Anubaan Chiang Mai School

Early Childhood Curriculum

Chiangmai Primary Education Service Area office 1

Office of the Basic Education Commission

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Introduction

Our kindergarten aims to nurture each child's potential, through love, care and encouragement. The early years have a crucial influence on later development and learning. Early childhood foundation makes a great difference to the future achievement of children. Whether our children become self-motivated learners and face the world with confidence, depends to a great extent on the stimulation, guidance and nurturing they receive early in life.

Each theme is taught through a unit of inquiry. Within these themes' children learn all the major subject areas like science, math, language, social studies, art and craft. English is introduced as a foreign language in both K.2 & K.3 classes. Our kindergarten education aims to promote a love for leaning. Children are encouraged to become independent learners with a whole range of skills to ensure that a firm foundation is built for the next stage of learning. Enrichment classes further reinforce concepts taught in class through various hands-on activities. Music and dance lessons help to develop a sense of rhythm and love for these arts. Extra-curricular activities include P.E., Piano, Computer, swimming and Taekwondo classes. The activities are planned to help in developing their gross and fine motor skills and also to enhance knowledge of the world as well.

The ABCM curriculum is seamlessly integrated to build the foundations for the next stage of learning. Values like honesty, responsibility and sharing are instilled in our child learners. We focus on the total growth of the child - social, physical, emotional, cultural, in addition to the academic curriculum. The child's innate curiosity is ignited in his early years and he develops a love for learning which gives him a great head start in our kindergarten

The philosophy of early childhood education

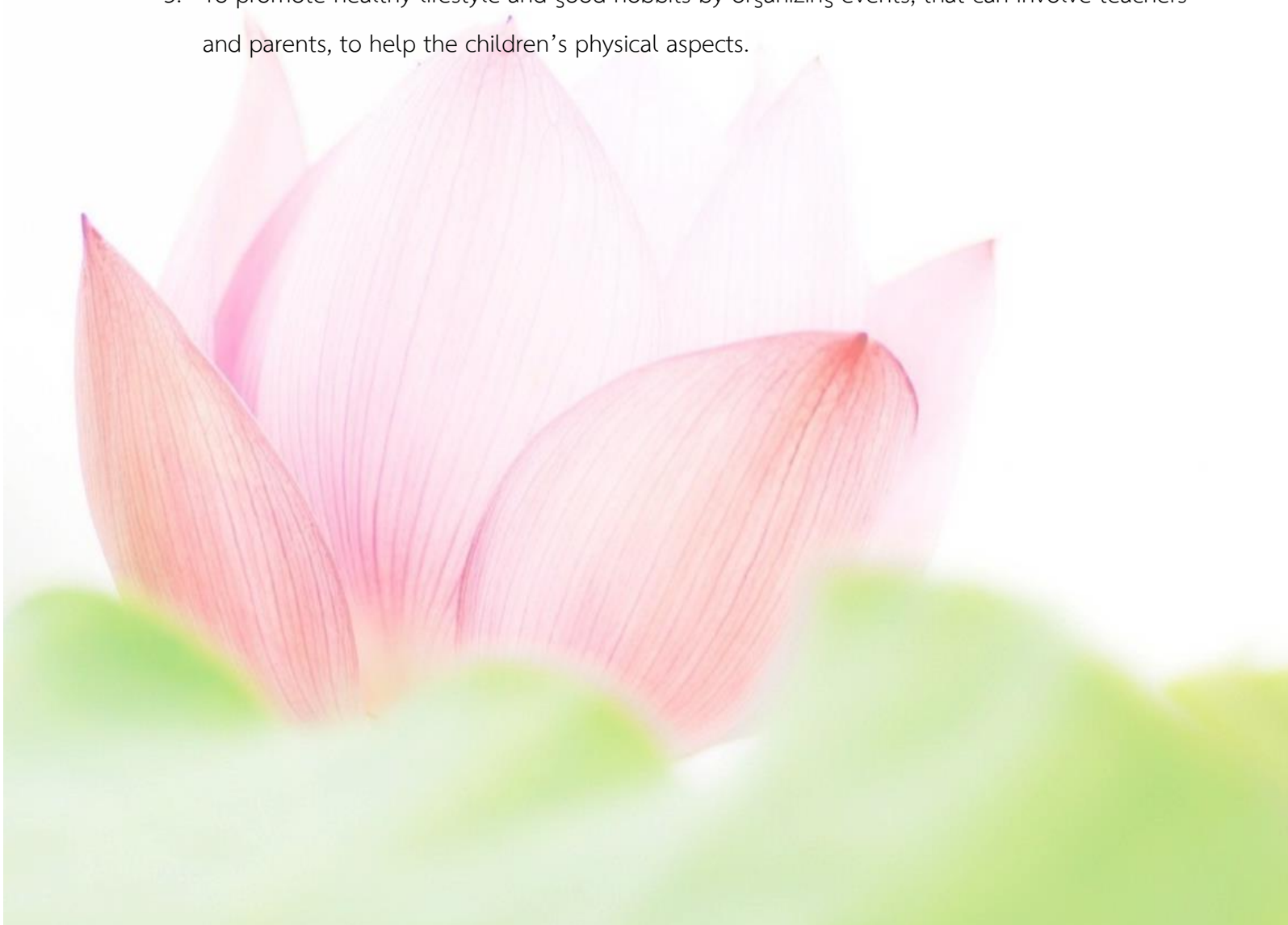
The Early Childhood Curriculum is designed for developing young children from 3-6 years old. This is based on an approach of taking care of and enhancing the child's learning process, which is responsive to each individual's nature development, and full potential under the social context of school culture (Lotus Theory) using love, thoughtfulness and care in laying the foundation for a good quality of life, family, community, society and nation.



The mission

Chiang Mai Kindergarten School's early childhood education curriculum for the academic year 2025 for children aged 4-6 years has the following missions:

1. To develop the child's physical, emotional, social, intellectual, spiritual and moral values.
2. To provide a learning experience that are based on developing the child's intellectual. In which they can enjoy while they learning, which are: problem-solving, and decision-making, language skills, through play and doing various activities that is appropriate to their age.
3. The teachers should equip, and has the knowledge to combine the use of English language, media technology, and other teaching techniques and resources to be able to organize activates that can help the child's learning.
4. To teach the children to the "Bua Way of Life" that promotes morality, discipline, leadership, followership, Thai culture, local wisdom, and life skills aligned with the Philosophy of Sufficiency Economy.
5. To promote healthy lifestyle and good hobbits by organizing events, that can involve teachers and parents, to help the children's physical aspects.



The target

The curriculum of early childhood education institutions, Chiang Mai Kindergarten School, academic year 2025 for children aged 4-6 years, has set the following goals:

1. Holistic Development and School Readiness

Promote development in: Physical health, Emotional and mental well-being, Social skills and citizenship, Thainess (Thai identity and values),Cognitive and intellectual growth

Ensure children:

- Learn with happiness
- Are confident, capable, and ready for primary education

2. Skills for Learning and Thinking

Cultivate:

- Leadership and ability to follow
- Sensory development through use of all five senses
- Problem-solving and analytical thinking
- Scientific process skills (observe, hypothesize, test, conclude)
- Age-appropriate language skills (listening, speaking, reading, writing)

3. Professional Development of Teachers and Staff

Ensure all personnel:

- Understand how to organize child-friendly environments
- Use media, technology, and learning resources effectively
- Provide enriching learning experiences that promote development

4. Cultural Values and Morality

Foster children's:

- Good character and discipline

- Expression of Thainess
- Age-appropriate behavior reflecting Thai and local cultural norms
- Moral understanding and behavior based on the Sufficiency Economy Philosophy

5. Health and Wellness

Encourage children to:

- Maintain personal health and hygiene
- Love physical activity, exercise, and sports
- Develop healthy habits

6. Community and Parental Involvement

Engage at least 80% of parents, community members, and stakeholders in:

- Collaborative efforts to support early childhood development
- Partnerships with the school for integrated child-rearing and education

The Early Childhood Curriculum for children from three to six years of age

The Early Childhood Curriculum for children from three to six years of age provide a guideline for managing early childhood education in the form of early childhood care and education. Physical, emotional, social, and cognitive development goals are outlined to help each child reach their potential.

Goals

The curriculum of the Chiang Mai Kindergarten School, early childhood education level, academic year 2025 for children aged 4-6 years aims to enable children to develop and have abilities that are appropriate for their age to their full potential and are ready to learn. Therefore, the objectives set for children when they graduate from early childhood education are consistent with the Early Childhood Education Curriculum B.E. 2025 for children aged 3-6 years as follows:

1. Physical Health and Well-being

balanced life, emphasizing moderation and self-reliance. This includes maintaining physical health, ensuring safety, and fostering resilience. The philosophy encourages individuals to live within their means, avoid excess, and focus on sustainable practices that promote long-term well-being.

2. Mental Health, Happiness, and Ethical Living

Mental well-being and happiness, ethical behavior, strong relationships, and a sense of community. It encourages individuals to cultivate virtues such as honesty, integrity, and compassion, fostering a society where people live harmoniously and support one another.

3. Life Skills, Self-discipline, and Environmental Stewardship

Development of life skills, self-discipline, and a strong sense of identity, also promoting environmental conservation and sustainable practices.

4. Cognitive Skills and Knowledge Acquisition

The philosophy underscores the importance of continuous learning and the development of cognitive skills. It encourages individuals to seek knowledge appropriate to their age and circumstances, fostering critical thinking and effective communication. This approach ensures that individuals are well-equipped to navigate the complexities of the modern world.

Desirable Characteristic Standards

The Early childhood Curriculum for children 3–6-year-olds sets desirable characteristic standards as follows.

1.Physical Development. Desirable characteristics of physical development consists of two standards.

Standard 1 Bodies grow and developed within standards for each age through good health habits.

Standard 2 Large and small muscles are well developed, and coordination and dexterity increases.

2.Emotional Development. Desirable characteristics of emotional development consists of three standards.

Standard 3 Mental health is good and children are happy.

Standard 4 Emotions are expressed through art, music and movement.

Standard 5 Morality and good emotions are expressed.

3.Social Development. Desirable characteristics of social development consists of three standards.

Standard 6 Children have life skills and practice the philosophy of sufficiency economy.

Standard 7 Nature, environment, and culture are appreciated, and pride is taken in being Thai.

Standard 8 Children getting along happily with others and are good members of a democratic society, under a regime of constitutional monarchy.

4.Cognitive Development. Desirable characteristics of cognitive development consists of four standards.

Standard 9 Language is used to communicate meaningfully within appropriate age standards.

Standard 10 Children develop thinking skills for basic learning.

Standard 11 Imagination and creative thinking is demonstrated.

Standard 12 A positive attitude to learning is expressed and be able to search for new knowledge within appropriate age.

