

SEOUL  
FOREIGN  
SCHOOL  
ELEMENTARY SCHOOL

PRE-K2

GRADE LEVEL  
GUIDE  
2023-2024



INSPIRING EXCELLENCE, BUILDING CHARACTER - SINCE 1912

# Mission Statement

Seoul Foreign School,  
Centered in Christ,  
inspires a passion for learning,  
pursues academic and  
creative excellence and  
is dedicated to the service of others.

## Message from the Grade Level Team

Dear Parents of Pre-K2 students,

Welcome to Pre-K2 at Seoul Foreign School!

We are a team of passionate Early Years educators who work to inspire, nurture and continue to ensure that your child grows and thrives during this crucial stage of their development in our school. Our goal is to provide rich resources and a safe environment for every child to inquire into and explore the world around them through play. We believe in the power of true play as “deep and uninterrupted engagement in the activity of one’s own choice.”

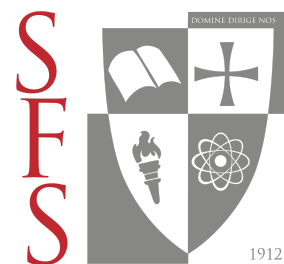
We will communicate with you on a regular basis via Seesaw and email. Our Seesaw posts and weekly updates will provide a window into your child’s day and will allow you to develop a practical understanding of our programme.

Yours sincerely,

**The Pre-K2 Team**

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# Who's Who in Pre-K2

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Julia Church	Pre-K2C	julia.church@seoulforeign.org
Class Assistant	Jennifer Lee		jennifer.lee@seoulforeign.org
Class Assistant	Eunjoo Yoo		eunjoo.yoo@seoulforeign.org
Teacher Librarian	Mara Hakim		mara.hakim@seoulforeign.org
Personal & Social Education (PSE) : PreK - Grade 2 Counselor	Jennifer Bush		jennifer.bush@seoulforeign.org
Personal, Social & Physical Education (PSPE) (PE)	Bec Stockdale		bec.stockdale@seoulforeign.org
Music	Esther Jun		esther.jun@seoulforeign.org





## Relationships

Children's first experience of a sense of belonging is at home with family, the foundations of which expand significantly when they enter school. Encouraging and nurturing positive relationships between home, family and school provides a strong basis for learning, behavior, health and well-being. The significance of relationships in the early years is a fundamental part of establishing important skills and dispositions that center on trust, agency and belonging. When the importance of relationships is reinforced, the foundations for an effective learning community are established.

### Teachers support the development of relationships through:

- Regular conversations with parents and legal guardians
- Acknowledging and respecting each student's individuality
- Connecting with individual students throughout the day by having conversations, listening to and documenting their evolving questions, and acknowledging their efforts and achievements
- Recognizing opportunities for students to learn to self-regulate during play and offer support and feedback when needed
- Planning uninterrupted time for play in engaging learning spaces.

## Learning spaces

A fundamental part of our approach in early years is to ensure the creation of safe, stimulating and inviting learning spaces that promote exploration, wonder, creativity, risk-taking and learning through play. Our spacious, green and quiet campus has been designed to create a safe and welcoming environment in which our youngest learners have access to all of the facilities of a big school while never feeling overwhelmed.

### Teachers create safe, stimulating and inviting learning spaces by:

- Accessing a range of specialist facilities with specialist teachers
- Offering a range of open-ended materials
- Direct access to our outdoor play spaces, nature trails and mud kitchen
- Arranging and rearranging materials as invitations for learning
- Creating areas for role play, block play, mark-making, expression through the arts, etc.

### Symbolic exploration and expression

From an early age, language is the central operating system that generates and supports cognition. Learning language begins at birth and develops exponentially with

experience. Teachers understand that becoming literate and numerate are evolving processes that bring students to more sophisticated understandings over time. Effective language and mathematics learning and teaching is based on students' developing ability to listen to and speak with others, and to understand and use symbols. The importance of expanding these skills by transferring learning and experiences to other contexts allows students to re-encounter their thinking, develop symbolic competency, explore new connections and consolidate their understandings.

