



CHARTER INTERNATIONAL SCHOOL



KEY STAGE I CURRICULUM GUIDE



Our Vision

Charter International School strives to provide high-quality education to enable all students to achieve their full potential.

Our Mission

Charter International School provides an international education in a safe, nurturing environment. The school develops students holistically, to become independent, active, self-motivated learners.

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Welcome From The Head of Primary

I would like to extend a very warm welcome to you from the Primary team here at Charter International School. Our school is a nurturing and friendly learning community, which cares for and educates children of all cultures.

We aim to provide a happy and safe environment where children love coming to school. Our philosophy is that happy children make for highly effective learners. Our curriculum, based on the National Curriculum for England, has been adapted to meet the needs of our international community. It is grounded by a foundation of academic rigour, and underpinned by our Schoolwide Learner Outcomes which develops students holistically, to become independent, active, self-motivated learners. We pride ourselves on the inclusive and diverse nature of our curriculum, supporting the needs, abilities, strengths and talents of each individual child.

We also believe that developing important life skills such as resilience, communication and the ability to collaborate are as important as academic success, so that our learners develop the confidence and ability to succeed in the next stage of their educational journey and beyond.

Our team of experienced teachers, and support staff work hard to ensure that all students are engaged and challenged. Small class size helps ensure that our teachers get to know our learners and are able to personalise every child's learning experience, enabling them to be the best they can be in all areas.

As soon as you walk through our school gates, you will be greeted with a welcoming atmosphere where parents are valued as partners in supporting and encouraging their children's learning and development.

This Curriculum Guide is aimed to provide all the necessary information to help you in choosing the right school for your child. However, only a visit around our lovely, green campus can provide you with a feel for our unique school and we urge you to arrange a visit with our Admissions team so that you may experience a glimpse of life at Charter first hand.

Yours faithfully,

Julie Kelly
Head of Primary

Key Stage I Timings

In Key Stage I, students spend the majority of the time learning with their class teacher. There is also a range of specialist lessons that are delivered by our specialist teachers. The school day is divided into 7 periods, which gives us a 35 period week. This time is allocated as follows:

Subject Area	Periods Per Week
English (including Reading and daily phonics)	Nine Periods
Maths	Five Periods
PSHE (ICARE Curriculum)	One Period
I.P.C (International Primary Curriculum) including Art; Design Technology and Innovation; Geography; Health and Wellbeing; History; ICT & Computing; Science	Seven Periods
Music	Two Periods
PE	Two Periods
Swimming	One Period
Thai (all Thai nationals will study Thai)	Five Periods
Thai Foreign Language	Three Periods
Library	One Period
Assembly	One Period
Golden Time	One Period

Pastoral Care And Wellbeing

The social, emotional and physical well-being of each child in our care is a top priority for all our staff, and our students' individuality is recognised, respected and celebrated.

We pride ourselves on creating a warm and welcoming learning environment with a range of adults who students can approach if they have concerns or worries, including their class teachers, specialist teachers, teaching assistants, our school counsellor and designated safeguarding officers. This enables us to provide all students with personalised academic and pastoral support.

Wellbeing is woven into our curriculum, extra-curricular programme and assemblies. Students who are happy learn most effectively and this is something that Charter takes very seriously, ensuring that the well-being of our students is supported, alongside their academic development. Through creating an inviting classroom environment and getting to know the students in our care we work to ensure students feel safe, valued and supported. Strong partnerships are fostered with parents to support their child's learning.

Our approach to well-being is underpinned by our Mission and Vision and Schoolwide Learner Outcomes, and we expect all members of our community to be role models for our children.

In Primary School students spend most of their time with their class teacher. The class teachers get to know the children well, and establish a strong partnership with parents to support the child's learning. Primary class teachers are supported in their work by Subject Coordinators and the Head of Primary.

PSHE (ICARE CURRICULUM)

Through the delivery of weekly lessons, all children in the Primary School are given the opportunities to explore the importance of staying healthy and keeping themselves safe so they are best prepared for life in a rapidly changing world. More information is given in the Curriculum section of this document.

House & Rewards System

When a child joins Charter, they will be assigned one of three Houses named after Thai islands; Lanta, Samet and Phuket. Families will be assigned the same House. Alongside our Schoolwide Learner Outcomes, our House System promotes values of fair play, teamwork and perseverance.

Throughout the year, students proudly represent their Houses and wear their House colours, with a range of inter-house events and competitions taking place, providing an opportunity to develop skills and grow as individuals in a fun and enjoyable way. Sporting competitions include Sports Days, and Swim Galas, amongst others.