Learner competencies upon completion of the grade level refer to the expected behaviors to be developed in children, based on age-appropriate developmental stages and abilities at each age level, while taking into account individual differences. These competencies are used to define the learning content, organize learning experiences, and assess development and abilities, in order to evaluate the quality of children at each grade level. This is aligned with the Early Childhood Education Curriculum B.E. 2568 (2025) for children aged 3 to 6 years, with the details as follows.

1. Physical Well-being Children have physical growth and strength, maintain good hygiene and health habits, ensure their own and others' safety, and move their bodies with agility and coordinated control.

No.	Learning Competency	Kindergarten 2 (Age 4–5)	Kindergarten 3 (Age 5–6)
1	Has good hygiene and health habits	1.1 Eats nutritious food, drinks clean water, brushes teeth, washes hands before meals and after using the restroom, takes naps, and exercises regularly	1.1 Eats a variety of nutritious foods, drinks clean water, brushes teeth, washes hands before meals and after using the restroom, takes naps, and exercises regularly
2	Maintains safety for self and others	1.2 Plays, engages in activities, and uses items safely; does not go with strangers	1.2 Plays, engages in activities, uses items safely, does not go with strangers, and is cautious of people, environment, and strangers
3	Moves body skillfully and with coordination	1.3 Jumps on one leg continuously, runs to avoid obstacles, and catches balls with both hands	1.3 Hops forward continuously with balance, runs skillfully to avoid obstacles, and catches rebounding balls
4	Coordinates hands and eyes	1.4 Uses scissors to cut along straight lines, draws squares with clear corners	1.4 Uses scissors to cut along curved lines, draws triangles with clear corners

2. Emotional, Mental, and Social Development Children perceive and understand, have positive feelings toward themselves and others, express emotions and feelings appropriately, engage in self-regulation, maintain good relationships and show empathy toward others, take responsibility for their own decisions, experience happiness and express it through art, music, and movement. They possess life skills for self-care in daily routines and accept both similarities and differences among individuals.

No.	Learning Competency	Kindergarten 2 (Age 4–5)	Kindergarten 3 (Age 5–6)
1	Expresses emotions appropriately in different situations	2.1 Shows facial expressions and explains their emotions based on situations	2.1 Shows facial or verbal expressions and regulates their emotions and others' appropriately
2	Self-regulates in performing activities	2.2 Plans and completes activities	2.2 Sets goals, plans, and completes activities with determination
3	Has good relationships with others	2.3 Plays and works in groups, smiles and talks to familiar people	2.3 Cooperatively plays and works with goals, solves problems peacefully, smiles, and talks to familiar people and adults
4	Shows empathy	2.4 Shows joy when others are happy and comforts those who are hurt	2.4 Uses words or actions to express joy, show empathy, and comfort others
5	Accepts and is responsible for decisions	2.5 Accepts responsibility for their own decisions	2.5 Accepts responsibility for their own and group decisions
6	Enjoys and expresses through art, music, and movement	2.6 Enjoys and expresses happiness through art, music, and movement	2.6 Enjoys and expresses happiness through art, music, and movement
7	Practices self-care in daily routines	2.7 Dresses self, uses the toilet, and eats independently	2.7 Dresses self proficiently, eats independently, cleans up after toilet use
8	Accepts social and cultural diversity	2.8 Plays and engages with children who are different, shows politeness	2.8 Plays and engages with different children, accepts others’ abilities and opinions

3. Citizenship and Thai Identity Children possess morality, ethics, and a noble heart. They demonstrate Thai manners, follow Thai culture and traditions, love and take pride in being Thai. They live according to the principles of the Sufficiency Economy Philosophy, take care of nature and the environment, exhibit self-discipline, and are good members of a democratic society under a constitutional monarchy.

No.	Learning Competency	Kindergarten 2 (Age 4–5)	Kindergarten 3 (Age 5–6)
1	Has good morals and ethics	3.1 Asks for permission or waits turn, shows affection to friends, cares for pets, shares with others	3.1 Asks for permission, waits turn, shows affection, helps and shares
2	Practices Thai manners and traditions	3.2 Performs Thai greeting (wai), says thank you and sorry, joins cultural activities	3.2 Performs Thai manners appropriately, joins traditional and cultural events
3	Loves and is proud of Thai identity	3.3 Stands still and sings the national and royal anthems, joins activities related to nation, religion, and monarchy	3.3 Stands and sings anthems, joins activities related to nation, religion, and monarchy
4	Practices frugality and sufficiency	3.4 Uses items and belongings economically and cares for them	3.4 Uses water, electricity, and resources economically; reuses items
5	Protects nature and the environment	3.5 Helps care for nature, pets, and the environment, sorts and disposes of trash properly	3.5 Cares for nature, pets, public property, reuses or recycles materials, sorts and disposes of trash properly
6	Practices self-discipline and good citizenship	3.6 Puts toys away, queues properly, plays leader and follower roles, helps solve conflicts	3.6 Puts toys away, queues properly, follows agreements, chooses problem-solving methods, and compromises in conflict resolution

4. Cognitive Domain

7.4.1 Language and Literacy:

Children listen and engage in interactive conversations, tell various stories to help others understand, interpret pictures and symbols, and have knowledge of letters and writing to communicate meaning in daily life.

No.	Learning Competency	Kindergarten 2 (Age 4–5)	Kindergarten 3 (Age 5–6)
1	Listens and converses with others	1.1 Listens to others until they finish speaking and responds appropriately	1.1 Listens attentively and responds coherently, expresses opinions and feelings in simple sentences
2	Tells stories understandably	2.1 Tells stories using continuous sentences from experiences or stories	2.1 Tells stories in sequence and answers questions based on stories or events
3	Reads images and symbols	3.1 Identifies book titles with illustrations, reads pictures, symbols, and words with own interpretation	3.1 Points to book cover and title, flips pages, reads images and words by tracking from start to finish
4	Understands letters	4.1 Recognizes letters in familiar words, points to meaningful everyday words	4.1 Recognizes and pronounces familiar words, identifies first and last letters
5	Writes to communicate daily	5.1 Writes known letters to convey meaning; copies or writes letters from own ideas, left to right	5.1 Writes name and meaningful words from model or own ideas, left to right, top to bottom

7.4.2 Conceptual Thinking and Mathematical Reasoning:

Children possess foundational skills that lead to conceptual thinking, mathematical reasoning, sequencing, and representation of various forms in daily life. They understand the value of quantities, use numbers in everyday life, and perceive spatial relationships of objects in daily life.

No.	Learning Competency	Kindergarten 2 (Age 4–5)	Kindergarten 3 (Age 5–6)
1	Matches, compares, classifies, and groups objects in daily life	1.1 Describes characteristics and parts of objects using senses, matches and compares differences or similarities, classifies and groups objects based on self-defined criteria	1.1 Describes characteristics, changes, and relationships of objects using senses; matches, compares, classifies, and groups based on given or self-defined criteria
2	Sequences and creates patterns from daily life	2.1 Sequences at least 4 objects or events and extends patterns	2.2 Sequences at least 5 objects or events and creates original patterns
3	Understands quantity and uses numbers in daily life	3.1 Counts aloud from 1 to 20, identifies and shows quantities from 1 to 5	3.1 Counts aloud from 1 to 30, identifies and shows quantities from 1 to 10
4	Understands spatial relationships	4.1 Describes and shows object positions using words, gestures, drawings, and symbols	4.1 Describes and shows directions and distances of objects from various perspectives, creates maps or models of places

7.4.3 Problem-Solving and Decision-Making:

Children have problem-solving skills by identifying problems, generating alternatives, selecting methods, and taking action to solve various everyday problems. They make decisions on simple matters and accept the consequences.

No.	Learning Competency	Kindergarten 2 (Age 4–5)	Kindergarten 3 (Age 5–6)
1	Identifies problems and seeks solutions	1.1 Identifies problems and discusses potential solutions	1.1 Identifies problems, proposes and tries out solutions, evaluates outcomes
2	Makes decisions and accepts consequences	2.1 Makes choices in daily life and accepts results	2.1 Makes decisions responsibly and accepts consequences based on reasoning

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7.4.4 Inquiry and Knowledge Seeking:

Children show enthusiasm for learning and participating in activities, and actively seek answers to problems or questions through inquiry and exploration.

No.	Learning Competency	Kindergarten 2 (Age 4–5)	Kindergarten 3 (Age 5–6)
1	Demonstrates curiosity and seeks knowledge	1.1 Asks questions about things of interest and tries to find answers	1.1 Asks questions, observes, and seeks answers to things of interest
2	Explores and discovers through observation	2.1 Observes objects, events, or phenomena and shares what was learned	2.1 Observes, plans, collects data, and explains or presents results

7.4.5 Imagination and Creativity:

Children use imagination and creativity in creating art and movement activities.

1. Create artwork based on imagination and creativity.

1.1 Create artwork to express one's own thoughts and feelings, incorporating modifications and innovations from the original or adding more details.

1.1 Create artwork to express one's own thoughts and feelings with innovative modifications and added details from the original.

2. Express gestures/movements creatively based on imagination.

2.1 Perform movements and gestures to express one's thoughts and feelings in diverse or innovative ways.

2.1 Perform movements and gestures to express one's thoughts and feelings in diverse and innovative ways.

Learning Timeframe

The early childhood curriculum for children 3-6 years of age provides a framework for provision of experiences for children approximately 1-3 academic years, depending on the age of the child entering the educational institution or early childhood development setting, the child's learning timeframe will be based on each educational institution, with a minimum of 180 days per academic year, each day will take no less than 5 hours, and can be adapted to the context of the educational institution and early childhood development setting.

Learning Content

Learning content is a medium for providing learning experience for children to promote all aspects of children's development to meet the goals of the curriculum. Learning content consists of key experiences and content for learning as follows.

1.Key Experiences

Key experiences are guidelines for teachers used in designing experiences for children to learn, to practice and that kinds of experiences are important for enhancing children's development in all aspects as follows.

1.1 Key Experiences Enhancing Physical Development Experiences that support children to develop large muscles, small muscles, muscular and neurological coordination in daily routines or in doing activities, and support children to take care health and hygiene, health habits and safety in the following.:

Physical	Key Experiences
1.1.1 Using large	(1) Non-locomotive movement. (2) Locomotive movement. (3) Moving with objects. (4) Movement that help children to improve their coordination using large muscles in throwing, catching, kicking. (5) Playing on playground equipment.

Physical	Key Experiences
1.1.2 Using small muscles.	(1) Playing manipulatives and constructing wooden blocks. (2) Drawing and playing with colors. (3) Modelling such as making models out of clay, dough. (4) Creating things from waste material. (5) Picking up objects, using scissors, cutting, pasting and stringing beads.
1.1.3 Health care.	(1) Practicing basic rules of hygiene and good habits in daily routine.
1.1.4 Keeping safe.	(1) Keeping self and others safe in daily routines. (2) Listening to stories and events about preventing harms or illness and promoting safety. (3) Playing playthings safely. (4) Role playing.
1.1.5 Awareness of the body.	(1) Moving by self-control in the direction, level, and space. (2) Moving across obstacles.

