smash the ones you subtract or take away. (Mama. Papa. Bubba.) Slide beads on pipe cleaners – String a sum of beads on a pipe cleaner. Write a subtraction formula on a piece of paper. "Take away" the beads on the pipe cleaner and count how many beads are remaining. (We are Teachers) One less one more – Using a dry-erase marker and Wonder of Nature Number Sheets, practice number sequence by inviting your child to write the numbers that come before and after in the blank boxes. Use the number line as a reference. Measuring with string – Measure various household objects with string. Cut each string to mark the length and compare the length of different objects. (Friends Art Lab) Outdoor size hunt – Talk about "big" or "small" with your child. Identify "big" or "small" objects and compare them with things in nature. For example, you can say "Find something bigger than your hand" or "Find something smaller than your shoe." (Empowered Parents) How many hands tall? – Trace your child's hand and cut it out. (You may want to use a photocopier to speed this up.) Have your child lay on the ground and measure how many hands tall they are. You can also use your hands to measure other household objects like the kitchen counter or kitchen table. (Empowered Parents) Baking measurements – Have your child help measure out ingredients in the kitchen and talk about it as you go! For frequently asked questions about homeschooling kindergarten, check out the YouTube video below: Related: How to Homeschool Kindergarten and Top Curriculum Choices How do you introduce mathematics in your homeschool? Let me know in the comments below. Free preschool math worksheets. Students in pre-k math can learn a variety of important standards including counting, number recognition, patterns, sequencing, shapes, measurement, addition, subtraction, and more. Use these free pre k math worksheets to build skills including logic, fine motor, sequential reasoning, and so much more while having a fun time with your preschool students. Looking for more? Check out our Preschool Bundle that includes everything you need for a 36-week Preschool Math Curriculum. Preschool students can learn all about numbers and counting with our free pre k math worksheets. These free printable preschool math worksheets help your kids learn number recognition, one-to-one correspondence, counting 1-20, number formation and more. Grab even more number practice with our Printable Number Template. Free printable counting worksheets for Preschool! Your students will love counting activities with cute creatures and critters! Students will color objects, count up to 30, learn to write numbers, and work with ten frames and mazes. These free worksheets are great for building key fine motor skills. Free number worksheets for preschoolers learning their numbers up to 10. Kids will practice addition, identify numbers, write numbers, color numbers, count objects and more! Learning numbers won't be intimidating with these fun coloring number worksheets! Free number worksheets for preschoolers learning how to count up to 20. Preschoolers will learn number formations, writing the names of numbers, recognizing numbers and so much more! Students will practice tracing, coloring, counting, and many other key skills. Free printable color by number worksheets for preschool students. These simple color by code worksheets will help your students with number recognition and counting skills as they count the dots in each section and color accordingly Free number tracing worksheets 1-20. Preschool students will perfect their number formation by practicing handwriting skills for numbers 0 through 20. Each worksheet features numbers to trace inside a larger number, along side the corresponding number of items to count and color. Free preschool comparing worksheets for students learning to compare numbers, count and compare, compare sizes like small, large, and also to compare length and width like shortest and longest. (Coming Soon) Free printable Blank Number Templates you can use to build important fine motor skills. Students can fill the numbers with playdough, mini-erasers, pom-poms, stickers, bingo dots, and more! The possibilities are endless and you'll love these free printable number outlines. 0-30 Preschool students can learn all about shapes with our free printable shapes worksheets. Your students will learn shape recognition, shape names, shape words, shape attributes, tracing shapes and more. If you need a Shape of the Week Preschool program, we've got you covered! Free printable shapes worksheets for Preschool! Your students will love our colorful shapes chart, and matching shapes activities. Students will color shapes, identify shapes, cut shapes, sort shapes and so much more! These free worksheets are great for building key fine motor skills. Free tracing shapes worksheets for preschool and kindergarten students. These shape tracing printables will help your students trace and draw circles, squares, triangles, hearts, stars, ovals, rectangles, pentagon, hexagon, octogan, trapezoid, crescent and more! Preschool students can work on visual discrimination skills with these free printable color by shape activity mats. Students are provided a coloring code or key to follow and match all shapes. Preschool Students can practice important fine motor skills with our free printable shape templates. Print on colored cardstock and let your students cut out and create their own shape collages. You'll find a growing collection of shape templates for hearts, stars, crescents, diamonds and more. You can even have a variety of these cut out for students to make patterns. Free printable shapes mazes for preschool and kindergarten students to solve. These printable task cards are just right for young learners. Studnets solve the shape maze and identify the real life picture to match the shape. Preschool students can learn all about patterns with our free printable patterns activity pages. We also have a huge variety of Pattern Block Worksheets available if you are in need of simple, no-prep math learning centers. Free pattern worksheets for preschool math students. These free worksheets will help your students learn a variety of patterns and sequences including ABAB, ABB, AAB, AABB, ABC, ABCD