### The development of understandings in language and mathematics are interwoven and intentionally explored through strategies such as:

- Games
- Rhymes, poems, stories
- Play
- Conversations
- Mark-making, drawing
- Problem-solving, reasoning
- Counting, patterning and sequencing

# Pre-K2 Procedures

## What to Bring and Keep at School

- Toileting supplies: nappies (diapers), wipes (update supply as needed).
- Spare clothes, labeled (these items will be stored in a personal container next to the change table in the washroom area. Please update your child's supply as needed and adjust according to the season).
- Rain gear (rain coat, rain hat/umbrella, boots. You can leave your child's rain gear at school or bring it to school if the day looks like it might be rainy.
- Please provide your child with a blanket, small pillow, and perhaps a comfort item such as a stuffed animal for quiet time.

## What to Bring to School Daily

- Daily morning snack. Fruit or veggies are preferred, no chocolates and candies.
- Lunch (parents can bring a packed lunch from home, or opt for the school lunch).
- Water bottle.
- For library days: please bring a separate bag for bringing books to and from home. Book bags are available for purchase in the Spirit Shop.
- Please label everything that comes to school to avoid confusion.

## Settling in

Please support your child by keeping goodbyes happy and short. Some suggestions: establish a goodbye ritual, give your child notice that you will be leaving soon and then say goodbye and leave promptly when it is time (no sneaking out please), and please signal to your teacher if you need support.

- Ask your child about their day at school and celebrate their day and show a positive attitude to their response.
- Talk to your teachers! Let us know if your child is expressing fears or concerns. Please share any important information we should know to help your child transition.

## Daily routine

**8:00 - 9:10 am:** Students arrive, inquiry time\*

**9:10-9:25 am:** Gathering Time (group chat, stories, singing, yoga and/or dance)

**9:30-9:45 am:** Morning Snack

**9:50-10:20 am:** Specialist (Music, PHE., Guidance and Library)

**10:20-11:15:** Class Inquiry Time\*/Forest Walk/Outside Play

**11:00 am:** Home time for morning students

**11:30 am:** Lunch

**Noon:** Milk and Stories

**12:15 pm:** Rest (with quiet play, fruit/ snacks when students wake up)\*\*

**1:30-2:00 pm:** Circle Time and pack up

**2:00 pm:** Pick-up Time for full day students

\*includes: invitations to more guided experiences, shared story reading, or open ended, play based experiences.

Experiences/provocations will be related to student interests, skill development (ATL's), our current unit of inquiry and /or related key concepts. This time may be inside or outside, or may even flow between both.

## Toileting

For practical and sanitary reasons we ask that children are well on their way in their toilet training journey before they come to school without their diapers. We recommend that parents choose an appropriate time to start toilet training (when your child seems "ready" and eager to give it a try, and when you have a stretch of time at home, like on a long weekend or during the Christmas break, to give your child proper support).

Please let the teacher know when you think your child is ready to start training. Your teacher is happy to support your child by reading books together at school about toilet training, showing them our class toilets, getting excited about their new developing independence, and doing whatever else they can do to help!

Please note that students do not need to be fully toilet trained until Pre-K3.

## Birthdays and Celebrations

We love to celebrate birthdays together! If you would like to have a small party at school we usually hold them during morning snack time. Parents and grandparents are most welcome to come and join us.

You could provide:

- a small cake (or cupcakes) with candles.
- milk, yoghurt drink, or fruit juice.
- Optional: party plates, napkins, and balloons.
- NOTE: Please no goodie bags, toys, or sweets.

## Supporting at home

- Read to your child daily
- Play with and talk with your child daily
- Encourage your child to share their thought process with you

## Seesaw Journal

School Learning will be documented in the Seesaw Journal. Check Seesaw regularly. You'll get notifications about new entries in your child's journal and can respond to their work.

- Use Seesaw as a tool to celebrate and support your child's learning. Discuss the Seesaw posts with your child. Comment directly on their posts with your child, or as a message to your child. When commenting, ask questions, or complement specific details.

Your teacher might add "teacher questions" to a post, which your child is invited to answer at home as an opportunity to reflect on the day. You are encouraged to record their reflections in the comment section. Use the Seesaw inbox to contact the homeroom teacher

Group posts: In a group or 'everyone' post your comment is visible to everyone tagged - the students and their family members. It's a great opportunity

to showcase individual learning within a group, celebrate and encourage collaboration and to unite the class through family discussions at home. Students can listen to each other's comments and build on what others are saying.

Weekly Updates will be sent through the Seesaw Inbox. This letter reflects on the class' week and looks ahead to how learning will be extended for the class, and updates parents about upcoming events or news

## Health & Safety

We have nurses and EMTs on site to deal with any accidents. Minor injuries are cleaned and covered, and the nurses will call you if they are concerned and need further. If your child is sick at school they are also taken to the nurse and the nurse will care for them and contact you.

