



The educational aim in our School is *to contribute to the integral development of children, making sure that they feel happy and confident in themselves from the get go.*

Education based on values and taking into consideration different aspects of children's development: physical, intellectual, emotional and social.

- To get to know their own body and others', their capacity for movement and learn to respect differences.
- To observe and explore family, natural and social environments.
- To progressively acquire autonomy in their daily activities.
- To develop their emotional capabilities.
- To make connections with others and progressively acquire basic norms of coexistence and social relations, as well as exercising the peaceful resolution of conflicts.
- To develop communicative abilities in different languages and forms of expression:
 - o Languages: English, French and Spanish
 - o Art
 - o Music
 - o Performance - Theatre/Drama
 - o Relaxation
- To start developing logical and rational thinking skills related to movement, gestures and rhythm.

OUR PEDAGOGICAL PRINCIPLES: All related to each other.

1. ACTIVITY-AUTONOMY

Autonomy is the “ability to manage oneself and not to depend on others, being able to act freely”.

For a child to be able to achieve autonomy, it is necessary for them to develop in different areas:

- *Psychomotor development*
- *Intellectual development*
- *Emotional development*
- *Social development*

How do we do this? Through:

Routines: activities which have an unavoidable nature throughout the school day and that are repeated in a periodic, regular and systematic way.

Good practices: they are activities attributed to the repetition of similar actions. In early years education they have a fundamental importance since they help the child to satisfy their basic needs in an easy and comfortable way and also to help develop their personal autonomy, such as:

- *Good feeding practices*
- *Good hygiene practices*
- *Good activity and rest practices*

The acquisition of good practices and routines will allow children to improve their personal autonomy with greater ease, in addition to feeling more confident in themselves and their everyday tasks.

2. INDIVIDUALIZATION

Individualization is the process through which a child becomes aware that they are their own person, are different from others and have their own unique characteristics.

This happens throughout the first few years of their life.

- First, the child discovers their own body.
- Afterwards they begin to be aware that they are different from others.
- Later on pride and self-esteem appear.
- From there on they start to establish mental, emotional and social connections, until they begin to accept their own differences in comparison to others and have confidence in themselves and their self-sufficiency.

How do we do it?

- Knowing the personal characteristics of each child in both individual and social aspects. Respecting their personality and helping them to develop it in a natural and progressive way, making them feel secure and that everything is alright. Also, that we are surrounded by a wealth of human diversity, both externally and internally.
- Adapting the educational process.
 - Individualising goals.
 - Adapting contents.
 - Selecting interesting activities which suit the needs and the pace of the class (flexible activities that promote the integral development of the child, that generate individual experiences together with enriching the group collectively...).

3. SOCIALISATION

Socialisation is the process through which the child learns interaction skills amongst peers and begins to understand rules, values and good practices which allow them to develop and adapt to the society in which they live.

Socialisation is going to depend on the personal characteristics and experiences of each child, as well as the social agents that they interact with (family, school, groups of peers, the use of TV at home...).

How do we develop the principle of socialisation in Early Years Education?

- The assembly.
- Experiences with being responsible/having responsibilities.
- Interacting with classmates.
- Intervening in conflicts.
- The organisation in the classroom.
- Through play.

4. FREE PLAY AND EXPERIMENTAL ACTIVITIES

During free play, children receive imperative stimuli for their physical, sensory, mental, emotional and social development; play is used both for enjoyment and for learning.

It's purposes are:

- Play is a permanently activating and structuring factor in human relationships.
- Promotes learning.
- Encourages language development and thinking skills.
- Supports psychomotor development and balance.
- Through play, the child reflects on and also represents their reality. They portray different roles such as: family roles, gender roles, various professions, etc.
- Works as a means of escape when faced with certain problems.
- Reduces insecurity when confronting failure or making mistakes, since in this stage there are no competitive games.
- Allows us to detect and identify personal situations, concerns and to discover their abilities.

Through play children can learn a wide variety of things both at school and outside of it. Also, through experimental play, they can encounter experiences which we consciously expose them to so that they can perceive through all of their senses the sensations which each school topic brings. From there stems the importance of a playful and experimental methodology, play is considered as a spontaneous activity, which we encourage from educational action with concrete purposes.

