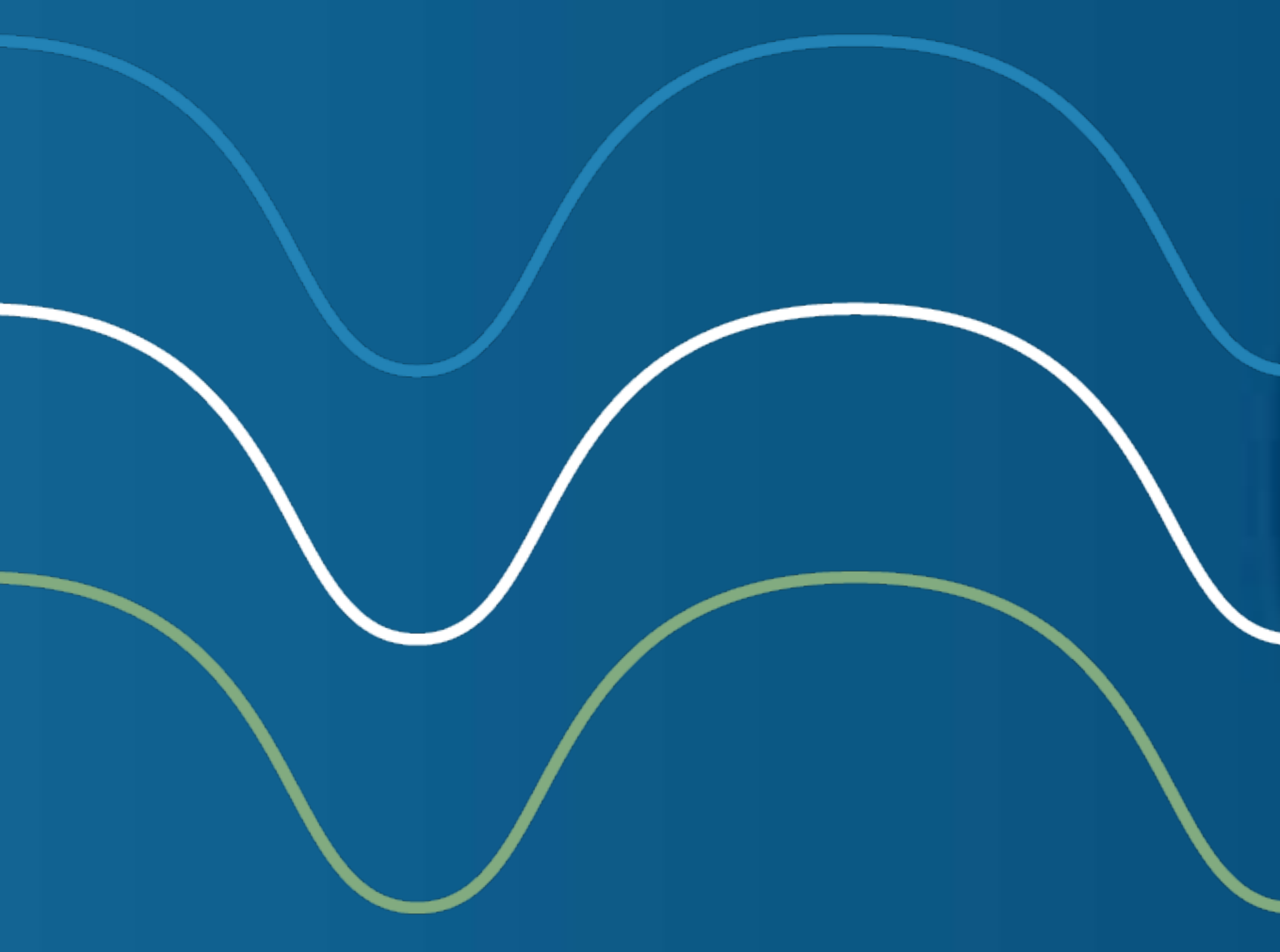


Kensington  
International School



# RECEPTION CURRICULUM BOOKLET

EARLY YEARS FOUNDATION STAGE CURRICULUM  
RECEPTION





# Kensington

International School

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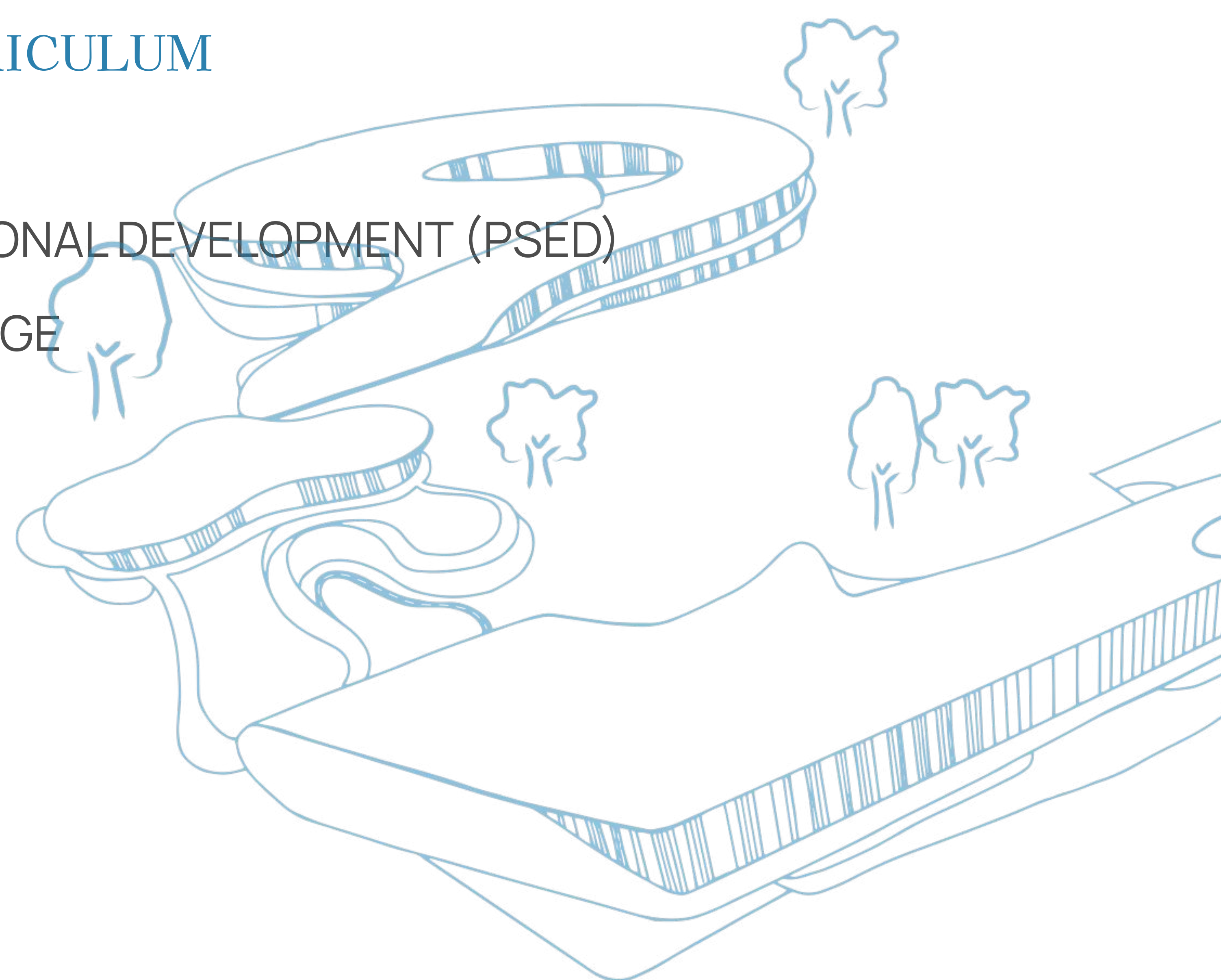
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# Kensington

