



Charter
International School

EARLY YEARS

CURRICULUM GUIDE

2025 – 2026



Progress & Development: Early Learning Goals



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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A WELCOME FROM THE HEAD OF PRIMARY

Mrs. Julie Kelly



We are delighted to warmly welcome you to the Primary School at Charter International School. Ours is a nurturing and inclusive community where every child is known, valued, and celebrated. We are proud to educate children from a wide range of cultures, creating a rich, diverse environment where friendships grow and kindness and respect are at the heart of all we do.

At Charter, we believe children flourish when they feel happy, safe, and connected. We work hard to create a place where children love coming to school—a setting where they develop a strong sense of belonging and thrive both academically and personally.

We are proud of our **International Primary Curriculum**, which blends the National Curriculum for England with approaches that reflect our international setting. Through meaningful learning experiences, children develop an understanding of different cultures, perspectives, and global issues. They learn how their actions can make a positive difference in their community and the environment, growing into thoughtful, caring, and active global citizens.

Guided by our **Schoolwide Learner Outcomes**, we help children become independent, curious, and confident learners who are ready for the future. Life skills such as resilience, collaboration, and communication are woven into daily school life, helping our students grow not just in knowledge but in character and confidence. Our experienced teachers and learning assistants are passionate about making learning meaningful and accessible for every child. Small class sizes help us build strong relationships and tailor learning to meet individual needs, interests, and strengths—supporting every child to achieve their best.

We place great value on **partnerships with parents**. Families are welcomed as active participants in their child's learning journey. Whether through classroom events, workshops, supporting home learning or community celebrations, we believe learning is strongest when school and families work together.

From the moment you step onto our well-cared-for campus, you'll feel the warmth of our school community. This **Curriculum Guide** will help you learn more about our approach, but we warmly invite you to visit in person, meet our staff and students, and experience first-hand what makes life at Charter so special.

We look forward to welcoming you and your family into our Charter community.

Mrs. Julie Kelly – Head of Primary

A WELCOME FROM EYFS COORDINATOR

Mrs. Janet McDonald



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

Progress & Development: Early Learning Goals

Specialist classes	Periods Per Week
PE (Nursery)	One Period
PE (Kindergarten)	One Period
PE (Reception)	Two Period
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.



Progress & Development: Early Learning Goals

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.

Progress & Development: Early Learning Goals

HOUSE & REWARDS SYSTEM

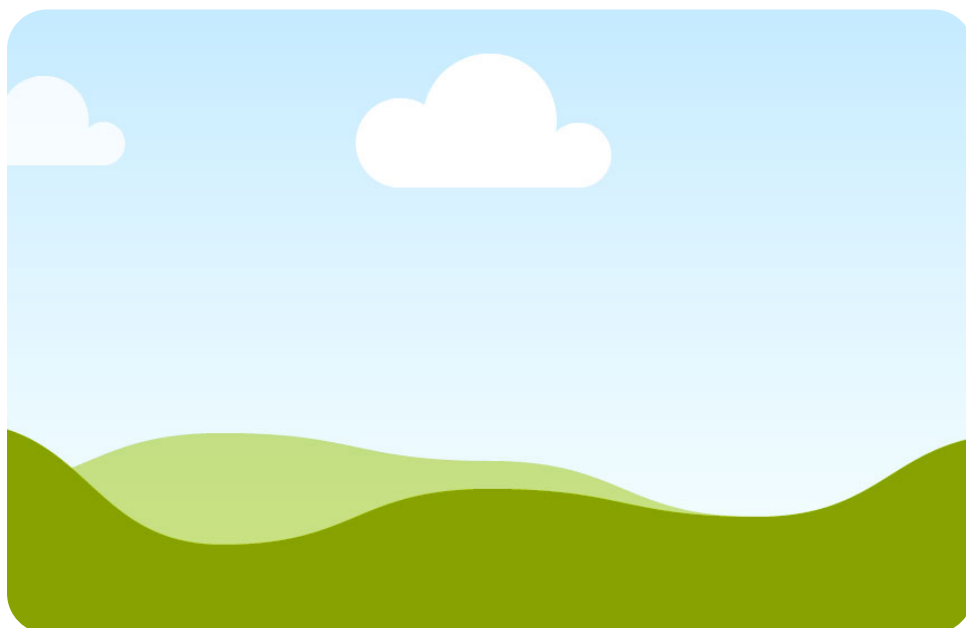
When your child joins Charter, they become part of our special school family—and also part of two exciting traditions that help build friendships and a sense of belonging.

