



CHARTER INTERNATIONAL SCHOOL



EARLY YEARS CURRICULUM GUIDE



Cambridge International School





Our Vision

Charter International School strives to provide high-quality education to enable all students to achieve their full potential.

Our Mission

Charter International School provides an international education in a safe, nurturing environment. The school develops students holistically, to become independent, active, self-motivated learners.

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Welcome From The Head of Primary

Dear Parents and Guardians,

I would like to extend a very warm welcome to you from the Primary team here at Charter International School. Our school is a nurturing and friendly learning community, which cares for and educates children of all cultures.

We aim to provide a happy and safe environment where children love coming to school. Our philosophy is that happy children make for highly effective learners. Our curriculum, based on the National Curriculum for England, has been adapted to meet the needs of our international community. It is grounded by a foundation of academic rigour, and underpinned by our Schoolwide Learner Outcomes which develops students holistically, to become independent, active, self-motivated learners. We pride ourselves on the inclusive and diverse nature of our curriculum, supporting the needs, abilities, strengths and talents of each individual child.

We also believe that developing important life skills such as resilience, communication and the ability to collaborate are as important as academic success, so that our learners develop the confidence and ability to succeed in the next stage of their educational journey and beyond.

Our team of experienced teachers, and support staff work hard to ensure that all students are engaged and challenged. Small class size helps ensure that our teachers get to know our learners and are able to personalise every child's learning experience, enabling them to be the best they can be in all areas.

As soon as you walk through our school gates, you will be greeted with a welcoming atmosphere where parents are valued as partners in supporting and encouraging their children's learning and development.

This Curriculum Guide is aimed to provide all the necessary information to help you in choosing the right school for your child. However, only a visit around our lovely, green campus can provide you with a feel for our unique school and we urge you to arrange a visit with our Admissions team so that you may experience a glimpse of life at Charter first hand.

Yours faithfully,

Julie Kelly
Head of Primary

EARLY YEARS AT CHARTER INTERNATIONAL SCHOOL

This special time in a child's education at Charter, between the ages of 2 and 5 years old, literally lays the 'foundations' for lifelong learners within the Early Years Foundation Stage curriculum. We follow a thematic approach to learning, as well as following each child's unique interests, wherever possible.

In the Early Years, students spend most of their time with their class teacher. The children have a balance of working independently, collaboratively with their friends and alongside adults. There are also small group sessions during the course of the Foundation Stage day.

Four guiding principles shape practice in our Early Years. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs, with a strong partnership between home and school
- children develop and learn in different ways and at different rates

In the formative years of the Foundation Stage, children have rich and meaningful experiences to help them become effective and confident learners. The children enjoy having the stability of their Class Teacher and classroom, whilst also benefiting from some subject-specialist teaching. Opportunities are taken to start to develop our youngest children's intercultural understanding across the curriculum. Teachers recognise that parents have a central role in helping to support the transition from home to school and supporting children in their first steps towards greater independence and work closely with them with this.

Janet McDonald
Reception Teacher
& EYFS Coordinator

Early Years Curriculum

Learning in EYFS for children aged 2 - 5 is based on the English National Curriculum Early Years Foundation Stage framework with a topic-based approach, enhanced by free-flow learning within the classroom. This exciting and challenging curriculum, based on the observation of the children's needs, interests and stages of development across seven areas of learning, enables the students to achieve their Early Learning Goals at their own pace.

There are seven areas of learning and development in the Foundation Stage. All areas are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas are not taught in isolation but rather interlinked, and are enhanced by our Free-Flow learning approach. As part of the EY Goals aspects of computing and digital citizenship are introduced through stories in Reception. Wherever possible we link these subjects together through exciting half-termly topics to give meaning and purpose to teaching and learning. Specialist teachers encourage the love of music, Thai language and culture, and physical activity for Early Years children.

In addition to the EYFS curriculum, specialist lessons are also taught as below.

- Music
- Physical Education
- Swimming from Kindergarten onwards
- Thai or Thai as a Foreign Language (TFL) from Reception onwards

Specialist classes	Periods Per Week
PE (Nursery)	One Period
PE (Kindergarten)	One Period
PE (Reception)	Two Periods
Music (Nursery)	One Period
Music (Kindergarten)	One Period
Music (Reception)	Two Periods
Swimming (Reception)	One Period
Thai (from Reception - all Thai nationals will study Thai)	Three periods
Thai Foreign Language (from Reception)	Three Periods
Library (KG and Reception)	One Period
Assembly	One Period
Golden Time (Reception)	One Period



Progress & Development: Early Learning Goals

Within the seven areas of learning there are 17 Early Learning Goals. These are the goals or targets for children to achieve at the end of their EYFS Reception year. They will be working towards these goals throughout their time in Early Years. EYFS outcomes are the result of ongoing observations and assessments of individual children, ensuring that they are developing at the rate expected and spotting any areas where the child may need further support.

