

Kensington
International School

**NURSERY
CURRICULUM
BOOKLET**

EARLY YEARS FOUNDATION STAGE CURRICULUM
NURSERY



Kensington

International School

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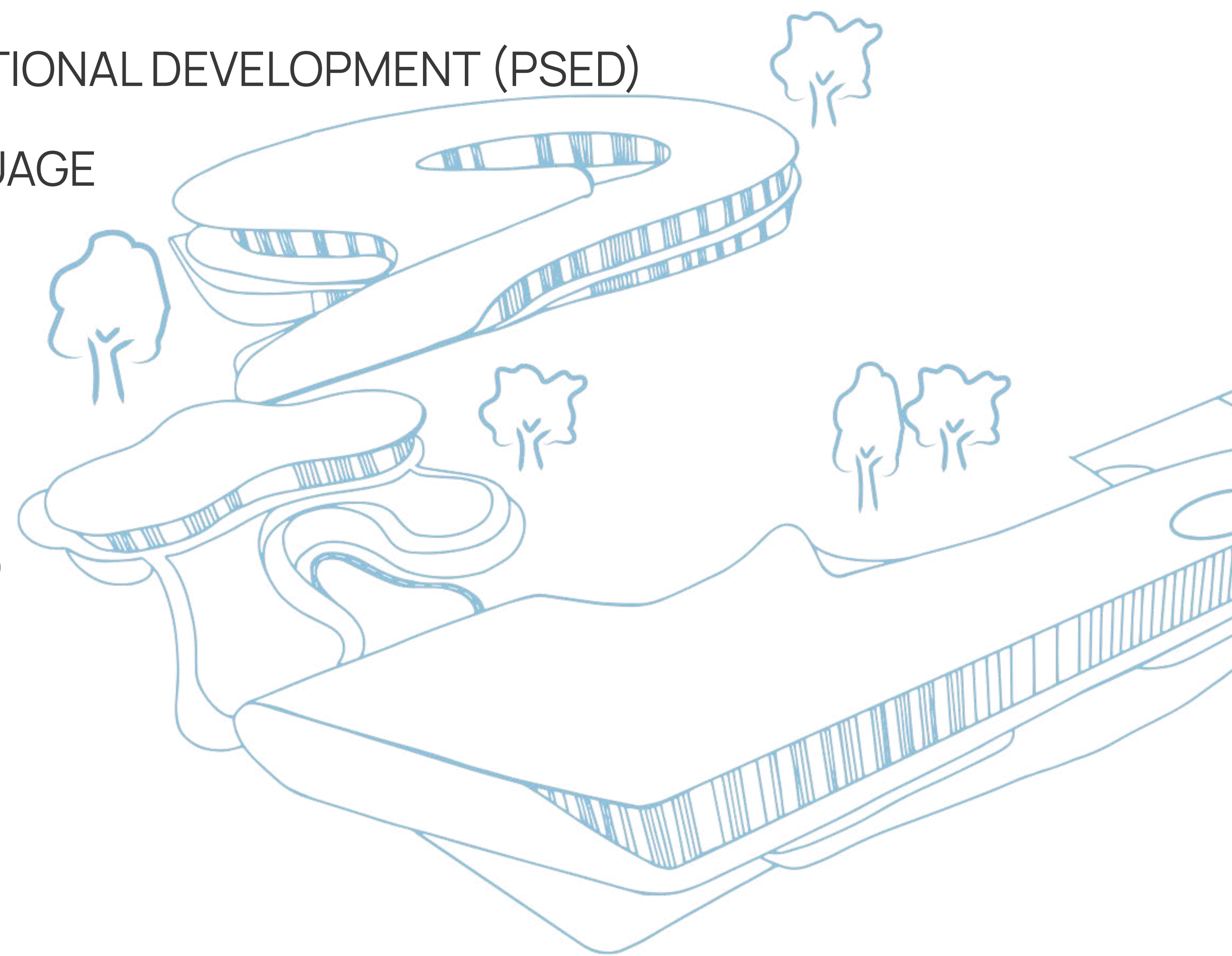
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KENSINGTON'S VISION

TO BE THE MOST PROGRESSIVE AND EQUIPPED INTERNATIONAL SCHOOL
WITH EXCEPTIONAL GLOBAL STANDARDS
AND EXCELLENCE IN EDUCATING WELL-ROUNDED
AND HAPPY LIFELONG LEARNERS.

At Kensington, we have designed our curriculum with the intent that our children will have the foundations to be ambitious and successful adults.
We motivate them to be the best they can be, empowering them to be confident, communicators, global citizens, and lifelong learners.

ECO
REMINDER



Please consider the environment before printing.

At Kensington International School, we are dedicated to environmental sustainability and proud to have the Eco Schools Silver Award. We encourage the entire school community to protect the environment.



Therefore, this booklet is available in a digital format to reduce environmental impact.

KENSINGTON INTERNATIONAL SCHOOL HAS RECEIVED ECO-SCHOOLS SILVER AWARD

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KENSINGTON VALUES — THE DREAMS

At Kensington we want our children to be happy lifelong learners and fulfil their 'DREAMS' by empowering children in a supportive and nurturing environment guided by our core values:

D - Developing growth mindset

We are dedicated to nurturing a growth mindset in our children, empowering them to embrace challenges, persist in the face of setbacks, learn from mistakes and maximise their potential for learning and growth.