Formal leadership roles include the election of Primary and Deputy House Captains in Year 6. These students work alongside staff and students to support House events and represent their House at House events. It is expected that House Captains and Deputy House Captains will demonstrate, in their everyday lives, all the values that the school upholds.

From Year 1 up, students are able to earn points for their House through our rewards system designed to reinforce our Schoolwide Learner Outcomes. Each star they earn in their lessons will earn a point for their House. Each week one student from each Primary class will be nominated by their teacher for achievement in one of our five SLOs.

The number of House points per House is announced in assemblies on a regular basis by our House Captains with trophies given at an end-of-year assembly to the overall House winner.



Student Voice

Students from Year 1 may choose to join one of the three Committees that are focused on the following areas:

- Wellbeing
- Environment
- Fundraising

These committees are designed to give students voice and choice involving service projects which benefits our school community, our local community, and our global community. Any child wishing to join will be voted onto the committee by their peers or nominated by their class teacher.



A Guide To The English National Curriculum And Key Stages

Charter International School follows the English National Curriculum that has been adapted to meet the international context of our students. The table below outlines the various key stages at Charter.

Age on 31st August	Year Group	Curriculum Stage/ Examination Course
2	Nursery	Early Years Foundation Stage
3	Kindergarten	
4	Reception	
5	Year 1	Key Stage 1
6	Year 2	
7	Year 3	Key Stage 2
8	Year 4	
9	Year 5	
10	Year 6	

Key Stage 1 Curriculum

The Primary years are divided into Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6). The basic framework of the National Curriculum for England is adapted to meet the needs of our international community. As a result, young students become confident, ambitious, and inspired learners.

Teaching concentrates on the following areas:

CORE SUBJECTS:

- Maths
- English
- Science (taught as part of the I.P.C - International Primary Curriculum)

FOUNDATION SUBJECTS:

- Art
- Computing (including Digital Citizenship)
- Design Technology & Innovation
- History
- Geography
- Health & Wellbeing
- PSHE (ICARE Curriculum)

Taught by Subject Specialists:

- Music
- Physical Education
- Swimming
- Thai or Thai as a Foreign Language (TFL)
- English Language Support (ELS) if required

Wherever possible we link these subjects together through exciting half-termly topics to give meaning and purpose to teaching and learning. Specialist teachers encourage the love of music, Thai language and culture, and physical activity.

The children's learning is assessed continually to ensure their specific learning needs are met, and summative assessments are made at the end of each term in Maths and English to ensure progress has been made and to help identify any areas in specific need of attention. The results of assessments are reported to parents in written reports at the end of Term 1 and Term 3.

A Typical Timetable

Day/ Period	Monday	Tuesday	Wednesday	Thursday	Friday
7.50-8.10	Registration and Story				
1 8.15-8.35	Phonics	Phonics	Phonics	Phonics	Phonics
2 8.40-9.50	English	English	English	English	English
9.50 - 10.10	Break				
3 10.10-11.00	Maths	Maths	Maths	Maths	Music
4 11.00-11.40	Computing	Thai/TFL	PE	IPC	Maths
11.40 - 12.40	Lunch				
5 12.40-1.30	PE	Music	Thai	Swimming	Thai/TFL
6 1.30-2.20	Thai	IPC	Music	Thai	Golden Time
7 2.20-2.50	PSHE	IPC	IPC	IPC	Assembly
2.50	Home Time				

Home Learning

At Charter we believe that home learning is an important part of children's learning journey, fostering positive attitudes and habits, and reinforcing the essential school-parent partnership by involving parents in the learning conversation. It is the ideal opportunity for children and parents to share and explore the learning experiences from the week and is also an excellent way of encouraging children to work independently, consolidating and extending work that they have done in class.

We are, however, also aware of the vital importance of children having sufficient time for play, socialisation and relaxation, and therefore the recommended home learning time for KSI is 15 minutes per day. Home learning may be assigned to children using Seesaw or put into their folder.

Parental support is very important in completing home learning activities. If your child finds aspects of the homework difficult or too easy please advise the teacher of this via Seesaw or by speaking to the teacher in person if you feel this more appropriate. We would ask that you find a regular time to complete their home learning, preferably once the children have had time to unwind from the school day and away from distractions such as the television.