First, every Early Years child will get to know our colourful Charter Unicorns, each representing a different part of our Schoolwide Learner Outcomes (SLOs) in a fun and child-friendly way. These playful unicorns help children learn about important values like being kind, curious learners, brave risk-takers, and helpful community members. They pop up in our classrooms, assemblies, and celebrations, encouraging children to develop positive attitudes and important life skills.

In addition, your child will be assigned to one of our three Charter Houses, named after beautiful Thai islands: Lanta, Samet, and Phuket. Families stay in the same House, which helps siblings and parents feel connected across year groups. The House system is all about teamwork, fair play, and trying your best. Throughout the year, students proudly wear their House colours and take part in special House events and competitions, including Sports Days, Swim Galas, and other fun activities. These moments are all about making friends, learning new skills, and celebrating together.

To recognise individual effort and kindness, each class also awards a Star of the Week certificate during our Early Years assembly. This is a joyful time where we celebrate students who have shown special effort, friendship, or learning that week.

We hope these Charter traditions help your child settle quickly, feel proud of who they are, and grow as a confident, happy learner.



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 various key stages at Charter.

Age on 31st August	Year Gap	Curriculum Stage/ Examination Course
2	Nursery	Early Years Foundation Stage
3	Kindergarten	
4	Reception	

Progress & Development: Early Learning Goals

A TYPICAL TIMETABLE IN NURSERY

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

Nursery Timetable 2025/26					
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, Songs and Movements, Discussions and Introduction to the Day)				EY Assembly
9.00	Exploration & Learning Centres				Circle Time
					Exploration & 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				

Progress & Development: Early Learning Goals

A TYPICAL TIMETABLE IN KINDERGARTEN

Kindergarten Timetable 2025/26					
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 Assembly
8.45 - 9.00	Circle Time			Circle Time	
9.00 - 9.40	Exploration & Learning Centres				
9.40 - 10.30	SNACK & Outdoor Play				
10.30 - 11.30	Snack	Music	Exploration& Learning Centres		Library
		Exploration & Learning Centres			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	Exploration & Learning Centres				
14.30 - 14.45	End of the Day Routine / Pick-Up				

Progress & Development: Early Learning Goals

A TYPICAL TIMETABLE IN RECEPTION

Reception Timetable 2025/26					
Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 8.30	Phonics	Phonics	Phonics	Phonics	Phonics
8.30 - 9.00	Exploration & Learning Centres	Exploration & Learning Centres	Swimming	Exploration & Learning Centres	Assembly
9.00 - 9.50	Library	Literacy	Maths	Maths	PE
9.50 - 10.10	Break				
10.10 - 11.00	Literacy	Maths	Music	Music	Sand Play
11.00 - 11.50	Maths	Exploration & Learning Centres	Literacy	Thai	Water
11.50 - 12.40	Lunch				
12.40 - 13.30	PE	Exploration & Learning Centres	Exploration & Learning Centres	Literacy	Maths
13.30 - 14.20	Exploration & Learning Centres	Thai	Exploration & Learning Centres	Exploration & Learning Centres	Thai
14.20 - 14.45					Exploration & Learning Centres

THEMATIC APPROACH

At Charter, we know that children learn best when their interests and curiosity drive their learning. While we use a Thematic Curriculum as a guide to provide structure, it is our students’ own questions, ideas, and interests that play the biggest role in shaping the learning environment and the activities we offer.