E - Embracing independence

We are dedicated to fostering independence in our children, empowering them to take ownership of their learning, make informed decisions, and navigate the world with confidence and self-reliance. We want to promote an environment that cultivates critical thinking, fosters problem-solving skills, promotes initiative and embraces risk-taking,

M - Modeling kindness

Kindness is not just a value—it's a way of life. We are committed to modelling kindness in everything we do, creating a culture where empathy, compassion, and respect for others is woven into the fabric of our school community. Together, we build a brighter, more compassionate world, one act of kindness at a time.

R - Respect for everyone

We are committed to fostering a culture of respect where every individual is valued, included, and empowered to thrive. Together, we build a community where differences are celebrated, empathy is embraced, and respect is paramount.

A - Active teamwork

We are committed to nurturing active teamwork as a fundamental value that empowers our children to collaborate effectively, lead with integrity, and make a positive impact on their communities and beyond. Together, we build a culture of teamwork, innovation, and excellence where every student has the opportunity to thrive and succeed.

S - Sparking creativity

We are committed to igniting creativity in the children of Kensington, empowering them to unleash their imagination, explore their passions, and make meaningful contributions to the world around them. Together, we cultivate a culture of creativity, innovation, and lifelong learning that prepares students to thrive in a rapidly changing world.

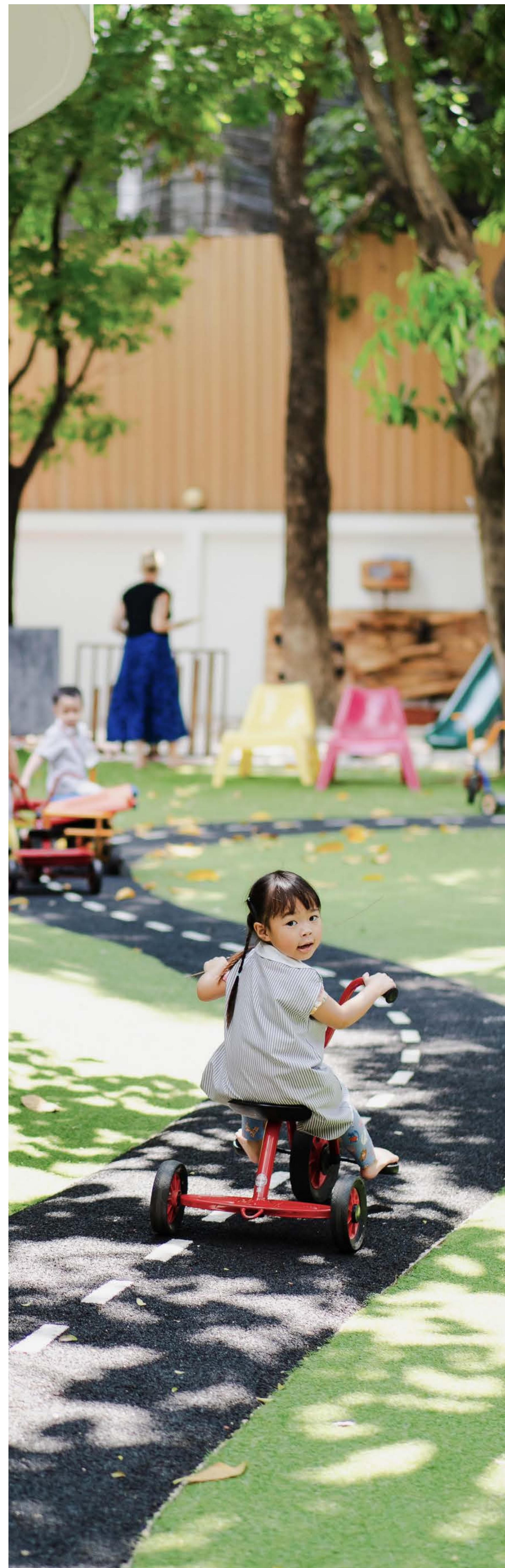
OUR CURRICULUM — EYFS CURRICULUM In International Context

Play-based learning is the methodology used to underpin the curriculum for young children. The rationale behind embracing this philosophy is multi-faceted; however, primarily we want every child to be motivated, engaged and independent in their learning. Research tells us that play is vital in Early Childhood as it allows children to make sense of their world and encourages active learning.

Active learning is something which helps children to develop some of the skills they will need throughout their school and adult lives. For example, they can practice social and language skills, challenge themselves in physical activities, experiment and think creatively and develop a sense of their own identity.

We provide surroundings where children can explore and discover and where their natural curiosity, creativity and imagination are cultivated. As teachers, we are committed to providing a safe and stimulating environment where children can explore with confidence. Teachers will act as positive role-models, available to encourage and extend children's play and to encourage more complex thinking. Children will be treated as individuals and as such, each will follow an individualised learning plan which will be continuously reviewed by their teacher, following ongoing observations.