1.2 Key Experiences Enhancing Emotional Development Experiences that support children to express their emotions and feelings in an age-appropriate manner, be aware of the unique characteristics of self-identity, show happiness, delight, and joy, and empathy for others. Children will develop morality and righteousness, aesthetics, feeling good about self and self-confidence by engaging in activities as follows

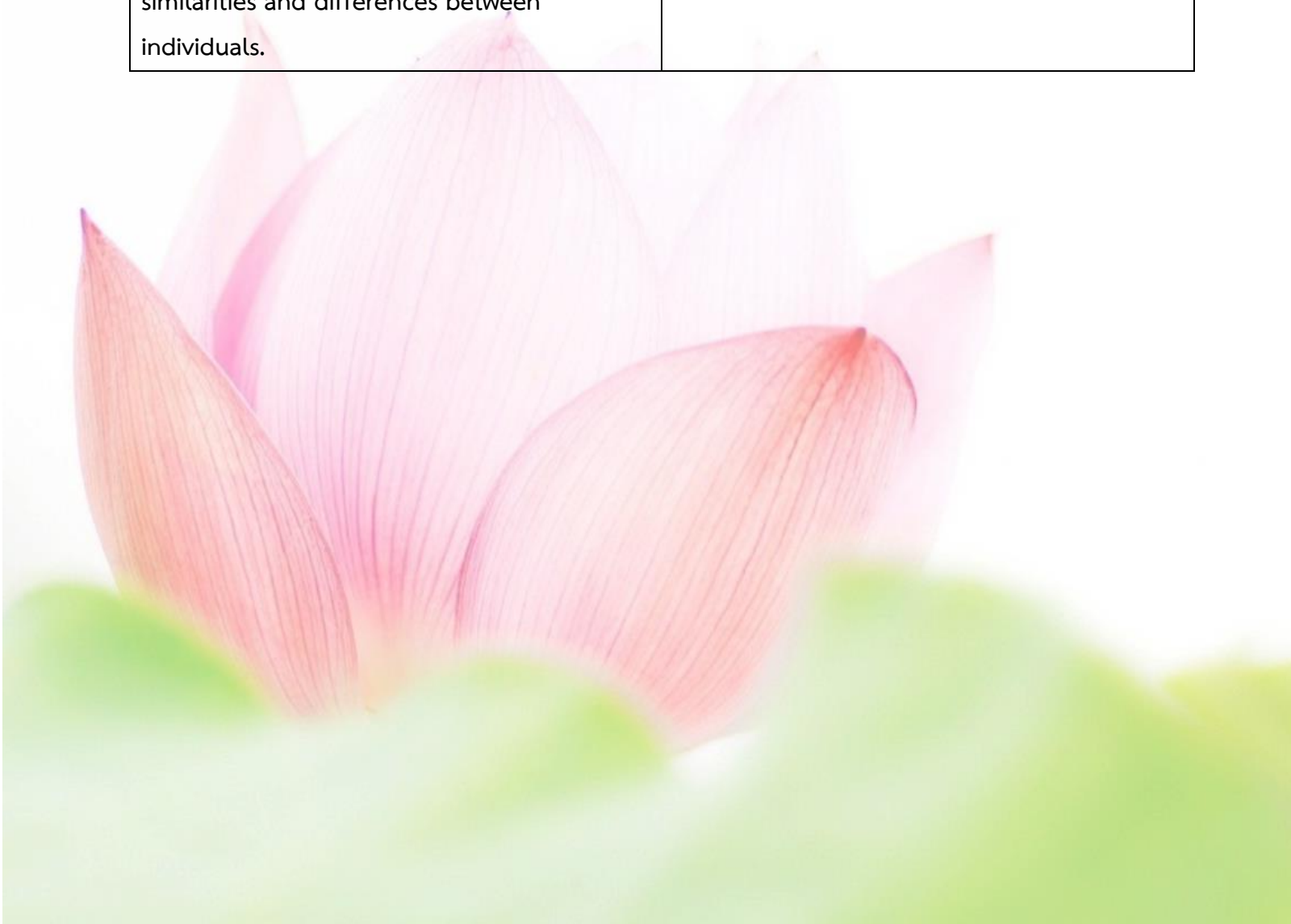
Emotional	Key Experiences
1.2.1 Aesthetics	(1) Listening to music, singing songs, and moving to music. (2) Playing rhythmic musical instruments. (3) Moving to rhythm/music. (4) Dramatic play. (5) Doing art activities. (6) Creating beautiful things/Creativity.
1.2.2 Playing.	(1) Free play. (2) Play alone, small group and full group play. (3) Playing in play areas/corners. (4) Outdoor playing.
1.2.3 Morality and righteousness.	(1) Behaving in accordance with one's religious rites. (2) Listening to stories about morality. (3) Discussion and ethical exchanges.
1.2.4 Expressing emotions.	(1) Reflective feelings of self and others in verbal. (2) Dramatic play. (3) Moving to rhythm/music. (4) Singing songs. (5) Doing artwork.
1.2.5 Having self-identity and believe in self that are capable.	(1) Practice the activities according to one's self abilities.

Emotional	Key Experiences
1.2.6 Showing empathy for others.	(1) Congratulation when others are happy or sad. Comforting when others are injured.

1.3 Key Experiences Enhancing Social Development Experiences that support children to interact with people and their environment, to practice a variety of activities through social learning such as playing or working with others etc., doing things in daily routines, engaging in conflict resolution as follows.

Social	Key Experiences
1.3.1 Daily practice.	(1) Self-help in daily activities. (2) Follow the guidelines of the philosophy of sufficiency economy.
1.3.2 Nature and environmental care.	(1) Participate in taking care of nature and environment both indoor and outdoor. (2) Worth using of materials and supplies. (3) Art work that uses recycled materials or reused. (4) Growing and caring plants. (5) Taking care animals that not harmful. (6) Discussing natural and environmental news or events in daily life.
1.3.3 Local culture and Thai culture practice.	(1) Dramatic play which one lives and with Thai identity. (2) The practice of local culture and traditions. (3) Thai cooking. (4) Field trip. (5) Thai folk plays.

Social	Key Experiences
1.3.4 Interaction, discipline, participation and social role.	(1) Engaging in create rules of the class. (2) Being a good member of the class. (3) Collaboration in activities. (4) Participating in classroom jobs. (5) Participating in special events activities.
1.3.5 Play and work collaboratively.	(1) Discussion and exchanges the ideas. (2) Play and collaborate with others. (3) Doing cooperative art activities.
1.3.6 Conflict resolution.	(1) Participation in deciding the problem-solving solution. (2) Participation in conflict resolution.
1.3.7 Accepting the similarities and differences between individuals.	(1) Playing or doing activities in groups.



1.4 Key Experiences Enhancing Cognitive Development Experiences that support children to perceive and learn things around them through interaction with environment, people and objects with a variety of learning processes. Therefore, children have opportunities to develop their language, imagination and creative thinking, problem-solving, reasoning thinking, concepts of things, including concept of mathematic as the basis of further learning. The following is the key experiences enhancing children's cognitive development.

Cognitive	Key Experiences
1.4.1 Using language.	(1) Listening to a variety of sounds in the environment. (2) Listening and following suggestions. (3) Listening to music, stories, rhymes, poems and verses. (4) Speaking of ideas, feelings and needs. (5) Talking with others about personal experiences or telling stories about themselves. (6) Describing objects, events, and relationships between things. (7) Speaking creatively in play and actions. (8) Waiting for a proper timing to speak. (9) Word order speaking for communication. (10) Reading picture books, a variety of story books. (11) Independent reading, shared reading, guided reading. (12) Seeing the model of correct reading. (13) Observing direction of reading print, words and text. (14) Reading and pointing out print from left to right, from top to bottom. (15) Observing the letters in own name or familiar words. (16) Observing the letters that accompany the reading or writing of an adult.

Cognitive	Key Experiences
	(17) Guessing words, phases or sentences that are the same structured from stories, songs and pomes. (18) Playing language games. (19) Seeing the model of correct writing. (20) Occasional shared writing and independent writing. (21) Writing words that are meaningful to the child or familiar words. (22) Spelling and writing to communicate freely.
1.4.2 Conceptual thinking, logical thinking, decision making and problem solving.	(1) Observation of characteristics, components, changes, and relationship of things by using appropriately sensory senses. (2) Observation of things and places from different perspectives. (3) Telling and displaying the location, direction and distance of things with actions, drawing, photos and pictures. (4) Playing with media that is spherical, rectangular, cylindrical and conical. (5) Sorting, grouping and classification of objects by appearance and shape. (6) Fitting things together, connecting small pieces to completed in large pieces, and taking things apart. (7) Repetition, addition, and patterns. (8) Counting and displaying the number of things in everyday life. (9) Comparing and ordering the number of things. (10) Composing and decomposing.

Cognitive	Key Experiences
	(11) Telling and displaying the positions of things. (12) Measurement by using nonstandard tools. (13) Matching, Comparing and ordering things in length/height, weight, volume. (14) Telling and ordering of activities or events by time. (15) Using mathematical language with everyday events. (16) Describing the link between cause and effect of an events or actions. (17) Guessing or predicting what may happen reasonably. (18) Participation in inferring with reasonable. (19) Decision making and participation in the problem-solving process.
1.4.3 Imagination and creative thinking.	(1) Perception and expressing thoughts or feelings through media, materials, toys and work products. (2) Expressing creativity through language, gestures, movement and art. (3) Creating work products using shapes from a variety of materials.
1.4.4 A positive attitude towards learning and search for knowledge.	(1) Exploring things and learning resources around. (2) Asking questions on interesting topics. (3) Inquiring knowledge for answer the questions. (4) Participation in data collection and presentation of information from inquiry in various forms and simple charts.

2.Content for Learning

The contents in children's everyday lives can be used as a framework to provide activities for children. Teachers should not stress rote memorization in content areas, but can instead set details in conformity with the children's age, needs, and interests. The range of educational content is flexible and also is determined by teachers on the basis of the children's real-life experiences and environment. Children ages three through six should learn the following content.

2.1The self. Children should learn their own names and family names, their appearance, body parts, how to take care of their own bodies, and how to stay clean and safe, including treating other safely. They should know their backgrounds and family, how to be a good member of family and school and also respect for their rights and others. Children should learn to express their opinions and hear the opinions of others. They should learn self-regulation, play and work independently or with others, self-awareness, and self-esteem. Children should learn to reflect emotions and feelings of self and others and also express their emotions and feelings appropriately. They should be well mannered, morality and righteousness.

2.2 People and places around children. Children should have opportunities to learn about their families, educational institutions, communities, and the people who are close to them and interact with them in daily life. They should learn about special places, special days, holidays, occupations of people in community, their religion, community culture, symbol of Thai nationality, and the practice of Thai identity, local culture or other local wisdom.

