SBS International School
Bangkok
AN ARTHIT OURAIRAT INSTITUTION



EARLY YEARS

Curriculum Handbook 2026-27

CAMBRIDGE
International Education
Cambridge International School

sbsbangkok.ac.th

MISSION

Inspire Academic Success, Nurture Holistic Wellbeing, Cultivate Curiosity & Passion

VISION

To provide a future-focused world-class international education, inspired by innovation and high quality teaching and learning, and a commitment to nurture both the heart and mind.

VALUES

Courage
Open-mindedness
Respect
Excellence

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1. WELCOME & INTRODUCTION



Rachel Crossland
Early Years and Primary Principal
rcrossland@sbsbangkok.ac.th

Welcome to the vibrant and nurturing community of Early Years at SBS Bangkok.

We believe that education should be as dynamic and unique as the children themselves. In these formative years, we focus on the 'Whole Child' and ensure that our programme develops the curiosity of our children through inquiry and play. Cognitive challenge comes from a strong appetite for adventure and exploration, and we are equally committed to nurturing emotional intelligence, resilience, and a global mindset. We aim to foster a love for learning that extends far beyond the classroom walls.

To provide our students with a world-class foundation, our curriculum is largely aligned with the Cambridge International Early Years Framework. This globally recognised programme ensures that our students are meeting international benchmarks while developing skills that are essential for the 21st century. The Cambridge pathway emphasises active learning developing the ability to analyse, communicate, and solve problems creatively.

We also believe passionately that the curriculum in Early Years should be further enhanced through experiential learning. Our 'SBS Bangkok Inquire Programme' provides opportunities for students to explore more deeply in areas such as Thai Culture and Language; Mandarin Chinese immersion; Physical literacy and our 'learn to swim' programme. Our 'spiral curriculum' ensures that concepts are introduced and then revisited in greater depth, ensuring that student understanding is reinforced and expanded as they progress through the school.

We recognise that parents are a child's first and most enduring educators. This booklet is designed to provide you with a clear roadmap of the milestones your child will navigate this year. By working together, we can ensure that every child at SBS Bangkok feels supported, inspired, and empowered to reach their full potential.

Please read this document in conjunction with our Parent & Student Handbook.

I look forward to a year of wonderful achievements and watching your children flourish.

Warm regards,

2. MISSION & CORE VALUES

It our mission to:

Inspire Academic Success
A culture of high performance and achievement.

Nurture Holistic Wellbeing
Well-rounded people who thrive with a strong sense of holistic wellbeing (social, emotional, physical, spiritual and cognitive)

Cultivate Curiosity and Passion
A desire to know more, find fulfilment and make a difference.

Our core values are appropriate for all members of our school community:



COURAGE

Seeking challenge with determination and resilience.



OPEN-MINDEDNESS

Embracing diverse thinking and inclusivity to enrich our perspective.



RESPECT

Being mindful, compassionate and kind.



EXCELLENCE

Striving for the highest standards with principle and integrity.

3. HIGH QUALITY TEACHING & LEARNING

We believe that high quality education includes the following:

A. Learning Culture and Environment
- Behaviour for learning - children's behaviour is managed well, and over time they learn to self-regulate their own behaviour.
- Student wellbeing and care is the core responsibility of teachers and staff at SBS Bangkok.
- Relational practices - we value high quality relationships between all people at our school.
- Routines and expectations - learning is familiar and fun when we establish clear routines and expectations.
- Values driven approach to learning - we believe that our core values should guide the behaviour and expectations that great learning requires.

B. Purpose, Preparation and Planning
- Lesson objectives/desired outcomes are important for children to understand the purpose of each lesson.
- Sequence and structure helps children learn progressively and developmentally.
- Resourcing (human and other) is an important consideration for staff so that children can access learning activities and concepts.

C. Teaching Skills and Practices (pedagogy)
- Secure content knowledge and understanding of how students learn is a prerequisite for high quality learning experiences.
- Active engagement is preferred over passive learning.
- The skills of communication, collaboration, critical thinking, and creativity should be developed intentionally during learning experiences.

D. Assessment for Learning
- A variety of formative and summative assessment strategies should inform learning.
- High order questioning and feedback is a great way to check-in on understanding.
- Actionable feedback from teachers gives students an opportunity to improve their work and understanding.

