



Seeds of Phangan Kindergarten
 Objectives and Learning Outcomes
International Blend of EYFS and the German Education Plan

Two and Three-Year-Olds
Communication and Language
Start to develop conversation, often jumping from topic to topic.
Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
Listen to simple stories and understand what is happening, with the help of the pictures.
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
Personal, Social and Emotional Development
Establish their sense of self and develop friendships with other children.
Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
Physical Development
Walk, run, jump and climb – and start to use the stairs independently.
Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks.
Learn to use the toilet with help and then independently
Literacy
Join in with songs and rhymes, copying sounds, rhythms and says some of the words.
Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
Mathematics
Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'
Count in everyday contexts and says some numbers in sequence.
Builds with a range of resources and completes 6 piece jigsaw puzzles.



Understanding the World

Explore natural materials, indoors and outside and explore materials with different properties.

Make connections between the features of their family and other families.

Explore and respond to different natural phenomena in their setting and on trips

Expressive Art and Design

Explore a range of sound-makers and instruments and play them in different ways.

Explore different materials, using all their senses to investigate them. Use their imagination as they consider what they can do with different materials.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.



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Three and Four-Year-Olds
Communication and Language
Use a wider range of vocabulary and understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Can start a conversation with an adult or a friend and continue it for many turns. Beginning to express when they disagree with an adult or a friend, using words as well as actions.
Enjoy listening to longer stories and can remember much of what happens.
Personal, Social and Emotional Development
Develop their sense of responsibility and membership of a community.
Show more confidence in new social situations.
Develop appropriate ways of being assertive and talk with others to solve conflicts. Beginning to show empathy for others.
Physical Development
Start taking part in some group activities which they make up for themselves, or in teams.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Makes snips in paper with scissors and uses a comfortable grip with good control when holding pens and pencils.
Literacy
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.
Engage in extended conversations about stories, learning new vocabulary.
Write some letters accurately and write some or all of their names.



Mathematics

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' and combine shapes to make new ones – an arch, a bigger triangle etc.

Make comparisons between objects relating to size, length, weight and capacity.

Talk about and identify the patterns around them and begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

Plant seeds and care for growing plants, understanding the key features of the life cycle of a plant. Begin to understand the need to respect and care for the natural environment and all living things.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Use all their senses in hands-on exploration of natural materials.

Begin to make sense of their own life-story and family's history and continue to develop positive attitudes about the differences between people.

Expressive Art and Design

Explore different materials freely, in order to develop their own ideas and then decide which materials to use to express them. Make imaginative 'small worlds' with blocks and construction kits.

Draw with increasing detail, such as representing a face with a circle and including different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Remember and sing entire songs and create their own songs, or improvise a song around one they know.

Explore colour and colour-mixing.



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Four and Five-Year-Olds
Communication and Language
Use talk and listening to help work out problems and organise thinking and activities to explain how things work and why they might happen.
Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Ask questions to find out more and to check that they understand what has been said to them.
Describe events in some detail and listen to and talk about stories to build familiarity and understanding.
Personal, Social and Emotional Development
See themselves as a valuable individual.
Express their feelings and consider the feelings of others; learn how to manage their own needs.
Build constructive and respectful relationships; able to think about the perspective of others.
Physical Development
Develop the overall body strength, coordination, balance, and agility needed to engage in physical education sessions and other sports.
Develop fine motor skills so they can safely and confidently use tools such as pencil for drawing, writing, paintbrushes, scissors, knives, forks and spoons.
Know and talk about the different factors that support their overall health and wellbeing such as regular physical activity, healthy eating, sleep routines and sensible amounts of 'screen time.'
Literacy
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
Spell words by identifying the sounds and then writing the sound with letter/s.



Mathematics
Count objects, actions and sounds
Compare numbers and understand the 'one more than/one less than' relationship between consecutive numbers.
Compare length, weight, and capacity.
Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.
Understanding the World
Talk about members of their immediate family and community; name and describe people who are familiar to them.
Recognize that people have different beliefs and celebrate special times in different ways.
Recognize some environments that are different to the one in which they live.
Explore the natural world around them and describe what they see, hear and feel whilst outside.
Expressive Art and Design
Explore a variety of artistic effects to express their ideas and feelings and collaboratively share ideas, resources and skills.
Develop storylines in their pretend play.
Explore and engage in music making and dance, performing solo or in groups.
Listen attentively, move to and talk about music, expressing their feelings and responses; watch and talk about dance and performance art, expressing their feelings and responses.