Curriculum Information

English

At Charter International School, we aim for our students to be effective communicators, capable of expressing themselves fluently and creatively in English. We want our students to develop the skills to enable them to become lifelong learners; to develop a strong command of the spoken and written word and a love of literature through widespread reading for enjoyment.

The teaching of English encompasses reading, writing, speaking and listening. We follow the English National Curriculum 2014; adapted to suit the needs and experiences of the students within our school. Lessons are planned to meet the needs of all students and provide the opportunity for them to develop culturally, emotionally, intellectually and socially. Students' hard work, effort and success are celebrated and we encourage them to revisit, make changes and develop their ideas to ensure they achieve their full potential.

English is taught from Year 1 through to Year 6. We adhere to the same guidelines in terms of planning and assessment, ensuring progression and continuity between the year groups.

Speaking and Listening

Spoken language is essential in the development of reading and writing. At Charter International School, great emphasis is placed on the students' spoken English. A wide range of speaking and listening opportunities are provided that allow students to practice speaking with increased clarity, fluency and confidence, as well as developing the vocabulary and grammar needed to understand reading and writing.

Students need to be able to listen to the views, opinions and ideas of others; ask questions with increased relevance; answer questions appropriately and articulate their ideas and thoughts clearly with appropriate tone and vocabulary.

Drama

Role-play and drama activities play an important part of the English lesson. Dramatic techniques are used to explore themes, feelings, ideas and texts. Understanding can be shown through different drama activities.

Students have the opportunity to take part in productions and class assemblies, performing on stage to larger audiences and for different purposes.

Reading

Reading is an essential life skill and it is important that students use reading skills as an integral part of their learning across the curriculum. We believe that reading has a direct impact on the students' cognitive and social-communicative development and that they can achieve in reading, both for pleasure and in their comprehension and understanding.

The teaching of reading consists of two parts: word reading and comprehension (both listening and reading).

Reading Skills

In addition to the daily English lessons, reading skills are focused upon in whole class, small group and individual activities. A focus is placed on the development of:

- Phonics and Decoding
- Reading Fluency
- Vocabulary
- Comprehension

Reading for Pleasure

Our aim is to instil in the students a love of reading and the school aims to provide an environment where reading is promoted. This is done in a variety of ways, including:

- The reading of high quality texts as part of the daily English lessons
- Weekly Library sessions
- Guided Reading sessions
- DEAR time (Drop Everything and Read)
- World Literature Week
- Home Readers
- Regular book fairs from local vendors

Students are encouraged to develop a positive attitude towards reading so that it becomes a pleasurable and meaningful experience.

Writing

Like reading, the teaching of writing comprises two sections: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Charter International School aims to develop the student's ability to produce well-structured, detailed writing that engages the interest of the reader.

Students have the opportunity to write in different contexts and for different purposes and audiences. Teachers use high-quality texts to explore different genres and models using various writing strategies and techniques. Students learn to be more aware of the conventions of writing, including grammar, punctuation and spelling. They learn the importance of planning and editing their work and how best to present their finished piece of writing.



ENGLISH LANGUAGE SUPPORT (ELS)

The aim of our English Language Support (ELS) programme is to improve the student's command of the English language as quickly as possible so they can take a full part in all mainstream lessons.

ELS is available for students in Years 1 – 6 who require extra help learning English. During Discovery Day each potential new student for Years 1 - 6 sits an English assessment with an ELS teacher.

Students in Years 1 to 6 are withdrawn from classes, usually Literacy (English) classes with the mainstream teacher and go to the ELS teacher instead. This means they get at least 50 minutes of ELS each day. Students will remain in ELS for as long as the student needs for their English standard to reach that required to integrate fully into the mainstream class.

Language at Home

It is important to remember that development in English is supported by proficiency in a child's first language. This is especially important in relation to younger learners, who are still in the early stages of first-language learning. Children who are competent in their first language stand a much better chance of being competent in additional languages.

Parents can help their children by talking in their first language with them about their day and about what they have learnt at school. For example, when your child brings books home, look at the pictures and talk with your child in their first language about what they see and their understanding of the story etc.

While maintaining competency in the mother tongue is important, it can be beneficial to promote English language learning during long breaks from school, such as during the summer holidays, by encouraging your children to read English books, play with other English-speaking children, or join clubs and activities that are run in English.

English in Year 1

In KS1, we focus on teaching the four main areas of reading, writing (including phonics), speaking and listening. Our overall aim is to support each child along their journey with language acquisition, through a nurturing and challenging environment.

