

Englisch



A Parents' Guide to the Results of the Enrolment Examination

This booklet belongs to:

.....



Baden-Württemberg

MINISTERIUM FÜR SOZIALES, GESUNDHEIT UND INTEGRATION

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Dear parents,

In the penultimate year of kindergarten, all children in Baden-Württemberg are examined by socio-medical assistants from the public health authority as part of the school enrolment examination (ESU – Einschulungsuntersuchung).

This study of four to five-year-old children covers all areas of child development. We examine hearing and vision, speech development, gross and fine motor skills, memory and task comprehension as well as basic mathematical skills. In addition, we look through your child's preventive care booklet and vaccination booklet and are happy to answer your questions.

In this brochure, you will find information and tips on how you can support your child's development through play at home. Especially important are exercises that you can do with your child in the areas where they require more support.

If you have any further questions, your doctor or the examining socio-medical assistant will also be happy to advise you by telephone.

Your Child and Youth Public Health Authority

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VACCINATIONS FOR INFANTS, CHILDREN AND ADOLESCENTS

Vaccinations are among the most effective and important preventive measures in medicine. The aim of vaccination is to protect infants, children and adolescents from a disease. If almost everyone is vaccinated, it is possible to eradicate pathogens.



The vaccinations recommended for Germany by the Standing Committee on Vaccination (STIKO) are carried out by family doctors or paediatricians and are usually paid for by health insurance companies. In Baden-Württemberg, vaccinations against FSME and influenza are also recommended for all children (as of Sept. 2019).

The completeness of the vaccinations for your child was checked as part of the ESU. Please continue to ensure that your child is fully vaccinated. Your paediatrician or the public health authority will advise you on this.

Find further information and the current vaccination calendar at

- Federal Centre for Health Education (in German)
www.impfen-info.de
- Robert Koch Institute
www.rki.de/EN/Content/infections/Vaccination/recommandations/recommendations_node.html

GROSS MOTOR SKILLS

Gross motor skills refer to large, gross motor movement sequences such as running, walking, climbing, sitting etc. This also includes dexterity, secure balance and coordination skills.



Movement means dealing with your environment; it trains the senses and has a positive effect on the general development of your child: Self-confidence and concentration increase, stress and aggression are reduced, cognitive development (including language development) is promoted. You should therefore offer your child as much exercise as possible.

The Federal Ministry of Health recommends 180 minutes of physical activity per day and more for kindergarten children. At least one hour of this exercise time should take place outdoors, e.g. a playground.

How can you practise this with your child in your everyday life?

- Moving around a lot: Walking, running, jumping, climbing, skipping, walking on tiptoes, walking on heels, standing on one leg, hopping, balancing
- Walking to kindergarten or school
- Gymnastics, swimming, riding scooters, roller blading and cycling
- Swinging, moving and clapping to music, playing ball, skipping rope, bouncing games like hopscotch and juggling with scarves & balls

Which games are suitable for this?

- Chinese jump rope, hide and seek, Twister® etc.

Find further information at

- Federal Centre for Health Education (in German)
www.kindergesundheit-info.de/themen/entwicklung/entwicklungsschritte/motorische-entwicklung/
- National recommendations for physical activity and the promotion of physical activity (in German)
www.bundesgesundheitsministerium.de/fileadmin/Dateien/5_Publikationen/Praevention/Broschueren/Bewegungsempfehlungen_BZgA-Fachheft_3.pdf

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FINE AND WRITING MOTOR SKILLS

Fine motor skills refers to all small movement skills such as writing, button-closing and refers here above all to the motor skills of the hands and fingers.



Well-developed fine motor skills are important in order to be able to perform movements in a skilled and targeted manner. For writing at school, the mobility and dexterity of the fingers are very important.

Holding a pen correctly is the basis for learning to write more easily. With the 3-point grip, the fingers and pen are most mobile with the wrist resting.

As a rule, by the last year of kindergarten at the latest, the child will have decided which hand he or she will use for writing and painting (handedness).

How can you practise this with your child in your everyday life?

- Arts and crafts, plasticine, cutting and sticking
- First writing exercises, colouring in, painting
- Cutting fruit, buttering bread, eating with a knife and fork
- Threading beads, ironing on beads, weaving
- Playing with smaller materials

Which games are suitable for this?

