



Welcome to our Preschool

Info Pack
September 2025 - August 2026

International Montessori
English-Speaking Preschool e.V.

Funded by:



Landeshauptstadt
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übernimmt der Freistaat Bayern.
Bayern ist das Land mit den meisten Leistungen für Familien.

Child's name:

Starting date:

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“Within the child lies the fate of the future.”

(Maria Montessori)

Welcome

Dear Parents, Relatives, and Guardians,

At the beginning of the kindergarten year, there is a lot for your child to learn and get used to. This welcome package is designed to help you become familiar with our routines, policies, and procedures. We deeply value and encourage the active participation of families in the daily life of our preschool. Parents and families are the most important people in a child's life and have the greatest influence on their learning. Our goal is to foster a relationship of mutual respect, trust, and empathy between parents and teachers, built on open, honest, and respectful communication, to promote the well-being of the child.

Structure and Organization of a Parent Initiative

In 1993, a group of parents founded the International Montessori English-Speaking Preschool. We are a state-recognized, non-profit parent initiative. Every legal guardian whose child is accepted into the kindergarten is expected to become a member of the association. The voluntary board, elected by members at the general assembly, represents the association externally and is legally responsible for the kindergarten.

The International Montessori English-Speaking Preschool e.V. serves as the governing body of the kindergarten. It provides kindergarten spots by employing staff, maintaining facilities, and allocating other resources to ensure quality care for our children.

The kindergarten is primarily funded through government and municipal subsidies, as well as parental and membership contributions. The association sets the framework for kindergarten operations and assumes all administrative responsibilities, including those of an employer.

The Kindergarten's Organization Is Based on Three Key Principles:

1) Separation of the Association and the Kindergarten Operations

The educational operations of the kindergarten are the domain of the teachers ("the team") and children, while the association is the domain of the parents. The association includes the general assembly and the board, as defined by its legal bylaws. In practice, parents manage organizational aspects (see Point 2 – Parental Participation), with parent meetings playing a central role (see Point 3 – Decision Making). Close coordination between these two spheres is maintained through elected personnel representatives. The educational responsibilities lie exclusively with the teaching team. Open and regular discussions on pedagogical topics take place through individual parent-teacher conversations and educational parent evenings. Parents are also involved in shaping and updating the educational concept.

2) Parental Participation

Because the association also serves as the managing body of the kindergarten, parents have certain responsibilities — but also significant opportunities for involvement. Since we all have various personal and professional commitments beyond parenting, our tasks can only be fulfilled through effective distribution of responsibilities and strong engagement from each individual.

Many responsibilities are assigned to parents in the form of specific roles. These roles are outlined in official descriptions, though overlaps are sometimes unavoidable and are encouraged to foster collaboration. If responsibilities are neglected, the board will issue reminders. In cases of serious neglect, the general assembly may vote to expel the member from the association, which also results in the termination of the childcare contract.

3) Clear Decision-Making Rules

The International Montessori English-Speaking Preschool is founded on grassroots democratic principles, meaning that all parents, staff, and children can — in principle — take part in decision-making. However, the principles of role delegation and majority rule apply.

The board considers itself "first among equals" and is mainly responsible for the long-term direction of the kindergarten and for ensuring legal compliance. It also ensures that "everything runs smoothly."

Those holding specific roles execute their responsibilities independently and with accountability. Other parents are expected to respect the assigned roles and decisions of those fulfilling them.

All guardians have both the right to participate and the obligation to contribute. Only those who attend parent meetings can be involved in decision-making and shaping the kindergarten's development. These meetings are essential for sharing information, voicing opinions, and making overarching decisions.

Decisions made during parent meetings are documented and must be respected and upheld by all parents and staff.