and more. Learning patterns are a great way to teach logic and counting skills. Free preschool money worksheets for students learning all about coins and bills. Your students can work on coin recognition, coin names, coin value, counting money, adding money, subtracing money and more. Preschool educational approach This article is about preschool educational approach. For early years education, see Preschool. For other uses, see Kindergarten (disambiguation). A kindergarten classroomChildcare At home Parents Extended family Au pair Babysitter Governess Nanny Outside the home Daycare Pre-school playgroup Educational settings Early childhood education Homeschooling Pre-kindergarten Preschool Kindergarten Primary school Institutions and standards Child protection In loco parentis Minor Related Child abuse Child marriage Child Online Protection Family law Men in early childhood education Orphanage Parenting vte Kindergarten[a] is a preschool educational approach based on playing, singing, practical activities such as drawing, and social interaction as part of the transition from home to school. Such institutions were originally made in the late 18th century in Germany, Bavaria and Alsace to serve children whose parents both worked outside home. The term was coined by German pedagogue Friedrich Fröbel, whose approach globally influenced early-years education. Today, the term is used in many countries to describe a variety of educational institutions and learning spaces for children ranging from two to six years of age, based on a variety of teaching methods. Kindergarten in Amsterdam 1880, by Max Liebermann Kindergarten, by Johann Sperl, circa 1885 In 1779, Johann Friedrich Oberlin and Louise Scheppler founded in Strasbourg an early establishment for caring for and educating preschool children whose parents were absent during the day.[2] At about the same time, in 1780, similar infant establishments were created in Bavaria.[3] In 1802, Princess Pauline zur Lippe established a preschool center in Detmold, the capital of the then principality of Lippe, Germany (now in the State of North Rhine-Westphalia).[4] In 1816, Robert Owen, a philosopher and pedagogue, opened the first British and probably globally the first infants school in New Lanark, Scotland.[5][6][7] In conjunction with his venture for cooperative mills, Owen wanted the children to be given a good moral education so that they would be fit for work. His system was successful in producing obedient children with basic literacy and numeracy.[8] Samuel Wilderspin opened his first infant school in London in 1819,[9] and went on to establish hundreds more. He published many works on the subject, and his work became the model for infant schools in Great Britain and further afield. Play was an important part of Wilderspin's system of education. He is credited with inventing the playground. In 1823, Wilderspin published On the Importance of Educating the Infant Poor, based on the school. He began working for the Infant School Society the next year, informing others about his views. He also wrote The Infant System, for developing the physical, intellectual, and moral powers of all children from 1 to seven years of age. Countess Theresa Brunszvik (1775–1861), who had known and been influenced by Johann Heinrich Pestalozzi, was influenced by this example to open an Angyalkert ('angel garden' in Hungarian) on May 27, 1828, in her residence in Buda, the first of eleven care centers that she founded for young children.[10][11] In 1836 she established an institute for the foundation of preschool centers. The idea became popular among the nobility and the middle class and was copied throughout the Kingdom of Hungary. Friedrich Fröbel was one of the most influential founders of kindergartens, also coining the word in 1840. Friedrich Fröbel (1782–1852) opened a "play and activity" institute in 1837, in Bad Blankenburg, in the principality of Schwarzburg-Rudolstadt, as an experimental social experience for children entering school. He renamed his institute Kindergarten (meaning "garden of children")[12] on June 28, 1840, reflecting his belief that children should be nurtured and nourished "like plants in a garden".[13] Fröbel introduced a pedagogical environment where children could develop through their own self-expression and self-directed learning, facilitated by play, songs, stories, and various other activities; this was in contrast to earlier infant establishments, and Fröbel is therefore credited with the creation of the kindergarten.[14][15][16] Around 1873, Caroline Wiseneder's method for teaching instrumental music to young children was adopted by the national kindergarten movement in Germany.[17] In 1840, the well-connected educator Emily Ronalds was the first British person to study Fröbel's approach and he urged her to transplant his kindergarten concepts in England.[18] Later, women trained by Fröbel opened kindergartens throughout Europe and around the world. The first kindergarten in the US was founded in Watertown, Wisconsin, in 1856, and was conducted in German by Margaretha Meyer-Schurz.[19] Elizabeth Peabody founded the first English-language kindergarten in the US in 1860.[20] The first free kindergarten in the US was founded in 1870 by Conrad Poppenhusen, a German industrialist and philanthropist, who also established the Poppenhusen Institute. The first publicly financed kindergarten in the US was established in St. Louis in 1873 by Susan Blow. Canada's first private kindergarten was opened by the Wesleyan Methodist Church in Charlottetown, Prince Edward Island, in 1870. By the end of the decade, they were common in large Canadian towns and cities.[21][22] In 1882, The country's first public-school kindergartens were established in Berlin, Ontario (modern Kitchener) at the Central School.[23] In 1885, the Toronto Normal School (teacher training) opened a department for kindergarten teaching.[23] The Australian kindergarten movement emerged in the last decade of the nineteenth century as both a philanthropic and educational endeavour. The first free kindergarten in Australia was established in 1896 in Sydney, New South Wales, by the Kindergarten Union of NSW (now KU Children's Services) led by reformer Maybanke Anderson.