



FROGNER
INTERNATIONAL
PRE-SCHOOL

Year Plan 2026–2027



Contents

01 FIP Vision and Mission	2
02 Introduction and Framework for FIP	3
03 The FIP Curriculum	4
04 FIP's Pedagogical Approach	5
05 Settling-In and Transitions	6
06 The Learning Journey Across FIP	7
07 The Seven Rammeplan Curriculum Areas in Practice	9
08 The FIP “My Growing World” Curriculum	10
09 Community Hour, Outdoor Learning and Play, and Curriculum Enrichment	13
10 Partnership with Parents and Families	15
11 Planning, Pedagogical Documentation, Assessment and Evaluation	16
12 FIP Celebrations and Traditions	17
13 References and Framework Documents	19

1. FIP Vision and Mission

Vision

The vision of Frogner International Pre-School is to provide a nurturing, inclusive and stimulating international environment where every child can develop their full potential.

FIP strives to provide high-quality, well-rounded early childhood education that recognises each child as an individual and responds to their needs, interests, strengths and development. We aim to support children in becoming confident, curious, caring and increasingly independent, providing strong foundations for lifelong learning and a positive transition to school.

Mission

The mission of FIP is to provide modern, high-quality early childhood education in a safe, caring and inclusive environment where children's needs, well-being and development come first.

Through play, relationships, exploration and meaningful experiences, children are supported to communicate, develop self-regulation, build relationships, discover their interests and abilities, become increasingly independent and develop knowledge and understanding of their growing world.

We recognise that children develop in different ways and at different rates. Our responsibility is to provide each child with appropriate support, experiences and challenge from their individual starting point.

We adapt to children — the environment, expectations, routines and adult approach should adapt to children, not the other way around.

2. Introduction and Framework for FIP

Introduction

The FIP Year Plan is both a pedagogical working document for staff and an information document for parents. It describes the principles, priorities and curriculum that guide our work during the 2026–2027 academic year.

At Frogner International Pre-School (FIP), our aim is to provide a safe, caring, inclusive and stimulating international environment where every child experiences belonging and can develop through play, relationships, exploration and meaningful experiences.

Our Preschool Community

FIP has 48 children divided into three groups: Nursery, Pre-School 1 and Pre-School 2.

Nursery: 14 children, aged 3

Pre-School 1 (PS1): 16 children, aged 4

Pre-School 2 (PS2): 18 children, aged 5

The three groups provide an organisational structure for planning appropriate experiences and environments. They do not define individual developmental levels: classes organise experiences, while staff adapt support and challenge each child.

Framework for FIP

FIP operates in accordance with the Norwegian Kindergarten Act (Barnehageloven) and the Norwegian Framework Plan for Kindergartens (Rammeplan for barnehagen). FIP is non-denominational.

FIP's pedagogical practice is grounded in the Norwegian Framework Plan for Kindergartens (Rammeplan for barnehagen). As an international English-language pre-school, FIP also incorporates relevant principles and areas of learning from the Early Years Foundation Stage (EYFS) to enrich and complement the Norwegian framework. (Rammeplan for barnehagen, 2017; EYFS Statutory Framework, 2026)

The Year Plan should be read together with the FIP Charter, FIP Parent Handbook 2026–2027 and relevant FIP policies and procedures. The Year Plan is presented through FIP's parent-participation structures and is formally adopted by the Coordinating Committee (Samarbeidsutvalget/SU).

Routines and Planning

Young children benefit from both security and flexibility. Predictable routines help children understand what will happen next, develop independence and feel safe, while responsive planning allows staff to adapt to children and to the realities of preschool life.

Classes use weekly plans to provide structure for varied experiences. Plans provide direction rather than a rigid timetable and may be adapted in response to children's interests, needs and circumstances.

The FIP core day is 09:00–15:00. FIP is open from 08:00–16:30. Towards the end of the day, children from the three classes spend time together, providing opportunities for interaction and relationships across age groups.