E. Differentiation and Challenge
- Scaffolded learning tasks are important for teachers to support and personalise learning.
- Accommodation for students with learning, language and behavioural needs is a natural part of teaching individuals within the class.
- Awareness of capability from prior learning and understanding is essential in developing students progressively.
- Extension opportunities for the more able, including the transfer of new learning to new contexts, is an opportunity to stretch the minds of young learners.

F. Innovation in Teaching and Learning
- Learning is enhanced through innovative pedagogical practice.
- Subject understanding is enhanced through technological or environmental innovation.
- Students should be encouraged to demonstrate innovative thinking.

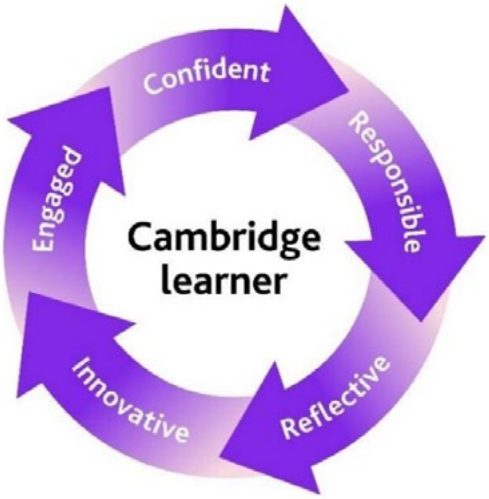
4. CAMBRIDGE EARLY YEARS PROGRAMME

A. AIMS

Cambridge Early Years helps children to lay the foundations for lifelong learning, including:

- Curiosity about the world around them and enthusiasm for learning
- Knowledge, understanding and skills that can be applied in and across curriculum areas
- Effective and confident communication skills, including in English
- Understanding of their personal and local context, as well as beginning to have global awareness.

Cambridge Early Years is designed with the Cambridge learner attributes in mind. The five attributes recognise the importance of developing attitudes and life skills, alongside academic skills, from the earliest stages of children's education.



The Cambridge Early Years Curriculum supports children to become:

Responsible – Children begin to take some responsibility for their own care (e.g. getting dressed, handwashing) and for controlling their own thinking, learning and emotions (self-regulation). They interact positively with others and have positive attitudes to people's similarities and differences.

Innovative – Children ask questions to find out more about the world around them. They try different strategies to overcome challenges and solve problems.

Confident – Children apply speaking and listening skills to express, clarify and develop their own ideas and to respond constructively to others' ideas. They identify when they need help in order to progress their learning.

Engaged – Children are curious about the world around them, and keen to observe and explore to find out more. They develop their own and others' knowledge, understanding and skills through social interaction and collaboration.

Reflective – Children reflect on their own and others' activities, saying what they liked and did not like, and what went well and not so well. They begin to understand how reflection and feedback can help to develop new ideas

B. CAMBRIDGE CURRICULUM OVERVIEW

The curriculum includes six curriculum areas, each divided into various areas of learning. All of the curriculum areas are equally important and interconnected. Teaching and learning takes place in a holistic way, so children can apply and make connections between knowledge, understanding and skills in different curriculum areas.

Communication, Language and Literacy
- Communication and language
- Literacy

Creative Expression
- Art and design
- Music
- Dance
- Drama

Mathematics
- Developing a sense of number
- Handling data
- Shape, space and measure

Personal, Social and Emotional Development
- Developing self-regulation
- Building relationships
- Developing self-confidence
- Managing feelings and behaviour
- Maintaining health and self-care
- Developing responsibility and identity

Physical Development
- Moving well
- Understanding movement
- Taking part in movement activities

Understanding the World
- Scientific thinking
- Digital technology
- People, time and place.



5. CURRICULUM AREAS & LEARNING OBJECTIVES

This section of our curriculum guide introduces you to an overview of the Cambridge curriculum areas and the age appropriate learning objectives that guide teaching and learning.

The Cambridge Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Nursery and Reception curriculum areas.

A. COMMUNICATION AND LANGUAGE

Communication and Language covers speaking and listening skills, and more general reading and writing skills, which together provide a foundation for the Literacy learning area (phonics, handwriting and spelling).