5. GLOBALISATION

Globalisation allows children to connect new knowledge that we are providing and helping contribute to in a meaningful and non arbitrary way, building on previous knowledge and experience schema. Therefore, giving them the opportunity to learn and gain new knowledge in a more purposeful way.

How do we develop the principle of globalisation in Early Years Education?

- Obtaining all types of contents suitable for each age.
- Including content from multiple areas of development and the links between them.
- Starting off from previous knowledge.
- Carrying out the necessary conditions for meaningful learning.
- Selecting original topics and adapting them to each group and individual context.

For a correct development of these pedagogical principles, it is fundamental that we:

- Start off from an initial evaluation.
- Compose clear objectives and goals.
- Are flexible.
- Have positive interactions.
- Have good practices.
- Begin with what is closest and what is already known.
- Model a large variety of correct behaviour.
- Establish class and coexistence rules.
- Have a regular, cooperative and proactive relationship with families.
- Create a warm, welcoming and safe environment.
- Assign small responsibilities.
- Act as a guide for the students.

METHODOLOGIES USED:

The [educational project](#) of Sus Pequeños Pasos takes shape in the form of themed activities, inspired by books (children's literature), as the common thread whilst also being enriched by ideas and interests provided by the children.

- Playful and experimental system
- Montessori methodology
- Emmi Pikler's philosophy of Free Movement
- Sign language
- Emotional education based on recognition and control

Presented through play, this programme enables us to work the concept of Stimulation in all areas of children's development: physical, intellectual, emotional and social, following a logical and open sequence, which marks the methodology of our school. For the development of each methodological principle we use certain dynamics, the main ones being the playful and experimental methodology, the Montessori System to stimulate the children's logical thinking and Emmi Pikler's philosophy of Free Movement, to create good self-esteem and confidence in themselves. We teach a system of sign language to the youngest children and their families to allow them to communicate when language is still absent, avoiding frustrations and tantrums. Furthermore our system in general unfolds in a relaxed and relaxing environment so we can introduce activities to aid emotional control at the same time as the child has fun and plays with classmates, with their internal and external enjoyment being of the utmost importance.

[Education based on VALUES:](#) conveying continuous values which the children will incorporate into their way of being and behaving:

- Confidence in themselves.
- Self-esteem.
- Respecting peers and adults.
- Respecting our environment and surroundings.
- Sharing.
- Being affectionate.
- Cooperating.
- Patience.
- Generosity.
- Consistency.

HOW DO WE DO IT?

Teamwork

The notoriety of our system lies in TEAMWORK together with having parents who enjoy getting involved. For this we have a very complete bilateral communication system, including activities thought up by mothers and fathers to allow connection and coordination, since they are so important in the FAMILY/SCHOOL RELATIONSHIP.

The abundance of sensory stimuli benefits the mental structuring and development of the child. With this Sensory-Experimental System and through the aforementioned activity programming System, the teachers in our School work by designing monthly or bimonthly projects; with the intention of reaching an ultimate goal such as happiness, confidence in oneself, the feeling of freedom and wellbeing of the child, to uncover their path to complete self-realisation and social development.

Assemblies

Our assemblies, which we invite our students to each morning, have the role of piquing their interest in the NATURAL WORLD that surrounds them along with INTERCULTURALITY.

Observing the weather of the new day, getting to know festivities, holidays and customs, participating and enjoying their understanding of the physical and social world in which they take part in by INTERACTING WITH PEERS, SINGING AND PLAYING.

Emotional control activities

Through surroundings specially designed for them, and introducing activities made for relaxing and exploring their emotions, children will discover how to self-regulate themselves and awaken their interest in recognising, understanding and controlling their own emotions.

Communication through Art

The PAINTING, PLASTIC ARTS AND MANIPULATION activities grant the children free rein when it comes to being creative, as well as developing their visual perception and spatial awareness in regards to their body, with an important stimulation of fine motor skills and precision. We use a variety of recycled materials, inviting the children to distinguish, classify and use diverse elements found in the environment, from a more ecological and conservationist point of view, encouraging them to explore other components found in nature such as animals and plants.

