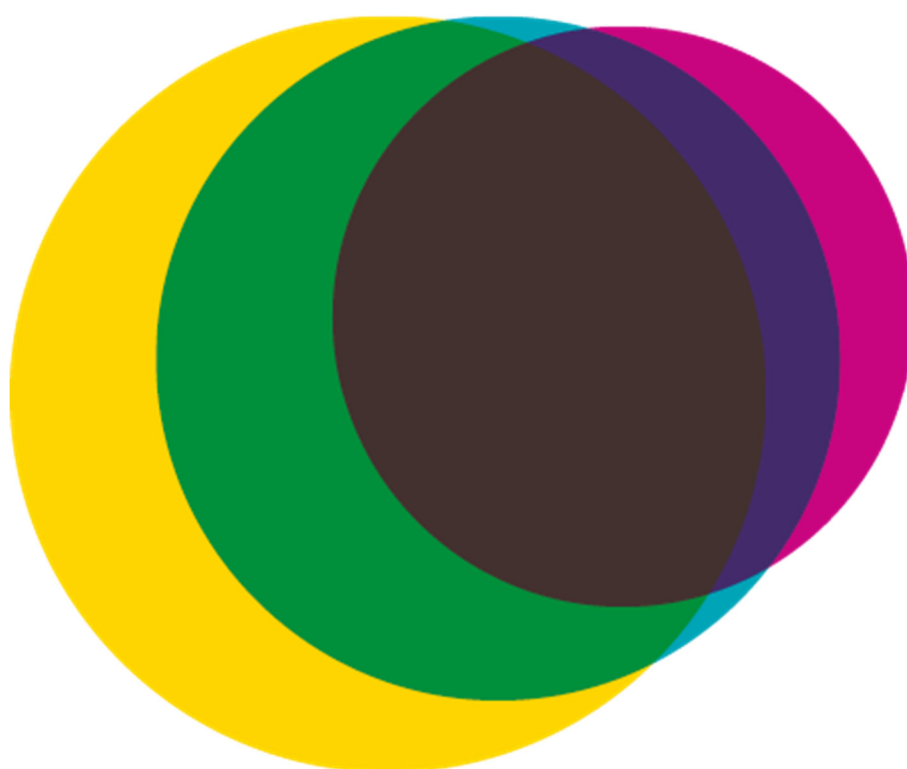


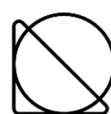
TREE RINGS



school educational programme for primary school elaborated upon PE YEP

Základní škola a gymnázium Square s.r.o.

Svatoslavova 333/6, 140 00 Prague 4 - Nusle



Square

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SCHOOL IDENTIFICATION DATA

School address: Základní škola a gymnázium Square s.r.o., Svatoslavova 333/6, 140 00 Praha 4 - Nusle

Education provided at: Svatoslavova 333/6, 140 00 Prague 4 - Nusle

Name of the school educational programme: The school educational programme TREE RINGS is elaborated upon the applicable PE YEP.

Founder: Mateřská škola Bambíno s.r.o., České Družiny 1671/9, 160 00 Prague 6 – Dejvice

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SEP coordinator: Mgr. Ing. Alena Hauptmanová

SEP TREE RINGS was discussed by the School Board on: 14 June 2022

SEP TREE RINGS was submitted to the School Council on: 1 July 2022

Validity of SEP TREE RINGS No.R02 from 1 September 2022,

School stamp and director's signature

characteristics of the school

school size and completeness

Square Primary School, Svatoslavova 333/6, Prague 4 and Kloboučnická 1425/13, Prague 4 is a complete school with nine consecutive grades. Usually, one classroom is in each grade of the Lower Primary School and one in each grade of the Upper Primary School. The school includes the following facilities: primary school with the capacity 221 pupils, before/after-school care with the capacity of 121 pupils, before/after-school club with capacity of 100 pupils.

school equipment

The facility of the Primary School at Svatoslavova street usually hosts the Lower Primary School – 6 core classrooms that currently serve also as technical classrooms, a relaxation room including the school library, a kitchenette, and a gym. There is a lodge, the Director's office, a common room, a meeting room, and a room for the school advisory workplace available for the school staff and parents. School premises include a school yard including a garden, a multifunctional playground, and a beach volleyball field.

The facility of the Primary School at Kloboučnická street usually hosts the Upper Primary School – 7 core classrooms that serve also as technical classrooms and a relaxation room. There is a common room, a meeting room and a room for the school advisory workplace available for the school staff and parents.

Core classrooms are equipped with boards and digital projectors enabling interactive education with the participation of all pupils. There is a mobile computer classroom and a Wi-Fi connection available in the school.

Each classroom is equipped with furniture suitable for the age and height of the pupils, the teacher's background, a washbasin, and sufficient space for storing equipment and materials including notice boards. The pupils have space for their personal items in their core classrooms.

There is a space both for relaxation and individual education in the corridors. Every pupil has his/her own cabinet at his/her disposal. There is a sufficient number of sanitary equipment on each floor. The school canteen is located on the first floor at Svatoslavova street; the canteen can be visited also by pupils of the Upper Primary School from Kloboučnická street at the lunch time.

characteristics of the teaching staff

Members of the teaching staff are professionals with required educational competences, responsible approach to their mission, and ethical credit, who lead children by example. At the same time, they are members of the large Square team and create a friendly atmosphere together. Mutual respect provides a safe area, where both the children and adults can be creative and present their own opinions. A positive attitude is a basis for high-quality and creative communication. That's why we choose teachers so carefully. Cooperation, constructive feedback, and mutual confidence are pillars of a first-quality teaching staff. All members of the Square team have the goal of developing key competences of pupils in a planned and systematic manner; that's why they use a wide spectrum

of educational strategies for educating themselves. Every pedagogue creates a plan for his/her own education in cooperation with colleagues and school management in accordance with their professional interests.

Every classroom is managed by one Czech pedagogue, and by an English-speaking assistant up to half-time. The size of the teaching staff and its professional qualification and development correspond with the goals to meet the outputs of PE YEP.

Square School provides professional care for pupils with SENs and talented pupils, and support for pedagogues, their assistants and parents in the Square Advisory Centre. Members of the Centre are professionals with respective qualifications in the following minimum composition: a school special pedagogue, a psychological and social worker or a school psychologist, a prevention methodologist and an educational advisor. The number of members of the advisory centre can be increased upon the school needs.

long-term projects, international cooperation, cooperation with parents and other entities

The school has established cooperation with several international organisations such as Educa o.p.s. or AIESEC that provide students from the whole world possibilities of internships through Erasmus project. The school established cooperation with a primary school in Norway in 2021. Thanks to that, the pedagogues and pupils of both primary schools meet regularly online and work on projects together.

Thanks to the cooperation of the founder with the Faculty of Education of Charles University, their students may visit Square School where they have various opportunities for participation – lectures, excursions, school practice, internships or obtaining experience through assistance for children or in the school administration.

There is active cooperation also with charity organisations like Diakonie, Pink Bubble etc. The intensive cooperation with the Vigvam advisory centre helping both children and adults to cope with losses is also important, their members cooperate with the school in the school's preventive programmes or supervise the employees as psychotherapists and school psychologists.

The school founder regularly prepares projects on the basis of calls announced by the Magistrate of the Capital City of Prague, Ministry of Education, Physical Education and Sports, and grants of the European Union; the projects are usually very successful.

Cooperation with organisations (non-profit ones too) is a sure thing, providing development or preventive programmes for the pupils organised during the entire school year, such as libraries, PinWheels book store, SportKids, museums, National Gallery, Prague theatres, People in Need, Planetarium, Observatory, Záchranáři.cz, the Police of the Czech Republic, Proxima Sociale o.p.s., and various bank institutions and others.

Parents are involved in the school life through individual or group meetings with teachers, optionally also with the pupils. The school and the classes as such organise various school events such as performances or workshops with active or passive participation of parents. Projects such as "What's my job about" initiated voluntarily by parents are favourite too.

At the time before enrolment to primary schools, preschoolers from Bambino kindergarten take part in the adventure programme organised by the Lower Primary School pupils. The common event should help the preschoolers to overcome possible shyness from the unknown environment of a “big school” and make them look forward to their enrolment in primary schools.

characteristics of the school educational programme TREE RINGS

school orientation

Our school's goal is to provide a motivating environment for the development of uniqueness of every member thereof. The school educational programme is called "Tree Rings" because educational subjects are layered from locally based areas. We and our children start with the things seen around us and then proceed to more distant, more general, and more abstract subjects. Moreover, every subject contains its other layers defining the level of children's knowledge. The first layer's name is: "Beginner", the second layer: "Intermediate", the third layer: "Advanced", and the fourth layer: "Expert". The analogy with tree rings is not incidental. Every tree is unique, its growth or development conditions are unique – just like those of people. Each of us has different presumptions for handling various areas; Tree Rings SEP is therefore adapted to pupils with various talents.

The non-authoritative mode is used at our school. We respect the individuality of each pupil and adult by providing them sufficient space for their own creativity and for sharing their opinions and needs. Teachers are educational guides for their pupils, they help the pupils discover and develop their strengths and opportunities for their development. Teachers support the initiative of each pupil and inspire the pupils. They accompany them both through the educational process and the development of emotional intelligence, personal responsibility, reflection and self-reflection ability, and first-quality communication skills.

