

Lanna International Primary School Curriculum Policy





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School Mission

It is the goal of Lanna International School to prepare its students to be responsible world citizens who demonstrate a commitment to life-long learning and the application of that learning to the improvement of self, and local and global communities. We believe that it is vital for Lanna's students, while at school, to learn to live alongside and to respect those from other countries and cultures, thus learning to be responsible world citizens.

School Philosophy

Lanna's philosophy holds two things in balance: the individual educational interests of the student and the student's life within the wider community. We start with respect for each student and for the unique qualities, interests and talents which each student brings to our school community. We are proud of our diverse student body. As our students learn to respect and value those who are different, they also learn to value and respect themselves.

Expected Schoolwide Learning Results

At Lanna, our students will be:

EXPLORERS & LEARNERS

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.

COMMUNICATORS

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.

GLOBAL CITIZENS

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognizing how the actions of individuals and society have consequences.

CONFIDENT & HEALTHY INDIVIDUALS

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.

- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

Overview of the Primary School

We feel that English and Mathematics together form the foundation for all further school work. Therefore, we give most emphasis to English and Mathematics in our Primary curriculum.

In the Early Years (Nursery and Reception), students develop the awareness of Language and Maths which we then build upon in our academic years (Year 1 through to Year 6). The Foundation Years follow the Curriculum guidance for the foundation stage, published by the Qualifications and Curriculum Authority of the United Kingdom. In our Primary school, we follow the framework set out by Cambridge International Primary Program (CIPP) for English, Mathematics and Science. CIPP closely follows the objectives set out for the British National Curriculum. The advantage of following CIPP offers the school a tried and tested framework in which to base all core subjects of education. CIPP also gives the school the opportunity to administer standardized tests specific to learning outcomes of the programme. This allows teachers to report purposefully and monitor students' progress more effectively.

English as a Second Language is a very important aspect at Lanna. Standards and learning objectives have been taken from CIPP to create schemes of work for ESL classes. ESL uses the "Let's Go" series as basis to the ESL programme, however other publications and resources are also used to strengthen the support given to students, in the aim for students to be able to function in mainstream English classrooms.

For all other subjects, Lanna International Primary school uses the International Primary Curriculum (IPC) where students learn through thematic units. Students in the Primary school study five specialist lessons: Art, Drama, Music, Physical Education (P.E) and Thai. As of August 2020 Modern Foreign Languages in the form of Chinese and French will be offered to non-Thai nationals to enhance Modern Foreign Languages in the Primary School. With the exception of Thai, French and Chinese, all specialist subjects taught at Lanna use the learning objectives and in some cases schemes of work based on the British National Curriculum.

The Primary Curriculum at LIST Years 1 – 6

Lanna's Primary curriculum aims to support the social and intellectual development of each individual student, and to prepare Lanna's students for further study whether they return to their home countries or continue in Lanna's secondary school. The Primary Curriculum is based on the British National Curriculum. Lanna is registered with Cambridge International Examinations as a centre for the Cambridge International Primary Programme (CIPP). CIPP's framework covers the English, Mathematics and Science programmes. CIPP frameworks follow the same learning objectives as seen in the UK National Curriculum. Other subjects are taught through the International Primary Curriculum (IPC). Certain

changes have been made to the curriculum in order to adapt to the school surrounding and location. Lannas Primary teachers develop activities supporting a wide range of individual learning styles. Primary students work towards Lanna's Expected Schoolwide Results (ESLR's), in becoming fully rounded individuals. With ESLR's in mind students will accomplish goals in various different ways and means.

The Cambridge International Primary Programme (CIPP)



The Cambridge International Primary Programme from University of Cambridge International Examinations (CIE) develops English, Mathematics and Science knowledge, skills and understanding in young children across the world. It gives your child excellent preparation for Secondary education.

Designed for children aged 5 – 11, the Cambridge International Primary Programme provides learning objectives for each year of your child's primary education.

Its step-by-step programme of learning takes children from the start of primary education to completion, before they move on to Secondary education.

The Cambridge International Primary Programme helps schools, teachers and parents gain a greater understanding of their children's abilities. Schools that use the Primary Programme Progression Assessments to assess students at the end of each year. These assessments provide information to analyse students' achievements, strengths and weaknesses, and give teachers invaluable information to help guide your child the following year.

The Cambridge International Primary Programme is flexible. It can be taken alongside a national curriculum or on its own. It offers schools expert guidance on how to develop their curriculum and how best to prepare their teaching and students' learning.

Further information about this and any other of the programmes offered by CIE may be found on its website www.cie.org.uk

The International Primary Curriculum (IPC)

The International Primary Curriculum (IPC) is an internationally minded curriculum that is used in a number of countries around the world. The IPC provides opportunities for global learning – allowing pupils and staff to make links. The goal of the IPC is to nurture a love of learning through a combination of academic, personal and international learning. Children will develop many skills which they will need in order to face the world of



tomorrow confidently.

Lanna International Primary School adopted the IPC in 2020 and we form part of a global learning community who use the IPC to improve children's learning. Children at LIST learn through a series of units of work, of which there are over 130 to choose from. Each unit is carefully selected to meet the needs of our own school community. The units of work have a theme which children are interested in and relevant to today's world. Children learn many of the subjects through the theme so that their learning has meaning to them. The units of work have suggested tasks linked to learning objectives however the nature of the curriculum allows staff to be creative and focus upon the needs of our children. The development of skills is a very large part of the IPC; learning activities at LIST have been designed so that our children develop these important lifelong skills. The IPC has a self-review process which sits alongside the curriculum. The core purpose of the self-review is to allow schools to review and improve the way that IPC is delivered in their school.

Importantly the IPC has a strong element of internationalism built into each unit of work. Through the curriculum at LIST we provide opportunities for our children to:

- recognise their own culture and have a sense of identity;
- be open-minded;
- be respectful of other cultures and beliefs;
- be aware of and celebrate diversity and commonality;
- have respect for and value other people, their ideas and opinions;
- be able to communicate (have good interpersonal skills);
- be adaptable;
- be aware of and show an interest in global issues

The beating heart of any educational establishment is learning. Learning can take place in many forms – academically, socially, spiritually, emotionally and physically. Our curriculum provides all our children to learn and develop in many ways. Nobody can predict the nature of work and life opportunities that will be available to our children in the future. Indeed many of the jobs of the future do not even exist today. The IPC has a strong focus upon a skills based approach to prepare all children for the fast changing world in which they will be living in.

At LIST we encourage active and cooperative learning. Learning is central to all we do. Not only do our staff have a responsibility to ensure that our children learn and develop but we also encourage our children to take responsibility for their own learning. Parents also play a significant part. We ensure that at the start of a unit or work, parents are informed about what their children will be learning and suggest ways in which they can play an active role in their child's development. Work is celebrated and shared throughout the year with parents and the school community.

As a school community, we agreed on learning definitions which encompass everything we do:

Learning is...

MP1	Year 1 & 2	making connections from what we already know to new information which helps us explore the world around us.
MP2	Year 3 & 4	exploring, discovering, thinking and creating.
MP3	Year 5 & 6	gaining or extending knowledge or skills through exploration and experience to always learn more by doing.

The School Day

At Lanna International Primary School, the school day begins at 07:55 with the raising of the national flag and the singing of the national anthem. Primary students line up near the flagpole. All students and staff in the vicinity stand and maintain a respectful silence during the national anthem

Years 1-3 (Monday, Wednesday, Friday)	
07.55	Line up Bell
08:00 – 09:30	Block I
09:30 – 09:50	Break
9:50 – 11:50	Block II
11:50 – 12:30	Lunch
12:30–14:30	Block III
14:30 – 14:50	Break
14:50 – 15:20	Activities

Years 1-3 (Tuesday, Thursday)	
07.55	Line up Bell
08:00 – 09:30	Block I
09:30 – 09:50	Break
9:50 – 11:50	Block II
11:50 – 12:30	Lunch

12:30–14:30	Block III
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Years 4-6 (Monday, Wednesday, Friday)	
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07.55	Line up Bell
08:00 – 09:30	Block I
09:30 – 09:50	Break
9:50 –12:20	Block II
12:20 –13:00	Lunch
13:00–14:30	Block III
14:30 –14:50	Break
14:50 –15:20	Activities

Years 4-6 (Tuesday, Thursday)	
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07.55	Line up Bell
08:00 – 09:30	Block I
09:30 – 09:50	Break
9:50 –12:20	Block II
12:20 –13:00	Lunch
13:00–14:30	Block III

Primary Weekly Lesson Allocation

The subject balance outlined for Years 1 through 6 below follows guidelines issued by the National Curriculum of England and Wales. The Primary school day for Years 1– 3 is broken up into 40 minute sessions for each block, Years 4-6 is broken up into 40/50 minute sessions depending on each block. In addition, Thai language is taught as a first language to Thai students and as a foreign language to non-native speakers. French and Chinese are also offered for non-Thai students. Knowledge of Thailand and respect for its culture will be stressed in all class

Year 1	Subject	Number of lessons
	English	11
	Mathematics	8
	IPC/Topic (Science, History, Geography, Technology, Social, Internationalism)	8
	Music/ICT	2
	Art	1
	Library	1
	Music and Movement	1
	Drama	1
	Thai Language & Culture Modern Foreign Languages	5
Physical Education	2	
		40

Year 2-3	Subject	Number of lessons
	English	9
	Mathematics	9
	IPC/Topic (Science, History, Geography, Technology, Social, Internationalism)	8
	Music/ICT	2
	Art	2
	Library	1
	Drama	2
	Thai Language & Culture Modern Foreign Languages	5
	Physical Education	2
		40

Key Stage 2 Year s 4-6	Subject	Number of lessons
	English	7
	Mathematics	7
	IPC/Topic (Science, History, Geography, Technology, Social, Internationalism)	7
	Music/ICT	2
	Art	2
	Library	1
	Drama	2
	Thai Language & Culture Modern Foreign Languages	5
	Physical Education	2
	35	

Key Stage One Overview (Years One and Two)

In English, during Key Stage 1 (KS1) students learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm.

They use language to explore their own experiences and imaginary worlds.

Speaking and listening: during KS1 students learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

Building on the early learning goals

Students' prior experience of speaking and listening includes:

- using language to imagine and recreate roles and experiences
- attentive listening and response
- interacting with others in play and to get things done

Reading: during KS1 students' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and say why they like them or do not like them.

Building on the early learning goals

Students' prior experience of reading include:

- knowledge of initial and final sounds and short vowel sounds in words
- stories, poems and other texts
- recognition of some familiar words

Writing: during KS1 students start to enjoy writing and see the value of writing. They learn to communicate meaning in narrative and nonfiction texts and spell and punctuate correctly.

Building on the early learning goals

Students' prior experience of writing include:

- differentiating between print and pictures
- the connections between speech and writing
- the symbolic nature of writing
- the sounds and names of letters and how to write them

Key Stage Two Overview (Years Three, Four, Five, and Six)

In English, during Key Stage 2 (KS2) students learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

Speaking and Listening: during KS2 students learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

Reading: during KS2 students read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

Writing: during KS2 students develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing. Teaching should ensure that work in speaking and listening, reading and writing is integrated.

English Programme of Study

Students at all levels of our school are working to meet the following English Standards.

Writing

- Demonstrate competence in the general skills and strategies of the writing process
- Demonstrate competence in the stylistic and rhetorical techniques in writing

Reading

- Gather and uses information for research purposes
- Demonstrate competence in the general skills and strategies of the reading process
- Demonstrate competence in the general skills and strategies for reading a variety of literary texts
- Demonstrate competence in the general skills and strategies for reading a variety of informational texts

Speaking and Listening

- Demonstrate competence in speaking and listening as tools for learning

Usage-Grammar and Punctuation

- Demonstrate competence in decoding and spelling
- Demonstrate competence in the skills and strategies for vocabulary development
- Use grammatical and mechanical conventions in written compositions

English Learning objectives

Learning objectives (or benchmarks) for each of our Primary Programme years are set out below. The objectives are organised by skill area: Reading, Writing, Speaking and Listening, Usage – Phonics, Spelling and Vocabulary, and Usage – Grammar and Punctuation

English Objectives by Year Group

CCIP Codes for English objectives have been included for teachers to relate to in their lesson plans.

Year One (Ages 5-6)	
Reading	<p>Pupils should:</p> <ul style="list-style-type: none">• 1 R 1 Read familiar and simple stories and poems, and relate words said and read.• 1 R 2 Read a range of common words on sight.• 1 R 3 Use knowledge of letter sounds to read simple consonant -vowel consonant words, and to attempt other words.• 1 R 4 Use all the information available to make sense of what is read.• 1 R 5 Retell stories, with appropriate use of story language.

	<ul style="list-style-type: none"> ● 1 R 6 Learn and recite simple poems. ● 1 R 7 Join in and extend rhymes and refrains, playing with language patterns. ● 1 R 8 Read simple books independently. ● 1 R 9 Enjoy a range of books, discussing preferences. ● 1 R 10 Identify and discuss characters and dialogue. ● 1 R 11 Recognise story elements (e.g. beginning, middle and end) ● 1 R 12 Anticipate what happens next in a story. ● 1 R 13 Read labels, lists and captions to find information. ● 1 R 14 Use alphabetic order of initial letters (e.g. to locate names and words for spelling). ● 1 R 15 Know the parts of a book (e.g. title page, contents) ● 1 R 16 Read and talk about own writing. ● 1 R 17 Take note of full stops in reading aloud.
Writing	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 1 W 1 Develop a comfortable and efficient pencil grip. ● 1 W 2 Form letters correctly. ● 1 W 3 Spell familiar common words accurately, drawing on sight vocabulary ● 1 W 4 Use knowledge of sounds to write simple regular words, and to attempt other words. ● 1 W 5 Compose and write a simple sentence, with a capital letter and a full stop ● 1 W 6 Write labels, captions, lists, questions and instructions for a purpose. ● 1 W 7 Make simple storybooks and information texts, with sentences to caption pictures. ● 1 W 8 Write a sequence of sentences retelling a familiar story or recounting an experience. ● 1 W 9 Locate information and record answers to questions, e.g. as lists, charts
Speaking and Listening	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 1S&L1 Speak clearly and choose words carefully ● 1S&L2 Converse with friends, teachers and other adults ● 1S&L3 Contribute to discussions within a group. ● 1S&L4 Take turns in speaking. ● 1S&L5 Speak confidently to a group to share an experience. ● 1S&L6 Answer questions and explain further when asked. ● 1S&L7 Listen to others and respond appropriately. ● 1S&L8 Listen carefully to questions and instructions. ● 1S&L9 Tell stories, recite and read aloud.
Usage	<p>Phonics, Spelling and Vocabulary</p> <p>Pupils should:</p> <ul style="list-style-type: none"> ● 1 Up 1 Hear, read and write initial letter sounds ● 1 Up 2 Use knowledge of sounds to read and write consonant–vowel– consonant words ● 1 Up 3 Know the names of letters of the alphabet and alphabetic order ● 1 Up 4 Begin to use the terms „consonant“ and „vowel“ in talking about letter sounds. ● 1 Up 5 Use rhyme and relate this to spelling patterns. ● 1 Up 6 Recognise common word endings such as „s“, „ed“ and „ing“ ● 1 Up 7 Identify separate sounds (phonemes) within words, which may be represented by more than one letter. ● 1 Up 8 Practise blending phonemes for reading, and segmenting phonemes for spelling ● 1 Up 9 Recognise and use the digraphs „th“, „ch“, „sh“. ● 1 Up 10 Identify initial and final consonant clusters (e.g. bl, cr, nd, st) ● 1 Up 11 Begin to learn common spellings of long vowel phonemes (e.g. „ee“, „ai“, „oo“)

- 1 Ug 12 Extend vocabulary from reading.

Grammar and Punctuation

Pupils should:

- 1 Ug 1 Notice how punctuation (e.g. full stop, question mark, speech marks) helps to mark out meaning.
- 1 Ug 2 Identify sentences in a text.
- 1 Ug 3 Know that a capital letter is used for „I“, for names and for the start of a sentence.
- 1 Ug 4 Know that the end of a sentence is marked with a full stop

Year Two (Ages 6-7)

Reading

Pupils should:

- 2 R 1 Extend the range of common words recognised on sight
- 2 R 2 Apply knowledge of phonemes and word parts in tackling unfamiliar words.
- 2 R 3 Use context and sentence structure to help establish meaning.
- 2 R 4 Understand time and sequence in story narratives
- 2 R 5 Identify and describe story settings and characters.
- 2 R 6 Predict story endings.
- 2 R 7 Read poems and comment on words and sounds, rhyme and rhythm
- 2 R 8 Make simple inferences from the words on the page e.g. about feelings.
- 2 R 9 Read and follow simple instructions (e.g. in a recipe)
- 2 R 10 Locate words by initial letter in simple dictionaries, glossaries and indexes.
- 2 R 11 Find answers to questions by reading a section of text.
- 2 R 12 Find factual information from different formats e.g. charts, labelled diagrams.
- 2 R 13 Scan a page to find where information is located.
- 2 R 14 Read simple fiction and non-fiction books independently.

Writing

Pupils should:

- 2 W 1 Form letters correctly and consistently.
- 2 W 2 Practise handwriting patterns and the joining of letters.
- 2 W 3 Spell accurately the common words which can be read on sight.
- 2 W 4 Apply knowledge of phonemes and spelling patterns in writing independently
- 2 W 5 Choose interesting words and phrases (e.g. in describing people and places)
- 2 W 6 Find alternatives to and / then in developing a narrative and connecting ideas.
- 2 W 7 Use the language of time (e.g. suddenly, after that)
- 2 W 8 Use the structures of familiar poems and stories in developing own writing.
- 2 W 9 Structure a story with a beginning, middle and end
- 2 W 10 Develop stories with a setting, characters and a sequence of events.
- 2 W 11 Begin to use dialogue in stories.
- 2 W 12 Write simple evaluations of books read.
- 2 W 13 Write a list of instructions.