Communication through Music

Through the MUSICAL PROGRAMME, which is led by a specialist in early musical stimulation, we increase the children's auditory perception, in addition to sensitising them to different cultures. The activities are fun and motivating for the children due to the wide variety of discoveries that they make whilst participating. They can differentiate rhythms, pitches, melodies as well as playing and classifying an assorted mix of instruments by looking at them, touching them and listening to them. These activities take place side by side with singing and dancing, letting them feel the music and sounds with all of their senses.

Communication through performance: Symbolic play and theatre/drama

The SYMBOLIC PLAY AND THEATRE activities allow them to blend bodily movements and emotions, displaying them before others. An experience which permits them to internalise the performance and improvisation in a natural way. This interpersonal and intrapersonal mind-body stimulation reinforces sensitivity, self-expression, coordination, self-confidence, empathy... and creates the need to verbalise and develop language skills to establish relationships with others. Similarly, they become less shy in front of others, supporting self-confidence and enjoyment in cases of natural performances.

Psychomotricity

Psychomotricity forms an essential part of children's growth. In each age group, we encourage free and natural development. With a personalised approach, we evoke curiosity towards their own body so that they can discover balance and coordination in all of their movements by themselves, without forcing them and respecting their instincts and natural development as is shown in EMMI PIKLER'S PHILOSOPHY OF FREE MOVEMENT. We are also conscious of the benefits of Aquatic Motor Skills during the growing period, our annual programme offers a weekly SWIM class (optional).

Logical mathematical learning

Through Classification, Relation and Order activities (such as Heuristic Play in the 1-2 year old age range) and educational games, directed at LOGICAL MATHEMATICAL LEARNING, following the MONTESSORI methodology, we stimulate our children's abilities to structure their knowledge in a logical and conscious way. We use graphic organisers to support and help the children's understanding and reasoning.

Bilingualism

As a French and English BILINGUAL infant school, we work with the children to build good foundations so that they can absorb multiple languages at the same time and later express themselves with ease. The introduction to bilingualism in a foreign language is done in a natural way, with both native and bilingual teachers, from the moment they start in the school, and throughout the entire day. This allows them to develop an awareness of the use of language, understanding that there are multiple ways to communicate and that languages are one of these ways. The stimulation for a correct Multi-Linguistic Assimilation, from a young age, helps the children to understand the cultural diversity in our surroundings better and therefore thrive in them, both in English and French, as well as Spanish (which they have at home and their nearby surroundings). The goal is to create a trilingual mental structuring.

To assist the children in that early need for communicating, when they are still not able to verbalise, we have introduced our sign language system. This permits them to communicate in the early stages of their development, from one year old to two and a half years old, using signs that they have learned and avoiding the frustrations and tantrums that come with not being able to communicate, along with resentment in their self-confidence. At the same time, through this language we can help verbal communication appear sooner.

Educate yourselves with our help to add great value to your child's development:

<https://www.youtube.com/watch?v=yulDY23zW7w>

SPECIAL SERVICES

- POOL
- OWN KITCHEN
- STORY TELLING
- VISIT TO THE FARM
- MENTAL HEALTH SUPPORT AND EARLY INTERVENTION
- MUSIC SCHOOL
- ACTIVITIES WITH PARENTS
- PARENTAL SUPPORT CLASSES

Sus Pequeños Pasos is an infant school which accepts children between the ages of 4 months and 3 years. Authorised by the Community of Madrid (CAM), its students have the right to apply for individual help for their schooling.

Our details registered in the Ministry of Education:

Name: LOS PEQUEÑOS PASOS - LES PETITS PAS

Code:

28062400 - Arturo Soria

28063544 - La Moraleja

We have a private playground and our own kitchen.

Our teachers are fully qualified. Native and bilingual teachers. We develop our educational and stimulation system in French and English.

Our timetable is from 8:00 until 18:00.

The centre is open all year round, except on non-working days established by the Ministry of Education, Christmas and Easter Week.

Play, sing and laugh with us!
The natural way to learn

Bilingual Infant School Sus Pequeños Pasos

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