Internal motivation is a key element at work with the pupils. Thanks to the well-prepared educational programme, modern educational methods, (self-)reflection, and competent pedagogues, we work with the pupils so that they understand things contextually, learn the things that, in relation to their age, can be used immediately, and have thus their own motivation, knowledge, and competences to make it. Here in Square, we consider it important to have the pupils enjoying and liking the education and wanting to develop themselves voluntarily. When working with the pupils, we respond to their dynamics and needs. Here in Square, mistakes do not mean suffering, but, on the contrary, the way how to search and change further. Every pupil, just like every adult, copes with some areas perfectly, with some other areas well, and in some other areas he/she needs assistance. The pupils in Square learn to evaluate both themselves and the others to learn how to provide feedback efficiently and how to accept it calmly. Square supports "learning by mistakes".

We live and work with the pupils now and here. Our goal is that the pupils may and can use in their lives what they will have learned from us. Children will learn here how to learn since it is one of the competences that will always be needed. The education in Square runs in **integrated subjects and projects** so that pupils obtain knowledge contextually and learn how to use it to the full extent. Within education, we proceed in accordance with the "Comenius's system", i.e. from specific things to general ones; we will avoid theorising about specific real things from the world around us to the maximum extent. That's why we, here in Square, include a lot of workshops and projects both at school and outside of it (museums, galleries, expeditions to the countryside, etc.). Educational areas are linked to each other in logical units to reflect the everyday reality of the world around us as naturally as possible. Here in Square, the pupils are educated so that they experience or practice as many things

as possible, since we believe, that such experience will help them to better understand the context. At the same time, we know that the knowledge and competences obtained during such experience will be better processed and stored for being re-applied, when required so.

Respect towards others and individual approach are naturally supported by our multicultural environment. However, we are one step ahead and work actively with the emotions of particular children as well as with the overall climate of both the classrooms and school. And this is done not only through the school culture that has been created together with the pupils, but also through an elaborated system of preventive programmes that start already from the pupil enrolment to the school. We eliminate excessive stress at school by performing a block-like education; we thus have enough time to focus on a given subject – there's no bell ringing between the blocks. The pupils are led to a high level of self-reflection, especially by being involved in the reflection of all their activities. Enhancing the equality between children and adults provides safer and more open space for cooperation, activities, and responsibility. Every member of our community is a principal element co-developing the overall image and atmosphere in our school.

Classroom groups have maximum 20 – 22 pupils; this enables teachers to respond to each pupil individually and to support them in their daily activities. At the same time, teachers can start a deep personal relationship with each pupil and thus support their unique development paths. Another advantage is the chance of adapting the working pace and of dealing with the subjects more deeply. At a lower number of pupils, it is easier to respect individual approach and, at the same time, teachers have a larger space for devoting their care and support to project/working groups.

We emphasise communication skills in the Czech and English languages. Here in Square, pupils learn English from the first grade. We consider English a natural part of the Square's life and that's the way we handle it. That is why we have integrated the **CLIL** (Content and Language Integrated Learning) method into our educational programme. Square teaches selected topics of various worlds in English, and the English language is integrated into mandatorily optional integrated "Extra" worlds. Our goal is that each child has an opportunity to achieve the B2 communication level. In the practice, a Czech teacher, who is a sponsor of a subject, cooperates with an English-speaking teacher in implementation of projects, topical activities. In the case of Extra, also the English-speaking pedagogues can be sponsors.

From the sixth grade, the pupils select a World of Another Foreign Language (applicable from the school year 2022/2023 while the fifth grade in the mentioned school year 2022/2023 will have the other foreign language according to the original plan. The fourth grade will enter the World of Another Foreign Language in the school year 2024/2025).

The entire Square's educational programme is based on practical use of the knowledge and skills obtained and on the experience. Foreign languages are not exemptions either; the pupils learn them naturally, especially using the communication method. They also use selected methods as Read / Write ING or Jolly Phonics in the Lower Primary Grade. Regarding the fact that our school also employs native speakers, also they are sponsors of some

children's projects and tasks, it's only natural that children also use foreign languages beyond the educational programmes.

A natural part of the school's daily life is involving the pupils in the decision-making process; this is a natural method, how to teach them to be responsible for the decisions made and how to develop arguing and high-quality discussion skills. The pupils have the doors of the Director's office, administration office, and offices of all teachers in Square open. The pupils may come with their proposals, comments, and concerns at any time. The pupils may report their ideas both orally and in written, there is a mailbox called "The Secret" located in the common areas for this purpose. A school parliament will be established in the school year 2022/2023, there will be representatives of all classes. The parliament will become the main place to discuss the ideas together and then possibly forward them to the schoolmates and the school directorate.

upbringing and educational strategies

Tree Rings SEP includes basic areas of education re-grouped in the integrated subjects, please refer to the section Educational Plan. Tree Rings SEP also includes a well-prepared development of personal competences and a programme of pathological phenomena prevention, and is performed within the entire school attendance; particular layers are, indeed, proposed for the given age groups to respect the psychical and social development of children. The implementation of our development plan, so called "**Soft Skills Programme**" combined with the "Career Programme" is aimed at preparing competent graduates who can defend and present themselves as required. The layers are described in more detail in the following subsections.

Square Primary School with its school educational programme Tree Rings also intentionally develops all 6 basic competences summarized in PE YEP. They are specified in more details in the curricula of individual Square Worlds.

emotional intelligence development

We believe that the sooner one starts to work with emotions, the more natural will be their processing, identification, and responding thereto. High-quality work with emotions is a basis for a well-balanced personality and for creating high-quality interpersonal relationships. The pupils in the Lower Primary School can learn, identify, and work with emotions as well as with their both verbalised and non-verbal manifestations at various levels. In the Upper Primary School, we handle the work with action and reaction, paradoxical reactions, frustration, and stress. At all levels, we respect individual input levels of the pupils. The emotional settings of each member of every family are very unique and our teachers therefore extend the subject of emotions very sensitively, naturally, and continuously using the way approachable by children of the given age. The work with emotions is included in daily activities very simply using reflective questions after the activity performed such as how did you feel there, which part of your body responded thereto and so on. The alternative is to prepare more principal projects and model activities directly on the subject developing knowledge in the field of emotional intelligence. As an example, we can also mention the work using the special methodology Kočičí zahrada (Cats'

Garden), namely using discussions within the morning circle, sensitive leadership, addressing conflicts, and so on.

team competence development

Nowadays, the accent is very often put on the so-called soft skills, and particularly on the skills relating to the team work. It is our goal to use the team work in education and to include it thereto. Nevertheless, the added value is also the fact that, within the activity reflection, the pupils learn to identify particular roles, their importance for a first-quality team, and, above all, to find the roles they will feel well in and will discover their strengths for improving the first-quality team cooperation. The work is not over by identifying one's strengths. Their support and development are crucial. At the Lower Primary School, the pupils will focus on understanding the meaning of the team cooperation and on identifying the roles and will practice a lot of alternatives of the team work. The Upper Primary School is focused on the development of team competences and on the work with the roles, expectations, and everything brought by the expectations. Furthermore, we will work with the topic of the team that was not chosen by us and we were assigned to it, since it is the reality faced by each of us in our working lives. The work with losses, frustration, stress, the so-called messed up project, and with mistakes is just as important. While attending our school, the pupils will practice and get aware of the work with time, planning, team work rules, creative approach to resolving problems, the ability to look for compromises, and many more.

communication and reflection skills development

Verbal communication skill is a unique ability of humans. Only a few of us can survive in today's society without communication skills. We believe that if we cultivate natural verbal skills from the beginning of the school attendance, we can develop both the verbal and non-verbal skills of every pupil to a sufficient level for being successful in the labour market in the future and for being able to communicate his/her needs and to present both himself/herself and results of his/her work in a high-quality manner. We do not want to support unlimited false self-confidence. A high-quality level of self-reflection is also associated with the development of communication and self-presentation skills. At the Lower Primary School, we are focused on the development of self-presentation and then on the development of the role of active raconteur and listener. The non-verbal component is also a consistent part of communication and we and our pupils will be dealing with it too. At the Upper Primary School, communication competences are divided onto two layers: first we will focus on the development of the active listening skill, arguing, and communication responsibility, and second on the development of reflective skills. We will focus on the following areas: self-reflection, positive feedback, constructive feedback, and acceptance of feedback. All these layers are elaborated to respond to the individual states of the pupils and to enhance their skills for their current levels. The development plan is set by each pupil with his/her teacher individually to feel naturally with no stress from too demanding settings or, to the contrary, to avoid underestimation of his/her skills and abilities with consequent stagnation of his/her development.

education in integrated subjects

The so-called integrated subjects are characteristic elements of Tree Rings SEP. They are formed by the logical grouping of basic outputs of PE YEP. Themes in subjects are relating to each other in the time and space to create a complete image of the world around our pupils. The education is performed in blocks with the duration of approximately two lessons. The advantage of the blocks is more practical planning of subjects and the possibility of choosing non-traditional educational procedures and techniques. Teachers can plan activities individually. The pupils are given a space for creativity and learning, for being creative, and for dealing with subjects deeply. Of course, we should add that the non-authoritative mode responds to the needs of the pupils who can meet their physiological needs at any time during the block and be thus more concentrated on their activities.

formative assessment

At our school, we try to eliminate useless stress and frustration from marking, unexpected testing, and the so-called catching the pupils out on the subjects they are bad at. The pupils are evaluated verbally and continuously during every activity in a form of constructive feedback. An informal dialogue between a teacher and a pupil or among the pupils is rather concerned here. Intervention from the teacher's side is higher for younger pupils. The aim is to show the pupils what aspects of the work evaluation they should be focused on and how to understand the assessment criteria. In the case of older pupils, we anticipate they are more independent in the self-assessment, since their ability to evaluate their work in a high-quality and objective manner will be developed at lower levels using continuous steps. The evaluation of the pupils will be made in several layers: by (self-)reflection and percentage evaluation with verbal comments. A more detailed description of the evaluation of the pupils is described in the section Evaluation of Results of Pupils' Education. The classification order makes an annex to the school order.