Together, we are preparing today's children for tomorrow's world. This will be possible if we work collectively, providing a warm, happy and caring community in which to enable our children to flourish



STAFF — OVERVIEW OF STAFF FOR NURSERY /2024-2025

Lead Teachers



Nursery Lead
Teacher

Ms Charlie Rowbotham



Nursery Lead
Teacher

Ms Cassie Grijalvo



Nursery Lead
Teacher

Mr Paul Clements



Nursery Lead
Teacher

Ms Ami Batchelor

Teaching Assistants



Nursery Teaching Assistant
Kru Chai



Nursery Teaching Assistant
Kru Joy



Nursery Teaching Assistant
Kru Proud



Nursery Teaching Assistant
Kru Song

Nannies



Nursery Nanny
Kru Ta



Nursery Nanny
Kru Mam



Nursery Nanny
Kru Pupae



Nursery Nanny
Kru Pop

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STAFF — OVERVIEW OF STAFF FOR NURSERY /2024-2025

Leadership and Safeguarding Team



Headteacher
Ms Tracey Thurlby



**Pastoral Assistant Head
& SENDCo**
Ms Joanne McLaughlin



Primary Assistant Head
Mr Adam Miller



EYFS Assistant Head
Ms Jordan Connolly

Middle Leadership Team



Toddler Team Leader
Ms Amy Suttle



Nursery Team Leader
Mr Paul Clements



Reception Team Leader
Ms Elise Clark

PARENT COMMUNICATION

Lead Teacher

Your child's class teacher is your first port of call to contact if you have any questions regarding your child's classroom experience, learning or school life in general.

Year Group Team Leader

If you have a bigger question or query then this will be passed on by the class teacher to the year group team leader and they will then support you.

EYFS Assistant Head

If there is still no resolution the class teacher and team leader will pass on your concern or query to the EYFS assistant head, Ms Jordan to support you further.

Pastoral Assistant Head

Ms Mc is also a port of call to support parents and families. The Assistant Head for your child's phase may refer you to talk to Ms Mc if there is a behaviour, SEND, well being or safeguarding query.

Office

The office team is there to support you for any queries and support to do with payments, school uniform and purchasing.

Headteacher

The office, EYFS Assistant Head and/or Pastoral Assistant Head may pass on escalated concerns to the Headteacher, Ms Tracey.



ClassDojo

At Kensington International School, we utilise Class Dojo, an online platform designed to keep parents engaged and informed about their child's learning journey.

Each week, parents receive one personalised portfolio post showcasing their child's learning, along with two to three general class updates from the lead teacher about classroom learning. Additionally, there are regular posts from specialist teachers and a whole school page providing important updates and key information.

The Class Dojo behaviour system allows children to earn points attached to a fun monster icon for demonstrating behaviours aligned with our Kensington DREAMS values.

Parents can also upload weekend or holiday news and key achievements onto their child's portfolio and directly contact class and specialist teachers through Class Dojo messages, within working hours



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NURSERY

COVERAGE OF SUBJECTS

In Early Years, our children study the majority of their lessons with their class teacher. There are also a range of specialist lessons which are delivered by our specialist teaching team.

A daily whole class learning time

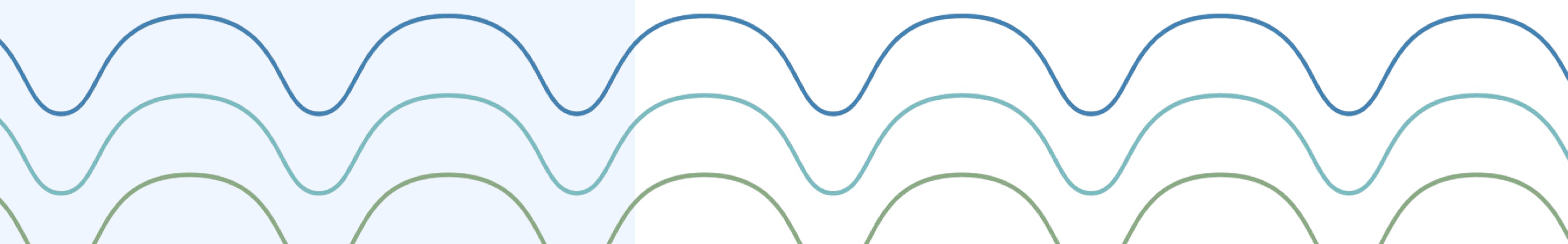
Lots of opportunity to learn through play throughout the day

Physical Education (PE)

Swimming

Library

Thai Studies





EARLY YEARS FOUNDATION STAGE CURRICULUM
NURSERY

ACADEMIC CURRICULUM NURSERY

Kensington
International School



NURSERY | Academic Curriculum

TOPICS OVERVIEW



Each term's learning journey in the early years is centred around a captivating topic presented as a question. These thoughtfully crafted questions are designed to ignite the children's natural curiosity and enthusiasm for learning. Our young learners are also encouraged to follow their own interests, delving deeper and asking questions that matter to them.

“This combined approach of topic and child-led interests not only fosters a lifelong love for discovery and knowledge but also values and nurtures each child's unique passions and ways of understanding the world.

