



Norwich International School
Bangkok

Primary Curriculum Guide

2019-2020



NORWICH
INTERNATIONAL SCHOOL
BANGKOK

Individuality, Excellence, Mindfulness

Vision

To be the school of choice for those that value both ethical responsibility and educational success.

Mission

Norwich International School is a progressive learning environment that challenges young minds to achieve both academic excellence and personal happiness.

Whilst focused on developing the most comprehensive of facilities, our goal will always be to foster, in our pupils, the wish to be tolerant, content and responsible members of society.

Core Values

Individuality, Excellence, Mindfulness - which are embodied through the teachings of Buddhawajana.

At Norwich we offer a British curriculum experience, coupled with traditional Thai values.

Norwich International School is committed to:

- providing a safe, positive and enjoyable learning environment using a British educational framework
- fostering, supporting and appreciating traditional Thai values
- encouraging all students to develop to their full potential
- responding to the differing needs of individuals
- promoting qualities of leadership, responsibility, critical thinking, international mindedness and respect
- providing an environment that aims for the highest educational standards in life-long learners

We have translated our mission statement into a set of learning outcomes.

Students at Norwich will:

- enjoy learning in school and beyond
- develop to their full potential in all areas
- be confident people able to take leadership roles
- take responsibility for their actions and the environment
- apply critical thinking skills
- develop knowledge and understanding across a wide range
- be open-minded to the values and traditions of all cultures
- be respectful of others
- study in an environment promoting high academic standards

The Curriculum

Our curriculum at Norwich is based on the National Curriculum for England, Wales and Northern Ireland, adapted to our international setting and Values. The aims of the National Curriculum for England, Wales and Northern Ireland are to enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

We enhance this curriculum with a provision for Mindfulness and with a deliberate focus on Mandarin.

In Year 1 to 5 pupils have a Homeroom teacher that teaches them the following subjects:

- English
- Mathematics
- Science
- Connected Learning
- Personal, Social and Health Education (PSHE)
- Information and Communications Technology (ICT)

Pupils in Year 1 to 5 also have specialist subject teachers for the following subjects:

- Music
- Physical Education (PE)
- Thai
- Mandarin
- Mindfulness
- Swimming

For Year 6 all lessons are with Specialist teachers, with the allocation of periods per subject each week being as follows:

Fundamental Core

- 7 - English
- 5 - Mathematics
- 5 - Science
- 5 - Global Perspectives (Humanities)

Languages

- 4 - Thai
- 4 - Mandarin

Creative Arts

- 2 - Art
- 2 - Music
- 1 - Drama

Essential Centre

- 2 - Physical Education/Swimming
- 1 - Information and Communication Technology (ICT)
- 1 - Mindfulness
- 1 - Assembly or Personal, Social and Health Education (PSHE)

This Curriculum Guide provides an overview of what is being taught in each theme across each term as well as a more in depth look into the core subjects. More details for subjects can also be found in the termly curriculum maps that are sent out to all parents.

The Assessment

Assessment can take many forms in Year 1 to 6, formal and informal, written and oral, individual and group. A full range of assessments has been developed across all subjects and formal written tests are taken at the end of each term across the core subjects.

Pastoral Care

The Homeroom teacher should be the first point of contact for parents about getting information or asking questions. The Homeroom teacher will inform parents each week via email or Engage of what learning has taken place that week.



Norwich International School

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Individuality Excellence Mindfulness



Year 1 Curriculum Guide

Year 1 - Connected Learning Themes

Term 1A - Weather around the world

In this Connected Learning theme the pupils will learn about weather around the world. In Science, we will be looking at seasons and weather. Within Art we will be looking at cold and hot colours. In Geography we will look at countries that are close to the equator and far from the equator, we will also talk about explorers who discovered the South Pole.

Term 1B - Space

In this Connected Learning theme we will be learning about materials. In Science, we will be identifying materials from wood, plastic, glass etc. We will learn the physical properties of the materials and we will classify and group them accordingly. In Art, we will be using different materials to create a 3D solar system and space ship.

Term 2A - Celebrations

In this Connected Learning theme the pupils will learn about celebrations around the world. In Science we will look at materials, distinguish between an object and the material from which it is made, describe materials using our senses and explain what objects are made of. In Art we will make celebration art from around the world, using different materials. We will also look at why people wear different clothes at different times of the year.

Term 2B - Heroes

In this Connected Learning theme we will be looking at everyday heroes. In Science we will name the parts of the human body that they can see. We will draw & label basic parts of the human body and identify the main parts of the human body and link them to their senses. In Art we will make the human body with different textiles and construct a human body.

Term 3A - Transport

In this Connected Learning theme we will look at transport. In Science we will be looking at sorting materials into groups by a given criteria and explain how solid shapes can be changed by squashing, bending, twisting and stretching. We will also look at plant parts and learn how to describe them. In Art we will be making forests, trees and plants by using materials, drawing and painting. In Geography we will talk about what they like about their locality.

Term 3B - Animals

In this Connected Learning theme, we will be looking at animals and plants. In Science we will be looking at the differences between different animals. We will sort photographs of living things and non-living things and identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates). In Art we will make animals that can move, using different materials.



Reading in Year 1

In Year 1, much of the focus is to develop confident readers, mainly using a phonic approach. Phonics is the relationship between printed letters (graphemes) and the sounds they make (phonemes). Children will first learn the most common letter sounds, building on the work they did in EYFS, and then look at more difficult patterns. Children will also bring home reading books and develop their skills in school through guided reading sessions. It is vital that parents take the time to read with their child and foster a real love for reading.

By the end of Year 1, your child should be able to:

1. Speedily read all basic phoneme/graphemes.
2. Read accurately by blending known GPCs.
3. Read common exception words.
4. Read common suffixes.
5. Read multi-syllable words containing known GPCs.
6. Read contractions and understand use of apostrophe.
7. Retell familiar stories and traditional tales.
8. Recognise and join in with predictable phrases.
9. Recite some poetry by heart.
10. Understand texts based on prior knowledge or provided information.
11. Correct inaccurate reading by checking for sense.
12. Discuss the significance of title and events.
13. Make inferences on the basis of what is said and done.
14. Make predictions based on reading so far.
15. Explain clearly their understanding of what is read to them.



Writing in Year 1

The work in Year 1 will build on what the children have learnt in Early Years. There will be an emphasis on the use of children's phonic skills to support their spelling. We will focus on accuracy in writing, including the use of capital letters and full stops and ensure children are confident at writing accurate sentences. Parents should work with their child to support them learning to spell high frequency words. We will provide opportunities for children to write in a range of contexts so that they can apply their skills.

By the end of Year 1 your child should be able to:

1. Spell words using the standard phonemes.
2. Spell common exception words.
3. Spell the days of the week.
4. Name the letters of the alphabet in order.
5. Understand spelling rules for adding 's'.
6. Use suffixes -ing, -ed, -er and -est.
7. Sit and hold writing implement correctly.
8. Begin to form lower-case letters correctly.
9. Form capital letters.
10. Form digits 0-9.
11. Compose a sentence orally before writing.
12. Sequence sentences to form short narratives.
13. Read writing aloud audibly and clearly.
14. Leave spaces between words.
15. Join words and clauses using 'and'.