We intentionally teach healthy social interactions and we have staff on duty each recess time to support the students.



# Pre-K2 Programme of Inquiry

	WHO WE ARE	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE EXPRESS OURSELVES
<b>Central ideas</b>	Nature helps us understand our natural world and who we are.	We learn about scientific principles through play	We develop a sense of belonging through building relationships and exploring connections	We can use our senses to learn and express ourselves
<b>An inquiry into</b>	<ul style="list-style-type: none"> <li>• Opportunities for learning in nature</li> <li>• Skills for exploring nature safely</li> <li>• Keeping nature safe</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific principles of change</li> <li>• Scientific properties of materials</li> <li>• Tools used by scientists</li> <li>• Things are built from smaller pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Ways in which we belong</li> <li>• Characteristics of happy relationships</li> <li>• Ways in which we make connections</li> </ul>	<ul style="list-style-type: none"> <li>• The five senses</li> <li>• Ways of expressing ourselves</li> </ul>
<b>Key Concepts</b>	Connection Form	Causation Perspective	Form Connection Responsibility	Function Change
<b>Related concepts</b>	Community Belonging	Tinkering Science	Nature Exploration	Senses Expression





## Christian Ethos

SFS is a Christian school for everyone, and we are a community centered in Christ. This means we lead by example and model our Christ-like attitudes:

*Love, Faith, Service, Self-Control,  
Compassion, Acceptance,  
Forgiveness, Integrity, Hope & Joy*

We expect all our students to treat each other with respect. SFS is not affiliated with a particular denomination, nor with a particular church, and does not have weekly chapels. SFS enrolls students from all religious backgrounds and welcomes them as integral members of our diverse community. Daily Devotions and specific units of inquiry offers many opportunities for students to learn and share. The real Christian experience at SFS, however, does not come from any formal study but instead from the examples modeled by our community who treats everyone with respect, care, love,

trust, integrity and forgiveness (our Christ-like attitudes).

## The Early Learner

Children are natural inquirers from birth; they have the capacity to learn about, interact with and interpret the world around them. From birth, children possess all kinds of mental abilities uniquely suited to these early phases of learning and development. They are curious and capable learners with a sense of agency, rich in potential, bringing valid skills, preferences and understandings to the educational process.

As Reggio Emilia inspired educators we believe that children, as human beings, possess a hundred languages: a hundred ways of thinking, expressing, understanding, of encountering otherness through a way of thinking that weaves together and does not separate the various dimensions of experience. The hundred languages are a metaphor for the

extraordinary potentials of children, their knowledge-building and creative processes, the myriad forms with which life is manifested and knowledge is constructed.

It is the responsibility of the Early Years Program to valorise all verbal and non-verbal languages with equal dignity.

## Assessment

In the Early Years we believed in ongoing documentation and evidencing learning. Through Seesaw and the learning environment we will report, capture, and amplify learning in moments of natural and guided play. At the end of each semester you will receive a school report that assesses the students for their readiness to learn against the PYP Approaches to Learning (ATLs). There is a parent conference in the first semester and a student led conference in second semester.



## Play as Natural Inquiry

The early years are crucial for determining whether a child will become a passive learner, or an active learner, who gains new information by discovery and invention. We learn to inquire through play. In inquiry engagements, children are both problem solvers and problem posers. Inquiry through play moves children's learning from shallow to deep. It is rooted in real life experience.

Play is serious business. Through play children are trying out possibilities, repeating things over and over, to try to understand them and master the skills required to do them. They also find time and space to test their personal, cognitive, and emotional limits. Young children's

greatest strength in the acquisition of knowledge is their passion for play. It is the product of an engaged mind and reinforces many of the essential experiences that the young brain needs in order to learn.

### Young children must play to learn

Play for a child is serving just as serious a purpose as a day in the library for a research student. In active play, children are interacting with their peers, their educators and their environment as they explore, negotiate, and seek out possible solutions to different problems. The educational purpose is not

whether they get it right or how quickly they do it, the purpose is the intellectual development that goes hand in hand with the process of solving the problem and exploring many possible solutions. At first this is trial and error, it then becomes systematic strategy and develops into mastery of skill. Play is one of the most effective ways of learning, it prepares children for adaptability. Play encourages self-management and the children are active participants in their learning.

Play is all-encompassing: it strengthens the social, intellectual, emotional, physical and independence domains of development.