Within each age band, children are tracked and assessed on the relevant skills. The flow of progression is fluid and a continuum throughout a student's time in the Early Years. At the end of Reception, children will be assessed in relation to the Early Learning Goals (see below) within the final assessment band. Online learning journals support the formal tracking used by teachers. These individual digital journals provide parents with clear assessment information regarding their child's learning and promote a positive parent partnership. In addition to the online learning journals, parents are given two reports (Term 1 and Term 3) and meet with Early Years teachers two times during the school year.

Areas of Learning	Early Learning Goals
Communication and Language	Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Self Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Numbers
	Numerical Patterns
Understanding the World	Past and Present
	People, cultures and communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

Pastoral Care And Wellbeing

The social, emotional and physical well-being of each child in our care is a top priority for all our staff, and our students' individuality is recognised, respected and celebrated.

We pride ourselves on creating a warm and welcoming learning environment with a range of adults whom students can approach if they have concerns or worries, including their class teachers, specialist teachers, teaching assistants, our school counsellor and designated safeguarding officers. This enables us to provide all students with personalised academic and pastoral support.

Wellbeing is woven into our curriculum, extra-curricular programmes and assemblies. Students who are happy learn most effectively and this is something that Charter takes very seriously, ensuring that the well-being of our students is supported, alongside their academic development. Through creating an inviting classroom environment and getting to know the students in our care we work to ensure students feel safe, valued and supported. Strong partnerships are fostered with parents to support their child's learning.

Our approach to well-being is underpinned by our Mission and Vision and Schoolwide Learner Outcomes, and we expect all members of our community to be role models for our children.

In Early Years students spend most of their time with their class teacher. The class teachers get to know the children well, and establish a strong partnership with parents to support the child's learning.

Personal Social and Emotional Development

Personal, Social and Emotional Development (PSED) is considered of paramount importance within the Early Years setting and hence is a core area of learning. Children learn how to interact with others and are given the opportunities to explore the importance of staying healthy and keeping themselves safe. PSED encourages children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to become confident in their own abilities. More information is given in the Curriculum section of this document.

House & Rewards System

When a child joins Charter, they will be assigned one of three Houses named after Thai islands; Lanta, Samet and Phuket. Families will be assigned the same House. Alongside our Schoolwide Learner Outcomes, our House System promotes values of fair play, teamwork and perseverance.

Throughout the year, students proudly represent their Houses and wear their House colours, with a range of inter-house events and competitions taking place, providing an opportunity to develop skills and grow as individuals in a fun and enjoyable way. Sporting competitions include Sports Days, and Swim Galas, amongst others.

Every week each class awards a student with a Star of the Week certificate which is celebrated amongst the Early Years students during our weekly assembly.



The Early Years at Charter

Charter International School follows the English National Curriculum that has been adapted to meet the international context of our students. The table below outlines the year groups within Charter Early Years and the ages on entry.

Age on 31st August	Year Group	Curriculum Stage
Age 2 after 31st August	Pre-Nursery	Early Years Foundation Stage
2	Nursery	
3	Kindergarten	
4	Reception	

A Typical Timetable in Nursery

Please note that daycare until 2.45 pm is optional. Please contact admissions for further information.

Nursery Timetable 2022/23					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
8.00	Morning Registration and Outdoor Play				
8.30	Cool Down Time (Water and Bathroom)				
8.40	Circle Time (Greetings, Exercise, Songs and Movements, Theme Discussions and Introduction to the Day's Activities)				EY Assembly
9.00	Learning Centres (Thematic Exploration, Arts & Crafts, Language Exploration, Math Exploration; Personal Choice Activities through the block centre, book centre, discovery centre, dramatic play centre, writing centre, maths centre, easel centre, manipulative centre, sensory centre, and small world centre)				Circle Time
					Learning Centres
9.50	SNACK				
10:10	Indoor Play (Getting ready for water play)	P.E.	Music	Indoor Play (Getting ready for water play)	Outdoor Play
10:30	Water Play/ Sensory Exploration	11.00 Outdoor Play	11.00 Games and Movement	Water Play/ Sand Play	Cooking
11.15	STORY TIME				
11.30	LUNCH				
12.00	GOOD BYE				

A Typical Timetable in Kindergarten

Kindergarten Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8.30	Registration / Outdoor Play				
8.30-8.45	Cool Down Time		PE	Cool Down Time	STAR of the Week and Circle Time
8.45 – 9.00	Circle Time			Circle Time	
9.00 – 9.40	Thematic Exploration & Learning Centres				
9.40 – 10.30	SNACK & Outdoor Play				
10.30 – 11.30	Water Play	Music	Thematic Exploration & Learning Centres		Library
		Thematic Exploration & Learning Centres			Thematic Exploration & Learning Centres
11.30 – 12.00	LUNCH				
12.00-14.00	Self-Care & Set the Beds				
	NAP TIME, Self-Care and Milk Break				
14.00 – 14.30	Learning Centres	Learning Centres	Learning Centres	Learning Centres	Learning Centres
14.30 – 14.45	Line-Up Routine / Pick-Up				