meeting the needs of pupils with special educational needs, talented pupils, and foreign children

Every human is unique and that's also the way how we handle education. We put great emphasis on the selection of pedagogues, especially for their ability to respect the uniqueness, individual needs, and the working pace of each child. We offer various methods of working with the pupils. We believe that various kinds of activities and practical connection between education and reality will result in a better understanding of the given subjects by the pupils with any needs. Talented pupils may choose the "expert level" of knowledge and proceed at their own pace; our well-prepared programme certainly allows this. On the contrary, pupils with specific disorders or integrated pupils may choose the basic level in various areas and choose their extension in areas of their interest. The pupils may use services of the school advisory centre, if required so – either in the form of special pedagogical care or in the form of individual intervention. Pedagogues consult potential individual settings of the education for the pupils with SENs with the advisory centre as well. If the situation requires, we start cooperation with other advisory facilities or specialists. Professional supervision at school is provided by the school advisory workplace "Square Advisory Centre": school speech therapist, school special pedagogue, psychological and social worker or a school psychologist, prevention officer, and educational advisor. The advisory centre is

available for the pupils, parents, as well as employees. Assistants are at school in accordance with the needs of pupils and pedagogues of any kind – personal assistant, pedagogue assistant, school language assistant.

Pupils with SENs or talented pupils or pupils with different native languages are supported using a wide spectrum of supportive measures in the field both of the personnel, educational, and material resources. Individual approaches are applied to each pupil. In our school, we insist on first-quality qualification of our teachers and support their further education to be in line with new education trends and being able to offer our pupils first-quality background for their development. We actively cooperate with specialised workplaces of pedagogical and psychological advisory centres, special pedagogical centres, centre Filip (a centre for talented pupils) and other specialists. At the school level, we help set up effective development using a pedagogical support plan (PSP), and then higher level measures in cooperation with school advisory centres based on pupils' needs.

classification of summary subjects

Thematic areas of all summary subjects are distributed in the integrated subjects to be relating to the areas studied in the given grade. The classification is summarized in the following tables and is included in the education plans. The implementation of thematic areas is performed in compliance with the school's educational strategies. Areas are natural parts of work across all Square Worlds.

classification of summary subjects										
		Lower Primary					Upper Primary			
field	thematic area	1	2	3	4	5	6	7	8	9
1. personal and social education	1.1. discovering ability development	CZE / UME / CAS / VED / ENG / CIS / POH					CZE / UME / CAS / VED / ENG / CIS / POH			
	1.2. self-knowledge and self-concept									
	1.3. self-control and self-orientation									
	1.4. mental hygiene									
	1.5. creativity									
	1.6. getting knowledge about people									
	1.7. interpersonal relationships									
	1.8. communication									
	1.9. cooperation and competition									
	1.10. trouble-shooting and decision-making skills									
	1.11. values, attitudes, and practical ethics									
2. democratic citizen education	2.1. civil society and school	CAS / VED					UME / CAS / VED			
	2.2. citizen, civil society, and the state									
	2.3. forms of citizens' participation on the political life				CAS / VED					
	2.4. principles of democracy as a form of ruling and decision-making									

3. education towards thinking in the European and global context	3 January we're interested in Europe and in the world					CAS / VED	CZE / UME / CAS / VED
	3.2. discovering Europe and the world						
	3.3. we are the Europeans						
4. multicultural education	4.1. cultural differences	CAS / VED				CAS / VED	
	4.2. human relations						
	4.3. ethnic origin						
	4.4. multiculturalism						
	4.5. social consensus and solidarity principle						
5. environmental education	5.1. ecosystems	CAS / VED				CAS / VED	
	5.2. basic conditions for life						
	5.3. human activities and environmental issues						
	5.4. human-nature relationship						
6. medial education	6.1. critical reading and perception of medial messages				CZE / UME / CAS / VED	CZE / UME / CAS / VED	
	6.2. interpretation of the medial messages – reality relationship						
	6.3. medial message structure						
	6.4. perception of authors of medial messages						
	6.5. functioning and influence of media in the society						
	6.6. creation of a medial message						
	6.7. work in the implementation team	CZE / UME / CAS / VED					

educational plan tabulation

education plan for the Lower Primary School

PE YEP educational discipline	ČJ					AJ					DJ					M					IF					ČS					UM					ČP					TV					available hours									
integrated subjects // grade	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
World of Numbers																4	4	4	4	4																																			
World of IT																					2																																		
World of Czech	7	7	7	6	4																																																		
World of English						1	2	2	2	2																																													
another language *										2*																																													
World of Changes				1	1																																																		
World of Science																																																							
World of Art																																																							
World in Motion																																																							
Extra																																																							
total for the grade	7	7	7	7	5	1	2	2	2	2	0	0	0	0	0	4	4	4	4	4	0	0	0	0	2	3	2	2	2	2	3	3	2	2	2	1	1	1	1	1	2	2	2	2	2	1	1	2	2	2	6	6	6	6	6
total	33					9					0					20					2					11					12					5					10					16									

* In the school year 2022/2023, the fifth grade continues in the started study of the World of Another Foreign Language that was commenced in 2021/2022. Therefore, they have a time allocation of 2 lessons for the World of English. The new educational plan without another foreign language will be applicable for the pupils who enter the fourth grade in 2022/2023; it will be without another foreign language that will be added in the sixth grade, including a higher hour allocation of English.

education plan for the Upper Primary School

PE YEP educational discipline	ČJ					AJ					DJ					M					IF					ČS					UM					PR					TV					ČP					available hours									
integrated subjects // grade	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9	6	7	8	9												
World of Numbers													3	4	4	4																																												
World of IT																	1	1	1	1																																								
World of Czech	4	4	4	3																																																								
World of English					2	2	2	2																																																				
another language									2	2	2																																																	
World of Changes					1												2	2	3	3	1																																							
World of Science					1		1	1																					5	5	5	5					1	1							1															
World of Art																																																												
World in Motion																																																												
Extra																																																												
total for the grade	4	4	4	3	3	3	3	3	0	2	2	2	3	4	4	4	1	1	1	1	2	2	3	3	3	2	2	2	5	5	5	5	5	2	2	3	3	0	1	1	1	1	1	1	1	7	4	3	4											
total	15					12					6					15					4					10					9					20					10					3					18									

educational plan – overview of all grades

integrated subjects // grade	1	2	3	4	5	6	7	8	9
World of Numbers	4	4	4	4	4	4	4	4	4
World of IT	0	0	0	0	2	2	2	2	2
World of Czech	7	7	7	6	4	4	4	4	4
World of English	2	2	3	4	4	2	2	2	2
another language	0	0	0	0	0	2	2	2	2
World of Changes	0	0	0	3	3	4	4	4	4
World of Science	4	4	4	3	3	6	6	7	7
World of Art	3	3	2	2	2	2	2	2	2
World in Motion	2	2	2	2	2	2	2	2	2
Extra	0	0	0	2	2	2	2	2	2
total hours per grade	22	22	22	26	26	30	30	31	31

curriculum - characteristics of educational subjects

Detailed education plans of the Square Worlds are given in annexes to the school education programme Tree Rings.

World of Czech – CZE

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
7	7	7	6	4	33
Number of lessons per week for the Upper Primary School					total
grade 6	grade 7	grade 8	grade 9		mandatory
4	4	4	4		16

Nowadays, understanding a language, its first-quality perception and expression is principal for getting a high-quality starting position in the labour market. The subject World of Czech is aimed at providing high-quality background for developing language skills. The ability of proper use of the Czech language is understood as a tool for obtaining information about the world around us, creating contacts, and building high-quality interpersonal relationships.

The educational subject World of Czech includes the areas of languages development from the descriptive and theoretical linguistic points of view such as lexicology, phonetics, phonology, morphology, syntax. Semantics and pragmatics are also included in World of Czech where the accent is put on the development of reading skills and literature awareness. The subject fulfils particular outputs of PE YEP for the following field of education: Language and language communication, educational discipline: Czech language and literature and selected outputs of the educational discipline: Music education, especially for the first period.

The subject is taught both in the core classrooms and in other school premises. Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, frontal education, both individual and group work, etc.). Teachers respect the uniqueness of each pupil, his/her language talent, and his/her family language background.

The Comenia Script method was selected as the writing teaching method for the pupils who started their school attendance in the first grade from the school year 2018/2019 and later. The pupils who changed their school continue in writing by their trained technique.

upbringing and educational strategies

Educational competences:

- The teacher insists on complete quotations of the information sources.
- The teacher leads the pupils to the critical assessment of information sources.