TOPIC – Who's your Hero?

Our little learners will begin the year by developing their imaginative and story telling skills through role playing as their favourite heroes such as characters from books.

They will learn about heroes in our communities and families, discovering more about those who are special in their lives.

We will ask the children to invite their heroes into class as well as having the opportunity to dress up as their favourite hero. Children will be inspired by different occupations and have the opportunity to say what they want to be when they grow up!



TOPICS OVERVIEW

TOPIC – Do you want to see the world?

Come with us on an adventure around the world experiencing different cultures through celebrations, food, music and songs.

Children will have opportunities to share tales of their own travels and develop new vocabulary, listening skills and confidence.

Young travellers will explore mark making and shape recognition through creating their own maps and looking at maps of the places we have been or live.



TOPIC – How does your garden grow?

Embark on an exciting journey into nature with our Nursery topic “How does your garden grow?”. From planting seeds to exploring life cycles and learning to care for the natural environment around us.

The adventure doesn't stop there! We will delve into the magical world of minibeasts crafting homes for these tiny creatures and uncovering their secrets. Children will have fun through hands-on messy experiences where they can develop their skills and knowledge of the world around them.



TOPICS OVERVIEW



TOPIC – What do I want to learn?

This unit will be an exhilarating adventure of self-discovery and empowerment with our EYFS nursery topic: "What do I want to learn?" Children will delve into their interests and express their viewpoints with confidence and respect.

As they ask questions about their surroundings, curiosity becomes their compass, guiding them on a journey of discovery and understanding. In moments of conflict, they become problem-solvers, finding creative solutions and learning the art of compromise.

With assertiveness and positivity, they celebrate their accomplishments, recognising their strengths and abilities. Join us on this thrilling voyage where every child's voice is heard, and every step forward is a triumph of growth and self-expression!



NURSERY

Academic Curriculum

OVERVIEW

At Kensington, our Early Years curriculum is based on the Early Years Foundation Stage framework of England. The curriculum is facilitated through our thematic topics and child-led learning experiences, introducing children to a stimulating and engaging school life; where they begin their journey to become happy life-long learners in an approach that develops learning through play. The framework develops concepts, skills, learning strategies and positive attitudes across the intellectual, social and physical areas of learning.

The Early Years takes into account the four main principles of the Early Years curriculum, focusing on the child as a unique individual; the positive facilitation of learning through the enabling environment and learning spaces; the development of positive relationships and embracing the different styles and pace of learning and development for all children.

In the Early Years, the curriculum considers each individual child's needs; ensuring that children are making continuous progress whilst maintaining confidence and a can-do attitude. It incorporates early literacy and mathematical skills, as well as encompassing a play-based philosophy, which links social interaction and theme-based learning.



PSED

Personal, Social and Emotional Development

BUILDING RELATIONSHIPS

Students should be taught to:

- Play with one or more other children, extending and elaborating play ideas.
- Show kindness towards their friends by taking turns and sharing resources
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

SELF REGULATION

Students should be taught to:

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling
- Talk about themselves positively and recognise things they are good at e.g. I did it.

MANAGING SELF

Students should be taught to:

- Follow basic classroom rules sometimes with adult support.
- Mostly use the toilet by themselves.
- Develop appropriate ways of being assertive.



COMMUNICATION AND LANGUAGE

LISTENING, ATTENTION AND UNDERSTANDING

Students should be taught to:

- Use tales toolkit to begin to tell stories as a whole class or in a small group.
- Begin to ask questions relating to the familiar environment e.g. school and home.
- Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

SPEAKING

Students should be taught to:

- Use longer sentences of four to six words.
- Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. e.g. 'I like dogs and me too'.
- Use trickier speech sounds including, r, j, th, ch, and sh, multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' with increasing accuracy.



PHYSICAL DEVELOPMENT

FINE MOTOR

Students should be taught to:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Become increasingly independent when getting dressed and undressed
- Use a comfortable grip with good control when holding pens and pencils.

GROSS MOTOR

Students should be taught to:

- Increasingly use and remember sequences and patterns of movements which are related to music and rhythm.
- Observe and can describe in words or actions the effects of physical activity has on their body.
- Take practical action to reduce risks understanding that tools and equipment can be used safely.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

LITERACY

WORLD READING

Students should be taught to:

- Recognise their name.
- Understand that we read English text from left to right and from top to bottom.
- Recognise words with the same initial sound, such as money and mother.

WRITING

Students should be taught to:

- Give meaning to their marks
- Make marks for a range of purposes e.g. in role play.
- Use some of their print and letter knowledge in their early writing.



COMPREHENSION

Students should be taught to:

- Listen to stories with increasing attention and recall.
- Describe the main story settings, events and principal characters in a text.
- Show an interest in illustrations and print in books and in the environment.
- Recognise familiar words and signs such as their own name and advertising logos.
- Look at books independently.
- Handle books carefully.

MATHS

NUMBERS

Students should be taught to:

- Recognise numbers 1-5 individually.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Solve real world mathematical problems with numbers up to 3.
- Begin to compare quantities using language: more and less.