2.3 Natural environment. Children should learn about the name, nature, composition, changes and relationship of humans, animals, plants, as well as the knowledge of soil, water, sky, weather, natural disasters, strength and energy of daily living around children's environment, including the conservation of the environment and the preservation of public domain.

2.4 Things around children. Children should learn to use the language to communicate in everyday life, and the basic knowledge about the use of books and print. Children should know the names, properties, colors, textures, sizes, shapes, forms, volume, weight, numbers, composition, changes, and relationship of things around them. This includes time, money and the benefits of using it. Children should learn about the choice of appliances, vehicles, transportation, technology, and communication equipment used in daily life with economical, safe, and environmentally friendly.

An Analysis of Learning Experience Units for Kindergarten 2 and 3

Anubaan Chiang Mai School, Academic Year 2025

Learning objectives	Unit of Learning Experiences	
	Kindergarten 2	Kindergarten 3
1. All About Me 1.1 Name, Surname, Physical Appearance (Body Shape and Facial Features) 2 Knowing Different Body Parts 3 How to Care for and Keep the Body Clean, Safe, and Healthy 4 Eating Nutritious Food 5 Being Careful for One's Own Safety 6 Knowing your own and your family's background 7 Behaving as a Good Family and School Member 8 Expressing Emotions and Feelings 9 Demonstrating Good Manners / Social Skills	1. Smart Kids 2. Cute kids 3. Local food in Chiang Mai 4. Traditional toys 5. Pay respect to the teacher	1. Smart Kids 2. Healthy food 3. Traditional toys 4. Pay respect to the teacher
2. People and Places 2.1 Family 2.2 School 2.3 People in the Community 2.4 Important Places in the Community 2.5 Special Days	1. Anubaan Chiang Mai School (Our school) 2. Happy family 3. Community 4. Bua Bucha Day 5. We love the King 6. Mother's Day 7. Yi Peng 8. Father's Day 9. New Year's Day 10. Children's Day and Teachers' Day 11. Our local treasures 12. Tan Kuay Salak (Salak Offering)	1. Anubaan Chiang Mai School (Our school) 2. Happy family 3. Community 4. Bua Bucha Day 5. We love the King 6. Mother's Day 7. Yi Peng 8. Father's Day 9. New Year's Day 10. Children's Day and Teachers' Day 11. Traditional toys 12. Tan Kuay Salak (Salak Offering)

Learning objectives	Unit of Learning Experiences	
	Kindergarten 2	Kindergarten 3
3. Natural 3.1 Living Thing - Plants - Animals 3.2 Non-Living Things - Soil, Rocks, Sand 3.3 Environment - Water, Waste, Electricity, Energy 3.4 Changes in Nature - Time - Day and Night	1. Animals 2. Trees 3. Flowers 4. Seasons 5. Rice 6. Day and Night 7. Clock 8. Stone, Soil and Sand 9. Garbage	1. Animals 2. Trees 3. Flowers 4. Seasons 5. Rice 6. Day and Night 7. Clock 8. Stone, Soil and Sand 9. Garbage
4. Objects Around Me 4.1 Colors, Sizes, Shapes, Forms, Textures of Objects, Weight 4.2 Appliances / tools used in daily life 4.3 Vehicles 4.4 Communication	1. Tools and Utensils 2. Vehicles 3. Weights and Measures 4. Communication 5. Project	1. Tools and Utensils 2. Vehicles 3. Weights and Measures 4. Communication 5. Project

Curriculum of the learning experiences for kindergarten 2 and 3

Semester 1/2025 Anubaan Chiang Mai School

Weeks	Topic	Number of weeks	Number of days	Date	Note
1-2	Anubaan Chiang Mai School (Our school)	2	6	16 – 23 May 2025	
3	Cute kids	1	5	20 - 30 May 2025	
4	Waan Rub Bua	1	3	4 - 6 Jun. 2025	
5	Teacher Respect Day	1	5	9 - 13 Jun. 2025	
6	Smart Kids	1	5	16 - 20 Jun. 2025	
7	Healthy food	1	5	23 – 27 Jun. 2025	
8	Bua Bucha Day	1	5	30 Jun. – 4 Jul. 2025	
9	Asalha Puja Day and Buddhist Lent Day	1	3	7 - 11 Jul. 2025	
10	Local food in Chiang Mai	1	5	14 - 18 Jul. 2025	
11	We love the King	1	5	21 - 25 Jul. 2025	
12	Happy family	1	4	29 Jul. – 1 Aug. 2025	
13	Mother’s Day	1	5	4 - 8 Aug. 2025	
14	Seasons	1	3	13 - 15 Aug. 2025	
15	Community	1	5	18 - 22 Aug. 2025	
16	Tree	1	5	25 - 29 Aug. 2025	
17-19	Project (1)(2)(3)(4)	3	15	1 - 19 Sep. 2025	
20	Tan Kuay Salak (Salak Offering) Buddhist Tradition	1	5	22 - 26 Sep. 2025	

Curriculum of the learning experiences for kindergarten 2 and 3

Semester 2/2025 Anubaan Chiang Mai School

Weeks	Topic	Number of weeks	Number of days	Date	Note
21	Yi Peng	1	5	3 – 7 Nov. 2025	
22	Water	1	5	10 – 14 Nov. 2025	
23	Garbage	1	5	17 – 21 Nov. 2025	
24	Rice	1	5	24 -28 Nov. 2025	
25	Father's Day (I love Thailand.)	1	4	1 – 4 Dec. 2025	
26	Animals	1	4	8 – 12 Dec. 2025	
27	Vehicle	1	5	15 – 19 Dec. 2025	
28	Tools and Utensils	1	5	22 – 26 Dec. 2025	
29	New Year's Day	1	2	29 – 30 Dec. 2025	
30	Children's Day and Teachers' Day	1	5	5 – 9 Jan. 2026	
31	Day and night	1	4	12 - 15 Jan. 2026	
32	Stone, Soil and Sand	1	5	19 – 23 Jan. 2026	
33	Communication	1	5	26 – 30 Jan. 2026	
34	Flowers	1	5	2 – 6 Feb. 2026	
35	Clock	1	5	9 - 13 Feb. 2026	
36	Weights and Measures	1	5	16 – 20 Feb. 2026	
37	Traditional toys	1	5	23 – 27 Feb. 2026	
38 – 39	Project-Based Learning (1) (2)	2	9	2 – 20 Mar 2026	
40	Pay respect to the teacher	1	5	23 – 27 Mar. 2026	

Organizing learning experience

Early Childhood Education Curriculum for the academic year 2025 emphasizes a holistic, child-centered approach to learning.

. Principles for Organizing Learning Experiences

1. Holistic Development: Provide a diverse range of play and learning experiences to foster comprehensive development in children.

- Child-Centered Approach: Tailor activities to meet the individual needs, interests, and developmental stages of each child, considering their societal context.
- Process and Product Balance: Emphasize both the learning process and the outcomes, ensuring that children engage actively in their learning journey.
- Continuous Assessment Implement ongoing developmental assessments as an integral part of the learning process, utilizing results to inform and enhance teaching practices.
- Community Involvement Encourage active participation from parents and the community in supporting and enhancing children's development.

2. Guidelines for Organizing Learning Experiences

- Developmentally Appropriate Practices: Design activities that align with developmental psychology and brain function, ensuring they are suitable for the child's age, maturity, and developmental level.
- Sensory and Active Learning**: Facilitate learning through all five senses, movement, exploration, play, observation, research, experimentation, and problem-solving, allowing children to learn by doing.
- Integrated Learning Ing of various subjects.
- Encouraging Initiative Provide opportunities for children to initiate thinking, planning, decision-making, and action, with educators serving as facilitators and co-learners.
- Social Interaction in a Positive Learning Environment:
  Create opportunities for children to interact with both peers and adults within a warm, happy, and safe atmosphere. Promote collaboration through a variety of group-based and interactive learning activities that encourage communication, teamwork, and empathy.

- Diverse Learning Media and Resources:
  Expose children to a wide range of media and learning resources that reflect their everyday lives. Incorporate books, digital tools, hands-on materials, and natural elements to enhance learning, ensuring these resources are culturally relevant and developmentally appropriate.

- Habits, Life Skills, Morality, and Ethics:
  Embed daily routines with experiences that cultivate good personal habits and essential life skills (e.g., hygiene, time management, self-care). Seamlessly integrate moral and ethical learning into daily activities to foster values such as honesty, responsibility, and kindness.

- Planned and Spontaneous Learning Experiences:
  Offer both structured learning activities and opportunities for spontaneous, real-world experiences. Encourage curiosity and flexible thinking by responding to children's interests and real-life occurrences as valuable learning moments.

- Individualized Child Development Assessment and Reflection:
  Systematically collect and analyze data on each child's development and learning through observations, portfolios, and assessments. Use these insights to reflect on teaching practices and support continuous improvement in both child development and classroom strategies.

- Parent and Community Engagement:
  Actively involve parents and community members in the planning and implementation of learning experiences. Encourage their participation in providing materials, joining classroom activities, and contributing to the evaluation of children's development, creating a strong home-school-community connection.

3. Daily Activities

Chiang Mai Kindergarten School organizes daily routines that are thoughtfully planned to suit the developmental needs, interests, and attention spans of young children. The school emphasizes balance, flexibility, and variety in its daily programming.

3.1 Principles of Daily Activities

3.1.1 Age-Appropriate Attention Spans

- Children aged 4–5 years: Activities are designed for attention spans of 12–15 minutes.

- Children aged 5–6 years: Activities are planned for attention spans of 15–20 minutes.

3.1.2 Cognitive Activities

- Activities that involve thinking and group interaction (both small and large group settings) are limited to a maximum of 20 minutes at a time to maintain engagement.

3.1.3 Child-Initiated Free Play

- Free play activities (e.g., learning centers, outdoor play) are scheduled for 40–60 minutes daily.
- These activities encourage decision-making, problem-solving, and creative thinking.

3.1.4 Balanced Activity Structure

The school ensures a well-rounded daily schedule by including:

- A mix of indoor and outdoor activities
- Use of both large and small muscles
- A blend of individual, small group, and large group activities
- Activities initiated by both children and teachers
- Alternating between vigorous and non-vigorous activities to maintain energy balance and engagement

Anubaan Chiang Mai School: Daily Activity Schedule

Time	Activity
07.00 - 08.00	Arrival, Health Check, Recording Remarks, Restroom Break
08.00 - 08.15	Flag Ceremony & Morning Assembly Activities
08.15 - 08.30	News & Current Events Discussion (Homeroom)
08.30 – 11.30	Core Integrated Activities • Movement & Rhythm Activities • Experiential Activities • Creative Arts Activities • Free Play (Learning Corners) • Outdoor Activities • Break & Milk Time
11.30 – 12.00	Lunch, Tooth Brushing, Bedtime Preparation
12.00 – 14.00	Naptime
14.00 – 14.15	Tidying Beds, Washing Faces, Afternoon Snack
14.15 – 15.00	Educational Games
15.00 – 15.45	Special Project Classroom Activities
15.45 – 16.00	Activity Summary & Preparation for Home

Note: The duration of each activity is adjusted as appropriate.

