

School Educational Program for Primary Education Prepared According to RVP ZV



LETOKRUHY/Tree Rings

Primary School and Grammar School Square s.r.o.

Svatoslavova 333/6, 140 00 Prague 4 - Nusle

Contents

1. Identification Details of the School

2. Characteristics of the Primary School

- Completeness and Size of the School
- School Equipment
- Characteristics of the Teaching Staff
- Long-term Projects, International Cooperation, Cooperation with Parents and Other Entities

3. Characteristics of the LETOKRUHY School Educational Program

- Focus of the School
- Educational and Teaching Strategies
- Integration of Cross-curricular Topics
- Curriculum Table
- Curriculum for 1st Stage
- Curriculum for 2nd Stage
- Curriculum Overview for All Grades
- Syllabi - Characteristics of Teaching Subjects

Identification Details of the School

School Address: Primary School and Grammar School Square s.r.o., Svatoslavova 333/6, 140 00 Prague 4 – Nusle

Place of Education Provided: Svatoslavova 333/6, 140 00 Prague 4 – Nusle

Name of the School Educational Program: The LETOKRUHY School Educational Program is developed according to the valid RVP ZV.

Founder: Ondřej Kania, born on December 19, 1992, Narcisová 1070, 252 43 Průhonice

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Approved by the School Council on August 29, 2024

Characteristics of the Primary School

Completeness and Size of the School

The Square Primary School, located at Svatoslavova 333/6, Prague 4, is a complete school with nine consecutive grades. Typically, there is one class per grade at both the lower and upper levels. The school includes the following facilities: a primary school with a capacity of 221 students, a school daycare center with a capacity of 121 students, and a school club with a capacity of 100 students.

School Equipment

The primary school building houses core classrooms, which currently also serve as specialized classrooms, a relaxation room that includes a school library, a kitchenette, and a gymnasium. For school staff and parents, there is a reception, a principal's office, a staff room, a meeting room, and a room for the school counseling center. The school also has a courtyard with a garden, a multifunctional playground, and a beach volleyball court.

Core classrooms are equipped with boards and digital projectors that enable interactive teaching involving all students. The school has a mobile computer lab and WiFi coverage. Each classroom has age-appropriate furniture, teacher facilities, a sink, ample storage space for teaching aids and materials, and bulletin boards. Students have space for their personal belongings in their core classrooms.

There are areas for relaxation and individual learning in the hallways. Each student has their own locker. There are adequate sanitary facilities on all floors. The school canteen is located on the first floor.

Characteristics of the Teaching Staff

The members of the teaching staff are professionals who have the required teaching competencies, a responsible approach to their mission, moral credit, and set a positive example for students. At the same time, they are members of the large Square team and together create a friendly atmosphere. Mutual respect and esteem create a safe space where children and adults can creatively express themselves and present their opinions. A positive approach is the basis of quality and creative communication. Therefore, teachers are carefully selected. A fundamental pillar of a quality teaching staff is cooperation, developmental feedback, and mutual trust. All members of the Square team aim to systematically develop the key

competencies of students, which is why they use a wide portfolio of teaching strategies and deliberately continue their own education. Each teacher creates their own education plan in cooperation with colleagues and school management according to their professional interests.

Each class is led by one Czech teacher and an English-speaking language assistant with a maximum half-time workload. The size of the teaching staff, its professional qualification, and development correspond to the goals set to meet the outputs of RVP ZV.

The Square School provides professional care for students with special educational needs (SEN) and gifted students, as well as support for teachers, teaching assistants, and parents at the Square Counseling Center. Its members are professionals with appropriate education, including a school special education teacher, a psychosocial worker or school psychologist, a prevention methodologist, and a guidance counselor. The size of the counseling center team may increase depending on the school's needs.

Long-term Projects, International Cooperation, Cooperation with Parents and Other Entities

The school has established cooperation with several international organizations, such as Educa o.p.s. or AIESEC, which provide students worldwide with the opportunity for internships through the Erasmus project. In 2021, the school also established cooperation with a primary school in Norway. Thanks to this cooperation, teachers and students from both primary schools meet online and work together on projects.