- Mikado, fishing games, blind man's buff, tactile dominoes, marble games, building and peg games

Find further information at

- Federal Centre for Health Education (in German)
www.kindergesundheit-info.de/themen/entwicklung/entwicklungsschritte/motorische-entwicklung/

LEFT-HANDEDNESS



Left-handed children should be encouraged in their left-handedness.

How can you support your child in your everyday life?

- The paper or notebook should be inclined to the right at an angle of about 30°.
- The hand position should be mirror-inverted to that of the right-handed person.
- Find school materials for left-handed people (e.g. fountain pen, scissors).
- When setting up the lighting in your child's work space, ensure that the light falls on the writing surface from the right.

Find further information at

- Federal Centre for Health Education (in German)
www.kindergesundheit-info.de/themen/entwicklung/entwicklungsschritte/motorische-entwicklung/linkshaendigkeit/

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HAND-EYE COORDINATION

Hand-eye coordination means being able to recognise and reproduce shapes and their visual differences.

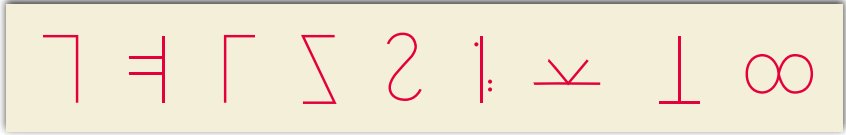
In preparation for school, it is important to recognise small visual differences in shapes and symbols. Distinguishing and copying are the basic prerequisites for being able to write letters clearly and then read them reliably.

How can you practise this with your child in your everyday life?

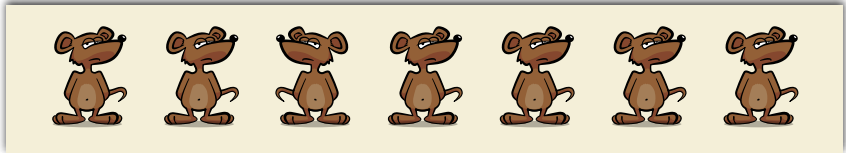
- Being able to orientate yourself within your own body:
Head, legs, stomach
- Being able to orient yourself within the space around you:
Right-left, up-down, front-back ...
- Sorting things when setting the table or in the household e.g.
bowls according to size, socks according to pattern
- Assigning lids to the right bottles/jars
- Completing a pattern, such as:



- Copying symbols, such as:



- Spotting differences, such as:



Which games are suitable for this?

- Memory game, Mini-Lük® boxes/books, puzzles, hidden object pictures, dominoes etc.

Find further information at

- Federal Centre for Health Education (in German)
www.kindergesundheit-info.de/themen/entwicklung/entwicklungsschritte/motorische-entwicklung/

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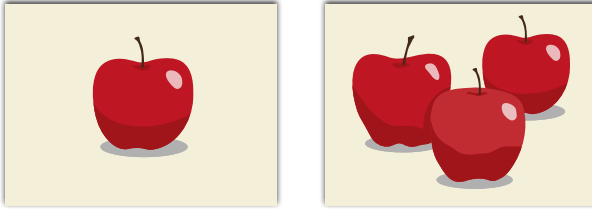
UNDERSTANDING NUMBERS AND QUANTITIES

Children experience mathematics in their everyday lives from an early age. In dealing with their environment, they develop a concept of quantities and learn to recognise numbers. These basic mathematical competencies form the foundation for dealing with numbers and arithmetic at school.

How can you practise this with your child in your everyday life?

- Recognising numbers: House numbers, shoe sizes, telephone numbers
- Practising counting:
 - Setting the table: Counting cutlery, plates, glasses etc.
 - Out and about: Counting cars, bikes, street lights, posts etc.
 - Count out loud when jumping rope, bouncing balls, swinging, jumping etc.
 - Count steps when walking forwards and backwards

- Arranging in order, sorting and naming materials of animate and inanimate nature according to properties such as larger – smaller, many – few,
- Spontaneously identifying smaller quantities, e.g. on their plate, on a dice, when shopping, out on a walk ...



Which games are suitable for this?

- Marble games, shopping games, dice games, card games etc.
- Board games like ludo, UNO®, Halligalli®, connect four, dominoes, gomoku, quartets



LANGUAGE

*Language is communicating.
Language is understanding.
Language is thinking.*

.....