Our Learning Approach

At FIP, children learn through play, exploration, relationships, movement, creativity and active participation. Learning takes place throughout the day: in conversations and routines, indoors and outdoors, during planned experiences and through spontaneous discoveries.

Children are encouraged to be curious, increasingly independent and confident learners who express ideas, ask questions, solve problems, cooperate with others and develop care and respect for people and the world around them.

3. The FIP Curriculum

The Rammeplan provides the foundation for FIP's values, pedagogical practice, planning and curriculum. Care, play, learning, daning (personal and cultural formation), friendship, community, communication and participation are understood as interconnected parts of children's everyday experience. (Rammeplan for barnehaugen, 2017)

Relevant EYFS principles complement this foundation and support FIP's international English-language profile. They are not treated as a separate parallel curriculum.

The Seven Rammeplan Curriculum Areas

- Communication, Language and Text
- Body, Movement, Food and Health
- Art, Culture and Creativity
- Nature, Environment and Technology
- Quantities, Spaces and Shapes
- Ethics, Religion and Philosophy
- Local Community and Society

The curriculum areas are not taught as separate school subjects. They overlap naturally within play, routines, projects, outdoor experiences, trips, conversations and creative work.

How EYFS Enriches the FIP Curriculum

EYFS is used selectively to enrich the Rammeplan. FIP draws particularly on its emphasis on communication and language, personal and social development, physical development, early literacy and mathematics, understanding the world and expressive arts and design. (EYFS Statutory Framework, 2026)

FIP also draws on the Characteristics of Effective Teaching and Learning described in Development Matters: playing and exploring, active learning, and creating and thinking critically. These support our emphasis on curiosity, persistence, problem-solving and meaningful exploration. (Development Matters, revised 2023)

Developmental guidance is used as a reference rather than as a checklist. Staff use observation and professional judgement to understand each child and plan appropriate support and challenge.

Progression

At FIP, progression means building on children's experiences and interests through increasingly rich opportunities, materials, concepts, responsibility and challenge. Progress is considered in relation to the individual child rather than as a fixed expectation attached to a class or age. (Rammeplan for barnehaugen, 2017)

Our aim is progression for every child — not identical outcomes from every child.

4. FIP's Pedagogical Approach

At FIP, care, play, learning and danning (personal and cultural formation) are interconnected. Children develop through relationships with others and through active participation in their environment. Across all classes, particular attention is given to language and communication, emotional development and self-regulation, relationships and belonging, independence and participation, and physical well-being.

Care, Security and Relationships

Care and secure relationships are the foundation for well-being, play and learning. Children should experience warm, attentive adults who know them as individuals and help them feel safe, seen and valued.

Play

Play has value in its own right and a central place at FIP. Children are given time, space and materials for varied play indoors and outdoors. Staff observe play, protect it and decide when to step back or when involvement can support, extend or enrich it.

Learning and Exploration

Staff extend children's learning by introducing language, materials, questions, perspectives and experiences while following children's curiosity and protecting the value of play.

Danning (Personal and Cultural Formation)

Children are supported in developing their identities, ideas and values while learning to listen to others, consider different perspectives and participate responsibly in a community.

Friendship, Belonging and Inclusion

Every child should experience belonging. Staff actively support friendship, inclusion, entry into play, communication, conflict resolution and respect for their own and others' boundaries.

Children's Participation

Children have the right to influence everyday life at FIP. Their words, play, choices, questions, interests, body language and other forms of expression inform planning and evaluation. Children are regularly given opportunities to participate actively in decisions appropriate to their age, experience and individual ways of communicating. Adults remain responsible for safety, well-being and pedagogical decisions. (Rammeplan for barnehagen, 2017)

Language and Communication

English is the main language of communication and learning at FIP. Staff provide a rich language environment through conversation, books, stories, songs, rhymes and play. Children are supported from their individual starting point, while home languages are valued as part of identity and linguistic competence.

Diversity and Our International Community

FIP brings together children, families and staff with different languages, nationalities, cultures and traditions. Diversity is used as a pedagogical resource. Children also encounter Norwegian culture, traditions and local community, and are introduced to Sámi culture and the Sámi as Norway's Indigenous people.