SHAPE, SPACE AND MEASURES

Students should be taught to:

- Talk about and explore shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Begin to understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Begin to use some prepositions during play like front, back, behind, next to.
- Begin to describe a sequence of events, real or fictional, using words such as first, then, next.
- Notice and correct an error in a repeating pattern.
- Describe a familiar route.



UNDERSTANDING THE WORLD

PEOPLE, CULTURE AND COMMUNITIES

Students should be taught to:

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Continue to develop positive attitudes about the differences between people.
- Show interest in different occupations.

THE NATURAL WORLD

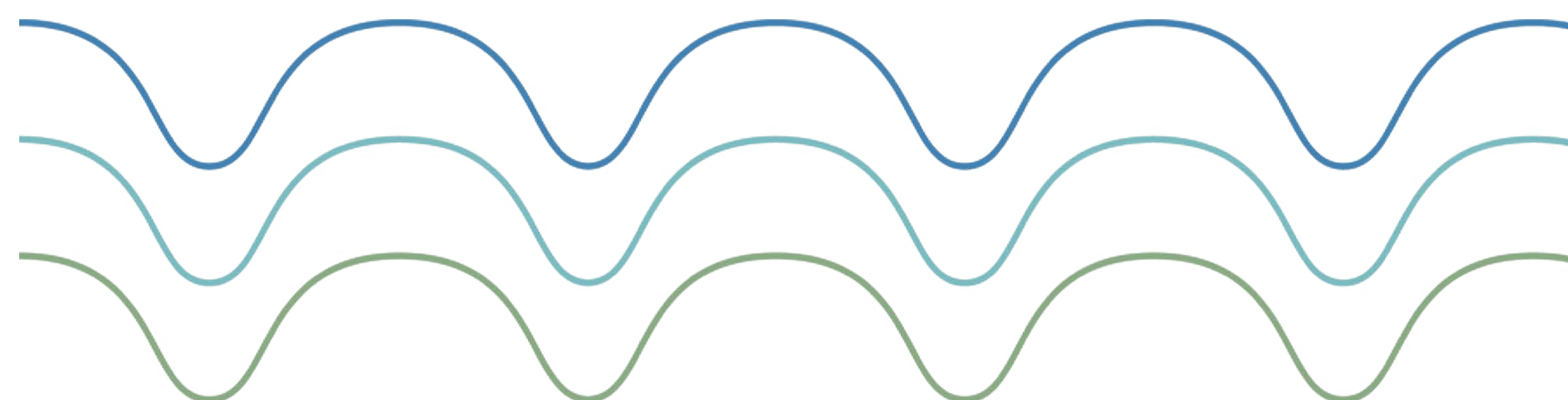
Students should be taught to:

- Talk about what they see.
- Explore collections of materials with similar and/or different properties.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

PAST AND PRESENT

Students should be taught to:

- Talk about past events in their own life, such as discussing their weekend news.



EXPRESSIVE ART AND DESIGN

CREATING WITH MATERIALS

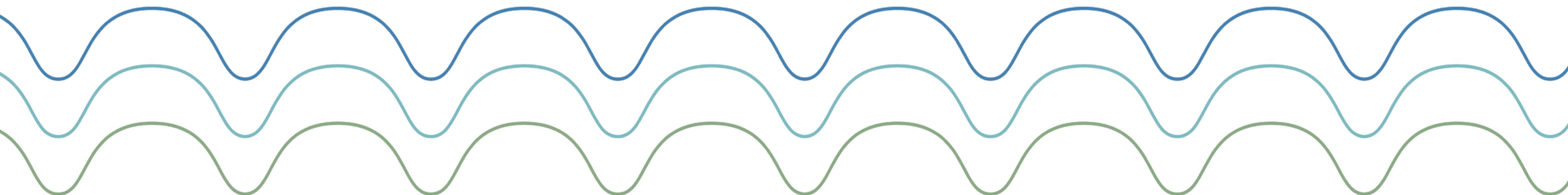
Students should be taught to:

- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Develop their own ideas and then decide which materials to use to express them.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

BEING IMAGINATIVE AND EXPRESSIVE

Students should be taught to:

- Respond to what they have heard, expressing their thoughts and feelings.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.



SPECIALIST - PHYSICAL EDUCATION (PE)

Children should develop fundamental movement skills, become competent and confident and access a broad range of opportunities to extend their agility, balance and coordination.

They explore how their body moves through a range of fun activities using a variety of different equipment; both individually and with others.

Students should be taught to:

- Basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- How to implement and manipulate a variety of balls skills
- To perform simple movement patterns.

PERSONAL, SOCIAL AND COGNITIVE

Students should be taught to:

- Take turns
- Respect each other's personal space
- Work alone and with others
- Listen to instructions and play safely.

BODY MOVEMENT AND SPATIAL AWARENESS

Students should be taught to:

- Recognise the importance of keeping healthy
- Recognise what happens to their bodies when they are active.

HEALTH AND FITNESS

Students should be taught to:

- Recognise the importance of keeping healthy
- Recognise what happens to their bodies when they are active.