[24][25] American educator Elizabeth Harrison wrote extensively on the theory of early childhood education and worked to enhance educational standards for kindergarten teachers by establishing what became the National College of Education in 1886. See also: Category:Education by country This section does not cite any sources. Please help improve this section by adding citations to reliable sources. Unsourced material may be challenged and removed. (February 2010) (Learn how and when to remove this message) See also: Education in Afghanistan A kindergarten classroom in Afghanistan In Afghanistan, children between the ages of three and six attend kindergartens (Dari: کودکستان, romanized: kōdakistān; Pashto: وړکتون, romanized: woṛëktun). Although kindergartens in Afghanistan are not part of the school system, they are often run by the government. Early childhood development programs were first introduced during the Soviet occupation with the establishment in 1980 of 27 urban preschools. The number of preschools grew steadily during the 1980s, peaking in 1990 with more than 270 in Afghanistan. At its peak, there were 2,300 teachers caring for more than 21,000 children in the country. These facilities were an urban phenomenon, mostly in Kabul, and were attached to schools, government offices, or factories. Based on the Soviet model, these early childhood development programs provided nursery care, preschool, and kindergarten for children from three months to six years of age under the direction of the Department of Labor and Social Welfare. The vast majority of Afghan families were never exposed to this system, and many of these families were in opposition to these programs due to the belief that it diminishes the central role of the family and inculcates children with Soviet values. With the onset of civil war after the Soviet withdrawal, the number of kindergartens dropped rapidly. By 1995, only 88 functioning facilities serving 2,110 children survived, and the Taliban restrictions on female employment eliminated all of the remaining centers in areas under their control. In 2007, there were about 260 kindergarten/preschool centers serving over 25,000 children. Though every government center is required to have an early childhood center,[citation needed] at present, no governmental policies deal with early childhood and no institutions have either the responsibility or the capacity to provide such services.[citation needed] See also: Education in Australia In each state of Australia, kindergarten (frequently referred to as kinder or kindy) means something slightly different. In Tasmania, New South Wales and the Australian Capital Territory, it is the first year of primary school. In Victoria, kindergarten is a form of preschool and may be referred to interchangeably as preschool or kindergarten. In Victoria, Queensland and Tasmania, the term for the first year of primary school is prep (short for "preparatory"), which is followed by year 1. In Queensland, kindergarten is usually an institution for children around the age of four and thus it is the precursor to preschool and primary education. As with Victoria and Tasmania, the first year of primary school is also called prep, which is then followed by year 1. The year preceding the first year of primary school education in Western Australia, South Australia or the Northern Territory is referred to respectively as pre-primary, reception or transition.[26] In Western Australia, the year preceding pre-primary is called kindergarten. See also: Education in Bangladesh In Bangladesh, the term kindergarten, or KG school (kindergarten school), is used to refer to the schooling children attend from three to six years of age. The names of the levels are nursery, shishu ('children'), etc. The view of kindergarten education has changed significantly over time. Almost every rural area now has at least one kindergarten school, with most being run in the Bengali language. They also follow the textbooks published by the National Curriculum and Textbook Board (NCTB) with slight modification, adding some extra books to the syllabus. The grades generally start from nursery (sometimes "play group"), "KG" afterwards, and end with the 5th grade. Separate from the National Education System, kindergarten contributes greatly toward achieving the Millennium Development Goal of universal primary education in Bangladesh.[citation needed] See also: Education in Brazil In Brazil, kindergarten (Portuguese: Jardim de Infância) is the only non-compulsory education modality, for children up to four years old completed after March 31 for the vast majority of states. From the age of four completed until March 31, the child is eligible for preschool (Pré-Escola), which is mandatory and precedes the 1st grade. When a child turns six years old between April 1 and December 31, he/she must be in kindergarten (last grade of preschool nursery school), also known as kindergarten III, also known as 3º período da Escola Infantil. See also: Education in Bulgaria In Bulgaria, the term detska gradina (детска градина) refers to the caring and schooling children attend from ages three to seven (in some cases six). Usually the children attend the detska gradina from morning until late afternoon when their parents return from work. Most Bulgarian kindergartens are public. Since 2012, two years of preschool education are compulsory. These two years of mandatory preschool education may be attended either in kindergarten or in preparatory groups at primary schools.[27] See also: Education in Canada Student teachers training in a kindergarten class in 1898 in Toronto, Canada Schools outside of Ontario and the Northwest Territories generally provide one year of kindergarten, except some private schools which offer junior kindergarten (JK) for four-year-olds (school before kindergarten is most commonly referred to as preschool). Kindergarten is mandatory in British Columbia, New Brunswick, and Prince Edward Island, and is optional elsewhere.