Our thematic approach helps provide a meaningful context for learning, connecting different subjects around a central topic or theme. However, we place great importance on listening to the children—responding to their interests and following their lead wherever possible. This balance between teacher guidance and child-led inquiry creates a rich, engaging, and responsive learning experience where every child feels ownership of their learning journey.

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

EARLY YEARS CURRICULUM

Communication and Language

Nursery

In Nursery, communication is the first step in learning. We focus on helping students understand and build their vocabulary, which is essential for talking with others, understanding the world, and learning new things.

Communication includes both speaking and nonverbal ways like gestures, pictures, and eye contact. Since Nursery students are very young, their spoken language might still be limited, so we encourage all forms of communication. Throughout the day, especially during morning circle time, children share their thoughts and listen to others, helping them learn new words and better understand their surroundings.

Kindergarten

In Kindergarten, we use listening and attention games to build communication and thinking skills in a fun, welcoming space that encourages everyone to join in. We read stories and sing songs related to our themes. During circle time, children learn to take turns, share ideas, ask and answer questions, and follow activities.

In learning centres, children do finger gym exercises to strengthen their hands for writing. They practice mark-making with different tools to express their thoughts through drawings. In phonics, Kindergarten focuses on Phase 1, helping children listen carefully and notice sounds, rhymes, and alliteration as a foundation for learning letters later.

Reception

In Early Years, activities are designed to excite and motivate children to communicate in different languages. We start with the familiar topic of 'Ourselves,' where students talk about their experiences, family, and surroundings. As topics progress, we focus on listening skills through stories. Children answer questions to show understanding and explain why things happen. They retell stories using sequencing cards and role-play. These activities help improve speaking and listening while expanding vocabulary. A variety of stories are shared all year. All Early Years students have chances to perform in class assemblies and productions.

Progress & Development: Early Learning Goals

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

In Nursery, a child's physical development happens all day, both inside and outside the classroom. It's not just about sports but all activities that help develop muscles, movement, and independence, which build confidence.

In class, children use their hands for tasks like cutting with scissors, opening jars, winding toys, building with blocks, and puzzles. These activities strengthen small muscles and support brain development. Sensory play with materials like clay, rice, water, and sand helps children explore their senses and the world. They also enjoy shaping play dough using tools like scissors and cutters. Art activities help children control their movements while being creative.

Through morning exercise, music, movement, and games, children move their bodies in many ways. Outside, they freely walk, run, jump, climb, roll, and crawl. They use play equipment to push toy cars, balance, throw balls, and climb slides or frames. Water play also helps develop both small and large muscles. These daily movements and activities help children grow strong and healthy.



Progress & Development: Early Learning Goals

Kindergarten

In Kindergarten, physical development focuses on refining the senses, self-help skills, and motor skills. Children move actively in classroom learning centers and outdoor play, showing growing coordination, balance, strength, speed, and confidence.

In the Construction Centre, they build flat and tall structures by connecting and stacking blocks and toys. In the Art and Science Centre, they create 2D and 3D art using techniques like printing, painting, drawing, collage, and paper-mâché. They use their hands, arms, feet, and various tools like sponges, brushes, bubble wrap, and natural materials. They also practice cutting with scissors.

In the Finger Gym and Playdough Centre, children develop fine motor skills by tearing paper, taping, threading, screwing lids, using pegs, cookie cutters, and plastic scissors, and crushing dried leaves and cereals.

In the Writing and Message Centre, they use pencils, crayons, markers, and chalk to make marks, draw people, animals, and scenes, and create messages for friends. At the Easel and Light Table, they practice writing strokes and tracing. Outside, children run, jump, climb, chase, and use playground equipment to develop their physical skills.

Reception

Physical development is part of almost everything we do, helping us with both small and big movements. We start by learning how to hold a pencil to write letters and numbers. Using playdough, clay, sand, and plasticine helps make our hands stronger. Arts and crafts with paint brushes, scissors, crayons, and chalk also build fine motor skills, along with playing with building toys.