International School

## 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**



# Kensington

International School



## 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 —

### Early Years Foundation Stage (EYFS)

### CURRICULUM

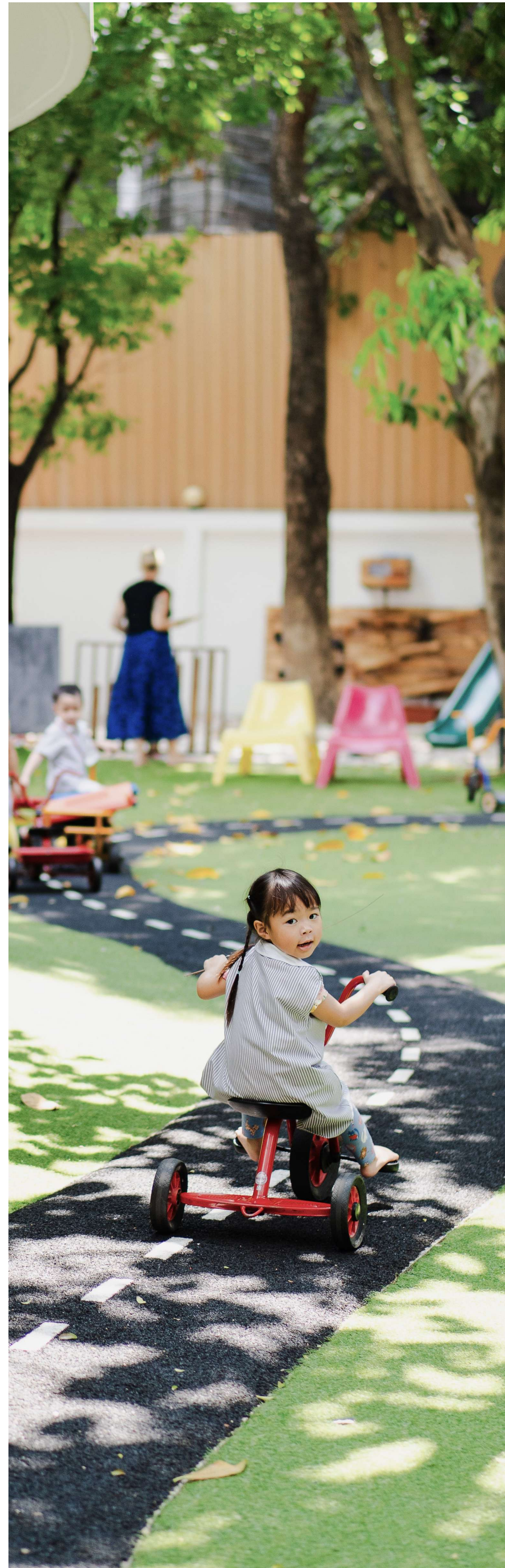
#### In International Context

**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 RECEPTION /2025-2026

### Lead Teachers



Reception  
Lead Teacher  
Ms Ami B



Reception  
Lead Teacher  
Ms Emily

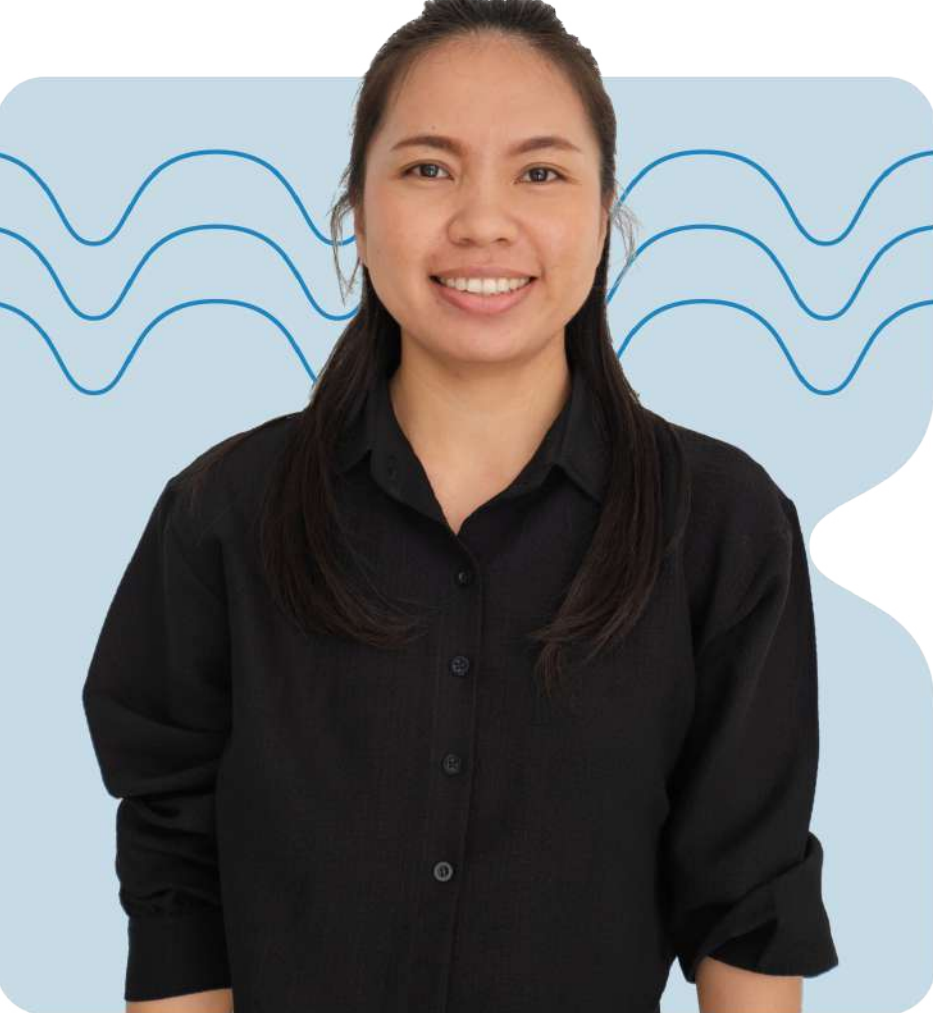


Reception  
Lead Teacher  
Ms Elise



Reception  
Lead Teacher  
Ms Gemma

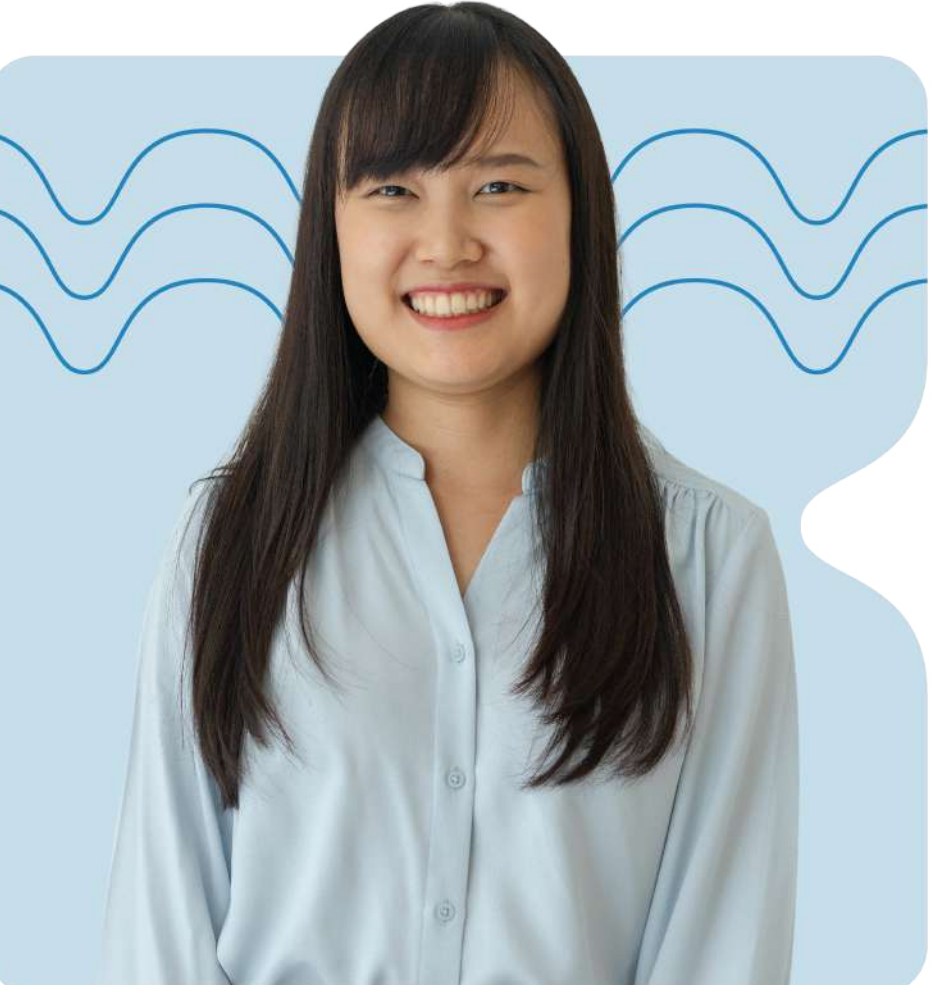
### Teaching Assistants



Reception  
Teaching Assistant  
Kru Aey



Reception  
Teaching Assistant  
Kru Nok



Reception  
Teaching Assistant  
Kru Earn



Reception  
Teaching Assistant  
Kru In

### Nannies



Reception Nanny  
Kru Tak



Reception Nanny  
Kru Namtarn



Reception Nanny  
Kru Mut



Reception Nanny  
Kru Fah



## STAFF — OVERVIEW OF STAFF FOR RECEPTION /2025-2026

### Leadership and Safeguarding Team



**Headteacher**  
Ms Tracey Thurlby



**Primary Assistant Head**  
Mr Adam Miller



**Pastoral Assistant Head  
& SENDCo**  