Focus area	Nursery	Reception
	Speaking	
Listening and attention	1CLc.01 Listen and respond appropriately in everyday situations, although not necessarily immediately.	2CL.FLEc.01 Listen to and take into account what others have to say.
Understanding spoken text	1CLc.09 Show understanding of how and why questions and sometimes offer an appropriate answer.	2CL.FLEc.10 Use language to explore imaginary situations, including telling and retelling stories.
Speaking	1CLc.19 Use intonation to make their meaning clear, for example, to differentiate between statements and questions.	2CL.FLEc.20 Use vocabulary and forms of speech that are influenced by their experiences of printed and multimedia texts.
	Reading	
Appreciating text	1CLc.22 Enjoy listening to different types of texts, responding to them through speech and action, for example, sharing a book with an adult and talking about the pictures and ideas.	2CL.FLEc.25 Handle books and other printed material with care and consideration, selecting and organising texts with a purpose, for example, choosing their preferred book and returning it to shelf after reading
Making sense of text	1CLc.26 Use visual cues to recognise some familiar words, for example, their own first name, signs in the local environment.	2CL.FLEc.27 Re-read individual sentences with some fluency, using appropriate pauses to show awareness that capital letters and full stops indicate sentences.
Showing understanding of text	1CLc.29 Identify the contribution of visual elements in stories and non-fiction texts.	2CL.FLEc.28 Recognise the relationship between text and images on the page or screen to support meaning.

Focus area	Nursery	Reception
	Writing	
Composing	1CLc.34 Incorporate writing as part of their role-play (e.g. messages, appointments, shopping lists), although not necessarily in the form of conventional letters.	2CL.FLEc.34 Attempt to write words and short combinations of words for different purposes, including their full name, and simple labels, signs and captions.
	Handwriting	
Motor skills and mark-making	1CLl.09 Engage in a wide range of activities to support the development of fine motor skills and hand–eye coordination, for example, threading beads, using a brush to paint.	N/A
Presentation of writing	1CLl.11 Attempt to recreate familiar words to communicate meaning, including using some identifiable letters, for example, their own first name or the names of family members.	2CL.FLEl.09 Write recognisable letters, including using correct letter formation for all lower-case letters.
Writing grip and posture	N/A	2CL.FLEl.11 Begin to use a comfortable and efficient grip to hold and manipulate writing tools. 2CL.FLEl.12 Begin to sit correctly at a table to write, for example, posture, seating, paper positioning.

Phonics

Phonics is a way of teaching reading and writing based on relating sounds (phonemes) to written letters (graphemes) and groups of letters in order to read and spell words. At SBS Bangkok we do not follow the Cambridge phonics programme, but instead follow the rigorous and progressive Read Write Inc (RWI) phonics model. Our Phonics programme starts in our Early Years Nursery Class in Term 3, and in Reception and Year 1 from Term 1. Our aim is to have a daily phonics session each week.

Children develop reading fluency and comprehension, spell and write with confidence and learn to articulate their ideas and understanding. The programme is published by Oxford University Press and includes comprehensive planning for daily phonics lessons and reading, spelling and writing activities. It also includes decodable storybooks and home readers.

Following assessment students are initially grouped according to their ability across age ranges (stage rather than age) - there is mobility between levels according to progress made.

Levels are as follows:

Level	Focus
1. Red (Entry Level)	Short, simple "Ditty" books. Children learn basic single-letter sounds and practice blending simple words like cat and mat.
2. Green	Children complete all set 1 sounds and start reading longer, phonetically regular words (e.g., ship, black).
3. Purple	Consolidating Set 1 sounds. Texts introduce slightly longer words and simple compound words.
4. Pink	Introduction of Set 2 (long vowel) sounds such as ay, ee, igh, ow, and oo.
5. Orange	Full speed reading with Set 2 sounds. Texts are more complex and test comprehension

Level	Focus
6. Yellow	Introduction of Set 3 sounds (more complex digraphs and trigraphs like ea, oi, a-e, and i-e)
7. Blue	Consolidating Set 3 sounds. Children practice reading fluently and automatically with a larger vocabulary.
8. Grey (Final Level)	The highest RWI level. Children read with complete fluency, expression, and independence. After this, they typically transition to general book band or "Rapid Reading" schemes.

B. CREATIVE EXPRESSION

Creative Expression Creative expression is an important form of communication which enables our children to express ideas either alongside words or with no words at all. As well as celebrating children's natural creativity, and enabling them to express their thoughts, feelings and personalities, it also provides children with another way of making sense of the world.