Because the association serves as the managing body of the kindergarten, parents are required to take on certain responsibilities in the form of "parent roles." Each family assumes one or more of these roles, which in turn create the conditions necessary for quality educational work. As such, parents play two roles: one as a customer receiving a childcare service, and the other as a member of the organization sharing responsibility for the facility. These roles can sometimes conflict. Often, the responsibility as an organizational member is overlooked, and blame for operational issues is shifted to others. It is therefore essential to regularly reflect on one's responsibilities and fulfill assigned roles with diligence. The smooth operation and preservation of the kindergarten is a shared responsibility of all parents — it cannot be solely placed on the board.

GENERAL ASSEMBLY

The general assembly takes place once a year at the start of the kindergarten year during the first parent meeting. At this meeting, the board is elected, the budget is approved, roles are distributed, and official matters such as changes to the bylaws are addressed.

What Makes a Parent Initiative Special?

Parent-run initiatives are typically small and have a familial character.

Parents are much more involved and informed about the educational work. This includes more frequent parent meetings, weekly updates (e.g. the weekly schedule), and regular communication between the teaching team and the board.

Parents also meet regularly — for example, during group outings, the monthly Friday "Coffee Afternoon," joint renovation or cleaning days, and community celebrations throughout the year. These activities foster not only strong friendships among the children but also close bonds between the parents.

Parent Evenings

Parent evenings take place every four to six weeks. It is mandatory that one parent from each family attends every meeting.

Educational parent evenings are held once a quarter; the others focus on organizational matters.

Organizational Parent Evenings are held without the teaching team. These are used to discuss and decide on topics not directly handled by the board, designated roles, or the team.

- The decision to accept interns is made by the team in cooperation with the personnel coordinator. If it involves hiring a teacher, the parent meeting decides.
 - **New Parent Selection** is organized by the New Parent Coordinator, who also pre-screens applicants based on pre-agreed criteria. The team provides feedback on each new family, but the final decision rests with the New Parent Coordinator and the preschool leadership.
 - The **Board** may override decisions made by individual role holders or by the parent meeting if it believes such action is necessary due to its legal responsibilities (e.g., in cases of legal violations). Similarly, the board may make decisions that normally fall under other areas of responsibility if urgent action is required (e.g., in the case of child safety concerns).
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Educational Parent Evenings

These meetings are held with the teaching team. A core part of each meeting is a report on the group's current dynamics and development. Individual children are not discussed during these sessions — that is reserved for one-on-one parent-teacher meetings.

Other topics often include presentations on educational themes or discussions about the ongoing development of the preschool's educational approach.

How to Navigate the Preschool

It's not always easy to keep track, as there are many channels of information. Here's a quick overview:

- **Signal Group:** This is the primary means of communication. It's used for sharing information about your child and organizational matters.
- **Gmail Platform:** Used for larger updates and messages. (Accounts will be created for you starting in September.)
- **Weekly Schedule:** Sent out every week via Signal by the team.
- **Shared Online Calendar:** Contains all annual events such as closing dates and festivals. You can also enter your own absences (e.g. for vacations).
- **Bulletin Boards:** Located near the entrance before you reach the coat area, including the daily pick-up list where you note when you'll be collecting your child.

Dates for parent meetings, coffee afternoons, and festivals are shared via Signal and Gmail, and also appear on the shared calendar.

You'll also find all these dates in the shared calendar.

Information via Gmail

You'll receive regular monthly overviews, the meal plan, and the parent duty schedule by email.

At the beginning of the kindergarten year, you'll be given a schedule with time slots to sign up for parent-teacher meetings.

Additionally, a fixed date for your child's development review meeting will be provided, which will always take place on a Friday.

Onboarding / Orientation and Information

The first few weeks of starting kindergarten are critical for building trust and a sense of security in your child. Every child is different — some adapt quickly to the new environment and routines, while others need more time to feel comfortable and safe.

To give each child the attention they need, **we begin onboarding in pairs**: two children start on the first two days, followed by the next two on the third and fourth day, and so on.

Parents remain present during the initial days.