Ms Joanne McLaughlin (Ms Mc)



**EYFS Assistant Head**  
Ms Jordan Connolly

### Middle Leadership Team



**Reception Team Leader**  
Ms Elise

### Admission Team



**Admission &  
Administration Manager**  
Khun Toey



**Admissions &  
Administration Officer**  
Khun Bee

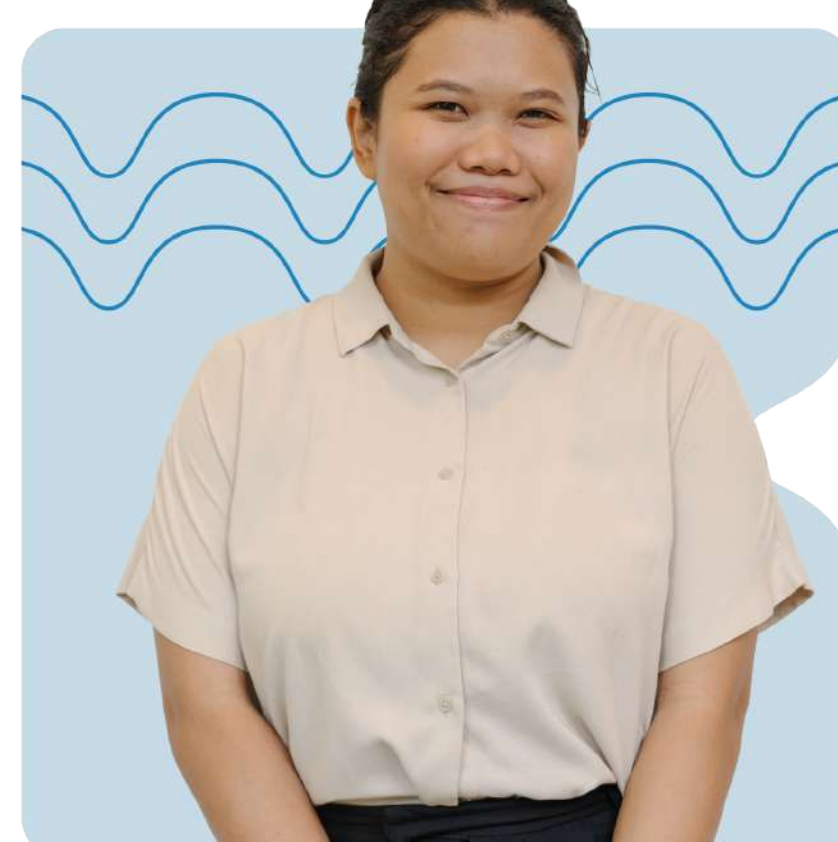


**Admissions &  
Administration Officer**  
Khun Eye

### Nurse Team



**School Nurse**  
Manow



**School Nurse**  
Than



**School Nurse**  
Ing Ing



## 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



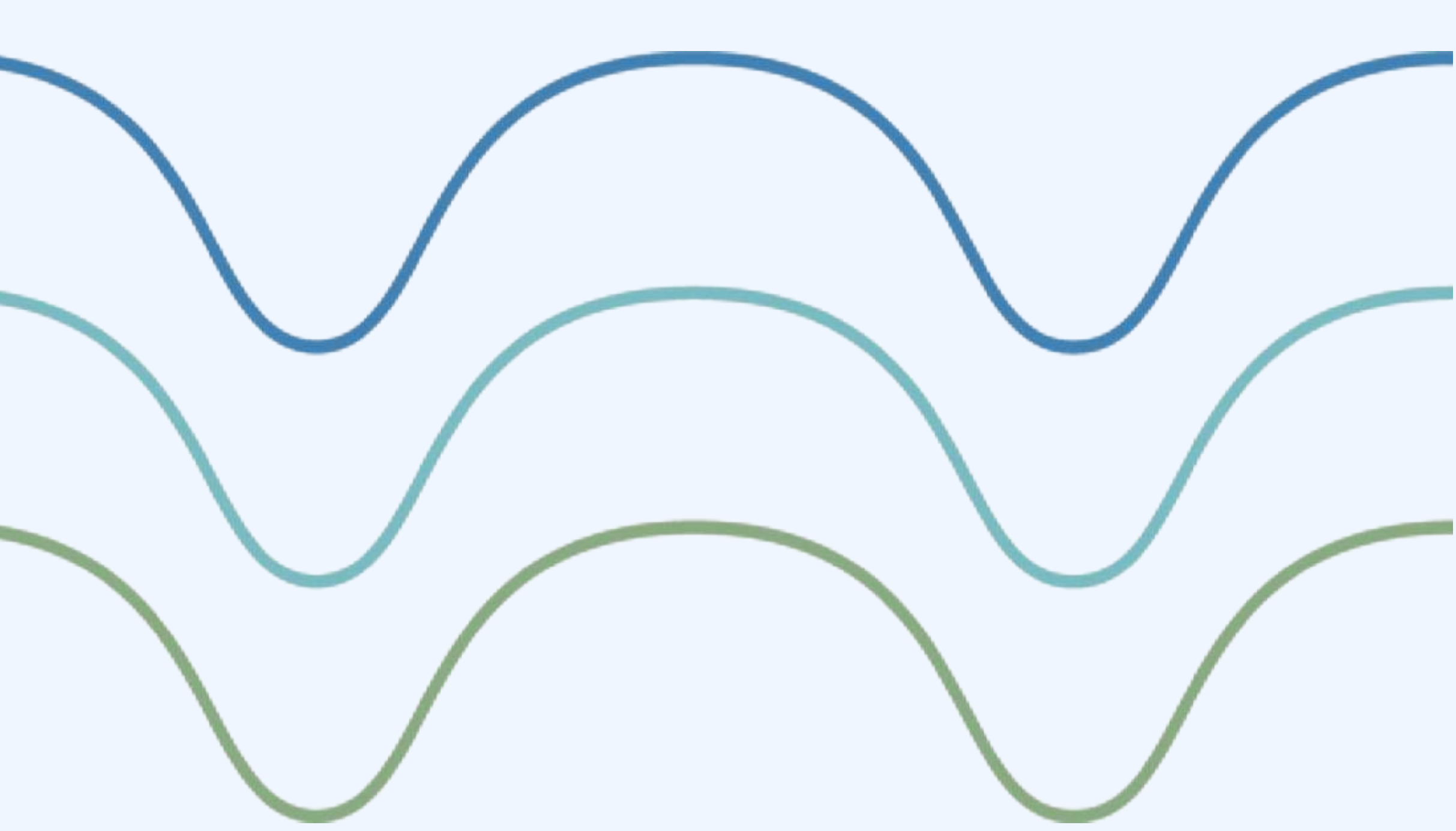


# Kensington

International School

## RECEPTION 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.



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Six whole class learning time sessions a week which cover maths, literacy and link to our topics.

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Lots of opportunity to learn through play throughout the day

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Physical Education (PE) One session a week

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Swimming One session a week

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Library session a week

