



SBS International School
Bangkok

AN ARTHIT OURAIRAT INSTITUTION

TODDLERS



CAMBRIDGE
International Education

Cambridge International School



VALUES

Courage
Open-mindedness
Respect
Excellence

Contents

1. Welcome & Introduction	4
2. Mission & Core Values	5
3. High Quality Teaching & Learning	6
4. A Foundation For The Cambridge Early Years Programme	7
5. Learning Routines	9
6. Learning Goals	10
7. Assessment & Reporting	12

1. WELCOME & INTRODUCTION



Rachel Crossland

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

Welcome to the vibrant and nurturing community of Toddlers 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 learning experience, our Toddlers curriculum is largely a foundation for the Cambridge International Early Years Framework that follows. Our bespoke programme emphasises active learning developing the ability to analyse, communicate, and solve problems creatively. Our students are happy children by design - we recognise that happiness and fulfillment at a young age helps to develop a natural curiosity for learning.

We also recognise that parents are a child's first and most enduring educators - especially at the age of 2-3 years! 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. A FOUNDATION FOR THE CAMBRIDGE EARLY YEARS PROGRAMME

A. AIMS

Our Toddlers programme aligns with Cambridge Early Years provision to lay the foundations for lifelong learning - Toddlers is where it all starts! Specifically, we prioritise children's learning by developing the following characteristics:

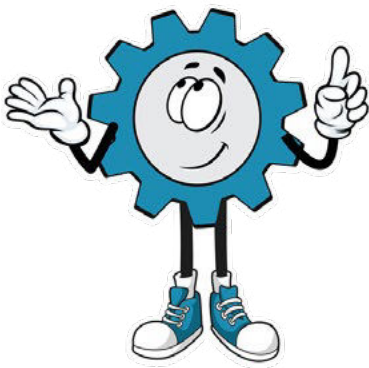
- Curiosity about the world around them and enthusiasm for learning
- Knowledge, understanding and skills that can be applied in and across curriculum areas
- Effective and confident communication skills, including in English
- Understanding of their personal and local context, as well as beginning to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

Inquiry based learning is an incredibly important way of life for our Toddler age children (2-3yrs olds) as it is at this age when children harness their natural curiosity and drive to explore, learn new things, and make sense of the world around them.

B. HEAD - HEART - HANDS

At SBS Bangkok our Toddlers Classes have a unique holistic experience to develop their Head, Heart and Hands. This approach to learning brings to life a rich blend of cognitive, social and emotional, and physical movement activities as follows:

- **Head** - Your child is becoming more cognitively aware and is developing a knowledge of rules, technique, stance, weight transfer, direction, body control, balance and object control.
- **Heart** - your child is developing their 'soft skills' of acceptance, turn-taking, teamwork, communication, empathy, resilience, communication, caring, sharing, inclusivity and respect.
- **Hands** - Your child is refining their gross motor skills (catching, throwing, tracking, moving, jumping, dodging, twisting, turning). They are becoming more adept at being spatially aware, using space creatively.



Henry Head



Hattie Heart



Harper Hands

C. DEVELOPING LEARNER ATTRIBUTES

When our Toddlers reach the Early Years (at ages 3-5), the Cambridge curriculum is designed with 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. We therefore aim to give our students a 'head start' in developing some of these characteristics in their Toddlers year

We support our 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

5. LEARNING ROUTINES

For 2 to 3 year-olds, school can be a very busy place which can sometimes be an overwhelming experience. It is essential therefore that our Toddlers at SBS Bangkok find security in a predictable daily routine. When toddlers know exactly what to expect next - that snack follows circle time, and a nap follows lunch etc - it transforms potential anxiety into a profound sense of emotional security freeing up a child's mental energy to focus on learning, exploring, and building independence.

The following is a typical daily routine:

08:30 – 09:00 | Arrival & Free Flow Play

- Focus: Social-emotional transition.
- Activity: Children help to store their bags in cubbies (self-help skills) and enter the classroom. They choose from low-stress activities like puzzles, playdough, or book corners while greeting peers.

09:00 – 09:15 | Morning Circle Time

- Focus: Communication, language, and community.
- Activity: A short, high-energy gathering. Sing a welcome song, check the weather chart, or reading a vibrant story. We keep this period to 10–15 minutes in order to match their attention span.

09:15 – 10:00 | Indoor Exploration & Focused Activities

- Focus: Cognitive (Head) and Fine Motor (Hands) development.
- Activity: Small-group rotations. While some children do a guided craft or sensory activity (e.g., counting scoops of rice), others explore themed stations like the home corner, block building, or sorting games.

10:00 – 10:30 | Snack Time & Hygiene Routine

- Focus: Independence and self-care.
- Activity: Group handwashing, followed by a healthy snack. Children practice pouring water from small pitchers and using spoons/forks.

10:30 – 11:00 | Outdoor Play & Gross Motor Exploration

- Focus: Physical development (Hands) and social boundaries (Heart).
- Activity: Running, climbing, riding tricycles, catching large balls, and digging in the sandpit. This allows them to test physical limits and practice parallel/cooperative play.

