

## **ABSTRACT**

The content of the research part was the creation of an intervention program that was realized with a group of ten children who are about to enroll to the first grade in April. This program had focused on the development in individual areas, in particular: fine motor skills, graphomotor skills, visual perception, mathematical pre-literacy, auditory perception and spatial orientation. The intervention program included 12 lessons that took place in the kindergarten in the morning. We taught each lesson for about half an hour. Each lesson included five activities aimed at development of fine motor skills or graphomotor skills, visual perception, mathematical pre-literacy, auditory perception and spatial orientation. The whole program was motivated by the Squirrel Týnka and Krysík, who were represented by a puppet made out of a sock. All the individual activities were set to forest environment, home of the Squirrel Týnka. Thanks to the intervention program, children were able to improve in individual areas. The test of fifteen small tasks was run before the start of the intervention program. There was an input diagnostic program used to verify the effectiveness of the intervention program. The test of fifteen small tasks was run before the start of the intervention program. The tasks focused on individual areas and were marked on the scale 1 to 5. Control group of ten children who did not take part in the intervention program was presented with the same test. After completing all the lessons, both children from the research group and the control group were given the same test. Based on the evaluation of both tests, it was clear that the children from the research group achieved better results in individual areas than the children from the control group. In case the research hypothesis is confirmed, the children from the research group will achieve better results thanks to the intervention program. The whole intervention program to support the school readiness will be provided by the author to the kindergarten as a material that teachers would be able to continue to work with in the upcoming years..

## **KEYWORDS**

pre-school age child, school matureness, school readiness, reasons for the postponement of the school attendance, premature attendance of the elementary school, intervention program