Newsletter of EduArt Preschools 1/2025

Edík's news

Vinohrady | Libuš | Hloubětín



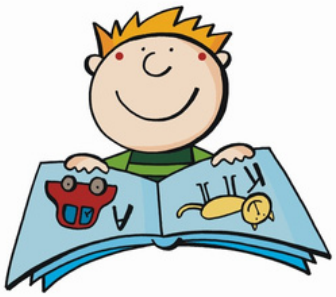
How to build on the English environment at home?

Parents often expect their child to become fluent in English after a few months. However, this assumption is unrealistic and can lead to frustration when this does not happen. Questions such as: “What is happening? Is it learning anything at all?” are often asked. However, it is important to remember that the language learning process is individual. Every child has its own pace, its own way of learning new information. Just because a child does not speak English yet, does not mean that it has not learned anything. Many children need a longer period of time to “sort out” the language in their head. During this phase, they learn passively – they listen and observe. They gradually acquire basic structures, vocabulary and intonation. Language skills often only become apparent in a situation where the child feels comfortable and confident. This can be at home while playing, repeating a familiar song or when they do not feel under pressure. One of the reasons why parents don't hear any details from their child about what happened in English class may be the way they ask questions. For example, the question "What did you learn tody?” They don't know how to answer it and often don't even realize that they learned anything during the day. Therefore, it is better to ask more specifically: “Today you talked about fruit. Do you remember how to say apple?” Such questions will direct the child and give him space to remember what was discussed in class. The process of learning English is sometimes longer, but patience bears fruit. Each child progresses at its own pace, and that is absolutely fine. In addition to regular participation in English classes, support at home is also key. Parents can repeat words with their child, sing songs or read simple stories. These activities will not only improve language skills but also strengthen the child’s positive relationship to English. Parents can be the child’s inspiration, showing that English is a natural part of life. Our monthly English reviews can help parents find suitable materials and activities that their child will enjoy. With such support, the child will perceive English as a regular part of its day,which will lead to faster and more joyful progress.With patience and the involvement of the whole family, learning a language can be a joyful adventure!

Edík´s adventures in January

Prague 2

Three Kings in Kindergarten	6/1
Hygiene Project Day	8/1
Canistherapy	14/1
Feeding and Learning About Birds - Walk	23/1
Retirement Home	29/1
Individual Speech Therapy	every even Thursday
Exercise in Sokol	every Friday



Prague 4

Decorating a tree for animals	3/1
Three Kings Parade	7/1
Canistherapy	10/1
Visit to Alzheimer Home - Green Class	13/1
Sports morning at beach volleyball	16/1
Theater Koloběžka: How to beat germs	23/1
Healthy teeth - preventive program	29/1
Individual speech therapy	every odd Thursday



Prague 9

Blue Class

Three Kings in Kindergarten	6/1
Canistherapy	13/1
Hloubětín Library	17/1

Red Class

Three Kings in Kindergarten	6/1
Canistherapy	16/1
Theatre: The Adventures of Blue-Eyed Cat	30/1
Hloubětín Library	31/1

Yellow Class

Three Kings in Kindergarten	6/1
Canistherapy	13/1
Hloubětín Library	17/1

Orange and Green Class

Three Kings in Kindergarten	6/1
Canistherapy	16/1
Sensory Play Program	24/1
Theatre: The Adventures of Blue-Eyed Cat	30/1

individual speech therapy **every Monday**

Edík's Around-the-World Adventure

Swimming Course

We regularly go to a swimming club with the children of our Hlubětín kindergarten to a nearby pool. Swimming lessons are a great opportunity for children to learn basic skills and gain a healthy relationship to water. The lessons are conducted in the form of games so that children enjoy moving in the water, get rid of any fear and feel safe in the pool environment. Our main goal is for children to develop a positive relationship to water, which is the basis for their future swimming skills. In addition, swimming contributes to the development of motor skills, coordination and self-confidence. We believe that every visit to the pool is a joy and benefit for children that will accompany them throughout their lives.