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Forest school one session every two weeks

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Thai Studies Three sessions a week

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STEAM session one session a week

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EARLY YEARS FOUNDATION STAGE CURRICULUM  
RECEPTION

ACADEMIC  
CURRICULUM  
RECEPTION

Kensington  
International School





## Reception | 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.

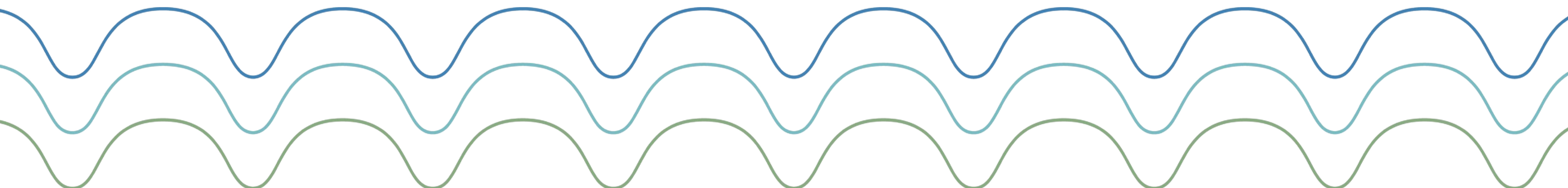
“This combined approach of topic and child-led interests not only fosters a lifelong love for discovery and knowledge but also values and nurtures each child's unique passions and ways of understanding the world.”

### TOPIC – Who will I be?

Join us for an engaging exploration into the question that shapes our children's futures - "Who will I be?" We will go on a journey of self-discovery and personal growth throughout the term.



We will discuss the past, present and future. Exploring how we change as we grow and what our future could look like. Join us in empowering your child to understand their identity and dreams.