Mathematics in Year 1

In Year 1, we will build on the work the children did in Early Years to develop their mathematical understanding. Place value is central to mathematics. Children will work hard on understanding the value of a digit within a given number. We will also develop their mental mathematics skills and help them to record their mathematics work accurately. We also begin to focus on developing the children's reasoning skills by encouraging them to think about how they know an answer is correct or incorrect and explaining their reasons.

It is important that your child practices their number skills at home to build upon what is being learnt at school.

By the end of Year 1, your child should be able to:

1. Count to and across 100 from any number.
2. Count, read and write numbers to 100 in numerals.
3. Read and write mathematical symbols: +, - and =.
4. Identify "one more" and "one less."
5. Use number bonds and subtraction facts within 20.
6. Add and subtract 1-digit and 2-digit numbers to 20, including zero.
7. Recognise, find and name a half.
8. Recognise, find and name a quarter.
9. Measure and begin to record length, mass, volume and time.
10. Recognise and know the value of all coins and notes.
11. Use language to sequence events in chronological order.
12. Recognise and use language relating to dates.
13. Tell the time to the half-hour, including drawing clocks.
14. Recognise and name common 2-D shapes.
15. Recognise and name common 3-D shapes.



Science in Year 1

In the first years of schooling, much of the Science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

By the end of Year 1, your child should be able to:


1. Use different approaches to answer scientific questions.
2. Carry out simple tests.
3. Organise objects or materials into groups.
4. Name the main parts of plants and trees.
5. Name the main parts of the body, including those related to the 5 senses.
6. Distinguish between an object and the material from which it is made.
7. Describe the simple physical properties of a variety of everyday materials.
8. Describe how the weather varies with the season.



Medium Term Planning

Below is an example of a medium term plan that will be shared with parents every half term.

**Norwich International School
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Individuality Excellence Mindfulness



What's the weather like in South Pole?

Year 1 - Term 1A

Intriguing Introduction

Students take part in activities introducing weather from around the world.


History/Geography

Look at explorers and learn about famous explorers who have helped our lives be better today.
Go on our own exploring expedition to the South Pole to discover a whole new world from the past and learning about old and new exploring objects that were used and are still being used today.
Make their own maps and exploring equipment by using recycling material.
Exploring and researching the South Pole and the weather, the children will focus on why people wear different clothes at different times of the year.
In Geography, the children will compare between the South Pole and Thailand, looking at things such as weather, seasons, animals and homes. They will create their own fact files about their discoveries.

Maths

Count to 100 (forwards and backwards)
Read and write numbers to 20
Through learning vocabulary regarding clouds the children will identify more or less in various supports.
Subtraction and addition to 20
Dates, weeks, months and years
Sequence events in chronological order

English


Lost and Found by Oliver Jeffers
* Please do not read this book with your child.
Learn to give an opinion with a reason, identify unfamiliar words and ask about meaning.
Make predictions based on the events in the story, as well as recognising characters feelings and answering retrieval questions about the book.
Discussing this book and others they will decide whether they agree or disagree with others' ideas.
The children will create, write and read sentences about the book.
The children will also use a weather chart to record the weather in different parts of the world.
Grammar Focus- Capital letters and full stops.

Art/Design Technology

After gathering enough pictures and information about the world map they will cut up newspaper and make a globe.
Make small animals or figures they have learned about and stick them onto the globe in the correct place.
Plan, design and make a boat out of any material and test it.
Painting hot and cold paintings, relating to the weather.

Science

The children will carry out experiments to discover differences between hot and cold, using everyday objects.
Seasonal changes
Observe changes across the four seasons.
Observe and describe how day length varies.
Discuss weather variation in different parts of the world.

Mandarin

The students will be learning Numbers 1-20 and greetings in Chinese, as well as 8 Chinese basic strokes.

Thai/TLCM

นักเรียนสามารถอ่านและเขียนพยัญชนะได้ เขียนคำที่ประกอบด้วยสระอา อี อุ ๒ พยางค์ตามทฤษฎีกำหนด นับเลข 1-100 และพูดชื่อสารวันประโยชน์ตนบุญ

Mindfulness

The children will learn Thai manners, concentration by breathing, mindful activity, being grateful with your parents, being gentle and learning to let it go.

Physical Education

The children will be participating in a variety of activities which aim to develop their balance and co-ordination. They will also take part in parachute games which will help them to foster an understanding of the importance of effective communication and teamwork.

Music

The students will be learning sounds from all around to develop their listening skills and to develop recognising variety of sounds.

PSHE

The children will explore the weekly focus using a variety of techniques

Encapsulating Ending

A class performance about the weather around the world.

Please contact your child's Homeroom teacher if you need any further information regarding the curriculum.

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Individuality Excellence Mindfulness



Year 2 Curriculum Guide

Year 2 - Connected Learning Themes

Term 1A - Where in the World?

In this Connected Learning theme, we will learn about the continents, countries and oceans of our World and the famous explorers who made the first journeys across the globe. In Science we will focus on the animal habitats and Eco-systems, focusing on how all animals adapt to their environment in order to survive and thrive and how humans can play a role in promoting Eco-friendly behaviours. Within Art we will explore animal prints and textures and how patterns in art have connections with patterns in Mathematics and Science.

Term 1B - Toys

In this Connected Learning theme, we will learn about different toys around the world and how different cultures and societies have different and similar types of toys and games. The children will create a toy timeline to demonstrate the progression of toy design over the centuries. In Science we will focus on range of different materials that are used for making toys and how the states of matter that each of the materials possesses. Within Art we will create and design our own toys from recycled materials, beginning with the initial planning sketches and design brief and finishing the unit with completed 3D toys.

Term 2A - Dinosaurs

In this Connected Learning theme, the pupils will learn about the different environmental conditions of the pre-historic World - the changing and shifting continents and the different fauna and flora that existed at this time. In Science they will focus on the features of dinosaurs, sorting species into herbivores, carnivores and omnivores and how the food chains they produced. Within Art we will explore dinosaur shapes and the differing textures of dinosaurs bodies.

Term 2B - Dinosaurs

In this Connected Learning theme, the pupils will learn about how historians and paleontologists predict and investigate the pre-historic world, and how scientists can use fossilised remains to build a picture of our ancient world. In Science they will focus on volcanoes and how shifting tectonic plates create the opportunity for magma to rise to the Earth's crust and flow as lava and molten rock. Within Art we will create our own clay volcanoes with which we will recreate our own lava eruptions using acetic acid and sodium bicarbonate.

Term 3A - World of Water

In this Connected Learning theme, the pupils will learn about glaciers, rivers, seas and oceans. In Science they will focus on the water cycle and the terminology; evaporation, condensation and precipitation. Within Art we will create artistic representations of water using marble paper and water art techniques.

Term 3B - World of Water

In this Connected Learning theme, the pupils will learn about water shortages in our World and how water conservation and ethical practices can reduce water wastage. In Science they will focus on water pollution and how it affects marine and river life. Children will design and make water filters from recycled and natural materials and test their success against their initial hypothesis. Within Art we will create and design boats that can float using a range of materials and designs.