- The teacher lets the pupils to reflect their own creation and get inspired mutually.
- The teacher assigns texts to the pupils so that the work with them leads to the development of effective work with texts or sources.
- The teacher submits texts to the pupils in various forms of adaptation and invites the pupils to individual evaluation and assessment from the aspect of the content, style etc.
- The teacher proposes a selection of art texts and other stimuli to the pupils to build their own scale of expectations and values, for mutual comparison of demands and expectations in relation to the texts.
- The teacher requests the pupils to keep records of reading and leads them to assess the development of their reading skills and to reflection of changes and shifts in the text understanding.

problem solving competences:

- The teacher uses various information sources and supports the pupils to use verified and diverse sources and to assess their value critically.
- The teacher involves the pupils into the process of education content creation.
- The teacher uses various forms of work with literature and supports the pupils in active work with texts.
- The teacher develops the checking skills of the pupils by a selection of suitable tools, e.g. proofreading of texts, checking of own texts etc.

communication competences:

- The teacher encourages discussions and leads the pupils to cultivated expression and argumentation.
- The teacher supports the pupils in leading of discussions.
- The teacher develops the pupils' skills in working with texts and messages of various types and origin, text comprehension and interpretation.
- The teacher prefers dramatical recitation, stylistic, artistic and rhetorical performances within the lessons.
- The teacher offers and supports participation in literature contests and language Olympics.

social and personal competences:

- The teacher encourages the pupils to active contributions to the school magazine, searching of theatre performances or participation in discussions and lectures.
- The teacher leads the pupils to perceive how using of verbal and non-verbal communication tools affects the development of interpersonal relations.
- The teacher effectively uses mutual cooperation among the pupils and leads them to active reflection and inspiration.

- The teacher teaches the pupils to discover how the author's intention affects various audiences and what is the role of the transfer of own experience to the interpretation of the work.

civil competences:

- The teacher actively participates discussions and lectures with experts, theatre performance and cultural activities of the local region.
- The teacher organises presentations of own works with the pupils.
- The teacher encourages the pupils to watch medial messages, their critical assessment and perception, how they affect own life.

work competences:

- The teacher actively encourages the pupils to active self-presentation and creativity.
- The teacher inspires the pupils in the interest in further language-oriented studies and helps them assess own possibilities responsibly.

digital competences:

- The teacher supports the pupils in effective use of digital technologies.
- The teacher gives a lead for the pupils in safe and ethical electronic communication, data and copyright protection when working with references.

[projects](#)

[readers' bingo](#)

The goal of the readers' bingo is to stimulate the interest in reading, discovering various genres and extension of the reader's portfolio. At the same time, this form develops the reading skills and comprehension of the read text.

[night in Square](#)

A school-wide project that aims to extend horizons in the field of reading literacy. Within this night programme, the pupils learn facts about a selected author and discover secrets of the author's works. This programme is linked to other activities within other Square Worlds. We have decided not to stay with one author only, but to change them to offer a diverse spectrum of literature works to the pupils.

World of English – ENG

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
2	2	3	4	4	15
Number of lessons per week for the Upper Primary School					total
grade 6	grade 7	grade 8	grade 9		mandatory
2	2	2	2		8

Nowadays, understanding a language, its first-quality perception and expression is principal for getting a high-quality starting position in the labour market. The subject is aimed at providing a first-quality background for the development of language skills enabling every pupil to study or, later, to work both in the Czech and international companies and thus to extend his/her possibilities when selecting the occupation. The ability of proper use of the English language is understood as a tool for obtaining information about the world around us, creating contacts, and building high-quality interpersonal relationships. At the same time, the development of English provides a path to a man's personal freedom, i.e. to the independence of the Czech information sources. At our school, we emphasize the Czech and English languages being parts of the common education from the first grade.

During the entire school attendance, the English language is a part of the educational subjects such as World of Changes, World of Science, World of Art, World in Motion, Extra. Within these subjects, the practical involvement of the language into the pupils' lives occurs and speech/hearing skills, comprehensive reading skills, and work with texts are developed. The vocabulary is formed by specific subjects dealt with so that the pupils can apply them immediately. The CLIL method naturally incorporates English into other Square Worlds, therefore, the lesson allocation of the World of English is lower in the higher grades since its wider implementation in other Worlds is expected.

Grammar phenomena are dealt with and consolidated in the subject World of English. After passing the English language education to the full scope in all subjects, the pupils can use English at the communication level B2 depending on the individual language predispositions. The educational subject World of English includes the areas of language development from the descriptive and theoretical linguistic points of view such as lexicology, phonetics, phonology, morphology, syntax. The World also includes an emphasis on reading with comprehension. The subject fulfils particular outputs of PE YEP for the following field of education: Language and language communication, educational discipline: Foreign language.

The subject is taught both using the mobile language classroom and in other school premises. Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, frontal education, both individual and group work, etc.). For example, the Read / Write ING, Jolly phonics method is used that develops the phonetic and phonological aspect of words, analysis and synthesis, works with phonemes and graphemes. We use RazKids web library to support reading with comprehension and development of own author's style. Teachers respect the uniqueness of each pupil, his/her language talent, and his/her family language background.

[upbringing and educational strategies](#)

Educational competences:

- The teacher offers various sources and approaches how to acquire new knowledge in the field of vocabulary, grammar and in the field of development of oral and written expression to use the most effective ones for the pupils. The teacher uses the multisensory approach.
- Through assignment of independent tasks to process and present (presentations, small group projects), the teacher leads the pupils to the critical approach to information sources, work with texts, searching of key ideas, and high-quality interpretation of the studied matter.
- The teacher continuously points out the practical use of the acquired knowledge and skills, uses the “true-to-life” approach to education as much as possible (effort for authenticity within educational materials, use of language in the context of state-of-the-art technologies).
- The teacher monitors the overall language development of the pupils and gives them feedback about their progress.
- The teacher motivates and inspires the pupils to discover the beauties of the language, especially through the literature.
- The teacher lets the pupils to reflect their own creation and get inspired mutually.
- The teacher assigns texts to the pupils so that the work with them leads to the development of effective work with texts or sources.
- The teacher submits texts to the pupils in various forms of adaptation and invites the pupils to individual evaluation and assessment from the aspect of the content, style etc.
- The teacher proposes a selection of art texts and other stimuli to the pupils to build their own scale of expectations and values, for mutual comparison of demands and expectations in relation to the texts.
- The teacher requests the pupils to keep records of reading and leads them to assess the development of their reading skills and to reflection of changes and shifts in the text understanding.

Problem solving competences:

- The teacher uses various information sources and supports the pupils to use verified and diverse sources and to assess their value critically.
- The teacher involves the pupils into the process of education content creation.
- The teacher uses various forms of work with literature and supports the pupils in active work with texts.
- The teacher develops the checking skills of the pupils by a selection of suitable tools, e.g. proofreading of texts, checking of own texts etc.
- In model situations, the teacher provides practical exercise in problem solving in everyday situations.
- By working with texts and orientation within the text without hundred percent understanding of the vocabulary, the teacher leads the pupils that they are able to guess the meaning of the text or otherwise received information from their context.

Communication competences:

- The teacher encourages discussions and leads the pupils to cultivated expression and argumentation, adequately to their language skills.
- The teacher develops the pupils' skills in working with texts and messages of various types and origin, text comprehension and interpretation.
- The teacher prefers dramatical recitation, stylistic, artistic and rhetorical performances within the lessons.
- The teacher offers and supports participation in literature contests and language Olympics.
- The teacher creates a friendly and safe environment where the pupils communicate actively and are not afraid to err because this is the only way how to achieve proper verbal readiness.

Social and personal competences:

- The teacher encourages the pupils to active participation in theatre, film performances or in discussions and lectures in English.
- The teacher leads the pupils to perceive how using of verbal and non-verbal communication tools affects the development of interpersonal relations. The teacher also supports the pupils in establishment of foreign contacts.
- The teacher effectively uses mutual cooperation among the pupils and leads them to active reflection and inspiration.

Civil competences:

- The teacher encourages the pupils to watch medial messages, their critical assessment and perception, how they affect own life.
- The teacher encourages the pupils' desire for facts and searching for information about English-speaking countries.

Work competences:

- The teacher actively encourages the pupils to active self-presentation and creativity.
- The teacher inspires the pupils in the interest in further language-oriented studies and helps them assess own possibilities responsibly.

Digital competences:

- The teacher encourages the pupils in work with dictionaries, the Internet and other media that enable spreading of the vocabulary, exercising the grammar phenomena etc.

- The teacher inspires the pupils to electronic communication with English-speaking mates. The teacher looks with them for a safe environment for communication and shows them how to protect against risky contacts.

World of Another Foreign Language – DCJ

Number of lessons per week for the Upper Primary School				total
grade 6	grade 7	grade 8	grade 9	mandatory
2	2	2	2	8

Nowadays, understanding a language, its first-quality perception and expression is principal for getting a high-quality starting position in the labour market. The subject Another foreign language is aimed at providing a first-quality background for the development of language skills enabling later every child to study or to work both in the Czech and international companies and thus to extend his/her possibilities when selecting the occupation. The ability of proper use of a foreign language is understood as a tool for obtaining information about the world around us, creating contacts, and building high-quality interpersonal relationships. At the same time, the development of the foreign language provides a path to a man's personal freedom, i.e. to the independence of the Czech information sources.

The pupils choose another foreign language in the sixth grade. (The pupils who started the study of another foreign language based on the previous revision of SEP Tree Rings already in the fourth grade will continue in the study also in the school year 2022/2023, i.e. in their fifth grade. The pupils that enter grade 4 in the school year 2022/2023 will start with the study in the school year 2024/2025, i.e. in the Upper Primary School.) The subject is aimed at achieving that each pupil passing it can communicate in the given country, can read commonly available information texts about the life and institutions and information required for easy orientation in the country, is able to communicate in another foreign language in a cultivated manner, and, for example, can comfortably book a holiday or address little discrepancies in a store or in an airport or read daily news.

The educational subject Another foreign language includes the areas of languages development from the descriptive and theoretical linguistic points of view such as lexicology, phonetics, phonology, morphology, syntax, semantics, and pragmatics. The subject fulfils particular outputs of PE YEP for the following field of education: Language and language communication, educational discipline: Foreign language.