Additional Support and Inclusive Provision

The general pedagogical provision is adapted so that children who need additional support can participate meaningfully in the community. Staff consider the environment, routines, communication, expectations, relationships and level of adult support, and cooperate with parents and relevant services when needed. Adaptation is part of inclusive everyday practice, not an expectation that the child must adapt to adult convenience. (Rammeplan for barnehagen, 2017)

5. Settling-In and Transitions

Transitions are important periods in children's lives. FIP aims to make starting preschool, moving between departments and moving on to school safe, gradual and positive experiences.

Starting at FIP

Families receive information and opportunities to become familiar with FIP before and during the settling-in period. Staff adapt the pace of settling-in to the individual child and work closely with parents. Care, safety and well-being come before educational expectations.

Moving Between FIP Departments

Children become familiar with other staff and classes through shared spaces, outdoor play, events and everyday contact. Before moving department, children are given opportunities to visit their new environment and meet the adults and children there. Relevant information is shared internally to support continuity.

School Preparation and Transition

An important focus of Pre-School 2 is preparing children for a confident and positive transition to school. School preparation is integrated throughout the year and includes social and emotional development, self-regulation, independence, communication, early literacy and mathematics, problem-solving, concentration, responsibility and positive attitudes towards learning.

FIP cooperates with parents and, where relevant, the receiving school to support continuity and a safe transition. Information about an individual child is shared with a school only with parental consent. (Rammeplan for barnehaugen, 2017)

Children's own thoughts, questions and feelings about transitions are listened to and included in the process.

6. The Learning Journey Across FIP

Children's learning at FIP develops through relationships, play, exploration, communication and meaningful participation in everyday preschool life. Across Nursery, Pre-School 1 and Pre-School 2, children encounter the same core pedagogical principles, curriculum areas and FIP-wide priorities, while experiences are adapted to their interests, needs, confidence and individual development.

The learning journey is not a fixed sequence of age-related expectations. Children may explore the same ideas in different ways, revisit familiar experiences and show different levels of independence or understanding depending on the context. Staff respond by adjusting the level of support, challenge, responsibility and depth of exploration.

The Learning Journey at a Glance

Belonging → Experiencing → Exploring → Connecting → Questioning → Collaborating → Investigating → Deepening → Applying

Children may move between and revisit these ways of learning throughout their time at FIP. The sequence is not a fixed developmental ladder, but a way of describing how experiences can become broader, deeper and more connected over time.

How Children Learn

Play and everyday experiences provide the foundation for learning across FIP. Children learn through conversations, stories, songs, movement, sensory experiences, creative work, outdoor play, practical activities, projects and interaction with other children and adults.

Learning is understood as interconnected rather than divided into separate school subjects. A single experience may involve language, mathematics, movement, creativity, social development, nature and problem-solving at the same time.

For example, an interest in autumn leaves may lead to collecting and sorting, counting, comparing colours and shapes, observing seasonal change, creating artwork, learning new vocabulary, asking scientific questions and cooperating with others.

The My Growing World Curriculum provides shared themes and direction, while children's interests, questions, ideas and responses influence how experiences develop. Familiar topics may be revisited with new vocabulary, new questions and increasing depth as children's understanding grows.

Everyday routines are also an important part of the curriculum. Meals, dressing, toileting, tidying, preparing to go outdoors, looking after belongings and participating in group routines provide meaningful opportunities for communication, cooperation, self-care, responsibility and growing independence.

The Role of Adults

Adults play an active and responsive role in children's learning. They create secure relationships, observe children carefully and use their knowledge of each child to decide when to support, model, introduce something new, ask a question, join play or step back.

Staff enrich children's experiences through conversation, new vocabulary, books, materials, questions, demonstrations and shared investigations. They help children enter and sustain play, develop friendships, communicate needs and boundaries, solve problems and make connections between experiences.