Reading in Year 2

As children move into Year 2, the intention is that almost all children will secure the basic skills of decoding so that they can become fluent readers. Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Once the children are more confident, the emphasis begins to shift to developing their comprehension skills. It is immensely important that you spend quality reading time and promote a love for reading.

By the end of Year 2, your child should be able to:

1. Read accurately most words of two or more syllables
2. Read most words containing common suffixes*
3. Read most common exception words
4. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
5. Sound out most unfamiliar words accurately, without undue hesitation
6. Check it makes sense to them
7. Answer questions and make some inferences on the basis of what is being said and done



Writing in Year 2

As children's reading confidence grows, they should be able to write their own ideas with increasing accuracy and skill. We will continue to focus on accurate spelling and punctuation, so that others can understand their writing. We will also develop their understanding of key grammatical skills, including apostrophes, tenses and punctuation. We will also help them to use conjunctions to help them organise and structure their sentences. The children will continue to use a cursive handwriting style, and will be encouraged to join their writing wherever possible.

By the end of Year 2, your child should be able to:

1. Write simple, coherent narratives about personal experiences and those of others (real or fictional) , after discussion with a teacher.
2. Write about real events, recording these simply and clearly.
3. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
4. Use present and past tense mostly correctly and consistently.
5. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
6. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
7. Spell many common exception words.
8. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
9. Use spacing between words that reflects the size of the letters.



Mathematics in Year 2

During Key Stage 1, there is a big focus on developing basic number skills. This means, securing a good understanding of place value and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

You can support your child by helping them recite number patterns e.g. counting in 2s, 3s, 5s and 10s, learning their number bonds with them, helping them to tell the time and to use money in shops.

Children need to be able to apply all the statements below into a range of reasoning and problem solving situations, including making decisions about which operation and equipment they need to use.

By the end of Year 2, your child should be able to:

1. Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.
2. Add 2 two-digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations.
3. Use estimation to check that their answers to a calculation are reasonable.
4. Subtract mentally a two-digit number from another two-digit number when there is no regrouping required.
5. Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems.
6. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary.
7. Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
8. Use different coins to make the same amount.
9. Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.
10. Read the time on the clock to the nearest 15 minutes.
11. Describe properties of 2-D and 3-D shapes.



Science in Year 2

In the first years of schooling, much of the Science curriculum is based around real-life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be lots of opportunities for exploring scientific ideas both in the classroom and the local surroundings.

By the end of Year 2, your child should be able to:


1. Ask their own questions about what they notice
2. Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including; observing changes over time, noticing similarities, differences and patterns, grouping and classifying things, carrying out simple comparative tests and finding things out using secondary sources of information
3. Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.
4. Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
5. Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
6. Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
7. Identify whether things are alive, dead or have never lived
8. Describe and compare the observable features of animals from a range of groups
9. Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
10. Describe seasonal changes
11 Name different plants and animals and describe how they are suited to different habitats
12 Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses



Medium Term Planning

Below is an example of a medium term plan that will be shared with parents every half term.

**Norwich International School
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Individuality Excellence Mindfulness



Where in the world do animals live?

Year 2 - Term 1A

Intriguing Introduction

Safari/Under the Sea videos and small world activities. Each class to prepare a performance about their theme.

English

'Wild' by Emily Hughes

Focus on the correct use of capital letters

Handwriting: Correct letter formation along with fine motor skills

Analysing texts

Comprehension


Making predictions

Report writing, writing non-fiction texts

Past tense verbs

Recounts: chronological order

Please do not read the focus text with your child before the start of term. Thank you.



Mindfulness

The children will learn Thai manners, concentration by breathing, mindful activity, being grateful with your parents, being gentle and learning to let it go.

Physical Education

The children will be participating in a variety of activities which aim to develop their balance and co-ordination. They will also take part in parachute games which will help them to foster an understanding of the importance of effective communication and teamwork.

History/Geography

Investigate famous explorers and zoologists

Continents

Oceans

Endangered species and what that means to them and the planet

Rain forests and Eco-systems

Art/Design Technology

Collage using a range of materials, textures and colours

Animal prints with both organic and manmade objects, exploring colour, tone and pattern

Habitat models using recycled materials

Mandarin

The students will learn about numbers 21-40, family including brothers and sisters, and good friends. The students will be able to read and write 22 basic Chinese Strokes. Also, the students will be able to sing the songs "Numbers 21-40", "He has two brothers", "I have a good friend" and "Find friends".

Music

We will be listening to and comparing natural sounds from around the world.

Maths

Numbers to 100

Place value: units and tens

Using a number line to add

Adding and subtracting in groups of ten

Drawing 2D polygons

Fractions

Doubling

Science

Living things and their habitats

Plants and their properties, exploring the environment on a leaf hunt whilst grouping and organising different species

Classifying and grouping species using a classification key

Food chains and food webs to develop our understanding of the circle of life

Thai/TLCM

นักเรียนจะเรียนรู้เกี่ยวกับตัวเลข 21-40, ครอบครัวรวมถึงพี่ชายและพี่สาว, และเพื่อนที่ดี. นักเรียนจะสามารถอ่านและเขียน 22 พยางค์พื้นฐานของภาษาไทยได้. นอกจากนี้, นักเรียนจะสามารถร้องเพลง "ตัวเลข 21-40", "เขามีพี่น้องสองคน", "ฉันมีเพื่อนที่ดี", และ "หาเพื่อน".

PSHE

The children will explore the weekly focus using a variety of techniques.

Encapsulating Ending
Trip to Sea Life, Bangkok

Please contact your child's Homeroom teacher if you need any further information regarding the curriculum.

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Year 3 Curriculum Guide

Year 3 - Connected Learning Themes

Term 1A - All about Me

In this Connected Learning theme, the pupils will learn about how their body works and how to keep themselves healthy and active. In Science they will focus on the skeleton and muscular structure, as well as looking at balanced diets. Within Art they will create and design hot and cold photos, as well as creating their own globe, following a set of instructions.

Term 1B - Celebrations

In this Connected Learning theme, the pupils will learn about many different festivals around the world, including Diwali, Hanukkah and Halloween. They will explore how these are celebrated throughout the world. Within this theme, the pupils will explore in greater depth, the festival of Loy Krathong, while joining in with the whole school celebrations.

Term 2A - Stone Age

During this Stone Age Connected Learning theme, the pupils will focus on the formation of different types of rocks and fossils in their Science lessons, as well as investigating the different properties of different rock types. They will also look into detail at how people lived during the Stone Age and have the opportunity to gather and hunt for their own food.

Term 2B and 3A - Ancient Egyptians

For the Ancient Egyptian theme, the pupils will explore the pyramids, mummify an apple, create their own pyramids and research the impact that Howard Carter had on Ancient Egypt. They will also explore the importance the River Nile had on the day to day living of Egyptians. The pupils will also research information about Egyptian gods before creating their own, and learning how to write their name in Hieroglyphics.