Children and their parents stay at the preschool until just before lunch — that is, until after garden time, which ends at **12:00 PM**, for at least the first two days.

After that, we'll assess whether the child is ready to stay longer. By the time lunch is served, however, children should ideally be ready to stay without their parents.

It is important for children to stay **on their own during lunch**, as the presence of too many adults can make mealtimes restless and distracting.

The onboarding period is a **very sensitive phase**. Together, we must ensure that your child experiences a **gentle and positive start** in the group — this initial experience can significantly shape their approach to future transitions in life.

Please don't pressure yourself to make everything go perfectly from the start. Take each moment as it comes. If your child is not ready to leave your side in the first few days, that's completely okay.

We will closely observe your child's behavior and offer advice if we see something that might help ease their transition.

Since every child is unique, we cannot predict exactly how long the onboarding process will take.

Please set aside **14 days** during which you can accompany your child.

If you have limited availability due to work, we'll need to speed up the transition — in such cases, your child may face more challenges during separation.

During this phase, the timing for leaving your child alone at preschool varies individually. Some children may be ready to stay on their own for short periods early on, while others may take longer.

As parents, you are warmly invited to **participate in the daily routine**.

You should remain close to your child as long as they need you. If your child begins to explore, play, or interact with other children, you may start to step back engages with toys or starts playing with other children, you can begin to step back.

Feel free to grab a coffee or tea in the kitchen, chat with us, or even get a bit of work done on your laptop.

Make sure to let your child know **where you are and what you're doing**, so they can easily find you if needed.

It's important that your child sees you feeling **comfortable and at ease** in the preschool environment — chatting with staff or going about your own activities.

This helps your child feel more confident and secure, knowing you are familiar with and trust the setting.

During this early phase, you're welcome to ask us any questions that are on your mind.

Many of these will naturally be answered as you observe and participate in daily life at the preschool.

If your child continues to struggle with separation despite a gentle onboarding process, it's important **not to extend the farewell phase for too long**.

From experience, we know that dragging out goodbyes often makes things more difficult for children rather than easier.

This is partly because **your own uncertainty** may increase during prolonged separations — and children are highly sensitive to your emotions.

When they sense your hesitation, they may find it even harder to let go.

In such cases, we will advise you as a team when it's the right moment to say goodbye.

It's crucial at this point to establish a **clear goodbye ritual** with your child and follow through with it — even if your child becomes emotional.

Stick to the agreed-upon **goodbye ritual**, and follow through with it — even if your child cries.

We will take care of your child and help them through the sadness of separation.

We'll contact you right away via phone once your child has calmed down — often, you'll still be just around the corner when that happens.

There are typically two different ways children respond when arriving at preschool:

1. **Some children separate easily**, confidently embracing the new environment. In such cases, things may go smoothly at first. However, it's possible that even these children may resist coming after a while — once they realize that kindergarten is now part of their daily routine, or after encountering their first social conflicts.
2. **Other children struggle with separation**, finding it difficult to leave their parents. This is a completely natural reaction — after all, family represents safety and security. It's important to remember that separations are a part of everyday life, and children need to gradually learn how to cope with them.

As mentioned before, we will accompany your child through these feelings of loss and support them in navigating this process.

Of course, it would be easier and more pleasant for everyone if there were no sadness at all — but saying goodbye is part of life.

Saying goodbye — even with sadness — is a **natural part of life**.

Rest assured, we have guided many children through this transition process.

Trust that everything will be okay. With this mindset, both you and your child will find it easier to adapt.

Please **avoid comparing your child to others**.

Each child copes with separation in their own unique way.

As much as we'd love to, we can't shield children from all of life's discomforts.

How to Support Your Child During Separation

One of the most important steps is to be **confident in your own decision** — your child is now ready to start kindergarten.

Feel secure and comfortable in giving your child this new experience. Trust that you've chosen a good place for them — a place where they will learn and thrive.

When you are confident and at ease, your child can reflect that same trust.