For the child's holistic development, the unfolding of language skills is of enormous importance. Language development is particularly important for later learning to read and write and therefore for learning success.

How can you practise this with your child in your everyday life?

- Vocabulary, language comprehension, grammar
 - Looking at picture books together e.g. hidden object books
 - Reading stories, having your child retell the story and asking them questions about it
 - Let your child talk about their experiences and encourage them to speak by asking questions
 - If your child says something incorrectly, you can repeat the sentence correctly without pointing out mistakes
 - Setting small tasks
 - Memorising poems, counting rhymes, names
 - Singing with your child

- Articulation/pronunciation

Strong mouth and tongue muscles are the basis for sound formation and good pronunciation

- Exercises for this are: Making faces in front of the mirror (pouting, grumpy lips), drinking with a thin straw, inflating balloons, blowing cotton wool with a straw, blowing bubbles, gargle ("R")
- Promoting oral motor skills: Solid food for biting and chewing



Thumb-sucking and pacifiers can affect articulation.

- Perceiving and distinguishing tones and sounds

- Rhyming and singing games
- Encouraging listening: Guessing everyday sounds, hearing memory (fill 2 small boxes with different materials and shake them)



Television and computer/mobile phone games are not a substitute for talking to your child!

Which games are suitable for this?

Chinese whispers

Players: 4+

The players sit in a circle. The captain whispers a word (a rhyming couplet, a sentence etc.) into their neighbour's ear. The next player whispers what he has heard into their neighbour's ear etc. The last player says what he has understood aloud.

I packed my suitcase

Players: 2+

The players take turns naming objects that they are packing in their suitcase. Each player has to repeat the previously mentioned items.

Example:

1. Player 1: "I'm going on a trip to America and I'm putting a toothbrush in my suitcase."
2. Player 2: "I'm going on a trip to America and I'm putting a toothbrush and a T-shirt in my suitcase."
3. Player 3: "I'm going on a trip to America and I'm putting a toothbrush, a T-shirt and a book in my suitcase" etc.

Pronunciation exercises

- Zwischen zwei Zwetschgenbäumen zwitschern
zwei Schwalben
- Blaukraut bleibt Blaukraut und Brautkleid bleibt Brautkleid
- Fischers Fritz fischt frische Fische, frische Fische fischt
Fischers Fritz
- Es klapperten die Klapperschlangen bis ihre Klappern
schlapper klangen

Making up stories

Players: 2+

Make up a story together. The adult provides a beginning, for example: "Once upon a time, on a dark and stormy night, a ship sailed in the middle of the sea. On the ship there was ..." A child should now continue to tell one or two sentences, then the next and so on.

Guess the song

Materials: Chair, possibly an instrument

Sing songs with your child more often. If you are sure that your child is good at the songs, you can play the following game: Everyone sits down on the floor in a circle, a chair is placed in the middle. Select a song and sing or play the beginning without lyrics. Whoever can say or sing the opening line first may sit down on the chair. Now the next song follows.

MULTILINGUALISM/GROWING UP WITH TWO OR MORE LANGUAGES

Being able to speak several languages is an advantage. Children can easily learn different languages at the same time. At preschool age, this can be achieved effortlessly in a playful way. A prerequisite for this is regular and intensive language contact.

Speak to your child in the language you yourself speak best, so that your child has a good linguistic role model and is supported in his or her language acquisition thanks to your help. Speaking well in your mother tongue is the basis for learning other languages.

Important

- One person – one language
- Do not mix German and your mother tongue. Please use only one language in a sentence.



- Make sure you have regular contact and interaction with people who speak correct German in everyday life.
- Regular kindergarten attendance.
- Attending clubs and other groups – your child will benefit from the intensive exchange with German-speaking children and adults.
- Show appreciation for the German language and your mother tongue.
- Speak your native language. Encourage it by reading aloud, rhyming and playing language games as well as songs.
- It is possible that your child will mix both languages at the beginning.
- This is normal development.