As children become more confident, adults gradually create greater space for independent thinking, decision-making and responsibility. Rather than always providing an answer, staff may encourage children to wonder, predict, test an idea, compare possibilities, explain their thinking or find a solution together.

Adult support therefore changes according to the child and situation. The aim is not to move children through predetermined stages, but to recognise what they are ready to explore next.

Participation, Independence and Responsibility

Children are active participants in everyday life at FIP. They are encouraged to make choices, contribute ideas, participate in shared decisions and influence play, projects and aspects of the learning environment.

Participation can take different forms. A child may contribute verbally, through play, gesture, movement, drawing, observation or other forms of expression. Some children may initially watch before joining, while others may immediately take an active role.

Opportunities for independence and responsibility develop naturally through everyday preschool life. Children are supported in looking after themselves and their belongings, caring for shared spaces, cooperating with others, solving everyday problems and contributing to the group. As confidence and experience grow, children are given opportunities for greater ownership of their activities, ideas and responsibilities.

Progression at FIP

Progression means that children have opportunities to broaden, deepen and extend their experiences from their individual starting point.

- becomes more confident in participating;
- communicates ideas with increasing clarity;
- sustains play or an interest for longer;
- begins to ask new or more detailed questions;
- makes connections between different experiences;
- collaborates increasingly with others;
- approaches problems in new ways;
- becomes more independent in everyday routines;
- explains ideas, predicts, investigates or reflects;
- applies learning or understanding in new situations.

Progression is not always linear. A child may demonstrate considerable independence in one situation while needing adult support in another, or explore one subject deeply while approaching another more cautiously. The same experience may therefore look very different for different children — and may look different for the same child at different times.

A Shared Journey, Individual Progress

FIP provides one coherent learning journey across all three classes. What develops over time is not a completely different curriculum, but the breadth of experience, depth of exploration, complexity of ideas, level of challenge and opportunities for participation and responsibility.

Children revisit experiences as they grow, bringing new questions, knowledge and perspectives to familiar ideas.

Our aim is progression for every child — not identical outcomes from every child.

7. The Seven Rammeplan Curriculum Areas in Practice

Communication, Language and Text

Conversation, books, stories, songs, rhymes, role play, mark-making and encounters with different languages support communication, vocabulary, listening, expression and emerging literacy.

Body, Movement, Food and Health

Daily outdoor time, Sports and Movement, dance, active play, self-care routines and food experiences support physical development, body awareness, health and well-being.

Art, Culture and Creativity

Children encounter music, dance, drama, visual art, materials, cultural experiences and creative processes that allow them to imagine, explore and express ideas.

Nature, Environment and Technology

Seasons, weather, plants, animals, life cycles, outdoor exploration, simple investigations and technology support curiosity about the natural and human-made world.

Quantities, Spaces and Shapes

Counting, quantity, pattern, shape, position, construction, measurement, comparison and problem-solving are embedded in play and everyday experiences.

Ethics, Religion and Philosophy

FIP is non-denominational. As our children and families come from many parts of the world, we support children in learning about and respecting different religions, beliefs and religious celebrations in an age-appropriate way. Everyday questions, stories, relationships and celebrations create opportunities to wonder, listen to different perspectives and explore values, traditions, fairness, care and respect.

Local Community and Society

Trips, neighbourhood experiences, Norwegian traditions, family and community topics, different countries and cultures help children understand themselves as participants in local and wider communities.

Connecting the Curriculum Areas

A single experience may involve several curriculum areas at once. A forest walk can involve movement, language, counting, observation, technology, creativity and questions about caring for nature. The curriculum is therefore present throughout the child's day — in play, relationships, routines, conversations, exploration and shared experiences.

8. The FIP “My Growing World” Curriculum

My Growing World is FIP’s curriculum concept for 2026–2027. It follows the cycle of the year and the cycle of life, placing the child at the centre of an expanding world: Myself → My Family → My Friends → My Preschool → My Community → Nature and Living Things → The Wider World.

Children revisit ideas about growth and change through their own development, people, animals and their young, plants, seasons, time, sequence and life cycles. The same familiar world can be explored with increasing depth as children’s experience and understanding grow.

