

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

PRE-K2

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-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	Songmi Lee		songmi.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
Expressive Arts	Jeannie Wyse		jeannie.wyse@seoulforeign.org



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

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 changing table in the washroom area. Please update your child's supply as needed and adjust according to the season).
- Rain boots (You are encouraged to leave a set of rain boots at school in your child's cubby. We have a class set of full-body rain suits for rainy days.)
- Please provide your child with a blanket, a 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, 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

7:55 - 8:05 Students arrive

8:05 - 9:10 am 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 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 (ATLs), or our current unit of inquiry. 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 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 newly 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, yogurt 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 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. 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

PreK-2	Who we are		
Central Idea	People and places in our lives help us learn, grow, and feel safe.		
Lines of inquiry	<i>I / we / they feel</i> - The ways we show and recognize emotions in ourselves and others. - Learning in and beyond our classroom	<i>I / we / they belong</i> - The roles we play in our families, classrooms, and groups. - Members of our Community	<i>I / we / they grow</i> - The ways our bodies, minds, and relationships grow over time. - Taking care of each other and living things
Concepts	Perspective, Form Expressive arts Creative play 100 languages Symbolic representation play	Connection, Responsibility Socio-dramatic play Roleplay Construction play Recapitulative play	Change, Function, Causation Growth Deep play/locomotor play Mastery play Story workshop
ATLS	Pre-K Approaches to Learning - Reporting - SFS		
Learner Profile	Caring, Open-minded, Courageous	Principled, Balanced, Thinkers, Communicators	Inquirers, Knowledgeable, Reflective
GOLD Standards	<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 or church, and it does not hold 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 believed 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.





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 exploration and discovery through creative experiences. 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 and body to explore sounds and movement
- Explore materials and tools to create marks, shapes, and simple visual ideas
- Participate in creative experiences through play, both individually and with others
- Imitate sounds, movements, and actions modeled by the teacher

- Experiment with simple instruments and materials
- Create alongside others through shared play experiences
- Explore sounds using body percussion and simple instruments

Responding

- Use voice, body, and movement to respond to sound and music
- Notice simple differences such as loud/soft and fast/slow
- Move their bodies to express feelings and ideas



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 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 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 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.



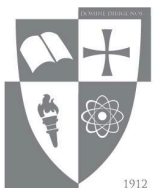
Educational Technology

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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