Also, **agree on a clear goodbye ritual** — and stick to it. This gives your child a sense of predictability and security.

Examples of rituals:

- Reading one book together
- Completing a puzzle
- A kiss on the cheek and a hug before you leave

The key is **not to drag out the goodbye** unnecessarily, because prolonging goodbyes rarely helps — in fact, it usually makes things harder.

Always say **a proper goodbye** to your child. Never leave without saying anything.

After the Transition Period

Once the onboarding period is over, children are dropped off **at the entrance near the coat area**.

They independently hang up their jackets, take off their shoes, and put away their backpacks.

We greet them and take over from there.

Even after your child has been attending kindergarten for a long time, there may still be mornings where **goodbyes are difficult**.

Children don't always arrive in a good mood, and sometimes there may have been issues with friends or within the group.

On such days, it's especially important to arrive **on time and keep the goodbye short and gentle**.

What to Bring on the First Day

1. A spare clothes bag (depending on the season: t-shirt, long sleeves, underwear, socks, sweater, trousers)
2. Blanket and small pillow for nap time
3. Indoor slippers (non-slip soles for safety)
4. Rain boots (for rainy days)
5. Rain pants/snow pants
6. Sunscreen
7. Hat/sunhat
8. Water bottle
9. Red book bag (every Friday)

Please label all of your child's belongings!

General Clothing Guidelines

- Please dress your child in clothes that can get dirty.
 - In summer, do not send your child in undershirts alone.
 - Ensure your child wears proper shoes — no flip-flops, as they are unsafe for running and climbing.
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Opening Hours / Schedule / Closures

Drop-off time: 7:30 – 9:00 AM

Pick-up Time

Pick-up is also a **very delicate phase** in the daily kindergarten routine. Don't be surprised if your child wants to **stay longer** even after you've arrived.

Children live in the moment — their current joy or frustration feels like their whole world.

It's often hard for them to stop a fun game and transition to something new.

They may respond with **anger or sadness**, and it might be hard to calm them down.

In those moments, it's crucial that you respond with **calmness, clarity, and empathy**.

Acknowledge their feelings while still clearly communicating that it's time to leave.

At pick-up, **there is no room for negotiation** — you've arrived, and now it's time to go home or move on to your next destination. Your child's emotions don't change that fact.

That's why it's important **not to prolong the goodbye unnecessarily**.

The more confident and decisive you are, the easier it will be for your child to leave.


We follow a simple **"Five-Minute Rule"**:


Once you've arrived, your child may continue playing for up to five more minutes. After that, the kindergarten day is over.


To support your child through this transition, **please write your planned pick-up time clearly** on the pick-up list each day.

This helps your child know exactly when to expect you.

Suggested pick-up times include:

 1:15 PM

 2:00 PM

 2:30 PM

 3:00 PM or later

Absences

It is important for children to attend kindergarten **as regularly as possible**.

- Regular attendance helps your child develop a reliable routine.
- Since new activities and social interactions happen daily, children who miss time can quickly fall behind in group dynamics and may feel less integrated.

If you notice that your child is overwhelmed by daily attendance, and it is feasible for your family, consider allowing **one day off per week**.

Another helpful approach — if your schedule allows — is **shortening your child's time at kindergarten**.

Recommended pick-up times for reduced hours include:

- **Before lunch** at 12:00 PM
- **After lunch** around 1:00 PM
- **After rest time** at approximately 2:00 PM

Alternatively, you may pick up your child **before outdoor play**, around **3:00 PM**.

In general, a **six-hour stay** per day is ideal for children, especially during their first year in kindergarten.

Excursion Days

Excursion days can be particularly **exhausting** for some children.

If needed, you may **pick up your child at the excursion site**.

Ideally, children should be picked up **directly after returning from the trip**.

We typically return to the kindergarten between **3:00 and 3:30 PM**.