Creative expression opens the doors of children's imagination, encouraging them to generate ideas, begin to review and refine them, and to develop further ideas. It brings together skills and cognitive processes from across the whole curriculum and builds on children's own experiences both in and out of school.

The Cambridge Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Nursery and Reception curriculum areas.

Focus area	Nursery	Reception
	Art & Design	
Experiencing	1CEa.01 Explore visual and tactile qualities in the natural and made world, for example, help to make a 'feely wall' with surfaces that have different textures (e.g. rough, smooth, soft).	2CEa.01 Respond to natural, made and imaginary worlds through play and by making art and design, for example, visit a forest and then collaborate to paint or construct their own miniature forest.
Thinking and communicating	1CEa.05 Talk about visual and tactile qualities in the natural and made world with adults and peers, for example, have a colourful clothes day and discuss the colours and textures of the clothes worn.	2CEa.05 Talk about the visual and tactile qualities of items that they discover and play with, as a starting point for new ideas, for example, talk about the different patterns on the coats and skins of various animals before designing a pattern for an imaginary creature
Making	1CEa.08 Make images and objects individually using a range of media, for example, drawings, paintings, junk models, digital photographs, videos.	2CEa.08 Make art and design individually using tools and materials for a purpose, for example, design and make a card to give to a family member on a special occasion.
	Music	
Listening and responding	1CEm.01 Listen to and enjoy a range of music, including live singing by adults and peers in their home languages.	2CEm.01 Listen to and enjoy a wider range of live and recorded music, including from the local and national context.
Making	1CEm.07 Incorporate making music in individual and group play activities, for example, take turns to sing while pretending to play instruments, choose to play with a musical toy or instrument.	2CEm.08 Engage with a range of musical activities, for example, use percussion instruments, sing rhymes and songs in English and in their home language from memory.

Focus area	Nursery	Reception
	Dance	
Awareness of body, space and time	1CEda.01 Show an awareness of how their body moves and the space around them.	2CEda.01 Use their body with increasing control and move around different spaces safely.
Exploring music through movement	1CEda.03 Respond to music by stopping and starting appropriately.	2CEda.03 Interpret music by moving in responsive ways, for example, movements to reflect happy, sad or relaxed music.
Using props	1CEda.07 Explore the use of different props (e.g. scarves, hula hoops) when dancing.	2CEda.07 Use various props safely and creatively when dancing.
	Drama	
Exploring the real world through different roles	1CEdr.01 Use appropriate language and actions in their play to take on familiar roles, for example, the role of mother or stepfather.	2CEdr.01 Use appropriate language and actions in group activities to enact familiar real-life situations, for example, visiting the dentists' surgery.
Exploring imaginary worlds through different roles	1CEdr.04 Adapt their voice to represent different characters when joining in with, or retelling, a familiar story.	2CEdr.03 Explore a fantasy place or world of their own creation, introducing characters and some narrative into their play.
Using props	1CEdr.05 Choose, make and use objects as props for different types of play.	2CEdr.05 Help to create and play in different role-play areas based on their own experiences, for example, supermarket, doctors' surgery.

C. MATHEMATICS

Mathematics is all around us, but children need guidance in noticing and interpreting mathematics in their environment and in understanding the conventions in the language and representations we use to express mathematics.

As mathematical language and thinking can be abstract in nature, it is important to dedicate specific time to mathematical activities, whilst still linking mathematical learning to children's experiences in other curriculum areas and beyond the early years setting. It is especially important that children have lots of opportunities in early years for developing mathematics through exploration with practical resources and through talking about their observations and discoveries. This forms firm foundations for understanding how mathematics can be represented through pictures and numerals, and later for applying mathematics in more abstract ways through conventional mathematics symbols and notation.

This curriculum area includes three areas of learning: developing a sense of number, handling data, and shape, space and measure

Learning to think mathematically is an important skill that needs to be supported across all three areas of learning through a range of active learning activities that include:

- Exploring different ideas to see if they work or not
- Recognising and recreating patterns
- Asking simple mathematical questions based on experiences
- Giving a reason for an answer
- Identifying characteristics and properties
- Identifying similarities and differences in characteristics and properties, including through sorting
- Beginning to evaluate strategies and answers

- Beginning to identify a better approach or solution.

The Cambridge Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Nursery and Reception curriculum areas.