11:00 – 11:30 | Lunch Time

- Focus: Nutrition, social chatting, and fine motor control.
- Activity: Eating together at small tables. Teachers sit with children to model good manners and conversational skills.

11:30 – 12:45 (approx) | Nap / Quiet Rest Time

- Focus: Physical restoration.
- Activity: Children sleep on individual beds. Non-sleepers are given quiet, independent activities like looking at picture books or doing soft puzzles after a short rest period.

12:45 – 13:30 | Sensory & Creative Play

- Focus: Open-ended creativity and tactile exploration.
- Activity: Messy play (water play, finger painting, shaving cream, cornstarch slime) or music and movement (dancing with scarves, playing maracas, copying rhythm patterns)

13:30 – 13:45 | Afternoon Snack

- Focus: Transitioning back to activity.
- Activity: Diaper checks/toileting, stretching, and a light afternoon snack.

13:45 | Dismissal and re-connect with parents/guardians.

6. LEARNING GOALS

At this stage of development our aim is to support the transition from toddlers to independent preschoolers. Children are exploring boundaries, building a massive vocabulary, and testing their physical limits. Every child develops at a different pace but our aim is to prepare students to meet individual goals or milestones. The following are examples of a range of milestones:

1) HEAD (Cognitive, Language & Executive Functioning)

This area focuses on how a child thinks, communicates, solves problems, and understands their world.

Language & Communication:

- Uses sentences of 3 to 4 words.
- Asks “what” and “where” questions frequently.
- Understands simple 2-step instructions (e.g., “Pick up the book and put it on the shelf”).
- Identifies and names familiar objects, people, and body parts.

Cognitive Development:

- Engages in symbolic play (e.g., feeding a doll, pretending a block is a phone).
- Can sort shapes and colors into basic groups.
- Understands the concept of “two” (e.g., can hand you two crayons).
- Completes simple 3-to-4 piece puzzles.

Attention & Memory:

- Can focus on a self-chosen activity for 3 to 5 minutes.
- Recalls recent events or characters from a favorite storybook

2) HEART (Social, Emotional & Moral Development)

This area centers on self-regulation, building relationships with peers and caregivers, and developing a sense of self.

Emotional Regulation & Identity:

- Shows a wide range of emotions (and the infamous “tantrums” as they learn to navigate big feelings).
- Begins to use words to express feelings (“I’m mad” or “I’m happy”).
- Shows growing independence, often insisting on doing things “by myself!”
- Can separate from parents or primary caregivers with minimal distress once a routine is established.

Social Interactions:

- Mainly engages in parallel play (playing next to, but not necessarily with, other children), but begins to transition into early cooperative play.
- Can share and take turns with adult guidance (sharing is still cognitively difficult at this age).
- Shows affection for familiar playmates and empathy when another child is crying.

3) HANDS (Physical, Motor & Self-Help Skills)

This area covers gross motor (large muscle), fine motor (small muscle), and the practical life skills required for independence.

Gross Motor Skills (Large Movements):

- Walks, runs, and climbs confidently without falling frequently.
- Jumps off the ground with both feet.
- Kicks a large ball and attempts to throw a ball overhand.
- Walks up stairs using alternating feet (with or without a handrail).

Fine Motor Skills (Small Movements):

- Holds a crayon using an early tripod grasp or digital pronate grasp (not just a fist).
- Turns pages of a book one at a time.
- Strings large beads or builds a tower of 6+ blocks.
- Uses child-safe scissors to make snips in paper.

Self-Help & Practical Life:

- Feeds themselves using a spoon and fork with minimal spilling; drinks from an open cup.
- Assists with dressing (pulling pants up/down, putting on shoes without laces).
- Begins to show readiness for, or actively participates in, toilet training.

7. ASSESSMENT & REPORTING

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 class teacher, Lead Toddler teacher, or Early Years & Primary Principal.

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).

For each area of HEAD (Cognitive, Language & Executive Functioning); HEART (Social, Emotional & Moral Development); and HANDS (Physical, Motor & Self-Help Skills) the homeroom teacher reports detailed areas of strength and areas for development. The report contains qualitative evidential comments (we do not grade Toddlers students!)

Parents often speak with the teacher on a daily basis - mostly at pick-up and drop-off, but formal Parent Teacher Conferences (PTCs) also give us a great opportunity to share information between teachers and parents. Conferences may take a formal or informal approach, and will always include

goal setting, action planning and reflections on learning. PTCs happen formally twice a year in Terms 1 (October/November) and 2 (February).

Our Toddler team also gives feedback to parents on a weekly basis via the Seesaw application. Typically, parents can expect 3 communications a week - once at the start of the week outlining learning activities and themes; once in the middle of the week to show generic progress and engagement; and once at the end of the week which is more personalised to the progress of the individual child.

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.

We hope this curriculum booklet has given you a flavour of the learning journey your child can look forward to here at SBS Bangkok. 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 QURAIAT 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