3.2 Scope of Activities

Chiang Mai Kindergarten School provides a comprehensive set of activities that promote holistic child development across physical, emotional, social, intellectual, and creative domains:

3.2.1 Large Muscle Development

Activities aim to build strength, balance, agility, and coordination through:

- Outdoor free play and playground equipment
- Climbing and movement to music
- Extracurriculars: Swimming, Sports Skills, Taekwondo

3.2.2 Small Muscle Development

- Activities focus on strengthening fine motor skills and hand-eye coordination via:
  - Touch toys and educational games
  - Self-help tasks (e.g., dressing, using utensils)
  - Use of art tools: crayons, scissors, brushes, clay

3.2.3 Emotional and Moral Development

- Children are nurtured to develop self-esteem, confidence, discipline, and moral values through:
  - “Bua Lifestyle” activities incorporating play and decision-making
  - Consistent integration of Thai cultural and religious values
  - Opportunities to express feelings and practice ethics such as honesty, compassion, and responsibility

3.2.4 Social Habit Development

- Focus on building positive social behaviors and independence, including:
  - Daily routines: eating, resting, hygiene
  - Safe and cooperative play and work habits
  - Following rules, maintaining personal and community safety

3.2.5 Thinking and Cognitive Development

- To cultivate problem-solving and logical thinking, the school offers:
  - Observational and classification activities
  - Educational games, discussions, and interactive experiences
  - Field trips, guest speakers, and science/mathematics-based exploration

3.2.6 Language Development

- As an international standard school, Chiang Mai Kindergarten emphasizes bilingual communication, with activities designed to:
    - Encourage listening, speaking, reading, and writing
    - Foster a reading culture and curiosity through questioning
    - Provide a language-rich environment with positive role models

3.2.7 Imagination and Creativity

- The school supports creative expression and artistic exploration through:
    - Art, music, and rhythm-based activities
    - Role play, construction play, and sensory experiences (e.g., water and sand play)
    - Opportunities for free invention and imaginative storytelling

Organizing learning experiences KMEP

Organizing a natural language teaching activity (Whole Language Approach) is to develop learners to achieve holistic learning without separating the language into parts and not focusing on any specific skills. This activity makes children can learn the language naturally in listening, speaking, reading and writing. The leaning should be meaningful context and age-appropriate. There is no need to learn in reading and writing separately. The focus of leaning should be on what children actually do by themselves (including reading stories, telling stories, listening to their teachers and to their friend's stories, writing from what they have learned). It is important that guidelines for teaching English for children should consider physical and cognitive development. As physical growth and development during the kindergarten ages, children primarily learn from their interests (Emotional-based Learning), playing, interacting with adults. Learning through a whole language teaching style emphasizes Word-shape Recognition, leading the way for fun, the feeling of wanting to follow, and most importantly, linking vocabulary words to daily life. Teaching English exists in many forms for learners through stories, music and games, etc.

Communication, Language and Literacy

Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

Aspects of Communication, Language and literacy

Communication, Language and Literacy is made up of the following aspects:

Language for Communication - is about how children become communicators. Learning to listen and speak emerges out of non-verbal communication, which includes facial expression, eye contact, and hand gesture. These skills develop as children interact with others, listen to and use language, to extend their vocabulary and experience stories, songs, poems and rhymes.

Language for Thinking - is about how children learn to use language to imagine and recreate roles and experiences and how they use talk to clarify their thinking and ideas or to refer to events they have observed or what they are curious about.

Linking Sounds and Letters - is about how children develop the ability to distinguish between sounds and become familiar with rhyme, rhythm and alliteration. They develop understanding of the correspondence between spoken and written sounds and learn to link sounds and letters and use their knowledge to read and write simple words by sounding out and blending.

Reading - is about children understanding and enjoying stories, books and rhymes, recognizing that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing - is about how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

Handwriting - is about the ways in which children's random marks, lines and drawings develop and form the basis of recognizable letters.

MFBR Model

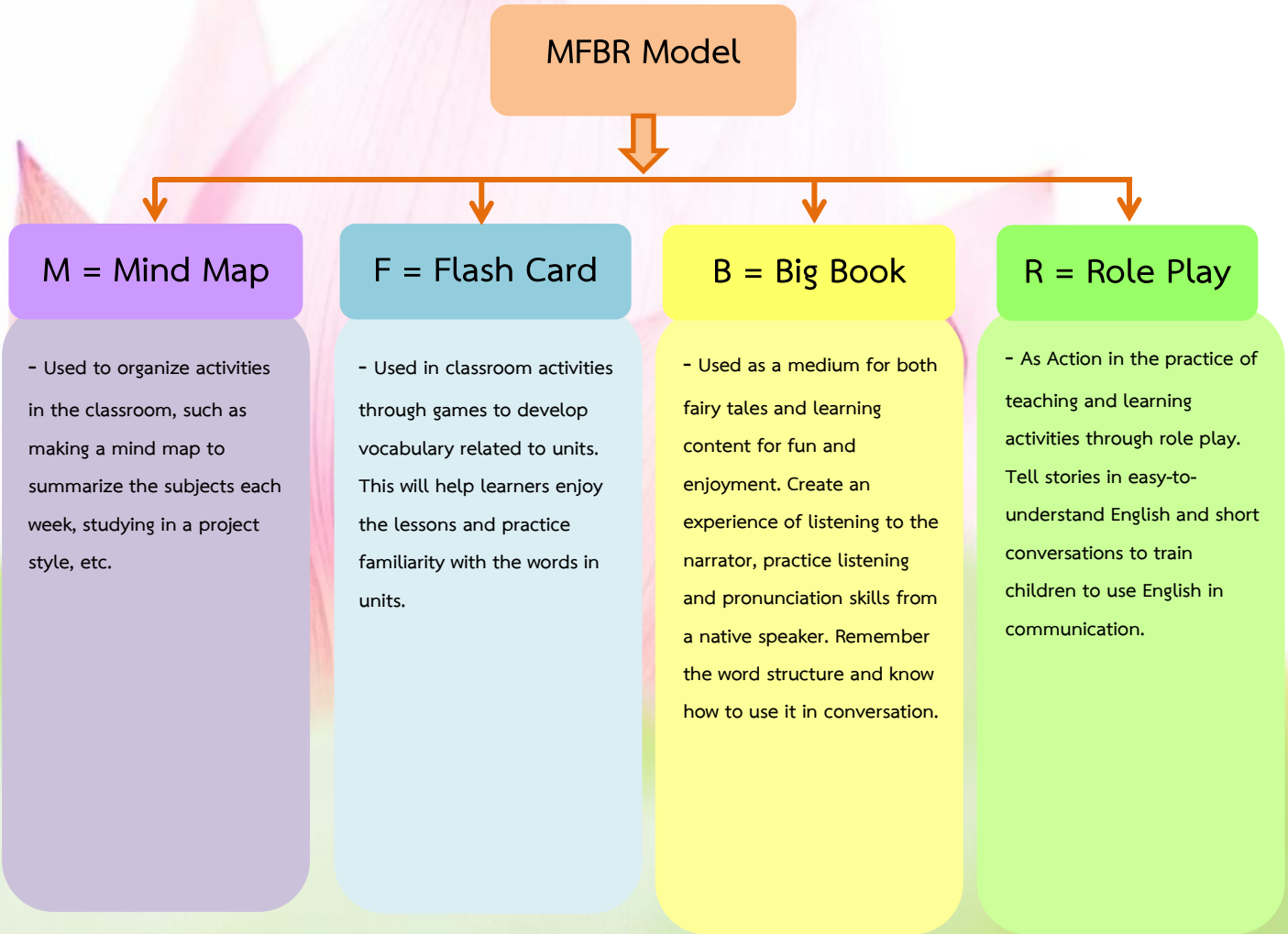
M = Mind Map

F = Flash Card

B = Big Book

R = Role Play

In organizing the teaching and learning of English for preschool children, it is the preparation and development of the English language for early childhood. Taking into account the age-related development and learning ability of each individual child through a playful learning activity in conjunction with Whole Language teaching, learning language is a natural process. The organization of learning activities are in various forms as follows.



Environmental arrangement

Environmental Arrangement for Early Childhood Education

Arranging the environment for early childhood children plays a crucial role in promoting their development across multiple dimensions—physical, emotional, mental, social, and intellectual. An age-appropriate and well-organized environment supports children's natural curiosity and facilitates effective learning.

At the Chiang Mai Kindergarten School, special emphasis is placed on designing learning spaces that align with the developmental needs and behaviors of young children. At this stage, children are naturally eager to explore, research, experiment, and interact with their surroundings. A carefully arranged environment not only encourages this curiosity but also acts as a bridge between the teacher and the learner, helping to translate abstract concepts into tangible, understandable experiences.

Through well-planned environmental setups and the use of various learning resources, children can gain direct, hands-on experiences. These experiences engage all five senses, making learning enjoyable, meaningful, and self-directed. Play, as a core part of early childhood education, becomes a powerful tool for learning, discovery, and growth.

Furthermore, the environment should be designed to support the local context, align with school curriculum goals, and reflect the values and needs of the community. The success of early childhood education depends on collaboration among school administrators, teachers, and parents. A supportive and relaxed atmosphere—free from overly rigid rules—ensures children feel safe, happy, and ready to learn.

To create an effective learning environment, Chiang Mai Kindergarten organizes its learning spaces into three main areas:

1) Physical Environment Management

Chiang Mai Kindergarten School designs its physical environment to meet children's basic needs and to encourage learning through interaction with their surroundings. Key features include:

- Hygiene and Safety: The environment supports children's health with clean, safe, and well-maintained spaces.
- Flexible Space: Areas are adaptable to accommodate various activities, allowing freedom of movement within safe boundaries.

- Comfort and Aesthetics: Classrooms and play areas are bright, cheerful, and ventilated, with appropriate lighting, comfortable temperatures, and peaceful corners for focused activities.
- Storage and Display: Designated storage for materials, children’s work, and personal items is available. Display areas communicate information and celebrate children's achievements.
- Accessibility and Oversight: All areas are easily accessible and supervised by teachers, parents, and guardians to ensure a secure and supportive environment.