Opening Hours

- **Monday:** 7:30 AM – 4:30 PM
- **Tuesday:** 7:30 AM – 4:30 PM (Regular kindergarten day)
8:00 AM – 4:00 PM (Excursion day)
- **Wednesday:** 7:30 AM – 4:30 PM
- **Thursday:** 7:30 AM – 4:30 PM
- **Friday :** 7:30 AM – 4:00 PM

Daily Schedule

- **Drop-off Time:** 7:30 – 9:00 AM
 - **Morning Circle:** 9:15 AM
 - **Outdoor Play (Garden Time):**
 - Morning: 11:00 AM – 12:00 PM
 - Afternoon: 3:00 PM – 4:00 PM
 - **Lunch:** 12:00 – 1:30 PM
 - **Rest Time:** 1:30 – 2:00 PM
 - **Reflection Circle:** 2:30 – 3:00 PM
 - **Pick-up Time:** 3:00 – 4:30 PM
 - **Birthday Celebrations:** Begin at 2:00 PM
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Weekly Schedule

- **Monday:** Regular Kindergarten Day / Montessori Club & Art
 - **Tuesday:**
 - Fall/Winter: Cooking (3x/month), Excursion (1x/month)
 - Spring/Summer: Nature Days/Excursions (3x/month), Cooking (1x/month)
 - **Wednesday:** Nature Class with Sandra (every 2 weeks)
 - **Thursday:** Music with Annette / Afternoon Sports
 - **Friday:** Regular Kindergarten Day / Montessori Club & Art
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Closures

The kindergarten is closed for (exact dates will be announced at the first EA):

- 2 weeks in winter (Christmas),
 - 1 week during Easter, and
 - 3 weeks in summer (end of school summer holidays).
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Seasonal Celebrations

- St. Martin's Day (Fall)
- Christmas Party (Winter)
- Summer Festival (End of the Kindergarten Year)
- Farm Trip (May/June)

- Power Animal Art Project for Preschoolers (July)
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Meals

Breakfast is prepared by the children and staff. It is intentionally flexible, as not all children are hungry in the morning or may have already eaten at home. Bread, raw vegetables, fruit, or muesli are available. Children prepare their own meals with the ingredients provided.

Children prepare their own sandwiches; the staff only provides the necessary ingredients.

Our lunch is freshly prepared and delivered daily. The weekly meal plan is sent to you via email. In the afternoons, fruit and raw vegetables are offered as snacks. For drinks, we provide water, tea, and occasionally diluted juices. Each child should bring a personal water bottle filled with water every day.

Meal times also serve as an opportunity for children to practice politeness and good manners in line with Montessori values. These moments are also vital for social interaction with both peers and adults.

Please inform us of any changes to your child's dietary needs, such as the development of allergies or food intolerances!

From time to time, we also cook and bake meals with the children. Preparing their own meals and being exposed to new foods helps children develop curiosity, cooperation, confidence, and enthusiasm for trying new things.

Lunch is delivered daily by "die Kinderküche" (<https://www.diekinderkueche.de/>), a caterer specializing in children's nutritional needs. Their menu is designed based on the guidelines of the German Nutrition Society (DGE). The weekly meal plan includes vegetables, two meat dishes, two vegetarian meals, and one fish dish. Fresh fruit is served two to three times a week, just like veggies.

Packed Lunches (for Excursion Days)

Children only need to bring a packed lunch on excursion days.

As we go on outings regularly on Tuesdays, we kindly ask you to pack a lunch for your child on these days. When preparing a lunchbox, ensure it provides your child with balanced nutrition to keep them energized and focused throughout the day.