BALL SKILLS

Students should be taught to:

- Roll a ball
- Stop a rolled ball
- Kick a ball
- Bounce a ball
- Throw a range of different objects.

DANCE

Students should be taught to:

- Move to music
- Copy dance moves
- Perform some dance moves
- Move around the space safely.

GYMNASTICS

Students should be taught to:

- Travel around, under, over and through equipment
- Balance on a range of equipment
- Jump off an object and land appropriately
- Explore a range of different ways to travel (e.g. leap, jump, roll etc)
- Walk and balance along a variety of lines (straight and curved)
- Explore large and small body shapes.

SWIMMING

DISCOVERY DUCKLING 1

Students should be taught to:

- Enter the water safely and comfortably, with full adult support.
- Bob up and down in the water, in an upright position, with full adult support.
- Float on the back and return to an upright position, with full adult support.
- Be at ease with water being poured on the back of the head.
- Move smoothly through the water, in an upright position, with full adult support.
- Exit the water safely with full adult support.

DISCOVERY DUCKLING 2

Students should be taught to:

- Enter the water safely and comfortably, with full adult support
- Float on the back, with full adult support.
- Splash hands in the water.
- Complete a 360 degree turn, with full adult support. (The adult should hold the child close to them at first and then at arm's length, the child should be facing away from the adult).
- Move through the water in a streamlined position on the back, with full adult support.
- Be at ease with the face being washed or splashed.
- Move smoothly through the water, in an upright position, with full adult support.
- Travel on the front or back, with full adult support.
- Make progress towards holding the side of the pool, with full adult support.
- Exit the water safely, with full adult support.

DISCOVERY DUCKLING 3

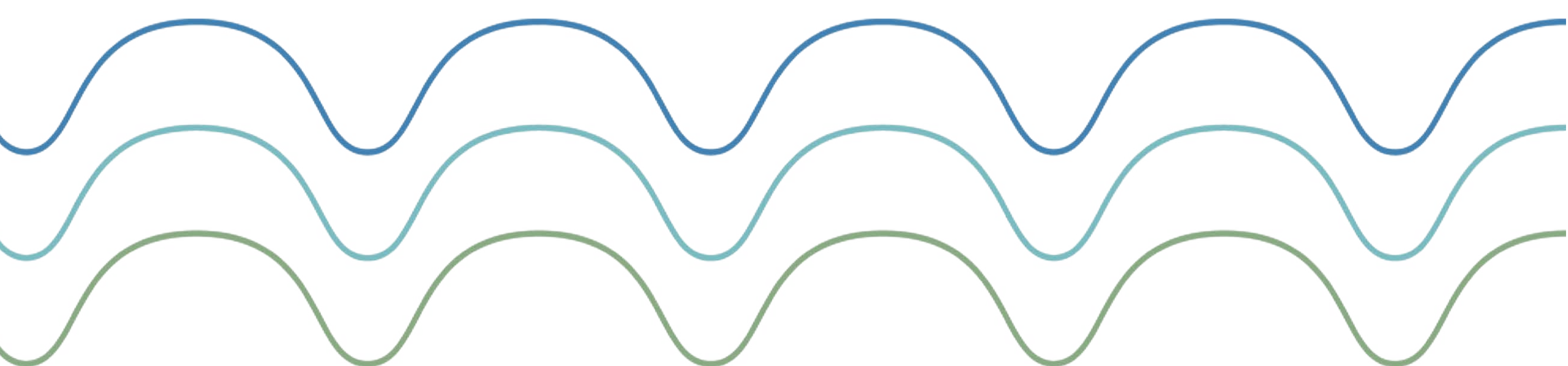
Students should be taught to:

- Enter the water safely, with full adult support. Swimmers should be encouraged to sit on the side and wait for adult instruction.
- Float on the back, with full adult support behind the head, shoulders and hips.
- Reach and grab toys on the water surface.
- Rotate 180 degrees either using a log roll or an upright position, with full adult support.
- Move through the water in a streamlined position on the front, with full adult support.
- Be at ease with water being showered over the face.
- Travel on the back using floatation equipment, with full adult support.
- Hold the rail or side of pool and move towards the step or ladders using floatation equipment, with full adult support.
- Exit the water safely with adult supervision.

DISCOVERY DUCKLING 4

Students should be taught to:

- Enter the water safely from a seated or standing position and return to the wall or pool side, with full adult support.
- Float on the front using floatation equipment, with full adult support.
- Reach and grab toys on top of and under the surface of the water.
- Rotate 180 degrees either using a log roll or an upright position, using floatation equipment and with minimal adult support.
- Push away from the wall in a streamlined position, with full adult support.
- Be at ease wetting or splashing the face and putting the chin in the water.
- Travel on the front using floatation equipment, with full adult support.
- Hold the rail or side of pool and move towards the steps or ladders using floatation equipment, with full adult support.
- Exit the water safely with adult supervision.