A Typical Timetable in Reception

Reception Timetable					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8.30	Registration / Outdoor Play				
8.30-9.00	Circle Time	Circle Time	Circle Time	Circle Time	Assembly
	Phonics	Phonics	Phonics	Phonics	
9.00-9.50	Library	Thai	Swimming	Maths	PE
9.50-10.10	BREAK				
10.10-11.00	Literacy	Maths	Music	Music	Sand &
11.00-11.50	Literacy	Maths	Literacy	Thai	Water
11.50-12.40	LUNCH				
12.40-13.30	Literacy	ICT	Literacy	PE	Free Flow
1.30-14.20	Topic	Handwriting	Free Flow	Free Flow	Thai
14.20-14.45					Golden Time

Thematic Approach

At Charter, we know that children learn best when they want to learn. That is why we deliver a Thematic Curriculum throughout Primary. Thematic instruction is based on the idea that children acquire knowledge best when learning in the context of a coherent ‘whole’, and when they can connect what they’re learning to the real world.

Nursery A	Nursery B	Kindergarten	Reception
All About Me	All About Me	All About Me: Myself, Movement, Family, Home, Feelings	Ourselves
Clothes	Food	Senses and Food	Space
In the Garden	The Zoo	Plants and Insects	Environments: Under the Sea, The Jungle
The Farm	Stories	Animals	Recycling
Stories/Nursery Rhymes	The Sky	Transport and Occupation	Once Upon a Time
Transportation (Land Sea and Sky)	Building Site	Nursery Rhymes and Cooperative Games	
Police	Doctors		
Fire Station			

Curriculum Information

Communication and Language

Nursery

In Nursery, basic communication is the beginning step for the students towards their path of learning. We pay attention to helping students understand and build up their vocabulary as it is the fundamental base for the students to be able to communicate with people, understand the world around them, and branch off to other learning areas. Communication and language are not limited to verbal communication but also nonverbal communication. Since Nursery students are still very young, their verbal language even in their own native language may still be very limited. Hence, students are encouraged to communicate through different ways whether it is spoken words, gestures, picture cues, eye contact and so on.

Formal and informal communication is encouraged the whole day. During our morning circle time, students are encouraged to talk and share their experiences with their teachers and friends. As

communication is not limited to speaking but also listening, students are given support to listen to others too. By listening, students gain the opportunity of learning new words which leads to being able to understand what different things mean around them.



Kindergarten

In Kindergarten, we play attention and listening games to develop communication and inference skills while creating a comfortable, interactive and inclusive environment that encourages participation. We read theme-related stories and sing a repertoire of songs accompanied by music. Through these games and other circle time activities, we learn the meanings and uses of positional words and describing words.

At circle time, during theme-related discussions, the children learn to take turns speaking, sharing thoughts and ideas, answering questions, asking questions, and modelling activities.

In the learning centres, the children participate in finger gym activities to develop and strengthen pre-reading and pre-writing skills. These fine motor activities strengthen their pencil grip and control. The children use various writing tools to encourage mark-making and cultivate an interest in representing their thoughts and ideas through drawings.

In phonics, the children in Kindergarten are taught Phase I Phonics. This phase focuses on developing children's speaking, listening and awareness of sounds to create strong foundations for when children begin to learn their letters and sounds in later phases. During this phase, the children begin to distinguish between different sounds within their environment and may begin to show an awareness of rhyme and alliteration.



Reception

Activities in Early Years are designed to encourage excitement and motivation of our early learners to communicate in various languages. We begin with a familiar topic of 'Ourselves' where students can talk about their experiences and family life and surroundings. As we move through the topics we concentrate on listening skills particularly listening through engaging in various stories. Students are given opportunities to express their understanding through rich questioning and exploration. Children respond to questions asked after listening to a story, and how they express their views on what and why things happened. Students are given the opportunity to retell the story by using sequencing cards and engaging in various role-play activities.

Activities are designed to help us to focus on improving listening and speaking skills. We have opportunities to expand our vocabulary through new topics. A wide variety of stories are shared amongst the class throughout the year.

All students in Early Years have the opportunity to take part in productions and class assemblies, performing on stage to larger audiences and for different purposes.



Physical Development

Physical education in Early Years provides student learning experiences through physical activity which contributes to the growth, development and well-being of each child. It enables the children to discover and develop some of their talents at an early age. Through a holistic approach, it aims to provide opportunities for movement, space awareness, balance and coordination, cooperation, fore-planning, problem-solving, and learning about health and safety.