## TOPICS OVERVIEW

### TOPIC – How do you celebrate...?

Embark on a journey of understanding the power of celebration in your child's life through our topic: "How do you celebrate...?" We will explore a variety of celebrations such as Birthdays, Christmas and Diwali.

We will focus on the importance of these celebrations, who they are celebrated by and why celebrations play an important role in our lives, communities and cultures. Let's celebrate together!



### TOPIC – Who is afraid of the big bad wolf?



Step into a world of wonder with Reception as they discover beloved fairy tales like 'The Three Little Pigs', 'Little Red Riding Hood' and 'The Boy Who Cried Wolf'.

Through these timeless stories, we will engage in imaginative adventures, develop language skills, and embrace the magic of storytelling. Are you afraid of the Big Bad Wolf?



## TOPICS OVERVIEW

### TOPIC –

### What would you see down on the farm?

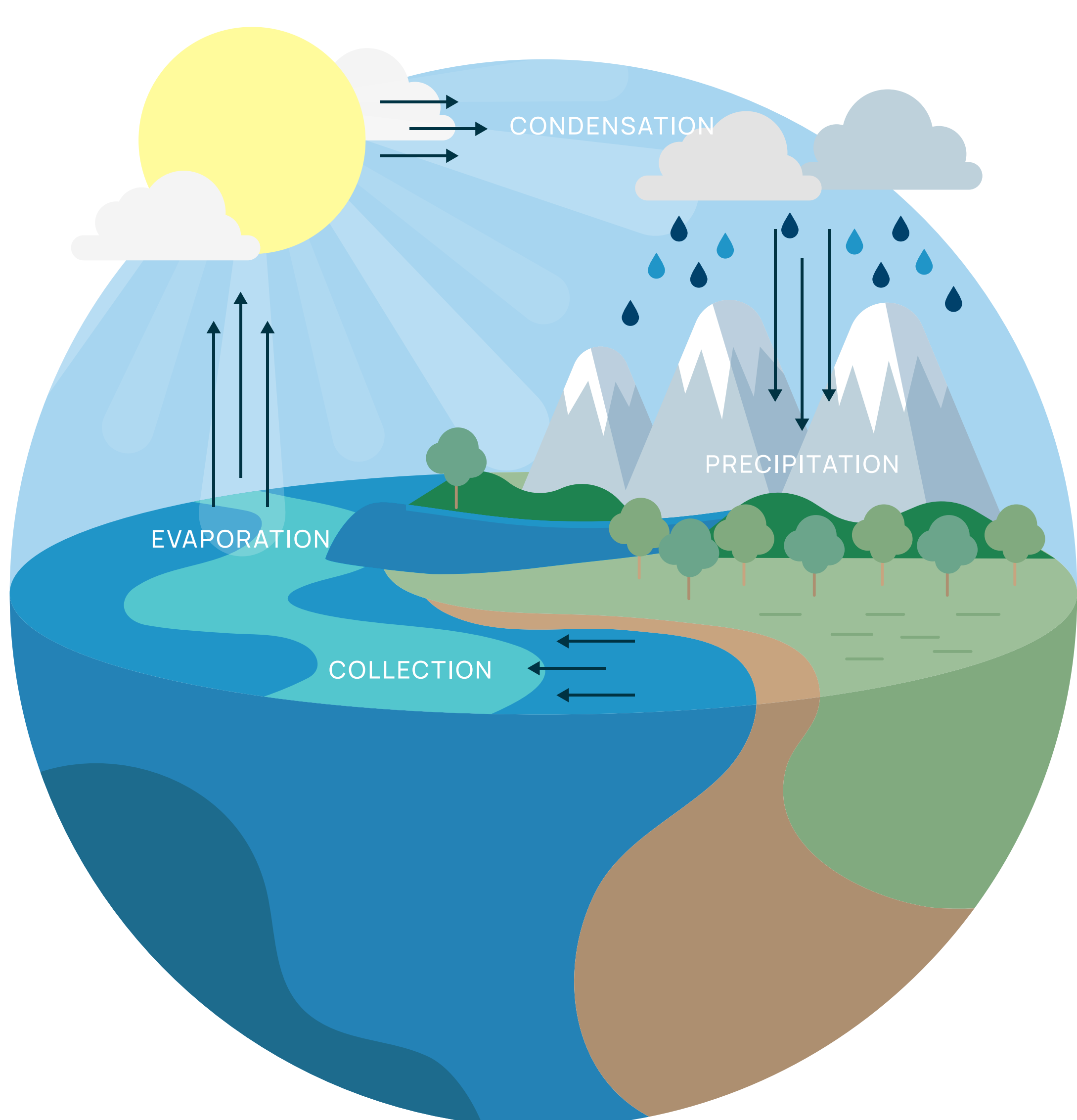
Prepare for an exciting term ahead as we journey down to the farm! Through engaging stories your child will discover more about farm animals, learn where food comes from and explore life on a farm. Join us as we cultivate curiosity, understanding and appreciation for the agricultural world. We can't wait to see what they discover!



### TOPIC – Why does it rain?

Let's ignite the curiosity and wonder of your children through our topic: "Why does it rain?" This topic aims to encourage your children to become budding scientists as they engage in hands-on experiments, make predictions, and embrace the thrill of discovery.

We will empower them to ask questions, think critically, and explore the world around them. If you were a scientist what would you like to know?





## TOPICS OVERVIEW



### TOPIC – Where will your journey take you?

Join us as we explore the exciting possibilities that lie ahead. Through discussions and creative activities, your child will have the opportunity to think about their dreams, aspirations, and goals for their future. This topic aims to inspire and motivate your child to think positively about their future and take ownership of their journey.

Personal development sessions will include setting realistic goals, understanding the importance of resilience, and discussing the value of hard work and determination.

Students will engage in activities that build confidence, self-awareness, and a growth mindset.





# RECEPTION

## 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:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### SELF-REGULATION

Students should be taught to:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

### MANAGING SELF

Students should be taught to:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.





# COMMUNICATION AND LANGUAGE

## LISTENING AND ATTENTION AND UNDERSTANDING

Students should be taught to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make comments about what they have heard and ask questions to clarify their understanding.