Speaking and Listening

Pupils should:

- 2S&L1 Show confidence in speaking to a group.
- 2S&L2 Articulate clearly so that others can hear.
- 2S&L3 Show awareness of the listener by including relevant details.
- 2S&L4 Attempt to express ideas precisely, using a growing vocabulary.
- 2S&L7 Listen carefully and respond appropriately, asking questions of others

<p>Usage</p>	<p>Phonics, Spelling and Vocabulary Pupils should:</p> <ul style="list-style-type: none"> ● 2 Up 1 Apply knowledge of phonemes effectively in reading and spelling ● 2 Up 2 Identify syllables and split familiar compound words into parts ● 2 Up 3 Learn the different spellings of long vowel phonemes. ● 2 Up 4 Secure the spelling of high frequency words and common irregular words ● 2 Up 5 Spell words with common prefixes and suffixes e.g. un, dis, ful, ly. ● 2 Up 6 Build and use collections of interesting and significant words. ● 2 Up 7 Discuss the meaning of unfamiliar words encountered in reading. <p>Grammar and Punctuation Pupils should:</p> <ul style="list-style-type: none"> ● 2 Ug 1 Use knowledge of grammar in deciphering words and sentences. ● 2 Ug 2 Extend the use of a range of words and phrases to link sentences. ● 2 Ug 3 Write in clear sentences using full stops and capital letters. ● 2 Ug 4 Develop awareness of other punctuation, including speech marks. ● 2 Ug 5 Use verbs with increasing accuracy and use the past tense for narration. ● 2 Ug 6 Re-read own writing for sense and accuracy. ● 2 Ug 7 Use a variety of simple organisational devices, e.g. headings, captions. ● 2 Ug 8 Read and respond to questions words e.g. what, where, when, who, why. ● 2 Ug 9 Use question marks.
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Year Three (Ages 7-8)	
<p>Reading</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 3 R 1 Read a range of story, poetry and information books. ● 3 R 2 Sustain the reading of books with chapters. ● 3 R 3 Note how text is organised in paragraphs and chapters. ● 3 R 4 Read play scripts and dialogue, with awareness of different voices ● 3 R 5 Identify different types of stories and typical story themes. ● 3 R 6 Read and comment on different books by the same author ● 3 R 7 Read aloud with expression to engage the listener. ● 3 R 8 Practise reading and reciting poems. ● 3 R 9 Consider words that make an impact e.g. adjectives and powerful verbs. ● 3 R 10 Begin to infer meanings beyond the literal e.g. about motives and character. ● 3 R 11 Identify the main points or gist of what has been read. ● 3 R 12 Understand and use the terms „fact“, „fiction“ and „nonfiction“. ● 3 R 13 Scan a passage to find specific information and answer questions. ● 3 R 14 Work out what a book is about from skimming its main features. ● 3 R 15 Locate information in non-fiction texts using contents page and index. ● 3 R 16 Consider ways that information is set out e.g. lists, charts, bullet points. ● 3 R 17 Read and follow instructions to carry out an activity. ● 3 R 18 Locate books by classification and find information using IT sources.
<p>Writing</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 3 W 1 Ensure consistency in the size and proportion of letters and the spacing of words. ● 3 W 2 Practise joining letters in handwriting. ● 3 W 3 Build up handwriting speed, fluency and legibility. ● 3 W 4 Plan main points as a structure for story writing ● 3 W 5 Develop descriptions of settings in stories

	<ul style="list-style-type: none"> ● 3 W 6 Write portraits of characters. ● 3 W 7 Use reading as a model for writing dialogue. ● 3 W 8 Begin to organise writing in paragraphs in extended stories. ● 3 W 9 Write first-person accounts and descriptions based on observation. ● 3 W 10 Write simple play scripts , based on reading. ● 3 W 11 Write and perform poems, attending to the sound of words ● 3 W 12 Choose and compare words to strengthen the impact of writing. ● 3 W13 Write book reviews summarising what the book is about. ● 3 W 14 Make a record of information drawn from a text e.g. by filling a chart ● 3 W 15 Write letters, notes and messages. ● 3 W 16 Use IT to write, edit and present work
<p>Speaking and Listening</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 3S&L1 Speak clearly and confidently in a range of contexts. ● 3S&L2 Practice to improve performance when reading aloud ● 3S&L3 Adapt tone of voice and use of vocabulary for different audiences. ● 3S&L4 Take turns in discussion, building on what others have said. ● 3S&L5 Listen and respond appropriately to other views and opinions. ● S&L6 Listen and remember a sequence of instructions.Listen and remember a sequence of instructions
<p>Usage</p>	<p>Phonics, Spelling and Vocabulary</p> <p>Pupils should:</p> <ul style="list-style-type: none"> ● 3 Up 1;3 Up 2;3 Up 3 Use effective strategies to tackle unfamiliar words; Use analogy in working out the likely spelling of words; Practise new spellings and write them correctly in your own work. ● 3 Up 4 Identify mis-spelt words in your own writing and keep individual spelling lists. ● 3 Up 5 Use independent spelling strategies, e.g. sounding out, visual skills ● 3 Up 6 Use a dictionary to find the spelling and meaning of words ● 3 Up 7 Extend knowledge and use of spelling patterns e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes. ● 3 Up 8 Use and spell compound words. ● 3 Up 9 Explore words which have the same spelling but different meanings e.g. form, wave (homonyms) ● 3 Up 10 Organise words or information alphabetically using the first two letters. ● 3 Up 11 Explore vocabulary for introducing and concluding dialogue, e.g. said, asked ● 3 Up 12 Generate synonyms for high frequency words, e.g. big, little, good ● 3 Up 13 Consider how the choice of words can heighten meaning. ● 3 Up 14 Infer the meaning of unknown words from the context. <p>Grammar and Punctuation</p> <p>Pupils should:</p> <ul style="list-style-type: none"> ● 3 Ug 1 Take account of the full range of punctuation in reading aloud. ● 3 Ug 2 Collect examples of nouns, verbs and adjectives, and use the terms appropriately. ● 3 Ug 3 Understand that verbs are necessary for meaning in a sentence. ● 3 Ug 4 Develop consistency in the use of tenses. ● 3 Ug 5 Identify pronouns and understand their function in a sentence ● 3 Ug 6 Ensure grammatical agreement of pronouns and verbs in using standard English. ● 3 Ug 7 Understand pluralisation and use the terms „singular“ and „plural“. ● 3 Ug 8 Maintain accurate use of capital letters and full stops in demarcating sentences ● 3 Ug 9 Use question marks, exclamation marks, and commas in lists.

- 3 Ug 10 Learn the basic conventions of speech punctuation and use speech marks.
- 3 Ug 11 Use the apostrophe to mark omission in shortened words e.g. can't, don't
- 3 Ug 12 Use a widening range of connectives to link ideas in writing.

Year Four (Ages 8-9)

Reading

Pupils should:

- 4R1 Extend the range of reading.
- 4R2 Read further stories or poems by a favourite writer, and compare them.
- 4R3 Explore the different processes of reading silently and reading aloud.
- 4R4 Investigate how settings and characters are built up from details.
- 4R5 Understand the main stages in a story from introduction to resolution.
- 4R6 Explore narrative order and the focus on significant events.
- 4R7 Understand how expressive and descriptive language creates mood.
- 4R8 Explore the impact of imagery and figurative language in poetry and prose.
- 4R9 Explore implicit as well as explicit meanings within the text.
- 4R10 Read and perform play scripts, exploring how scenes are built up.
- 4R11 Compare and contrast poems and investigate poetic features.
- 4R12 Identify different types of non-fiction text and their features.
- 4R13 Read newspaper reports and consider how they engage the reader.
- 4R14 Distinguish between „fact“ and „opinion“ in reading and other media.
- 4R15 Understand how points are ordered to make a coherent argument.
- 4R16 Investigate how persuasive writing is used to convince a reader.
- 4R17 Note key words and phrases to identify the main points in a passage.
- 4R18 Understand how paragraphs and chapters are used to organise ideas.

Writing

Pupils should:

- 4W1 Use joined up handwriting in all writing
- 4W2 Explore different ways of planning stories, and write longer stories from plans.
- 4W3 Explore alternative openings and endings for stories.
- 4W4 Write character profiles, using detail to capture the reader's imagination.
- 4W5 Write newspaper-style reports, instructions and non-chronological reports.
- 4W6 Collect and present information from non-fiction texts.
- 4W7 Present an explanation or a point of view in ordered points e.g. in a letter
- 4W8 Use paragraphs in writing to organise and sequence ideas.
- 4W9 Explore the layout and presentation of writing, to fit its purpose.
- 4W10 Make short notes from a text and use these to aid writing.
- 4W11 Summarise a sentence or a paragraph in a limited number of words. Make short notes from a text and use these to aid writing Summarise a sentence or a paragraph in a limited number of words

Speaking and Listening

Pupils should:

- 4S&L1 Vary the use of vocabulary and level of detail according to purpose.
- 4S&L2 Listen carefully in discussion, contributing relevant comments and questions.
- 4S&L3 Understand the gist of an account or the significant points.
- 4S&L4 Begin to develop ideas thoughtfully, and convey opinions.
- 4S&L5 Evaluate what is heard and give reasons for agreement or disagreement.
- 4S&L6 Deal politely with opposing points of view.
- 4S&L7 Adapt the pace and loudness of speaking when performing or reading aloud.

<p>Usage</p>	<p>Phonics, Spelling and Vocabulary Pupils should:</p> <ul style="list-style-type: none"> ● 4UP 1 Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. ● 4UP 2 Make use of known spellings and spelling patterns in all writing. ● 4UP 3 Identify syllabic patterns in multisyllabic words. ● 4UP 4 Match spelling to meaning when words sound the same eg to/two/too, right/write (homophones) ● 4UP 5 Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough. ● 4UP 6 Extend earlier work on prefixes and suffixes. ● 4UP 7 Collect and classify words with common roots, e.g. invent, prevent. ● 4UP 8 Build words from other words with similar meanings e.g. medical, medicine ● 4UP 9 Investigate spelling patterns; generate and test rules which govern them. ● 4UP 10 Check and correct spellings and identify words which need to be learned. ● 4UP 11 Use all the letters in sequence for alphabetical ordering. ● 4UP 12 Seek alternatives for overused words and expressions. ● 4UP 13 Use more powerful verbs e.g. „rushed“ instead of „went“. ● 4UP 14 Explore degrees of intensity in adjectives e.g. cold, tepid, warm, hot. ● 4UP 15 Recognise meaning in figurative language. <p>Grammar and Punctuation Pupils should:</p> <ul style="list-style-type: none"> ● 4UG 1 Re-read own writing to check punctuation and grammatical sense ● 4UG 2 Investigate past, present and future tenses of verbs ● 4UG 3 Identify adverbs and their impact on meaning. ● 4UG 4 Practice using commas to mark out the meaning within sentences. ● 4UG 5 Learn the use of the apostrophe to show possession e.g. girl’s girls” ● 4UG 6 Use connectives to structure an argument e.g. if...,although.... ● 4UG 7 Identify all the punctuation marks and respond to them when reading. ● 4UG 8 Investigate the grammar of different sentences: statements, questions and orders.
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Year Five (Ages 9-10)

<p>Reading</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 5R1 Read widely and explore the features of different fiction genres. ● 5R2 Read and identify characteristics of myths, legends and fables. ● 5R3 Analyse openings and compare the structure of different stories. ● 5R4 Identify the point of view from which a story is told. ● 5R5 Consider how characters are presented, and their different perspectives. ● 5R6 Read poems by significant poets and compare style, forms and themes. ● 5R7 Read narrative poems and perform poems in a variety of ways. ● 5R8 Interpret imagery, adding to understanding beyond the literal. ● 5R9 Read and evaluate non-fiction texts for purpose, style, clarity and organisation. ● 5R10 Note the use of persuasive devices, words and phrases in print and other media. ● 5R11 Look for information in non-fiction texts to build on what is already known. ● 5R12 Locate information confidently and efficiently from different sources. ● 5R13 Skim-read to gain overall sense of a text and scan for specific information. ● 5R14 Develop note-making to extract key points and to group and link ideas.
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	<ul style="list-style-type: none"> ● 5R15 Explore the features of texts which recount events and experiences e.g. diaries. ● 5R16 Understand the use of impersonal style in explanatory texts ● 5R17 Compare writing that informs and persuades.
Writing	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 5W1 Review, revise and edit writing in order to improve it, using IT as appropriate. ● 5W2 Write new scenes or characters into a story, or write from another viewpoint. ● 5W3 Write own versions of legends, myths and fables, using structures from reading. ● 5W4 Choose words and phrases carefully to convey feeling and atmosphere. ● 5W5 Use figurative language to evoke imaginative response. ● 5W6 Write a playscript, including production notes to guide performance. ● 5W7 Make notes for different purposes, using simple abbreviations. ● 5W8 Understand the use of notes in writing „in your own words“. ● 5W9 Map out writing to plan structure e.g. paragraphs, sections, chapters. ● 5W10 Records ideas, reflections and predictions about books e.g. in a reading log. ● 5W11 Write non-chronological reports and explanations ● 5W12 Evaluate your own and others“ writing. ● 5W13 Draft and write letters for real purposes. ● 5W14 Write a commentary on an issue, setting out and justifying a personal view.
Speaking and Listening	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 5S&L1 Talk confidently and listen purposefully in a range of contexts. ● 5S&L2 Describe events and convey opinions with increasing clarity. ● 5S&L3 Shape and organise ideas clearly when speaking. ● 5S&L4 Recall and discuss important features of a talk. ● 5S&L5 Ask questions to develop ideas and extend understanding. ● 5S&L6 Develop confidence in performing e.g. in a play scene. ● 5S&L7 Report back to a group, using notes to present findings about a topic studied. ● 5S&L8 Prepare and present an argument to persuade others to a point of view.
Usage	<p>Phonics, Spelling and Vocabulary</p> <p>Pupils should:</p> <ul style="list-style-type: none"> ● 5UP1 Use effective strategies for learning new spellings and misspelt words. ● 5UP2 Use known spellings to work out the spelling of related words. ● 5UP3 Investigate spelling patterns for pluralisation e.g. s, es, y/ies, f/ves. ● 5UP4 Recognise common letter strings in words pronounced differently. ● 5UP5 Investigate the meaning and spelling of common prefixes e.g. auto, bi, trans ● 5UP6 Identify word roots and derivations to support spelling e.g. sign, signal, signature. ● 5UP7 Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine. ● 5UP8 Identify unstressed vowels in polysyllabic words, e.g. carpet, interest. ● 5UP9 Learn spelling rules for words ending in „e“ and „y“, e.g. take/taking, try/tries ● 5UP10 Investigate ways of creating opposites e.g. „un“, „im“, and comparatives e.g. „er“, „est“ ● 5UP11 Investigate patterns in the use of single and double consonants e.g. full/ful ● 5UP12 Extend understanding of the use of adverbs to qualify verbs e.g. in dialogue ● 5UP13 Use dictionaries efficiently and carry out IT spell checks. ● 5UP14 Collect synonyms and opposites and investigate shades of meaning. ● 5UP15 Investigate the origin and appropriate use of idiomatic phrases. ● 5UP16 Discuss metaphorical expressions and figures of speech. ● 5UP17 Use a thesaurus to extend vocabulary and the choice of words. ● 5UP18 Identify unfamiliar words, explore definitions and use new words in context.

Grammar and Punctuation

Pupils should:

- 5UG1 Understand conventions of Standard English e.g. agreement of verbs.
- 5UG2 Use pronouns making clear to what or to whom they refer.
- 5UG3 Identify prepositions and use the term.
- 5UG4 Understand the difference between direct and reported speech.
- 5UG5 Learn how dialogue is set out and punctuated
- 5UG6 Use the comma to embed clauses within sentences.
- 5UG7 Place full stops correctly at the end of complex sentences.
- 5UG8 Investigate clauses within sentences and how they are connected.
- 5UG9 Explore ways of combining simple sentences and reordering clauses.
- 5UG10 Practise proof-reading and editing writing for clarity and correctness.

Year Six (Ages 10-11)

Reading

Pupils should:

- 6R1 Develop familiarity with the work of established authors and poets.
- 6R2 Discuss and express preferences in terms of language, style and themes.
- 6R3 Look for implicit as well as explicit meanings, and make plausible inferences.
- 6R4 Articulate personal responses to reading, with close reference to the text.
- 6R5 Analyse the success of writing in evoking particular moods e.g. suspense.
- 6R6 Take account of the viewpoint in a novel, and distinguish author and narrator.
- 6R7 Understand aspects of narrative structure such as the handling of time.
- 6R8 Explore how poets manipulate and play with words and their sounds.
- 6R9 Read and interpret poems in which meanings are implied or multilayered.
- 6R10 Compare and evaluate the print and film versions of a novel or play.
- 6R11 Distinguish between fact and opinion in a range of texts and other media.
- 6R12 Explore autobiography and biography, and first and third person narration.
- 6R13 Analyse how paragraphs and chapters are structured and linked.
- 6R14 Compare the language, style and impact of a range of non-fiction writing.
- 6R15 Recognise key characteristics of non-chronological report writing.
- 6R16 Identify features of balanced written arguments

Writing

Pupils should:

- 6W1 Use different genres as models for writing.
- 6W2 Plan plot, characters and structure effectively in writing an extended story.
- 6W3 Develop skills of writing biography, and autobiography in role.
- 6W4 Use the styles and conventions of journalism to write reports on events.
- 6W5 Write non-chronological reports linked to work in other subjects.
- 6W6 Summarise a passage, chapter or text in a given number of words.
- 6W7 Argue a case in writing, developing points logically and convincingly.
- 6W8 Write a balanced report of a controversial issue.
- 6W9 Select appropriate non-fiction style and form to suit specific purposes.
- 6W10 Use paragraphs, sequencing and linking them appropriately, in fiction and non-fiction writing,
- 6W11 Use IT effectively to prepare and present writing for publication.

Speaking and

Pupils should:

- 6S&L1 Vary vocabulary, expression and tone of voice to engage the listener.

Listening	<ul style="list-style-type: none"> ● 6S&L2 Pay close attention in discussion to what others say. ● 6S&L3 Extend and follow up ideas, asking and answering questions thoughtfully. ● 6S&L4 Help to move group discussion forward e.g. by clarifying, summarising. ● 6S&L5 Speak confidently in formal and informal contexts. ● 6S&L6 Prepare, practise and improve a spoken presentation or performance. ● 6S&L7 Use spoken language well to persuade, instruct or make a case e.g. in a debate. ● 6S&L8 Reflect on variations in speech, and appropriate use of Standard English.
Usage	<p>Phonics, Spelling and Vocabulary Pupils should:</p> <ul style="list-style-type: none"> ● 6UP1 Continue to learn words, apply patterns and pursue accuracy in spelling. ● 6UP2 Further investigate spelling rules and exceptions. ● 6UP3 Investigate meanings and spellings of connectives. ● 6UP4 Develop knowledge of word roots, prefixes and suffixes to support spelling. ● 6UP5 Explore word origins and derivations, and the use of words from other languages. ● 6UP6 Explore definitions and shades of meaning, and use new words in context. ● 6UP7 Understand changes over time in words and expressions and their use. ● 6UP8 Explore proverbs, sayings and figurative expressions. <p>Grammar and Punctuation Pupils should:</p> <ul style="list-style-type: none"> ● 6UG1 Revise different word classes. ● 6UG2 Revise language conventions and grammatical features of different types of text. ● 6UG3 Explore active and passive verbs within sentences, ● 6UG4 Investigate the use of conditionals e.g. to express possibilities. ● 6UG5 Distinguish the main clause and other clauses in a complex sentence. ● 6UG6 Develop grammatical control of complex sentences, manipulating them for effect. ● 6UG7 Use punctuation effectively to mark out the meaning in complex sentences. ● 6UG8 Secure accuracy in using apostrophes and commas, and punctuating speech. ● 6UG9 Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets. ● 6UG10 Understand the conventions of Standard English usage in different forms of writing.

ESL-English as a Second Language Programme of Study

The Primary ESL Programme at Lanna starts at Year 1 and runs until Year 6. ESL aims at helping students who cannot communicate in English develop and sustain English in the four key skills speaking, listening, reading and writing. Generally students are taken out of the main classroom environment to focus on English in an ESL classroom, which allows students to develop their confidence in their ability to communicate in English.

The ESL department runs multi level classes to suit the level of ESL learners. For students who cannot communicate well in English the main aim for students is to:

- Provide students with an understanding of basic communicative English skills by developing vocabulary acquisition.
- Develop confidence in their ability to communicate clearly and effectively in English.
- Raise speaking and listening skills so that students may function as an effective facilitator of English with peers and adults both in and outside the school environment.
- Sensitise students to English spelling and writing techniques.

With older Primary students ESL will also:

- Assist with pronunciation and intonation in English speaking.
- Provide more focus to the development of reading skills.
- Provide support to students by assisting with subject specific English when required.