Term 3B - Rainforest

In this Connected Learning theme, the pupils will learn about the different types of forests around the world, focusing in particular, on the forests they see here in Thailand. They will explore where they find rain forests and why they are in these areas. The pupils will then explore what animals are found in the rainforest and what their habitats look like. Finally, they will then create their own habitat diorama.

Reading in Years 3 and 4

In Years 3 and 4, your child will build on their work from Year 2, to become more independent in their reading. Most children will be confident at decoding most words, although we will still support those children who need it. The children will be able to use their reading to support their learning about other subjects. We will develop and extend their comprehension skills. They will also begin to identify how authors choose words for effect. Reading with your child to foster a pleasure for reading will further enhance your child's reading skills.

By the end of Year 4, your child should be able to:

1. Read aloud and understand words based on knowledge of root words, prefixes and suffixes.
2. Read further exception words, including those with unusual spelling/sound links.
3. Retell some fairy tales or traditional tales orally.
4. Identify themes and conventions in a range of books.
5. Perform plays and poetry aloud using intonation, tone, volume and action.
6. Recognise some different forms of poetry.
7. Use dictionaries to check the meanings of words.
8. Check that a text makes sense, including explaining the meaning of words in context.
9. Identify and summarise the main ideas drawn from more than one paragraph.
10. Draw inferences about feelings thoughts and motives.
11. Use evidence to justify inferences.
12. Discuss words and phrases which capture the reader's interest.
13. Identify how language contributes to meaning.
14. Identify how structure and presentation contribute to meaning.
15. Retrieve and record information from non-fiction texts.



Writing in Years 3 and 4

In Years 3 and 4, children will begin to meet a wider range of writing contexts, both fiction and non-fiction styles and genres. We will build on the work from Year 2 to further develop their spelling skills and their grammatical understanding. We will also focus on the style of their written work, so that it becomes more interesting for others to read. We will also work on sentence structure so that children can add additional meaning to their sentences and structure their ideas in different ways.

By the end of Year 4, your child should be able to:

1. Spell words which are often misspelt from the Year 3 to 4 list.
2. Use the possessive apostrophe accurately with plurals.
3. Use a dictionary to check a spelling.
4. Use appropriate handwriting joins, including choosing un-joined letters.
5. Adopt the features of existing texts to shape own writing.
6. Build sentences with varied vocabulary and structures.
7. Organise paragraphs around a theme.
8. Develop detail of characters, settings and plot in narratives.
9. Use simple organisational devices in non-fiction.
10. Suggest improvements to grammar and vocabulary.
11. Proofread own work for spelling and punctuation errors.
12. Read aloud using appropriate intonation, tone and volume.
13. Use a range of conjunctions to extend sentences with more than one clause.
14. Choose nouns and pronouns for clarity and cohesion.
15. Use conjunctions, adverbs and prepositions to express time, cause and place.
16. Use fronted adverbials.
17. Understand the difference between plural and possessive '-s'.
18. Recognise and use standard English verb inflections.
19. Use extended noun phrases, including with prepositions.
20. Use and punctuate direct speech correctly.



Mathematics in Year 3

The focus in Year 3 and 4 is the mastery of the four operations (addition, subtraction, multiplication and division) so that the children can carry out calculations mentally and using written methods. We will introduce your child to standard written column methods of addition and subtraction as well as continuing to develop their mental mathematics skills.

By the end of Year 3, your child should be able to:

1. Count in multiples of 4, 8, 50 and 100.
2. Compare and order numbers up to 1000.
3. Add/subtract numbers mentally, including round numbers to hundreds, tens, units (HTU).
4. Add and subtract using standard column method.
5. Estimate answers to calculations and use the inverse to check answers.
6. Know $3\times$, $4\times$ and $8\times$ tables.
7. Count up and down in tenths.
8. Understand that tenths are objectives or quantities divided into ten equal parts.
9. Compare and order simple fractions.
10. Recognise and show equivalent fractions.
11. Find and write fractions of a set of objects.
12. Add and subtract fractions with common denominators (less than one).
13. Measure, compare and calculate measures using standard units.
14. Measure the perimeter of simple 2-D shapes.
15. Add and subtract money, including giving change.
16. Tell and write the time from an analogue clock, including using Roman numerals.
17. Estimate and read time to the nearest minute.
18. Identify horizontal, vertical, parallel and perpendicular lines.
19. Identify whether angles are greater or less than a right angle.
20. Interpret and present data using bar charts, pictograms and tables.



Science in Year 3

During Years 3 to 6, the strands of science begin to become more recognisable as Biology, Chemistry and Physics, although they will usually be grouped together in Primary. Children will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

By the end of Year 3, your child should be able to:

1. Set up simple fair tests.
2. Collect and present data from scientific experiments.
3. Use results from experiments to draw simple conclusions or suggest improvements.
4. Describe the main requirements for plant growth (air, light, water and nutrients from soil).
5. Explain the main stages of plant reproduction (pollination, fertilisation, seed dispersal).
6. Explain some functions of skeletons and muscles in animals.
7. Identify the three main rock types and describe their properties.
8. Notice that light is reflected from surfaces.
9. Find patterns in the way that the sizes of shadows change.
10. Group materials according to their magnetic properties.



Medium Term Planning

Below is an example of a medium term plan that will be shared with parents every half term.

**Norwich International School
Bangkok**
Individuality Excellence Mindfulness



Who am I?

Year 3 - Term 1A

Intriguing Introduction Buffet Bonanza

English



The Owl Who Was Afraid of the Dark—Jill Tomlinson

* Please do not read this text with your child

Plan and write a chapter based on the class book.

Plan and create a set of instructions for a healthy recipe.

Plan and create a mystery story.

Use direct speech within their writing.

Identify the features of a newspaper and create their own version based on the mystery.

Mindfulness

The children will learn Thai manners, concentration by breathing, mindful activity, being grateful with your parents, being gentle and learning to let it go.

Physical Education

The children will be involved in a variety of activities which aim to develop their ability to cooperate positively and effectively within a team. They will also focus specifically on developing their fundamental movement skills and tactical awareness during football lessons.

History/Geography

Explore and compare the history of our home countries.

Identify the different continent's and countries that we come from and label on a map.

Explore different foods from our countries.

Understanding the climate of our birth countries and why this leads to production of different crops.

Art/Design Technology

Plan, design and cook a healthy balanced meal.

Create a collage of a Vincent Van Gough fruit painting.

Explore Vincent Van Gough's art work using different mediums.

Mandarin

The students will learn about colours and date and time. The students will be able to read and write Chinese number characters 1-10. Also, the students will be able to sing the songs "I like purple", "One week has 7 days" and "What time it is".

Thai/TLCM

นักเรียนอ่านจับใจความสำคัญจากสื่อต่างๆ ได้ สามารถบอกคำที่สะกดคำที่ตรงตามมาตรา และ ไม่ตรงตามมาตรา รวมทั้งคำที่มีพยัญชนะควบกล้ำ คำที่มีอักษรนำ สามารถเรียนเรื่องประโยคง่ายๆ ได้ถูกต้อง

Maths

Count in multiples of 100 from 0.