## SPEAKING

Students should be taught to:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



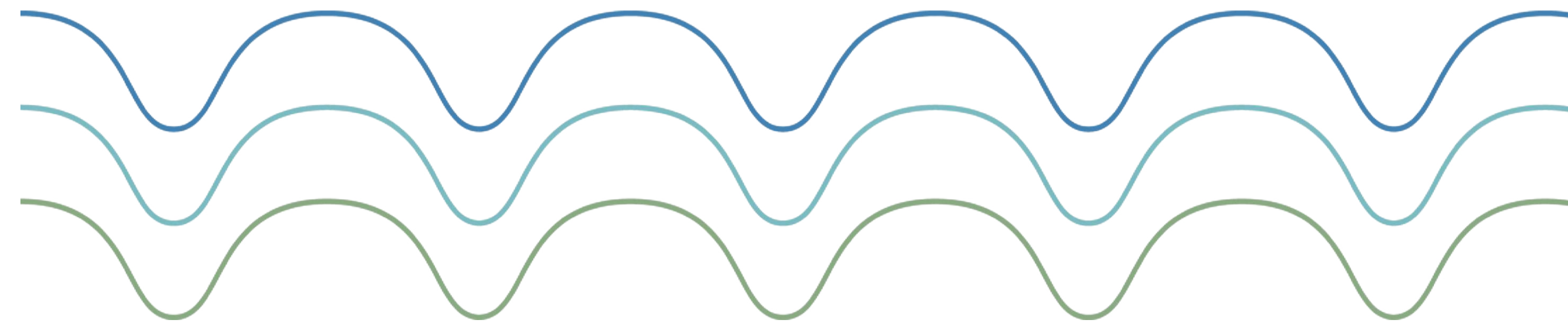


# PHYSICAL DEVELOPMENT

## FINE MOTOR

Students should be taught to:

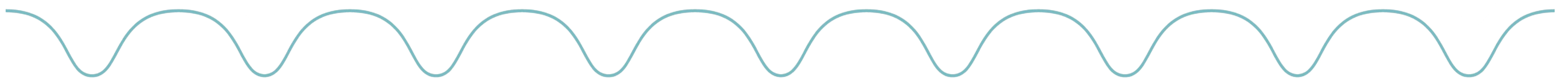
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



## GROSS MOTOR

Students should be taught to:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



# LITERACY

## WORLD READING

Students should be taught to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common

## WRITING

Students should be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

## COMPREHENSION

Students should be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.





# MATHS

## NUMBER

Students should be taught to:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

## NUMERICAL PATTERN

Students should be taught to:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.





# UNDERSTANDING THE WORLD

## PEOPLE, CULTURE AND COMMUNITIES

Students should be taught to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction

## THE NATURAL WORLD

Students should be taught to:

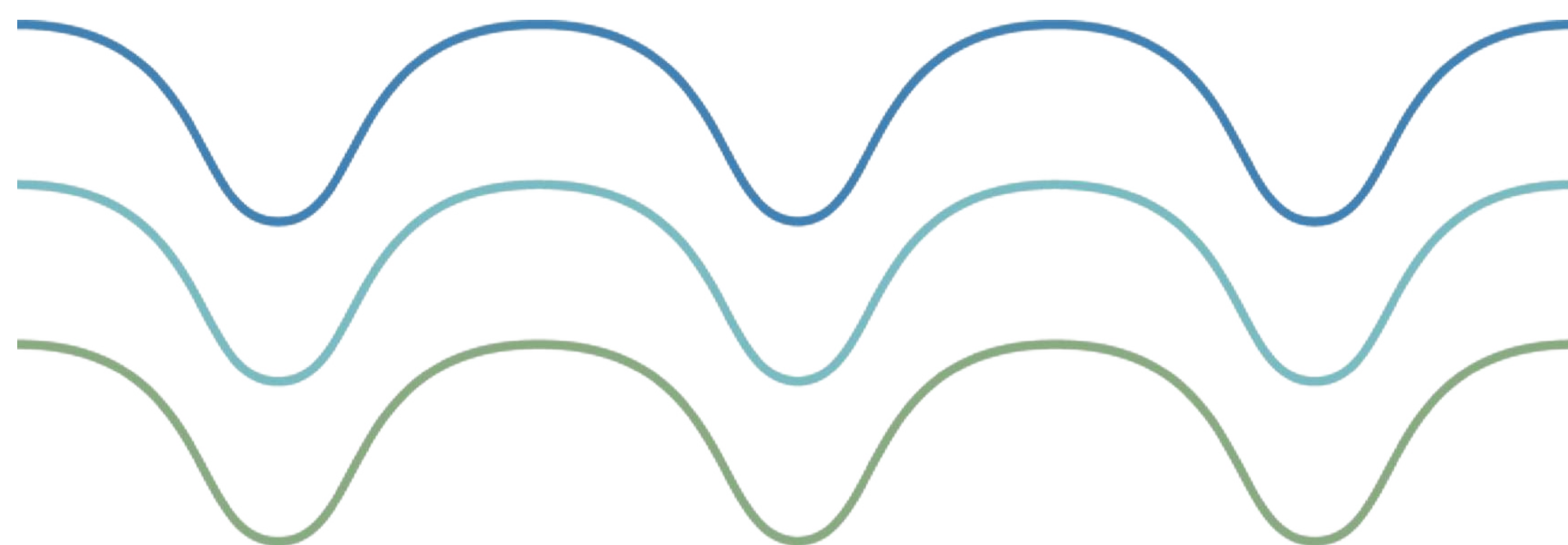
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



## PAST AND PRESENT

Students should be taught to:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.





# EXPRESSIVE ART AND DESIGN

## CREATING WITH MATERIALS

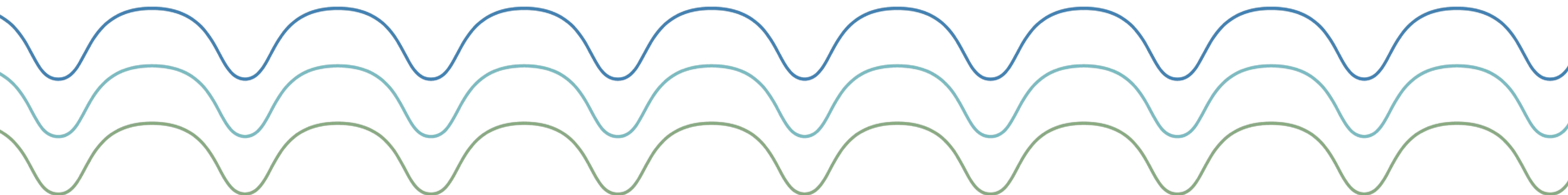
Students should be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

## BEING IMAGINATIVE AND EXPRESSIVE

Students should be taught to:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Perform poems and stories with others.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, with others, and (when appropriate) try to move in time with music.





# 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.

Children should be taught :

- 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
- Perform simple movement patterns.