If ESL students already show an understanding in the above then ESL students will be required to:

- Continue developing their English vocabulary.
- Strengthen their English pronunciation skills.
- Focus on the correct use of grammatical structures

With older Primary students ESL will also:

- Work in collaboration with Year group teachers to give ESL students support with vocabulary and concepts in English, Maths, Science and Social Studies

ESL Year 2 Beginner (Ages 7-8)	
Reading	Pupils should: <ul style="list-style-type: none"> ● 2 R 1 Extend the range of common words recognised on sight ● 2 R 2 Apply knowledge of phonemes and word parts in tackling unfamiliar words. ● 2 R 3 use context and sentence structure to help establish meaning. ● 2 R 5 Identify and describe story settings and characters. ● 2 R 9 Read and follow simple instructions (e.g. in a recipe) ● 2 R 10 Locate words by initial letter in simple dictionaries, glossaries and indexes. ● 2 R 11 Find answers to questions by reading a section of text. ● 2 R 13 Scan a page to find where information is located. ● 2 R 14 Read simple fiction and non-fiction books independently.
Writing	Pupils should: <ul style="list-style-type: none"> ● 2 W 1 Form letters correctly and consistently. ● 2 W 2 Practise handwriting patterns and the joining of letters. ● 2 W 3 Spell accurately the common words which can be read on sight. ● 2 W 4 Apply knowledge of phonemes and spelling patterns in writing independently ● 2 W 5 Choose interesting words and phrases (e.g. in describing people and places) ● 2 W 14 Recount events and experiences.
Speaking and Listening	Pupils should: <ul style="list-style-type: none"> ● 2S&L2 Articulate clearly so that others can hear. ● 2S&L4 Attempt to express ideas precisely, using a growing vocabulary. ● 2S&L7 Listen carefully and respond appropriately, asking questions of others

Usage	<p>Phonics, Spelling and Vocabulary Pupils should:</p> <ul style="list-style-type: none"> ● 2 Up 1 Apply knowledge of phonemes effectively in reading and spelling ● 2 Up 2 Identify syllables and split familiar compound words into parts ● 2 Up 3 Learn the different spellings of long vowel phonemes. ● 2 Up 4 Secure the spelling of high frequency words and common irregular words ● 2 Up 5 Spell words with common prefixes and suffixes e.g. un, dis, ful, ly. ● 2 Up 7 Discuss the meaning of unfamiliar words encountered in reading. <p>Grammar and Punctuation Pupils should:</p> <ul style="list-style-type: none"> ● 2 Ug 3 Write in clear sentences using full stops and capital letters. ● 2 Ug 4 Develop awareness of other punctuation, including speech marks. ● 2 Ug 8 Read and respond to questions words e.g. what, where, when, who, why. ● 2 Ug 9 Use question marks.
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ESL Year 2 Non Beginner (Ages 7-8)	
Reading	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 2 R 1 Extend the range of common words recognised on sight ● 2 R 2 Apply knowledge of phonemes and word parts in tackling unfamiliar words. ● 2 R 3 use context and sentence structure to help establish meaning. ● 2 R 4 Understand time and sequence in story narratives ● 2 R 5 Identify and describe story settings and characters. ● 2 R 6 Predict story endings. ● 2 R 7 Read poems and comment on words and sounds, rhyme and rhythm ● 2 R 8 Make simple inferences from the words on the page e.g. about feelings. ● 2 R 9 Read and follow simple instructions (e.g. in a recipe) ● 2 R 10 Locate words by initial letter in simple dictionaries, glossaries and indexes. ● 2 R 11 Find answers to questions by reading a section of text. ● 2 R 12 Find factual information from different formats e.g. charts, labelled diagrams. ● 2 R 13 Scan a page to find where information is located. ● 2 R 14 Read simple fiction and non-fiction books independently
Writing	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 2 W 1 Form letters correctly and consistently. ● 2 W 2 Practise handwriting patterns and the joining of letters. ● 2 W 3 Spell accurately the common words which can be read on sight. ● 2 W 4 Apply knowledge of phonemes and spelling patterns in writing independently ● 2 W 5 Choose interesting words and phrases (e.g. in describing people and places) ● 2 W 6 Find alternatives to and / then in developing a narrative and connecting ideas. ● 2 W 7 Use the language of time (e.g. suddenly, after that) ● 2 W 8 Use the structures of familiar poems and stories in developing your own writing. ● 2 W 9 Structure a story with a beginning, middle and end ● 2 W 10 Develop stories with a setting, characters and a sequence of events. ● 2 W 11 Begin to use dialogue in stories. ● 2 W 12 Write simple evaluations of books read. ● 2 W 13 Write a list of instructions
Speaking	<p>Pupils should:</p>

and Listening	<ul style="list-style-type: none"> ● 2S&L1 Show confidence in speaking to a group. ● 2S&L2 Articulate clearly so that others can hear. ● 2S&L3 Show awareness of the listener by including relevant details. ● 2S&L4 Attempt to express ideas precisely, using a growing vocabulary. ● 2S&L7 Listen carefully and respond appropriately, asking questions of others.
Usage	<p>Phonics, Spelling and Vocabulary Pupils should:</p> <ul style="list-style-type: none"> ● 2 Up 1 Apply knowledge of phonemes effectively in reading and spelling ● 2 Up 2 Identify syllables and split familiar compound words into parts ● 2 Up 3 Learn the different spellings of long vowel phonemes. ● 2 Up 4 Secure the spelling of high frequency words and common irregular words ● 2 Up 5 Spell words with common prefixes and suffixes e.g. un, dis, ful, ly. ● 2 Up 6 Build and use collections of interesting and significant words. ● 2 Up 7 Discuss the meaning of unfamiliar words encountered in reading. <p>Grammar and Punctuation Pupils should:</p> <ul style="list-style-type: none"> ● 2 Ug 1 Use knowledge of grammar in deciphering words and sentences. ● 2 Ug 2 Extend the use of a range of words and phrases to link sentences. ● 2 Ug 3 Write in clear sentences using full stops and capital letters. ● 2 Ug 4 Develop awareness of other punctuation, including speech marks. ● 2 Ug 5 Use verbs with increasing accuracy and use the past tense for narration. ● 2 Ug 6 Re-read own writing for sense and accuracy. ● 2 Ug 7 Use a variety of simple organisational devices, e.g. headings, captions. ● 2 Ug 8 Read and respond to questions words e.g. what, where, when, who, why. ● 2 Ug 9 Use question marks

ESL Year 3 Beginner (Ages 7-8)	
Reading	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 3 R8-Practise reading and reciting poems ● 3 R9-Consider words that make an impact (e.g. adjectives and powerful verbs) ● 3 R12-Understand and use the terms 'fact', 'fiction' and 'nonfiction' ● 3 R13- Scan a passage to find specific information and answer questions ● 3 R14- Work out what a book is about from skimming its main features ● 3 R15- Locate information in non-fiction texts using contents page and index ● 3 R17 Read and follow instructions to carry out an activity
Writing	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 3 W 9- Write first-person accounts and descriptions based on observation ● 3 W12- Choose and compare words to strengthen the impact of writing ● 3 W14- Make a record of information drawn from a text (e.g. by filling a chart) ● 3 W15- Write letters, notes and messages
Speaking and Listening	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 3S&L1 Speak clearly and confidently in a range of contexts. ● 3S&L2 Practice to improve performance when reading aloud ● 3S&L3 Adapt tone of voice and use of vocabulary for different audiences. ● 3S&L4 Take turns in discussion, building on what others have said. ● 3S&L5 Listen and respond appropriately to other views and opinions.

	<ul style="list-style-type: none"> ● 3S&L6 Listen and remember a sequence of instructions.
Usage	<p>Phonics, Spelling and Vocabulary Pupils should:</p> <ul style="list-style-type: none"> ● 3UP1- Use effective strategies to tackle unfamiliar words ● 3UP2- Use analogy in working out the likely spelling of words ● 3UP3- Practise new spellings and write them correctly in own work ● 3UP 4- Identify mis-spelt words in own writing and keep individual spelling lists ● 3UP5- Use independent spelling strategies (e.g. sounding out, visual skills) ● 3 UP 6- Use a dictionary to find the spelling and meaning of words ● 3 UP7- Extend knowledge and use of spelling patterns (e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes) ● 3 UP8- Use and spell compound words ● 3 UP9- Explore words that have the same spelling but different meanings (e.g. form, wave [homonyms]) ● 3 UP10- Organise words or information alphabetically using first two letters ● 3 UP11- Explore vocabulary for introducing and concluding dialogue (e.g. said, asked) ● 3 UP12- Generate synonyms for high frequency words (e.g. big, little, good) ● 3 UP13- Consider how the choice of words can heighten meaning ● 3 UP 14- Infer the meaning of unknown words from the context <p>Grammar and Punctuation Pupils should:</p> <ul style="list-style-type: none"> ● 3 Ug1- Take account of the full range of punctuation in reading aloud ● 3 Ug2- Collect example of nouns, verbs and adjectives, and use the terms appropriately ● 3 Ug4- Develop consistency in the use of tenses ● 3 Ug5- Identify pronouns and understand their function in a sentence ● 3 Ug6- Ensure grammatical agreement of pronouns and verbs in using standard English ● 3 Ug7- Understand pluralisation and use the terms 'singular' and 'plural' ● 3 Ug8- Maintain accurate use of capital letters and full stops in demarcating sentences ● 3 Ug9- Use question marks, exclamation marks, and commas in lists ● 3 Ug10- Learn the basic conventions of speech punctuation and use speech marks

ESL Year 3 Non Beginner (Ages 7-8)	
Reading	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 3 R 1 Read a range of story, poetry and information books. ● 3 R 3 Note how text is organised in paragraphs and chapters. ● 3 R 4 Read play scripts and dialogue, with awareness of different voices ● 3 R 7 Read aloud with expression to engage the listener. ● 3 R 8 Practise reading and reciting poems. ● 3 R 9 Consider words that make an impact e.g. adjectives and powerful verbs. ● 3 R 11 Identify the main points or gist of what has been read. ● 3 R 12 Understand and use the terms „fact“, „fiction“ and „nonfiction“. ● 3 R 13 Scan a passage to find specific information and answer questions. ● 3 R 14 Work out what a book is about from skimming its main features. ● 3 R 15 Locate information in non-fiction texts using the contents page and index. ● 3 R 17 Read and follow instructions to carry out an activity. ● 3 R 18 Locate books by classification and find information using IT sources
Writing	<p>Pupils should:</p>

	<ul style="list-style-type: none"> ● 3 W 1 Ensure consistencies in the size and proportion of letters and the spacing of words. ● 3 W 2 Practise joining letters in handwriting. ● 3 W 9 Write first-person accounts and descriptions based on observation. ● 3 W 12 Choose and compare words to strengthen the impact of writing. ● 3 W13 Write book reviews summarising what the book is about. ● 3 W 14 Make a record of information drawn from a text e.g. by filling a chart ● 3 W 15 Write letters, notes and messages. ● 3 W 16 Use IT to write, edit and present work.
Speaking and Listening	Pupils should: <ul style="list-style-type: none"> ● 3S&L1 Speak clearly and confidently in a range of contexts. ● 3S&L2 Practice to improve performance when reading aloud ● 3S&L3 Adapt tone of voice and use of vocabulary for different audiences. ● 3S&L4 Take turns in discussion, building on what others have said.
Usage	<p>Phonics, Spelling and Vocabulary</p> Pupils should: <ul style="list-style-type: none"> ● 3 Up1; 3Up2; 3Up3- Use effective strategies to tackle unfamiliar words; Use analogy in working out the likely spelling of words; Practise new spellings and write them correctly in your own work. ● 3 Up 4 Identify mis-spelt words in your own writing and keep individual spelling lists. ● 3 Up 5 Use independent spelling strategies, e.g. sounding out, visual skills ● 3 Up 6 Use a dictionary to find the spelling and meaning of words ● 3 Up 7 Extend knowledge and use of spelling patterns e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes. ● 3 Up 8 Use and spell compound words. ● 3 Up 9 Explore words which have the same spelling but different meanings e.g. form, wave (homonyms) ● 3 Up 10 Organise words or information alphabetically using the first two letters. ● 3 Up 11 Explore vocabulary for introducing and concluding dialogue, e.g. said, asked ● 3 Up 12 Generate synonyms for high frequency words, e.g. big, little, good ● 3 Up 13 Consider how the choice of words can heighten meaning. ● 3 Up 14 Infer the meaning of unknown words from the context. <p>Grammar and Punctuation</p> Pupils should: <ul style="list-style-type: none"> ● 3 Ug 1 Take account of the full range of punctuation in reading aloud. ● 3 Ug 2 Collect examples of nouns, verbs and adjectives, and use the terms appropriately. ● 3 Ug 3 Understand that verbs are necessary for meaning in a sentence. ● 3 Ug 4 Develop consistency in the use of tenses. ● 3 Ug 5 Identify pronouns and understand their function in a sentence ● 3 Ug 6 Ensure grammatical agreement of pronouns and verbs in using standard English. ● 3 Ug 7 Understand pluralisation and use the terms „singular“ and „plural“. ● 3 Ug 8 Maintain accurate use of capital letters and full stops in demarcating sentences ● 3 Ug 9 Use question marks, exclamation marks, and commas in lists. ● 3 Ug 10 Learn the basic conventions of speech punctuation and use speech marks. ● 3 Ug 11 Use the apostrophe to mark omission in shortened words e.g. can“t, don“t ● 3 Ug 12 Use a widening range of connectives to link ideas in writing.

Reading	Pupils should: <ul style="list-style-type: none"> ● 4R1 Extend the range of reading. ● 4R3 Explore the different processes of reading silently and reading aloud. ● 4R5 Understand the main stages in a story from introduction to resolution. ● 4R6 Explore narrative order and the focus on significant events. ● 4R10 Read and perform play scripts, exploring how scenes are built up. ● 4R12 Identify different types of non-fiction text and their features. ● 4R18 Understand how paragraphs and chapters are used to organise ideas.
Writing	Pupils should: <ul style="list-style-type: none"> ● 4W6 Collect and present information from non-fiction texts. ● 4W8 Use paragraphs in writing to organise and sequence ideas. ● 4W9 Explore the layout and presentation of writing, to fit its purpose. ● 4W10 Make short notes from a text and use these to aid writing.
Speaking and Listening	Pupils should: <ul style="list-style-type: none"> ● 4S&L1 Vary the use of vocabulary and level of detail according to purpose. ● 4S&L2 Listen carefully in discussion, contributing relevant comments and questions. ● 4S&L3 Understand the gist of an account or the significant points. ● 4S&L4 Begin to develop ideas thoughtfully, and convey opinions. ● 4S&L5 Evaluate what is heard and give reasons for agreement or disagreement. ● 4S&L6 Deal politely with opposing points of view. ● 4S&L7 Adapt the pace and loudness of speaking when performing or reading aloud
Usage	<p>Phonics, Spelling and Vocabulary</p> Pupils should: <ul style="list-style-type: none"> ● 4UP 1 Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. ● 4UP 2 Make use of known spellings and spelling patterns in all writing. ● 4UP 3 Identify syllabic patterns in multisyllabic words. ● 4UP 4 Match spelling to meaning when words sound the same eg to/two/too, right/write (homophones) ● 4UP 5 Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough. ● 4UP 6 Extend earlier work on prefixes and suffixes. ● 4UP 7 Collect and classify words with common roots, e.g. invent, prevent. ● 4UP 8 Build words from other words with similar meanings e.g. medical, medicine ● 4UP 9 Investigate spelling patterns; generate and test rules which govern them. ● 4UP 10 Check and correct spellings and identify words which need to be learned. ● 4UP 11 Use all the letters in sequence for alphabetical ordering. ● 4UP 12 Seek alternatives for overused words and expressions. ● 4UP 13 Use more powerful verbs e.g. „rushed“ instead of „went“. ● 4UP 14 Explore degrees of intensity in adjectives e.g. cold, tepid, warm, hot. ● 4UP 15 Recognise meaning in figurative language. <p>Grammar and Punctuation</p> Pupils should: <ul style="list-style-type: none"> ● 4UG 1 Re-read own writing to check punctuation and grammatical sense ● 4UG 2 Investigate past, present and future tenses of verbs ● 4UG 3 Identify adverbs and their impact on meaning. ● 4UG 4 Practice using commas to mark out the meaning within sentences. ● 4UG 5 Learn the use of the apostrophe to show possession e.g. girl“s girls“

- 4UG 6 Use connectives to structure an argument e.g. if...,although....
- 4UG 7 Identify all the punctuation marks and respond to them when reading.
- 4UG 8 Investigate the grammar of different sentences: statements, questions and orders.

ESL Year 4 Non Beginner (Ages 8-9)

Reading	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 4R1 Extend the range of reading. ● 4R2 Read further stories or poems by a favourite writer, and compare them. ● 4R3 Explore the different processes of reading silently and reading aloud. ● 4R4 Investigate how settings and characters are built up from details. ● 4R5 Understand the main stages in a story from introduction to resolution. ● 4R6 Explore narrative order and the focus on significant events. ● 4R8 Explore the impact of imagery and figurative language in poetry and prose. ● 4R10 Read and perform play scripts, exploring how scenes are built up. ● 4R12 Identify different types of non-fiction text and their features. ● 4R14 Distinguish between „fact“ and „opinion“ in reading and other media. ● 4R17 Note key words and phrases to identify the main points in a passage. ● 4R18 Understand how paragraphs and chapters are used to organise ideas.
Writing	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 4W2 Explore different ways of planning stories, and write longer stories from plans. ● 4W3 Explore alternative openings and endings for stories. ● 4W4 Write character profiles, using detail to capture the reader’s imagination. ● 4W7 Present an explanation or a point of view in ordered points e.g. in a letter
Speaking and Listening	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 4S&L2 Listen carefully in discussion, contributing relevant comments and questions. ● 4S&L3 Understand the gist of an account or the significant points. ● 4S&L4 Begin to develop ideas thoughtfully, and convey opinions. ● 4S&L6 Deal politely with opposing points of view. ● 4S&L7 Adapt the pace and loudness of speaking when performing or reading aloud.
Usage	<p>Phonics, Spelling and Vocabulary</p> <p>Pupils should:</p> <ul style="list-style-type: none"> ● 4UP 1 Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words. ● 4UP 2 Make use of known spellings and spelling patterns in all writing. ● 4UP 3 Identify syllabic patterns in multisyllabic words. ● 4UP 4 Match spelling to meaning when words sound the same eg to/two/too, right/write (homophones) ● 4UP 5 Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough. ● 4UP 6 Extend earlier work on prefixes and suffixes. ● 4UP 7 Collect and classify words with common roots, e.g. invent, prevent. ● 4UP 8 Build words from other words with similar meanings e.g. medical, medicine ● 4UP 9 Investigate spelling patterns; generate and test rules which govern them. ● 4UP 10 Check and correct spellings and identify words which need to be learned. ● 4UP 11 Use all the letters in sequence for alphabetical ordering. ● 4UP 12 Seek alternatives for overused words and expressions.

	<ul style="list-style-type: none"> ● 4UP 13 Use more powerful verbs e.g. „rushed“ instead of „went“. ● 4UP 14 Explore degrees of intensity in adjectives e.g. cold, tepid, warm, hot. ● 4UP 15 Recognise meaning in figurative language. <p>Grammar and Punctuation Pupils should:</p> <ul style="list-style-type: none"> ● 4UG 1 Re-read own writing to check punctuation and grammatical sense ● 4UG 2 Investigate past, present and future tenses of verbs ● 4UG 3 Identify adverbs and their impact on meaning. ● 4UG 4 Practice using commas to mark out the meaning within sentences. ● 4UG 5 Learn the use of the apostrophe to show possession e.g. girl“s girls“ ● 4UG 6 Use connectives to structure an argument e.g. if...,although.... ● 4UG 7 Identify all the punctuation marks and respond to them when reading. ● 4UG 8 Investigate the grammar of different sentences: statements, questions and orders.
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ESL Year 5 Beginner (Ages 9-10)	
Reading	Pupils should: <ul style="list-style-type: none"> ● 5R1 Read widely and explore the features of different fiction genres. ● 5R2 Read and identify characteristics of myths, legends and fables. ● 5R3 Analyse openings and compare the structure of different stories. ● 5R4 Identify the point of view from which a story is told. ● 5R12 Locate information confidently and efficiently from different sources. ● 5R13 Skim-read to gain overall sense of a text and scan for specific information. ● 5R14 Develop note-making to extract key points and to group and link ideas. ● 5R16 Understand the use of impersonal style in explanatory texts
Writing	Pupils should: <ul style="list-style-type: none"> ● 5W1 Review, revise and edit writing in order to improve it, using IT as appropriate. ● 5W2 Write new scenes or characters into a story, or write from another viewpoint. ● 5W4 Choose words and phrases carefully to convey feeling and atmosphere. ● 5W7 Make notes for different purposes, using simple abbreviations. ● 5W8 Understand the use of notes in writing „in your own words“. ● 5W9 Map out writing to plan structure e.g. paragraphs, sections, chapters. ● 5W10 Records ideas, reflections and predictions about books e.g. in a reading log. ● 5W11 Write non-chronological reports and explanations ● 5W12 Evaluate your own and others“ writing.
Speaking and Listening	Pupils should: <ul style="list-style-type: none"> ● 5S&L1 Talk confidently and listen purposefully in a range of contexts. ● 5S&L2 Describe events and convey opinions with increasing clarity. ● 5S&L3 Shape and organise ideas clearly when speaking. ● 5S&L4 Recall and discuss important features of a talk. ● 5S&L5 Ask questions to develop ideas and extend understanding. ● 5S&L6 Develop confidence in performing e.g. in a play scene. ● 5S&L7 Report back to a group, using notes to present findings about a topic studied. ● 5S&L8 Prepare and present an argument to persuade others to a point of view.
Usage	Phonics, Spelling and Vocabulary Pupils should:

- 5UP1 Use effective strategies for learning new spellings and mis-spelt words.
- 5UP2 Use known spellings to work out the spelling of related words.
- 5UP3 Investigate spelling patterns for pluralisation e.g. s, es, y/ies, f/ves.
- 5UP4 Recognise common letter strings in words pronounced differently.
- 5UP5 Investigate the meaning and spelling of common prefixes e.g. auto, bi, trans
- 5UP6 Identify word roots and derivations to support spelling e.g. sign, signal, signature.
- 5UP7 Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine.
- 5UP8 Identify unstressed vowels in polysyllabic words, e.g. carpet, interest.
- 5UP9 Learn spelling rules for words ending in „e“ and „y“, e.g. take/taking, try/tries
- 5UP10 Investigate ways of creating opposites e.g. „un“, „im“, and comparatives e.g. „er“, „est“
- 5UP11 Investigate patterns in the use of single and double consonants e.g. full/ful
- 5UP12 Extend understanding of the use of adverbs to qualify verbs e.g. in dialogue
- 5UP13 Use dictionaries efficiently and carry out IT spell checks.
- 5UP14 Collect synonyms and opposites and investigate shades of meaning.
- 5UP15 Investigate the origin and appropriate use of idiomatic phrases.
- 5UP16 Discuss metaphorical expressions and figures of speech.
- 5UP17 Use a thesaurus to extend vocabulary and the choice of words.
- 5UP18 Identify unfamiliar words, explore definitions and use new words in context.