[28] The province of Nova Scotia refers to kindergarten as grade primary. After kindergarten, the child begins grade one. The province of Ontario and the Northwest Territories provide two years of kindergarten, usually part of an elementary school. Within the French school system in Ontario, junior kindergarten is called maternelle and senior kindergarten is called jardin d'enfants, which is a calque of the German word Kindergarten. Within the province of Quebec, junior kindergarten is called prématernelle (which is not mandatory), is attended by four-year-olds, and senior kindergarten (SK) is called maternelle, which is also not mandatory by the age of five; this class is integrated into primary schools. See also: Education in Chile In Chile, the term equivalent to kindergarten is educación parvularia, sometimes also called educación preescolar. It is the first level of the Chilean educational system. It meets the needs of boys and girls integrally from birth until their entry to the educación básica (primary education), without being considered compulsory. Generally, schools imparting this level, the JUNJI (National Council of Kindergarten Schools) and other private institutions have the following organization of groups or subcategories of levels: Low nursery: Babies from eighty-five days to one year old. High nursery: Children from one to two years old. Low Middle Level: Children from two to three years old. High Middle Level: Children from three to four years old. First level of transition: Often called pre-kinder, for children from four to five years old. Second level of transition: Usually called kinder, for children from five to six years old. It is the last phase of this type of education; upon completion, children go to primero básico (first grade of primary education).[29] See also: Education in China Chinese kindergarten, primary, and secondary schools are sometimes affiliated with tertiary institutions, e.g. Experimental Kindergarten of Beijing Normal University, Beijing, China. In China, preschool education, before the child enters formal schooling at 6 years of age, is generally divided into a "nursery" or "preschool" stage and a "kindergarten" (Chinese: 幼儿园; pinyin: yòu'éryuán) stage. These can be two separate institutions, or a single combined one in different areas. Where there are two separate institutions, it is common for the kindergarten to consist of the two upper years, and the preschool to consist of one lower year. Common names for these three years are: Nursery (or preschool or playgroup) (Chinese: 小班; pinyin: xiǎo bān): three- to four-year-old children Lower kindergarten (Chinese: 中班; pinyin: zhōng bān): four- to five-year-old children Upper kindergarten (Chinese: 大班; pinyin: dà bān): five- to six-year-old children. In some places, children at five to six years may in addition or instead attend reception or preparatory classes (Chinese: 学前班; pinyin: xué qián bān) focusing on preparing children for formal schooling. State (public) kindergartens only accept children older than three years, while private ones do not have such limitations. Main article: Danish pre-school education Kindergarten (børnehave) is a day care service offered to children from age three until the child starts attending school. Kindergarten classes (grade 0) were made mandatory in 2009 and are offered by primary schools before a child enters first grade. Two-thirds of established day care institutions in Denmark are municipal day care centres while the other third are privately owned and are run by associations of parents or businesses in agreement with local authorities. In terms of both finances and subject matter, municipal and private institutions function according to the same principles. Denmark is credited with pioneering (although not inventing) forest kindergartens, in which children spend most of every day outside in a natural environment. See also: Education in Egypt In Egypt, children may go to kindergarten for two years (KG1 and KG2) between the ages of four and six. See also: Education in FinlandInterior of the Taikurinhattu kindergarten in Pori, Finland At the end of the 1850s, Uno Cygnaeus, known as the "father of the Finnish primary school", presented the idea of bringing kindergartens to Finland after attending a kindergarten in Hamburg and a seminar training kindergarten teachers during his study trip to Central Europe.[30] As early as 1920, there were about 80 kindergartens in operation across Finland, with a total of about 6,000 children.[30] Kindergarten activity emphasis and background communities vary. In Finland, most kindergartens are society's service to families while some are private. The underlying philosophy may be Montessori or Waldorf education. Preschools often also operate in connection with Finnish kindergartens. Kindergartens can also arrange language immersion programs in different languages. Finnish kindergartens now have an early childhood education plan, and parenting discussions are held with the parents of each child every year. Among OECD countries, Finland has higher-than-average public funding for early childhood education[31][32] and the highest number of staff for children under the age of three: only four children per adult.[33] The wording salle d'asile was the former name of current école maternelle. See also: Education in France See also: Pauline Kergomard In France, preschool is known as école maternelle (French for "nursery school", literally "maternal school"). Free maternelle schools are available throughout the country, welcoming children aged from three to five (although in many places, children under three may not be granted a place). The ages are divided into grande section (GS: five-year-olds), moyenne section (MS: four-year-olds), petite section (PS: three-year-olds) and toute petite section (TPS: two-year-olds). It became compulsory in 2018 for all children aged three. Even before the 2018 law, almost all children aged three to five attended école maternelle.[citation needed] It is regulated by the Ministry of National Education. Allgemeine Deutsche Erziehungsanstalt in Keilhau (Germany), nowadays the Keilhau Free Fröbel School See also: Education in Germany (East) German Kindergarten, 1956 In Germany, a Kindergarten (masculine: der Kindergarten, plural die Kindergärten) is a facility for the care of preschool children who are typically at least three years old. By contrast, Kinderkrippe or Krippe refers to a crèche for the care of children before they enter Kindergarten (nine weeks to about three years), while Kindertagesstätte—literally 'children's day site', usually shortened to Kita—is an umbrella term for any day care facility for preschoolers. Attendance is voluntary, and usually not free of charge. Preschool children over the age of one are entitled to receive local and affordable day care.