# Reggio Inspired

The Reggio Emilia approach is based upon these principles:

- Children have a voice over the direction of their learning;
- Children learn through their senses including experiences of touching, moving, listening, seeing, and hearing;
- Children explore relationships with other children and with material items in their world;
- Children must have endless ways and opportunities to express themselves – the hundred languages of children

The Reggio Emilia approach to teaching young children puts the natural development of children as well as the close relationships that they share with their environment at the center of its philosophy (the environment as the third teacher). The foundation of the Reggio Emilia approach lies in its unique view of the child. In this approach, there is a belief that children have rights and should be given opportunities to develop their potential. The child is also viewed as being an active constructor of knowledge. Rather than being seen as the target of instruction, children are seen as

having the active role of an apprentice. This role also extends to that of a researcher. Much of the instruction in our classrooms takes place in the form of projects where the children have opportunities to explore, observe, hypothesize, question, and discuss to clarify their understanding. Children are also viewed as social beings and a focus is made on the child in relation to other children, the family, the teachers, and the community rather than on each child in isolation.





# The Arts

## Music

The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music.

Throughout the school year, music offers independent inquiry into music-related knowledge, concepts and skills. Whenever possible and appropriate music supports or is integrated into the Programme of Inquiry. The

following student learning outcomes have been drawn from PYP music scope and sequence.

### Creating

- Use vocal sounds, rhythms and instruments to express feelings or ideas
- Explore sound as a means of expressing imaginative ideas
- Play untuned percussion instruments in time with a beat

- Participate in performing and creating music both individually and collectively

### Responding

- Use voice to imitate sounds and learn songs
- Describe the differences in music and how music makes them feel
- Move their bodies to express the mood of the music
- Explore body and untuned percussion instrument sounds







# Personal, Social & Physical Education (PSPE)

## PE

Personal, Social, and Physical Education at Seoul Foreign School goes beyond sports and games. In Grade, students are introduced to a wide variety of activities and challenges with the aim of developing confidence in a variety of critical Movement skills. Students are strongly encouraged to try new approaches and take risks during physical activities. When students develop confidence across a range of physical activities, they are more likely to approach all activities such as going for a hike, playing on the playground, or joining a team sport with an open mind and positive attitude.

### Our Central Idea states:

“We can grow as movers by trying our best, practicing and learning from our mistakes.”

Students will explore this idea by exploring developmentally appropriate Movement challenges in topics such as:

- Gymnastics
- Games,
- Health & Adventure Challenges

Students will explore these ideas in both structured and unstructured play environments to encourage an attitude of fun, inclusivity, and transdisciplinary thinking towards physical activity. Students will be encouraged to make mistakes and overcome adversity during PE class in order to prepare them to tackle the physical challenges they will face during life. Students will also be encouraged to develop positive social and collaborative skills through a range of activities.

## Counselors

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

In the elementary school all grades receive one lesson a week with our school counselor to develop essential PSPE skills.





# Library

## Mission

The mission of the Elementary School Library is to create a community of life-long learners who effectively use information and find enjoyment in reading.

As a safe and inclusive learning environment, our library recognizes and reflects diverse ways of knowing, being and thinking. We aim to develop a collection in which all of our community of learners can see

themselves reflected. Our library inspires the imagination and creativity of learners, and encourages the process of inquiry, action and reflection. This learning environment provides opportunities for emerging inquiries; students may take their learning in new and unexpected directions, developing and demonstrating the attributes of the IB learner profile.

The Elementary School Library is a flexible multimodal space that

provides people, places, resources and services that aid and extend learning and teaching for all learners in the elementary school. Online subscriptions and full collection is accessible via our online database. Students can also access a large number of eBooks and audiobooks at any time through our digital platform. The library is open to all students, everyday, with each class having one dedicated library session per cycle.





## Educational Technology

The Seoul Foreign School Early Years technology philosophy is centered on age-appropriate use of technology, supplementing content with visual examples, opening avenues of inquiry, supporting digital creativity, and facilitating peer interaction through kinesthetic engagement in learning. Hands-on experiences

are paramount, and technology use at this age is not for passive content consumption, competition, or remediation.

The Early Years team believes that play is the primary vehicle for a child's learning and development, and so we most often see technology being used opportunistically at SFS to

facilitate vocabulary and math games, singing, storytelling, and dancing. In an inquiry-based and collaborative environment such as ours, children gain a greater understanding as they learn to self-find information and communicate with peers and family.









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