THAI

ภาษาไทย

หลักภาษา

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- รู้จักชื่อพยัญชนะไทยพร้อมภาพประกอบ
- รู้จักพยัญชนะต้นของชื่อตนเอง
- ตัวเลขไทย

การฟังและการพูด

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- ใช้ภาษาไทยในการพูดสื่อสารและตอบคำถามได้ตามวัตถุประสงค์
- พูดสื่อสารเกี่ยวกับตนเอง และสิ่งรอบตัว เช่น อากาศ วัน เวลา สี รูปร่าง และขนาด
- ฟังคำสั่งง่ายๆ และปฏิบัติตามได้อย่างเหมาะสม
- ทำท่าทางและเสียงประกอบเพลงและนิทาน

การเขียน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การเขียนชื่อตนเองตามรอย
- การเขียนพยัญชนะไทยตามรอย

การอ่าน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- มีประสบการณ์ในการอ่านนิทาน ข้อความ และคำศัพท์ประกอบภาพ ร่วมกับผู้ใหญ่
- อ่านรูปและชื่อของพยัญชนะต้นของคำศัพท์ที่คุ้นเคย

วัฒนธรรมไทย

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เข้าใจและมีส่วนร่วมกับกิจกรรมทางวัฒนธรรมไทย เช่น การไหว้ รู้จักประเพณีไทย และร่วมเล่น การละเล่นเด็กไทย เป็นต้น



EARLY YEARS FOUNDATION STAGE CURRICULUM
NURSERY

CURRICULUM ENHANCEMENT NURSERY

Kensington
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LIBRARY

In Kensington our library has been purposefully built as the heart of the Primary building. We want our school library to be a welcoming and happy place where children, families and teachers can sit comfortably and spend time together developing a love of reading.

Independent Book Selection: Encourage them to choose books on their own while guiding them toward age-appropriate selections. Teach them to look for familiar authors, titles, or book covers.

Interactive Storytime: Attend library storytime sessions. These may involve more complex stories, interactive games, and group activities that promote listening and comprehension skills.

Book Care and Responsibility: Reinforce the importance of treating books with care. Teach them how to open books gently, turn pages carefully, and handle them with clean hands. Encourage them to put books back where they found them after reading.

Simple Research Skills: Introduce the concept of finding information in books. Help them locate books on specific topics of interest and encourage them to ask questions about what they want to learn.

Library Games: Play simple games that promote library skills, such as "I Spy" using book covers or searching for books based on clues or descriptions.

Reading Aloud and Retelling Stories: Continue reading aloud to them regularly, but also encourage them to retell stories in their own words. This helps develop comprehension and language skills.

Library Manners: Reinforce good behavior in the library, such as using indoor voices, waiting their turn, and respecting other library users.

Library Exploration: Allow them to explore different sections of the library, including non-fiction, fiction, and picture books, to broaden their interests and expose them to a variety of genres.

These library skills aim to empower Nursery learners to become confident and independent users of library resources, **preparing them to engage in more complex research and inquiry-based learning activities.**



EARLY YEARS FOUNDATION STAGE CURRICULUM
NURSERY

HOLISTIC CURRICULUM NURSERY

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Our motto for the passport, '**Dream Big, Achieve 50,**' encapsulates this vision. By completing the Kensington Passport, **Kensington children will engage in activities that reflect our core school values, the Kensington DREAMS.**

These 50 diverse activities can be undertaken at home with their families or within their community, each one aligning with a specific **Kensington DREAMS** value. This initiative not only strengthens family and community bonds but also instils important values in our children at Kensington.

At the end of the year, efforts are recognised with awards corresponding to the number of activities they have completed: Bronze for 10 or more activities, Silver for 30 or more, and Gold for completing all 50.

Through the Kensington Passport, we aim to nurture well-rounded individuals who dream big and achieve their fullest potential.

KENSINGTON PASSPORT

The 'Kensington Passport' embodies our commitment to holistic growth, valuing it as highly as academic achievement.

KENSINGTON VALUES

In order for our Kensington learners to fulfill their **DREAMS** we will be focusing on two values per term. This will enable our children to further understand what each value represents and how they themselves can achieve them at school and in their wider community.

Term 1	Term 2	Term 3
Growth Mindset	Independence	Kindness
Respect	Teamwork	Creativity

Kensington

International School



KENSINGTON HOUSES

At Kensington International School, every child and staff member becomes a member of one of the following four houses.



The aim of the house system is to give children more opportunities to show how they can use our Kensington **DREAMS** whilst also instilling a strong belief in teamwork.

Through healthy competition, the children will gain the feeling of responsibility and camaraderie that comes with being part of a team.

Two house competitions are held every half term throughout the school year; one academic and one sporting. These competitions give the children the opportunity to win house points. These points are totalled at the end of the school year and the house with the most points at the end of the year will win the overall house competition.

Every Friday and during official house events, children and staff will wear a house t-shirt to represent their house. Each child and member of staff will be given a house shirt at the beginning of the year.

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TRIPS



One of the most exciting aspects of Kensington is the opportunity to visit new and exciting locations and invite visitors into school.

Children develop their independence skills as well as accessing activities that are not possible inside the day to day classroom. Each year group visits a different location and participates in exciting, new and innovative activities which directly link to the skills being focused upon in class.

In Nursery the children will go on two trips:

Term 2 - A project day at KLS

Term 3 - A trip outside of school linked to their theme

CHARITY & COMMUNITY



At Kensington International School, we believe in the importance of nurturing a strong sense of community and charity in our children.