[34] Within the federal system, Kindergärten fall under the responsibility of the states,[35] which usually delegate a large share of the responsibility to the municipalities. Due to the subsidiarity principle stipulated by §4 SGB VIII [de], there are a multitude of operators, from municipalities, churches and welfare societies to parents' initiatives and profit-based corporations. Many Kindergärten follow a certain educational approach, such as Montessori, Reggio Emilia, "Berliner Bildungsprogramm" or Waldorf; forest kindergartens are well established. Most Kindergärten are subsidised by the community councils, with the fees depending on the income of the parents. Even in smaller townships, there are often both Roman Catholic and Lutheran kindergartens available. Places in crèches and kindergarten are often difficult to secure and must be reserved in advance, although the situation has improved with a new law in effect August 2013.[citation needed] The availability of childcare, however, varies greatly by region. It is usually better in eastern regions, and in big cities in the north, such as Berlin[36] or Hamburg,[37] and poorest in parts of Southern Germany.[38] All caretakers in Kita or Kindergarten must have a three-year qualified education, or are under special supervision during training. Kindergärten can be open from 7 a.m. to 5 p.m. or longer and may also house a crèche (Kinderkrippe) for children between the ages of eight weeks and three years, and possibly an afternoon Hort (often associated with a primary school) for school-age children aged six to ten who spend time after their lessons there. Alongside nurseries, there are day care nurses (Tagesmütter or Tagespflegepersonen) working independently of any preschool institution in individual homes and looking after only three to five children, typically up to the age of three. These nurses are supported and supervised by local authorities. The term Vorschule ('preschool') is used both for educational efforts in Kindergärten and for a mandatory class that is usually connected to a primary school. Both systems are handled differently in each German state. The Schulkindergarten is a type of Vorschule. See also: Education in Greece In Greece, kindergarten is called nipiagogio (νηπιαγωγείο). Kindergarten is a form of preschool and may be referred to interchangeably as preschool. This section does not cite any sources. Please help improve this section by adding citations to reliable sources. Unsourced material may be challenged and removed. (February 2025) (Learn how and when to remove this message) See also: Education in Hong Kong Pre-primary Services in Hong Kong refers to provision of education and care to young children by kindergartens and child care centres. Kindergartens, registered with the Education Bureau, provide services for children from three to six years old. Child care centres, on the other hand, are registered with the Social Welfare Department and include nurseries, catering for children aged two to three, and creches, looking after infants from birth to two. At present, most of the kindergartens operate on a half-day basis offering upper and lower kindergarten and nursery classes. Some kindergartens also operate full-day kindergarten classes. Child care centres also provide full-day and half-day services with most centres providing full-day services. The aim of pre-primary education in Hong Kong is to provide children with a relaxing and pleasurable learning environment to promote a balanced development of different aspects necessary to a child's development such as the physical, intellectual, language, social, emotional and aesthetic aspects. To help establish the culture of self-evaluation in kindergartens and to provide reference for the public in assessing the quality and standard of pre-primary education, the Education Bureau has developed performance indicators for pre-primary institutions in Hong Kong. Commencing in the 2000–2001 school year, quality assurance inspection was launched to further promote the development of quality early childhood education. See also: Education in Hungary A Hungarian preschool class having outdoor activities, March 2007 In Hungary a kindergarten is called an óvoda ("protectory"). Children attend kindergarten between ages three and six or seven (they go to school in the year in which they have their seventh birthday). Attendance in kindergarten is compulsory from the age of three years, though exceptions are made for developmental reasons.[39] Though kindergartens may include programs in subjects such as foreign language and music, children spend most of their time playing. In their last year, children begin preparation for elementary school. Most kindergartens are state-funded. Kindergarten teachers are required to have a diploma. See also: Education in India In India, there are only informal directives pertaining to pre-primary education, for which pre-primary schools and sections need no affiliation. Directives state that children who are three years old on 30 September in the given academic year are eligible to attend nursery and kindergarten classes. Typically, children spend three to four years of their time in pre-primary school after which they are eligible to attend 1st standard in primary school which falls under HRD[clarification needed] ministry norms. Pre-primary is not mandatory; however, it is preferred. All government schools and affiliated private schools allow children who are five years of age to enroll in standard 1 of a primary school. Mid-day meals are provided in most parts of the country and institutes run by the government. See also: Education in Italy Typical classroom layout in an Italian nursery school [it]. From left to right: restroom, bathroom, playroom, and outdoor playground. In Italy, preschool education refers to two different grades: Nursery schools, called Asilo nido [it] for children between three and thirty-six months; Maternal schools [it] formerly scuola materna and now scuola dell'infanzia, for children three to five years old. Italian asilo nido were officially instituted in a 1971 state law (L. 1044/1971), and may be run by either private or public institutions. They were originally established to allow mothers a chance to work outside of the home, and were therefore seen as a social service. Today, they mostly serve the purpose of general education and social interaction. In Italy, much effort has been spent on developing a pedagogical approach to children's care: well known is the so-called Reggio Emilia approach, named after the city of Reggio Emilia, in Emilia-Romagna. Asilo nido normally occupy small one-story buildings, surrounded by gardens; usually suitable for no more than 60 or 70 children. The heart of the asilo nido are the classrooms, split into playroom and restroom; the playroom always has windows and doors leading to the outside playground and garden. Maternal schools (scuola materna) were established in 1968 after State Law n. 444 and are a full part of the official Italian education system, though attendance is not compulsory. Like asilo nido (nursery schools), maternal schools may be held either by public or private institutions. See also: Education in Japan A girl at a Japanese kindergarten entrance ceremony Early childhood education begins at home, and there are numerous books and television shows aimed at helping mothers and fathers of preschool children to educate their children and to parent more effectively. Much of the home training is devoted to teaching manners, social skills, and structured play, although verbal and number skills are also popular themes. Parents are strongly committed to early education and frequently enroll their children in preschools. Kindergartens (yōchien (幼稚園)), predominantly staffed by young female junior college graduates, are supervised by the Ministry of Education but are not part of the official education system. In addition to kindergartens, there exists a well-developed system of government-supervised nursery schools (hoikuen (保育園)), supervised by the Ministry of Labor. Whereas kindergartens follow educational aims, nursery schools are predominantly concerned with providing care for infants and toddlers. Together, these two kinds of institutions enroll 86% at age three and 99% at age five prior to their entrance into the formal system at first grade.[40] The Ministry of Education's 1990 Course of Study for Preschools, which applies to both kinds of institutions, covers such areas as human relationships, health, environment, language, and expression. Starting from March 2008 the new revision of curriculum guidelines for kindergartens as well as for preschools came into effect. See also: Education in North Korea North Korean children attend kindergarten from four to six. Kindergartens have two sections; low class (Korean: najeun-ban) and high class (Korean: nopeun-ban). High class is compulsory. See also: Education in South Korea In South Korea, children normally attend kindergarten (Korean: yuchi won) between the ages of three or four and six or seven in the Western age system. (Korean ages are calculated differently from Western ages: one is considered one year old from birth. Additionally, one's age increases by one year on January 1 regardless of when their birthday is. Hence in Korea, kindergarten children are called five-, six- and seven-year-olds). The school year begins in March. It is followed by primary school. Normally the kindergartens are graded on a three-tier basis. Korean kindergartens are National and public(free education and excellent facilities) or private schools, and monthly costs vary. Korean parents often send their children to English kindergartens(academy) to give them a head start in English. Such specialized kindergartens(academy) can be mostly taught in Korean with some English lessons, mostly taught in English with some Korean lessons, or completely taught in English. Almost Korean parents send their children to kindergarten. Kindergarten programs in South Korea attempt to incorporate much academic instruction alongside more playful activities. Korean private kindergartners learn to read, write (often in English as well as Korean) and do simple arithmetic. Classes are conducted in a traditional classroom setting, with the children focused on the teacher and one lesson or activity at a time. The goal of the teacher is to overcome weak points in each child's knowledge or skills. Because the education system in Korea is very competitive, private kindergartens are becoming more intensely academic. Children are pushed to read and write at a very young age. They also become accustomed to regular and considerable amounts of homework. Very young children may also attend other specialized afternoon schools, taking lessons in art, pi

barnehager let the children sleep outdoors too. There is also an institution called barnepark 'children's park', which does not need to have certified staff. See also: Education in Peru In Peru, the term nido refers to the schooling children attend from three to six years of age. It is followed by primary school classes, which last for six years. Some families choose to send their children to primary school at the age of six. In 1902 the teacher Elvira García y García organized the first kindergarten for children two to eight years old, Fanning annex to the Lyceum for ladies. Her studies and concern for children led her to spread, through conferences and numerous documents, the importance of protecting children early and to respond to the formation of a personality based on justice and understanding, as well as the use of Fröbel's and Montessori's methods and parental participation. See also: Education in the PhilippinesEarly childhood education in the Philippines is mandatory, and is classified into: Center-based programs, such as the Barangay day care service, public and private preschools, kindergarten or school-based programs, community or church-based early childhood education programs initiated by non-government organizations or people's organizations, workplace-related child care and education programs, child-minding centers, health centers and stations; and Home-based programs, such as neighborhood-based playgroups, family day care programs, parent education and home visiting programs. Early childhood education was strengthened through the creation of the Early Childhood Care and Development Act of 2000 (Republic Act No. 8980).