Grammar and Punctuation

Pupils should:

- 5UG1 Understand conventions of Standard English e.g. agreement of verbs.
- 5UG2 Use pronouns making clear to what or to whom they refer.
- 5UG3 Identify prepositions and use the term.
- 5UG4 Understand the difference between direct and reported speech.
- 5UG5 Learn how dialogue is set out and punctuated
- 5UG6 Use the comma to embed clauses within sentences.
- 5UG7 Place full stops correctly at the end of complex sentences.
- 5UG8 Investigate clauses within sentences and how they are connected.
- 5UG9 Explore ways of combining simple sentences and reordering clauses.
- 5UG10 Practise proof-reading and editing writing for clarity and correctness.

ESL Year 5 Non Beginner (Ages 9-10)

Reading

Pupils should:

- 5R1 Read widely and explore the features of different fiction genres.
- 5R2 Read and identify characteristics of myths, legends and fables.
- 5R3 Analyse openings and compare the structure of different stories.
- 5R4 Identify the point of view from which a story is told.
- 5R5 Consider how characters are presented, and their different perspectives.
- 5R6 Read poems by significant poets and compare style, forms and themes.
- 5R9 Read and evaluate non-fiction texts for purpose, style, clarity and organisation.
- 5R12 Locate information confidently and efficiently from different sources.
- 5R13 Skim-read to gain overall sense of a text and scan for specific information.
- 5R14 Develop note-making to extract key points and to group and link ideas.
- 5R15 Explore the features of texts which recount events and experiences e.g. diaries.
- 5R16 Understand the use of impersonal style in explanatory texts
- 5R17 Compare writing that informs and persuades.

Writing

Pupils should:

	<ul style="list-style-type: none"> ● 5W1 Review, revise and edit writing in order to improve it, using IT as appropriate. ● 5W2 Write new scenes or characters into a story, or write from another viewpoint. ● 5W3 Write own versions of legends, myths and fables, using structures from reading. ● 5W4 Choose words and phrases carefully to convey feeling and atmosphere. ● 5W7 Make notes for different purposes, using simple abbreviations. ● 5W8 Understand the use of notes in writing „in your own words“. ● 5W9 Map out writing to plan structure e.g. paragraphs, sections, chapters. ● 5W10 Records ideas, reflections and predictions about books e.g. in a reading log. ● 5W11 Write non-chronological reports and explanations ● 5W12 Evaluate your own and others“ writing. ● 5W13 Draft and write letters for real purposes ● 5W14 Write a commentary on an issue, setting out and justifying a personal view.
Speaking and Listening	<p>Pupils should:</p> <ul style="list-style-type: none"> ● 5S&L1 Talk confidently and listen purposefully in a range of contexts. ● 5S&L2 Describe events and convey opinions with increasing clarity. ● 5S&L3 Shape and organise ideas clearly when speaking. ● 5S&L4 Recall and discuss important features of a talk. ● 5S&L5 Ask questions to develop ideas and extend understanding. ● 5S&L6 Develop confidence in performing e.g. in a play scene. ● 5S&L7 Report back to a group, using notes to present findings about a topic studied. ● 5S&L8 Prepare and present an argument to persuade others to a point of view.
Usage	<p>Phonics, Spelling and Vocabulary</p> <p>Pupils should:</p> <ul style="list-style-type: none"> ● 5UP1 Use effective strategies for learning new spellings and mis-spelt words. ● 5UP2 Use known spellings to work out the spelling of related words. ● 5UP3 Investigate spelling patterns for pluralisation e.g. s, es, y/ies, f/ves. ● 5UP4 Recognise common letter strings in words pronounced differently. ● 5UP5 Investigate the meaning and spelling of common prefixes e.g. auto, bi, trans ● 5UP6 Identify word roots and derivations to support spelling e.g. sign, signal, signature. ● 5UP7 Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine. ● 5UP8 Identify unstressed vowels in polysyllabic words, e.g. carpet, interest. ● 5UP9 Learn spelling rules for words ending in „e“ and „y“, e.g. take/taking, try/tries ● 5UP10 Investigate ways of creating opposites e.g. „un“, „im“, and comparatives e.g. „er“, „est“ ● 5UP11 Investigate patterns in the use of single and double consonants e.g. full/ful ● 5UP12 Extend understanding of the use of adverbs to qualify verbs e.g. in dialogue ● 5UP13 Use dictionaries efficiently and carry out IT spell checks. ● 5UP14 Collect synonyms and opposites and investigate shades of meaning. ● 5UP15 Investigate the origin and appropriate use of idiomatic phrases. ● 5UP16 Discuss metaphorical expressions and figures of speech. ● 5UP17 Use a thesaurus to extend vocabulary and the choice of words. ● 5UP18 Identify unfamiliar words, explore definitions and use new words in context. <p>Grammar and Punctuation</p> <p>Pupils should:</p> <ul style="list-style-type: none"> ● 5UG1 Understand conventions of Standard English e.g. agreement of verbs. ● 5UG2 Use pronouns making clear to what or to whom they refer. ● 5UG3 Identify prepositions and use the term. ● 5UG4 Understand the difference between direct and reported speech. ● 5UG5 Learn how dialogue is set out and punctuated

	<ul style="list-style-type: none"> ● 5UG6 Use the comma to embed clauses within sentences. ● 5UG7 Place full stops correctly at the end of complex sentences. ● 5UG8 Investigate clauses within sentences and how they are connected. ● 5UG9 Explore ways of combining simple sentences and reordering clauses. ● 5UG10 Practise proof-reading and editing writing for clarity and audience.
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ESL Year 6 Non Beginner (Ages 10-11)	
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Reading	Pupils should: <ul style="list-style-type: none"> ● 6R3 Look for implicit as well as explicit meanings, and make plausible inferences ● 6R4 Articulate personal responses to reading, with close reference to the text ● 6R5 Analyse the success of writing in evoking particular moods (e.g. suspense) ● 6R6 Take account of viewpoint in a novel, and distinguish author and narrator ● 6R7 Understand aspects of narrative structure such as the handling of time ● 6R11 Distinguish between fact and opinion in a range of texts and other media ● 6R13 Analyse how paragraphs and chapters are structured and linked
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Writing	Pupils should: <ul style="list-style-type: none"> ● 6W1 use different genres as models for writing ● 6W2 Plan plot, characters and structure effectively in writing an extended story ● 6W5 Write non-chronological reports linked to work in other subjects ● 6W6 Summarize a passage, chapter or text in a given number of words ● 6W7 Argue a case in writing, developing points logically and convincingly ● 6W10 Use paragraphs, sequencing and linking them appropriately in fiction and non-fiction writing
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Speaking and Listening	Pupils should: <ul style="list-style-type: none"> ● 6S&L1 Vary vocabulary, expression and tone of voice to engage the listener ● 6S&L2 Pay close attention in discussion to what others say ● 6S&L3 Extend and follow up ideas, asking and answering questions thoughtfully ● 6S&L4 Help to move discussion forward (e.g. by clarifying, summarizing) ● 6S&L5 Speak confidently in formal and informal contexts ● 6S&L6 Prepare, practice and improve a spoken presentation or performance ● 6S&L7 Use spoken language well to persuade, instruct or make a case (e.g. in debate) ● 6S&L8 Reflect on variations in speech, and appropriate use of standard English
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Usage	<p>Phonics, Spelling and Vocabulary</p> Pupils should: <ul style="list-style-type: none"> ● 6UP1 Continue to learn words, apply patterns and pursue accuracy in spelling ● 6UP2 Further investigate spelling rules and exceptions ● 6UP3 Investigate meanings and spellings of connectives ● 6UP4 Develop knowledge of word roots, prefixes and suffixes to support spelling ● 6UP5 Explore definitions and shades of meaning, and use new words in context ● 6UP8 Explore proverbs, sayings and figurative expressions <p>Grammar and Punctuation</p> Pupils should: <ul style="list-style-type: none"> ● 6UG1 Revise different word classes ● 6UG8 Secure accuracy in using apostrophes and commas, and punctuating speech ● 6UG7 Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets ● 6UG2 Understand the conventions of standard English usage in different forms of writing
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Mathematics

Objectives by Year Group Codes for objectives have not been included in the Mathematics objectives, as these codes are detailed in CIPP schemes of Work

Year One (Ages 5-6)	
Number	<ul style="list-style-type: none"> ● Numbers and the number system ● Pupils should: <ul style="list-style-type: none"> ○ Count, read and write numbers to 20 ○ Create and describe simple number patterns and sequences using mathematical vocabulary ○ Begin to know that the position of a digit gives its value in relation to two digit numbers ○ Compare and order numbers to at least 20 ○ Use the = sign to represent equality ○ Within the range of 0 to 30, say the number that is 1 or 10 more or less than any given number ○ Understand and use vocabulary of estimation up to 30 objects ● Calculations ● Pupils should: <ul style="list-style-type: none"> ○ Understand addition and use related vocabulary ○ Begin to understand that addition can be done in any order and that more than two numbers can be added together ○ Understand subtraction as „take away” and „difference” and use related vocabulary ○ Begin to use the +, – and = signs and to recognise the use of symbols such as □ and Δ to stand for an unknown number ○ Know addition and subtraction facts by heart – all pairs of numbers with a total of 10, addition doubles of all numbers to at least 5 (e.g. 4 + 4) ○ Begin to know addition facts for all pairs of numbers to at least 10, and the corresponding subtraction facts ● Mental skills ● Pupils should: <ul style="list-style-type: none"> ○ Know that addition can be done in any order to make strategies more efficient ○ Develop rapid recall of basic number facts ○ Develop a range of mental methods for carrying out simple calculations ○ within the range 0 to at least 20 Begin to bridge through 10 and 20 when adding a single digit number
Problem Solving	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Choose sensible calculation methods, mental and written, to solve whole number problems

	<ul style="list-style-type: none"> ○ Solve simple problems or puzzles and predict from simple patterns and relationships ○ Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it ○ Explain methods and reasoning orally ○ Solve simple problems set in „real-life“ contexts such as money, using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally ○ Recognise coins of different values ○ Find totals and change from 20 cents ○ Work out how to pay an exact sum using smaller coins Check that answers are reasonable
Organising and Using Data	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Solve relevant problems by using simple lists, tables, objects or pictures to sort, classify and organise information ○ Explain methods and reasoning
Shape, Space and Measures	<ul style="list-style-type: none"> ● Patterns and properties of shapes ● Pupils should: <ul style="list-style-type: none"> ○ Use everyday language to describe features of familiar 2-D and 3-D shapes such as faces, corners and edges ○ Make and describe models, patterns and pictures and begin to relate solid shapes to pictures of them ● Properties of position and movement ● Pupils should: <ul style="list-style-type: none"> ○ Use everyday language to describe position, direction and movement ○ Understand „turn“, „half turn“, „whole turn“ and „right angle“ ○ Use one or more shapes to make, describe and continue repeating patterns ● Measures ● Pupils should: <ul style="list-style-type: none"> ○ Compare two or more lengths, masses or capacities by direct comparison ○ Compare and measure objects using non-standard and standard units ○ Understand and use vocabulary related to time ○ Order familiar events in time ○ Know days of the week and seasons of the year ○ Read the time to the half hour or hour on analogue clocks

Year Two (Ages 6-7)

Year Two (Ages 6-7)	
Number	<ul style="list-style-type: none"> ● Numbers and the number system ● Pupils should: <ul style="list-style-type: none"> ○ Count, read and write whole numbers to at least 100 in numbers and words ○ Group up to 100 objects (e.g. in tens, fives or twos) ○ Describe and extend simple number sequences starting from any two-digit number ○ Recognise odd and even numbers to at least 30

- Begin to recognise two-digit multiples of 2, 5 or 10
- Understand place value in two-digit numbers
- Compare and order numbers to at least 100
- Use the = sign to represent equality
- Compare two two-digit numbers
- Say the number that is 1 or 10 more or less than any given two-digit number
- Understand and use the vocabulary of estimation up to 50 objects
- Round numbers less than 100 to the nearest 10
- Begin to recognise and find one half and one quarter of shapes and small numbers of objects
- Begin to recognise that two halves or four quarters make one whole, and that two quarters and one half are equivalent

- **Calculations**

- Pupils should:

- Extend understanding of addition and subtraction
- Understand that addition can be done in any order but not subtraction
- Use the +, – and = signs and recognise the use of symbols (e.g. □ and Δ, to stand for an unknown number)
- Know addition and subtraction facts by heart – all pairs of numbers with a total of 10, addition doubles of all numbers to at least 5 (e.g. 4 + 4)
- Begin to know addition facts for all pairs of numbers to at least 10, and the corresponding subtraction facts
- Understand that more than two numbers can be added
- Begin to add three single-digit numbers together mentally (up to a total of 20)
- Begin to add three two-digit numbers using apparatus (up to a total of 100)
- Understand that subtraction is the inverse of addition
- Know addition and subtraction facts by heart for each number to at least 10
- Know all pairs of numbers with a total of 20
- Know all pairs of multiples of 10 with a total of 100
- Understand multiplication as repeated addition
- Begin to understand division as grouping (repeated subtraction) or sharing
- Use the x, ÷ and = signs and recognise the □ and Δ symbols as unknown numbers
- Know and use halving as the inverse of doubling
- Know by heart multiplication facts for the 2 and 10 times tables
- Begin to know multiplication facts for the 5 times table
- Calculate quickly division facts related to the 2 and 10 times tables
- Know doubles of numbers to at least 15
- Know doubles of multiples of 5 to 50
- Know halves of multiples of 10 to 100
- Check results by repeating addition in a different order or with an equivalent calculation

- **Mental skills**

- Pupils should:

- Know that addition can be done in any order to make strategies more efficient
- Use known number facts and place value to add/subtract mentally
- Understand the subtraction that corresponds to a given addition and vice versa
- Bridge through 10 or 20 and then adjust the answer

	<ul style="list-style-type: none"> ○ Use known number facts and place value to carry out simple multiplications and divisions
Problem Solving	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Choose and use appropriate operations and strategies to solve problems ○ Solve simple problems or puzzles, generalise and predict from simple patterns and relationships ○ Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it ○ Explain methods and reasoning orally and in writing ○ Solve simple problems set in „real-life“ contexts such as money, using mental addition and subtraction, simple multiplication and division to solve simple word problems using one or two steps and explain the method used ○ Recognise coins of different values and use notation for money ○ Find totals and change from 20 cents ○ Find totals, give change and work out how to pay an exact sum using smaller coins ○ Check that answers are reasonable
Organising and Using Data	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Solve relevant problems by using simple lists, tables, pictograms and block graphs to sort, classify and organise information ○ Explain methods and reasoning
Shape, Space and Measures	<ul style="list-style-type: none"> ● Patterns and properties of shapes ● Pupils should: <ul style="list-style-type: none"> ○ Use mathematical names for common 2-D and 3-D shapes and describe some of their features such as faces, corners, symmetry and edges ○ Make and describe shapes, pictures and patterns ● Properties of position and movement ● Pupils should: <ul style="list-style-type: none"> ○ Use mathematical vocabulary to describe position, direction and movement ○ Understand „quarter turn“, „half turn“, „whole turn“ to the left or right, clockwise or anti-clockwise ○ Know that a right angle is a quarter turn and recognise right angles in squares and rectangles ○ Give instructions for navigating a route involving straight lines and right-angle turns ● Measures ● Pupils should: <ul style="list-style-type: none"> ○ Estimate, measure and compare lengths, masses or capacities, selecting and using standard units and measuring equipment ○ Read a simple scale ○ Use a ruler to draw and measure to the nearest centimetre ○ Use and begin to read vocabulary related to time ○ Use units of time and understand relationships between them ○ Order the months of the year ○ Read the time to the hour, half hour and quarter hour on an analogue clock and a 12-hour digital clock and understand the notation 7:30

Year Three (Ages 7-8)

Number

- **Numbers and the number system**

- Pupils should:

- Read and write whole numbers to at least 1,000 in figures and words
- Count by grouping in tens and other numbers
- Describe and extend number sequences, count on or back in tens or hundreds starting from any two digit or three-digit number
- Recognise odd and even numbers to at least 100
- Recognise two-digit and three-digit multiples of 2, 5 or 10, and three-digit multiples of 50 and 100
- Understand place value in three-digit numbers
- Compare and order numbers to at least 100
- Say the number that is 1, 10 or 100 more or less than a given two-digit or three-digit number
- Order whole numbers to at least 1,000
- Understand and use the vocabulary of estimation up to 100 objects
- Round any two-digit number to the nearest 10 and any three-digit number to the nearest 100
- Recognise unit fractions and use them to find fractions of shapes and numbers
- Begin to recognise simple fractions that are several parts of the whole and simple equivalent fractions
- Estimate a simple fraction

- **Calculations**

- Pupils should:

- Extend understanding of addition and subtraction
- Add three or four single-digit numbers mentally, or three or four two-digit numbers using apparatus or pencil and paper
- Know addition and subtraction facts for each number to 20 and all pairs of multiples of 100 with a total of 1,000
- Calculate quickly all pairs of multiples of 5 with a total of 100
- Add/subtract three-digit numbers using pencil and paper procedures
- Extend understanding of multiplication and division
- Recognise that division is the inverse of multiplication
- Begin to find remainders after simple division
- Round up or down after division where necessary
- Know multiplication facts for the 2, 5 and 10 times tables and begin to know the 3 and 4 times tables
- Calculate quickly division facts related to the 2, 5 and 10 times tables
- Know doubles of numbers to at least 20
- Know doubles of multiples of 5 to 100
- Know doubles of multiples of 50 to 500
- Check results of calculations by repeating addition in a different order or with an equivalent calculation
- Know doubles of multiples of 5 to 50
- Know halves of multiples of 10 to 100
- Check results by repeating addition in a different order or with an equivalent calculation