Nursery

A child's physical development happens throughout the day in Nursery. It happens both in the classroom and outside. A child's physical development is not limited to sports activities but all kinds of activities that help to develop a child's muscles and movements. It also includes a child's independence in taking care of oneself which leads to a child's confidence.

In the classroom, students participate in many activities that require them to use their hands to work with different materials whether it is cutting with scissors, opening and closing jars, winding toys, pulling and pushing a toy, building with blocks, putting together a puzzle and so forth. By carrying out these activities,



students benefit from strengthening their small muscles which also leads to the development of their brain. Sensory activities which also help strengthen a student's five senses and understanding of the world are also provided. Students enjoy using their hands to knead and make shapes with the play dough. They get to use play dough scissors, toy knives, cutters and other utensils to cut and shape play dough. In addition, Sensory Play where different kinds of materials such as clay, rice, beans, cotton wool, water, sand and more are presented to the students to explore every week. Art activities where different art techniques are used also play a big role in helping students learn how to control their body movements when they are creating their artwork.

Through morning exercise, music, movement and games, students have the chance to move their bodies in different ways. In the playground, students are encouraged to move freely on their own. They can choose to walk, run, jump, skip, climb, roll and crawl on the play mats. With the play equipment, students can use their legs to manoeuvre the toy cars, walk on the balance beam, throw a ball, and climb up and down the slide or a climbing frame. During water play, students practise both their small and large muscles through water toys, splashing and kicking in the water. All these daily movements and weekly activities help a child to grow and be strong.

Kindergarten

In Kindergarten, physical development is about refining the senses, self-help skills, and gross and fine motor skills. The children are busy moving in all the learning centres in the classroom and during outdoor play. They demonstrate coordination, balance, strength, speed and agility with increasing independence and confidence.

In the Construction Centre, they connect and stack blocks and other toys to build flat and vertical structures. In the Art and Science Centre, the children create 2D and 3D art pieces showing techniques in printing, painting, drawing, collage, paper-mache, glueing, and fastening materials together. They use various parts of the body, materials and tools for painting, ranging from their feet, arms, hands, and fingers, to using sponges, scrunched-up paper and plastic, bubble wrap, comb, broom, fork and spoon, fly swatters, strings, natural materials, and paintbrush. They also learn to handle scissors to cut snips, straight lines, and shapes.

In the Finger Gym and Playdough Centre, the children practise pincer and hand grip through fine motor activities such as tearing and scrunching up papers, taping, threading and lacing, screwing and unscrewing lids, putting on and removing pegs, using a cookie cutter, plastic scissors and knives, as well as crushing dried leaves, egg shells and cereals.

In the Writing and Message Centre, they use 2B pencils, coloured pencils and markers, wax crayons, oil pastels, and chalks for mark-making and eventually drawing recognizable pictures of people, animals, things, and illustrating experiences with their family. They also make and decorate messages for their friends, glueing their picture next to 'From' and their friend's picture next to 'To'. In the Easel and Light Table, the children practise mark making, tracing and writing strokes using a variety of writing tools. In the playground, they run, jump, climb, chase each other, and manoeuvre themselves through play equipment.



Reception

Physical Development is incorporated in almost every activity that we do whether it is concentrating on fine or gross motor skills. We start the year learning how to hold a pencil to form recognisable letters and numbers. We use malleable materials such as playdough, clay, sand or plasticine to build strength in the hands. Arts and crafts is an important aspect of our learning using paintbrushes, scissors, crayons, chalk etc. Along with hand-eye coordination activities and the use of construction toys, these all aid in developing necessary and essential fine motor skills.

Physical Education lessons concentrate on Multi-Skills, Gymnastics and Swimming. During the Multi-Skills and Gymnastic lessons, we practise lots of basic movements such as running, skipping, jumping, balancing and hopping and how to land safely on two feet when jumping off high objects. Swimming starts with the basics of water confidence and progresses throughout the year so that our students can use a kickboard and doggy paddle a short distance unaided.

Throughout the year we learn how to become independent little people who can manage our own self hygiene, dress ourselves, and have a sense of what makes us healthy and happy.



Personal, Social and Emotional Development

Nursery

I, Me, My, Mine. Those are the words that are usually used to describe Nursery students. Students in Nursery have just been in this world for a couple of years and they are still fascinated and learning about themselves. In Nursery, we encourage our little students to learn about how to take care of and appreciate themselves. On the other hand, we also teach them how to be aware of other people around them whether it is how we play with our friends, take turns with a toy or be aware of other people's feelings which leads to how we can learn and work together happily each day.

Routines and consistency play an important part in helping students to understand and be able to help take care of themselves. They need to know what to expect each day. Therefore, picture cues are used to help students realise what will happen during the day. In the mornings, students are encouraged to take off their shoes, and put their bags and water bottles away before they start the day.