[46] In 2011, the Department of Education disseminated copies of the Kindergarten Education Act through Republic Act No. 10157 making it compulsory and mandatory in the entire nation. As a provision in this law, children under five years old are required to enroll in a kindergarten in any public elementary school in the country. Education officially started at the elementary level, and placing children into early childhood education through kindergarten was optional until June 6, 2011, when Kindergarten became compulsory which served as a requirement for the implementation of the K–12 curriculum and process of phasing out the 1945–2017 K–10 educational system on April 24, 2012, as part of the K–12's 9-year implementation process. See also: Education in Poland In Poland, Przedszkole (literally 'preschool'), is a preschool educational institution for children aged from three to six, mandatory for children aged six (this class is also commonly referred to as Zerówka or 'Class 0'), and optional for those aged seven whose parents submitted an application for the postponement of primary school.[47][48] Kindergarten children in 1942 in Slobozia, Romania See also: Education in Romania In Romania, grădiniță (literally 'small garden') is the favored form of education for preschool children usually aged three to six. The children are divided into three age groups: 'little group' (grupa mică, age three–four), 'medium group' (grupa mijlocie, age four–five) and 'big group' (grupa mare, age five–six). In the last few years[as of?] private kindergartens have become popular, supplementing the state preschool education system. Attending the last year of kindergarten is compulsory since 2020.[49] The 'preparatory school year' (clasa pregătitoare) is for children aged six–seven, and since it became compulsory in 2012,[50] it usually takes place inside regular school classrooms and is considered "year 0" of elementary education, bridging the gap between kindergarten and years 1–4 of elementary school. See also: Education in Russia Children of a kindergarten on a walk, Leningrad, Soviet Union, 1930s A playground at a kindergarten. Kaliningrad Oblast, Russia In the Russian Federation, Детский сад (dyetskiy sad, literal translation of 'children's garden') is a preschool educational institution for children, usually three to six years of age. See also: Education in Singapore Kindergartens in Singapore provide up to three years of preschool for children ages three to six. The three years are commonly called nursery, kindergarten 1 (K1) and kindergarten 2 (K2), respectively.[51] The Ministry of Education runs several MOE Kindergartens at highly subsidized fees for K1 and K2 students.[52] Many other kindergartens and nurseries are managed by the private entities, including the PAP Community Foundation which has over 370 kindergartens[51] Other kindergartens are run by religious bodies, civic or business groups. See also: Education in South Africa Kindergartens (commonly known as creche) in South Africa provide preschool programs for children of all ages up to six. The one to three-year program, known as nursery, kindergarten 1 (K1), and kindergarten 2 (K2), prepares children for their first year in primary school education. Some kindergartens further divide nursery into N1 and N2. See also: Education in Spain In Spain, kindergarten is called Infantil or Educación Infantil and covers ages three to six, the three courses being called, respectively, P-3, P-4 and P-5. Though non-mandatory, most children in Spain attend these courses. Before that, children aged zero to three may attend the escuela infantil and take courses P-0, P-1 and P-2. In most parts of Spain escuelas infantiles are specialized schools completely separate from regular schools. See also: Education in Sudan Kindergarten in Sudan is divided into private and public kindergarten. Preschool is compulsory in Sudan. Kindergarten age spans from three–six years. The curriculum covers Arabic, English, religion, mathematics and more. See also: Education in Sweden In Sweden, kindergarten activities were established in the 19th century, and have been widely expanded since the 1970s.[53][54] The first Swedish kindergarten teachers were trained by Henriette Schrader-Breymann at the Pestalozzi-Fröbel Haus, which she founded in 1882.[53][54] Today Kindergarten education is offered through Förskolor. See also: Education in Taiwan While many public kindergartens and preschools exist in Taiwan, private kindergartens and preschools are also quite popular. Many private preschools offer accelerated courses in various subjects to compete with public preschools and capitalize on public demand for academic achievement. The curriculum at such preschools often encompasses subject material such as science, art, physical education and even mathematics classes. The majority of these schools are part of large school chains, which operate under franchise arrangements. In return for annual fees, the chain enterprises may supply advertising, curriculum, books, materials, training, and even staff for each individual school. There has been a huge growth in the number of privately owned and operated English immersion preschools in Taiwan since 1999. These English immersion preschools generally employ native English-speaking teachers to teach the whole preschool curriculum in an English only environment. The legality of these types of schools has been called into question on many occasions, yet they continue to prosper.[citation needed] Some members of Taiwanese society have raised concerns as to whether local children should be placed in English immersion environments at such a young age, and have raised fears that the students' abilities in their mother language may suffer as a result. The debate continues, but at the present time, the market for English immersion preschools continues to grow. See also: Education in Uganda In Uganda, kindergarten is nursery or pre-primary and usually covers ages three to five, the three classes called baby class, middle class and top class, respectively. Pupils graduating from top class then go on to enrol in P1 – the first year of primary school. Though non-mandatory, most children in Uganda today attend these classes. In most parts of Uganda, nursery schools are specialised schools completely separate from regular primary schools. See also: Education in Ukraine In 2010, a total of 56% of children aged one to six years old had the opportunity to attend preschool education, the Education and Science Ministry of Ukraine reported in August 2010.