Focus area	Nursery	Reception
Developing a sense of number		
Counting	1CEa.01 Explore visual and tactile qualities in the natural and made world, for example, help to make a 'feely wall' with surfaces that have different textures (e.g. rough, smooth, soft).	2CEa.01 Respond to natural, made and imaginary worlds through play and by making art and design, for example, visit a forest and then collaborate to paint or construct their own miniature forest.
Regrouping, composing and decomposing	1CEa.05 Talk about visual and tactile qualities in the natural and made world with adults and peers, for example, have a colourful clothes day and discuss the colours and textures of the clothes worn.	2CEa.05 Talk about the visual and tactile qualities of items that they discover and play with, as a starting point for new ideas, for example, talk about the different patterns on the coats and skins of various animals before designing a pattern for an imaginary creature
Sharing	1CEa.08 Make images and objects individually using a range of media, for example, drawings, paintings, junk models, digital photographs, videos.	2CEa.08 Make art and design individually using tools and materials for a purpose, for example, design and make a card to give to a family member on a special occasion.
Money	1Mn.18 Handle money (real, pretend) in their play, recognising differences in colour, shape, size and mass.	2Mn.19 Show awareness of money in practical situations, for example, exchange items for numbered coins/notes in shop role-play.
Handling Data		
Sorting	1Mh.01 Describe characteristics of an object, including those linked to counting, for example, 'The giraffe has four legs.', 'The bicycle has two wheels.'.	2Mh.02 Sort objects into two or more groups each with a different characteristic (e.g. 'square' and 'not square' or 'square', 'circle' and 'triangle') and talk about their sorting.
Using data	N/A	2Mh.03 Begin to answer questions by representing data using 'object graphs', for example, use individuals' shoes to create a graph of shoe sizes, use individuals' choices of coloured building blocks to build towers for a graph of favourite colours.
Shape, space and measure		
Shape	1Ms.01 Experiment with shapes and use everyday language to talk about them, including exploring which shapes roll, and using 2D shapes to create pictures and 3D shapes or packaging to create models	2Ms.01 Experiment with and talk about shapes and patterns, including using 2D shape tiles to create pictures (with no overlaps or gaps), and creating symmetrical images (by paper folding or on screen).
Position, direction and movement	1Ms.05 Begin to arrange objects relative to their own view, for example, 'Put the ball in front of ...behind the tree.'.	2Ms.07 Respond to and use simple language of direction in everyday contexts, for example, 'The see-saw goes up and down.', 'The car moves forwards across the table.'.
Pattern	1Ms.06 Recognise and talk about patterns in the environment.	2Ms.09 Copy and create simple repeating patterns of repeating units (e.g. [red, blue]; [red, blue, yellow]; [red, blue, blue]; [red, blue, blue, yellow]) and say what would come next in the pattern.

Measure	1Ms.07 Talk about length, mass and capacity in practical activities, using everyday language, including long, tall, short, heavy, light, full, empty.	2Ms.10 Compare length, mass and capacity of pairs of items by direct comparison (by lining up the items, using balance scales or pouring from one container to another).

D. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Early Years is a critical period for the development of children's personal, social and emotional skills which form foundations for all future learning. This curriculum area is central to children's everyday and school lives. It underpins children's wellbeing and their attainment in all other areas of their learning.

There are especially close links with the Communication, Language and Literacy curriculum area. Together, the interrelated elements of this curriculum area are:

- support children in managing their feelings and behaviours in order to manage their own progress towards goals
- shape children's ability to empathise, interact and build positive relationships with others, and work collaboratively
- build children's confidence and support them in taking responsibility for their own learning and physical wellbeing
- develop a sense of self-esteem and identity (closely linked to children's home experiences and home language) which shapes children's emotional, moral and spiritual wellbeing.

The Cambridge Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Nursery and Reception curriculum areas.