In Year 1 we begin the year learning through the fictional genre of Fairy Tales. The children read many different tales such as 'The Elves and The Shoemaker', 'The Gingerbread Man' and 'Cinderella' and develop English skills alongside these. Children write about the stories and describe the different characters. They also learn more about different kinds of shoes when reading the 'Elves and The Shoemaker', and look closely at the character of the Fairy Godmother when reading 'Cinderella'.

Story writing continues as the children then set off on an adventure to Tanzania when they study the story 'We All Went On Safari'. They learn about different animals and write stories about going on safari.

In the first half of Term 2, English is based on the artist, Leonardo Da Vinci. The children learn more about him and his paintings and learn to describe different features. After reading about the artist, they go on to create their own paintings in the style of Da Vinci which they share and talk about with the rest of the class.

We learn about Traditional Tales in the second half of Term 2 and choose two tales from different places in the world to read together and learn about. Role-play involved in this topic enhances the children's oral language skills and children make their own props and then use them to reenact the stories.

In the third term, the story we start with connects with our Topic. The children learn about rhyme through the story 'Commotion in The Ocean'

We finish the year off looking at poetry, focusing on the poem 'On The Ning Nang Nong'. Children learn about nonsense words and go deeper into rhyme. They will end up creating their own version of this nonsense poem.

English in Year 2

The children embark on their English journey in Year 2 by exploring the structure of sentences and learning about the different word and sentence types to give them the necessary tools to become confident writers.

Once equipped with a solid foundation, we explore story writing and traditional fables. Our key text 'The Smartest Giant in Town' provides the perfect starting point to pique the children's interest and introduces them to the concept of storytelling.

We continue our learning journey in the second term by traversing from fiction to non-fiction, discovering genres such as non-chronological reports, newspaper reports and instructional writing. The children develop a knowledge and understanding of the features of these texts and incorporate them into their own writing.

We finish the year with a focus on narrative writing, guided by our key text for this theme: Peter Pan. This unit gives the children the opportunity to consider the actions, behaviours and emotions of the characters, and also gives them the chance to use their imaginations by extending the story and creating detailed character descriptions.

Throughout the year, the children consolidate their Phonics knowledge and skills, thus enabling them to feel supported alongside their thematic learning.



Mathematics

At Charter we follow the White Rose English Mathematics Curriculum, which has been adapted to meet the needs of our children. The content and principles underpinning this curriculum reflect those found in high-performing education systems internationally by adopting a mastery approach to teaching. Our mastery approach encourages discussion, collaborative paired work and 'hands-on' learning. We aim for our young children to enjoy Mathematics and become fluent in many different areas, as they embark on their journey towards mastery.

Our inclusive approach to teaching Mathematics is based on the use of concrete objects (counters, snap cubes, coloured rods), pictorial representations and abstract methods which help our students develop a secure, long-lasting and adaptable understanding of this core subject.

We ensure that Mathematics lessons provide purposeful, real-life activities for pupils to apply their learning and understand that children within year groups may have differing abilities. By adopting a mastery approach to teaching maths, we ensure that the more able do not race ahead, and instead provide opportunities for them to gain a deeper understanding and be able to cement and apply their knowledge of a particular area of maths.

Our children are taught to gain confidence and be able to recall and apply mathematical knowledge in different contexts. We teach them how to explain their methods and thinking. We support our children to be aware of the processes and concepts underpinning mathematical understanding and to be efficient in applying problem-solving and reasoning skills in different situations.

We help our young mathematicians to become independent thinkers and to use their knowledge, skills and understanding to confidently and competently explore the creativity of maths, as they get older and move through Primary School.



Mathematics in Year 1

In the first term of Year 1 we begin by focusing on Place Value within 10 and then move up to 20 towards the end of the term. Students develop their number skills by: counting forwards and backwards in 1s, up to 100; adding and subtracting 1-digit numbers from 2-digit numbers, and developing a quick recall of number facts within 10. They learn to name and describe some of the common 2D shapes during this term. We also look at solving simple word problems related to all the mathematical concepts covered during the term. There is an emphasis on students explaining how they have solved problems, which develops their use of mathematical language as well as their understanding of different mathematical concepts.

During Term 2, we continue to develop our knowledge and understanding of multiplication and division. We explore these using concrete objects as well as pictorial form. The students solve calculations that reinforce their knowledge of multiples of 2, 5 and 10. We also explore how to partition 2-digit numbers and use a blank number line to add two numbers. The students will further develop their understanding of measurement by learning about length and height. They will do this by measuring different objects using both standard and non-standard measures. They will also use metres and centimetres to measure their own heights and compare these with the other students in the class, using vocabulary, such as 'taller than' and 'shorter than'. We will explore weight and volume this term too. During this topic, we will compare weights and use language such as 'heavier than' and 'lighter than'. They will also use the vocabulary of 'empty', 'full' and 'half full' to describe volume.