Recognise place value in 3 digit numbers

Read and write numbers to a 1000

Add and subtract numbers mentally

Add and subtract 3 digit numbers

Solve problems including addition and number sense.

Science

Animals Including Humans

Identify food groups that humans need to survive.

Understand that humans need muscles and skeletons for support movement and protection.

Understand that humans get nutrition from what they eat.

Encapsulating Ending

Come Dine With Norwich

Music

The students will be learning sounds from all around to develop their listening skills. They will also learn to make different sounds using their body parts.

PSHE

The children will explore the weekly focus using a variety of techniques .

Please contact your child's Homeroom teacher if you need any further information regarding the curriculum

Norwich International School

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Individuality Excellence Mindfulness

Year 4 Curriculum Guide

Year 4 - Connected Learning Themes

Term 1A - Circle of Life

In this Connected Learning theme, the pupils will learn about the life cycle of animals, food chains and webs, what teeth tell us about an animal's diet, identify and understand human teeth and know the basic parts of the human digestive system and how they work. They will also look at the importance of rivers in relation to humans and animals.

Term 1B - Eco-Warriors

This theme explores the environmental issues. Children will learn about living things and their habitats, will be able to classify animals, compare past and present plants and animals and compare plants and animals of different locales. They will also study different views about environmental issues, develop their own view, suggest ways a locality could be changed and explain how people try to manage their environment.

Term 2A and B - Ancient Greece

This is an in-depth unit covering the history of Ancient Greece. Children will learn how to use timelines, understand democracy and the Greeks role in creating it, be able to explain how past events have affected our world, understand invasions, research what everyday life was like in Ancient Greece including toys and food eaten and learn how archeology has helped us to understand what happened in the past. During this unit we will look at sounds and states of matter as part of the Science units.

Term 3A - Konnichiwa

Through this theme the children will compare two countries. We will be looking at Thailand and Japan, comparing the maps and geography of these countries, collecting and comparing geographical data (rainfall, temperature, wind speed, AQI etc.) and studying how the land has changed over time. The students will also study Japanese art and food. During the Science unit the children will be learning about electricity, conductors and insulators and creating their own electrical circuits.

Term 3B - Lights, Camera, Action!

For this unit the children will study the history of leisure and entertainment. We will look at the history of film, marketing, football and technology. The children will also compare the 1960s music, dance, food and entertainment to today. The Science theme of electricity will carry over from last half term.

Reading in Years 3 and 4

In Years 3 and 4, your child will build on their work from Year 2, to become more independent in their reading. Most children will be confident at decoding most words, although we will still support those children who need it. The children will be able to use their reading to support their learning about other subjects. We will develop and extend their comprehension skills. They will also begin to identify how authors choose words for effect. Reading with your child to foster a pleasure for reading will further enhance your child's reading skills.

By the end of Year 4, your child should be able to:

1. Read aloud and understand words based on knowledge of root words, prefixes and suffixes.
2. Read further exception words, including those with unusual spelling/sound links..
3. Retell some fairy tales or traditional tales orally.
4. Identify themes and conventions in a range of books.
5. Perform plays and poetry aloud using intonation, tone, volume and action..
6. Recognise some different forms of poetry
7. Use dictionaries to check the meanings of words.
8. Check that a text makes sense, including explaining the meaning of words in context.
9. Identify and summarise the main ideas drawn from more than one paragraph.
10. Draw inferences about feelings thoughts and motives.
11. Use evidence to justify inferences.
12. Discuss words and phrases which capture the reader's interest.
13. Identify how language contributes to meaning.
14. Identify how structure and presentation contribute to meaning.
15. Retrieve and record information from non-fiction texts.

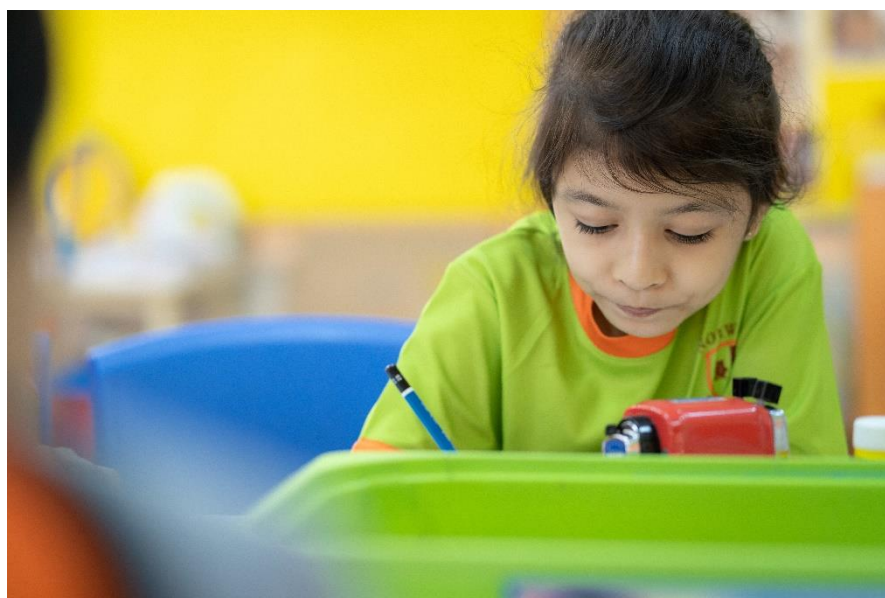


Writing in Years 3 and 4

In Years 3 and 4, children will begin to meet a wider range of writing contexts, both fiction and non-fiction styles and genres. We will build on the work from Year 2 to further develop their spelling skills and their grammatical understanding. We will also focus on the style of their written work, so that it becomes more interesting for others to read. We will also work on sentence structure so that children can add additional meaning to their sentences and structure their ideas in different ways.

By the end of Year 4, your child should be able to:

1. Spell words which are often misspelt from the Year 3 to 4 list.
2. Use the possessive apostrophe accurately with plurals.
3. Use a dictionary to check a spelling.
4. Use appropriate handwriting joins, including choosing un-joined letters.
5. Adopt the features of existing texts to shape own writing.
6. Build sentences with varied vocabulary and structures.
7. Organise paragraphs around a theme.
8. Develop detail of characters, settings and plot in narratives.
9. Use simple organisational devices in non-fiction.
10. Suggest improvements to grammar and vocabulary.
11. Proofread own work for spelling and punctuation errors.
12. Read aloud using appropriate intonation, tone and volume.
13. Use a range of conjunctions to extend sentences with more than one clause.
14. Choose nouns and pronouns for clarity and cohesion.
15. Use conjunctions, adverbs and prepositions to express time, cause and place.
16. Use fronted adverbials
17. Understand the difference between plural and possessive '-s'.
18. Recognise and use standard English verb inflections.
19. Use extended noun phrases, including with prepositions.
20. Use and punctuate direct speech correctly.



Mathematics in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to 12×12 by heart. This means, not only recalling them in order, but also being able to answer any times table question at random, including the related division facts. Pupils will continue to use standard written column methods for addition and subtraction, with increasingly large numbers. They will practise the formal written methods of standard multiplication and division. We will continue to develop children's understanding of place value, including numbers over 1000 and also looking at Roman numerals.