Engaging in community work and charitable activities not only helps children develop empathy and compassion but also teaches them the value of contributing to society.

By creating links with the local community, our children learn the significance of civic responsibility and the impact they can make. Charitable giving and support are essential for fostering a culture of kindness and respect, aligning perfectly with the Kensington Dreams: growth mindset, respect, independence, teamwork, kindness, and creativity.

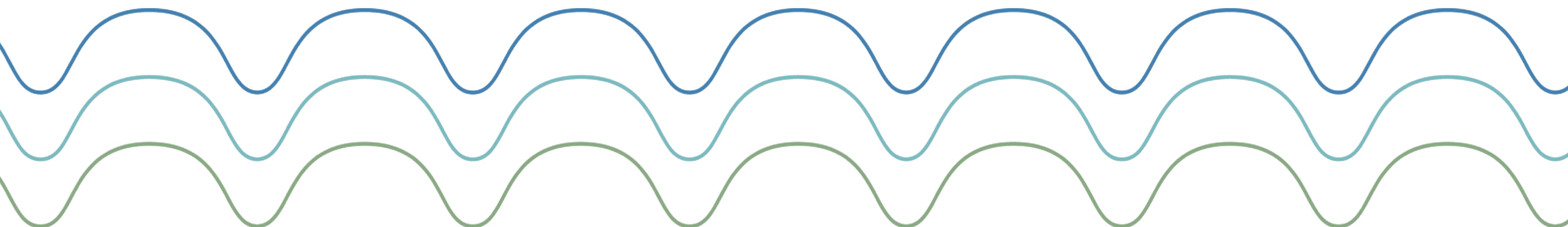
Our initiatives include completing the Kensington Passport, Art Fundraising Week, Pride fundraising event, Christmas Bring and Buy Sale, and KLS being a 'Donation Drop Off' zone, provide practical opportunities for children to embody these values while making a positive difference in their community.

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ACTIVITIES & EVENTS

Month	Events	Parent Involvement
October	Black History Month	No
November	Diwali	No
	Loy Krathong	Yes
December	Christmas Performance	Yes
January	International Week	Yes
	Lunar New Year	No
February	Makha Bucha	Yes
	Art Fundraising week	Yes
April	Songkran	No
	Book Week and Recycling week	No
May	Toddler and Nursery Sports Day	Yes
June	Pride Month	No
	Wai Kru	Yes



PARENTAL INVOLVEMENT

Parental involvement is vital for children's academic success and holistic development.

When parents actively engage in their children's education, it creates a supportive learning environment, boosts their confidence, and enhances their overall well-being.

At Kensington International School, we recognise the importance of fostering strong partnerships between home and school to ensure our children thrive.

PARENT WORKSHOPS

Our staff host a variety of workshops on topics parents have requested support with, such as independence, behaviour, reading and phonics, Thai skills, and more. These workshops are designed to equip parents with the tools and knowledge to support their children's learning and development at home.

PARENT PARTICIPATION

Once each term, parents are invited into their child's class to observe a live teaching and learning session. This allows parents to gain insight into the classroom environment and understand the teaching methods used at Kensington International School.

EVENTS

Throughout the year, we may request parental support or involvement for key events. Please refer to the events page for further details on which events require parental participation.

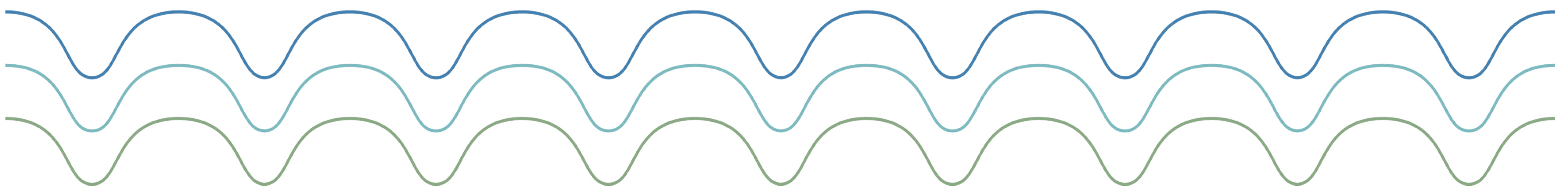
PARENT MEETING

Parents are invited to meet with their child's Lead Teacher three times a year. During two of these meetings, teachers will provide a short feedback form outlining the child's progress and 2-3 targets for the next term. Additionally, parents will receive a comprehensive end-of-year report in June.

CLASS REPS

Each class will have a designated parent representative, known as a 'Class Rep'. Class Reps attend termly meetings three times a year to discuss key issues within Kensington. They also support parent-school communication by acting as a liaison between the Lead Teacher and the parents, distributing information and addressing any queries via a Line group.

We believe that a collaborative approach between parents and the school is essential for the success of our students, and we are committed to providing various opportunities for meaningful parental involvement.



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NURSERY
CURRICULUM
BOOKLET

EARLY YEARS FOUNDATION STAGE CURRICULUM
NURSERY