Term 3 begins with the students looking at number fractions and will use numbers, as well as shapes, to help solve simple mathematical puzzles and problems. A range of equipment is used to develop their understanding of fractions. We will then explore how to find $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or a number.

In Geometry, we look at position and direction, learning the meanings of keywords such as: 'above', 'below', 'beside' and 'behind'. We will also begin to learn the terms 'left' and 'right', as well as 'clockwise' and 'anticlockwise'.

Near the end of Term 3, we will extend our place value knowledge, from within 50 to within 100. Students will be learning to identify 'one more' and 'one less' than a number up to 100. They will also learn to read, identify and represent numbers up to 100, using objects and pictorial representations.

Mathematics in Year 2

In Year 2 we start with place value up to 100. We break it up by learning number bonds that add to 10, 20 and 100. We then look at our place value and learn about what each digit represents either ones, tens or hundreds. After that, we start to look at adding and subtracting which involves learning the long methods where we either carry over for addition or borrow for subtraction, as well as other methods such as partitioning. Once we have learnt this skill, we then start looking at solving 2 step problems where addition and subtraction will take place in the same sum. After that we will start to look at Geometry of 2D and 3D shapes, identifying their names and properties and what makes them 2D or 3D.

Term 2 we concentrate on different types of measuring; money, mass, weight, temperature, capacity and height. Children will use different resources to help with their understanding of litres, metres, kilograms etc. We will start off teaching Thai money then we move over to British money, so the children will have a better understanding of different currencies. We will have a big focus on Multiplication and Division where children will be expected to know at least their 2, 5 and 10 times tables fluently with division facts. The children will start to learn these concepts by grouping and sharing out items to make equal groups.

In Term 3 we start looking at Fractions and what makes $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ and a whole number. We will then explore fractions of numbers and shapes using different resources available. After fractions, we learn about 'Time'. The children will learn about seconds, minutes, hours, days of the week, months and years. They will know how many minutes in a quarter of an hour, half-hour, three-quarters of an hour and an hour as well as 15 and 5-minute intervals. After time we go on to learn about position and direction using mathematical vocabulary and then finally statistics where we learn about data handling, pie charts, graphs and pictograms.

The children complete weekly mental maths tests throughout the year and will have end-of-term assessments based on the learning that has taken place that term.

I.P.C (International Primary Curriculum)

At Charter, we follow the International Primary Curriculum (IPC) where foundation subjects are linked together in themes that our children find interesting and relevant. Linking subjects means that children can make lots of connections with their learning. We know that the more connections that the brain can make, the better a child can learn.

We know that children learn best when they want to learn. That's why all of the IPC's thematic units of learning are designed to appeal to children's interests and help them to learn more about the world around them. Themed units help children to see how subjects are both independent and interdependent. This enables them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.

The IPC focuses children's learning on a combination of knowledge, skills and understanding with the goal of developing adaptable and resilient globally-minded learners, prepared for the fast-changing world that they'll be living and working in.



Overview of Subjects Taught as Part of the IPC:

Science

Our students develop core scientific skills through the practical work that is at the heart of each topic. They are taught to adopt a logical approach to answering questions and begin to gain an understanding of what fair testing is. They learn how to plan and carry out their own investigations, from which they can interpret information and draw conclusions. Finally, they record and share their findings in a variety of ways.

Geography & History

In Key Stage I we aim to develop a real sense of curiosity in our children to find out about the world and the people who live there. A variety of skills will be taught to develop our young children's knowledge and understanding of people, events, and contexts from a range of historical periods. Children will learn to place events in chronological order, recognise why people did things in the past, why events happened and what happened as a result. We aim for our budding geographers to gain knowledge of where places are and what they are like. Children will be encouraged to share their own views about people, places and environments. Field trips, visitors and special events take place throughout the year to help enrich and consolidate our children's learning experience.

Art & Design Technology

Whether we turn out the next Picasso or van Gogh, art lessons provide our children with the opportunity to express themselves, take risks in a safe, supportive environment and create final pieces of work of which they can be proud. We promote the children's independence, initiative and originality which helps develop their creativity. In Key Stage I, children will learn about different artists, and experience a range of different media linked to the topic they are studying.