The classroom is arranged in a way that students know where to get the materials that they need which leads to building responsibility of making it easy when they need to tidy up. Self-help skills are also encouraged when the students eat and dress themselves. In addition, during the day, students are given class duties which help them feel proud and responsible for their classroom. This consistency of knowing what to expect and taking responsibility for themselves and their community help the students feel secure and proud of themselves as they know that they are capable of doing many things by themselves.



Kindergarten

In Kindergarten, consistent daily schedules and routines give children a predictable day and a feeling of safety, security, and comfort. The children feel more confident and secure when their daily activities are predictable and familiar. Knowing what is happening now and what comes next makes them feel in control of their environment, which encourages participation and learning.

The learning centre activities, prepared every day, are organised and provided with the necessary materials and resources needed, for the children to exercise decision-making and independence. The children take the initiative in having a go with their chosen activities on their own or with a friend, repeat an activity to strengthen specific skills and develop more understanding of focused concepts, as well as complete a task on their own or with a teacher during focused activities.

The free-flow structure in the Kindergarten classroom offers children greater independence to progress at their own pace while being appropriately challenged through various learning and development opportunities. The twelve learning centres simultaneously running every day are the numeracy centre, literacy centre, art and science centre, finger gym and playdough centre, writing and message centre, easel, light table, dramatic play area, construction centre, puppet theatre, ICT and reading corner. Through these learning centres, the children interact with their peers and adults, develop friendships, control their emotions, develop independence, initiative and positive self-image while communicating, sharing, taking turns, and negotiating during play.



Reception

Routines are crucial in early years setting to ensure students have a sense of security. Our students know what is going to happen every day which makes them feel safe as they learn to 'do the right thing'. In Reception students settle into new routines, working as part of a group. They are introduced to classroom rules which are decided as a class whole based on what will keep us safe and happy. Cooperation and consideration for others are encouraged through playing nicely and being sensitive to others' needs and feelings. We aim to build confidence to try new activities and are given free choice as to what resources are used for each activity.

Throughout the academic year, we continue to develop personal, social and emotional skills through a positive school environment where we show respect for others. Students begin to learn how to work together to create positive relationships with adults and other children.



Literacy

Nursery

In Nursery, during morning circle time, students are encouraged to talk and share their experiences with their teachers and friends. It is also a time when we discuss the theme that we are exploring. Real-life objects, pictures and videos are used to help students understand the topic that is being discussed. We also practise our listening skills by listening to and identifying different sounds around us. This is a base for Phonics when they learn to read.

Apart from a daily story time when stories are read together as a class, students have access to books in the book corner which they can always get to look at on their own, with friends or with a teacher. They are always welcome to bring a book to a teacher to read to them. Language is also learned through songs and rhymes. An interactive felt board story and song are used to help students understand what they are listening to or singing.

Sensory explorations and finger gym activities are a part of the students' prewriting activities. They help to strengthen the students' small muscles which will later on give them strength when they hold a pencil to write. Students also have access to different kinds of writing tools. They can always make marks in their drawing books. A child's development can truly be observed when they start out by scribbling to give meaning to the marks they make.



Kindergarten

In Kindergarten, we play attention and listening games to develop communication and inference skills while creating a comfortable, interactive and inclusive environment that encourages participation. We read theme-related stories and sing a repertoire of songs accompanied by a guitar. Through these games and other circle time activities, we learn the meanings and uses of positional words and describing words.

In the learning centres, the children participate in finger gym activities to develop and strengthen pre-reading and pre-writing skills. These fine motor activities reinforce their pencil grip and control. The children use various writing tools to encourage mark-making and cultivate an interest in representing their thoughts and ideas through drawings.

In phonics, the children in Kindergarten are taught Phase I Phonics. This phase focuses on developing children's speaking, listening and awareness of sounds to create strong foundations for when children begin to learn their letters and sounds in later phases. During this phase, the children begin to distinguish between different sounds within their environment and may begin to show an awareness of rhyme and alliteration.



Reception

Students continue their journey of phonics making the connections between written letters and the sounds they make, learning to blend sounds together in order to read and write simple words, captions and eventually sentences. We explore different mark-making materials to engage the students as they become familiar with letter shapes and formation. We continue with the 'Letters and Sounds' program learning the first twenty-three phonic sounds before we move on to the more complex digraph and trigraph sounds. We explore engaging stories to support the acquisition of sounds, tricky words, and reading and writing skills. The children learn to handle books, follow texts and use the sounds we have learned to decode words. We continue to learn our Reception sight words throughout the year using fun games and activities.

Children leave the Early Years setting with phonetic knowledge to enable them to read simple phrases or sentences, demonstrating comprehension of what they have read. We know that sentences start with a capital, end with a full stop and finger spaces are needed between words. We can form most letters correctly when writing and can attempt to write some words that match their spoken sounds.