Focus area	Nursery	Reception
Developing self-regulation	1PS.02 Maintain attention on a task, but may become distracted before they have completed it..	2PS.03 Control their impulses sometimes, including resisting tempting opportunities and planning ahead with support.
Building relationships	1PS.08 Begin to form positive relationships with peers and familiar adults, using appropriate language to engage with them, for example, to start conversations, to initiate play..	2PS.09 Join in group activities, including taking on different roles, paying attention to what others say and responding constructively.
Developing self-confidence	1PS.14 Show confidence in asking adults for help when needed, for example, where to find a particular resource.	2PS.13 Recognise when they need help from those around them after persisting with a problem and attempting to work out a solution for themselves.
Managing feelings and behaviour	1PS.17 Be aware of their own feelings and rights, describing these to an adult.	2PS.16 Talk about how they and others show their feelings, and about their own and others' behaviour and its consequences (positive and negative), recognising that some behaviour is unacceptable.
Maintaining health and self-care	1PS.22 Recognise and communicate their bodily needs, for example, thirst, hunger, rest, physical activity.	2PS.20 Show an understanding of the need to drink water regularly and have a varied diet, although they may still need encouragement from an adult.

Focus area	Nursery	Reception
Developing responsibility and identity	1PS.29 Show an understanding of the difference between right and wrong, although they may need adult support to respond to the situation appropriately.	2PS.24 Self-regulate their emotions and behaviours in relation to their understanding of right and wrong, for example, not showing distress if they make a mistake or lose at a game.

E. PHYSICAL DEVELOPMENT

It is important, for both physical and mental health, that children lead active lives with regular exercise. Our curriculum area builds on the physical development that occurs naturally during children's play. It promotes development of three categories of movement skills:

- locomotor skills for moving from place to place, for example, walking, running and jumping
- body control, for example, balancing, twisting, stretching
- object control, for example, catching, throwing, kicking.

Establishing enthusiasm for exercise in Early Years lays the foundations of an active and healthy lifestyle for life. It is important that we promote enthusiasm by:

- providing many and varied opportunities for developing a wide range of movement skills
- using activities with motivating contexts, for example, activities that allow children to use their imaginations or link their movements to stories and music (including making connections with dance and drama learning statements in the Creative Expression curriculum area)
- ensuring that activities enable all children to be involved most of the time, for example, when playing simple team games, keeping teams small to enable each child to participate more.

Although this curriculum area focuses more on gross motor skills, fine motor skills are equally important. They are addressed in context in related curriculum areas, for example, pencil grip in Communication, Language and Literacy, use of art and design tools in Creative Expression, getting dressed and undressed in Personal, Social and Emotional Development.

The Cambridge Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Nursery and Reception curriculum areas.

Focus area	Nursery	Reception
Moving well	1PD.01 Move freely and with pleasure and confidence in a range of ways, attempting many new large and small movement skills, including running smoothly and skilfully, with changes in speed.	2PD.01 Demonstrate increasing control over their bodies when making large and small movements, for example, jump onto or off an object, hop for longer on one foot.
Understanding movement	1PD.08 Explore different ways of moving, including during play-based activities.	2PD.09 Create their own movement patterns by repeating, linking and adapting simple movements, for example, hopping to red 'lily pads' and jumping with two feet onto the brown 'mud'.
Taking part in movement activities	1PD.12 Take part in simple individual and cooperative movement activities, possibly being more willing to take part in some activities than others.	2PD.13 Take part willingly in individual, cooperative and competitive activities.

F. UNDERSTANDING THE WORLD

From the moment we are born, we are making sense of the world around us through observation and experience. So, it is important to encourage children's natural curiosity, equipping them to reflect, question, explore and interact, and guiding their understanding of the world. This involves using a child's personal experiences, including their home experiences, as a basis for new learning.

This curriculum area includes three areas of learning: scientific thinking, digital technology, and people, time and place. There are many connections with everyday experiences and learning statements in other curriculum areas, providing lots of opportunities for holistic teaching and learning, and for making concepts meaningful to children.

The concepts included in this curriculum area lays foundations for a range of different subjects in primary education and beyond, including science, digital literacy, computing and humanities.

The Cambridge Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Nursery and Reception curriculum areas.