Here are a few ideas if you're looking for inspiration:

- ☀️ Fresh fruit (easy to pack!)
 - ☀️ Dried fruit and nuts – raisins, apricots, apples
 - ☀️ Raw vegetables – as sticks, in sandwiches, or with dips
 - ☀️ Grains (ideally no utensils required) – rolls, bread, flatbread, bagels, crackers
 - ☀️ Protein – boiled eggs, cold cuts, cheese, yogurt (don't forget a spoon!)
 - ☀️ A water bottle to keep your child hydrated throughout the day — ensure your child can open and close it independently!
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Children's Storage and Personal Items

Each child has an assigned coat rack and storage space near the entrance. Each compartment is labeled with the child's name — we intentionally avoid using symbols so children can quickly become familiar with letters and learn to recognize their own name.

Their name also appears on their personal cubby, their towel, and their lunch plate.

Above each coat rack are clear boxes for spare clothes. Please make sure your child's box is always stocked with enough seasonal clothing.

We ask that each child bring **nap-time items** for rest periods. Please provide a small (not too large) blanket and a small pillow. These items will be stored in a designated cupboard in the nap room.


If your child still requires diapering, please bring supplies to the kindergarten as needed. We will let you know when we are running low.

Each child has a **personal cubby** for storing their crafts and artwork. These are emptied every **Friday**, and the children bring their creations home. For this, every child receives a **red bag**, which should be brought every Friday morning.

Smoking Policy

Smoking is strictly prohibited in all kindergarten rooms and in the garden — including during celebrations and parent evenings.

Strollers, Scooters, and Bicycles


 For fire safety reasons, strollers, scooters, and bicycles may not be left in the stairwell — not even temporarily. Please leave them on the sidewalk in front of the building.

Garden Use

Our garden can only be used for **two hours per day**. This is because it is shared with other residents in the building, and quiet times must be respected.

Our designated garden hours are:

 11:00 AM – 12:00 PM

 3:00 PM – 4:00 PM

It's very important that we stick to these times to maintain harmony within the house.

Hygiene

Immediately upon arriving at kindergarten, children wash their hands before starting to play. Hygiene is a daily routine integrated into the children's schedule.

Children are regularly reminded about hygiene as part of their daily routine. They are prompted to use the toilet and wash their hands before meals and outdoor play. After meals, they also wash their hands and face.

Please practice at home with your child how to properly wipe themselves after using the toilet and to always wash their hands afterward.

During summer, please apply sunscreen (at least SPF 30) to your child before bringing them to kindergarten.

Illnesses

Children must stay home if they are ill with a contagious condition. Please refer to the provided information sheet for guidance.

In cases of highly contagious diseases (e.g. scarlet fever or head lice), please inform the staff and also notify the local health authority (Hygieneamt). They will manage the communication with other families and advise on the next steps.

Keep in mind that our children may pass on illnesses to siblings at home — particularly infants who may not yet be vaccinated. For them, illnesses such as whooping cough can be life-threatening.

Diapering

If a child still requires diapering, we do so **once per day**, usually around midday — or sooner if there's a larger need.

Why is diapering somewhat challenging for us?

- We have **only two small toilets** for 20 children.
- These spaces offer **very limited room** for changing, and while diapering, **no other child can use the toilet**.

That's why it would help us tremendously if children become **toilet-trained** as soon as they are ready.

However, we firmly believe that **children should never be pressured** into toilet training.

Instead, we support and encourage their overall **independence**, which naturally leads to toilet readiness in time.

For children who are already toilet-trained, it's still quite common at the beginning to **have occasional accidents**.

Please provide **plenty of spare clothes**, and ideally your child should wear trousers they can **easily pull up and down on their own** — ideally without buttons or snaps.

Our Preschool's Educational Focus – A Brief Overview

Montessori Philosophy

Children between the ages of 3 and 6 possess what Dr. Maria Montessori called an “absorbent mind.”

Adults often describe young children as “sponges” who soak up everything they see and hear.

They are naturally curious and have an insatiable appetite for knowledge. They strive to become independent, capable individuals, driven by an innate and powerful desire to learn new ideas and skills.

Their desire to become independent and self-reliant drives them to acquire new skills and knowledge.