	<ul style="list-style-type: none"> ● Mental skills ● Pupils should: <ul style="list-style-type: none"> ○ Extend efficient mental strategies ○ Add and subtract mentally a „near multiple of 10“ to or from a two-digit number by adding or subtracting 10, 20, 30 and adjusting the answer ○ Understand corresponding subtraction and addition ○ Use number facts and place value to add/subtract mentally ○ Bridge through a multiple of 10 and adjust the answer ○ Be able to multiply by 10/100 by shifting digits one/two places to the left ○ Check subtraction with addition, halving with doubling and division with multiplication ○ Check with an equivalent calculation
<p>Problem Solving</p>	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Choose and use appropriate operations and strategies to solve problems, including multiplication and division ○ Solve simple problems or puzzles, and generalise and predict from simple patterns and relationships ○ Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it ○ Explain methods and reasoning orally and in writing ○ Solve simple problems set in „real-life“ contexts such as money and measures, using mental addition and subtraction, and use simple multiplication and division to solve simple word problems using one or more steps and explain the method used ○ Recognise coins and notes of different values and use notation for money ○ Find totals and change from 20 cents ○ Find totals, give change and work out how to pay an exact sum using smaller coins ○ Check that answers are reasonable
<p>Organising and Using Data</p>	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Organise and interpret data using simple frequency tables, pictograms (symbol for two units), bar charts (intervals in ones then twos), Venn and Carroll diagrams (one criterion) ○ Explain methods and reasoning
<p>Shape, Space and Measures</p>	<ul style="list-style-type: none"> ● Patterns and properties of shapes ● Pupils should: <ul style="list-style-type: none"> ○ Classify and describe 2-D and 3-D shapes and refer to some of their features such as reflective symmetry, vertices, right angles ○ Make and describe shapes, pictures and patterns and relate solid shapes to pictures of them ○ Recognise lines of symmetry in simple shapes ● Properties of position and movement ● Pupils should: <ul style="list-style-type: none"> ○ Describe and find the position of a square on a grid of squares with rows and columns labelled ○ Recognise and use the four compass directions N, S, E and W

- Identify, make and describe right angles and right-angle turns

- **Measures**

- Pupils should:

- Measure and compare using standard units
- Use a ruler to draw and measure to the nearest half centimetre
- Know relationships between metric measurements
- Select units and equipment to measure length, mass, capacity
- Read scales to the nearest division (labelled or unlabelled)
- Use and read vocabulary related to time
- Use units of time and understand relationships between them
- Use a calendar
- Read the time to 5 minutes on an analogue clock and a 12-hour digital clock and use the notation 9:40

Year Four (Ages 8-9)

Number

- **Numbers and the number system**

- Pupils should:

- Read and write whole numbers to at least 10,000 in figures and words and know what each digit represents
- Add/subtract 1, 10, 100 or 1,000 to/from any integer and count on or back in tens, hundreds or thousands from any whole number up to 10,000
- Multiply or divide any integer up to 1,000 by 10 and understand the effect
- Begin to multiply by 100
- Compare and order numbers using symbols $<$, $>$, $=$
- Make and justify estimates up to 250 and estimate a proportion
- Round any positive integer less than 1,000 to the nearest 10 or 100
- Recognise negative numbers in context (e.g. temperature scale)
- Extend number sequences into negative numbers
- Recognise odd and even numbers up to 1,000 and understand some of their properties
- Recognise multiples of 2, 3, 4, 5 and 10 up to the tenth multiple
- Recognise unit fractions and use them to find fractions of shapes and numbers
- Recognise simple fractions that are several parts of the whole, mixed numbers and simple equivalent fractions
- Order simple fractions and find fractions of shapes
- Begin to use ideas of simple proportion
- Understand decimal notation and place value for tenths and hundredths and use in context
- Recognise the equivalence between the decimal and fraction forms of one half and one quarter, and tenths such as 0.3

- **Calculations**

- Pupils should:

- Consolidate understanding of relationship between addition and subtraction
- Know by heart addition and subtraction facts for all numbers to 20
- Calculate quickly all pairs of numbers that total 100, and pairs of multiples of 50 with a total of 1,000

	<ul style="list-style-type: none"> ○ Develop written methods for column addition and subtraction of two whole numbers less than 1,000 and addition of more than two such numbers ○ Extend understanding of operations of multiplication and division ○ Find remainders after division ○ Round up or down after division ○ Know the 2, 3, 4, 5 and 10 times tables ○ Begin to know the 6, 7, 8 and 9 times tables ○ Calculate quickly division facts from known tables ○ Know doubles of whole numbers up to 50 ○ Know doubles of multiples of 10 to 500 ○ Know doubles of multiples of 100 to 5,000 ○ Approximate first and develop written methods ○ Check with inverse operation, by adding in a different order and with an equivalent calculation ○ Estimate and check by approximating to the nearest 10 or 100 ○ Use knowledge of sums or differences of odd/even numbers <ul style="list-style-type: none"> ● Mental skills ● Pupils should: <ul style="list-style-type: none"> ○ Develop mental calculation strategies for addition and subtraction ○ Add 3 or 4 small numbers, finding pairs that total 9, 10 or 11 ○ Add three two-digit multiples of 10 ○ Add or subtract any pair of two-digit whole numbers ○ Use doubling and halving (e.g. to multiply by 5, multiply by 10 and then halve) ○ Use relationship between x and y ○ Use known facts and place value to multiply and divide integers
Problem Solving	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Choose and use appropriate number operations and ways of calculating to solve problems ○ Solve mathematical puzzles or problems, recognise and explain patterns and relationships, generalise and predict ○ Investigate a general statement about familiar numbers or shapes by finding examples that satisfy it ○ Explain methods and reasoning orally and in writing ○ Use the four operations to solve problems involving numbers in „real life“, using one or more steps ○ Check that answers are reasonable
Organising and Using Data	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Collect, organise, represent and interpret data in tables, charts, graphs and diagrams ○ Use tally charts and frequency tables ○ Use pictograms (symbol for 2, 5, 10 or 20 units) ○ Use bar charts (intervals in twos, fives, tens or twenties) ○ Use Venn and Carroll diagrams (two criteria)
Shape, Space and Measures	<ul style="list-style-type: none"> ● Patterns and properties of shapes ● Pupils should: <ul style="list-style-type: none"> ○ Describe and visualise 2-D and 3-D shapes ○ Recognise equilateral and isosceles triangles

- Classify polygons as regular, symmetrical or right-angled
- Make shapes and identify simple nets of solid shapes
- Understand reflection of simple shapes

- **Properties of position and movement**
- Pupils should:
 - Recognise positions and directions
 - Describe and find the point on a grid of squares where the lines are numbered
 - Recognise horizontal and vertical lines
 - Use eight compass directions, N, S, E, W, NE, NW, SE, SW
 - Make and measure clockwise and anti-clockwise turns
 - Begin to know that angles are measured in degrees
 - Know that one whole turn is 360° or four right-angles
 - Know that a quarter turn is 90° or one right-angle
 - Know that half a right-angle is 45°
 - Start to order a set of angles less than 180°

- **Measures**
- Pupils should:
 - Use, read and write standard metric units including abbreviations
 - Know and use the relationships between familiar units of length, mass and capacity
 - Select units and equipment to measure length, mass, capacity
 - Record estimates and take accurate readings from scales
 - Measure and calculate perimeter and area of simple shapes by counting and use standard units
 - Estimate and check times using seconds, minutes, hours
 - Read from a digital and analogue clock to the nearest minute
 - Use a.m. and p.m. notation
 - Read simple timetables and use a calendar

Year Five (Ages 9-10)

Number

- **Numbers and the number system**
- Pupils should:
 - Read and write whole numbers in figures and words and know what each digit represents
 - Multiply and divide any positive integer up to 10,000 by 10 or 100
 - Compare and order numbers using symbols <, >, = and order a set of integers less than 1 million
 - Estimate and approximate using large numbers and simple proportions
 - Round any integer up to 10,000 to the nearest 10, 100 or 1,000
 - Order a given set of positive and negative integers
 - Recognise and extend number sequences
 - Make general statements about odd and even numbers
 - Recognise multiples of 6, 7, 8 and 9, up to the tenth multiple
 - Know tests of divisibility by 2, 4, 5, 10 or 100
 - Know squares of numbers to at least 10 x 10

- Find all pairs of factors of any number up to 100
- Use fraction notation including mixed numbers
- Change an improper fraction to a mixed number and recognise equivalent fractions
- Order a set of fractions including mixed numbers
- Use division to find simple fractions of numbers and quantities
- Solve simple problems using ratio and proportion
- Use decimal notation for tenths and hundredths
- Round a number with one or two decimal places to the nearest integer
- Relate fractions to their decimal equivalents
- Begin to understand percentages as the number of parts in every hundred
- Find simple percentages of whole number quantities
- Express simple fractions as percentages

- **Calculations**

- Pupils should:

- Calculate quickly decimals that total 1, all two-digit pairs that total 100, all pairs of multiples of 50 with a total of 1,000
- Use written methods for column addition/subtraction of two integers less than 10,000
- Add more than two integers of less than 10,000
- Add/subtract a pair of decimal fractions with one or two decimal places
- Understand the relationships between the four operations
- Begin to use brackets
- Begin to express a quotient as a fraction or as a decimal when dividing a whole number by 2, 4, 5 or 10
- Round up or down after division
- Know multiplication facts up to 10 x 10
- Calculate quickly division facts from tables up to 10 x 10, doubles of whole numbers from 1 to 100, doubles of multiples of 10 to 1,000, doubles of multiples of 100 to 10,000
- Approximate first
- Extend written methods to three-digit numbers by one digit using short multiplication, two-digit numbers by two-digit numbers using long multiplication and short division of three-digit numbers by one digit with remainder
- Use a calculator effectively and check with inverse operation when using a calculator
- Check sum of several numbers by adding in reverse order and check with equivalent calculation
- Estimate by approximating and check result
- Use knowledge of sums and differences of odd/even numbers

- **Mental skills**

- Pupils should:

- Find differences by counting up through next multiple of 10, 100 or 1,000
- Add/subtract the nearest multiple of 10 or 100, then adjust
- Add several numbers using number facts and place value for mental addition and subtraction
- Use doubling and halving from known facts
- Use factors and closely related facts

	<ul style="list-style-type: none"> ○ Partition, like $47 \times 6 = (40 \times 6) + (7 \times 6)$ ○ Use the relationship between multiplication and division and use facts and place value to multiply and divide mentally
Problem Solving	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Choose and use appropriate number operations and ways of calculating to solve problems ○ Solve mathematical puzzles or problems, recognise and explain patterns and relationships, generalise and predict ○ Make and investigate a general statement about familiar numbers or shapes by finding examples that satisfy it ○ Explain a generalised relationship (formula) in words ○ Explain methods and reasoning orally and in writing ○ Use the four operations to solve problems involving numbers in „real life“, using one or more steps including finding simple percentages ○ Check that answers are reasonable
Organising and Using Data	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Discuss the chance of particular events ○ Solve a problem by using data in tables, charts, graphs and diagrams including those generated by a computer ○ Use bar line charts, vertical axes labelled in twos, fives, tens, twenties or hundreds ○ Find the mode of a set of data
Shape, Space and Measures	<ul style="list-style-type: none"> ● Patterns and properties of shapes ● Pupils should: <ul style="list-style-type: none"> ○ Recognise properties of rectangles and classify triangles ○ Make shapes accurately and identify nets for an open cube ○ Recognise reflective symmetry in regular polygons ○ Complete symmetrical patterns and recognise where a shape will be after reflection in a mirror line ○ Recognise where a shape will be after translation ● Properties of position and movement ● Pupils should: <ul style="list-style-type: none"> ○ Read and plot co-ordinates in the first quadrant ○ Recognise perpendicular and parallel lines ○ Understand and use angle measures in degrees ○ Identify, estimate and order acute and obtuse angles ○ Use a protractor to measure and draw acute and obtuse angles to the nearest 5° ○ Calculate angles in a straight line ○ ● Measures ● Pupils should: <ul style="list-style-type: none"> ○ Use, read and write standard metric units including abbreviations ○ Convert larger to smaller units ○ Know and use the relationships between familiar units of length, mass and capacity ○ Select units and equipment to measure length, mass, capacity

- Measure and draw lines to the nearest millimetre
- Record estimates and take accurate readings from scales
- Understand area measured in square centimetres and length x breadth for area of a rectangle
- Understand, measure and calculate perimeters of rectangles and regular polygons
- Understand and use formulae in words
- Use units of time and read time on a 24-hour digital clock using 24- hour clock notation 19:53

Year Six (Ages 10-11)

Number

- **Numbers and the number system**

- Pupils should:

- Multiply and divide decimals mentally by 10 or 100 and integers by 1,000
- Round an integer to the nearest 10, 100 or 1,000
- Find the difference between two negative numbers or between a positive and a negative integer in context and order a set of positive and negative integers
- Recognise and extend number sequences
- Make statements about odd and even numbers including the outcome of products
- Recognise multiples up to 10×10 , know and apply tests of divisibility and find simple common multiples
- Recognise squares of numbers to 12×12
- Recognise prime numbers to at least 20
- Factorise numbers to 100 into prime factors
- Change an improper fraction to a mixed number and vice versa
- Recognise relationships between fractions and reduce a fraction to its simplest form
- Order fractions by converting to a common denominator
- Solve simple problems using proportion and ratio
- Use decimal notation for tenths, hundredths and thousandths
- Order a mixed set of numbers with up to three decimal places
- Round a number with two decimal places to the nearest tenth or whole number
- Recognise the equivalence between decimal and fraction forms
- Begin to convert a fraction to a decimal using division
- Understand percentages as the number of parts in every 100 and express simple fractions as percentages
- Find simple percentages of small whole number quantities

- **Calculations**

- Pupils should:

- Extend written methods to column addition and subtraction of numbers including decimals
- Understand the relationships between the four operations and use brackets
- Express a quotient as a fraction or as a decimal rounded to one decimal place
- Round up or down after division
- Know multiplication facts to 10×10
- Calculate quickly division facts of tables to 10×10 , squares of multiples of 10 to

	<p>100, doubles of two-digit numbers, doubles of multiples of 10 to 1,000, doubles of multiples of 100 to 10,000</p> <ul style="list-style-type: none"> ○ Approximate first ○ Extend written methods to four-digit numbers by one digit using short multiplication, short multiplication involving decimals, long multiplication of a three-digit number by a two-digit integer and short division involving numbers with decimals ○ Develop calculator skills and use a calculator effectively ○ Check results by using the inverse operation when using a calculator ○ Check the sum of numbers by adding in reverse order ○ Check with an equivalent calculation ○ Estimate by approximating and check the result ○ Use knowledge of sums, differences, products of odd/even numbers and tests of divisibility <ul style="list-style-type: none"> ● Mental skills ● Pupils should: <ul style="list-style-type: none"> ○ Consolidate all learned strategies ○ Use known facts and place value to consolidate mental strategies for addition/subtraction ○ Use related facts, doubling or halving and use factors and closely related facts and partition ○ Use the relationship between multiplication and division ○ Use known number facts and place value to consolidate mental multiplication and division
<p>Problem Solving</p>	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Choose and use appropriate number operations and ways of calculating to solve problems ○ Solve mathematical puzzles or problems, recognise and explain patterns and relationships, generalise and predict ○ Make and investigate a general statement about familiar numbers or shapes by finding examples that satisfy it ○ Develop from explaining a generalised relationship in words to expressing it in a formula using letters as symbols ○ Explain methods and reasoning orally and in writing ○ Use the four operations and combinations of operations to solve problems involving numbers in „real life“, using one or more steps including finding simple percentages ○ Check that answers are reasonable
<p>Organising and Using Data</p>	<ul style="list-style-type: none"> ● Pupils should: <ul style="list-style-type: none"> ○ Use the language of probability ○ Solve a problem by using data in tables, graphs, charts and diagrams including those generated by a computer ○ Use line graphs, frequency tables and bar charts with grouped discrete data ○ Find the mode and range of a set of data ○ Begin to find the median and mean of a set of data
<p>Shape, Space and Measures</p>	<ul style="list-style-type: none"> ● Patterns and properties of shapes ● Pupils should: <ul style="list-style-type: none"> ○ Describe and visualise properties of solid shapes and classify quadrilaterals

- Make shapes with increasing accuracy
- Visualise 3-D shapes from 2-D drawings and identify nets for a closed shape
- Understand reflection

- **Properties of position and movement**
- Pupils should:
 - Read and plot coordinates in all four quadrants
 - Recognise and estimate angles
 - Use a protractor to measure and draw acute and obtuse angles to the nearest degree
 - Check that the sum of angles in a triangle is 180°
 - Calculate angles in a triangle or around a point
 - Recognise where a shape will be after a rotation through 90° about one of its vertices

- **Measures**
- Pupils should:
 - Use, read and write standard metric units including abbreviations and understand relationships between them
 - Convert larger to smaller units and vice versa
 - Know and use the relationships between familiar units of length, mass and capacity
 - Select units and equipment to estimate or measure length, mass and capacity
 - Record estimates and take accurate readings from scales
 - Calculate the perimeter and area of simple compound shapes that can be split into rectangles
 - Appreciate different times around the world

Lanna International Primary School IPC Learning Goals

At the very heart of the IPC is a clarity about what the children should learn. There are learning goals for all the subjects of the primary curriculum.

The **IPC Learning Goals** are vital as they:

- Help identify the knowledge, skill and understanding children should be learning;
- Help focus on the most appropriate teaching strategies;
- Help decide on the best sort of assessment to use.

Within the IPC, there are '**Subject Learning Goals**' which look at specific learning through different subjects. Key subject learning goals are assessed for each unit taught.

The **IPC Personal Learning Goals** are an integral part of the curriculum. The 8

Personal Goals underpin those individual qualities and learning dispositions that children will find essential in the 21st century. At Lanna International School, the Personal Goals are reflective of our Student Learner Outcomes (SLO's) which are at the heart of our school – not just within the IPC.

The eight Personal Learning Goals are embedded within the whole of school life and children are encouraged to use the IPC Personal Goals and SLO's at home too! Opportunities to experience and practice these are built into the learning tasks within each unit of work, and during the tasks, teachers refer to the IPC Personal Goals and SLO's that are being taught and ways to develop them.

The Personal Goals/SLO's are a key feature of the Learning Review meeting which take place termly. The Learning Review meetings are held between the class teacher and child to focus on progress and attitudes towards learning. The Personal Goals/SLO's are referred to during the meetings and a focus on the children can develop the goals further are discussed.

The Personal Goals/SLO's are also celebrated during celebration assemblies weekly and then at the end of the academic year, the Personal Goals/SLO's are recognised in Assemblies throughout the year. Newsletters are a way of informing parents which Personal Goal/SLO's is the focus.

International Goals are a key focus of the IPC curriculum and international tasks are taught within each unit of work. This is to enable all of our children to develop a stronger awareness of the world in which they live. As a school we also explore perspectives of the 'home' country (UK) and 'host' country (countries around the world).

The eight IPC Personal Learning goals are:

Resilience

- I am able to stick to a task until it is completed.
- I don't give up easily.
- I keep trying if I'm unsuccessful the first time round.

Adaptability

- I know about a range of views, cultures and traditions.
- I respect the views, cultures and opinions of others which are different to my own.
- I confidently approach new ideas and tasks.

Enquiry

- I can ask sensible questions.
- I can plan and carry out investigations to find out the answers.
- I can collect evidence from a range of sources.
- I have good research skills.
- I think about the wider issues facing the world.

Communication

- I can speak clearly to a range of audiences.
- I can communicate in different ways using a range of tools and technologies. I am learning to communicate in more than one language.

Thoughtfulness

- I am able to use a range of thinking skills in solving problems.
- I consider the points of view of others.
- I think about the feelings of others.
- I reflect upon what I have learned.

Morality

- I choose to do the right thing.
- I know about the moral issues associated with different subjects.
- I respect that people have different viewpoints to my own.
- I can give reasons for my own viewpoints.

Co-operation

- I understand that different people have different roles to play in groups.
- I can change my role depending on the activity and the needs of the group.
- I can take turns and share.
- I am able to compromise when it's needed.

Respect

- I know that different people, living things and the environment have different needs.
- I look after all living things and the environment.

The IPC types of learning-Knowledge (K), Skills (S) and Understanding (U)

The **Learning Goals** are the foundation on which the IPC is built. They define what children might be expected to know, what they might be able to do and the understandings they might develop in their academic, personal and international learning. At LIST we believe that differentiating between knowledge, skills and understanding is crucial to the development of children’s learning. We also believe that knowledge, skills and understanding have their own distinct characteristics that impact on how each is planned for, learned, taught, assessed and reported on.

1. **Knowledge:** refers to factual information. Knowledge is relatively straightforward to teach and assess (through quizzes, tests, multiple choice, etc.), even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know. Knowledge is continually changing and expanding – this is a challenge for schools that have to choose what knowledge children should know and learn in a restricted period of time.

2. **Skills:** refer to things children are able to do. Skills have to be learned practically and need time to be practiced. The good news about skills is the more your practice, the better you get at them! Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects. The IPC’s Assessment for Learning Programme is based around the assessment of children’s skills.