The subject is taught both in the language classroom and in other school premises. Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, frontal education, both individual and group work, etc.). Teachers respect the uniqueness of each pupil, his/her language talent, and his/her family language background.

upbringing and educational strategies

Educational competences:

- The teacher offers various sources and approaches how to acquire new knowledge in the field of vocabulary, grammar and in the field of development of oral and written expression to use the most effective ones for the pupils. The teacher uses the multisensory approach.
- Through assignment of independent tasks to process and present (presentations, small group projects), the teacher leads the pupils to the work with texts, searching of key ideas, and high-quality interpretation of the studied matter.
- The teacher continuously points out practical use of the acquired knowledge and skills, uses the “true-to-life” approach to education as much as possible (effort for authenticity within educational materials, use of language in the context of state-of-the-art technologies).
- The teacher monitors the overall language development of the pupils and gives them feedback about their progress.
- The teacher motivates and inspires the pupils to discover the beauties of the language, especially through the literature, adequately to their language skills.

Problem solving competences:

- The teacher involves the pupils into the process of education content creation.
- In model situations, the teacher provides practical exercise in problem solving in everyday situations.
- By working with texts and orientation within the text without hundred percent understanding of the vocabulary, the teacher leads the pupils that they are able to guess the meaning of the text or otherwise received information from their context.

Communication competences:

- The teacher creates a friendly and safe environment where the pupils communicate actively and are not afraid to err because this is the only way how to achieve proper verbal readiness.

Social and personal competences:

- The teacher encourages the pupils to active participation in theatre, film performances or in discussions and lectures in the respective foreign language.
- The teacher leads the pupils to perceive how using of verbal and non-verbal communication tools affects the development of interpersonal relations. The teacher also supports the pupils in establishment of foreign contacts.
- The teacher effectively uses mutual cooperation among the pupils and leads them to active reflection and inspiration.

Civil competences:

- The teacher encourages the pupils to watch medial messages, their critical assessment and perception, how they affect own life.

Work competences:

- The teacher actively encourages the pupils to active self-presentation and creativity.
- The teacher inspires the pupils in the interest in further language-oriented studies and helps them assess own possibilities responsibly.

Digital competences:

- The teacher encourages the pupils to work with electronic dictionaries, translators, the Internet in general as a source of information, and other media.
- The teacher inspires the pupils to electronic communication with English-speaking mates. The teacher looks with them for a safe environment for communication and shows them how to protect against risky contacts.

World of Numbers – CIS

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
4	4	4	4	4	20
Number of lessons per week for the Upper Primary School					total
grade 6	grade 7	grade 8	grade 9		mandatory
4	4	4	4		16

The integrated subject World of Numbers is a subject, passing of which enables pupils to form an overall orientation in the field of mathematical operations, spatial orientation, and the art of working with data. The subject is aimed at contextual teaching so that the thematic areas fall into the context and can be linked with the themes of other subjects easily. Pupils learn how to work with symbols and apply the knowledge obtained in other disciplines. They learn the abstract way of thinking, contextual resolving of tasks, and resolving tasks in model tasks as well as applying logical procedures in real situations and creating efficient resolving strategies.

The subject concept is based on Prof. Hejný's mathematics, which very nicely addresses deep understanding of mathematical operations, work with errors, paths to various solutions, etc. The pupils are thus taught to think and to find methods of resolving the tasks. In geometry, the maths are dealing both with the 2D and 3D space and shows how to look at real pictures of the world in the context, since the human space consists of geometrical shapes and everything can be decomposed to known elements. The Hejný's mathematical concept is learned by the pupils who started their school attendance in the school year 2018/2019. The pupils who changed from other

primary schools into a higher grade in the school year 2018/2019 are taught by “traditional” methods of mathematics education.

The subject World of Numbers is formed both in the Lower and Upper Primary Schools by outputs for the educational field Mathematics and their applications, and it cooperates very closely with the World of IT. Naturally, the application of outputs of the World of Numbers is an integral part of the World of Science, World of Changes etc.

The subject is educated in the core classrooms, technical classrooms, other school premises as well as in specialised institutions out of school (technical museums, scientific and technical exhibitions, topical workshops, libraries, etc.). Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, frontal education, both individual and group work, etc.). Teachers respect the uniqueness of each pupil, his/her working pace, abilities, talents, and physiological needs.

upbringing and educational strategies

Educational competences:

- The teacher provides a number of opportunities to find effective ways of acquiring mathematical terms and relations.
- By repeated inclusion of key tasks, the teacher develops the pupils' ability to apply new skills and procedures.
- The teacher inspires to effective use of modern technologies in the mathematics education and interconnects topics with the World of IT.

Problem solving competences:

- The teacher gives complex tasks to encourage the pupils to analyse the issue so that the pupils prepare plans for solution and assess results in relation to the given task conditions.
- The teacher creates an experience with mathematical modelling and assessment of mathematical models. The teacher approaches critically to various ways of solution of the mathematical models.
- The teacher develops logical thinking and judgment and the ability to argue properly and defend own approaches.

Communication competences:

- The teacher leads the pupils to exact expressions, active use of mathematical terms, symbols and mathematical text while comprehensibility should be preferred to exactness.
- The teacher inspires the pupils to use overviews, graphs, schemes for high-quality argumentation when analysing mathematical issues or defending the chosen methods of solution.
- The teacher offers and supports participation in mathematical contests and Olympics.

Social and personal competences:

- The teacher effectively uses the group dynamics and work in various solving groups to support mutual teaching.
- The teacher supports various approaches to the solution of the given mathematical issues and carry on open dialogue about them with the pupils.

Work competences:

- The teacher inspires the pupils to discovering mathematics and helps them consider individual possibilities to study it further.

Digital competences:

- The teacher supports the pupils in processing task solutions using digital technologies.
- The teacher creates a supportive environment to acquire, search, process and share data, information and digital contents. The teacher helps find procedures that facilitate work procedures for the pupils and enhance the work results.
- The teacher sets a good example of safe management of data and ethical behaviour in the digital environment.

World of IT – IT

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
0	0	0	0	2	2
Number of lessons per week for the Upper Primary School					total
grade 6	grade 7	grade 8	grade 9	mandatory	
2	2	2	2	8	

The aim of the subject World of IT is to understand the principles of control of digital technologies; development of IT mindset; their effective, safe and ethical use. Currently, a big emphasis is put on the use of digital and information technologies and it is necessary for a pupil to self-present effectively and in a high quality, or to be able to process large volumes of data quickly and safely, to search for relevant information sources and to use the offered digital and communication means creatively within the moral principles and the applicable legislation. Furthermore, our aim is to support the pupils in the effective use of the information technologies to increase the speed and quality of their activities for better work organisation and communication within the team collaboration. Safe and effective orientation in the world of networks is currently an inseparable requirement for many positions in the labour market.

Through experiments, model situations, investigation of solvability of issues and finding of optimal solutions of presented tasks, the teacher leads the pupils to understand how the digital work principles work. Within the World

of IT, the pupils analyse the issue, look for substantial and irrelevant aspects. They learn to create, process and systematically assess procedures suitable for automation. They acquire the basic principles of coding, modelling, and protect themselves, their privacy, data and equipment with a better understanding.

The subject World of IT is formed both in the Lower and Upper Primary Schools by outputs for the educational field of IT, and it cooperates very closely with the World of numbers. Naturally, the application of outputs of the World of IT is an integral part of the World of Science, World of Changes etc.

The subject is educated in the core classrooms, mobile computer classroom, other school premises as well as in specialised institutions out of school (technical museums, scientific and technical exhibitions, topical workshops, libraries, etc.). Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, frontal education, both individual and group work, etc.). Teachers respect the uniqueness of each pupil, his/her working pace, abilities, talents, and physiological needs.

upbringing and educational strategies

Educational competences:

- The teacher leads the pupils to a systematic approach to the process of information processing and evaluation, to the realisation of the core meaning of a message.
- The teacher assigns complex tasks so that the pupils can use the acquired knowledge about the information technologies in the practice as much as possible.

Problem solving competences:

- The teacher encourages the pupils' effort to find an independent problem solution and motivates them to combine using various application softwares.
- The teacher challenges the pupils' intellect with questions directed beyond the shallow insight into the facts.

Communication competences:

- The teacher presents group activities so that the pupils can try the work in various roles and with various assignments of communication rules.
- The teacher requires the pupils to express / argue briefly, clearly and with a logical structure.
- The teacher encourage the pupils' interest in meaningful and morally proper use of communication means including the live communication.

Social and personal competences:

- The teacher uses the pupils' group works and thus develops the collaboration skills of the pupils and the role assignment in the working group.
- The teacher leads them to responsibility for completion of the common task and mutual reflection of the performed work.

- The teacher appreciates signs of respect to other's work.

Civil competences:

- The teacher supervises and leads the pupils to observe the moral principles and legislative standards at activities in the virtual environment.

Work competences:

- The teacher thoroughly leads the pupils to complete works in the agreed quality and deadlines. The teacher encourages the pupils to responsible approach to the subject, task solutions and other everyday activities.
- The teacher leads the pupils to the development of their personal potential and acceptance of new challenges.
- The teacher motivates and leads the pupils to the use of the knowledge and skills acquired in the World of IT in all the Square Worlds and for their preparation for further studies and employment.

Digital competences:

- The teacher supports various approaches to information coding and to various methods of their organisation.
- The teacher leads the pupils to the effective use of formal languages that are suitable for communication with digital technologies.