Mathematics

Nursery

Maths is all around in our Nursery class. It is not limited to counting but can be found in the toys and games we play individually or as a group. Students are able to get toys such as puzzles, sorting games, shape games, counting games, etc. to play with. Their understanding of maths concepts can be observed while they line the toys in a line, tidying up the toys according to their attributes, counting their play dough balls, arranging the table so that each doll gets a bowl, pressing the numbers on the telephone to call mummy, sorting blocks of different colours and so forth.

With a teacher, maths activities in numbers, shapes, space, and measurement are carried out in order to help build a student's awareness and understanding in one-on-one correspondence, counting, number recognition, quantity, size, shape, space and colour. Many times, maths activities are integrated into the work that they do. With a teacher, students may be counting the number of animals in a book, listening and singing to number songs while noticing how characters are being added or taken away, counting the number of spoons to be added into a mixing bowl while doing a cooking activity, using different shapes to make a picture, matching and sorting items of the same shape or colour, etc.



Kindergarten

In Kindergarten, the children are constantly playing with maths. They have a natural interest in mathematical skills and their development comes through the very natural act of playing. They naturally sort, match, organise, compare, build, and design. In the numeracy centre, the children are provided with opportunities for purposeful maths explorations to introduce numbers, shapes, space, and measurement. These activities aim to develop number recognition, facilitate route counting, one-to-one correspondence, ability to order and sequence numbers zero to ten, count and represent an exact number of counters corresponding to the numerals zero to ten, demonstrate patterning skills with two attributes, as well as to compare and contrast in terms of 2D shape, space, colour, measurement, and quantity.



Through these activities, the children will learn to use these concepts in ways that relationships and connections are formed to then apply them meaningfully in their daily experiences.

Reception

In Maths, we begin the year concentrating on recognising numbers one to ten, counting objects and selecting the correct numeral to represent them. We are beginning to understand the concept of adding two groups together and taking away. We studied basic 2D shapes and began to measure length and height.

We continued our number work extending from ten up to twenty, placing them in order and saying one more or one less than a given number. We become confident in adding one or two more and subtracting by counting back from a given number. Dividing numbers is introduced by the concept of sharing objects. Children are learning to count in twos, fives and tens and are learning how to double numbers up to ten becoming familiar with fundamental number patterns which are crucial to future mathematical challenges.

Throughout the year students are given the opportunity to use mathematical language during their work and play to describe shape, size, weight and position. We explore simple 3D shapes and are able to recognise some in our environment. We continue to explore repeating patterns throughout the year using visual, numbers and sound patterns.



Understanding the World

Nursery

Different themes to help students understand the world around them and build up their vocabulary are carried out throughout the year. We start the year with “This is Me” as Nursery students have just discovered about themselves not so long ago and are fascinated to know about themselves, their feelings and their families. We then continue with clothes and food as these topics help students to learn about self-care, health and hygiene.

Later on, we move on to other topics that are of interest to students. Animals are always a popular topic for young students. Hence, in alternate years we will be exploring zoo animals, farm animals and minibeasts. Books are an important part of our lives and we get to explore different stories under the theme “Stories We Like”. As our world expands, we end the school year with themes about “The Sky” and “Community Helpers” which we usually focus on a couple of occupations each year. Through these topics, we get to learn and explore different places and people around us.

As technology is a part of our world, in Nursery we explore simple technology through mechanical toys. Children learn best with their hands. Through mechanical toys such as wind-up toys, pulling and pushing toys, gadgets, tools, knobs and buttons, students get to figure out how to handle these toys and tools to make them work.



Kindergarten

In Kindergarten, the children's thinking is naturally dominated by their perception, what their senses tell them. The exploration is theme-based.

Reading theme-related stories, traditional tales and some information books is vital in all our explorations. The children are given opportunities to explore real objects, look at pictures of real objects, and manipulate materials to create new objects while talking about solutions when solving problems. Learning experiences are holistic to effectively tap into their natural curiosity about the world around them. The children learn naturally through play, and hands-on activities while developing their understanding by communicating, observing, comparing, classifying, measuring, predicting and inferring.

In Term 1, we begin the year with “All About Me”, where the children look at each other's physical features, demonstrate basic and creative movements with the parts of our body, talk about houses, members of the family, and experiences that make us feel certain emotions. We also explore our five senses and discover various food groups, namely health-giving food, energy-giving food, and body-building food.

In Term 2, we learn about plants by investigating the parts of a plant, leaf, flower, and how fruits come about. We look at trees, shrubs and vines. The children get to know how ants, mosquitoes, flies, bees, and butterflies help grow plants. We carry on with classifying animals in the jungle, sea, farm, and those living with families as pets.

In Term 3, we look at means and modes of transportation as well as related community helpers. We end the year with nursery rhymes and cooperative games.



In Kindergarten, ICT starts by introducing “cause and effect” toys, and books with flaps or sound buttons, all of which support children to understand how basic technology works and is used within their everyday lives. This progresses to using remote-controlled and programmable toys, iPads and computers as well as using technology such as cameras. The children learn that we can get stories played on the computer and watch them on the projector screen. They see that the projector and air condition unit are remote-controlled. They also learn to take pictures by using an iPad.