## PERSONAL, SOCIAL AND COGNITIVE SKILLS

Students should be taught to:

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

## HEALTH AND FITNESS

Students should be taught to:

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

## DANCE

Students should be taught to:

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

## BODY MOVEMENT AND SPATIAL AWARENESS

Students should be taught to:

- Travel in a variety speeds with control
- Move freely in a range of ways e.g. shuffling, rolling, crawling, walking, running, jumping, skipping and hopping
- Move backwards, sideways as well as forwards with fluency
- Move at different levels and produce different body shapes.

## BALL SKILLS

Students should be taught to:

- Children should be taught to:
- Roll a ball to a target or partner
- Stop a rolled ball with some control
- Kick a ball to a target or partner
- Bounce a ball with some control
- Throw a range of different objects to a target.

## GYMNASTICS

Students should be taught to:

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



# SWIMMING

## Duckling 1:

By completing this Award you should be able to:

- Make a supervised safe entry with adult support if required.
- Float on back with adult support behind the head without floatation equipment.
- Blow bubbles at the water surface.
- Wet the head without submersion.
- Kick 5 metres on back with adult support.
- Travel without adult support for 2 metres to a floating object.
- Enter the pool, rotate and return to the side with adult support.
- Exit the water safely with minimal adult support.

## Duckling 2:

By completing this Award you should be able to:

- Make a sitting entry with adult support if required.
- Rotate 180 degrees either using a log roll or an upright position, using floatation equipment and without adult support.
- Submerge the face with confidence and without force under adult supervision.
- Blow an object for a distance of 2 metres.
- Travel 3 metres using arms and/or legs without adult support.
- Move 5 metres along the rail or wall without adult support.
- Enter the pool, rotate and return to the side with minimal adult support.
- Exit the water safely with minimal adult support.

## Duckling 3:

By completing this Award you should be able to:

- Make a supervised jump to an adult with or without support.
- Float on the front or back without adult support.
- Push off on the front or back in a streamlined shape from a supporting adult.
- Blow bubbles with the mouth and nose underwater.
- Travel 5 metres on the front to the side of the pool without adult support.
- Kick 5 metres on the front holding a float (the adult may hold the other end of the float).
- Enter the pool, rotate and return to the side without adult support.
- Climb out of the water with adult support if required.

## Duckling 4:

By completing this Award you should be able to:

- Jump into the water unaided, but supervised.
- Perform a mushroom or star float.
- Rotate 360 degrees either using a log roll or an upright position.
- Push and glide achieving a streamlined position on the front or back.
- Submerge completely.
- Travel 10 metres on the front or back, without adult support.
- Jump into the water, turn around, swim back to the point of entry and hold on to the side or rail.
- Climb out of the water with adult support if required.

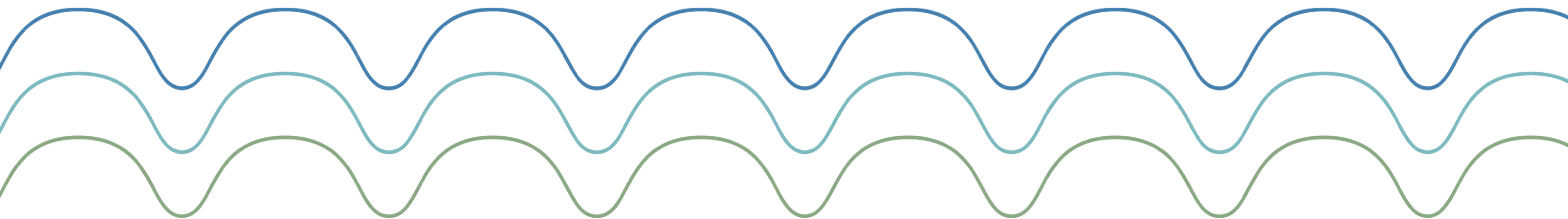




# STEAM

**STEAM** stands for Science, Technology, Engineering, Art and Mathematics.

In our STEAM lessons the Reception children will explore these different subjects through practical activities and teamwork. They will problem solve, design, create and explore different technologies safely.







# THAI

## ภาษาไทย

### หลักภาษา

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- พยัญชนะไทยแบบไม่มีภาพประกอบ
- เสียงของพยัญชนะไทย เช่น พยัญชนะ ก ไก่ เสียง / กอ/ เป็นต้น
- ตัวเลขไทย ๑ - ๑๐
- การเชื่อมเสียงพยัญชนะกับคำศัพท์ เช่น กบ เสียง / กอ/ บ้าน เสียง /บอ/ เป็นต้น

### การฟังและการพูด

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- ใช้ภาษาไทยในการพูดสื่อสาร เล่าเรื่องสั้นๆ เกี่ยวกับตนเองหรือสิ่งรอบตัว รวมทั้งตอบคำถามได้ตามวัตถุประสงค์

### การเขียน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การเขียนชื่อตนเองโดยไม่ต้องดูแบบ
- การเขียนคัดลอกพยัญชนะไทย
- การเขียนคัดลอกคำศัพท์ในบทเรียน

### การอ่าน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- มีประสบการณ์ในการอ่านร่วมกับผู้ใหญ่
- อ่านรูปและบอกเสียงของพยัญชนะต้นของคำศัพท์ที่คุ้นเคย
- รู้จักพยัญชนะไทยในคำศัพท์ที่พบเห็นรอบตัวและคำศัพท์ในบทเรียน

### วัฒนธรรมไทย

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เข้าใจและมีส่วนร่วมกิจกรรมทางวัฒนธรรมไทย เช่น การไหว้ผู้ใหญ่ การไหว้พระ การกราบพระ มารยาทในการไปวัด รู้จักประเพณีไทย และร่วมเล่น การละเล่นเด็กไทย เป็นต้น





EARLY YEARS FOUNDATION STAGE CURRICULUM  
RECEPTION

# CURRICULUM ENHANCEMENT RECEPTION

Kensington  
International School





# 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. Reception Library Progression of Skills:

**Book Selection:** Teach them how to choose books that interest them and are appropriate for their reading level. Encourage them to explore different genres, authors, and topics.

**Introduction to the Library:** Familiarise them with the layout of the library, including the children's section, fiction and non-fiction areas, and any special collections or displays.

**Alphabet and Phonics Activities:** Introduce alphabet and phonics games and activities using books and library resources. Help them recognize letters and sounds, and encourage them to identify letters in book titles and on shelves.

**Storytime Participation:** Encourage active participation during library storytime sessions. Help them engage with stories through listening, asking questions, and participating in discussions or activities related to the story.

**Basic Research Skills:** Introduce basic research skills by helping them find information in books and other library resources. Teach them how to use simple reference materials, such as dictionaries or encyclopedias, to answer questions.

**Book Care and Handling:** Reinforce the importance of treating books with care. Teach them how to properly hold and turn pages, and remind them to keep books clean and undamaged.