Find further information at

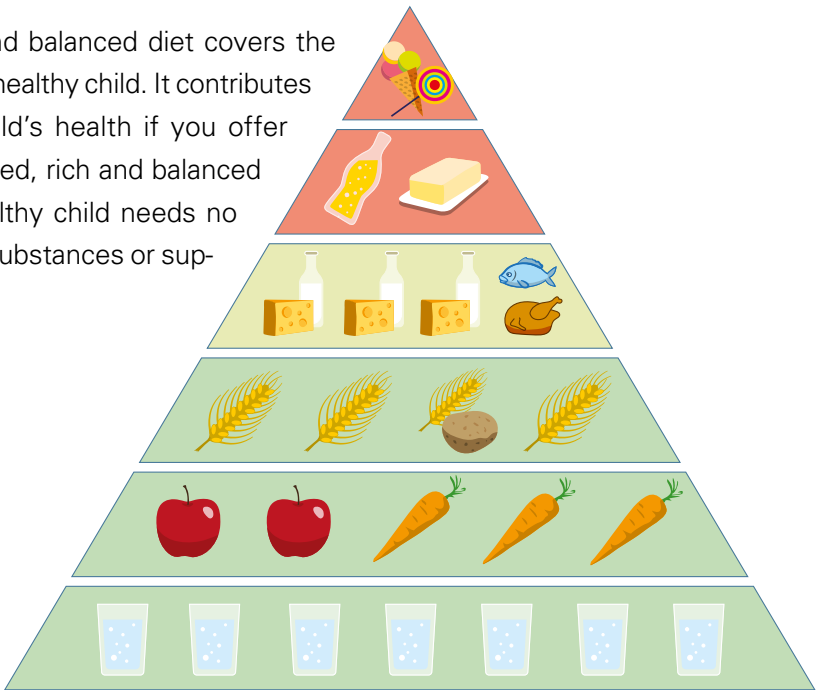
- ➔ Flyer on reading aloud, also available in different languages, from the BW Ministry of Culture at www.km-bw.de/Lde/Startseite/Service/Publikationen
- ➔ Deutscher Bundesverband für Logopädie (German Federal Association for Speech Therapy). Here you can find information about language acquisition, the role of parents in language acquisition, dealing with multilingualism. There is also material available in various languages. <https://www.dbl-ev.de/>
- ➔ Parent's Letter: How can our child learn two languages? (In over 20 languages) <https://www.ifp.bayern.de/veroeffentlichungen/elternbriefe/>
- ➔ Materials for language promotion from the Baden-Württemberg Foundation – www.sagmalwas-bw.de/das-programm/materialienzur-sprachfoerderung/
- ➔ Waltraut Singer, Cornelia Funke: Sprachspiele für Kinder; 2005 Ravensburger Buchverlag (in German)

DIET

Your child needs a healthy, balanced diet for good physical and mental development.

What should children eat and drink?

A varied and balanced diet covers the needs of a healthy child. It contributes to your child's health if you offer them a varied, rich and balanced diet. A healthy child needs no additional substances or supplements.



A healthy diet should include:

- Plenty of unsweetened drinks, vegetables, fruit, cereals, potatoes, pulses
- Moderate amounts of animal-based foods, such as meat, sausages, dairy products, eggs
- Minimal sugar, sweets and fatty snacks

Special products such as children's food and convenience products are superfluous and often unhealthy for children.

Children should drink enough (approx. 900 ml from the age of 4 to 6). Tap or mineral water, unsweetened tea or highly diluted juices (3 parts water + 1 part juice) are suitable. Avoid sugary drinks, such as cola, lemonade or iced tea incl. diet or zero products.

How much should children eat?

Healthy children eat as much as they need. Respect the hunger and satiety signals of your child. Eating is not an achievement that should be emphasised for children. Food should not be used for reward or punishment.

Parents are role models for their children

Involve your child in the preparation of meals, if possible, and eat together as a family as often as possible. In this way, children learn what is in their food, can choose food and practise correct social behaviour at the table.

If you create a pleasant atmosphere during your shared meal (without the use of media), you pave the way for your children to enjoy healthy eating behaviour.

How can you practise this with your child in your everyday life?

- Children need regular meals (e.g. 3 main meals, 1 to 2 snacks). Those who don't eat regularly, are more likely to reach for crisps, sweets, snacks and fast food.
- A full breakfast helps children to concentrate better.
- You eat with your eyes: Children prefer to eat some foods if they are beautifully prepared and arranged. Apple slices, cucumber slices, carrot sticks etc.
- Sweets in moderation. A ban is not sensible and makes eating sweets all the more appealing.