In PE, we practice running, skipping, jumping, balancing, and safe landings in Multi-Skills and Gymnastics. In swimming, we begin by feeling comfortable in the water and then learn to use kickboards and paddle on our own.

All year, we learn to be more independent by taking care of ourselves, dressing, and knowing how to stay healthy and happy.

Progress & Development: Early Learning Goals

Personal, Social and Emotional Development

Nursery

In Nursery, children are just starting to learn about themselves, often using words like I, me, my, and mine. We help them understand how to take care of and appreciate themselves. At the same time, we teach them to be aware of others—how to play nicely, take turns, and notice friends' feelings—so they can learn and work happily together.

Routines and consistency are important to help children feel safe and know what to expect each day. We use picture cues to show the day's activities. In the mornings, children learn to take off their shoes and put away their bags and water bottles before starting.

The classroom is set up so children know where to find materials, helping them take responsibility and tidy up easily. They also practice self-help skills by eating and dressing themselves. Throughout the day, children have small jobs to do, which helps them feel proud and responsible for their classroom. This routine and sense of responsibility help children feel confident and secure as they learn to do many things on their own.

Kindergarten

In Kindergarten, daily routines and schedules are consistent to help children feel safe, secure, and comfortable. When children know what's happening and what comes next, they feel more confident and ready to learn.

Each day, learning centres are set up with all the materials children need to make choices and work independently. Children can try activities alone or with friends, repeat tasks to build skills, and work with teachers during focused lessons.

The free-flow classroom lets children explore at their own pace while being challenged. There are twelve learning centres, including numeracy, literacy, art and science, finger gym and playdough, writing, easel, light table, dramatic play, construction, puppet theatre, ICT, and reading corner.

In these centres, children play and learn together, make friends, manage their emotions, become more independent, take initiative, and build a positive self-image as they communicate, share, take turns, and negotiate during play.

Progress & Development: Early Learning Goals

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.



Progress & Development: Early Learning Goals

Literacy

Nursery

In Nursery, during morning circle time, students share their experiences and talk about the theme they are learning. We use real objects, pictures, and videos to help them understand the topic. They also practice listening by identifying different sounds, which helps prepare them for learning to read.

Each day includes story time, and students can explore books in the book corner alone, with friends, or with a teacher. They are always welcome to bring a book to a teacher to read to them. Language learning also happens through songs and rhymes, using an interactive felt board to help them follow along.

Pre-writing activities like sensory play and finger gym help strengthen the small muscles needed for holding a pencil. Students can use different writing tools and enjoy making marks in their drawing books, starting with scribbles that show their growing understanding.

Kindergarten

In Kindergarten, we play attention and listening games to build communication and thinking skills in a friendly and inclusive setting. We read stories related to our themes and sing songs with guitar music. During circle time, we learn about positional and describing words.

In the learning centres, children do finger gym activities to strengthen their pre-reading and pre-writing skills, helping them hold pencils better. They use different writing tools to practice mark-making and express their ideas through drawing.

For phonics, Kindergarten focuses on Phase 1, which helps children develop speaking, listening, and sound awareness. They start to notice different sounds around them and begin to understand rhyme and alliteration.



Progress & Development: Early Learning Goals

Reception

Students build on their phonics skills by connecting letters to sounds and learning to blend sounds to read and write simple words, captions, and sentences. They use different materials to practice letter shapes and formation. Following the 'Letters and Sounds' program, they learn the first 23 phonics sounds before moving on to more complex digraphs and trigraphs. Engaging stories help with learning sounds, tricky words, reading, and writing. Children also learn to handle books, follow text, and use sounds to decode words. Reception sight words are practiced through fun games and activities.

By the end of Early Years, children can read simple phrases or sentences and understand what they read. They know sentences start with a capital letter, end with a full stop, and have spaces between words. They can form most letters correctly and try writing words that match their spoken sounds.