By the end of Year 4, your child should be able to:

1. Count backwards through zero, including negative numbers.
2. Recognise place value in four-digit numbers.
3. Round any number to the nearest 10, 100 or 1000.
4. Know tables up to 12×12 .
5. Use place value and number facts to carry out mental calculations.
6. Use factor pairs and commutativity in mental calculations.
7. Use short multiplication method.
8. Recognise and use hundredths.
9. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
10. Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths.
11. Round decimals with one decimal place to the nearest whole number.
12. Compare numbers up to two decimal places.
13. Convert between different units of metric measurement, including money.
14. Find the area of rectilinear shapes by counting squares.
15. Solve problems converting units of time.
16. Compare and classify shapes, including quadrilaterals and triangles.
17. Complete a simple symmetric figure with respect to a specific line of symmetry.
18. Describe positions on a 2-D grid using co-ordinates.
19. Describe translations using a given unit to the left/right and up/down.
20. Interpret and present discrete and continuous data on appropriate graphs.



Science in Year 4

During Year 4, children begin to use more scientific vocabulary to describe objects and processes, such as describing solids, liquids and gases, or erosion. Vocabulary is a key part of any area of study, and particularly in Science. Learning new words – and their spellings – can often be fun when they relate to experiments and science investigations.

By the end of Year 4, your child should be able to:

1. Take accurate measurements using a range of scientific apparatus.
2. Present findings using tables, graphs and charts as appropriate.
3. Use straightforward evidence in support of ideas.
4. Use a classification key to identify plants or animals.
5. Describe the simple functions of the basic parts of the digestive system in humans.
6. Construct and interpret a variety of food chains, identifying producers, predators and consumers.
7. Compare and group materials together, according to whether they are solids, liquids or gases.
8. Explain the main stages of the water cycle.
9. Recognise that vibrations from sounds travel through a medium to the ear.
10. Construct a simple series electrical circuit, identifying and naming its basic parts.



Below is an example of a medium term plan that will be shared with parents every half term.

Please contact your child's Homeroom teacher if you need any further information regarding the curriculum.

Norwich International School

Bangkok

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Year 5 Curriculum Guide

Year 5 - Connected Learning Themes

Term 1A - Journeys and Exploration

In this Connected Learning theme the pupils will learn the route travelled by Robinson Crusoe from York, England to Brazil, they will map his journey and learn more about each country he visited. In Science they will focus on Life cycles of humans, mammals, amphibians, fish, reptiles, birds as well as plants and compare them, drawing up conclusions. Within Art we will create a canoe out of natural materials, a sailboat; as well as a sewn story from a part of Robinson Crusoe on a piece of felt to represent Talking Textiles.

Term 1B - Space and the Solar System

In this Connected Learning theme the pupils can evaluate the characteristics of a planet as it relates to distance from the Sun, size, composition and movement. They can design and construct a relative scaled-model that can demonstrate the planet size in relationship to the Sun and the Earth. The pupils can compare and contrast the physical characteristics of meteoroids, meteors, asteroids, and comets.

Term 2A - The New World (Explorers and America)

During this term we will list the pupil's prior knowledge of exploration and be introduced to important people and events during this time period. They will learn from a timeline of early American Explorers and will locate England, France, and Spain on a map and then locate and trace exploration routes on their individual maps. We will also look at what motivated the explorers to leave their countries and learn of the hardships and difficulties the explorers encountered.

Term 2B - India

In this Connected Learning theme the pupils will learn about a village in India called Chembakolli, where Asia, India and Thailand are located in relation to one another, how Chembakolli is connected to other places and what it will be like there and they will look at physical and human features and make maps. They will compare homes and schools from both Thailand and India; as well as discovering the main source of economic activity in India.

Term 3A - The Anglo- Saxons

In this Connected Learning theme, the pupils will learn who the Anglo- Saxons were and where they settled. What they did in their daily life. We place the Anglo- Saxons period in a chronological framework and look at what we can learn from objects and archaeological evidence, making inferences along the way.

Term 3B - The Vikings

In this Connected Learning theme, the pupils will learn why people move away from where they are born. They will learn how to place the Anglo- Saxons and Vikings in the correct chronological order. The children will learn that the Vikings invaded Britain and why they travel from their homelands and where they went, as well as how the Vikings travelled so far from their homelands. In Art we will create our own Vikings artefacts.



Reading in Years 5 and 6

In Years 5 and 6, your child will increasingly meet a wider range of texts and be encouraged to use their skills in a broader range of contexts. They should be taking greater responsibility for independent reading and research at home and for their homework. It is still really important for children to be reading at home on a regular basis. We actively encourage parents to take the time to read and share stories with their child.

By the end of Year 6, your child should be able to:

1. Use knowledge of morphology and etymology to read aloud and understand new words.
2. Make comparisons within and across books.
3. Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions.
4. Identify and discuss themes and conventions across a wide range of writing.
5. Discuss understanding of texts, including exploring meaning of words in context.
6. Ask questions to improve understanding of texts.
7. Summarise ideas drawn from more than one paragraphs, identifying key details.
8. Predict future events from details stated and implied.
9. Identify how language, structure and presentation contribute to meaning.
10. Discuss how authors use language, including figurative language, to affect the reader.
11. Make book recommendations, giving reasons for choices.
12. Participate in discussions about books, building on and challenging ideas.
13. Explain and discuss understanding of reading.
14. Participate in formal presentations and debates about reading.
15. Provide reasoned justifications for views.



Writing in Years 5 and 6

In Years 5 and 6, children will begin to meet a wider range of writing contexts, both fiction and non-fiction styles and genres. We will build on the work from Year 4 to further develop their spelling skills and their grammatical understanding. We will focus on the style of their written work, so that it becomes more interesting for others to read. The children will also work on sentence structure so that they can add additional meaning to their sentences and structure their ideas in different ways.

By the end of Year 6, your child should be able to:

1. Spell some words with silent letters.
2. Recognise and use spellings for homophones and other often-confused words.
3. Use a dictionary to check spelling and meaning.
4. Identify the audience and purpose before writing, and adapt accordingly.
5. Select appropriate grammar and vocabulary to change or enhance meaning.
6. Develop setting, atmosphere and character, including through dialogue.
7. Précis longer passages.
8. Use a range of cohesive devices.
9. Use advanced organisational and presentational devices.
10. Use the correct tense consistently throughout a piece of writing.
11. Ensure correct subject and verb agreement.
12. Perform compositions using appropriate intonation, volume and movement.
13. Use a thesaurus.
14. Use expanded noun phrases to convey complicated information concisely.
15. Use modal verbs or adverbs to indicate degrees of possibility.
16. Use relative clauses.
17. Convert nouns or adjectives into verbs.
18. Use adverbials of time, place and number for cohesion.
19. Recognise vocabulary and structures that are appropriate for formal use.
20. Use passive verbs to affect the presentation of information.
21. Use the perfect form of verbs to mark relationships of time and cause.
22. Recognise difference in informal and formal language.
23. Use grammatical connections and adverbials for cohesion.
24. Use ellipsis.
25. Use commas to clarify meaning or avoid ambiguity.
26. Use brackets, dashes and commas to indicate parenthesis.
27. Use hyphens to avoid ambiguity.
28. Use semi-colons, colons and dashes between independent clauses.
29. Use a colon to introduce a list.
30. Punctuate bullet points consistently.