3. **Understanding:** refers to the development or ‘grasping’ of conceptual ideas, the ‘lightbulb’ moment that we all strive for. Understanding is always developing. None of us ever ‘gets there’, so you can’t teach or control understanding, but what the IPC units do allow you to do is provide a whole range of different experiences through which children’s understanding can deepen.

At LIST, children, and staff have defined knowledge, skill and understanding as:

MP1	Knowledge is something you know and would like to share.
	Skills are knowledge in action
	Understanding is absorbing knowledge and skills that you can confidently apply
MP2	Knowledge is information, facts and details.
	Skills are the tools of the body and mind to help you to complete different challenges.

	Understanding is using knowledge and skills to make sense of things
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MP3	Knowledge is experience and learning that sticks in your brain
	Skills are activities we are able to practice and continue to improve for different situations
	Understanding is using knowledge and skills you know to do things.

Lanna International Primary School IPC Route Planner

The table below shows the links between the ages of pupils, the National Curriculum and the IPC

Age of pupil	IPC	Year Group	National Curriculum
Up to age 6	Milepost 1	Year 1	Key Stage 1
Up to age 7		Year 2	
Up to age 8	Milepost 2	Year 3	Lower Key Stage 2
Up to age 9		Year 4	
Up to age 10	Milepost 3	Year 5	Upper Key Stage 2
Up to age 11		Year 6	

The table below shows the subject coverage for the National Curriculum and the IPC both of which have learning objectives.

National Curriculum Programmes of Study	IPC Subjects
Art and Design	Art
Geography	Geography

History	History
Computing	Information and Communication Technology
English	Language
Languages	Additional Languages
Mathematics	Mathematics
Music	Music
Physical Education	Physical Education
Science	Science
Design and Technology	Technology/STEAM
Citizenship	Society
PSHE	Personal
	International

Science Learning Goals

Introduction

In Science, children learn about the animate and inanimate world around them. They should be taught about:

- Developing a sense of wonder about the world around them
- Ways of finding out about living things, materials and phenomena
- Interpreting scientific evidence
- Communicating scientific ideas
- Making links between scientific activities and ideas
- Ways in which scientific ideas affect people's lives
- Ways in which scientific issues affect the environment
- The cultural implications of scientific activities and ideas
- The moral issues associated with scientific activities and ideas
- Cause and effect

The **Knowledge**, **Skills** and **Understanding** which children gain through their study of Science can be regarded in terms of:

- Enquiry
- Interpretation
- Living things
- Materials

- Physical processes
- Communicating

Milepost 1- Years 1& 2

Enquiry

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1. Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
- 1.2. Be able to pose simple scientific questions
- 1.3. Be able to identify ways of finding out about scientific issues
- 1.4. Be able, with help, to conduct simple investigations

Living things

By the end of the school year in which they are 7, the vast majority of children will:

- 1.6. Know about the basic conditions needed for living things to survive
- 1.5. Be able, with help, to gather information from simple texts
- 1.7. Know about the differences between living things and things that have never been alive
- 1.8. Know that living things grow and reproduce
- 1.9. Know that the features of the school environment affect the types of living things found there
- 1.10. Be able to sort living things into simple groups
- 1.11. Be able to recognise living things in the school environment
- 1.12. Understand that different locations support different living things
- 1.13. Know the names of the main external body parts of humans and animals
- 1.14. Know the names and characteristics of a range of animals
- 1.15. Know about the importance of exercise and healthy eating
- 1.16. Know about the role of drugs as medicines
- 1.17. Know about the senses
- 1.18. Be able to recognise similarities and differences between themselves and other people
- 1.19. Understand how to treat animals with care and sensitivity
- 1.20. Know the names of the parts of plants
- 1.21. Know that seeds grow into plants
- 1.22. Know that plants need light to grow
- 1.23. Know that plants need water to grow

Materials

By the end of the school year in which they are 7, the vast majority of children will:

- 1.24. Know the names and properties of a range of materials
- 1.25. Know about the uses of different materials
- 1.26. Know what happens when various materials are squashed, bent, twisted, stretched, heated or cooled
- 1.27. Be able to describe similarities and differences between materials
- 1.28. Be able to sort materials into groups according to their properties

- 1.29. Understand that the uses to which materials are put depend on their properties

Physical processes

By the end of the school year in which they are 7, the vast majority of children will:

- 1.30. Know about everyday appliances that use electricity
- 1.31. Know how simple electrical circuits operate and the effects they have on different devices
- 1.32. Know the function of a switch in an electrical circuit
- 1.33. Know how a range of forces, including pushes and pulls, can move objects
- 1.34. Know that darkness is the absence of light
- 1.35. Know that sounds travel from sources
- 1.36. Know that sounds are heard when they enter the ear
- 1.37. Understand that sound and light come from a variety of sources
- 1.38. Be able to describe the actions that result in changes in light, sound or movement

Milepost 2-Years 3 & 4

Enquiry

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1. a. Be able to carry out simple investigations
- 2.1. b. Be able to prepare a simple investigation which is fair, with one changing factor
- 2.1. c. Be able to predict the outcome of investigations
- 2.1. d. Be able to use simple scientific equipment
- 2.1. e. Be able to test ideas using evidence from observation and measurement
- 2.1. f. Be able to link evidence to broader scientific knowledge and understanding
- 2.1. g. Be able to use evidence to draw conclusions
- 2.2. Be able to gather information from simple texts
- 2.3. Understand the importance of collecting scientific evidence
- 2.4. Understand some of the effects of what they learn on people's lives

Living things

By the end of the school year in which they are 9, the vast majority of children will:

- 2.5. Know the differences between living and non-living things
- 2.6. Know about processes and conditions that have an effect on living things
- 2.7. Know about the principles of nutrition, growth, movement and reproduction
- 2.8. Know about the living things that are supported by different environments
- 2.9. Know about ways in which animals and plants are suited to different environments
- 2.10. Know about the frequently occurring animals and plants that are supported by the environment around the school
- 2.11. Know about food chains in the local environment
- 2.12. Understand the principles of protecting living things
- 2.13. Know about the function and care of teeth in humans and other animals
- 2.14. Know about the function and actions of the heart in humans and other animals

- 2.15. Know about the functions of skeletons and muscles in humans and some other animals
- 2.16. Know about the main stages of the human life cycle
- 2.17. Know about the effect of exercise on the human body
- 2.18. Know about the effects that tobacco and alcohol have on the human body
- 2.19. Know about the effect of diet on the human body
- 2.20. Be able to classify animals according to their features
- 2.21. Know about the effects that light, air, water and temperature have on plants
- 2.22. Know about the functions of leaves
- 2.23. Know about the life cycle of plants
- 2.24. Be able to classify plants according to their features

Materials

By the end of the school year in which they are 9, the vast majority of children will:

- 2.25. Know that some materials conduct electricity
- 2.26. Know that some materials conduct heat more effectively than others
- 2.27. Know that temperature is a measure of heat
- 2.28. Know that some changes in materials are reversible and others are irreversible
- 2.29. Know about the changes that occur when materials are mixed
- 2.30. Know that some substances dissolve in water and others do not
- 2.31. Be able to compare common materials and objects according to their properties
- 2.32. Be able to distinguish between solids, liquids and gases
- 2.33. Be able to separate insoluble solids from liquids by filtering
- 2.34. Understand that different materials are suited for different purposes

Physical processes

By the end of the school year in which they are 9, the vast majority of children will:

- 2.35. Know about the principles of magnets and magnetic and non-magnetic materials
- 2.36. Be able to construct electrical circuits to make devices work
- 2.37. Be able to change the type or number of components in a circuit to have a different effect
- 2.38. Know that forces can have direction
- 2.39. Know that forces differ in size
- 2.40. Know about the effects of friction
- 2.41. Know that light travels from a source
- 2.42. Know that objects form shadows when they block the passage of light from a source
- 2.43. Know that sounds are made when objects vibrate
- 2.44. Be able to create sounds with a variety of objects
- 2.45. Be able to change sounds by altering variables
- 2.46. Know that the sun, earth and moon are approximately spherical
- 2.47. Know that the position of the sun appears to change during the course of a day and that shadows change as a result
- 2.48. Know that the sun provides the light and heat necessary for the earth
- 2.49. Know that the moon appears to change shape over the course of a month

Milepost 3-Years 5 & 6

Enquiry

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1. Know that the study of science is concerned with investigating and understanding the animate and inanimate world around them
- 3.2. a. Be able to conduct scientific investigations posing scientific questions
- 3.2. b. Be able to choose an appropriate way to investigate a scientific issue
- 3.2. c. Be able to make systematic and accurate measurements from their observations
- 3.2. d. Be able to explain and justify their predictions, investigations, findings and conclusions
- 3.2. e. Be able to record and communicate their findings accurately using the most appropriate medium and the appropriate scientific vocabulary and conventions
- 3.3. Be able to gather evidence from a variety of sources
- 3.4. Be able to discriminate between evidence and opinion
- 3.5. Understand the importance of using evidence to test scientific ideas
- 3.6. Understand some of the effects of what they learn on people's lives

Living things

By the end of the school year in which they are 12, the vast majority of children will:

- 3.7. Know about the major classifications of living things
- 3.8. Know about the effects of food chains in a variety of environments
- 3.9. Know that changes in the environment have effects on living things
- 3.10. Know about the nature, functions and effects of microorganisms
- 3.11. Be able to recognise and name the major plants and animals in the host country
- 3.12. Be able to classify locally occurring plants and animals according to their features
- 3.13. Be able to recognise and name the major plants and animals in their home country
- 3.14. Understand the relationship between living things and the environment in which they live
- 3.15. Know about the structure of the human body
- 3.16. Know the functions of the major internal and external parts of the human body
- 3.17. Know about similarities and differences between humans and other creatures
- 3.18. Know about the effect of exercise on the human pulse rate
- 3.19. Know about the effect of drug misuse on the human body
- 3.20. Know about the ways in which humans and other animals reproduce
- 3.21. Know that some characteristics of humans and other animals are inherited from their parents
- 3.22. Know that some characteristics of humans are influenced by their environment
- 3.23. Understand the importance of an appropriate diet for the health of humans and other animals

- 3.24. Know that some characteristics of plants are inherited from their parents
- 3.25. Know about the functions of the major parts of a plant
- 3.26. Know about factors that affect the growth of plants
- 3.27. Know about the function of roots in anchoring and feeding plants
- 3.28. Know about ways in which plants reproduce
- 3.29. Know about the effects of seed dispersal
- 3.30. Know about the conditions needed for germination

Materials

By the end of the school year in which they are 12, the vast majority of children will:

- 3.31. Know the distinctive properties of different materials
- 3.32. Know about the principles of materials acting as thermal insulators
- 3.33. Know what happens when materials are heated and cooled
- 3.34. Know about the principles of condensation and evaporation
- 3.35. Know about differences between metals and other materials
- 3.36. Know that matter is made up of particles
- 3.37. Know about the different arrangements of particles in solids, liquids and gases
- 3.38. Be able to compare and group rocks and soils according to their properties
- 3.39. Be able to group and classify materials according to their properties
- 3.40. Be able to identify changes that are reversible or irreversible
- 3.41. Be able to separate simple mixtures
- 3.42. Be able to recover dissolved solids through evaporation

Physical processes

By the end of the school year in which they are 12, the vast majority of children will:

- 3.43. Know that heat is often produced as a by-product when one form of energy is converted to another
- 3.44. Know that heat can move from one object to another by conduction
- 3.45. Be able to represent electrical circuits in drawings using conventional symbols
- 3.46. Be able to construct circuits on the basis of drawings using conventional symbols
- 3.47. Be able to vary an electrical circuit to change its effect
- 3.48. Know about the nature and effect of gravitational force
- 3.49. Be able to identify the effects of physical forces
- 3.50. Be able to measure forces
- 3.51. Be able to identify the direction of forces
- 3.52. Know that light travels in a straight line until it strikes an object
- 3.53. Know that light can be reflected, refracted or absorbed
- 3.54. Know that light travels through some materials and not through others
- 3.55. Know that we see things when light from them enters our eyes
- 3.56. Know how sounds are changed by altering the nature and frequency of the vibrations
- 3.57. Know that vibrations from sound sources travel through a medium to reach the ear
- 3.58. Be able to identify the effects and uses of light and sound
- 3.59. Know about the relationship between the Earth and the rest of the solar system

- 3.60. Know that day and night are related to the Earth spinning on its axis
- 3.61. Know about the time taken for the Earth to orbit the sun and for the moon to orbit the earth
- 3.62. Know about the effects caused by the Earth moving
- 3.63. Know that patterns of stars in the sky stay the same
- 3.64. Be able to identify the major constellations
- 3.65. Know about the major sources of energy
- 3.66. Know how energy sources occur
- 3.67. Know how energy sources are obtained
- 3.68. Know how energy sources are used
- 3.69. Know the basic principles of renewable and sustainable energy

ICT Learning Goals

Introduction

In ICT, children learn about applying technology in order to gather, use and exchange information.

They should be taught about:

- Ways of gathering, investigating, analysing, communicating and presenting information
- Making the best use of available resources
- Making the best use of available information
- Ways in which ICT affects people's lives

The **Knowledge, Skills and Understanding** which children gain through their study of information and communication technology can be regarded in terms of:

- Enquiry
- Information
- Skills
- Communication
- Evaluation

The goals in information and communication technology will normally be achieved through children's work in other subjects.

Milepost 1-Years 1 & 2

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1. Know about some of the applications of ICT in everyday life
- 1.2. Know about some of the ways in which the use of ICT affects people's lives
- 1.3. Be able to use ICT to organise and classify information
- 1.4. Be able to use ICT to present information
- 1.5. Be able to enter, save, retrieve and revise information
- 1.6. Be able to work with text, tables, images and sound
- 1.7. Be able to plan and give instructions to make things happen
- 1.8. Be able to describe what they have done
- 1.9. Be able to use ICT to explore what happens in real and imaginary situations

Milepost 2-Years 3& 4

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1. Know about some applications of ICT in work situations
- 2.2. Know about some applications of ICT in daily life
- 2.3. Know about some of the ways in which the use of ICT in work situations affects people's lives
- 2.4. Be able to find and use stored information from a variety of sources
- 2.5. Be able to use ICT to support and present their work in other subjects
- 2.6. Be able to use sequences of instruction to control devices and achieve specific outcomes
- 2.7. Be able to make choices to gather information and solve problems
- 2.8. Understand that ICT can be used responsibly and creatively to people's benefit

Milepost 3-Years 5 & 6

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1. Know that the study of ICT is concerned with applying technology to gather, use and exchange information
- 3.2. Know about an increasing number of applications of ICT for leisure, communication and work
- 3.3. Be able to frame questions appropriately when gathering and interrogating information
- 3.4. Be able to interpret their findings
- 3.5. Be able to identify whether their findings are valid
- 3.6. Be able to manipulate and combine different forms of information from different sources
- 3.7. Be able to use ICT to present information in a variety of forms
- 3.8. Be able to exchange information and ideas in a number of different ways
- 3.9. Be able to use ICT to control events
- 3.10. Be able to use ICT to sense physical data
- 3.11. Be able to use ICT-based models and simulations
- 3.12. Understand that the quality of information affects the results of any enquiry
- 3.13. Understand the importance of considering audience and purpose when presenting information

Geography Learning Goals

Introduction

In Geography, children learn about places and environments in the world around them. They should be taught about:

- Ways of finding out about places and environments
- Environmental issues
- Interpreting geographical information
- How places and environments are affected by natural processes and human activities
- The characteristics of natural features and processes
- How people have organised their physical environment
- The diversity of human activities – including economic, social, political and cultural
- Similarities and differences between places and environments
- How their own lives, and those of other people, are affected by geographical and

- environmental factors
- How nations affect each other
- Causes and effects
- The use of maps, atlases and globes
- The geography of the host country

The **Knowledge, Skills and Understanding** which children gain through their study of Geography can be regarded in terms of:

- Enquiry
- Places
- Environmental change and development
- Geographical features
- Mapping
- Communicating

Milepost 1-Years 1 & 2

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1. Know about the main physical and human features of particular localities
- 1.2. Know about similarities and differences between different localities
- 1.3. Know about how land and buildings are used in particular localities
- 1.4. Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there
- 1.5. Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
- 1.6. Know that people can harm or improve the environment
- 1.7. Be able to use geographical terms
- 1.8. Be able to follow directions
- 1.9. Be able to describe the geographical features of the school site and other familiar places
- 1.10. Be able to make maps and plans of real and imaginary places, using pictures and symbols
- 1.11. Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country
- 1.12. Be able to use secondary sources to obtain simple geographical information
- 1.13. Be able to express views on the attractive and unattractive features of an environment
- 1.14. Be able to communicate their geographical knowledge and understanding in a variety of ways

Milepost 2-Years 3 & 4

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1. Know how particular localities have been affected by human activities
- 2.2. Know how particular localities have been affected by natural features and processes
- 2.3. Know how the nature of particular localities affect the lives of people
- 2.4. Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
- 2.5. Be able to use geographical terms
- 2.6. Be able to describe the main geographical features of the area immediately surrounding the school
- 2.7. Be able to make simple maps and plans of familiar locations

- 2.8. Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
- 2.9. Be able to use secondary sources to obtain geographical information
- 2.10. Be able to express views on the features of an environment and the way it is being harmed or improved
- 2.11. Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
- 2.12. Understand how places fit into a wider geographical context
- 2.13. Understand that the quality of the environment can be sustained and improved

Milepost 3-Years 5 & 6

By the age of 12, the vast majority of children will:

- 3.1. Know that the study of geography is concerned with places and environments in the world around them
- 3.2. Know about the main physical and human features and environmental issues in particular localities
- 3.3. Know about similarities and differences between particular localities
- 3.4. Know how the features of particular localities influence the nature of human activities within them
- 3.5. Know about recent and proposed changes in particular localities
- 3.6. Know about the major geographical features of the host country
- 3.7. Know about the geography of the area around the school
- 3.8. Know about the major geographical features of their home country
- 3.9. Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of people living there
- 3.10. Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
- 3.11. Know how people affect the environment
- 3.12. Be able to enquire into geographical factors and their effects on people's lives
- 3.13. Be able to use a variety of sources to gather geographical information
- 3.14. Be able to collect and record evidence to answer geographical questions
- 3.15. Be able to identify geographical patterns and to use their knowledge and understanding to explain them
- 3.16. Be able to use appropriate geographical vocabulary to describe and interpret their surroundings
- 3.17. Be able to use instruments to make measurements
- 3.18. Be able to use appropriate techniques to gather information
- 3.19. Be able to make plans and maps in a variety of scales using symbols and keys
- 3.20. Be able to use and interpret globes and maps in a variety of scales
- 3.21. Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived
- 3.22. Be able to explain how physical and human processes lead to similarities and differences between places
- 3.23. Be able to explain how places are linked through movement of goods and people
- 3.24. Be able to communicate their knowledge and understanding of geography in a variety of ways
- 3.25. Understand how localities are affected by natural features and processes
- 3.26. Understand how and why people seek to manage and sustain their environment

- 3.27. Understand how the geographical features of the host country affect the lives of the people who live there

History Learning Goals

Introduction

In History, children learn about the past in relation to the present. They should be taught about:

- Ways of finding out about the past
- The ways in which the past has been recorded and interpreted
- How to draw conclusions about the past
- The lives of people in the past
- Cultural, political, social, economic and personal aspects of past societies
- The ways in which past societies have affected each other
- The present being a result of what people have done in the past
- How their own lives are affected by historical influences
- Similarities and differences between the past and the present
- Continuity and change in their own lives and in the history of peoples
- Causes and effects
- Ways of presenting their work
- The history of the host country

The **knowledge, skills** and **understanding** which children gain through their study of History can be regarded in terms of:

- Enquiry
- Knowledge
- Interpretation
- Chronology
- Communicating

Milepost 1-Years 1 & 2

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1. Know stories about a range of people who have lived in a variety of cultures in the past
- 1.2. Know about a range of events that have happened in the past
- 1.3. Be able to ask and answer questions about the past
- 1.4. Be able to use key words and phrases relating to the passing of time
- 1.5. Be able to order events and objects into a sequence
- 1.6. Be able to identify differences between their own lives and those of people who have lived in the past
- 1.7. Be able to find out about aspects of the past from a range of sources of information
- 1.8. Be able to communicate their historical knowledge and understanding in a variety of ways
- 1.9. Understand that events and people's actions have causes and effects
- 1.10. Understand that the past is represented in a variety of ways