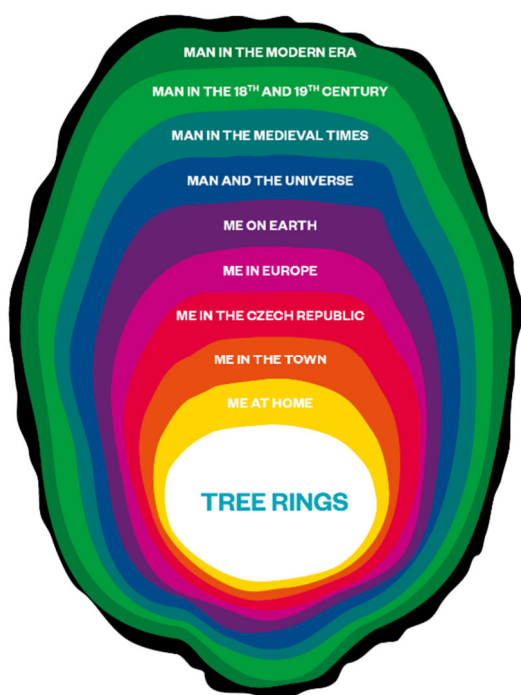
World of Changes – CAS

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
0	0	0	3	3	6
Number of lessons per week for the Upper Primary School					total
grade 6	grade 7	grade 8	grade 9		mandatory
4	4	4	4		16

The integrated subject World of Changes is a subject, passing of which allows pupils to form a comprehensive social scientific basis. The subject is aimed at contextual teaching so that the thematic areas fall into the context and can be linked with the themes of other subjects easily. The pupils have better possibilities of forming a comprehensive picture of both the past, present, and future world. Understanding the historical context supports learning by mistakes and comprehensive understanding of events leads to a more responsible behaviour and decision-making of each person. Thanks to a well-prepared themes distribution, relations are created naturally

between subjects enabling more understandable and specific picture of the world around us and our places therein than in single-discipline subjects.

The concept of the subject is that the pupils in the first grade start with identification and observation of their immediate neighbourhood – family, home, school, people, and then reveal the broader context and perspectives in the layers of the other grades. In the Lower Primary School, the focus will expand from home to the city, region, country, continent, up to the formation of the Earth. Then in the Upper Primary School, the pupils discover the context of the historical events forming the world and thus also our society. They start with the evolution of the Earth and humans and proceed by historical milestones up to these days.



In the Lower Primary School, the integrated subject World of Changes is formed by a part of outputs for the educational fields Humans and their world; Humans and the world of work; Art and culture; and Language and language communication and, in the Upper Primary School, by interconnecting the following fields of education: Humans and the society; Humans and the nature; Language and language communication; Art and culture; Humans and health. Outputs from the field Humans and the world of work appear in some thematic units too. In all grades, the language education is applied in the subject World of Science, namely outputs including work with the text, understanding the read text, instructions, etc. The accent is put on Czech and applied English by the CLIL method.

The World of Changes is very closely linked to the World of Science, mutually complementing individual topics. Furthermore, it is organically interconnected with the World of Art, reflecting individual art epochs, the projection of the current geopolitical situation into the style of the specific author.

The subject is educated in the core classrooms, technical classrooms, other school premises using digital technologies as well as in specialized institutions out of school (museums, galleries, exhibition premises, libraries, etc.). Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, frontal education, both individual and group work, etc.). Teachers respect the uniqueness of each pupil, his/her working pace, abilities, talents, and physiological needs. A major part of the subject is taught in Czech; some parts or projects thereof may be performed in English.

[upbringing and educational strategies](#)

Educational competences:

- The teacher with the pupils work with texts from various sources; in addition to the mere reading, the teacher leads them to understanding and interpretation and thus encourages the pupils to critical thinking, independent acquirement of facts and searching of context.
- The teacher assigns papers or long-term independent works that should awaken interest of the pupils in the given field, enhance the information level thereabout, and teach the pupil to work with the professional literature and media.

Problem solving competences:

- The teacher encourages the pupils to use and combine various sources (TV, internet, radio, press, books) and to assess them critically.
- The teacher warns about various interpretations of social processes and leads the pupils to consider various approaches to problem solving.

Communication competences:

- The teacher leads the pupils to independent expressions, presentations and defence of their opinions. The teacher encourages discussions where the pupils develop their argumentation skills, defence of own opinions, listening to other opinions and reacting to them.
- The teacher offers diverse activities for the pupils to develop their communication skills at collaboration in the group.

Social and personal competences:

- The teacher co-creates an atmosphere of friendship and mutual respect in the educational process, gives space for expression of various opinions and the opportunity to defend them.
- The teacher explains the basic conditions of a social consensus of various ethnics and cultures and thus leads the pupils to recognise and understand the diversity and differences of these social entities.
- The teacher teaches the pupils not to be succumbed by medial pressures, to keep their detached view and to be governed by own judgement and conscience.
- The teacher supports team projects and aims of the entire class and groups.
- The teacher encourages the pupils to express their opinions and reflect own, group, classmate's and teacher's activities.

Civil competences:

- The teacher encourages the pupils to watch the current affairs in science and society and leads them to active involvement.

- The teacher leads the pupils to respect copyrights and legislation when working with information by the strict requirement to mention the references that the pupils used to draw information from for their independent work (seminar work, physics presentations, papers).
- The teacher explains the basic questions of the social theory and practice in the present and in the past.
- The teacher discusses basic human rights with the pupils.
- The teacher inspires the pupils to personal and social responsibility in relation to the environment and civil society in general.
- The teacher leads the pupils to the respect and tolerance for the diverse values and abilities of other people.
- The teacher trains practical situations with the pupils that are necessary in the common citizen's life.

Work competences:

- The teacher actively encourages the pupils to active self-presentation, interest in the affairs in the world and in our country, creative discovering.
- The teacher leads the pupils to the development of their personal potential.
- The teacher leads the pupils to orientation in the labour law issues. The teacher tries to lead the pupils to the responsible selection of the next study, to recognise the current labour market demands and to be able to react to them flexibly.

Digital competences:

- The teacher supports the pupils in processing tasks using digital technologies.
- The teacher creates a supportive environment to acquire, search, process and share data, information and digital contents. The teacher helps find procedures that facilitate work procedures for the pupils and enhance the work results.
- The teacher sets a good example of safe management of data and ethical behaviour in the digital environment.

World of Science – VED

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
4	4	4	3	3	18
Number of lessons per week for the Upper Primary School					Total
grade 6	grade 7	grade 8	grade 9		mandatory
6	6	7	7		26

The integrated subject World of Science is a subject, passing of which allows pupils to form a comprehensive natural scientific basis. The subject is aimed at contextual teaching so that the thematic areas fall into the context and can be linked with the themes of other subjects easily. The pupils have a better chance to form a comprehensive picture of the world existing around us. Everything is connected to everything else and no animal in the world lives separately from plants without any other forces affecting it. When we understand the world order and its interrelations, our understanding will be deeper and, thanks to it, we can behave more considerately and avoid principal mistakes with negative impacts on the world around us. Thanks to a well-prepared themes distribution, relations are created naturally between subjects enabling more understandable and specific picture of the world around us and our places therein than in single-discipline subjects. From the thematic point of view, the subject is mainly interrelated to the subject the World of Changes, creating the global picture of the Earth.

The concept of the subject is that the pupils in the first grade start with identification and observation of their immediate neighbourhood – home, the nearest streets, way to school, environmental education elements, and waste sorting and then reveal the broader context and perspectives in layers of the other grades. In the Lower Primary School, the focus will expand from home to the city, region, country, continent, up to the universe. Fauna and flora are researched in the context of working and well-known ecosystems. In the Upper Primary School, pupils are discovering relations between the so-called animated and inanimate nature, they go to the essence of natural phenomena and processes in organisms. The geographical context is principal for understanding body structures of plants and animals and, at the same time, for understanding their behaviours, lifestyles, etc.

The subject World of Science also includes implementation of the development and preventive programme, which is described in detail in the annex to the SEP Tree Rings and which deals with the systems of chicanery prevention, emotional development, self-knowledge and self-control processes, then deals with the issue of interpersonal relationships, and many others. There are projects and meetings with specialists implemented within the preventive programme and varicoloured educational procedures are used with the aim of teaching the pupils how to deal with risk situations in the efficient and effective manner.

In the Lower Primary School, the integrated subject World of Science is formed by a part of outputs for the educational fields Humans and their world; Humans and the world of work; and Language and language communication and, in the Upper Primary School, by Language and language communication by interconnecting the following fields of education: Humans and the nature; Language and language communication; Art and culture; Humans and health. Outputs from the field Humans and the world of work appear in some thematic units too. In all grades, the language education is applied in the subject the World of Science, namely outputs including work with the text, understanding the read text, instructions, etc. The accent is put on Czech and applied English by the CLIL method.

The subject is educated in the core classrooms, technical classrooms, other school premises using digital technologies as well as in specialised institutions out of school (museums, galleries, exhibition premises, libraries, etc.). Outputs of PE YEP are fulfilled using various forms and methods of education (project education,

cooperative education, frontal education, both individual and group work, etc.). Teachers respect the uniqueness of each pupil, his/her working pace, abilities, talents, and physiological needs. A major part of the subject is taught in Czech; some parts or projects thereof may be performed in English.

upbringing and educational strategies

Educational competences:

- The teacher submits the knowledge to the pupils so that they are usable in practice and common life.
- The teacher uses state-of-the-art technologies as well as the knowledge and experience of the pupils at the work.
- The teacher assigns the work so that the pupils are motivated to use diverse sources of information, e.g. atlases, statistical data, national portals, etc.
- The teacher points out the advantages and disadvantages of statistical data processing, teaches the pupils to work with data, assess the data, to create and present conclusions of their work.
- The teacher puts emphasis to a comparison of data from various sources, informs the pupils about suitable and reliable information sources, both in the internet and as papers.
- The teachers includes seminar works etc. into the education; the pupils acquire new information, work with information sources, assess them, present them and defend own conclusions and opinions.