Reception

We start our year off with the familiar topic of ‘Ourselves’, where students are encouraged to talk about themselves, and their family.

We then move on to the possibility of life existing other than on Earth as we explore the topic of Space.

We learn about the planets in our solar system through simple songs and discuss the possibility of aliens and what they may look like. Children are encouraged to construct and design with a purpose in mind.

We then move on to exploring environments such as the beach, under the sea and in the jungle. We touch on how to better care for our environment through recycling and the importance of considering all living creatures.

We end the year visiting traditional stories such as ‘The Little Red Hen’ and ‘Jack and the Beanstalk’ where we examine life cycles such as that for a chicken and how to grow and care for plants.

We are introduced to iPads through child-friendly interactive games and apps to support our learning.



Expressive Arts and Design

Nursery

Picasso said “Every Child is an Artist” and that is true when we watch how our Nursery students experiment with paint, different art materials, sensory materials, natural objects and even tools around us when they create their pictures. During the day students are always welcome to paint on the easel. There is no right and wrong in how they want to paint. They can use one colour or try to mix a few colours together. Art is also a way for students to use their senses to explore, strengthen their small muscles and understand the world. Throughout the year, different art techniques are introduced to let the students gain different experiences in creating a picture. These art techniques may be done solely as an art piece or incorporated with a craft whose objective is to learn words or to understand the theme being carried out.

Crash, bang, boom, students’ imagination can be observed through singing, dancing and playing with musical instruments. We sing and dance on a daily basis. Many times the students come up with their own way of dancing which then leads the class to dance along. When playing with musical instruments, students love to come up with their own ideas on how to make sounds.

A student’s imagination is not only limited to art and music. It can also be observed while they play with toys whether it is building with blocks to make a dinosaur, pretending to be mummy in the kitchen, moving the toy cars around to go to the zoo or coming up with a new idea when playing with a toy. All this is a student’s imagination which can be observed when we look closely.



Kindergarten

In Kindergarten, the children love to pretend and play 'make-believe' in the dramatic play area, construction centre, puppet theatre, ICT and reading corner, and during outdoor play. They explore, learn, make sense of, and understand the world around them through role-playing. This helps them develop communication, empathy and socialisation, as well as creativity and imagination.

The theme-based creative and visual art activities in the art and science centre allow the children to demonstrate fine motor skills, listening and thinking skills, self-expression, imagination, following directions, problem-solving and creative skills. The children are drawing, painting, colouring, printing, sculpting, building 2D and 3D structures, cutting, glueing, and making crafts.

Through their exploration of mixed media and materials, they are learning to better control their fine motor movements and eye-hand coordination. They are making marks, forms and objects while building strength in their arms, hands and fingers. These activities help them improve their writing skills, and ability to handle scissors and painting tools. In Music, the children are singing songs, dancing and playing circle games. They also explore ways of creating and changing sounds and movements.



Reception

As we enter into Reception our independence is growing every day as we become more confident to experiment with various materials to create our work. We learn to express our thoughts, imagination, ideas and feelings through art, dance, music and stories.

Students are encouraged to be courageous and select tools, colours and materials depending on their interests and to construct with a purpose in mind. We become little explorers as we use our own imagination and ideas without fear of being wrong.



As we continue our journey through Reception we can use our imagination and fine motor skills to draw and design our own pictures and objects. We have opportunities through traditional tales to engage in role-play, eventually acting out a narrative for our end-of-year assembly.

Music

Music is a universal language that embodies one of the highest forms of creativity. Our Music Programme at Charter provides a high-quality music education that engages and inspires students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At Charter, the curriculum aims to define three distinct progress objectives. These are used throughout this guidance to ensure consistency across planning, teaching and assessment. Like the UK National Curriculum aims, these progress objectives arise from the key ideas that have always been at the heart of teaching and learning in Music. There is, therefore, continuity with previous good practice in the subject. The progress objectives are performance, composing, and Listening and appraisal.

In Early Years, students will explore different types of musical instruments. They will learn basic rhythms starting with hands and body percussion and use these techniques to create a soundscape. Using various pieces of percussion students will then learn how to play together and follow a conductor. They will use these instruments to play along to several different pieces of music and perform them, focusing on dynamics and tempo. Students will then have to create and perform a soundscape to a storyline, using their percussion instruments to symbolise different moods, feelings and events. By the end of the course, students will have a comfortable understanding of rhythm and percussion and be able to play and respond to each other within a musical ensemble.



Physical Education (PE)

In the Early Years Foundation Stage, Physical Education (PE) is critical for a child's development. At Charter International School we believe that children should be given confidence in fundamental movement using a wide range of games, activities and with interventions students should develop the physical literacy skills expected for their age.