Progress & Development: Early Learning Goals

Mathematics

Nursery

Maths is everywhere in our Nursery class. It's not just about counting but also found in the toys and games we play alone or with friends. Children use puzzles, sorting games, shape games, and counting toys. They show their understanding by lining up toys, tidying them by type, counting playdough balls, setting the table for dolls, pressing numbers on a toy phone, and sorting blocks by colour.

With a teacher, children do activities about numbers, shapes, space, and measurement to help them learn counting, number recognition, size, shape, space, and colour. Maths is often part of other activities, like counting animals in a story, singing number songs, measuring spoons during cooking, or using shapes to make pictures.

Kindergarten

In Kindergarten, children learn math through play, which helps them naturally develop skills like sorting, matching, organising, comparing, building, and designing. In the numeracy centre, they explore numbers, shapes, space, and measurement through fun activities. These help them recognize numbers, count in order, match numbers to objects, order numbers from zero to ten, create patterns, and compare shapes, colors, sizes, and amounts. Through these activities, children make connections and use math in everyday life.



Progress & Development: Early Learning Goals

Reception

In Maths, we start the year by learning to recognise numbers 1 to 10, count objects, and match them to the correct numeral. We begin to understand adding and taking away. We also learn basic 2D shapes and start measuring length and height.

Next, we work with numbers up to 20, putting them in order and finding one more or one less than a number. We practice adding one or two and subtracting by counting back. We are introduced to sharing as a way to learn dividing. Children learn to count in twos, fives, and tens, and double numbers up to ten, building important number patterns for later learning.

Throughout the year, students use math words to describe shapes, sizes, weight, and position. We explore simple 3D shapes and find some around us. We also practice repeating patterns with pictures, numbers, and sounds.



Progress & Development: Early Learning Goals

Understanding the World

Nursery

Throughout the year, we explore different themes to help students understand the world and build their vocabulary. We start with "This is Me," where Nursery students learn about themselves, their feelings, and families. Then we cover clothes and food to teach self-care, health, and hygiene.

Later, we explore topics that interest the children, like animals. Every other year, we focus on zoo animals, farm animals, and minibeads. We also enjoy stories with the theme "Stories We Like." Toward the end of the year, we learn about "The Sky" and "Community Helpers," focusing on different jobs each year and the places and people around us.

Since technology is part of our world, Nursery children explore simple mechanical toys like wind-up toys, pull and push toys, and gadgets. They learn by using their hands to figure out how these toys and tools work.

Kindergarten

In Kindergarten, children learn mainly through what they see, hear, and feel, using theme-based exploration. Reading stories and information books related to these themes helps them understand better. They explore real objects, use pictures, and create things while solving problems. Learning is hands-on and playful, helping children observe, compare, measure, predict, and communicate.

In Term 1, the theme is "All About Me." Children explore their bodies, movements, homes, families, and emotions. They learn about their five senses and different food groups like healthy, energy-giving, and body-building foods.

In Term 2, the focus is on plants—parts of plants, trees, shrubs, and how insects help plants grow. They also classify animals from the jungle, sea, farm, and pets.

In Term 3, children learn about transportation and community helpers, ending the year with nursery rhymes and group games.

For ICT, children start with simple cause-and-effect toys and books with flaps or sounds. They then use remote-controlled toys, iPads, and computers, learning how technology works in daily life. They discover stories on computers and projectors, learn about remote controls, and practice taking pictures with iPads.

Progress & Development: Early Learning Goals

Reception

We start the year with the topic 'Ourselves,' where students talk about themselves and their families. Next, we explore Space, learning about the planets with simple songs and imagining what aliens might look like. Children also practice building and designing with a purpose. Then, we study different environments like the beach, under the sea, and the jungle. We discuss caring for the environment through recycling and respecting all living things. At the end of the year, we explore traditional stories like 'The Little Red Hen' and 'Jack and the Beanstalk,' learning about life cycles of chickens and how to grow and care for plants. We also start using iPads with child-friendly games and apps to support learning.