Core Goals of the Montessori Method

- Independence
- Creative thinking

- Self-directed learning
- Self-discipline
- Good work habits
- Strong ethical understanding
- Respect for oneself and others
- Joy in learning

Our Montessori kindergarten is a vibrant community of children where each child learns to interact socially in a variety of ways.

The mixed-age group (3 to 6 years old) allows children to learn from one another. Different age groups inspire and support each other — both older and younger children benefit by developing a wide range of skills together. Each child learns at their own pace, free from competition, and is encouraged to grow through collaboration with their peers. A unique synergy develops between the older and younger children.

A fundamental principle of the Montessori approach is the creation of a **“prepared environment.”**

Our classrooms are designed to be child-friendly, with all Montessori materials neatly arranged and attractively displayed on shelves so children can access them independently.

We make sure children have the freedom to choose from a variety of materials — both conventional toys and Montessori tools. The classroom spaces are organized to provide plenty of room for movement and distinct play areas.

Montessori described what many adults refer to as “play” as **the work of the child**. She used the term “work” because it arises naturally and serves as a meaningful way for children to make sense of life and its routines. Through this process, children experience that learning and working can be joyful. This helps them develop a positive relationship with both.

Art

Art and crafts have long been a vital part of early childhood education. Creative learning projects can nurture a child's natural imagination and help them develop other essential life skills.

Art allows children to practice a wide range of abilities that are beneficial not just for life, but for learning as well.

The visual arts act as a form of communication, enabling children to express and share their ideas, emotions, and theories about the world around them.

In our art offerings, we provide children with a diverse array of materials and techniques to experiment with.

They use what they've learned during free play — either independently or with the guidance of a teacher — to explore and create.

Art gives children a powerful outlet to express their feelings and perceptions of the world they live in.

Nature Exploration and Field Trips

In today's world, many people feel increasingly disconnected from nature — some even view it as hostile. Children often grow up in air-conditioned environments that offer limited sensory experiences and few opportunities for free movement.

That's why we are deeply committed to spending as much time as possible outdoors with the children. We explore a variety of natural locations with different learning and movement opportunities — such as forests, natural waterways, and ravines with climbing areas.

Once a year, we take all the children on a **three-day farm stay**. Children who are not yet ready to join the trip remain at the kindergarten with a caregiver during that time.

Being in nature allows children to connect with their surroundings and begin to understand the world and its natural laws — showing us where we come from and where we are going. Nature also provides space for children to release built-up energy and gain a wide range of physical experiences. These outings strengthen the immune system and help keep children healthy.

Physical Education

Sports are a fixed part of our weekly kindergarten program.

Every **Thursday afternoon**, the children participate in a structured physical education session.

Why We Include Sports

Physical activity helps children stay healthy. Among the many benefits are stronger bones and a reduced risk of type 2 diabetes.

Beyond the physical health benefits, sports provide children with a valuable outlet for their energy.

In kindergarten, physical activity is especially important as it helps children improve coordination and develop precise motor skills in a playful and engaging way.

We are committed to helping each child discover the type of physical activity they enjoy.

To support this, we offer a wide variety of sports activities — not just on Thursday afternoons, but also during special sports days and field trips.

We introduce children to the world of sports by giving them access to many different disciplines, including:

- Ballet exercises
- Dance
- Workouts
- Soccer
- Basketball
- Ice skating
- Swimming
- Climbing
- Yoga

Reflection Circle

Every day at **2:30 PM**, we hold a **Reflection Circle**, which serves as the closing ritual of the kindergarten day.

Reflective thinking is a cognitive process that involves examining one's thoughts, emotions, and actions to gain understanding and insight. It plays a vital role in developing emotional intelligence by allowing us to pause, reflect, and make conscious decisions about how we respond to various situations.

Children who engage in daily reflection develop stronger self-awareness and are better equipped to manage their emotions. They learn to recognize behavioral patterns, identify triggers, and develop strategies for handling emotions effectively.