The aim for all students from a young age is to develop and improve skills of coordination, control, manipulation and movement, much of it taking place through free or lightly structured activity. Children develop large motor skills through jumping, hopping, skipping, climbing and running, and also have the opportunity to develop water confidence through active bubble sessions in our specially designed learner pools. Ultimately, the PE curriculum for Early Year Foundation Stage is exciting, engaging and fun.

Swimming is a vital skill that fosters physical, cognitive, and social development in young children. It enhances strength and coordination while promoting water safety and reducing the risk of drowning. During their time at Charter students within the swimming program are given the confidence and tools to succeed in swimming. At Charter, we Follow the ASA swimming levels which help systematically teach students how to swim through a very structured learn-to-swim program. Through the joy of swimming, children build a foundation for a lifetime of active and healthy habits.



Thai Language, Culture, and History

At Charter, our Thai Department delivers our curriculum in line with the recommendations from the Ministry of Education. We deliver Thai language, culture, and history lessons to both native and non-native Thai.

In the Reception class, the curriculum focuses on building students' speaking, listening, reading, and writing skills in a consistent and progressive manner. The emphasis is on spoken language through topics like introductions and daily routines, while gradually introducing Thai letters and simple words, all at a pace suited to the students' abilities. There is a strong emphasis on cultural understanding. Students learn about key Thai events such as Wai Kru, Loy Krathong and Songkran, participate in traditional games, and explore Thai manners and customs. This consistent approach ensures that students not only develop language skills but also gain a deeper appreciation for the cultural context in which the language is used.





Reception Thai Language

เป็นการปูพื้นฐานวิชาภาษาไทย โดยเรียนรู้เกี่ยวกับพยัญชนะไทยและลักษณะรูปแบบของตัวพยัญชนะต่างๆรวมถึงการเขียน ซึ่งต้องเรียนรู้ในเรื่องของลำดับการเขียน รูปแบบและวิธีการเขียนที่ถูกต้องจนไปถึงการนำไปใช้ได้จริงในชีวิตประจำวัน นอกจากนี้ยังฝึกฝนความเข้าใจในเรื่องราวที่รับฟัง สามารถสื่อสาร ถาม-ตอบ ถ่ายทอดและแสดงความรู้สึกจากประสบการณ์ด้วยถ้อยคำที่เหมาะสม

นอกจากนี้ในชั้น Reception ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในบทเรียน เช่น ข้าว ดอกไม้ไทย การละเล่นไทย และวันสำคัญต่างๆ ในประเทศไทย อีกด้วย





Beyond The Curriculum

The Whole Child

At Charter International School we strongly believe that developing the whole child is extremely important. Therefore there are several opportunities in our school, in addition to the skills outlined in the English National Curriculum, to develop our students.

Extra-curricular Activities (ECAs)

Charter's EYFS ECA programme is designed to allow students to explore different activities and experiences outside of the classroom. These opportunities can help contextualise and reinforce learning in the classroom, and further develop communication, collaboration and leadership skills. They also help to bring balance to a student's school experience, serving to enhance their well-being and in doing so, benefiting their academic performance. To help aid transition into Primary, Reception will have the option to join ECAs after school with Key Stage One in the third term of the academic year.



Field Trips

Year groups carefully choose and plan field trips by looking for opportunities to extend children's learning in a stimulating setting, linking to skills and topics they are focusing on in school. On school trips, children develop their independence skills as well as access activities that are not possible inside a classroom. Every year, children are enthused and inspired by their school visits, often feeding back that they are the highlight of their year!



Assemblies

Early Years get together once a week to enjoy stories or to join in with familiar songs that we have been learning. It is also an opportunity to celebrate the success of students with Stars of the Week certificates.

Year Group Performance

Developing children's speaking and listening skills as well as their confidence is extremely important. Therefore, Early Years join with Key Stage I during special concerts throughout the year. At the end of the school year Reception performs their own special assembly to parents. This can be based on what they are learning in lessons or a celebration of their learning at the end of a topic. Children learn lines, sing songs, follow dance routines, help make props and costumes, and develop their drama skills to perform for their families and peers. This is always one of the highlights of the children's experiences in Early Years.



Special Events

Several events are held throughout the year to enrich our curriculum, such as International Day, World Book Day, Maths Day and many more.

Children and teachers will often dress up and immerse themselves in the learning with opportunities such as Loy Krathong and Chinese New Year, to name but a few.

Parental Involvement

Parents are regularly invited to school where children showcase their learning. This is an excellent opportunity for parents to gain an insight into what the children are learning and explore their learning environments.

In Early Years, parents are invited to year group assemblies, International Day, Concerts, and our yearly Art auction, to name but a few.

Over the course of the year, parents also have opportunities to attend Coffee Mornings, where they gain an understanding of the strategies that their children are learning in school and how they can support them at home.