Year 1 Topics	Year 2 Topics
Brainwaves (The Brain)	Metacognition
The Magic Toymaker	The Earth: Our Home
From A to B	A Day in the Life
Super Humans	Let's Celebrate
Look and Listen	Freeze It
Treasure Island	Green Fingers
It's Shocking!	Creators and Communicators
Live and Let Live	

ICARE (PSHE) Curriculum

Our 'ICARE Curriculum' is drawn on the guidance of the PSHE Association, and we have adapted it to meet the needs of our children in an international setting.

This curriculum is used as a guide to developing skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world.

Through the delivery of weekly lessons, all children in the Primary School are given the opportunities to explore the importance of staying healthy and keeping themselves safe so they are best prepared for life in a rapidly changing world.

We take the children's mental health and wellness very seriously, from the beginning of their time at Charter. We help them learn to respect themselves and others and to be held to account, knowing what is unkind, mean or bullying behaviour.

We understand that children's personal and social attributes and their physical and mental health may shape their self-identity and go beyond curriculum areas and their academic learning at school. Our teachers encourage our children to be the best possible versions of themselves, pausing the curriculum if necessary to talk through concerns arising.

Our ICARE curriculum is very much about equipping children for their lives today – and for their future lives tomorrow. In the event that our children need that extra support, we have a strong pastoral team, including our own Primary School Counsellor, to give that additional level of support and guidance when necessary.

Computing, Digital Literacy & Digital Citizenship

At Charter, Computing is split into three strands: Computer Science, Digital Literacy and Digital Citizenship. We believe that digital literacy is an essential skill for life and enables learners to participate more readily in an ever-changing world.

Although there are weekly Computing lessons, technology these days transcends this particular subject area and is a very well-used tool to support children's learning in many different subjects. Our children become confident users of technology, which support them in different ways on a day-to-day basis across the curriculum. We use technology to enhance our children's knowledge, skills and understanding of different subjects and to further develop their skills in using technology in different contexts.

Our Primary School students benefit from dedicated computing suites; interactive boards in every classroom; shared iPads, and a wealth of Computing educational hardware and membership to online resources including Seesaw for our youngest children and Google Classroom for our older students. Other uses of technology across the curriculum include children having opportunities to read online books and enjoying Maths lessons supported by technology from White Rose Maths to MyMaths and Timetable Rock Stars.

We follow the Digital Citizenship Curriculum, from Common Sense Education, a highly regarded non-profit organisation, which supports children in becoming responsible 21st century digital citizens, using skills such as collaboration, creativity and e-safety.



Thai Language, Culture, and History

At Charter, our Thai Department delivers our curriculum in line with the recommendations from the Ministry of Education. We deliver Thai language, culture, and history lessons to both native and non-native Thai.

In the KSI, the curriculum focuses on building students' speaking, listening, reading, and writing skills in a consistent and progressive manner. In Year 1, the emphasis is on spoken language through topics like introductions and daily routines, while gradually introducing Thai letters and simple words, all at a pace suited to the students' abilities. As they move into Year 2, students expand their vocabulary, begin forming words with final sounds, and work on identifying main ideas from short stories.

Throughout both years, there is a strong emphasis on cultural understanding. Students learn about key Thai events such as Wai Kru, Loy Krathong and Songkran, participate in traditional games, and explore Thai manners and customs. This consistent approach ensures that students not only develop language skills but also gain a deeper appreciation for the cultural context in which the language is used.



Year 1 Thai as a Foreign Language

In Year 1, we focus primarily on developing students' speaking skills, while offering support for reading and writing as suited to their abilities. Each week, students practise speaking through various topics such as "Myself," "Introducing Myself and New Friends," and "Exploring Bangkok." These topics help students form short sentences, expand their vocabulary through conversations, and practice speaking with accurate tonal pronunciation. While reading and writing are introduced, they are developed at a pace that aligns with the students' capabilities, focusing on recognition of Thai letters, vowels, and simple words. Additionally, the curriculum introduces students to Thai art and culture, with lessons covering significant Thai festivals like Loy Krathong, Songkran, and Wai Kru. Students also engage in traditional Thai games such as "Mon Son Pa." Moreover, we place a strong emphasis on teaching Thai manners and traditions, ensuring students understand the cultural context in which the language is used.

