

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

PRE-K4

GRADE LEVEL
GUIDE
2026-2027



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-K4 students,

Welcome to Pre-K4 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-K4 Team

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Who's Who in Pre-K4

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Nikki Kim	PreK-4K	nikki.kim@seoulforeign.org
Class Assistant	Susie Moon	PreK-4K	susie.moon@seoulforeign.org
Class Teacher	Yoe Sung	PreK-4S	yoe.sung@seoulforeign.org
Class Assistant	Jiwon Lee	PreK-4S	jiwon.lee@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
World Languages (Korean)	Esther Ahn		esther.ahn@seoulforeign.org
Expressive Arts	Jeannie Wyse		jeannie.wyse@seoulforeign.org



Pre-K4 Procedures

Getting Ready

- Please label all personal items clearly.
- Please prepare a large backpack to fit the following:
 - A refillable, non-spill water bottle
 - A reusable snack bag, big enough to hold 2 large snacks
 - Two complete sets of clothing to be left at school in case of emergencies, all named and in a zip lock bag.

Building Good Habits

- Support students to pack their backpack with a refillable water bottle, snack bag, and white zippy bag/folder (issued by your teacher)
- Plan to be at school by 7:50 am each day.

Settling in

- Try to keep goodbyes happy and short
- Children can bring a soft toy to help them if they need it at the beginning of the year.
- Please send in 1 family photo in the first two days of school, seeing family photos can help children to settle. Please share electronically to your homeroom teacher's email account or Seesaw message.

Daily Routine

- Classroom doors open at 7:50 am. Each homeroom will share their daily schedule with you.
- Students are dismissed at 2:55 pm

Meals & Snacks

- Please provide 2 large healthy snacks each day with a variety of ready-to-eat fruit/ vegetable sticks, milk/ cheese/ yogurt, and sandwich/ kimbap/ crackers. Please avoid sugary snacks including chocolates, cake, and chocolate-coated crackers or biscuits.
- Please note, we are a nut-free school, including any nut butter or Nutella spread.
- Lunch can be provided by family or by Crave Catering.

Extra Clothes

- Please provide two full sets of clothes: shirt/ t-shirt, pants/ skirt/ leggings, underwear and socks, jumper/ sweater in cold months, to be kept at school in your child's cubby.
- Rain boots and jackets to be kept in your child's cubby for rainy day play.

Toileting

- Children are encouraged to be independent when using the bathroom and will have access to a toilet at all times.

- Homeroom teachers will send home 'Intimate Care' consent forms to support your child at school.

Birthdays & Celebrations:

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

You could provide:

- A small cake (or cupcakes) with candles, milk, yogurt drink, or fruit juice.
- 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 and Class Updates (weekly)
- Learning will be documented in the Seesaw Journal
- Use the Seesaw inbox to contact the homeroom teacher
- Talk through the Seesaw posts with your child to reinforce learning.

International Baccalaureate Primary Years Programme (PYP)

We are an authorized International Baccalaureate Organization Primary Years Programme (PYP) school. Designed for students ages 3-12, the IB Primary Years Programme (PYP) provides the knowledge, concepts, skills, personal attributes, and the capacity to take action, all of which younger students need to equip them for successful lives, both now and in the future.

Learning Through Inquiry

A child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical, and relevant 'big picture' questions, or transdisciplinary themes.

Inquiry-Based Learning Looks Like

- Students asking questions, being engaged in their learning, and seeing themselves as capable, powerful members of our community
- Students demonstrating ownership of their learning
- Students demonstrating responsibility for evidencing their learning and development through goal setting and an ongoing process of reflection
- Students sharing their voices and making choices in their learning
- Students testing theories, and generalizations to become deep thinkers
- Students embracing challenge and the breadth of knowledge each subject offers us
- Students see how deep learning takes place when subjects are connected by key concepts and transdisciplinary units
- Students learning to collaborate, share, take turns, and work together to take action

Student-centered learning

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- social and emotional well-being
- independence, as they take responsibility for their learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning
- ability to take mindful, appropriate, and sustainable student-initiated action

Transdisciplinary Themes

All subject and skill learning in the PYP is organized by four transdisciplinary themes, each selected for their relevance to the real world. Our students explore

the commonalities of human experience by investigating these themes through units of inquiry designed by our educators, that form our elementary school programme of inquiry.

Learner Profile

The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them. Each of the IB's programmes is committed to the development of students according to the IB Learner Profile.

The profile aims to develop learners who are:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal

histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from their experience.

Caring

They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others and the environment.