Problem solving competences:

- By suitable questions and tasks, the teacher enables the pupils to find solution of some problems on their own, based on the already acquired information and using the logical thinking.
- The teacher puts questions that require analysis and synthesis of knowledge from various Square Worlds.
- The teacher shows the pupils the significance of the use of information from other fields (history, geography, chemistry, mathematics, IT, arts, etc.).
- In the work in groups, the teacher encourages discussions, argumentations and leads the pupils to respect other opinions, look for compromises, and to the active listening.
- The teacher leads the pupils to verify the up-to-dateness of the information, especially when using statistical data.

Communication competences:

- The teacher leads the pupils to terminologically exact, cultivated expressions, however not to the detriment of understandability.

- The teacher puts emphasis on high-quality argumentation in discussions and defences, on the active involvement of listeners. The teacher leads the pupils to clear and exact additional questions and to the professional and language correctness.

Social and personal competences:

- The teacher leads the pupils to collaborate on projects.
- The teacher sets a good example and encourages their empathy, tolerance, especially in relation to the topics related to other cultures, races or religions. The teacher discusses problematic issues with the pupils. If appropriate, the teacher invites also teachers of other Square Worlds to the discussion to enhance the discussions and to let the pupils combine the information from these subjects and to acquire a more general overview of the situation.

Civil competences:

- The teacher gives the pupils information about the world in the context of events, analyses model problems of the world with them.
- The teacher leads the pupils to the critical assessment of the presented information by the media and to a careful consideration of the objectiveness and completeness of the current news.

Work competences:

- The teacher actively encourages the pupils to active self-presentation, interest in the affairs in the science, creative discovering.
- The teacher inspires the pupils in the interest in further natural science oriented studies and helps them assess own possibilities responsibly.

Digital competences:

- The teacher supports the pupils in processing tasks using digital technologies.
- The teacher creates a supportive environment to acquire, search, process and share data, information and digital contents. The teacher helps find procedures that facilitate work procedures for the pupils and enhance the presentation and processing of results of their work.
- The teacher sets a good example of safe management of data and ethical behaviour in the digital environment.

[projects](#)

[My career](#)

The aim of the project is to create a career portfolio, After completion of the school attendance, Squarer will leave the school as competent graduates who can defend and present themselves as required. Even though the project is included in the World of science, it interconnects a wide range of the Square Worlds – e.g. World of Changes, IT, Czech, Numbers, English, etc.

We proceed in clear milestones:

- adaptation in the new role of an Upper Primary pupil
- self-knowledge and testing of own skills in the safe environment of the family and the school
- testing of skills in the external environment and gradual realisation what I should await and what I need for that
- reflection of the tested, other trials and a clash with pressure and stress, together with recognition how to manage it

Grade 6 – OUTSET – aims: adaptation in the new team; self-exploration – me and my class / my role. We will further focus on the topics: partnership, safety at maturing, how we are identical and different.

Grade 7 – SELF-KNOWLEDGE – aims: my values and others' values; my future; discussions with parents; long-term independent project – what I like, my hobbies – self-presentation; another project will be an employment analysis including a discussion where a Squarer should uncover secrets.

Grade 8 – ME IN THE WORLD – aims: personality tests – critical thinking; entrance exams and school reports – the importance it means to me; curriculum vitae and a letter of motivation; we stick our necks out – external discussions, simulated interviews, including reflection and comparison of own development (using of the self-presentation video from the previous school year); long-term project – Fictive company.

Grade 8 – LEAVING – aims: pressure and stress – balancing mechanisms; reflections and re-trying of the already tried (simulated interviews also in English); let's go to the future – what to do and how; final work; common farewell time.

Expeditions

Annual stays in the countryside include terrain exercises, expeditions, and work and observations in the countryside. The application of the knowledge learned and its turning onto the reality enable verification of theoretical knowledge and extending the lessons learned. The project is designed for each grade, i.e. from the first to the ninth ones.

World of Art – UME

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
3	3	2	2	2	12
Number of lessons per week for the Upper Primary School					Total
grade 6	grade 7	grade 8	grade 9		mandatory
2	2	2	2		8

The subject World of Art is an integrated subject fulfilling and interconnecting areas of social sciences, extending aesthetic perception, forming one's own values and attitudes, and reaching to the practical ethics too. The pupils are taught to think abstractly and to create visual, musical, and other aesthetic expressions. The subject interconnects all senses and develops the aesthetic part of personalities. The pupils are taught to express their opinions regarding liked and disliked works, to respect opinions of the others and to present their own works. The subject also supports the relation to the art and to human creations. The aim is to get the pupils interested in varicoloured art genres, to let them try to be creative in all genres, and to develop competences respecting work communications and interpretations. An integral part of the subject are also meetings with authors, artists, people from the practice, who will conduct some workshops or activities – either in the premises of the school or in authentic premises of their studios or workshops. Experience obtained in the subject World of Art will reach to many pupils' own lives in that sense that some hidden possibilities will be uncovered and the horizons for selection of future jobs or for directing their hobbies will be extended.

Thanks to the extended English lessons, the pupils in the higher grades will create and present their works not only in Czech, but also in English; this will provide for the development of cultivated written and oral expressions. Again, this competence will provide for extended possibilities from the job selection point of view and help in first-quality self-presentation.

At the pupils' own creations, the pupils form positive work habits and are better aware of safety risks relating to some activities. By introducing such activities into the real life, e.g. rehearsing a theatre performance, they will have a better idea of occupations associated with the theatre and of the fact that the theatre does not mean actors only. Moreover, every craft includes its positive and funny parts, but also its duties and responsibility. In this subject, the accent is put on individual creations and presentations, but also on the team cooperation, supporting competences of perceiving co-responsibility and thus also personal responsibility for performing a subtask.

The World of Art is very closely linked to the Worlds of Changes and Science. The subject fulfils particular outputs of PE YEP for the following field of education: Art and culture and Humans and the world of work It also cultivates the language and language communication in both Square languages, i.e. Czech and English.

The subject is taught both in the specialised classrooms, core classrooms, and in other school premises using digital technologies. A large part of outputs is performed in the environment of specialised institutions (museums, theatres, galleries, exhibition halls, etc.). Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, frontal education, both individual and group work, etc.). Teachers respect the uniqueness of each pupil, his/her language talent, and his/her family language background. The world of art is taught both in the Czech and English languages.

[upbringing and educational strategies](#)

Educational competences:

- The teacher leads the pupils to the critical assessment of works of art, their detailed investigation and interpretation from the aspect of aesthetic, emotional and ethical effect on the “audience”.
- The teacher lets the pupils to reflect their own creation and get inspired mutually.
- The teacher presents such works of arts to the pupils that the work with them leads to the development of their fine art or musical perception.
- The teacher presents works to the pupils in various interpretations / forms of adaptation and invites the pupils to individual evaluation and assessment from the aspect of the content, adaptation, effect on the audience, etc.
- The teacher proposes a selection of works of arts and other stimuli to the pupils to build their own scale of expectations and values, for mutual comparison of demands and expectations they may have from a cultural experience (work of art).

Problem solving competences:

- The teacher assigns creative problems to develop the pupils’ creative approach to use a varicoloured scale of approaches.
- The teacher involves the pupils into the process of education content creation.
- The teacher supports group creative activities within standard lessons as well as at addressing assignments of out-of-school contests.
- The teacher assigns creative issues with increasing demandingness and works with the pupils at a high-quality reflection of the course of the work.

Communication competences:

- The teacher encourages discussions and leads the pupils to cultivated expression and argumentation at the interpretation of the work.
- The teacher supports the pupils in leading of discussions on creative issues.
- The teacher develops pupils’ skills in the analysis of works of art, understanding of the used techniques, the effect of the historical context in the time of their origin and their interpretation.
- The teacher offers and supports participation in art contests and festivals.

Social and personal competences:

- The teacher encourages the pupils to active contributions to the school magazine, searching for theatre performances or participation in cultural and art events.
- The teacher leads the pupils to perceive how using of various art work adaption means affects the emotional perception of the audience.
- The teacher effectively uses mutual cooperation among the pupils and leads them to active reflection and inspiration.

- The teacher teaches the pupils to discover how the author's intention affects various audiences and what is the role of the transfer of own experience to the interpretation of the work.

Civil competences:

- The teacher actively participates discussions and lectures with experts, theatre performance and cultural activities of the local region.
- The teacher organises presentations of own works with the pupils.
- The teacher encourages the pupils to watch medial messages, their critical assessment and perception, how they affect own life.

Work competences:

- The teacher actively encourages the pupils to active self-presentation and creativity.
- The teacher inspires the pupils in the interest in further art oriented studies and helps them assess own possibilities responsibly.