The seasonal topics provide curriculum direction, while children’s play, questions, ideas, interests and responses influence how topics develop. Staff may extend, adapt, revisit or reorder experiences where this supports meaningful participation and learning.

Topics Revisited Throughout the Year

Alongside the seasonal FIP “My Growing World” Curriculum, some topics are revisited throughout the year as part of children’s everyday experiences, routines, relationships and growing independence. They are explored when relevant to the children, the group and situations arising in preschool life.

- Friendship and being a good friend
- Kindness and caring for others
- Feelings and emotions
- Manners and respectful communication
- Sharing, taking turns and cooperation
- Personal boundaries and respect for others
- Food and healthy eating
- Hygiene and handwashing
- Toileting and personal care
- Clothes, shoes and dressing appropriately for the weather
- Looking after our belongings
- Safety and taking care of ourselves and others
- Independence and everyday responsibilities

These topics are relevant across Nursery, Pre-School 1 and Pre-School 2. They are revisited rather than treated as topics to be completed, with conversations, expectations and experiences adapted to individual children and everyday situations.

How Learning Can Grow

experience & notice → name & describe → explore & question → compare & connect → investigate & explain → apply & extend

This is a continuum, not a set of age-related stages or outcomes. Children may move between and revisit these ways of learning depending on the context. Staff extend learning from each child’s individual starting point.

Classes organise experiences. They do not define developmental stages.

Autumn — Growing, Exploring & Discovering

Big idea: Me, belonging and a changing world.

Nursery	Pre-School 1	Pre-School 2
Introduction & Settling In Songs & Rhymes Marvelous Me Self-Portraits My Family Golden Autumn Weather & Clothing Autumn Fruits Halloween & Pumpkins Friendship & Manners Night & Day	All About Me and Us Identity & Families Feelings, Friendships & Belonging My Amazing Senses Autumn Changes Weather, Leaves, Trees & Colours Harvest & Seasonal Food Animals Preparing for Winter Light, Dark & Shadows	Our Class Community Marvellous Me Who Am I? Me, My Family & Community My Amazing Body Happy, Healthy Me Where Does My Food Come From? Little Scientists Autumn: A Season of Change

How learning can grow: from familiar experiences of self, body, family, feelings and preschool to noticing seasonal change, light, clothing, food and nature; then towards comparing, questioning and investigating the body, health, food origins, seasons and how living things respond to change.

Winter — Magic, Stories & Winter Wonders

Big idea: Change, adaptation, imagination and worlds beyond immediate experience.

Nursery	Pre-School 1	Pre-School 2
Magic Winter Winter Weather Winter Art & Gift Making The Blue Tit Penguins & Life Stages Bears	Winter Wonders Snow, Ice, Freezing & Melting Animals in Winter Hibernation, Migration & Habitats Stories Come Alive Traditional Tales Characters, Settings & Sequencing Homes & Habitats Building & Construction	Once Upon a Time Castles & Knights Fairy Tales Around the World Heroes & Storytelling The Night Sky Polar Regions Dinosaurs Winter Wonders

How learning can grow: from direct winter experiences to questions about change and survival; from listening to and participating in stories to retelling, comparing characters and settings, creating narratives and exploring distant environments, history and cultures.

Spring — New Life, Growth & Our Living World

Big idea: Life begins, grows, changes and connects with the environment.

Nursery	Pre-School 1	Pre-School 2
Spring & New Life Changes in Weather Rabbits Exploring Spring Young Animals	From Baby to Grown-Up Human Growth & Change Animals and Their Young Simple Life Cycles From Seed to Plant Planting & Observing Growth Minibeasts & Habitats Butterfly/Frog Life Cycles	Our World Explorers and Journeys Under the Sea Into the Woods Looking After Our Planet Incredible Animals Spring: New Beginnings

How learning can grow: from noticing flowers, insects and young animals to naming and describing change, comparing young and adult forms, sequencing life cycles and investigating human growth, habitats, forests, oceans, biodiversity and human impact.