Focus area	Nursery	Reception
Scientific Thinking		
Living things	1UWs.01 Explore and talk about a range of different plants in their local environment, for example, colour, size, smell.	2UWs.01 Explore and describe parts of plants (including edible parts such as apple, banana, potato, green bean, lettuce), for example, the shape, texture, pattern.
What things are made of	1UWs.07 Handle and talk about a range of common natural and manufactured materials, for example, different papers, rocks and fabrics.	2UWs.08 Explore and describe a range of common materials, using some appropriate language to describe their properties (e.g. 'It's shiny.') and how the materials can be manipulated by physical action (e.g. 'I can bend it.').
How things work	1UWs.09 Handle objects in their play that move in different ways and use everyday language to talk about the movement, for example, cars, trains, windmills.	2UWs.11 Explore and describe how familiar objects move, for example, forwards, backwards, fast, slow, in a straight line, turns.
Sound	1UWs.13 Explore making sounds in different ways, for example, tapping a surface, shaking beads in a container, humming.	2UWs.14 Listen to everyday sounds and identify similarities and differences between them.
Earth and space	1UWs.14 Talk about what they observe in the sky, for example, clouds, rainbows.	2UWs.15 Recognise the Sun, the Moon and stars in the sky, and talk about what they notice about them, for example, observe change in how the Moon looks across a month.
Digital Technology		
Using digital tools	1UWd.01 Switch on a digital device and log on, knowing that they may need to ask an adult to enter a password.	2UWd.01 Switch on a digital device and log on using a generic password.
Safety and wellbeing	1UWd.03 Ask for permission before using a digital device.	2UWd.04 Recognise that digital devices should be used only for short periods of time.

Focus area	Nursery	Reception
The digital world	1UWd.05 Talk about using different digital devices, including using some appropriate vocabulary (e.g. screen, camera, tablet).	2UWd.06 Identify and name components of different digital devices, including keyboard, mouse, screen, touch pad, headphones, speaker, camera and microphone.
Computational thinking	1UWd.06 Follow steps in simple verbal or pictorial instructions for everyday tasks.	2UWd.10 Suggest instructions for a simple task, for example, to draw a picture of a particular object or to build a brick tower.
	People, Time, and Place	
People	1UWp.02 Talk about what they like to do with immediate family members, beginning to talk about how the likes of immediate family members are similar to and different from their own.	2UWp.03 Show a sense of belonging to the school community.
Time	1UWp.04 Show an understanding of the past and present within a day, for example, talking about things they have done and are doing in their day.	2UWp.04 Show an understanding of the past, present and future in and beyond a day, for example, talking about things they have done, are doing and will do in their week.
Place	1UWp.09 Begin to talk about things that are in a familiar, but not immediate, environment, for example, talking about things at home whilst they are at school.	2UWp.08 Describe some similarities and differences between two familiar environments.



6. SBS BANGKOK INQUIRE PROGRAMME

A. AIMS & CURRICULUM ENHANCEMENT

Our core aim is to cultivate an environment of deeper learning - moving beyond standard academics to offer rich, immersive experiences that empower children to discover, develop, and excel in their unique passions and interests. We believe that a holistic education should broaden horizons and build future-ready skills. By intentionally expanding our curriculum exposure, we provide specialised focus in three vital areas designed to nurture the minds, voices, and bodies of our learners:

1. Thai Culture and Language: Anchoring identity and respect
We believe that true global citizens must first be deeply rooted in their local context. Our enhanced Thai Culture and Language programme fosters a genuine appreciation for the rich heritage, traditions, and values of Thailand.
Students engage in experiential learning - from traditional arts and seasonal celebrations to historical storytelling and enhanced linguistic fluency. This builds a strong sense of community belonging, mutual respect, and intercultural competence.

2. Mandarin Chinese Immersion: Cultivating global communicators
In an increasingly interconnected world, multilingualism is a profound cognitive and professional advantage. Our Mandarin Chinese immersion initiatives are designed to make language acquisition natural, engaging, and highly effective.
Our specialist Mandarin teachers join inquiry based lessons twice a week to weave Mandarin Chinese into the fabric of interactions and creative projects. Through conversational practice, cultural exploration, and interactive media, children don't just learn the language - they learn to think and express themselves confidently within it.

3. Physical Literacy and 'Learn to Swim' Programme: Building a lifelong responsibility to live well.
A healthy mind thrives in a healthy body. Our commitment to physical literacy ensures that children develop the fundamental movement skills, confidence, and motivation to enjoy physical activity for a lifetime. This is an enhanced programme that integrates with the Cambridge Physical and Personal Development standards.

A cornerstone of this pillar is our structured 'Learn to Swim' programme. Recognising swimming as both a vital life-saving skill and an exceptional sport for holistic physical development, our progressive curriculum supports every child. From building initial water confidence to mastering advanced strokes and water safety, we ensure students develop resilience, coordination, and a love for active living.