Digital competences:

- The teacher inspires the pupils in the effective use of digital technologies, adaptation and presentation of topics in various forms.
- The teacher supports the pupils in discovering various techniques of processing a digital work of art and their combinations.

projects

Square Festival

Particular grades present themselves annually on the art exhibition for their parents and relatives. Presentations of particular grades are performed in the form of composed performances, where the pupils broaden their presentation skills in the field of rhetoric and musical, kinetic, and dramatic expressions. In preparation phases, the pupils have the opportunity to apply knowledge and skills from various fields of integrated subjects regardless of whether they are inspired by the themes learned or they use knowledge about mathematical operations directly at the preparation of the event budget, or proven family recipes at the preparation of small refreshment.

In addition to the performance for parents, there is a presentation of literary and graphic works. The pupils from the Extra World are involved in the preparation and organisation.

World in Motion– POH

Number of lessons per week for the Lower Primary School					total
grade 1	grade 2	grade 3	grade 4	grade 5	mandatory
2	2	2	2	2	10
Number of lessons per week for the Upper Primary School					Total

grade 6	grade 7	grade 8	grade 9	mandatory
2	2	2	2	8

The subject World in Motion is an integrated subject fulfilling and interconnecting areas of the development of a healthy lifestyle, building a positive relation to active relaxation, and forming positive habits. The subject is not focused on performance, but, first of all, on interests. The accent is put on the active participation of all pupils and we try to involve children of various sport and kinetic talents by offering varicoloured activities. The principle is to create high-quality fair-play values, to enjoy collective games, and to get familiar with interesting sports across the world.

The subject fulfils particular outputs of PE YEP for the following field of education: Humans and health.

The subject is taught both in the specialised classrooms, core classrooms, and in other school premises. Some part of outputs is performed in the environment of specialised institutions (sport fields and so on) and during stays in the nature or sport weeks (skiing course, etc.). The World in Motion includes also the mandatory swimming pool training. Outputs of PE YEP are fulfilled using various forms and methods of education (project education, cooperative education, both the individual and group work, etc.). Teachers respect uniqueness of each child as well as his/her language and physical talents.

upbringing and educational strategies

Educational competences:

- The teacher helps to develop skills and abilities of the pupils in various play roles and leads them to a high-quality reflection of the play activities.
- The teacher inspires and motivates the pupils to a healthy lifestyle.
- The teacher creates a space for acquiring movement skills and offers various opportunities for movement activities.
- The teacher selects an appropriate load for the pupils regarding their age, sex and personal movement possibilities.
- By various types of exercises, the teacher enhances the self-confidence and self-control of the pupils. The teacher motivates to spare time movement activities.
- The teacher leads the pupils to set short-term and long-term targets within acquiring movement skills and overall physical fitness.

Problem solving competences:

- By training of game and exercise strategies, the teacher motivates the pupil to discover new procedures leading to the success and solution of problem situations.
- The teacher supports the pupils in preparation of own sports events.

- The teacher leads the pupils to judge at games and activity organisation. In the role of an organiser, the pupils learn to defend their standpoint, argue and defend own opinion.
- The teacher leads the pupils to perseverance and overcoming obstacles,
- The teacher leads the pupils to plan activities (to set the goal, interim assessment of acquired results), to complete the started activity, and motivates the pupils to reach success.

Communication competences:

- By collaborating in groups, the teacher leads the pupils to communication, collaboration and mutual respect.
- The teacher leads the pupils to clear and exact expressions, use of sports commands and signals.
- The teacher immediately addresses questions of bullying and intolerance.

Social and personal competences:

- With his/her standpoints, the teacher inspires and motivates the pupils to a positive approach to sports.
- At exercises with tools, the teacher leads the pupils to mutual help (assistance, rescue).
- The teacher encourages the pupils to fair play, to respect the rules of the contests and games, talks to the pupils about the negatives of the sports (doping, bribery).
- The teacher sets a role for the pupils in assistance and tolerance to less physically and motorically advanced pupils.

Civil competences:

- The teacher does not tolerate unfriendly behaviour and rejection of required assistance during lessons. The teacher thoroughly pays attention to the observance of the rules of behaviour.
- The teacher applies positive assessment and motivation of the pupils.
- By practical demonstrations and model situations of critical or health endangering situations, the teacher teaches the pupils how to act in such situations.

Undertaking competences:

- The teacher actively encourages the pupils to active self-presentation at contests and sports activities.
- The teacher inspires the pupils in the interest in spare-time or professional sports activities and helps them assess own possibilities responsibly.

Extra World – EX

Number of lessons per week for the Lower Primary School		total
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grade 1	grade 2	grade 3	grade 4	grade 5	mandatorily optional
0	0	0	2	2	4
Number of lessons per week for the Upper Primary School					Total
grade 6	grade 7	grade 8	grade 9	mandatorily optional	
2	2	2	2	8	

The aim of the Extra World is to provide the pupils with the opportunity to extend their horizons in the fields of interest. The pupils have a wider offer of Extra Worlds available, they choose their preferences for the next two years. From the organisational aspect, the Extra Worlds are always announced in advance, i.e. in the previous semester for the next school year so that the pupils may choose from the current offer and the school can react flexibly to the pupils' demands. The curricula of the offered Extra Worlds will be available for the pupils, or the teachers will prepare demonstration units to support a better idea about the contents of the selected Extra World. The Extra World mode is mandatorily optional and the language of education may be English and/or Czech.

Besides the extension of the fields of interest, we want hereby to support the independence and responsibility of the pupils for the selection of an Extra World.

evaluation of the pupils and self-evaluation of the school

evaluation of the pupils

In Square, reflection and self-reflection both of the little and grown up ones are understood as the process of supporting the individual development of every person. It is mutual sharing of information both of successes and failures on the education path. The evaluation can be divided onto several components, where any of them alone gives no sense and the high-quality and efficient feedback regarding the impacts of education is provided by only their interconnection.

pupils' development as such

At the beginning of a school year, each pupil is given the Square Guide, where the pupil records all thematic areas for all integrated subjects to be passed by the pupil during the year. Their content is based on the topical plan and the school educational programme. Each topic is expressed by four tree ring layers. The first layer shows that I'm only a beginner in the given topic – *beginner*, the second layer – I can handle the topic/skill with assistance – *intermediate*, the third layer – I understand/can work with no assistance – *advanced*, the fourth layer is for experts – those children who are interested in the area to such extent that they want to learn even more beyond the frame of basic skill/knowledge – *expert*. In the first years, there is a high share of the adult's activity there; teachers help the pupils with schedules, with assessments of the levels achieved, and with plans of projects or tasks. In the higher classes, the activity is rather left on the pupils and the adults are in the role of support, help, advice or guide.

Each Square Guide also includes a plan for personal development in the so-called soft skills. In this part, the supporting role of the adults, who guide the pupils through the whole process of development, watch the levels achieved, and help each pupil individually in preparing his/her action development plan, is very crucial. Areas of the development plan are included in the School Prevention Plan.

continuous evaluation of the education process

Teachers inform the pupils continuously of the rates of success, at which they coped with particular areas, in several ways. Verbal comments of specific tasks is the primary way. The subject-matter correctness, completeness of solutions, formal correctness (if crucial for resolving a task), and proper application of the skills and knowledge learned are decisive. The pupils and their legal representatives obtain other information from the verbal or, in the higher grades, percentage and verbal evaluation, which is sufficiently broad for being objective and easily convertible onto the conventional marking being a part, for example, of proceeding to the Upper Primary School. The detailed description makes part of the School Order – Classification Order. It is crucial that the percentage is never alone, it is always accompanied by verbal comments with respective recommendations.

cooperation with legal representatives

Every teacher informs legal representatives continuously on the course of education through the electronic system, where they can find both the percentage results and verbal comments providing a clear picture of pupils' strengths and areas for further improvement.

Regular meetings with legal representatives are organised in the form of individual meetings with the participation of the teacher, legal representative, pupil, and an employee of the Square advisory centre, if applicable. Individual meetings take part after the agreement with legal representatives upon the needs of each pupil, but at least before closing the 1st and the 3rd quarters, called N-partitas. The assessment of the N-partitas is included in the Square Guide and the pupils conclude a development agreement to work on in the next period.

self-evaluation of the school

The atmosphere at school is crucial for us. We put emphasis on feelings of our employees, pupils, and their legal representatives. The top priority is the non-authoritative friendly environment, which is safe and open for any sharing of feedback regarding the school operation.

The overall school orientation is discussed continuously with all employees of the school at regular individual meetings with the school management and on common workshops, supervisions, during which employees share their needs or concerns. They are actively involved in the school organisation and operation through the parliament.

Legal representatives have the doors to all employees of the school open with any opinion or inquiry or proposal for a change. There is the evaluation questionnaire available for the legal representatives at the meetings with teachers or in their electronic mailboxes, in which they can express their opinions, if not shared otherwise.

The pupils have the doors of the Director's office, administration office, and offices of all teachers in Square open. The pupils may come with their ideas, comments or concerns any time personally or they may use the "Secret" box located in the school corridor.

annexes

list of abbreviations

abbreviations of the integrated subjects	
World of Numbers	CIS
World of IT	IT
World of Czech	CZE
World of English	ENG
World of Another Foreign Language	DCJ
World of Changes	CAS
World of Science	VED
World of Art	UME
World in Motion	POH
Extra	EX

field of education	abbreviation
Czech language and literature	ČJ
foreign language	AJ
another foreign language	DJ
mathematics and their applications	M
informatics	IF
human and society (and their world)	ČS
humans and the nature	PŘ
art and culture	UM
humans and health	TV
humans and the world of work	ČP

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annexes to SEP Tree Rings

World of Czech

World of Numbers

World of Changes

World of Science

World of Art

World of English

World of Another Foreign Language

World in Motion

World of ICT

World of Extra