

Preschool and Kindergarten Curriculum

Our Waldorf/Steiner-inspired preschool and kindergarten experience provides children with a sense of warmth, wonder and the magic of childhood in order to create a foundation of rich childhood memories and a sense of the goodness of life. We offer a play-based curriculum which integrates traditional Khmer festivals, stories, culture, songs, dances, and games along with international classics. The curriculum encourages children to *experience* the world with their senses. They develop their bodies, their social and language skills, and their imaginations through physical and creative play, handwork, cooking, rhyme, games and movement, singing, and storytelling. This approach provides the experiential foundation for understanding complex academic concepts later in their school life. Through attentive observation, facilitation and their calm loving presence in the classroom, our teachers create an active, healthy environment where each child can thrive and be children.

	Preschool (Ages 18 months to 5.5 years)	Kindergarten (Ages 5.5 years to 6.5 years)
Play	Social skills, imagination, practical experience of the world, processing of real-life experiences (e.g. visiting the doctor, having a hair cut, visiting grandparents), imitation of adults. Experience of and interaction with natural environment	Same as preschool. Also, makes own toys. Capable of fully collaborative play. Social skills which enable positive collaboration and co-creation of play scenarios. Able to purpose surroundings and natural objects in the environment for play.
Stories	Stories are short, often accompanied by a puppet show, and focus on repetition. Stories are selected to illustrate and add dimension to experiences in nature, cultural festivals, and to support navigating increasingly complex social situations.	Stories are longer, and may still make use of puppet shows, with an increasing emphasis on imagining the story without visuals. Stories include simple fairy tales, nature tales, stories behind cultural festivals, and to support navigating increasingly complex social situations.
Verses and songs	Movement, finger-play, sense of language. Linking language and rhythm to movement. Three to six lines long, up to 2 new verses introduced each week.	Movement, finger-play, sense of language. Linking language and rhythm to movement. Verses are 4 to 10 lines long. 2-4 new verses can be introduced each week.
Imagination	Children are increasingly capable of integrating stories from class into their play. They may create their own puppet shows, tell their own stories, and explain to	Children are increasingly able to listen to stories without a puppet show. Can fill in details about the story from their imagination. Can see familiar shapes in natural

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	teachers that they can observe familiar shapes in nature (e.g. a dinosaur-shaped puddle of water).	objects. Able to solve problems using common natural materials. Able to visualize play scenarios in their heads.
Handwork	Imitates teacher, assists in preparation and creation of very simple crafts. Able to complete crafts with increasing autonomy. Emphasis on using natural materials with gratitude and respect.	As preschool. Can complete simple sewing crafts autonomously. Experience of beeswax, can make shapes and simple toys. Can finger knit and engage with yarn in increasingly complex projects.
Language	Letter sounds are introduced in a subtle way through verse.	Continued and more advanced experiences of letter sounds, increasingly complex vocabulary used in stories and communication.
Cooking and Baking	Children are able to shape bread dough themselves, and chop vegetables with oversight from the teachers. Children help teachers and classmates set the table.	Children are able to make bread, including kneading it, and chop vegetables safely with minimal oversight. Children are able to set the table on their own, and are beginning to explore more advanced cooking projects.
Schedule and Rhythm	Children are able to move through the day with the group and participate in each stage of the day.	Children move through the daily rhythm, taking initiative to help the teacher prepare for all activities. Children are able to tidy up independently and put toys in correct places.
Science	Experience of nature through gardening, sensory play with natural materials (e.g. water, sand, wood), natural toys, the classroom nature table, and nature walks or field trips whenever possible.	Experience of nature through nature walks. Ask questions and make specific observations on nature walks. Hear nature stories. Sensory play with natural materials (e.g. water, sand, wood), and natural toys. Help create the classroom nature table.
Art	Wet-on-wet watercolor painting with one color. Focus on primary colors. Color stories help experience nature of the color.	Wet-on-wet watercolor painting with two colors, Increased emphasis on mixing color to create secondary colors. Painting simple shapes of

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	Fills page, increasing emphasis on understanding space.	harmonious or opposing colors. Color stories help experience nature of the color. Increased experience with block crayons, and exploring drawing objects as shapes of color.
Math	Exploration of shapes, very gentle counting and simple number rhymes.	More complicated number rhymes, verses and games for numbers up to 12, increased emphasis on counting objects as a group.
Culture	Songs, crafts, dance, foods, and experiences celebrating our home in Cambodia, and our diverse international student body. Celebration of similarities and our differences, and appreciation for all our traditions and beliefs.	
Physical education	Emphasis on increasing autonomy in indoor and outdoor play. Playground built to offer a variety of challenges to growing children.	Increased emphasis and expectation of self-sufficiency. Child able to complete tasks and play at a high level without help.
Nutrition and self-care	All children eat the same healthy foods to support healthy growth, even tempers, and future healthy food choices.	Children eat the same healthy foods to support healthy growth, even tempers, and future healthy food choices. Children can chop vegetables and prepare basic healthy foods and snacks.
Mixed-age classes	Mixed age classes 18 months until 5.5 years imitate sibling relationship, allowing younger children to imitate older, and older to assist and teach the younger.	Single-age class 5.5 – 6.5 years places increased emphasis on personal responsibility, increased attention span, increased imagination, and a high level of social skills.
Imitation	Experiences of nature, beauty, positive discipline, rhythm, healthy boundaries, curiosity, respect, and non-violent communication which the children absorb into their own way of being in the world.	
Gratitude	Sense that “the world is good.” Joy and wonder at nature, positive social relationships, and willingness to help others and care for the earth.	