

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

PRE-K3

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-K3 students,

We are delighted to begin this learning journey with you and your child. Our team are passionate Early Years educators who are committed to honouring each child as capable, curious, and full of potential.

In our Pre-K3 environment, we view children as active participants in their learning. Inspired by the Reggio Emilia approach and grounded in the IB PYP, we value joy, inquiry, play, and relationships as central to growth and well-being. Our spaces are thoughtfully prepared to spark wonder, encourage exploration, and support the development of identity, belonging, and agency.

Through collaborative investigations, sensory experiences, and shared discoveries, your child will build relationships, develop ideas, and make sense of the world around them in meaningful ways. We believe in documenting children's learning not just as a record, but as a way to make thinking visible and learning deeper. We look forward to partnering with you in this exciting year of exploration, growth, and connection.

With warmth and excitement,
The Pre-K3 Team

Table of Contents

Mission Statement & Message from the Homeroom Teachers	2
Who's Who in the Grade Level	4
Grade level Procedures	5
Getting Ready	
Building Good Habits	
Settling in	
Daily Routine	
Meals & Snacks	
Extra Clothes	
Toileting	
Supporting at Home	
International Baccalaureate Primary Years	6
Pre-K3 Programme of Inquiry	8
Play as Natural Inquiry	10
Reggio Inspired	11
A Welcoming Community	12
World Languages	13
The Arts	14
Expressive Arts	
Personal, Social & Physical Education (PSPE)	16
Library	17
Educational Technology	18



Who's Who in Pre-K3

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Marta Mazowiecka-Kocyk	Pre-K3K	marta.kocyk@seoulforeign.org
Class Assistant	Marie Kim	PreK-3K	marie.kim@seoulforeign.org
Class Teacher	Neal Murphy	PreK-3M	neal.murphy@seoulforeign.org
Class Assistant	Meenu Didwania	PreK-3M	meenu.didwania@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-K3 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 box, big enough to hold 2 large snacks
- A complete set of clothing to be left at school in case of emergencies, all named and in a reusable bag.
- Practice listening to others, sharing thoughts, sharing toys, negotiating play, and being imaginative.

Building Good Habits

- Healthy daily morning snacks, fruit, or veggies are preferred, no chocolates and candies please.
- For library days: please bring a separate library bag for bringing books to and from home. Book bags are available for purchase in the Spirit Shop.
- When the weather warms up, please send a sun hat/visor to keep your child protected during outdoor play.

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. Please signal to your teacher if you need support.

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

Daily Routine

- Classrooms open at 7:50 am, and we start class at 8:05 am. Each homeroom will share their daily schedule with you.
- Students are dismissed at 2:55 pm

Meals & Snacks

- Please provide 2 healthy snacks each day with a variety of ready-to-eat fruit/ vegetable sticks, milk/ cheese/ yoghurt, and sandwich/ kimbap/ crackers.
- Lunch can be provided by family or by Crave Catering.

Extra Clothes and Blankets

- Please provide one full set 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.

Please provide your child with a blanket, small pillow and perhaps

a comfort item such as a stuffed animal for quiet time. It should all be packed in a reusable bag.

Toileting

- Children are expected to be independent when using the bathroom, which includes advocating for themselves to access and use a toilet at all times.

Birthdays & 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, 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 six 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, group, 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 to the lives of others and to 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 own learning and experience. They are able to assess and understand their strengths and limitations in order 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-K3 Programme of Inquiry

	WHO WE ARE	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES	SHARING THE PLANET
Central ideas	Play helps us to learn about ourselves and others around us.	Everyone in our community has an important role.	Imagination helps us think, explore, and create.	Our relationship with the natural world invites us to wonder, care, and take action.
Lines of Inquiry	• Learning and growing together • Building relationships and a sense of belonging • Fostering growth and learning within our community	• Roles and responsibilities • Rules and people to keep us safe • What do we need to organize ourselves	• Inspiration and imaginative play • Sharing and celebrating imagination • Interpreting and responding to imagination	• Rights and responsibilities for the natural world • Just and peaceful coexistence with nature • Respecting complexity, wisdom, and nature
Concepts	Connection <i>Communication</i>	Responsibility, Function <i>Respect</i>	Perspective, Form <i>Voice, Cooperation</i>	Change, Causation <i>Nature, Coexistence</i>
ATLS	Pre-K Approaches to Learning			
Learner Profile	Principled, Caring	Communicators, Knowledgeable	Open-minded, Thinker, Risk-taker	Inquirer, Reflective, Balanced
Language 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 morning 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 that 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 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 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.