2) Classroom Environment

The classroom setup at Chiang Mai Kindergarten promotes warmth, care, and active learning. Notable features include:

- Atmosphere: Classrooms are friendly, loving, and well-ventilated, equipped with air conditioning and consistent lighting.
- Child-Friendly Furniture: Tables and chairs are appropriately sized, lightweight, and easy for children to move.
- Organization: Each child has a personal locker for belongings and sleeping gear. Classrooms are neatly arranged and beautifully decorated.
- Learning Materials: Shelves and storage units are placed within children's reach to encourage independence. All materials and equipment are regularly cleaned and checked for readiness.
- Technology and Learning Corners: Classrooms include 4–5 TVs, computers, and various learning corners (e.g., reading, science, art) arranged thoughtfully—quiet corners are set away from noisier activities, and well-lit activities are placed near windows.
- Indoor-Outdoor Flow: Activities are designed to take place both inside and outside the classroom, allowing children to move freely and remain engaged.

3) Environment Outside the Classroom

Outdoor areas at Chiang Mai Kindergarten provide additional opportunities for exploration, social interaction, and physical activity. Highlights include:

- Chamchuri Square: A spacious area for morning assemblies, flag ceremonies, and group activities.
- Play Areas: A safe, sturdy playground with equipment for climbing, balancing, and sand play encourages gross motor development.

- Kasalong Square: A shaded area under trees for quiet, small-group activities, fostering calm and reflection.
- Educational Garden and Signage: Flower beds with plants such as lotus, jasmine, and honeycomb serve as natural learning stations. Informational signboards share knowledge with children and parents alike.
- Specialty Rooms: Additional facilities include a computer lab, piano room, toy library, dining area, and “Bua Tong” – a clean, safe, standard swimming pool that supports physical and sensory development.

Organizing Corners for Enhancing Skills and Child Development

- At Chiang Mai Kindergarten School, experience corners—also known as skill development corners—are an essential part of classroom organization. These corners are designed to encourage children to learn through hands-on play with various media, toys, and materials. Each corner offers different types of experiences that support emotional, social, physical, and intellectual development.
- In every classroom, at least five experience corners are arranged to meet the developmental needs of early childhood learners. Corners that require focus and concentration (e.g., reading, puzzles) are placed together, while more active and noisy corners (e.g., art, blocks) are grouped separately to maintain a balanced and supportive learning environment.

Key Experience Corners at Chiang Mai Kindergarten School

1. Role-Play Corners

Includes: *Home Corner, Shop Corner, Temple Corner, Doctor Corner, Farmer Corner, etc.*

These corners allow children to engage in dramatic play, helping them understand roles and responsibilities within the family and broader society. Through role-playing, children naturally develop language skills, social interaction, emotional understanding, and cognitive abilities.

Materials Provided:

- Kitchenware, household items (mats, pillows, mirrors)
- Dolls and doll clothing
- Profession-related uniforms (doctor, police, soldier, etc.)

- Tools and props for various roles (e.g., baskets, fishing tools, shoes)

All materials are safe, child-friendly, and non-toxic—avoiding glass, tiles, or sharp-edged plastics. Items are sorted in wooden or cardboard boxes for easy access.

2. Book Corner

Although formal reading and writing are not yet taught at this stage, the book corner introduces children to books and the joy of reading through visual storytelling and picture books. This helps cultivate an early love for reading in a relaxed, stress-free environment.

Setup Features:

- Picture books and colorful storybooks
- Comfortable seating using mats and pillows in various shapes
- Cozy layout encouraging children to sit, lie down, and enjoy books independently or with friends

3. Nature Study / Science Corner

This corner stimulates curiosity about the natural world and allows children to learn through observation, exploration, and simple experiments. It supports early scientific thinking and helps children connect with their environment.

Materials Available:

- Scales and magnifying glasses
- Natural items such as plant samples, leaves, shells, and stones
- Textures for sensory exploration like cotton, paper, wood, and sand
- Clearly labeled and categorized items for guided or independent discovery

Experience Corner Organization Guidelines:

- Zoning: Quiet corners (like book and puzzle areas) are grouped together to maintain a peaceful atmosphere. Noisy or active corners (like art and construction) are placed separately to allow freedom of expression without disturbing others.

- Accessibility: All materials are stored within children's reach to encourage independence.
- Safety & Cleanliness: Regular checks ensure that all tools and toys are clean, in good condition, and safe for young users.

4. Block Corner

The Block Corner includes wooden sticks or substitute materials like boxes. The sets vary in size—some contain as few as 20 pieces, while others have over 100. The blocks are crafted from wood scraps, carefully sanded to ensure safety and splinter-free play. These blocks are stored in boxes or crates. To reduce noise, play should take place on a mat. Typically, 3–4 children can play together at a time. This area is positioned away from quiet zones, such as the reading corner.

5. Educational Game Corner

This corner focuses on visual perception, reasoning, and hand-eye coordination. It includes:

- Educational games
- Creative plastics
- Block drop boxes
- Beads with stringing patterns

Children engage in structured yet fun activities that stimulate critical thinking and fine motor skills.

6. Tactile Toys Corner

The Tactile Corner emphasizes:

- Visual perception
- Observation
- Comparison and categorization
- Language development
- Reasoning

- Creativity
- Hand-eye coordination

Materials include:

- Creative plastic toys
- Blocks
- Stringing beads
- A variety of sensory and manipulative items

This space supports exploration and cognitive development through hands-on play.

7. Art Corner

Every child is a natural artist. The Art Corner allows children to express themselves and develop creativity through multiple mediums. Activities include drawing, painting, sculpting, folding, tearing, cutting, pasting, weaving, and crafting with various materials.

Materials available:

- Drawing easels
- Different types of paper
- Crayons, colored pencils, and watercolors
- Paintbrushes and palettes
- Pre-printed pictures, newspapers
- Scissors and glue
- Dough, clay, and sculpting tools
- Molds and strings
- Aprons and hand towels
- Craft scraps

This corner supports emotional expression, fine motor skills, and imaginative thinking.

Media and Learning Resources

Media

At Chiang Mai Kindergarten School, various types of media are used to support children's development across physical, emotional, mental, social, and intellectual domains. The media includes:

- 2D and 3D media
- Real and natural media
- Media close to children's everyday lives
- Culturally reflective media
- Safe and age-appropriate media
- Multi-sensory media that engages all five senses

Selection of media is based on children's age, maturity, individual differences, interests, and diverse needs.

Steps for Using Media

1. Preparation Before Using Media

1.1 Prepare Teachers:

- Study activity objectives and plan accordingly
- Learn how to use the media effectively
- Prepare the media and accompanying materials
- Test the media before actual use

1.2 Prepare Children:

- Assess children's prior knowledge related to the activity
- Use media to stimulate children's interest
- Encourage children to use media responsibly and creatively
- Teach children to play with media properly and to put it away correctly

1.3 Prepare Materials and Equipment:

- Ensure all materials and tools to be used with the media are ready

Media Development

Media used in activities is continuously improved to better suit children's needs:

1. Update media to be age-appropriate, user-friendly, and relevant
2. Keep media clean and well-maintained—wash, wipe, dust, store neatly, and organize by category
3. Create manuals for teacher-produced media that include:
    - Name of media
    - Benefits and usage instructions
    - Number of pieces in each set
    - Store manuals with the media
4. Develop creative, multi-purpose media that combine learning support with fun and play

Learning Resources

Chiang Mai Kindergarten School utilizes both internal and external learning resources that foster curiosity, independent knowledge-seeking, and experiential learning for lifelong development.

Learning environments include:

1. On-site study points:
    - Libraries
    - Study corners
    - Fountains and waterfalls
    - Gardens
    - Kittitham Hall, Kitti Relics
    - Monument of Khru Ba Srivichai
2. Nearby community and cultural sites:
    - Wualai and Sri Suphan communities
    - Temples like Wat Chedi Luang, Wat Phra Singh, and Wat Phra Chao Mangrai
    - Chiang Mai Art and Culture Hall

    - Mueang District Police Station, Museum, Three Kings Monument
    - Hot Springs, Buak Hat Park, Tree Market (Noontime Market)
    - Hospitals, post offices, city gates, markets, department stores, and local shops/restaurants
3. Guest speakers:
    - Community members
    - Parents
    - School personnel

These resources enrich children's learning experiences by connecting classroom learning with the real world.

Assessment of Student Abilities

Chiang Mai Kindergarten assesses children aged 4–6 years by monitoring their development in multiple domains, including:

- Physical health
- Emotional well-being
- Mental and social health
- Citizenship and Thainess (cultural identity)
- Intellectual development

Assessment is continuous, embedded within daily activities, and used to improve and tailor educational plans to help each child meet curriculum goals.

Assessment Principles

1. Plan assessments systematically.
2. Conduct holistic assessments covering all developmental aspects.
3. Assess individuals consistently throughout the year.
4. Use real-life observations from daily activities instead of formal tests.
5. Involve parents actively in the assessment process.

6. Summarize and analyze assessment data to support children's development.

The evaluation criteria.

Level 3 means very good, fluent and can be a role model to his/her classmates

Level 2 means good but need practice, need guidance and more participation

Level 1 means. Needs more practice, not fluent, needs guidance and more participation

Tools and Sources for Assessment

- Observation of behavior
- Behavior recording sheets
- Conversations and interviews with children
- Analysis of children's work samples
- Parent questionnaires
- Health records
- Portfolios compiling all collected data

Guidelines for assessing learning development	Methods for collecting information
Observation	Observe children's actions and behaviors during: Daily activities (e.g., movement/rhythm, creative play, outdoor play, educational games) Daily routines (e.g., flag raising, hygiene, eating, dressing, tidying up)
Interview	Evaluate children's language use through conversations, storytelling, and explanations.
Performance tasks	By taking notes, photos and assessing of their own jobs
Authentic Assessment	Making presentation profile
Test	Testing
Evidence of Participation	Taking the information notes from their parents
Information from teacher and parents	Taking notes, interview, and questionnaire.

Early Childhood Education Curriculum Management

The early childhood education curriculum is central to setting goals for the quality development of young children. Successful implementation requires collaboration among school administrators, teachers, and all stakeholders to maximize children's developmental benefits.