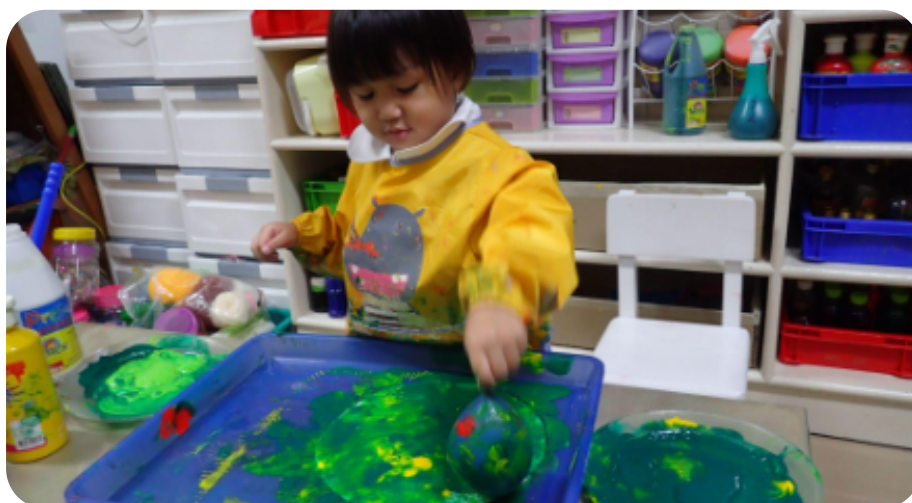
Expressive Arts and Design

Nursery

Picasso said, "Every Child is an Artist," and we see this true in our Nursery students. They love to experiment with paint, art materials, sensory items, natural objects, and tools to create their pictures. Students are always welcome to paint on the easel, using any colors they like. There's no right or wrong way to paint. Art helps them explore with their senses, strengthen their small muscles, and understand the world. Throughout the year, they try different art techniques, sometimes just for art, other times combined with crafts to learn new words or explore themes.

Students' imagination also shines in singing, dancing, and playing musical instruments. They sing and dance daily, often creating their own moves that the class follows. When playing instruments, they enjoy inventing new sounds.

Imagination isn't just in art and music. It shows in play too—building blocks into dinosaurs, pretending to be a parent in the kitchen, driving toy cars to the zoo, or inventing new games. When we watch closely, we see their creativity everywhere.



Progress & Development: Early Learning Goals

Kindergarten

In Kindergarten, children love to play pretend in areas like role-play, construction, puppet theatre, ICT, reading corner, and outside. Through role-play, they explore and understand the world while developing communication, empathy, social skills, creativity, and imagination.

In the art and science centre, theme-based activities help children build fine motor skills, listening, thinking, self-expression, and problem-solving. They draw, paint, colour, print, sculpt, build 2D and 3D shapes, cut, glue, and make crafts.

By using different materials, children improve hand-eye coordination and fine motor control. These activities strengthen their arms, hands, and fingers, helping them with writing and using scissors and painting tools. In Music, they sing, dance, play circle games, and explore how to create and change sounds and movements.

Reception

In Reception, we grow more independent and confident as we try different materials to create our work. We learn to share our thoughts, ideas, and feelings through art, dance, music, and stories.

We are encouraged to be brave and choose tools, colours, and materials based on what we like, creating with a clear purpose. We become little explorers, using our imagination without worrying about mistakes.

As we progress, we use our imagination and fine motor skills to draw and design our own pictures and objects. We also enjoy role-playing traditional stories, leading up to acting out a story in our end-of-year assembly.



Progress & Development: Early Learning Goals

Music

Music is a universal language and a powerful way to be creative. At Charter, our Music Programme gives students a high-quality music education that inspires them to love music and grow their skills. This helps build their confidence, creativity, and sense of achievement. As they learn more, students develop the ability to compose music and listen carefully to great pieces.

Our curriculum focuses on three key goals: performing, composing, and listening/appraising. These guide our teaching and assessment to keep things consistent and effective.