Find further information at

- Baden-Württemberg State Centre for Nutrition
(in German)
www.landeszentrum-bw.de/Lde/bilden/Landesinitiative+BeKi
- German Society for Nutrition (in German)
www.dge.de

SCREEN MEDIA (TV, TABLETS, SMARTPHONES)

Children today come across technical media of all kinds at a very early age: Television, radio, smartphones, tablets and computers are common.

However, it is very important for your child to actively get to know themselves and the world while playing with their peers, in nature and in their everyday life at home. At this age: Role-playing, rough & tumble and painting are also forms of learning!

In general, time spent being active is more important than time using media. A smartphone is not a “babysitter” either and TVs, PCs & games consoles do not belong in children’s rooms.

Sensible handling of screen media

- You are the role model – your children are guided by your behaviour
- Select programmes together, looking out for to age-appropriate content
- Use the internet together

- Talk about what you have experienced or seen
- Do not use screen media as a reward, punishment or reassurance

Clear rules are important:

- Discuss clear rules for media use with your child and ensure that they are observed. You should continuously adapt these to your children's development.
- It is better to avoid screen media for children under the age of three.
- Kindergarten children should consume max. 30 minutes per day or four hours per week.
- Avoid screen media just before bedtime.
- Use apps to control/limit time spent on a mobile phone or tablet.



Find further information at

- Tips on kindergarten children's digital living environments, Landesmedienzentrum (in German)
www.lmz-bw.de/fileadmin/user_upload/Downloads/Handouts/Kita-Broschuere-Onlineversion.pdf

DENTAL HEALTH

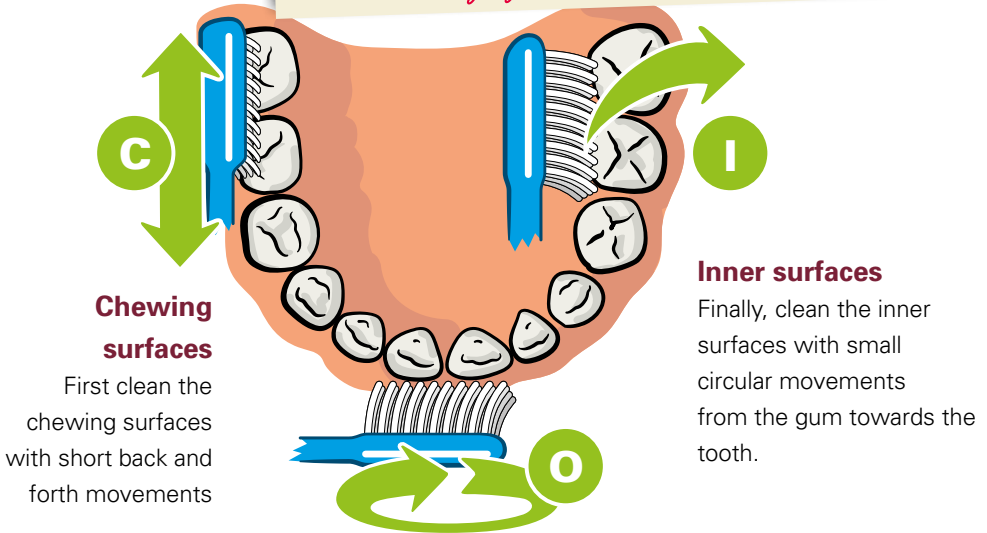
Healthy teeth and gums are prerequisites for healthy growth and living, because teeth are needed for biting and chewing, for making sounds and speech. They are also important for appearance.

Important rules for healthy teeth:



- Brush your teeth in the morning and in the evening after eating. Your child also needs help with daily dental care in their primary school years.
- Consume sugary foods and beverages as rarely as possible.
- Use fluoride (fluoride tooth-paste, fluoride salt etc.)
- Go to the dentist twice a year to have a dental check-up and to get advice on all your questions.

Brushing your teeth with COI



Outside surfaces

Then brush the outside surfaces with circular movements.
Brush with a closed bite from the centre to the right and left.