Due to the founder's collaboration with the Faculty of Education at Charles University, students can visit Square School and have various engagement opportunities—lectures, excursions, school internships, internships, or gaining experience by assisting in teaching or school administration.

Active cooperation also exists with charitable organizations, such as Pink Bubble, Krtek – the Children's Oncology Foundation, DD Dubá, DD Pyšely, etc. An annual charity collection is held, and the proceeds are designated for a specific organization. Classes participate in choosing the organization and form of the collection, determining the purpose and goal through voting.

The school has established cooperation with the Narovinu Center and has adopted a boy named Sheldon from a distance, contributing to his education and helping him achieve his dreams. Communication with him takes place through letters and online meetings with the children.

Intensive cooperation with the Vigvam counseling center, which helps children and adults cope with loss, is also essential. Its members collaborate with the school as psychotherapists and school psychologists during the school's prevention programs or staff interventions.

The school's founder regularly prepares projects based on calls from the Prague City Hall, the Ministry of Education, Youth, and Sports, and European Union grants, with a high success rate.

Cooperation with organizations (including non-profits) that provide developmental or prevention programs for students is an integral part of the school year, such as libraries, SportKids, museums, the National Gallery, Prague theaters, People in Need, the Planetarium, the Observatory, Rescuers.cz, the Police of the Czech Republic, Proxima Sociale o.p.s., various banking institutions, Rudolfinum, and more.

The school participates annually in national and regional competitions organized by various institutions and organizations, such as the mathematics competition Kangaroo, the science competition "Are We There Yet?" or "I Know Why."

Parents are involved in the school's culture by meeting with the class teacher individually or in a group of parents, or possibly with students. The school and individual classes organize various school events in which parents can participate passively or actively, such as performances or workshops. Projects like "What is My Job?" which parents voluntarily initiate, are also popular.

Before school enrollments, preschoolers from Bambíno Kindergarten participate in an experiential program organized by lower primary school students. The joint event helps preschoolers overcome potential shyness about the unknown environment of the "big school" and encourages them to look forward to enrolling in primary schools.

Characteristics of the LETOKRUHY School Educational Program

Focus of the School

The goal of our school is to provide a stimulating environment for developing the uniqueness of each of its members. The school educational program is named “Letokruhy” (Tree Rings) because the learning topics are layered from locally anchored areas. We start with children from what we see around us to more distant, general, and abstract topics. Moreover, each topic has additional layers that define the child’s knowledge level. The first layer is called “Beginner,” the second layer “Advanced,” the third layer “Expert,” and the fourth layer “Master.” The parallel with tree rings is not accidental. Every tree is unique, and the conditions for growth, or development, are unique—as with people. Each of us has different predispositions for mastering different areas, so the Letokruhy educational program is adaptable to students with different talents.

In our school, we use a non-authoritative regime. We respect the uniqueness of each student and adult by giving them enough space for their creativity, sharing their opinions and needs. The teacher is a guide to education, helping students discover and develop their strengths and opportunities for personal development. The teacher supports each student’s initiative and inspires them. They guide them through the educational process and develop emotional intelligence, personal responsibility, reflection and self-reflection skills, and quality communication skills.

The students’ inner motivation is essential when working with them. Thanks to a well-designed educational program, modern teaching methods, their (self)reflection, and competent teachers, students are taught to understand things in context, learn what they can use immediately given their age, and thus have their motivation to master knowledge and competencies.

At Square, it is essential for us that students enjoy education, like it, and want to develop independently. We respond to students’ dynamics and needs when working.

Development of Communication and Reflective Skills

In the second layer of communication competencies, we focus on developing reflective skills. The areas we concentrate on include self-reflection, positive feedback, developmental feedback, and the ability to accept feedback. All these layers are thoughtfully designed to respond to the student’s individual settings and strengthen their skills from the level in which they are currently at.