In Early Years, children explore different musical instruments and learn basic rhythms using their hands and body. They use percussion instruments to create sounds and play together, following a conductor. They also perform soundscapes that show moods and stories through music. By the end, students will understand rhythm and percussion well and be able to play and respond as part of a musical group.

Physical Education (PE)

In the Early Years Foundation Stage, Physical Education (PE) is very important for children's development. At Charter International School, we help children gain confidence in basic movements through many games and activities. We support students to develop the physical skills expected for their age.

From a young age, children work on coordination, control, and movement mostly through play and simple activities. They practice large movements like jumping, hopping, skipping, climbing, and running. They also build water confidence during fun bubble sessions in our special learner pools. Overall, PE for Early Years is exciting, fun, and engaging.

Swimming is a key skill that helps children grow physically, mentally, and socially. It improves strength, coordination, and teaches water safety to prevent drowning. At Charter, we follow the ASA swimming levels, which provide a clear and structured way to learn swimming. Swimming helps children build healthy habits for life.

Progress & Development: Early Learning Goals

Thai Language, Culture, and History

At Charter, our Thai Department follows the Ministry of Education's guidelines. We teach Thai language, culture, and history to both native and non-native speakers.

In Reception, the focus is on building speaking, listening, reading, and writing skills step by step. Students mainly practice speaking through topics like introductions and daily routines, while slowly learning Thai letters and simple words at a pace that suits them.

There is also a strong focus on Thai culture. Students learn about important events like Wai Kru, Loy Krathong, and Songkran, play traditional games, and learn Thai manners and customs. This approach helps students develop language skills and understand the cultural background of the language.



Reception Thai Language

เป็นการปูพื้นฐานวิชาภาษาไทย โดยเรียนรู้เกี่ยวกับพยัญชนะไทยและลักษณะรูปแบบของตัวพยัญชนะต่างๆ รวมไปถึงการเขียน ซึ่งต้องเรียนรู้ในเรื่องของลำดับการเขียน รูปแบบและวิธีการเขียนที่ถูกต้องจนไปถึงการนำไปใช้ได้จริงในชีวิตประจำวัน นอกจากนี้ยังฝึกฝนความเข้าใจในเรื่องราวที่รับฟัง สามารถสื่อสาร ถาม-ตอบ ถ่ายทอดและแสดงความรู้สึกจากประสบการณ์ด้วยถ้อยคำที่เหมาะสม

นอกจากนี้ในชั้น Reception ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในบทเรียน เช่น ข้าว ดอกไม้ไทย การละเล่นไทย และวันสำคัญต่างๆ ในประเทศไทย อีกด้วย



Progress & Development: Early Learning Goals

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.

Assemblies and Performances

Throughout the year, even our youngest children have special opportunities to perform in front of an audience. These moments help them build confidence, develop their speaking and listening skills, and experience the joy of sharing their learning with others.

As part of their transition to Year 1, our Reception classes takes part in a gentle and supportive assembly, giving them a chance to stand proudly in front of family and friends and celebrate their learning journey.

Our Early Years and Key Stage 1 children also come together to perform in the much-loved Christmas Show, full of songs, storytelling, and festive fun. And at the end of the school year, many of our young learners join in the Musical Showcase, where they perform alongside other Primary students in a joyful celebration of music and community.

These performances are always designed with the children's age and confidence levels in mind, ensuring the experience is positive, inclusive, and above all—fun!

Progress & Development: Early Learning Goals

Special Events

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

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.



Progress & Development: Early Learning Goals

Parental Involvement

We warmly welcome parents to join us regularly at school to celebrate and share in their children's learning. These moments provide a wonderful chance for families to see firsthand what the children are discovering and to explore the vibrant learning environments we create together.

In Early Years, parents are invited to special events such as International Day, Musical Showcases and the Early Years Art Show—just a few of the many occasions that bring our community together.

Throughout the year, Coffee Mornings offer parents valuable insights into the teaching strategies their children are experiencing, helping to strengthen the partnership between home and school.

Together, we build a strong, supportive community where children flourish through shared learning and connection.