Mathematics in Year 5

During Year 5 and 6, the Mathematics curriculum very much builds upon the skills learned in Lower Key Stage 2. Children will be using their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division problems, and applying their skills to real life situations and being able to use reasoning to back up their findings. We will spend more time looking at calculations with fractions and decimals and using much larger numbers than in previous years. It is vital that your children know all their times tables up to 12×12 when they enter into Year 5.

By the end of Year 5, your child should be able to:

1. Interpret negative numbers in context.
2. Read Roman numerals to 1000, including years.
3. Recognise and use square and cube numbers, and know the notation.
4. Use rounding to check answers and determine accuracy.
5. Identify multiples and factors, including finding factor pairs and common factors.
6. Use vocabulary: prime numbers, prime factors and composite numbers.
7. Know prime numbers up to 19.
8. Multiply and divide numbers by 10, 100 or 1000, including decimals.
9. Use long multiplication for multiplying numbers of up to 4 digits by one or two digits.
10. Divide numbers using standard written short division.
11. Convert between mixed numbers and improper fractions.
12. Compare and order fractions whose denominators are multiples of the same number.
13. Identify, name and write equivalent fractions including tenths and hundredths.
14. Add and subtract fractions with denominators that are multiples of the same number.
15. Multiply proper fractions and mixed numbers by whole numbers with support.
16. Read and write decimal numbers as fractions.
17. Round decimals with 2 decimal places to whole number or to one decimal place.
18. Read, write, order and compare numbers with up to 3 decimal places.
19. Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100).
20. Understand and use common approximate conversions between metric and imperial.
21. Measure and calculate the perimeter of composite rectilinear shapes.
22. Calculate the area of rectangles, and estimate the area of irregular shapes.
23. Use the properties of rectangles to find missing lengths and angles.
24. Distinguish between regular and irregular polygons.
25. Identify 3-d shapes from 2-d representations.
26. Know angles are measured in degrees and compare acute, obtuse and reflex angles.
27. Draw and measure angles to the nearest degree.
28. Identify angles at a point, in a turn and on a straight line.
29. Describe and represent the result of a reflection or translation.
30. Complete, read and interpret information in tables, including timetables.

Science in Year 5

As children get older, they begin to meet more abstract concepts in Science – things which are not so easily tested in the classroom, such as the bodies of the Solar System, or changes of state. They will continue to carry out experiments, but may also use more secondary resources for research or investigation.

By the end of Year 5, your child should be able to:


1. Plan scientific investigations, including controlling variables where appropriate.
2. Record data using diagrams, keys, tables and a range of graphs.
3. Report conclusions and explanations from scientific investigations.
4. Describe the life process of reproduction in some plants and animals.
5. Explain how mixtures can be separated through filtering, sieving and evaporating.
6. Explain that some irreversible changes form new materials.
7. Describe the movement of the Earth, and other planets, relative to the Sun.
8. Explain day and night on earth, and the apparent movement of the Sun.
9. Explain that gravity causes unsupported objects to fall towards the Earth.
10. Identify the effects of air resistance, water resistance and friction between moving.



Medium Term Planning

Below is an example of a medium term plan that will be shared with parents every half term.

**Norwich International School
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Individuality Excellence Mindfulness




Do you ever wish you could pack your bags, hop on a boat or train or plane, and leave your stuffy life behind?

Year 5 - Term 1A

Intriguing Introduction

Imagine being stranded on a desert island all alone.....



English

'Robinson Crusoe'

Daniel Defoe

Novel as a theme, historical narrative

Compare the usefulness of techniques: visualisation, prediction and empathy in exploring the meaning of texts.

Research : other authors and present what makes them significant authors.

Write own story: experiment with different narrative form and styles to write their own stories.

History/Geography

Life of Alexander Selkirk, on a Pacific island called Fernán-
dez Islands, known as Más Afuera, which was renamed Robinson Cru-
soe Island in 1966

Use dates and historical language in their work

Draw a timeline when famous people lived and time periods outlined

Collect information about a place and use it in a report.

Trace Robinson Crusoe's journey from England via countries, conti-
nents, and oceans

Maths

Recalling, calculating mentally, multiplication facts, adding and subtracting 2 digit numbers

Order and compare and partition numbers up to 1000,000

Explaining methods and reasoning, orally and on paper, using words, diagrams, graphs, symbols

Solve number and practical problems

Multiply and divide whole numbers

Convert between different units of metric measure

Art/Design Technology

The children will explore how stories have been represented in textiles in differ-
ent times and cultures. Then work together to make a two- or three-dimensional
work based on a familiar story. They will also investigate and use a range of mate-
rials, techniques and textile processes to create surface patterns and textures and
other visual and sound effects.

Science

Living things and their habitat

Describe differences in life cycles

Describe life cycles of common plants

Explore work of naturalists and animal behaviorists

Create a timeline of stages of growth in a lifecycle

Observe local environment and draw own conclusions

Compare life cycles of animals and plants in local environment

Mandarin

The students will learn and understand con-
versation for clothes and classroom items. The
students will be able to read and write simple
Chinese characters. The students will be able
to pronounce the Chinese consonants b p m f
d t n l g k h j q x and vowels a i u e i e u e r
correctly. Also, the students will be able to
sing songs 'I wear school uniform' and
'Schoolbag has textbook' computer.'

Thai/TLCM

นักเรียนสามารถนำแผนภาพความคิดไป
พัฒนางานเขียน สามารถเขียนข้อความ
จากเรื่องที่อ่านและฟังได้ ทราบความหมาย
ของจำนวนสุภาพคำพ้อง และนำไปใช้
ได้ถูกต้อง

Mindfulness

The children will learn Thai manners, concentration by
breathing, mindful activity, being grateful with your
parents, being gentle and learning to let it go.

Physical Education

The children will be involved in a variety of activities which aim to
develop their ability to cooperate positively and effectively within a
team. They will also focus specifically on developing their
fundamental movement skills and tactical awareness during football
lessons.

Music

The students will be learning sounds from all around, to
develop their listening skills and to develop recognising a
variety of sounds. They will also learn making different
sounds using their body parts.

PSHE

The children will explore the weekly
focus using a variety of techniques.

Encapsulating Ending

How does Robinson Crusoe change by the
end of the novel ?

Please contact your child's Homeroom teacher if you need any further information regarding the curriculum.

Norwich International School

Bangkok

Individuality Excellence Mindfulness



Year 6 Curriculum Guide

Reading in Years 5 and 6

In Years 5 and 6, your child will increasingly meet a wider range of texts and be encouraged to use their skills in a broader range of contexts. They should be taking greater responsibility for independent reading and research at home and for their homework. It is still really important for children to be reading at home on a regular basis. We actively encourage parents to take the time to read and share stories with their child.