The Shoebox

One of EduArt's long-term goals is to participate in numerous charity projects. This school year, we have traditionally participated in the Shoe Box collection, organized by the Diakonie of the Evangelical Church of Czech Brethren (krabiceodbot.cz). The goal is to give gifts to children in need and create a smile on their faces at Christmas. What makes an ordinary box something extraordinary? The contents are toys, crayons, clothes, children's cosmetics and other small items, which are often the only gift for these children, and therefore a great treasure. We would like to thank all parents and children who joined us in this challenge!



Hygiene Project Day in Prague 2

At EduArt, we often include project days that give children the opportunity to discover new topics through games, activities and interactive learning. A project day is focused on a specific topic, with the aim of supporting children's curiosity, their involvement and the development of knowledge in a playful way. In January, a project day focuses on hygiene and a significant figure in healthcare - Florence Nightingale awaits us in Prague 2. On this day, children will adopt hygiene habits, learn about the importance of cleanliness and health and gain insight into the history of patient care. Through interactive activities and games, children will become little health workers, trying out, for example, "patient treatment" or proper hand washing. We look forward to this special day full of discovery and joy!



Interview with EduArt school psychologist - Markéta Pechová



What is the main task of a school psychologist in a kindergarten?
A kindergarten turns to a psychologist if it needs to consult about a child's educational difficulties. This can lead to screening in the classroom, defining the child's special needs, support in problem situations on the side of both the kindergarten and the family. Communication between the family and the kindergarten can be mediated and follow-up care can be ensured. Sometimes, however, it is also "just" about making sure that everything is OK. We must not forget the mental well-being of kindergarten employees.
How important is routine and regularity in the lives of preschool children?
From my point of view, routine is important for young children because it brings security. For children, routine is predictability, strengthening habits, and providing a sense of security. However, each family has a different routine and regularity, and it is mainly important that both parents and children feel good about it.
Are boundaries important for preschoolers and why?
Boundaries are important for everyone. Be aware of the difference between a bridge with a railing and one without, especially for a small child. Boundaries are a safe space for children to move around. It is important that we communicate with them kindly and consistently. It is also important that boundaries sometimes change, but children need to understand these changes. The boundaries we give, allow children to function in society, in the world.
What are the most common concerns or situations that parents of preschoolers deal with?
Concerns about adapting to kindergarten are common, each child needs a different amount of time, perhaps even a slightly different approach, pressure and haste are not desirable. Every child is different and even two siblings cope with starting kindergarten differently and perhaps at different ages. Often in kindergarten, parents also deal with the fact that the child does not speak, speaks poorly, does not understand the teachers' requirements, is "behind" compared to other children. Sometimes parents are concerned that their child is not participating in kindergarten activities or has some strange behavioral manifestations. And as they get older, they also deal with the child's maturity for school. Everything has its own solution, there is a path for every child.
What would you recommend to parents who notice a change in their child's behavior - for example, hypersensitivity, withdrawal or aggression?
Communicate your findings with other people who know the child - grandmother, kindergarten teacher, club instructor, babysitter, etc. Think about whether something is related to the change in behavior (death of a pet, parents' divorce, etc.). Do not be shy about consulting with a specialist.
What personally brought you to the work of a child psychologist and what enriches you most about working with children?
I have always admired the work of educators at all levels of schools. Working with children is of great value to me, they are our future, they should be our priority. I wanted to be a support in the educational process, where the competence of the educator ends. Where there is too much for the child alone and where the parent needs help in the approach. Every child is different, I am constantly learning on my professional path, I believe that everything can be communicated and everyone deserves support.
In connection with the fact that we are going to offer our parents a seminar on school maturity, I want to ask in conclusion: How do we know that a child is not ready to enter primary school?
For me, it is not about 100% readiness, no one is perfect. Children are prepared for school throughout their entire kindergarten attendance. It is the teachers who should communicate with parents whether the child is mature for school. And in the last year before school, also point out what needs to be worked on. For most children, there is no doubt that entering school at the age of 6 is appropriate for them. Where there is any doubt on the part of the family or kindergarten, the child's socio-emotional maturity, work readiness, level of knowledge and, for example, physical fitness are assessed.