By weaving these distinct pathways into our core Cambridge educational framework, we ensure that curriculum exposure is not just broad, but meaningful. We are not just teaching subjects; we are sparking curiosity, building essential life skills, and shaping well-rounded individuals who are prepared to thrive in a diverse world.

7. ACTIVE 8 ENRICHMENT & EXTRA - CURRICULAR PROGRAMME

We believe that our curricular experience should be enriched with engaging activities that provide opportunity for students to further pursue their passions and interests. These activities and experiences happen during regular lessons and as part of our Extra Curricular Activity (ECA) schedule. Our programme is known as ACTIVE8. The breadth and depth of our programme reflects the following 8 key activity areas each of which offers multiple extra learning opportunities:



Residential camps and trips form an important part of our curriculum learning, supporting the holistic development of all our students. Trips or visits from outside speakers to school are a regular part of our curriculum enrichment experience, and provide students with a different kind of learning experience.

Students from Year 3 upwards, experience overnight residential camps. During these residentials, students get the opportunity to develop greater independence and self-reliance whilst participating in a range of physical, cultural and team-building activities. These experiential learning opportunities enable students to make lifelong memories of their time in Primary, enriching their learning not only academically, but their personal development and growth.

8. ASSESSMENT & REPORTING

A. ASSESSMENT

The assessment of learning is a vital part of teaching as it offers feedback as to how much progress our students are making - this allows teaching and learning to be adjusted or adapted. Specific details of assessment methods, systems and processes can be obtained from the Principals as required.

Early Years

The assessment structure in the Cambridge Early Years programme is built around the principles of continuous and formative assessment, focusing on understanding each child's individual development and learning journey. It relies heavily on teacher observation and the collection of evidence linked to specific learning statements. This formative approach informs teaching and learning, ensuring that each child receives the appropriate support to reach their full potential

Assessment is directly linked to the learning statements within the Cambridge Early Years curriculum framework. These statements outline the expected developmental milestones and learning outcomes for children aged 3-6 across the six curriculum areas:

- Communication, Language and Literacy
- Mathematics
- Understanding the World
- Creative Expression
- Personal, Social and Emotional Development
- Physical Development

Direct observation and recording provide an authentic, context-rich evaluation of each toddler's physical, cognitive and social-emotional growth. These observations are carried out regularly to build a clear picture of each child's development. They are shared anecdotally with parents through daily communication, and more formally through the reporting process and at Parent Teacher Conferences (PTCs).

B. PARENT TEACHER CONFERENCES (PTCS)

In Early Years parents often speak with the teacher on a daily basis - mostly at pick-up and drop-off but formal PTCs also give us a great opportunity to share information between teachers, students and parents. Conferences may take a formal or informal approach, and will always include goal setting, action planning and reflections on learning. They happen formally twice a year in Terms 1 and 2.

Recognising parents as a child's first teacher, and knowing that strong home-school partnerships really do make a positive difference to student learning outcomes, we are always happy to meet with parents whenever needed.

C. REPORTING

SBS Bangkok aims to communicate regularly with parents and students regarding their progress and attitude to learning - our connection with you must ensure there are 'very few surprises' regarding student progress and behaviour. An essential component of this communication is the routine grades and reports produced during the year.

Informal feedback and communication is important, and we encourage staff to regularly pick up the phone or email you in relation to small or significant progress milestones. The method of formal reporting is via School Reports, and in person by Parent Conferences. The calendar of reporting is typically similar to below:

	Early Years	Primary	Secondary
Progress 1 (settling-in) • Data • Teachers Comment	October	October	October
Parent Conference	November	November	November
Progress 2 • Data only	February	February	February
Parent Conference	March	March	March
Progress 3 • Data • Teachers Comment	May	May	May

We hope this curriculum booklet has given you a flavour of the learning journey your child can look forward to here at SBS Bangkok Early Years & Primary School. Our child-centred and personalised approach to the holistic development of every student is central in all our decision making and enables us to support the students in becoming confident, capable learners who achieve the very best outcomes socially, emotionally, physically and academically.





SBS International School Bangkok
AN ARTHIT OURAIRAT INSTITUTION

CAMBRIDGE International Education
Cambridge International School

SBS International School Bangkok

14 Motorway Road, Thap Yao, Lat Krabang, Bangkok 10520
Tel: +66 (0) 2792 7999
Email: info@sbsbangkok.ac.th