Curriculum Management Approach

Chiang Mai Kindergarten School manages its curriculum by:

- Studying and understanding the 2025 Early Childhood Education Curriculum for ages 3-6
- Analyzing current conditions, government policies, parental and societal needs
- Defining:
    - Vision and mission
    - Goals and learner outcomes upon completion of early childhood education and each academic year
    - Annual learning content and experience organization
    - Learning atmosphere
    - Assessment methods
    - Media and learning resources
    - Experience plans
- Ensuring sufficient qualified personnel such as teachers and mentors
- Promoting ongoing communication and coordination between teachers and parents/guardians

Curriculum Implementation Projects

The Early Childhood Division organizes curriculum implementation through four main projects, aligned with the Ministry of Education's early childhood curriculum and social context:

1. Holistic Learning Potential Promotion Project (SAP)
2. Language and Mathematics Potential Promotion Project (LMAP)
3. Mathematics and Language Potential Promotion Project (MSEP)
4. Kindergarten Mini English Program (KMEP) – Early Childhood Education Curriculum in English

Special Activities to Enhance Curriculum

Six special activities are integrated to support children's development in various domains:

1. Swimming: Linked to outdoor activities; develops large muscles, balance, and water movement skills
2. Taekwondo: Outdoor activity; strengthens large muscle development
3. Piano: Develops fine motor skills, aesthetics, and body coordination
4. Computer: Linked with educational games; develops hand muscles, intelligence, and social skills
5. English: Led by foreign teachers; linked to experience-enhancing learning units

6. Mental Arithmetic: Integrated with educational games; promotes intelligence and numerical skills including counting, addition, and subtraction

Links Between Early Childhood Education and First Grade Education Level

Building connections between early childhood education and the first-grade education level are most important. All concerned should be interested in decreasing any gaps in understanding regarding the educational management of both levels, which affects learning management, teaching, children, teachers, parents/guardians, and other education personnel. Making connections create positive effects on early childhood learning to adapt to change and to develop learning smoothly. To succeed in building connections between early childhood education and the first-grade education level, all concerned persons should proceed as follows.

1.Educational Institution Administrators

Educational institution administrators take the lead role in connecting the Early Childhood Curriculum with the Basic Education Core Curriculum first level, or primary education grade one. Thus, they must study both curriculum levels for understanding. The administrators should ensure systematic educational links between the two levels as follows.

1.1 Provide meetings between teachers of early childhood education and primary education to develop links between both curriculum levels. This will help teachers in preparing lessons that are appropriate for each age.

1.2 Provide both levels of curricula and academic documents for teachers and other personnel to study sufficiently.

1.3 Provide activities for teachers at both levels to exchange and disseminate new knowledge.

1.4 Supply media, materials and organize environments that promote the building connections.

1.5 Provide activities to educate, interact in various ways, and distribute document regularly to parents/guardians. This helps parents or guardians to understand both education levels and how to help their children adapt better to new environments.

In case of educational institution does not have the first-grade education level in its educational institution, the administrators should coordinate with the educational institution that expects the child to attend, to help parents/guardians understand how to help their children adapt to a new educational institution.

2.Early Childhood Teachers

Early childhood teachers must study the Early Childhood Curriculum and provide activities to develop the children under their care. They should also study the Basic Education Core Curriculum and learning management in the first-grade level, as well as build mutual understanding with parents/guardians and others concerned to help children prepare for the first grade. The following sample activities are recommended.

2.1 Gather individual children's information and send to first grade teachers who will use the information to help the children adapt to the new learning and environment.

2.2 Communicate with children about good learning experiences in first grade so that children will have positive attitude toward learning.

2.3 Provide opportunities for children to become acquainted with teachers and with the environment of the first-grade classroom.

2.4 Provide materials, books that are appropriate for child's age, also encourage children to learn and have a basic experience that is consistent with the building connection in grade 1.

3. Primary Teachers

Primary teachers must have the knowledge, understanding children's development, and positive attitude to provide proper early childhood education experiences. They should also ensure that learning in the first grade is linked to early childhood learning experiences as follows:

3.1 Provide opportunities for children and parents/guardians to become acquainted with first grade teachers and classrooms before starting school.

3.2 Arrange the classroom similarly to the early childhood classroom by providing areas for children to do free activities, such as the book area, toy area, and didactic game area, to help first graders adapt and learn from actual practice.

3.3 Provide activities where children participate in making up the rules.

3.4 Provide activities to help and promote children's learning according to individual difference.

3.5 Publicize information about learning and building positive relationships with children, parents/guardians, and communities.

4. Parents/Guardians

Parents/guardians play an important role in parenting and promoting their children's education and to help their children in learning at first grade. Parents/guardians should do the following.

4.1 Study and understanding the curriculum at both levels.

4.2 Supply books and accessories that are appropriate for child's age.

4.3 Have good interaction with children, love and caring for children closely.

4.4 Schedule time for activities with children, such as storytelling, shared reading, discuss, asking questions about learning, and reinforcement and encouragement.

4.5 Collaborate with teachers and educational institutions in preparing children to be adaptable.

Monitoring, Evaluating, and Reporting the Early Childhood Education Curriculum

Chiang Mai Kindergarten School, Academic Year 2025

Key Principles

- Inclusive Participation: Parents, society, community members, and supporting organizations actively participate in education management.
- Alignment with Needs: Ensure learners develop abilities aligned with the expectations of parents, community, and society.

Monitoring and Evaluation System

- Effective System: The school implements a robust system for monitoring, evaluation, and reporting, enabling all stakeholders to:
  - Track progress
  - Identify problems and obstacles
  - Collaborate and provide support for improvements
- Continuous Supervision: Educational supervision and quality assurance processes are ongoing and systematic.
- Quality and Standards: The process aims to continuously improve the quality and standards of early childhood education.

Collaboration and Network

- Comprehensive Network: Monitoring and evaluation involve both internal and external agencies.
- Committee Structure: A committee representing various levels and professions oversees the process, ensuring broad and effective supervision.

Reporting and Use of Results

- Transparency: Results are reported to all parties involved, including the general public.
- Data-Driven Planning: Information from monitoring and evaluation is used to develop and refine quality improvement plans for the educational institution or early childhood development center.

Appendix

Curriculum of the learning experiences for kindergarten Semester 1

Anubaan Chiang Mai School

Week	Topic	Item	Note
1	**Anubaan Chiangmai school** -ว.2.1-4.1.2 -ว.3.1-6.1 -Oral counting 1-10 -Notice: colors, sizes, and shapes; classification categories -Directions: Up-down and front-back	- Name and location of school - Symbol and color of school - Classroom color - Classroom rules - Director, class teacher, and Babysitter - Tools in classroom - Know the meanings of “big and small”	-Important experiences obtained from the curriculum analysis project -Learn about Thai alphabet; ร (โรงเรียน) - Put khan dok activity -Teach the alphabet & phoenixes
2	**Wun Rub Bua Day** - Know numbers (1 and 2) - Oral counting 1-10 - Be on time	- What is your name? What is your nickname? - Individual symbol - understanding feelings and emotions - Daily routine - Go over head of school /director of school again.	-Learn about Thai alphabet; ช (ชื่อ) - Rub Bua activity -Teach the alphabet & phoenixes
3	**Cute kids** - ว.1.1-1, 1-4 -Oral counting 1-10 -What number is this? (3) - Know the meanings of “high and low” -Know the meanings of “fat and thin”	-Thailand Manners - Learn to speak politely - Names and functions of body parts e.g., hands, nose, etc. - Ten national Daily Health routines e.g., bathing, brushing teeth. - how to play safely - Efficient listening and speaking	Learn about Thai alphabet; ม (มารยาท) and น (น่ารัก) -Greeting words in ASEAN -Teach the alphabet & phoenixes

Week	Topic	Item	Note
4	**Teachers' Day** - ว.1.2-3,1 - Know about Arabic numerals (1-3) - The meanings of “big and small”	- Importance of teachers/ Teachers' Day - Discus the importance of teachers and their relationship towards teachers e.g., respect, gratefulness, feelings towards teachers. - Explain about the meanings of things that are used for the Wai Khru Ceremony/day e.g., flowers to show gratitude -Listening and following directions - Notice and distinguish between similarities and differences of shapes	Learn about Thai alphabet; ค (ครู) -Greeting words in ASEAN -Teach the alphabet & phoenixes
5	**Traditional food of Thailand** -ว.3.1-6,1-2 -ว.3.2-7,1-2 -ว.8.1-14,1-5 - The meanings of “loud and quiet” - Directions (turn left and right) - Know about Arabic numerals (4-5) - Know numbers (2 and 4) - Oral counting 1-20	- Know Five Food Groups - Know traditional food - Table manners - Eating Khan Tok - Skill-based practice using the five senses - Practice memorization and explaining things to other people - Notice details of a picture	- Science skills gained by cooking - Learn about Thai alphabet; อ(อาหาร) and ต (ขันโตก) -Traditional food of ASEAN. -Teach the alphabet & phoenixes

Week	Topic	Item	Note
6	**Bua Bucha Day** - ว.2.1-4,1-2 - Geometric shapes (circle, square, and triangle) - What number is this? (4) - Oral counting 1-20	- The history of Phra That Kitti -The shape of Phra That Kitti -The importance of Bua Bucha Day (birthday/ celebration of the school) - Geometric shape - Compare between big and small - Notice and distinguish between similarities and differences	- Learn about Thai alphabet; บ(บัวบูชา) -Teach the alphabet & phoenixes
7	Animals -ว.1.2-3,1 -ว.8.1-14,1-5 - The meanings of “big and small” - Oral counting 1-30 - Repeat for numbers (2-5)	- Natural pet behaviors e.g., goldfish swims in the fish tank, dog plays in the garden. - Advantages and disadvantages of having pets - Practice conversation and discussion (language) - The meaning of big and small - Sort by size - Notice, comparison, and classification categories - Practical skills by scientific method	- Learn about Thai alphabet; ส(เสือ) and ข (ไข่) - Traditional animals of ASEAN -Teach the alphabet & phoenixes
8	**Weights and Measures** -ว5.1-6, 10-2 -Weight measurement -Height measurement -measuring liquids -What number is this? (5) - Oral counting 1-20	Equipment for measuring - Weight, height and liquid measurements -Advantages of weight and height measurements - Effectively explain a story to other people - Listen and identify sounds - Notice and distinguish between similarity and difference	- Learn about Thai alphabet; ง -Teach the alphabet & phoenixes

Week	Topic	Item	Note
9	Asahna Bucha Day and Kaopansa Day - ว3.1-6, 1 - ว3.2-7, 1-2 -The meanings of “short and long” - Sort events (1-3 events) Repeat for number (5) -Oral counting 1-30	-The Histories of Asahna Bucha and Kaopansa Days -Activities on Asahna Bucha and Kaopansa Days -Conversation and asking questions - Classification of colours, shapes -Learning descriptive words e.g., long, big, etc. - Know geometric shapes - Sort by size	- Activities for Kaopansa Day - Learn about Thai alphabet; ท (เทียน) -Teach the alphabet & phoenixes
10	**Happy Family** - ว2.1-4, 1,2,3 - ว2.2-5, 1-3 -Up and down - Sort chronological events (3-5 events) e.g., wake up, go to school, eat dinner. - More than, less than and equal to - Oral counting 1-30 - Repeat for numbers (2-5)	-Types and rooms of the house - How to take care of the house - Know about relationships and roles of different family members - Village name/ House No. - Notice and distinguish between similarities and differences - Sort by height	- Learn about Thai alphabet; ห (ห้อง) and ฆ - Traditional formal dresses of ASEAN -Teach the alphabet & phoenixes
11	**Mother’s Day** - ว.1.2-3, 2 -Geometric shapes -Oral counting 1-30	-History and important activities of the queen - Importance of Mother’s Day - Be able to express your feelings to other people (language) - Know the meanings of “tall and short” - Sort events	- Learn about Thai alphabet; ม(แม่) and ล (ลูก) -Teach the alphabet & phoenixes