Year 2 Thai as a Foreign Language

In Year 2, we continue to develop students' listening, speaking, while offering support for reading and writing as suited to their abilities. Each week, students learn new vocabulary through various topics, such as colours and shapes, transportation, weather, and clothing. They also work on forming basic words with final sounds and begin to identify the main idea from short stories. Writing skills are further developed as they practise Thai letters, vowels, and spelling. In addition to language development, students explore Thai art and culture, learning about significant Thai festivals like Loy Krathong, Songkran, and Wai Kru. They participate in traditional Thai games, such as "Mon Son Pa" and marbles. Moreover, we continue to emphasise Thai manners and traditions, ensuring students understand the cultural context in which the language is used.



Year 1 Thai Language

นักเรียนชั้น Year 1 จะเรียนรู้หลักภาษาไทยที่เน้นการอ่านสะกดคำที่ประสมด้วยตัวพยัญชนะ สระ พร้อมทั้งตัวสะกด ผ่านการอ่านเนื้อเรื่องสั้นๆ และประโยคที่สอดคล้องกับบทเรียน นอกจากนี้ยังได้ฝึกฝนการเขียนคำศัพท์ และประโยคผ่านกิจกรรมการเรียนรู้และเกมที่หลากหลาย บทเรียนของชั้น Year 1 สนับสนุนให้นักเรียนมีนิสัยในการรักการอ่าน สร้างความคุ้นเคยและรู้จักการเขียนคำ สามารถพูดแสดงความคิดเห็น ความรู้สึกและเล่าจินตนาการของตนเองได้อย่างเหมาะสม มีนิสัยรักการเขียนและพัฒนาการเขียนได้อย่างถูกต้องสวยงาม

นอกจากนี้ในชั้น Year 1 ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในบทเรียน เช่น ข้าว ดอกไม้ไทย การละเล่นไทย และวันสำคัญต่างๆ ในประเทศไทย อีกด้วย



Year 2 Thai Language

นักเรียนชั้น Year 2 จะเรียนรู้หลักภาษาไทยที่เน้นการอ่านจับใจความเนื้อเรื่องสั้นจากบทเรียน โดยแต่ละบทเรียนจะมีการขยายความรู้ที่เน้นเกี่ยวกับสระในภาษาไทย วรรณยุกต์ และการผันวรรณยุกต์ นอกจากนี้ยังได้ฝึกฝนการเขียนคำศัพท์ ประโยค รวมถึงเรื่องสั้นๆ ตามจินตนาการของนักเรียนอีกด้วย บทเรียนของชั้น Year 2 สนับสนุนให้นักเรียนมีนิสัยในการรักการอ่าน สามารถจับใจความในเรื่องที่อ่าน พร้อมทั้งบอกข้อคิดในสิ่งที่อ่านได้ อีกทั้งยังส่งเสริมให้นักเรียนมีนิสัยกล้าแสดงออก สามารถพูดแสดงความคิดเห็น ความรู้สึก และเล่าจินตนาการของตนเองโดยใช้ภาษาได้อย่างเหมาะสม

นอกจากนี้ในชั้น Year 2 ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในบทเรียน เช่น การละเล่นไทย และวันสำคัญต่างๆ ในประเทศไทย เป็นต้น รวมถึงเรียนรู้วิถีชีวิตของคนไทยทั้งในอดีตและปัจจุบันผ่านเพลงและบทร้อยกรองสำหรับเด็ก



Music

Music is a universal language that embodies one of the highest forms of creativity. Our Music Programme at Charter provides a high-quality music education that engages and inspires students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

At Charter, the curriculum aims to define three distinct progress objectives. These are used throughout to ensure consistency across planning, teaching and assessment. Like the English National Curriculum aims, these progress objectives arise from the key ideas that have always been at the heart of teaching and learning in Music. There is, therefore, continuity with previous good practice in the subject. The progress objectives are Performance, Composing, and Listening and Appraisal.



Music in Year 1

In Year 1, students will be singing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. This will help students control vocal pitch and to match the pitch they hear with accuracy. We help students gain an understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Students will have opportunities to improvise simple vocal chants, use question-and-answer phrases, create and combine musical sound effects to make a story, choose and play classroom instruments, and recognise how graphic notation can represent created sounds. They will also explore and invent their own symbols.

Music in Year 2

In Year 2, students will be singing songs regularly with increasing vocal control, different dynamics and

tempo, and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. Our teaching and learning of music will enrich students' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Students will have opportunities to create music in response to a non-musical stimulus, and work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. They will be using graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.