Risk Takers (Courageous)

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

Principal Chats & Workshops

Throughout the year we offer parent workshops and Principal Chats in which we discuss key areas of the curriculum, and our approaches to teaching and learning in the hope to provide further support and advice on helping all students be successful. Details and dates of these events are shared in the Principal's weekly updates.



Pre-K4 Programme of Inquiry

	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES	SHARING THE PLANET
Central ideas	Our Unique Identities: Celebrating Similarities and Differences	Traditions and celebrations connect people from various cultures.	Creating Together: Designing for Our Community's Needs	Changes in the environment affect everyday life.
Lines of Inquiry	- Our similarities and differences - How we belong to our community - How we respect every member of our community	- Personal and shared traditions - Features of celebrations and traditions - Ways in which we can celebrate our community	- Where ideas come from - How can we organize our ideas - How can we collaborate to make things	- Changes that can be observed in our environment - Patterns and cycles that affect living things - How we care for the environment and people
Concepts	Connection, Responsibility <i>relationships, belonging</i>	Perspective, Form <i>celebrations, traditions</i>	Function, Causation <i>collaboration, design</i>	Responsibility, Change <i>environment, cycles</i>
ATLS	Pre-K Approaches to Learning			
Learner Profile	Open-minded, Principled, Caring	Communicators, Courageous	Thinkers, Reflective	Balanced, Knowledgeable, Inquirers
Literacy Maths	<i>Our Early Years Programme and units of inquiry for 2 - 5 year olds are underpinned by the Teaching Strategies Gold® learning progressions of development and learning for objectives in the areas of: social-emotional, physical, language, and cognitive development and the content areas of literacy, mathematics, science, social studies, inquiry, and English-language acquisition.</i>			



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 community time and specific units of inquiry offer 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 which treats everyone

with respect, care, love, trust, integrity, and forgiveness (our Christ-like attitudes).

The Early Learner

Children are natural inquirers from birth; they can 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, and the myriad forms with which life is manifested and knowledge is constructed.

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

Assessment

In the Early Years, we believe in ongoing documentation and evidence of 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 the 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 to learn.

Young children must play to learn

Play for a child serves just as serious a purpose as a day in the library for a research student. In active play, children interact 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 independent domains of development.

Reggio Inspired

The Reggio Emilia approach is based on 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 to other children, the family, the teachers, and the community rather than on each child in isolation.



A Welcoming Community

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



World Languages

Korean

As an international school with a diverse community from many different language backgrounds, we see the importance and highly value the learning of multiple

languages for all our students to develop into true global citizens.

For Pre-Kindergarten, we offer the opportunity for our students to explore the host country's language - Korean Language, experience the host culture, and celebrate the host country's

traditional festivals through various learning activities such as stories, songs, dance, and learning games.



The Arts

Expressive Arts

The Expressive Arts curriculum is arranged into two strands: Creating and Responding. Through these, students develop their imagination and creativity, their practical skills, and their ability to communicate through sound, movement, visual art, and dramatic play.

Throughout the school year, Expressive Arts provides opportunities for independent and guided inquiry into creative experiences, materials, and ideas. Whenever possible and appropriate, Expressive Arts supports or is integrated into the Programme of Inquiry.

The following student learning outcomes have been drawn from the PYP Arts scope and sequence.

Creating

- Use voice, body, instruments, and materials to express ideas and feelings
- Create sounds, movements, and images intentionally
- Explore and organize sounds, movements, and images to communicate ideas clearly
- Make simple choices with growing intention when creating
- Combine ideas to show characters, feelings, or stories
- Participate in creative experiences both individually and collaboratively
- Create collaboratively by sharing and building on ideas with others
- Contribute ideas to group creative work

- Play untuned percussion instruments in time with a beat
- Participate in performing and creating music both individually and collectively

Responding

- Respond to sound, movement, images, and dramatic experiences
- Notice patterns and contrasts in sound, movement, and visual expression
- Describe what they hear, see, or feel using movement, words, or drawings
- Recognize that artistic choices show ideas and feelings
- Listen to, respond to, and learn from the ideas of others
- Share preferences and explain what they notice

Personal, Social & Physical Education (PSPE)

PE

Personal, Social, and Physical Education at Seoul Foreign School goes beyond sports and games. In PreK-4, students are introduced to a wide variety of activities and challenges to develop 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 toward 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 in 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 well-being. 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 Pre-K each grade receives one session 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 lifelong 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 the full collection are 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, every day, with each class having one dedicated library session per cycle.



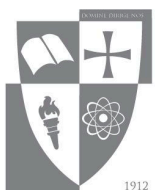
Educational Technology

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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