Milepost 2-Years 3 & 4

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1. Know about the main events, dates and characteristics of the past societies they have studied
- 2.2. Know about the lives of people in those periods
- 2.3. Know about the main similarities and differences between the past societies they have studied
- 2.4. Be able to give some reasons for particular events and changes
- 2.5. Be able to gather information from simple sources
- 2.6. Be able to use their knowledge and understanding to answer simple questions about the past and about changes
- 2.7. Understand that the past can be considered in terms of different time periods
- 2.8. Understand that the past has been recorded in a variety of different ways

Milepost 3-Years 5 & 6

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1. Know that the study of history is concerned with the past in relation to the present
- 3.2. Know about the characteristic features of particular periods and societies
- 3.3. Know about the general history of the host country
- 3.4. Know about the general history of their home country
- 3.5. Know about the characteristic features of a particular period in the history of the host country
- 3.6. Know about the ideas, beliefs, attitudes and experiences of people in the past
- 3.7. Know about the social, cultural, religious and ethnic diversity of the periods studied
- 3.8. Know the terms associated with the periods they have studied
- 3.9. Be able to enquire into historical issues and their effects on people's lives
- 3.10. Be able to find out about aspects of the past from a range of sources
- 3.11. Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
- 3.12. Be able to describe and make links between the main events, situations and changes both within and across periods
- 3.13. Be able to describe how the history of the host country affects the lives of people who live there now
- 3.14. Be able to describe how the history of one country affects that of another
- 3.15. Be able to ask and answer questions about the past
- 3.16. Be able to select and record information relevant to an historical topic
- 3.17. Be able to place the events, people and changes in the periods they have studied into a chronological framework
- 3.18. Be able to use dates and terms relating to the passing of time
- 3.19. Be able to communicate their Knowledge and Understanding of history in a variety of ways, making appropriate use of dates and historical terms
- 3.20. Understand how some aspects of the past have been represented and interpreted in different ways
- 3.21. Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint

Art Learning Goals

Introduction

In Art, children learn about visual and tactile expression and communication. They should be

taught about:

- Expressing ideas, emotions, observations and experiences in images
- Developing creativity and imagination
- Using colour, form, texture and patterns
- Using materials and processes
- Understanding, appreciating, respecting and enjoying other people's visual expressions
- The work of artists, craftspeople and designers from different cultures, including those
- represented in the host country
- Functions of the visual arts in people's lives now and in the past

The **Knowledge, Skills and Understanding** which children gain through their study of Art can be regarded in terms of:

- Enquiry
- Designing
- Making
- Techniques
- Materials
- Interpretation
- Evaluation
- Communication

Milepost 1-Years 1 & 2

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1. Know about some of the forms used by artists in their work
- 1.2. Be able to use a variety of materials and processes
- 1.3. Be able to suggest ways of improving their own work
- 1.4. Be able to comment on works of art
- 1.5. Understand that the work of artists can be seen in a wide variety of places and situations

Milepost 2

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1. Know how a number of artists – including some from their home country and the host country – use forms, materials and processes to suit their purpose
- 2.2. Know about some of the work of artists in the host country
- 2.3. Be able to use art as a means of self-expression
- 2.4. Be able to choose materials and techniques which are appropriate for their task
- 2.5. Be able to explain their own work in terms of what they have done and why
- 2.6. Be able to talk about works of art, giving reasons for their opinions

Milepost 3-Years 5 & 6

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1. Know that the study of art is concerned with visual and tactile expression and communication
- 3.2. Know how artists, craftspeople and designers from a variety of traditions – including those of their home country and the host country – use materials, forms and techniques to express their emotions, observations and experiences
- 3.3. Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences

- 3.4. Be able to communicate through visual and tactile forms
- 3.5. Be able to improve their own work
- 3.6. Be able to make judgements about works of art, showing understanding, appreciation, respect and enjoyment as appropriate
- 3.7. Be able to consider works of art in terms of meaning, design, materials, technique, place and time
- 3.8. Understand that the work of artists is influenced by their environment and that artists have an effect on the environment

Society/PSHE Learning Goals

Introduction

In Society/PSHE, children learn about living as members of groups. They should be taught about:

- The main political and social institutions and systems
- The rights and responsibilities of individuals as members of groups
- The responsibilities that groups have for their members

The **Knowledge, Skills and Understanding** which children gain through their study of Society/PSHE can be regarded in terms of:

- Individuals and groups
- Citizenship
- Health and safety
- Celebrations

The goals in Society/PSHE will normally be achieved through children's work in other subjects. They are closely linked to the international and personal goals/SLO's.

Subject goals

Milepost 1-Years 1 & 2

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1. Know that people have individual characteristics
- 1.2. Know some of the rules of groups to which they belong
- 1.3. Know about some of the factors that can harm or improve their health
- 1.4. Know about some of the factors that can improve or endanger their safety
- 1.5. Know about some major celebrations – including some in the host country
- 1.6. Understand that they belong to a number of groups (e.g. family, school, nation)

Milepost 2-Years 3 & 4

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1. Know that they belong to different groups, have different home countries and different nationalities
- 2.2. Know that different groups have different purposes
- 2.3. Know that people within groups have different outlooks, characteristics and purposes
- 2.4. Know that they have rights and responsibilities
- 2.5. Know that people in different countries have different traditions, celebrations and ways of living
- 2.6. Know about ways of keeping healthy and safe through diet, clothing, exercise,

- hygiene and the observance of reasonable rules
- 2.7. Understand that people can affect their own health and safety
 - 2.8. Understand that people's health and safety can be affected by a variety of factors including food, climate, rules, and the availability of resources
 - 2.9. Understand that celebrations are influenced by a variety of factors including beliefs and history

Milepost 3-Years 5 & 6

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1. Know that the study of society is concerned with learning about living as members of groups
- 3.2. Know about the major forms of national government, including those in the host country and their home country
- 3.3. Know about significant international organisations
- 3.4. Know about the major traditions, celebrations and ways of living in the host country and their home country
- 3.5. Understand their own responsibilities in the groups to which they belong
- 3.6. Understand the responsibilities of others in those groups and in the wider community
- 3.7. Understand that the way in which people fulfil their responsibilities affects the lives of others
- 3.8. Understand that the behaviour of individuals has an effect on the lives of others
- 3.9. Be able to enquire into the nature of groups and social institutions and their effects on people's lives

PE Learning Goals

Introduction

In Physical Education, children learn about healthy lifestyles and performing a range of movement activities.

They should be taught about:

- Developing physical competence and confidence
- Developing creativity and imagination
- A range of activities
- A range of skills
- Physical development
- Healthy lifestyles
- Teamwork
- Communication

The knowledge, skills and understanding which children gain through their study of Physical Education can be regarded in terms of:

- Skills
- Planning
- Performance
- Evaluation
- Fitness and health

Children should have opportunities to participate in:

- Gymnastics
- Ball games
- Athletics
- Dance
- Swimming

Subject goals

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know the rules and conventions of a number of activities and small games
- 1.2 Be able to perform simple activities with control and coordination
- 1.3 Be able to repeat and develop simple actions
- 1.4 Be able to apply simple tactics
- 1.5 Be able to apply movements in sequence
- 1.6 Be able to apply rules and conventions
- 1.7 Be able to observe, copy and develop actions performed by others
- 1.8 Be able to improve performance through observation and repetition
- 1.9 Be able to spend time at ease in water
- 1.10 Understand principles of safe activity
- 1.11 Understand that exercise has an effect on their body

Milepost 2

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1 Know the principal rules of a number of established sporting and athletic activities
- 2.2 Know the principles of water safety
- 2.3 Be able to choose appropriate skills and movements to suit a task
- 2.4 Be able to plan actions and movements
- 2.5 Be able to take part in a range of individual, pair, small group and team activities
- 2.6 Be able to perform a range of activities with control and coordination
- 2.7 Be able to apply tactics in competitive situations
- 2.8 Be able to apply expressive movements in sequence
- 2.9 Be able to improve performance through analysis, observation and repetition
- 2.10 Be able to move easily through water
- 2.11 Understand the importance of warming up before an activity
- 2.12 Understand that physical activity is good for their health
- 2.13 Understand the importance of rules
- 2.14 Understand the importance of fair play

Milepost 3

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1 Know that the study of physical education is concerned with healthy lifestyles and performing a range of movement activities
- 3.2 Know the principal rules of established sporting and athletic activities
- 3.3 Know the principles of water safety
- 3.4 Be able to perform with control, coordination, precision and consistency
- 3.5 Be able to plan their own performance
- 3.6 Be able to participate in small-side team games
- 3.7 Be able to use tactics to improve their own performance and that of a team

- 3.8 Be able to identify the features of a good performance
- 3.9 Be able to evaluate their own performance
- 3.10 Be able to refine and improve their performance based on their understanding of what is needed
- 3.11 Be able to apply the rules and conventions of a range of sports and activities
- 3.12 Be able to use movement as a means of expression and communication
- 3.13 Be able to swim a distance of at least 100 metres
- 3.14 Understand how physical activity affects the body
- 3.15 Understand the importance of dressing appropriately for physical activity
- 3.16 Understand the importance of hygiene
- 3.17 Understand the importance of safety procedures

Music Learning Goals

Introduction

In Music, children learn about musical expression and communication.

They should be taught about:

- Expressing emotions and experiences in images
- Developing creativity and imagination
- Performing by singing and playing instruments
- Musical composition
- Appreciating, respecting and enjoying musical compositions and performances
- The work of musicians from different cultures, including those represented in the host country
- Functions of music in people's lives now and in the past

The knowledge, skills and understanding which children gain through their study of Music can be regarded in terms of:

- Enquiry
- Performance
- Composition
- Listening
- Interpretation
- Evaluation
- Communication

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know a number of songs
- 1.2 Know a number of other pieces of music
- 1.3 Know how a number of musicians – including some from their home country ;and the host country – use musical elements to create different effects and for different purposes
- 1.4 Be able to recognise and explore ways in which sounds can be made, changed and organised
- 1.5 Be able to sing familiar songs
- 1.6 Be able to play simple rhythms with a steady beat
- 1.7 Be able to compose simple musical patterns
- 1.8 Be able to perform individually and with others

- 1.9 Be able to use symbols to represent sounds
- 1.10 Be able to listen carefully to pieces of music and comment on them
- 1.11 Be able to recall a simple tune
- 1.12 Be able to suggest ways of improving their own work
- 1.13 Understand that musical elements can be used to create different effects
- 1.14 Understand that music is used for a variety of different purposes

Milepost 2

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1 Know how a number of musicians – including some from their home country and the host country – organise sounds and use them expressively
- 2.2 Know how a number of musicians – including some from their home country and the host country – choose sounds and instruments which are appropriate for their task
- 2.3 Be able to recognise and explore the ways that sounds can be organised and used expressively
- 2.4 Be able to sing in tune and with expression
- 2.5 Be able to perform simple pieces rhythmically using a limited range of notes
- 2.6 Be able to improvise repeated patterns
- 2.7 Be able to compose simple pieces to create intended effects
- 2.8 Be able to choose sounds and instruments which are appropriate for their task
- 2.9 Be able to improve their own work, having regard to the intended effect
- 2.10 Be able to explain their own work in terms of what they have done and why
- 2.11 Be able to talk about pieces of music, giving reasons for their opinions
- 2.12 Be able to recognise and identify familiar pieces of music including some from the host country
- 2.13 Understand how musical elements are combined and varied to create different effects

Milepost 3

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1 Know that the study of music is concerned with musical expression and communication
- 3.2 Know how a number of musicians – including some from their home country and the host country – combine musical elements within a structure
- 3.3 Be able to sing songs in unison and in two parts
- 3.4 Be able to play tuned and untuned instruments with control and rhythmical accuracy
- 3.5 Be able to perform as part of an ensemble
- 3.6 Be able to perform with an awareness of audience
- 3.7 Be able to compose musical pieces combining musical elements within a structure
- 3.8 Be able to improve their own work having regard to purpose
- 3.9 Be able to listen attentively with attention to detail
- 3.10 Be able to make judgements about pieces of music, showing understanding, appreciation, respect and enjoyment as appropriate
- 3.11 Be able to consider pieces of music in terms of meaning, mood, structure, place and time
- 3.12 Understand that musicians use music to express emotions and experiences
- 3.13 Understand that the work of musicians is influenced by their environment

STEAM Learning Goals

Introduction

In STEAM, children learn about designing and making products to solve problems and meet needs.

They should be taught about:

- Designing, producing and using products
- Techniques of production
- The use of a range of materials and components
- The diversity of technological products
- How to think about design and production
- Identifying and responding to needs, wants and opportunities
- How to evaluate materials, processes and products
- The effects of technology on people's lives

The knowledge, skills and understanding which children gain through their study of STEAM can be regarded in terms of:

- Enquiry
- Design
- Production
- Materials and components
- Evaluation

Subject goals

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know that products in everyday use have an effect on people's lives
- 1.2 Be able to plan what they are going to make
- 1.3 Be able to describe their plans in pictures and words
- 1.4 Be able to use simple tools and materials to make products
- 1.5 Be able to choose appropriate tools and materials for their tasks
- 1.6 Be able to comment on their own plans and products and suggest areas of improvement
- 1.7 Be able to comment on the usefulness of products in everyday use

Milepost 2

By the end of the school year in which they are 9, the vast majority of children will:

- 2.1 Know that the way in which products in everyday use are designed and made affects their usefulness
- 2.2 Be able to design and make products to meet specific needs
- 2.3 Be able to make usable plans
- 2.4 Be able to make and use labelled sketches as designs
- 2.5 Be able to use simple tools and equipment with some accuracy
- 2.6 Be able to identify and implement improvements to their designs and products
- 2.7 Be able to identify the ways in which products in everyday use meet specific needs
- 2.8 Be able to suggest improvements to products in everyday use

Milepost 3

By the end of the school year in which they are 12, the vast majority of children will:

- 3.1 Know that technology affects people's lives
- 3.2 Know how the lives of people in the host country are affected by the extent of technological advance
- 3.3 Know how the lives of people in their home country are affected by the extent of technological advance
- 3.4 Be able to respond to identified needs, wants and opportunities with informed designs and products
- 3.5 Be able to gather and use information to suggest solutions to problems
- 3.6 Be able to devise and use step-by-step plans
- 3.7 Be able to consider the needs of users when designing and making
- 3.8 Be able to select the most appropriate available tools and materials for a task
- 3.9 Be able to work with a variety of tools and materials with some accuracy
- 3.10 Be able to test and evaluate their own work and improve on it
- 3.11 Be able to investigate the way in which simple products in everyday use are designed and made and how they work
- 3.12 Be able to evaluate the effectiveness of simple products in everyday use
- 3.13 Understand the need for accurate design and working
- 3.14 Understand the ways in which technology can be used to meet needs, wants and opportunities
- 3.15 Understand that different techniques, tools and materials are needed for different tasks
- 3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose

Thai Language and Culture Thai Department Philosophy

Philosophy of Thai Department is "Thai Language and Culture is the need of people who live in Thailand". Since Thai language and culture are part of people's lifestyle, it is necessary that students acquire the knowledge and understanding of Thai language in order to gain a basis for understanding Thai arts and Thai people. It is the hope that this encourages relationships between Thai and non-Thai people who live in Thai society. Knowledge leads to an understanding of a variety of languages and culture, which enhances positive perceptions of a diverse worldwide community. The Thai language and culture curriculum supports and relates to students and corresponds to the school's mission aimed at creating positive attitudes towards the Thai language and culture and strengthens the awareness of the value of the language.

Mission

For Thai national students:

1. Develop 4 skills of listening, speaking, reading, and writing Thai language and grammar rules.

2. Study Thai Culture and arts such as Thai classical dance and music, wat and museum, Thai dress code, Thai wisdom, and important people.
3. Study Social Studies to understand about religions, Thailand Geography and History, democratic in Thailand, natural conservation, and economics.
4. Participate in Loy Krathong, Songkran and Wai Khru ceremonies. They also learn other cultures.

For expatriate students:

1. Be able to communicate in Thai language for daily use.
2. develop 4 skills of listening, speaking, reading, and writing Thai language and grammar rules.
3. Study Thai Culture and arts such as Thai classical dance and music, Wat and museum, Thai dress code, Thai wisdom, and Important People.
4. Participate in the Loy Krathong, Songkran and Wai Kru ceremonies.

Vision

- To improve student ability in terms of linguistics, language structure and language use with an emphasis on the 4 skills; listening, speaking, reading and writing
- To equip students with the ability to use the Thai language in certain social situations appropriate to the social contexts, people and time
- To provide a communications tool for foreign students for survival in Thailand.
- To enrich the students' knowledge of the Thai culture to the extent that they can recognize the similarities and differences of various cultures.

1. Guidelines for Teaching Procedures

- Being aware of the learner's different levels of Thai language acquisition
 - Respond to individual abilities and knowledge of the Thai language and culture which vary by integrating the 4 skills: listening, speaking, reading and writing.
 - Providing activities and exercises to suit the learners' capacity.
- 2). Considering the learner's interests and needs for language use.
 - 2.1) emphasis on Student-centered methods in which the students actually perform the task. Teaching tools are based on real or authentic materials such as newspapers, TV, video, VCD etc. so that the students have an opportunity to have direct experience with the language while teachers take the role as a facilitator.
 - 2.2) The teaching is based on the school curriculum to assure conformity and relevance to other subjects or courses the students are taking.
 - 3). Teaching Thai language used based on Thai context and culture.
 - 3.1) Emphasis on incorporating or inserting the culture into the language teaching to enhance the students' knowledge and understanding of the Thai culture and lifestyle within the scope of their various cultures.
 - 3.2) Emphasis on real-life language activities to boost students' confidence and participation while drawing from their own resources and those of their peers, which is an effective way to expand their experience and interests based on the Whole Language Approach.
 - 4). Provide opportunities for students to practice and use the Thai language in both simulated and real-life situations.

- 4.1) Emphasis on communicative language use.
- 4.2) Flexible content and activities to serve the needs and interests of students in timely situations.

2. Curriculum Structure

The curriculum is divided into 3 levels to suit students' language ability.

- 1.1 Beginners Level
- 1.2 Intermediate Level
- 1.3 Advanced Level

Foundation Year 1 & 2 and Elementary Years 2 - 6

Beginners Level	Intermediate Level	Advanced Level
Foundation 1& 2 and Year 1 will study together in an Introduction to Thai Language and Culture course.		
Beginners Years 2, 3, 4, 5, and 6 will study Thai Language based on Thai Kindergarten and Prathom 1 Textbook.	Intermediate Years 3, 4, 5, and 6 will be the students who can speak Thai, some of them are half Thais, but they have difficulty in reading and writing Thai so we have to separate them from Advanced Thai class. The student will study Kindergarten Thai and text book Prathom 1.	Advanced Years 2, 3, 4, 5, and 6 will study text book Prathom 1 through Prathom 5.

All elementary and secondary students also will study Thai Culture based on Social Studies:

- Learn how to do "Wai"
- The Geography of Thailand
- The King and Queen and the Royal Family of Thailand
- Autobiography of Thailand
- Thai Holidays
- King of Thailand
- Thai Classical Dance and Thai
- Northern Thai Music Instrument
- Field Trip to the Thai temple (Wat) and Museum
- Perform the Loy Krathong and SongKran Festival

An Overview of Foundation Years and Year 1

Course Title: Introduction to Thai Language and Culture for Foundation 1 & 2, and Year 1

Course Description:

The three – year course is designed for Thai and Non-Thai students so that they will be introduced to the Thai Alphabets and songs. Students will develop handwriting and enjoy listening to Thai stories. They also learn Thai dancing and wear Thai costumes in the Thai days.

Course Schedule: 5 periods per week.

Course Objectives: Students will develop:

Speaking and listening skills

- Speak words and sentences.
- Respond to questions and make conversation.
- Be able to sing Thai songs.
- Be able to summarise and tell the story in Thai.

Reading skills

- Recognise the Thai alphabet and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.

Writing skills

- Trace and write the Thai alphabet.
- Be able to count and write numbers in Thai.