Summer — Growing, Caring & Moving Forward

Big idea: I am growing, my world is growing, and I can contribute to it.

Nursery	Pre-School 1	Pre-School 2
Growing Plants Plant Parts & Functions Seed Planting Nurturing & Caring for Plants	Our Wonderful World Land, Water, Weather & Nature People and Places Around Us Neighbourhood, Oslo, Transport & Buildings Caring for Our World Plants, Animals, Shared Spaces & Recycling Growing and Moving On	Children Around the World People Who Help Us When I Grow Up Our Next Adventure: Moving On Summer: Sunshine and Possibilities

How learning can grow: from planting and caring for living things to understanding growth, responsibility and change over time; from the immediate environment to community and wider world; and from reflecting on personal growth to preparing positively for what comes next.

The world may be familiar, but the child experiencing it is growing.

Curriculum flexibility: The seasonal topics serve as a guide and are subject to change. They may be adapted, revisited, reordered or extended in response to children's interests, needs and questions as they emerge, as well as relevant opportunities and circumstances during the year.

9. Community Hour, Outdoor Learning and Play, and Curriculum Enrichment

Community Hour

Regular Community Hours bring Nursery, Pre-School 1 and Pre-School 2 together as one FIP community. They strengthen children's sense of belonging and shared identity and help children build relationships with peers and adults beyond their own class. Community Hour provides opportunities to sing together, share stories and experiences, introduce important themes and events, and practise listening, participating and contributing within a larger group. Over time, children become increasingly confident taking part and experience themselves as valued members of the wider FIP community.

Outdoor Learning and Play

Children spend at least 2.5 hours outdoors each day. Outdoor learning and play provide space for movement, risk awareness, social interaction, imagination, investigation and direct experience of weather, seasons and nature. Children have time for both child-initiated play and adult-supported experiences outdoors, and seasonal observation is an important part of My Growing World.

Books and Our Library Culture

Books, stories and reading are part of everyday life at FIP. Each week, children choose a library book to take home, strengthening the connection between reading experiences at FIP and at home and encouraging families to share books together.

Curriculum Enrichment

In addition to FIP's core pedagogical provision and the My Growing World Curriculum, children and families are offered additional curriculum enrichment experiences. These provide opportunities to extend children's experiences through specialist teaching and activities that complement the everyday work of the preschool.

Music, Dance, Sports and Movement, and Nutrition sessions for children and parents form part of FIP's additional Curriculum Enrichment programme.

Sports and Movement

Children participate in one Sports and Movement session per week led by a specialist teacher. Sessions provide varied physical experiences that support coordination, balance, body awareness, cooperation, confidence and enjoyment of physical activity. An important part of the programme is team building and learning new games. Children are introduced to different games regularly, gradually building a wider repertoire of activities they can use in their own play. The aim is for children to become familiar and confident with these games so that they can initiate, organise and play them independently outdoors, without relying on adult direction.

Music

Children participate in one Music session per week led by a specialist teacher. Through singing, rhythm, instruments and musical exploration, children develop listening, expression, confidence and enjoyment of music.

Dance

Children participate in one Dance session per week led by a specialist teacher. Through movement, rhythm, choreography and performance, children develop coordination, body awareness, confidence, expression and enjoyment of movement.

Nutrition

FIP provides one Nutrition session per month for children and parents as part of its Curriculum Enrichment programme. These sessions support children's and families' understanding of food, nutrition and healthy habits and strengthen the connection between learning at preschool and at home.

Additional Curriculum Experiences

Throughout the year, FIP aims to provide additional curriculum experiences, trips, workshops and visits that extend children's learning beyond the preschool environment. These experiences are linked, where appropriate, to the My Growing World Curriculum, the Rammeplan curriculum areas and children's interests.

Opportunities may include nature schools and nature workshops, farm visits, museums, libraries and literature programmes, botanical gardens, theatre, dance, music, opera and ballet experiences, as well as other cultural, scientific, physical and community-based activities.