Source: Federal Centre for Health Education (BZgA)
www.kindergesundheit-info.de | As of: June 2019

Find further information at

- Deutsche Arbeitsgemeinschaft Jugendzahnpflege e.V. (in German) – www.daj.de
- Information Centre for Preventing Tooth Decay (in German) www.kariesvorbeugung.de

GENERAL TIPS FOR GROWING UP HEALTHY

On a daily basis

Children feel safe and secure when their day runs according to fixed structures. Fixed rituals such as having breakfast together, reading aloud in the evening and other family routines contribute to this.

Me and you

Children need that “here just for you” feeling. Children want to be taken seriously. They often see things with childlike eyes.

No means no

Everyday family life is easier if you and your children talk to each other regularly. Children learn a lot about togetherness when they are allowed to establish rules together with the adults and when everyone sticks to what is agreed. When praising or criticising your child, you can help them by referring to specific behaviour they have displayed instead of sticking to generalisations. A child is only able to adapt their behaviour if they understand what exactly they are being praised or criticised for.



Assign tasks

It makes sense for children to learn early on that they are not just there, but are important and valued family members who contribute to living together. One such contribution could be, for example, to set the breakfast table at the weekend. Children like to take responsibility and are happy when they are trusted with something. The tasks you can give your children depend on their age and development.

Allow feelings and take them seriously

This is the prerequisite for your child to be aware of their feelings and to respect the feelings of others.

“I can do it myself!”

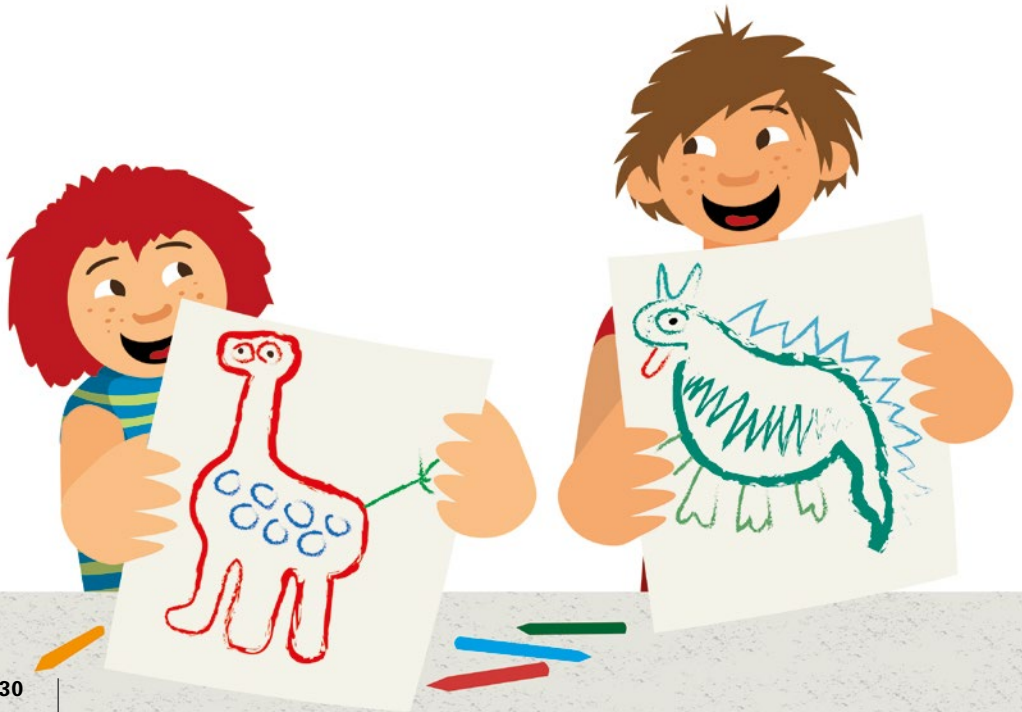
Encourage independence by letting your child do and try out as much as possible by themselves. Also accept when they make mistakes and show them how they can learn from mistakes.

Arguing and reconciliation

Encourage your child’s ability to deal with conflict by allowing disputes and disagreements, by perceiving and accepting different needs.

Imagination and creativity

By encouraging your child in their actions and not by measuring the results achieved, you encourage your child’s imagination and creativity.





Baden-Württemberg

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und Integration Baden-Württemberg**

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