Reflective thinking also supports the development of empathy by encouraging children to consider the perspectives and emotions of others.

Special Activities

In addition to our Montessori-based curriculum, we promote the holistic development of children by balancing structured and spontaneous experiences. These activities are designed to reflect the interests and abilities of the children.

Our curriculum is aligned with the **Bavarian Educational and Training Plan**.

Music Class

Every **Thursday**, the children participate in music class with **Annette Nödinger**. They are introduced to musical concepts such as beat, rhythm, dynamics, structure, and new instruments.

Benefits of Movement and Music:

- Music enhances early language and communication skills and expands children's vocabulary.
 - Active participation in music and movement strengthens children's cognitive abilities and memory.
 - Singing songs, following instructions, and working in group settings support listening comprehension.
 - Dancing, singing, and playing musical instruments and games stimulate creativity and imagination.
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Little Wildlife Explorers

Every **second Wednesday**, children have the opportunity to explore nature with **Sandra**, who leads a program called [Little Wildlife Explorers](#).

The program focuses on teaching children about wildlife biology, life sciences, nature conservation, the significance of nature in our everyday lives, and humanity's impact on the environment.

Sessions include **workshops as well as science or art-based lessons**.

Excursion Day / Cooking Day

Every **Tuesday**, the group goes on an excursion outside the kindergarten.

Teachers plan a variety of outings for the children, ranging from visits to parks and playgrounds to museums, theaters, and zoos.

Children also have the opportunity to participate in guided tours and workshops.

During the colder months, cooking lunch together becomes more frequent.

Outdoor Play and Nature Exploration

Outdoor environments are ideal for encouraging children's physical activity and supporting their gross motor development.

Sometimes, simply being outdoors is enough to stimulate movement and coordination.

We visit a wide variety of parks — either as part of daily activities or during excursions. Children benefit from a range of experiences such as climbing structures, sand play, and open spaces for running.

In our garden, we provide toys and props such as sun-themed play items.

Our excursions take us to forests, the Isar River, and other adventurous places.

Birthdays

A child's birthday is a very special occasion, and we make sure it is celebrated memorably here at preschool.

We typically celebrate in the afternoon, and we invite parents to join us for the

celebration. The **Birthday Circle** is a very special ceremony, unique to our preschool and children. As part of it, we present a **Birthday Book** featuring photos and stories of the child growing up.

We'll ask you to prepare this in advance — don't worry, we'll guide you through it! After the celebration, the children enjoy a treat (like muffins or cake) brought in by the parents.

International Holidays

We are an international kindergarten and cherish the beautiful mix of cultures that come together here!

To broaden the children's horizons and honor the cultures we come from, we ask each family to sign up to share a holiday from their home country or culture.

On the assigned day (coordinated with the teachers), parents come in and talk to the children about the holiday, its meaning, and lead a fun activity or offer a traditional snack.

We're excited to celebrate with your help!

Examples of holidays we've celebrated include **Diwali, Holi, King's Day (Netherlands), and Saint Patrick's Day.**

We've also hosted events like **Yoga Days** and **Dark Matter Science Activities.**

Partnerships

The best experiences for children happen when there is a strong partnership between teachers and families.

While each relationship will be unique, all strong partnerships share several core qualities:

- Mutual trust
- Open and respectful communication
- Openness to different views, values, and perspectives
- Shared decision-making
- Appreciation for one another's knowledge and experience
- Commitment to resolving tensions and conflicts
- Shared goals — what is best for the child

Our preschool thrives when families and teachers are **actively involved** in the care and education of the children.

Your knowledge, understanding, resources, and strengths are essential to our collaborative decision-making on behalf of the children in our care.

See You Soon!

We are excited to work with you as we embark on this journey together.

If you have any questions or concerns, **please don't hesitate to speak with someone on the team** — we're here to support you in every way we can!

We look forward to getting to know your family and hope that your time with us will be filled with **growth, love, and learning**.