Thai Culture

1. Comprehend and sing Thai songs.
2. Show positive attitude and experiences toward Thai culture.

Topics and Units:

- The course is divided into the following main topic areas:
- Thai Alphabet and Numbers
- Thai Stories and Acting

Assessment of Learning:

1. Weekly listening, speaking, reading and writing the alphabet test.
2. Sing “Thai Alphabet Song” test.
3. Read from the picture and draw the picture.
4. Tell a Thai story.

Materials Used:

1. Kindergarten Textbook
2. Thai Alphabet Song on the Tape/VCD
3. Thai Alphabet Cards

4. Pictures of Body Parts, Fruit, and Animals in Thai.
5. Chart of the Numbers, Colors, and Days of the Week in Thai.
6. VCD about Thai Songs and Thai Dancing.
7. Thai Holidays Textbook
8. Puppets and Stories Book

Course Outlines and Class Objectives

Thai language and culture for beginner level for foundation year 1

Expected minimal outcomes by end of course

At the end of the second semester beginner students will be able to

1. count number 1-10
2. identify the letters ก-จ
3. name 5 animals
4. name 10 colors
5. name 5 fruits
6. name 5 occupations
7. following the easy commands
8. sing along with the songs
9. know how to greet or „Wai“

Thai language and culture for beginner level for foundation year 2

Expected minimal outcomes by end of course

At the end of the second semester beginner students will be able to

1. count number 1-50
2. identify and write the letters ก-ฮ
3. name 10 animals
4. name 12 colours
5. name 10 fruits
6. recognise their names in Thai
7. name 5 things in the class
8. make short conversation
9. ask for permission to the bathroom , for a drink etc.
10. sing a short song

Thai language and culture for beginner level for year 1

Expected minimal outcomes by end of course

At the end of the second semester beginner students will be able to

1. count number 1-100
2. identify and write the 44 letters ก- ฮ
3. name 15 animals
4. name 12 colors
5. name 15 fruits
6. recognise and write their names in Thai
7. identify and write 8 vowels สระ อะ อา อี้ อี อื อู อุ
8. sing 7 songs

9. memorise 50 words in the units of house & family , fruits shape & colors ,places animals school, etc.
10. appreciate Thai culture in manners, arts, festivals (Loy kratong and Song kran)

An Overview of the Thai Programme Years 2 to 6

Beginner Classes

Course Title: Thai Language and Culture for Beginners Years 2 - 6

Course Description; A Five year course that is designed for non-Thai students so that they will be able to develop listening, speaking, reading, and writing skills based on Thai textbook Prathom 1. They will enjoy singing and dancing Thai songs, drawing, and reading.

Course Schedule: 5 periods per week throughout an academic year.

Course Objectives: Students will develop:

Reading skills

- Recognize the Thai alphabet, five tones, and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Be able to read long vowels and short vowels.
- Reading comprehension and response.

Writing skills

Develop handwriting.

Be able to write a short essay.

Be able to summarize.

Be able to write new words and make sentences.

Draw and colour.

Listening and speaking skills

- Listen and repeat.
- Listen to the word and write it down.
- Listen to the story and response.
- Listen and watch the Thai classic and response.

Grammar Drills:

- use grammar to write the sentence.
- Be able to use the language in the right situation. Literature:
- Understand the Thai Literature.
- Be able to read poem correctly

Topics and Units:

The course is divided into the following main topic areas

1. Thai Grammar (Thai consonants & 19 vowels)

2. Reading, writing, and Thai Culture

Assessment of Learning:

Assessment are made through quizzes, weekly spelling test, dictation, participation, listening comprehension, presentation vocabulary test and oral exams

Materials used:

Thai consonants chart, Vowels chart, Flash cards, Thai textbooks, Thai exercise books, Games, Songs, Posters, Pictures, Cassettes, Thai textbook Prathom 1 produced by Thai Ministry of Education

Intermediate Classes

Course Title: Thai Language and Culture for Intermediate Years 2 – 4

Course Description:

A Three year course that is designed for Non-Thai and Half-Thai students so that they will be able to develop listening, speaking, reading, and writing skills based on Thai textbook Prathom 1. They will enjoy singing and dancing Thai songs, drawing, and reading. They also learn Thai music instruments during the activity.

Course Schedule: 5 periods per week throughout an academic year.

Course Objectives:

Students will develop:

Reading skills

- Recognise the Thai alphabet, five tones, and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Be able to read long vowels and short vowels.
- Reading comprehension and response.

Writing skills

- Develop handwriting.
- Be able to write a short essay.
- Be able to summarize.
- Be able to write new words and make sentences.
- Draw and Color.

Listening and speaking skills

- Listen and repeat.
- Listen to the word and write it down.
- Listen to the story and response.
- Listen and watch the Thai classic and response.

Grammar Drills:

- use grammar to write the sentence.
- Be able to use the language in the right situation.

Literature:

- Understand the Thai Literature.
- Be able to read poems correctly

Topics and Units:

The course is divided into the following main topic areas

1. Thai Grammar (Thai consonants & 19 vowels)
2. Reading, writing, and Thai Culture

Assessment of Learning

Assessments are made through quizzes, weekly spelling test, dictation, participation, listening comprehension, presentation vocabulary test and oral exams

Course Title: Thai Language and Culture for Intermediate Years 5 & 6

Course description;

A Two year course that is designed for Non-Thai and Half-Thai students so that they will be able to develop listening, speaking, reading, and writing skills based on Thai textbook Prathom 2. They will enjoy singing and dancing Thai songs, drawing, and reading. Students have the opportunity to learn Thai musical instruments during activity time.

Course Schedule: 5 periods per week throughout an academic year.

Course Objectives: Students will develop:

Reading skills

- Recognize the Thai alphabet, five tones, and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Be able to read long vowels and short vowels.
- Reading comprehension and response.

Writing skills

- Develop handwriting.
- Be able to write a short essay.
- Be able to summarize.
- Be able to write new words and make sentences.
- Draw and Color.

Listening and speaking skills

- Listen and repeat.
- Listen to the word and write it down.
- Listen to the story and response.
- Listen and watch the Thai classic and response.

Grammar Drills:

- use grammar to write the sentence.
- Be able to use the language in the right situation.

Literature:

- Understand the Thai Literature.
- Be able to read poem correctly

Topics and Units:

The course is divided into the following main topic areas

1. Thai Grammar (8 final consonants, blend and three consonants)
2. Reading, Writing, and Thai Culture Assessment of Learning Assessment are made through quizzes, weekly spelling test, dictation, participation, listening comprehension, presentation vocabulary test and oral exams

Materials used: 3 class consonants chart, Thai consonants chart , Vowels chart, Flash cards, Thai textbooks, Thai exercise books, Games, Songs, Posters, Pictures, Cassettes, Thai textbook Prathom 2, Produced by Thai Ministry of Education

Advanced Course Title: Advanced Thai Language and Culture Year 2

Course Description; One year course is designed for Thai students so that they will be able to develop listening, speaking, reading, and writing skills based on Thai textbook Prathom 1. They will enjoy singing and dancing Thai songs, drawing, reading lots of Thai stories which we provide a small area for them to read in their class.

Course Schedule: The course provides 5 periods per week throughout an academic year.

Course Objectives:

Students will develop:

Reading skills

- Recognize the Thai alphabet, five tones, and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Be able to read long vowels and short vowels.
- Reading comprehension and response.

Writing skills

Develop handwriting.

Be able to write a short essay.

Be able to summarize.

Be able to write new words and make sentences.

Draw and Color.

Listening and speaking skills

- Listen and repeat.

- Listen to the word and write it down.
- Listen to the story and response.
- Listen and watch the Thai classic and response.

Grammar Drills:

- Use grammar to write the sentence.
- Be able to use the language in the right situation.

Literature:

- Understand the Thai Literature.
- Be able to read poems correctly

Topics and Units:

The course is divided into the following main topic areas

1. Thai Grammar (Thai consonants & 19 vowels)
2. Reading, writing, and Thai Culture

Assessment of Learning

Assessment are made through quizzes, weekly spelling test, dictation, participation, listening comprehension, presentation vocabulary test and oral exams Materials used: Thai consonants chart , Vowels chart, Flash cards, Thai textbooks, Thai exercise books, Games, Songs, Posters, Pictures, Cassettes, Thai textbook Prathom 1 produced by Thai Ministry of Education

Course Title: Advanced Thai Language and Culture Year 3

Course description:

One year course is designed for Thai students so that they will be able to develop listening, speaking, reading, and writing skills based on Thai textbook Prathom 2. They will enjoy singing and dancing Thai songs, drawing, reading lots of Thai stories which we provide a small area for them to read in their class.

Course Schedule: 5 periods per week throughout an academic year.

Course Objectives:

Students will develop:

Reading skills:

- Recognise the Thai alphabet, five tones, and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Be able to read long vowels and short vowels.
- Reading comprehension and response.

Writing skills:

- Develop handwriting.
- Be able to write a short essay.

Be able to summarise.

Be able to write new words and make sentences.

Draw and colour.

Listening and speaking skills:

- Listen and repeat.
- Listen to the word and write it down.
- Listen to the story and response.
- Listen and watch the Thai classic and response.

Grammar Drills:

- use grammar to write the sentence.
- Be able to use the language in the right situation.

Literature:

- Understand the Thai Literature.
- Be able to read poem correctly

Topics and Units:

The course is divided into the following main topic areas

1. Thai Grammar (8 final consonants, blend and three class consonants)
2. Reading, Writing, and Thai Culture

Assessment of Learning:

Assessment are made through quizzes, weekly spelling test, dictation, participation, listening comprehension, presentation vocabulary test and oral exams Materials used: 3 class consonants chart, Thai consonants chart, Vowels chart, Flash cards, Thai textbooks, Thai exercise books, Games, Songs, Posters, Pictures, Cassettes, Thai textbook Prathom 2, Produced by Thai Ministry of Education

Course Title: Advanced Thai Language and Culture for Year 4

Course Description:

The one-year course is designed for Thai students so that they will develop reading, writing, listening, speaking skills, grammar drills based on Thai text Prathom 3. Students will enjoy singing and dancing some Thai songs, doing some Thai crafts, and playing some Thai music instruments during the school activities.

Course Schedule: 5 periods per week

Course Objective:

Students will develop:

Reading skills:

- Recognise the Thai alphabet, tones and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.

- Be able to read long and short vowels.
- Reading comprehension and responding.

Writing skills:

- Develop hand-writing.
- Be able to write a short essay.
- Be able to summarise.
- Be able to write words and make up sentences.

Listening and speaking skills:

- Listen and repeat.
- Listen to the word and write it down.
- Listen to the story and response.
- Listen and watch the Thai classic and response.

Grammar Drills:

- Use grammar to write the sentence.
- Be able to use the language in the right situation.

Literature:

Understand the Thai Literature and classics.
Be able to comment on Thai Literature.

Topics and Units:

The course is divided into the following main topic area :

- Thai Grammar (Final consonants and sentence pattern).
- Reading, Writing, and Thai Culture
- Syllables, Words, Phrases, Sentences.

Assessment of Learning:

Assessments are made through homework and coursework assignments, classroom participation, tests and examination. Material Used: Classroom instruction, books, teacher's worksheet, charts, index cards, journals, pictures, newspapers, internet resources, video, and CD. The principle text: Thai textbook Prathom 3 (P.3) by the Ministry of Education.

Course Title: Advanced Thai Language and Culture for Year 5

Course Description:

The one-year course is designed for Thai students so that they will develop reading, writing, listening, speaking skills, grammar drills and literature based Thai text Prathom 4. Students will enjoy singing and dancing Thai songs, doing some Thai crafts, and playing some Thai music instruments during the school activities.

Course Schedule: 5 periods per week

Course Objective: Students will develop:

Reading skills:

- Recognise the Thai alphabet, tones and read aloud correctly.
- Comprehend authentic materials such as charts and pictures.
- Be able to read long and short vowels.
- Reading comprehension and responding.

Writing skills:

- Develop hand-writing.
- Be able to write an essay.
- Be able to summarise.
- Be able to write words and make up sentences.

Listening and speaking skills:

- Listen and repeat.
- Listen to the word and write it down.
- Listen to the story and response.
- Listen and watch the Thai classic and response.

Grammar Drills:

- Use grammar to write the sentence.
- Be able to use the language in the right situation.

Literature:

- Understand the Thai Literature and classics.
- Be able to comment on Thai Literature.

Topics and Units:

The course is divided into the following main topic area :

- Thai Classics and Thai Culture
- Grammar, Reading, and Writing Skills

Assessment of Learning:

Assessments are made through homework and coursework assignments, classroom participation, tests and examination.

Materials Used: Classroom instruction, books, teacher's worksheet, charts, index cards, journals, pictures, newspapers, internet resources, video and CD. The principle text : Thai textbook Prathom 4 by the Ministry of Education.

Course Title: Advance Thai Language and Thai Culture for Year 6**Course Description:**

The one-year course is designed for Thai students so that they will develop reading, writing, listening, speaking skills, grammar drills and literature based on Thai text Prathom 5.

Students will enjoy singing and dancing Thai songs, doing some Thai crafts, and playing some Thai music instruments during the school activities.

Course Schedule: 5 periods per week.

Course Objectives for Thai Studies:

Students will develop:

Reading skills:

- Be able to read comprehensions and reading aloud accurately, according to the Thai Ministry of Education's reading guideline.
- Be able to use Thai appropriately to grammar rules.
- Read Thai literature and speak to debrief the story.
- Show their reading comprehension.
- Share their opinions to the classmates about the articles.

Writing skills:

- Develop handwriting.
- Be able to write essays and write letter form assignments.
- Be able to summarise.
- Be able to write new words and make sentences.

Listening and speaking skills:

- Be able to recognise the communication skills, which are the ability basis in all of language skills such as listening, viewing, speaking.
- Listen and repeat.
- Listen to the word and write it down.
- Listen to the story and response.

Grammar Drills:

- Use Thai appropriately to grammar rules.
- Be able to use the language in the right situation.
- Use grammar to write the sentence.

Literature:

- Understand the Thai Literature and classics.
- Be able to comment on Thai Literature.
- Share their opinions to the classmates about the Thai Literature.

Topics and Units:

Thai Classics and Thai Proverbs
Reading, writing, and Thai Culture

Assessment of Learning:

Reading comprehensions and reading aloud accurately test. Writing an Elaboration Letter test. Writing Dictation test. Writing an essay test. (from article) Thai Grammar test. Thai Proverb test. Presentation about Thai Culture from students' interesting. Materials Used:

Modern Foreign Learning Goals

Introduction

In learning an additional language children learn to communicate in a language that is not their mother tongue.

They should be taught about:

- How the language is used
- How to understand the additional language
- How to be understood in the additional language

The knowledge, skills and understanding which children gain through their study of Modern Foreign Languages can be regarded in terms of:

- Speaking and listening
- Reading
- Writing
- Grammatical conventions

The additional language for many children is likely to be English. At Lanna International Primary School, Chinese and French are also taught as part of the languages curriculum.

The International Learning Goals

The international goals are based on an understanding of the characteristics of an international curriculum:

An international curriculum should develop in children:

- Knowledge and understanding beyond that related to their own nationality
- An understanding of the independence and interdependence of peoples, countries and cultures

It should enable children to:

- Adapt to other education systems
- Develop both a national and an international perspective
- It should include:
 - A degree of focus on the host country
 - A degree of focus on the home country

These characteristics should be reflected in the whole curriculum and in all other aspects of school life. They are assumed in the subject and personal goals. So the following international goals are, in effect, a summary of the international outcomes of children's learning at the three mileposts.

Milepost 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of the International Primary Curriculum:

- 1.1 Know that children within the class and school have different home countries
- 1.2 Know the names and approximate locations of the home countries of children within the class (and/or school)
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

Milepost 2

By the end of the school year in which they are 9, the vast majority of children will, through their study of the International Primary Curriculum:

- 2.1 Know about some of the similarities and differences between the different home countries and between them and the host country
- 2.2 Know about ways in which these similarities and differences affect the lives of people
- 2.3 Be able to identify activities and cultures which are different from but equal to their own

Milepost 3

By the end of the school year in which they are 12, the vast majority of children will, through their study of the International Primary Curriculum:

- 3.1 Know about the key features related to the lives of people in their home country and, where appropriate, their parents' home countries
- 3.2 Know about the key features related to the lives of people in the host country and/or, where appropriate, other countries in which they have lived
- 3.3 Know about ways in which the lives of people in the countries they have studied affect each other
- 3.4 Know about similarities and differences between the lives of people in different countries
- 3.5 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups
- 3.6 Be able to identify ways in which people work together for mutual benefit
- 3.7 Understand that there is value both in the similarities and the differences between different countries

(NB: By the lives of people in these goals we mean to include such things as the history, geography, society, arts and traditions in the countries concerned. We also mean to include the diversity of experience within those countries.)

Personal Learning Goals/SLO's

Children should be taught in such a way that they develop the personal qualities of:

- **Enquiry**-Explorer and Learner (SLO)
- **Adaptability**-Confident & Explorer and Learner (SLO)

- **Resilience**-Confident & Explorer and Learner (SLO)
- **Morality**- Global Citizen & Confident & Healthy Individual (SLO)
- **Communication**-Communicators (SLO)
- **Thoughtfulness**-Global Citizen (SLO)
- **Cooperation**-Explorers & Learners, Global Citizens (SLO)
- **Respect**-Global Citizen (SLO)

Efforts towards achieving these goals should be reflected in the whole curriculum and in all other aspects of school life. To a large extent, they are assumed in the subject goals so the following personal goals are, in effect, largely a summary of the personal outcomes of children's learning.

By their nature, the personal goals are not age-specific. They apply to children – and adults –of all ages.

Enquiry

The vast majority of children will, through their study of the International Primary Curriculum:

1. Be able to ask and consider searching questions related to the area of study
2. Be able to plan and carry out investigations related to these questions
3. Be able to collect reliable evidence from their investigations
4. Be able to use the evidence to draw sustainable conclusions
5. Be able to relate the conclusions to wider issues

Adaptability

The vast majority of children will, through their study of the International Primary Curriculum:

1. Know about a range of views, cultures and traditions
2. Be able to consider and respect the views, cultures and traditions of other people
3. Be able to cope with unfamiliar situations
4. Be able to approach tasks with confidence
5. Be able to suggest and explore new roles, ideas, and strategies
6. Be able to move between conventional and more fluid forms of thinking
7. Be able to be at ease with themselves in a variety of situations

Resilience

The vast majority of children will, through their study of the International Primary Curriculum:

1. Be able to stick with a task until it is completed
2. Be able to cope with the disappointment they face when they are not successful in their activities
3. Be able to try again when they are not successful in their activities

Morality

The vast majority of children will, through their study of the International Primary Curriculum:

1. Know about the moral issues associated with the subjects they study
2. Know about and respect alternative moral standpoints
3. Be able to develop their own moral standpoints
4. Be able to act on their own moral standpoints

5. Be able to explain reasons for their actions

Communication

The vast majority of children will, through their study of the International Primary Curriculum:

1. Be able to make their meaning plain using appropriate verbal and non-verbal forms
2. Be able to use a variety of tools and technologies to aid their communication
3. Be able to communicate in more than one spoken language
4. Be able to communicate in a range of different contexts and with a range of different audiences

Thoughtfulness

The vast majority of children will, through their study of the International Primary Curriculum:

1. Be able to identify and consider issues raised in their studies
2. Be able to use a range of thinking skills in solving problems
3. Be able to consider and respect alternative points of view
4. Be able to draw conclusions and develop their own reasoned point of view
5. Be able to reflect on what they have learned and its implications for their own lives and the lives of other people
6. Be able to identify their own strengths and weaknesses
7. Be able to identify and act on ways of developing their strengths and overcoming their weaknesses

Cooperation

The vast majority of children will, through their study of the International Primary Curriculum:

1. Understand that different people have different roles to play in groups
2. Be able to adopt different roles dependent on the needs of the group and on the activity
3. Be able to work alongside and in cooperation with others to undertake activities and achieve targets

Respect

The vast majority of children will, through their study of the International Primary Curriculum:

1. Know about the varying needs of other people, other living things and the environment
2. Be able to show respect for the needs of other people, other living things and the environment
3. Be able to act in accordance with the needs of other people, other living things and the environment