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

**Library Etiquette:** Review library etiquette, such as using indoor voices, respecting others' space, and returning books to their proper places after use.



# FOREST SCHOOL

The Kensington Forest School is an urban oasis and offers a holistic learning space for all children through a child-centric inspirational hands-on learning process. Our Forest School program offers weekly opportunities for children to immerse themselves in nature, focusing on the growth and development of the whole child. Our dedicated Forest School Leaders carefully observe and nurture progress in several key developmental areas:

## Social Development

Social skills blossom as children share tools, participate in group games, and engage in sensory experiences that promote language development. Children naturally share ideas, reflect on their work, and communicate both verbally and non-verbally, fostering a sense of community and collaboration.

## Physical Development

The outdoor environment and space provides a positive physical impact. Activities boost fine and gross motor skills as well as building physical stamina and strength. Our space allows the children to move freely as well as including obstacles and objects to challenge their abilities.

## Intellectual Development

Through hands-on explorative play, children can link the wonders of the Forest to a wide variety of concepts and actions. Skills such as tool use and knot tying are taught responsibly, and reflective sessions deepen their understanding, encouraging critical thinking and problem-solving.

## Creative Development

The natural environment at Forest School is a canvas for creativity. Opportunities to climb, build, and engage in imaginative play abound, with the oddities and beauty of nature inspiring out-of-the-box thinking and innovation.

## Emotional Development

Forest School's unstructured play and ever-changing natural setting help children learn to manage their emotions and develop coping mechanisms. Engaging in risky play, such as climbing or using tools, builds confidence and self-esteem, empowering children to believe in themselves.

## Spiritual Development

Forest School nurtures a deep and meaningful connection with nature and an understanding of our role within. The weekly program allows the children to take ownership and nurture the relationship which builds between them and the Forest. Through group games, reflections and sharing children learn about fairness and are able to express their own viewpoints, opinions and ideas.



# FOREST SCHOOL







EARLY YEARS FOUNDATION STAGE CURRICULUM  
RECEPTION

# HOLISTIC CURRICULUM RECEPTION

Kensington  
International School





# Kensington

International School



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

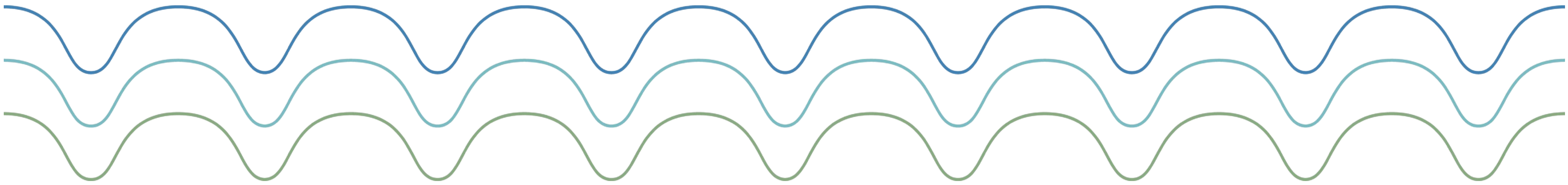
These diverse activities can be undertaken at home with their families or within their community, each one aligning with a specific Kensington DREAMS value. This initiative not only strengthens family and community bonds but also instils important values in our children at Kensington.

At the end of the year, efforts are recognised with awards corresponding to the number of activities they have completed.

## KENSINGTON PASSPORT

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

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



## 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.



## 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 Reception the children will go on three trips:

Term 1 - A project day at KLS.

Term 2 - A trip outside of school linked to their theme.

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.

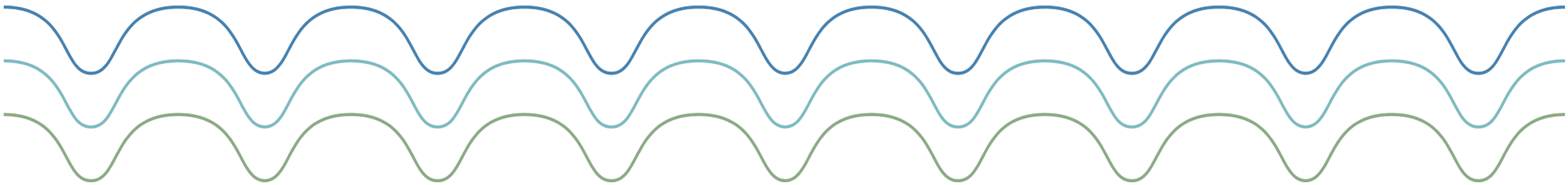
By creating links with the local community, our children learn the significance of civic responsibility and the impact they can make. Charitable giving and support are essential for fostering a culture of kindness and respect, aligning perfectly with the Kensington Dreams: growth mindset, respect, independence,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

Our initiatives include completing the Kensington Passport, Art Fundraising Week, Pride fundraising event, Christmas Toy Drive, 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.



# ACTIVITIES & EVENTS

Month	Events	Parent Involvement
September	Reception & Year 1 Sports Day	Yes
October	Black History Month	No
	International Week	Yes
	Diwali	No
	Halloween - Spiders & Pumpkins	No
November	Loy Krathong	Yes
	Christmas Fair	Yes
December	Christmas Songs	Yes
January	Book Week	Yes
February	Lunar New Year	No
March	Makha Bucha	Yes
	Fundraising week / Art Auction	Yes
April	Songkran	No
June	Pride Month	No
	Wai Kru	Yes
	Reception Graduation	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.

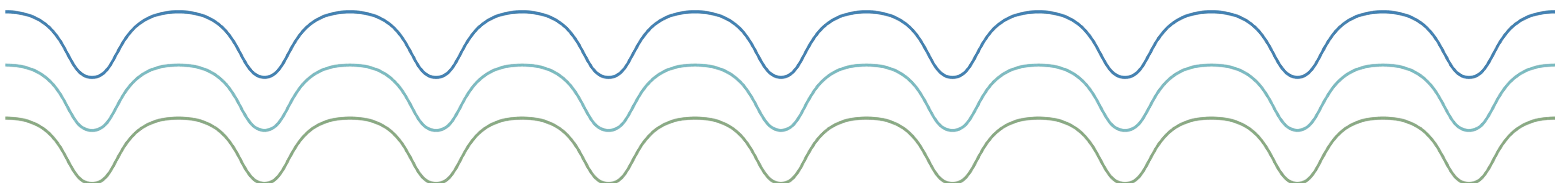
## PARENT MEETINGS

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.





Kensington  
International School



# RECEPTION CURRICULUM BOOKLET

EARLY YEARS FOUNDATION STAGE CURRICULUM  
RECEPTION