Physical Education

At Charter, Physical Education is taught by Specialist Teachers. Physical Education in Primary School is designed to enable our children to enjoy activities that will challenge them both physically and mentally. Throughout Primary PE students experience a diverse range of activities that physically move the body to develop new skills which also increases confidence and self-esteem. During lessons, play and movement promotes not only health and physical fitness but also a healthy mind.

PE in Year 1

PE in Year 1 is all about developing the children's foundation physical literacy skill through running, walking, throwing, crawling, jumping, lateral movements and stopping. Students take part in a range of activities and sports including Dance, Gymnastics, Football, Basketball, Dodgeball, Striking and Fielding and Swimming. All these sports are adapted for students of this age and allow for students to develop their skills systematically. It is paramount that students have the time to practice and solidify these foundation skills.

Swimming in Year 1

A swimming programme complements what is taught in PE lessons. All children in Year 1 learn how to remain safe in and around water from the very beginning of their time with us. We begin the ASA Learn to Swim program in Year 1. Through this program, students will develop their water confidence, water skills and awareness for water safety. All students will have one hour a week timetabled for swimming. Our intention is to work towards students achieving their stages 1 to 3 award which is guided by the Learn to Swim program.



PE in Year 2

Physical education in Year 2 focuses on solidifying the fundamental movements developed in Year 1 and learning new movements of skipping, galloping, climbing, rolling, hitting, kicking, catching and throwing. These core movements developed in Year 2 allow students to access the sports taught at a greater depth with more fluency. Activities and sports covered include Dance, Gymnastics, Football, Basketball, Dodgeball, Striking and Fielding and Swimming. At the end of Year 2, students will understand the principles of fair play and sportsmanship.

Swimming in Year 2

All children in Year 2 will have taken part in the ASA learn to swim program for 1 year. All students will have one hour a week timetabled for swimming. Children in Year 2 will continue to grow in confidence in the water and should be able to instruct their friends and family on simple pool rules. At the end of Year 2, our aim is to have all students earn their Stage 3 award.



Beyond The Curriculum

The Whole Child

At Charter International school we strongly believe that developing the whole child is extremely important. Therefore there are several opportunities in our school, in addition to the skills outlined in the English National Curriculum, to develop our students.

Extra-curricular Activities (ECAs)

Charter's ECA programme is designed to allow students to explore their interests and develop skills outside of the classroom. These opportunities can help contextualise and to reinforce learning in the classroom, and further develop communication, collaboration and leadership skills. They also help to bring balance to a student's school experience, serving to enhance their well-being and in doing so, benefiting their academic performance. At Charter, we regard the ECA program as complementary to academic studies and an essential part of a child's daily life.

In KSI, children have the opportunity to take part in ECAs after school every day. Both external providers and teachers offer a range of ECA opportunities and parents are able to sign up for these online. There is a fee for external ECA clubs.



Field Trips

Year groups carefully choose and plan field trips by looking for opportunities to extend children's learning in a stimulating setting, linking to skills and topics they are focusing on in school. On school trips, children develop their independence skills as well as access activities that are not possible inside a classroom. Every year, children are enthused and inspired by their school visits, often feeding back that they are the highlight of their year!



Assemblies

Weekly Assemblies provide an opportunity to celebrate the success of students with certificates and to highlight their talents outside of school. It also provides an opportunity for Student Committees to share information and initiatives, and for our House Captains to share any House news and results of the weekly Inter-House sporting activities.

Year Group Performance

Developing children's speaking and listening skills as well as their confidence is extremely important. Therefore, during the year, each year group participates in a performance. This can be based on what they are learning in lessons or a celebration of their learning at the end of a topic. Children write scripts, learn lines, sing songs, make props and costumes, and develop their drama skills to perform for their families and peers. This is always one of the highlights of the children's experiences in Key Stage 1.



Special Events

Several events are held throughout the year to enrich our curriculum, such as International Day, World Book Day and STEAM Day (Science, Technology, Engineering, Art and Maths)



Children and teachers will often dress up and immerse themselves in the learning with opportunities such as Loy Krathong and Chinese New Year, to name but a few.



Parental Involvement

Parents are regularly invited to school where children showcase their learning. This is an excellent opportunity for parents to gain an insight into what the children are learning and explore their learning environments.

In KSI, parents are invited to end of unit celebrations of learning, year group assemblies, International Day, Concerts, and International Art Week, to name but a few.



Over the course of the year, parents also have opportunities to attend Coffee Mornings, where they gain an understanding of the strategies that their children are learning in school and how they can support them at home.