[55] Many preschools and kindergartens were closed previously in light of economic and demographic considerations.[56] See also: Education in the United Kingdom The term kindergarten is rarely used in the UK to describe modern preschool education or the first years of compulsory primary school education. Preschools are usually known as nursery schools or nursery classes within a primary school (occasionally creches or playgroups), with private nurseries offering childcare for babies and children up to age four, while the first year of schooling is known as Reception in England and Wales, beginning in the school year a child turns 5 (in practice meaning most start school aged 4) and Primary One in Scotland and Northern Ireland (though different terms may be used in the small minority of UK schools which teach primarily through the medium of a language other than English). Nursery forms part of the Foundation Stage of education. In the 1980s, England and Wales officially adopted the Northern Irish system whereby children start school either in the term or year in which they will become five depending on the policy of the local education authority. In England, schooling is not compulsory until a child's fifth birthday but in practice most children join school in the Reception year the September before their fifth birthday at the age of 4. In Scotland, schooling becomes compulsory between the ages of four-and-a-half and five-and-a-half years depending on their birthday (school starts in August for children who were four by the end of the preceding February). However, the word kindergarten is used for more specialist organisations such as forest kindergartens and is sometimes used in the naming of private nurseries that provide full-day child care for working parents. Historically the word was used during the nineteenth century when activists like Emily Ronalds and later Adelaide Manning were introducing educators to the work of Friedrich Fröbel.[18][57] In the UK, parents have the option of nursery for their children at the ages of three or four years, before compulsory education begins. Before that, less structured childcare is available privately. The details vary between England, Northern Ireland, Scotland and Wales. Some nurseries are attached to state infant or primary schools, but many are provided by the private sector. The Scottish government provides funding[58] so that all children from the age of three until they start compulsory school can attend five sessions per week of two and a half hours each, either in state-run or private nurseries. Working parents can also receive from their employers childcare worth £55 per week free of income tax,[59] which is typically enough to pay for one or two days per week. Every child in England at the first school term after their third birthday is entitled to 15 hours per week free childcare funding.[60] Pre-schools in England follow the Early Learning Goals, set by the Early Years Foundation Stage,[61] for education produced by the Department for Education, which carries on into their first year of school at the age of four. This year of school is usually called Reception. The Early Learning Goals cover the main areas of education without being subject driven. These areas include:[62] The three prime areas: communication and language physical development personal, social and emotional development The four specific areas: literacy mathematics understanding the world expressive arts and design Pupils attend nursery school for four or five terms. It is also common practice for many children to attend nursery much earlier than this. Many nurseries have the facilities to take on babies, using the 'Early Years Foundation Stage' framework as a guide to give each child the best possible start to becoming a competent learner and skilful communicator.[62] Nurseries and playgroups are inspected and regulated by Her Majesty's Inspectors (Office for Standards in Education). The Scottish government defines its requirements for nursery schools in the Early Years Framework[63] and the Curriculum for Excellence.[64] Each school interprets these with more or less independence (depending on their management structure) but must satisfy the Care Inspectorate[65] in order to retain their licence to operate. The curriculum aims to develop: confident individuals effective contributors responsible citizens successful learners 1921 kindergarten class at the East Texas State Normal College Training School See also: Education in the United States and National Kindergarten Association In the United States, kindergarten is usually part of the K–12 educational system, but attendance is not compulsory across the country; each state determines whether or not kindergarten is compulsory. Forty-three of the fifty states (the exceptions being Alaska, Idaho, Minnesota, Michigan, New Hampshire, New York, and Pennsylvania) require school districts to offer a kindergarten year, either for a full-day or a half-day.[66] In most schools, children begin kindergarten at age five for one year.[67] Students develop skills such as numeracy, literacy, and a greater awareness of the world around them geographically, scientifically, socially, and culturally.[68] Forest kindergarten Head Start Program Montessori education Pre-math skills Reggio Emilia approach Universal preschool Waldorf education ^ The term is borrowed from German and literally means "children-garden" or "garden of children".[1] The term was coined in the metaphorical sense of "place where children can grow in a natural way", not in the literal sense of having a "garden". The German pronunciation is [ˈkɪndɐˌɡaːɐ̯tn̩] ⓘ. ^ Harper, Douglas. "kindergarten". 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