Week	**Topic**	**Item**	**Note**
12	**Our community** - ว.2.1-4, 1-2 - Teach addition - Oral counting 1-30 - Sort by size	- Places in community - Occupations in community - Good feeling for honest jobs - Occupation (s) of parents - Learn history of Kruba Srivichai - Sing a short song - Practice rational thinking	- Learn about Thai alphabet; พ(พระ) and ว (วัด) -Teach the alphabet & phoenixes
13	**Seasons** -ว6.1-11, 14 -ว7.1-12, 3 -ว8.1-14, 16 -Up-down -Types of lines (horizontal, curve, curly, and zig zag - Geometric shapes	- Rain and natural phenomena - Advantages and disadvantages of rain water - Winter - Hot or cold weather - Notice and perform static electricity - Know the meanings of “thick and thin” - Prepare for rain and winter - Sort events - Know the meaning “Heavy and lightly” - Comparison of numbers (<5) - Listen and speak about a story	- Learn about Thai alphabet; ฝ(ฝน) and ฌ - Traditional formal dresses of ASEAN -Teach the alphabet & phoenixes

Week	**Topic**	**Item**	**Note**
14	**Trees** -ว1.1-2, 2-3 -ว1.2-3, 1 -ว2.1-4, 1,3 -ว8.1-14, 1-6 - Smooth and rough - Soft and solid - Sort numbers 1-5	-Tree names in school - Learn about nature and characteristics of tree - Growth of trees - Well known flowers for children -Names and characteristics of trees - Advantages and disadvantages of trees - Effects of destruction of trees - Take care of trees -Notice, compare, and research by yourself - Practice rational thinking	- Learn about Thai alphabet; ด(ดอกไม้), ผ (ผลไม้) and ย - ASEAN National Flowers -Teach the alphabet & phoenixes
15	**Traditional toys** -ว4.2-9, 1 - Take in and take out - Oral counting 1-30	-Toys (outside school) - Traditional toys - Listen and speak about a story (language)	- Learn about Thai alphabet; ก (ก้านกล้วย) -Teach the alphabet & phoenixes

		- Notice and distinguish between similarities and differences -Know the meanings of “near and far”	
16	**Tan Kuay Salak tradition** - Repeat for numbers (2-5) - Oral counting 1-30	- The history of Tan Kuay Salak - Things for Tan Kuay Salak - Tan Kuay Salak activities - A Comparison of near and far - field	- Learn about Thai alphabet; ฉ -Teach the alphabet & phoenixes
17	**Present proposal**		

Conclusion of developmental evaluation for semester 1

Curriculum of the learning experiences for kindergarten Semester 2

Anubaan Chiang Mai School

Week	Topic	Item	Note
18	**Flood tide on Yi Peng festival** - จ.2 -2-5, 1-3 - จ.4.1-8, 2 - จ.8.1-14, 1-5 - Learn about sinking and floating - Water volume - Full, empty - Oral counting 1-40 - What number is this? (7)	-Water places in a school -Natural water places -Learn about Changing States of Water -Learn about sinking and floating -History of Yi-Peng -Yi-Peng activities (make floating lantern, door decor) -Listen and identify sounds -Know about large and small numbers -know sorts events	Learn about Thai alphabet; จ (จม) -ก, ข (กระทง) -Attend Yi-Peng festival -Make floating lantern- -Repeat greeting words in ASEAN -Teach the alphabet & phoenixes
19	**Garbage** - จ.3.1-6, 1-2 - Separate and collect - Waste separation - Learn about the words “long and short” - What number is this? (8)	- The meaning of garbage - Types of waste - Advantages and disadvantages of waste - How to sort and dispose of garbage - Notice and distinguish between similarity and difference - Conversation and discussion	-Make EM -Learn about Thai alphabet; ป -Teach the alphabet & phoenixes

Week	Topic	Item	Note
20	**Rice** -ว.3.2.7,1-2 -ว.8.1-14, 1-5 -What number is this? (6) -Sort events -Oral counting 1-30	-Rice types - Rice advantages - harvesting festivals and Sart Chin Day - Cooking experience from rice - Conversation and discussion -Notice and distinguish between similarity and difference -Classify and compare between high and low -learn about large and small numbers - Learn about counting (1-6)	-Cooking from rice and carbohydrate products -Learn about Thai alphabet; ถ (ไถนา) -Repeat for National Dishes of ASEAN -Teach the alphabet & phoenixes
21	**Father's Day** - Sort numbers 1-8 - Know about Thai and Arabic numerals (1-8, ๑-๘) - Comparing numbers	-History and important activities of the king -Importance of Father's Day -How to respect to father -Tell your story to other students -Read a picture from left to right sides, up and down	-Learn about Thai alphabet; ษ (กษัตริย์) -Flags ASEAN nations -Teach the alphabet & phoenixes

Week	**Topic**	**Item**	**Note**
22	**Tools** -ว.5.1-10, 1,3,4 -ว.8.1-14, 1-5 -ว.8.1-15, 1-2 -Sort numbers 1-7 -Oral counting 1-40 -Learn about Thai numbers ๑-๗ -Know about top-under, in front of-behind	-Tools names in classrooms -electric appliances -thermal, electric energy and wind power -How to use tools correctly and safely -Danger of some tools -Keep tools -Practice rational thinking	Learn about Thai alphabet; ฎ, ฐ, ฑ -Teach the alphabet & phoenixes
23	**Vehicles** - ว.4.2-9, 1-2 -Geometric shapes: sphere, cube, triangular prism, cone -Speculation “near” or “far”	-Types of vehicles -Name of vehicles -Local vehicles (tricycle) -Safety and Security (traffic regulations) -Listen and identify sounds	-Create a vehicle -Learn about Thai alphabet; ฟ,ภ
24	**New Year** -What number is this? (8) -Oral counting 1-40	-Customs and traditions of New Year -Blessing of New year -Behaviors and activities for the New Year -Tell story from a picture	-Create new year card -Create activities for the New Year -Learn about Thai alphabet; ฒ -Teach the alphabet & phoenixes

Week	**Topic**	**Item**	**Note**
25	**Children's Day and Teacher's day** - Geometric Form - Sort numbers 1-9 - Know the number “9” - Know about Thai and Arabic numerals (1-9, ๑-๙) - Oral counting 1-50 - Learn about the words “thick and thin”	- The importance of Children's Day and Teacher's day - Message to the children on Children's Day -Good child Behavior -Teacher Duties and Responsibilities - Behavior to teachers	- Market fair activities - Learn about Thai alphabet; ธ, ญ -Teach the alphabet & phoenixes
26	**Air** - More and less - Big and small - Sort the numbers 1-30 - Oral counting 1- 50 - Know number ๓๓	- The properties of air (Air Has weight, Air has pressure, Air expands when heated able) - Temperature (hot, cold) - How does static electricity work? - Advantages & disadvantages of air (Air pollution, how to reduce air pollution?) - How to defend yourself in cold weather?	- - Learn about Thai alphabet; อ - Little scientist activity “Air” -Teach the alphabet & phoenixes

27	**Day time and Night time** - ว.7.1-12,1-3 - Sort time (afternoon, night, morning, noon, and evening) - Oral counting 1-50	- The difference between day time and night time - Behavior in the afternoon and night - Nocturnal animal - Practical skills by scientific method	- Learn about Thai alphabet; ฮ - Repeat National animals of ASEAN -Teach the alphabet & phoenixes
28	**Stone, soil, sand** - ว.6.1-11,1-3 - Combination of 2 things, taken not more than 5 -Sort events - Notice of relative things	-Shapes, appearance, color -Advantage -Stone, soil, and sand at school locations - Notice and distinguish between similarity and difference	Learn about Thai alphabet; ศ -Teach the alphabet & phoenixes
Week	**Topic**	**Item**	**Note**
29	**Flowers** -ว1.1-2, 2-3 -ว1.2-3, 1 -ว2.1-4, 1,3 -ว8.1-14, 1-6 - Smooth and rough - Soft and solid - Sort numbers 1-5	- Flowers names in school - Learn about nature and characteristics of flowers - Growth of flowers - Well known flowers for children -Names and characteristics of flowers - Advantages and disadvantages of flowers - Effects of destruction of flowers - Side Effects Flowers - Take care of trees and flowers -Notice, compare, and research by yourself - Practice rational thinking	- Learn about Thai alphabet; ด(ดอกไม้), ผ (ผลไม้) and ย - ASEAN National Flowers -Teach the alphabet & phoenixes

30-31	**Communication** - ว.8.1-15,1-2 - Classify - Comparison of numbers (< 5) - Know geometric shapes (circle, square, and triangle)	**-** Communication meaning **-** Picture communication (TV, newspaper etc.) **-** Sound communication (radio, television, amplifier, etc.) - Speaking and writing communications - Notice and distinguish between similarity and difference - Notice of relative things	Learn about Thai alphabet; ช Repeat national flags of ASEAN -Teach the alphabet & phoenixes

Week	Topic	Item	Note
32	**Clock** - Sort events (morning, noon, today, tomorrow, yesterday) - Combination of 2 things, taken not more than 5	-Words for times -Clock characteristics -The meaning of numbers on clocks -Read rhyming words or sing a song - Notice and distinguish between similarity and difference	Learn about Thai alphabet; ฬ -Teach the alphabet & phoenixes
33	**Local products** -Know the number “10” -Sort numbers 1-10 - Know about Thai and Arabic numerals (1-10, ๑0) - Learning about expectation - Combination of 2 things, taken not more than 5	-Learning from Local Wisdom Approach depending on child’s individual ideas (make a toy, dancing, cooking, and invention) -Lean about slogan of Chiang mai “ ดอยสุเทพเป็นศรี ประเพณีเป็นสง่า บุปผาชาติ ล้วนงามตา, งามล้ำค่านครพิงค์	Learn about Thai alphabet; ฎ -Teach the alphabet & phoenixes

34	**Respect to teachers** -Know numbers (1-10) -Separation or combination of 2 things, taken from a big group (<5)	-Knowledge of pour water on the hands of revered elders and ask for blessing - Notice and distinguish between similarity and difference -Practical skills by scientific method -Practice rational thinking	- Learn about Thai alphabet; ฌ - Activities for respecting teachers -Teach the alphabet & phoenixes
35	**Present proposal**		

Kindergarten English Assessment Anubaan Chiangmai School

Skill	Level
Listening	
Speaking	
Reading	
Writing	
General Comments	

Kindergarten English Assessment

Anubaan Chiangmai School

Name.....		Comments	Total: .....
	Listening.....	....	.....
	Speaking.....	....	.....
	Reading.....	....	.....
	Writing.....	....	.....
	General Comments	....	.....