The experiences offered may vary between Nursery, Pre-School 1 and Pre-School 2 according to the relevance of the activity and the opportunities available.

Additional curriculum experiences are subject to availability and may vary from year to year. Participation depends on suitable programmes being offered, availability of places, practical arrangements and the needs of the children and groups.

10. Partnership with Parents and Families

Parents and families are children's most important source of knowledge, relationships and continuity. Cooperation is based on trust, mutual respect, openness and shared responsibility for the child's well-being and development.

Ongoing Dialogue

Everyday conversations, Kidplan and parent-teacher conferences support exchange of information about well-being, friendships, interests, learning and development. Parent-teacher conferences are offered twice each year.

Parents as Contributors to the Curriculum

Families are a resource for FIP's international community. Home languages, cultures, traditions, experiences, knowledge and interests can enrich conversations, projects, books, creative work and investigations within My Growing World.

Parent Participation and Influence

Parents can contribute through dialogue with staff and management, surveys and feedback, the Parent Council (Foreldreråd) and the Coordinating Committee (Samarbeidsutvalget/SU). Parent perspectives are brought into planning and evaluation through these channels. Practical communication and participation procedures are described in the FIP Parent Handbook 2026–2027.

Working Together for the Child

Cooperation does not require identical perspectives. FIP aims to share information, listen carefully and address concerns early, respectfully and constructively, keeping the child's well-being central.

Dugnad / Community Participation

FIP may invite parents to participate in Dugnad or other community activities that help maintain and improve the preschool environment. These occasions strengthen shared responsibility for the physical environment and the FIP community.

11. Planning, Pedagogical Documentation, Assessment and Evaluation

Planning, documentation, reflection and evaluation are interconnected. Their purpose is not to measure children against fixed expectations, but to understand children's experiences, interests, needs and development and to improve the environment and opportunities FIP provides.

Planning with Children in Mind

Planning is grounded in the Rammeplan, this Year Plan and My Growing World. Children influence planning through their play, interests, questions, conversations, choices and responses. A topic is a starting point rather than a fixed programme and may be extended, adapted, revisited or changed.

Pedagogical Documentation

Documentation may include observations, photographs, children's work, conversations, project documentation, weekly planning, Kidplan posts and staff reflections. Documentation is used purposefully to understand what experiences mean for children and how practice can be developed.

Reflection: From Observation to Next Step

Notice → Understand → Include → Continue/Change → Next Step

Staff consider what they notice, what may be happening or developing, whether all children are included, what should continue or change and what the next pedagogical step may be. Departmental meetings provide space to identify patterns, consider different perspectives, agree responses and responsibilities, and review how the agreed responses worked in practice.

Assessment and Individual Progression

Assessment is based primarily on ongoing observation, professional reflection and dialogue rather than testing or fixed identical outcomes. Staff consider each child's progress in relation to their experiences, needs and starting point and use this understanding to plan appropriate next steps.

Evaluation and Development of Practice

FIP regularly evaluates pedagogical practice. Evaluation considers not only the child but also adult practice, relationships, expectations, organisation, materials and the environment. Reflection and evaluation involve the whole staff group, so shared professional discussion can inform further planning and development. (Rammeplan for barnehaugen, 2017)

Plan → Experience → Observe → Reflect → Adapt → Plan Forward

Changing a plan in response to children or circumstances is part of responsive professional practice, not evidence that planning has failed.

12. FIP Celebrations and Traditions

Celebrations and traditions are part of community life at FIP. They bring children, families and staff together and provide meaningful opportunities to experience Norwegian traditions, FIP's international community, music, performance, creativity and shared experiences.

UN Day — 23 October 2026 — Family Event

FIP celebrates UN Day as an expression of our international community. Children learn about different countries, cultures and languages and prepare international songs and other experiences to share. Families are invited to join the celebration and contribute food to an international buffet.

Halloween

FIP traditionally has a Halloween dress-up day for children and staff. Activities may include stories, music, creative activities and other age-appropriate experiences connected with children's interests and the autumn curriculum.

