

Abstract

The aim of this thesis is to find out what influence the age distribution of classes in kindergarten has investigate on the readiness of a children to enter the first grade of primary school. The theoretical part firstly introduces the reader to the characteristics of preschool child development. Here are described nine areas that are crucial for entry into primary school. Next, the theoretical part discusses school maturity, its diagnosis and, last but not least, the characteristics of age heterogeneous and homogeneous classrooms. At the end of the theoretical section, there is a brief description of other research investigations that also deal with school readiness in age homogeneous and heterogeneous classrooms.

The empirical section presents an evaluation of the data, which are obtained through self-diagnosis of school maturity and interviews with kindergarten teachers. The aim of the research is to find out whether children from age heterogeneous or homogeneous kindergarten classes are better prepared for first grade.