By the end of Year 6, your child should be able to:

1. Use knowledge of morphology and etymology to read aloud and understand new words.
2. Make comparisons within and across books.
3. Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions.
4. Identify and discuss themes and conventions across a wide range of writing.
5. Discuss understanding of texts, including exploring meaning of words in context.
6. Ask questions to improve understanding of texts.
7. Summarise ideas drawn from more than one paragraphs, identifying key details.
8. Predict future events from details stated and implied.
9. Identify how language, structure and presentation contribute to meaning.
10. Discuss how authors use language, including figurative language, to affect the reader.
11. Make book recommendations, giving reasons for choices.
12. Participate in discussions about books, building on and challenging ideas.
13. Explain and discuss understanding of reading.
14. Participate in formal presentations and debates about reading.
15. Provide reasoned justifications for views.



Writing in Years 5 and 6

In Years 5 and 6, children will begin to meet a wider range of writing contexts, both fiction and non-fiction styles and genres. We will build on the work from Year 4 to further develop their spelling skills and their grammatical understanding. We will focus on the style of their written work, so that it becomes more interesting for others to read. The children will also work on sentence structure so that they can add additional meaning to their sentences and structure their ideas in different ways.

By the end of Year 6, your child should be able to:

1. Spell some words with silent letters.
2. Recognise and use spellings for homophones and other often-confused words.
3. Use a dictionary to check spelling and meaning.
4. Identify the audience and purpose before writing, and adapt accordingly.
5. Select appropriate grammar and vocabulary to change or enhance meaning.
6. Develop setting, atmosphere and character, including through dialogue.
7. Précis longer passages.
8. Use a range of cohesive devices.
9. Use advanced organisational and presentational devices.
10. Use the correct tense consistently throughout a piece of writing.
11. Ensure correct subject and verb agreement.
12. Perform compositions using appropriate intonation, volume and movement.
13. Use a thesaurus.
14. Use expanded noun phrases to convey complicated information concisely.
15. Use modal verbs or adverbs to indicate degrees of possibility.
16. Use relative clauses.
17. Convert nouns or adjectives into verbs.
18. Use adverbials of time, place and number for cohesion.
19. Recognise vocabulary and structures that are appropriate for formal use.
20. Use passive verbs to affect the presentation of information.
21. Use the perfect form of verbs to mark relationships of time and cause.
22. Recognise difference in informal and formal language.
23. Use grammatical connections and adverbials for cohesion.
24. Use ellipsis.
25. Use commas to clarify meaning or avoid ambiguity.
26. Use brackets, dashes and commas to indicate parenthesis.
27. Use hyphens to avoid ambiguity.
28. Use semi-colons, colons and dashes between independent clauses.
29. Use a colon to introduce a list.
30. Punctuate bullet points consistently.



Mathematics in Year 6

By the end of Year 6, your child is expected to be confident with the use of the standard written method for all four operations (addition, subtraction, multiplication and division) and to have secured the key number facts. We will be extending children's understanding of fractions, ratio, proportion as well as introducing them to algebra. At home, we encourage parents to keep testing their children on their times tables, so they are confident with using these up to 12×12 .

By the end of Year 6, your child should be able to:

1. Demonstrate an understanding of place value, including large numbers and decimals.
2. Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation.
3. Use formal methods to solve multi-step problems.
4. Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.
5. Calculate using fractions, decimals or percentages.
6. Substitute values into a simple formula to solve problems.
7. Calculate with measures.
8. Use mathematical reasoning to find missing angles.



Science in Year 6

In Year 6, many of the scientific concepts that the children meet are more abstract, such as the study of evolution, or the behaviour of light. There are still plenty of opportunities for investigation, and also to find out about the work of some great scientists of today and the past.

By the end of Year 6, your child should be able to:

1. Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum using evidence from a range of sources.
2. Ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions.
3. Use a range of scientific equipment to take accurate and precise measurements or readings.
4. Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
5. Present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations.
6. Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.
7. Name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.
8. Describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.
9. Name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.
10. Use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.
11. Construct and interpret food chains.
12. Explain how environmental changes may have an impact on living things.
13. Use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time.
14. Group and identify materials, including rocks, in different ways according to their properties.
15. Describe the characteristics of different states of matter and group materials on this basis.
16. Identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.
17. Use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.
18. Describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source.
19. Use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it.
20. Describe the shapes and relative movements of the sun, moon, earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the earth's rotation and that this results in day and night.

Medium Term Planning

Below is an example of a medium term plan that will be shared with parents every half term.

**Norwich International School
Bangkok**
Individuality Excellence Mindfulness



How did World War 2 affect children?

Year 6 - Term 1A

Intriguing Introduction

A grandparent shares their experience of life during WW2

English



'Friend or Foe' by Michael Morpurgo
* Please do not read this book with your child your child.

Biography - writing a mini biography for Michael Morpurgo.

Diary Entry - writing in the role as the lead character, Davey.

Informal Letter - writing an evacuee letter to the lead character's mother.

Comic Strips - completing an event from the text, in the form of a comic strip.

Newspaper Articles - writing a newspaper article about key events.

Mindfulness

The children will learn Thai manners, concentration by breathing, mindful activity, being grateful with your parents, being gentle and learning to let it go.

Physical Education

Team Building and communication skills within football.

History/Geography

Place World War 2 on a timeline, research key events and historical figures.

Why was it called a World War? Map investigation.

Locate Allied and Axis countries on a map.

Find out about home life for Women and children (rationing, evacuation, The Blitz, women at work).

Art/Design Technology

Design and build an Anderson Shelter Diorama.

Analyse and design WW2 propaganda posters.

Create a WW2 Spitfire glider paper craft.

World War 2 Silhouette art and artists.

Mandarin

Transport and colours.

Learn 12 Chinese radicals and Pinyin with tonal marks.

Thai/TLCM

นักเรียนสามารถศึกษา แยกข้อเท็จจริงและข้อคิดเห็น วิเคราะห์ จากเรื่องที่อ่านได้ มีหลักการเขียนเรื่องตามจินตนาการ ขยายองค์ความรู้ และตอบคำถามเชิงเหตุผลได้ นำเสนองานที่ของคาไปแข่งประเพณีไทยท้องถิ่น

Music

World War 2 music focusing on rhythm and beat.

PSHE

The children will explore the weekly focus using a variety of techniques.

Maths

Order and compare numbers up to 10,000,000.

Solve multi step number and practical problems.

Count forwards/backwards in 10s from any number to 1,000,000.

Use negative numbers in context and calculate intervals across zero.

Add/subtract whole numbers with up to 6 digits using column addition and subtraction.

Science

Living things and their habitats:

Give reasons for classifying animals.

Describe how living things are classified into groups.

Classify a creature based on its characteristics.

Describe and investigate helpful and harmful microorganisms.

Encapsulating Ending

'Dress up as an Evacuee' day

Please contact your child's Homeroom teacher if you need any further information regarding the curriculum.

Individuality, Excellence, Mindfulness



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