Winter Performance — 15 December 2026 — Family Event

Towards the end of the first term, children perform a short collection of seasonal songs for parents, families and friends. The Winter Performance brings the FIP community together and gives children an opportunity to share music and experiences developed during the term. Light refreshments are served.

Carnival — February

FIP celebrates Carnival during the winter term. Children and staff are invited to dress up, and the day includes playful, creative and social experiences such as music, movement, games and shared activities. Carnival provides an opportunity for imagination, self-expression and enjoyment together as a preschool community.

Sámi National Day — 6 February 2027

FIP marks Sámi National Day as part of children's introduction to Sámi culture and to the Sámi as Norway's Indigenous people. Experiences may include stories, music, art, language, traditions and age-appropriate conversations.

Waffle Day — 19 March 2027

FIP marks Waffle Day as a shared cultural and food experience. Children may participate in age-appropriate food preparation while exploring ingredients, measuring, sequence and a familiar Norwegian tradition.

World Book Day — 23 April 2027

World Book Day provides an additional opportunity to celebrate books, stories, characters, authors and storytelling across languages and cultures, complementing FIP's everyday reading and weekly library routine.

Sports Week — April–May

Sports Week gives additional attention to movement, physical activity, cooperation and enjoyment of being active through games, movement challenges and outdoor experiences.

17 May Celebration — 14 May 2027 — Family Event

In the lead-up to Norway's Constitution Day, FIP marks 17 May with a celebration on 14 May 2027. Children learn about and participate in traditions connected with 17 May. FIP families are invited to join the children for a neighbourhood parade, making the celebration both a Norwegian cultural experience and a shared FIP community event.

Rainbow Week

Rainbow Week celebrates friendship, belonging, individuality, different families and respect for others. Through age-appropriate books, conversations, creative activities and shared experiences, children explore the idea that people and families can be different and that everyone should experience belonging and respect.

Summer Concert and PS2 Graduation — 15 June 2027 — Family Event

At the end of the academic year, children perform for their families at the FIP Summer Concert. The celebration also includes the Pre-School 2 Graduation Ceremony, when PS2 children receive graduation certificates and FIP marks their transition from preschool to their new schools.

End-of-Term Celebrations

Classes may mark the end of a term with a small shared celebration, giving children an opportunity to reflect on experiences they have shared and celebrate their time together.

Celebrations are connected to children's experiences and the curriculum rather than treated only as isolated events. They support the movement from "my family, my language, my experiences and my traditions" towards curiosity about the experiences, languages and traditions of others — belonging without requiring sameness.

13. References and Framework Documents

The FIP Year Plan 2026–2027 is grounded primarily in the Norwegian legal and pedagogical framework for kindergartens. As an international English-language preschool, FIP also draws on selected principles and guidance from the English Early Years Foundation Stage (EYFS) where these complement and enrich our practice.

Primary Norwegian Framework

Kunnskapsdepartementet / Utdanningsdirektoratet (2017). Rammeplan for barnehagen: Forskrift om rammeplan for barnehagens innhold og oppgaver. Effective from 1 August 2017.

Lov om barnehager (barnehageloven), LOV-2005-06-17-64, as amended. The Kindergarten Act provides the statutory framework governing Norwegian kindergartens; references in this Year Plan are understood in relation to the legislation applicable during the 2026–2027 academic year.

Complementary International Framework

Department for Education (England) (2026). Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers. Effective from 1 September 2026.

Department for Education (England) (2023). Development Matters: Non-statutory Curriculum Guidance for the Early Years Foundation Stage. Revised September 2023.

FIP Documents

- FIP Charter — available on the FIP website
- FIP Annual Calendar 2026–2027 — available on the FIP website
- FIP Parent Handbook 2026–2027 — sent to every family upon enrolment
- FIP Pedagogical Documentation and Reflection Guidance — part of FIP's internal system for staff
- Relevant FIP policies, procedures and HSE documentation — part of FIP's internal system for staff

Together, these documents support the implementation of the Year Plan in everyday practice.