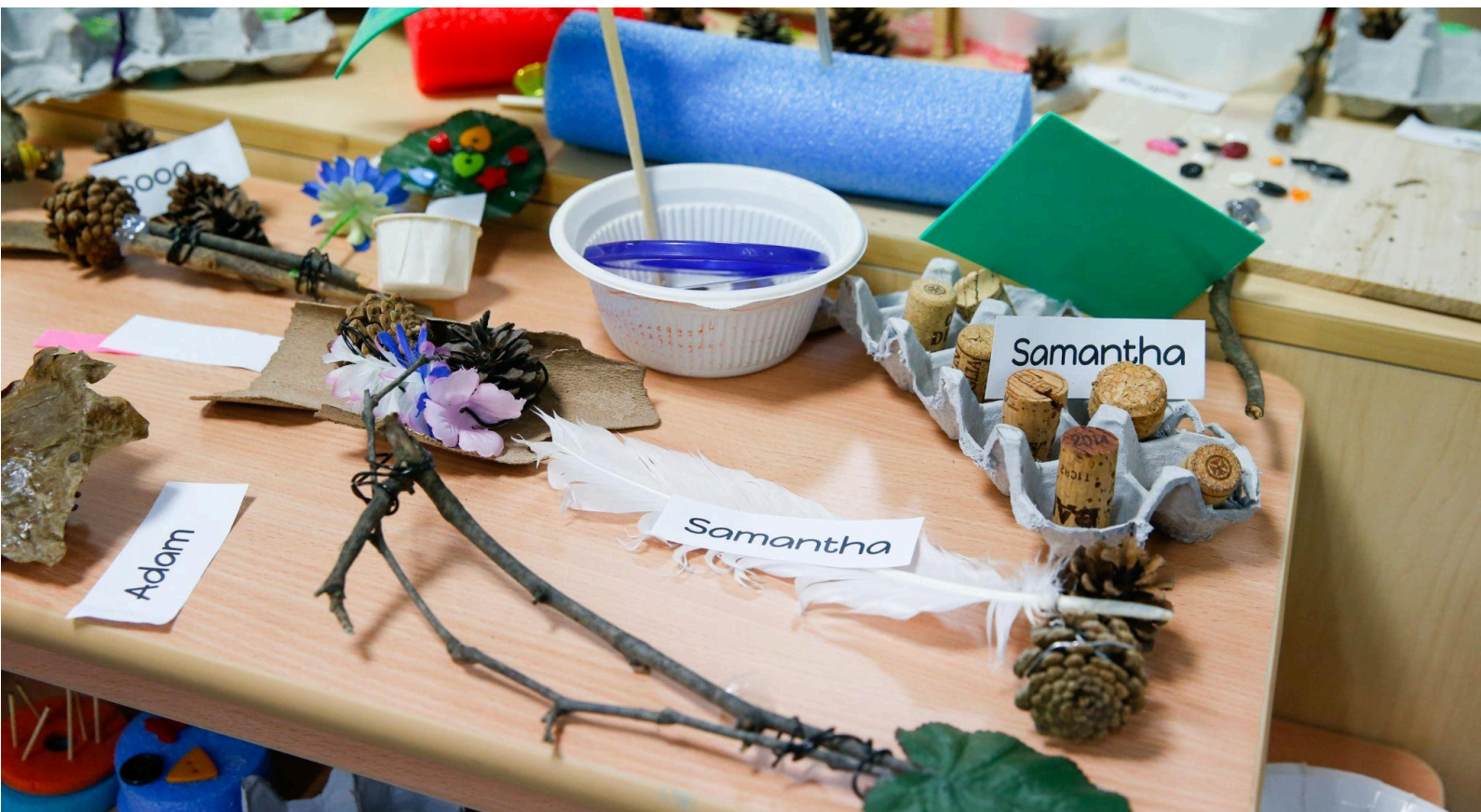
Reggio Inspired

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



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 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
- Explore and create sounds, movements, and images through play and experimentation
- Repeat and vary simple ideas in sound, movement, and art
- Participate in creative experiences both individually and with peers
- Create and share ideas with others to build relationships
- Begin to make choices when creating and sharing ideas

- Create respectfully with others during shared experiences
- Explore sounds using body percussion, instruments, and materials

Responding

- Use voice, movement, and visual responses to respond to sound and creative experiences
- Notice differences such as fast/slow, loud/soft, and changes in movement or images
- Share likes, dislikes, and ideas about what they see, hear, or experience
- Respond to and notice the ideas of others during creative experiences
- Move their bodies to express feelings and ideas

Visual Arts

Visual Art provides students with an opportunity to be creative, engage in self-expression, and apply critical thinking skills. Students will explore new materials and techniques, develop fine motor skills, and respond to a range of artwork from around the world. When possible, learning in visual art connects and integrates with learning in the homeroom. Learning outcomes are drawn from the PYP scope and sequence. The Visual Art

curriculum is based on two strands, which are Creating art and Responding to art.

Creating

- Identify and make choices during the creative process
- Explore and refine techniques when using tools and materials
- Draw inspiration from a variety of sources

Responding

- Make personal connections to artwork
- Reflect on the creative process

- Observe and interpret artwork

The Elementary School visual art program aims to inspire a lifelong appreciation of visual art through fun and engaging art lessons. Throughout the school year, students' artwork will be shared through Seesaw and displayed in the elementary school. 2D artwork will be sent home at the end of the school year in a paper portfolio. Students use washable paints and wear aprons in class, but keep in mind that art class can be messy and appropriate clothing is recommended.



Physical Education (PSPE)

PE

Personal, Social, and Physical Education at Seoul Foreign School goes beyond sports and games. In Grade 1, 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 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 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 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 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.



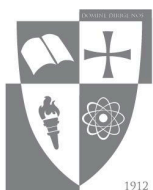
Educational Technology

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.



**SEOUL
FOREIGN
SCHOOL**

ELEMENTARY SCHOOL

39 Yeonhui-ro 22-gil
Seodaemun-gu, Seoul
Korea 03723

www.seoulforeign.org

+83-2-330-3201

es-office@seoulforeign.org