



# CHARTER INTERNATIONAL SCHOOL



## KEY STAGE 2 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 2 Timings

In Key Stage 2, 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	Seven Periods
Maths	Five Periods
PSHE	One Period
I.P.C (International Primary Curriculum) including Art; Design Technology and Innovation; Geography; Health and Wellbeing; History; ICT & Computing; Science	Six Periods
Music	Two Periods
PE	Two Periods
Swimming	One Period
Thai (all Thai nationals will study Thai)	Five Periods
Thai Foreign Language	Three Periods
Mandarin	Two Periods
Library	One Period
Assembly	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, co-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 2 Curriculum

The Primary years are divided into Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6)

We follow the I.P.C (International Primary Curriculum) combined with the basic framework of the National Curriculum for England to meet the needs of our international community.

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)
- Mandarin
- English Language Support (ELS) if required

The children's learning is assessed continually to help identify any gaps in learning and to ensure their specific needs are met. Summative assessments are made at the end of each year. 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				
1 8.10-9.00	Maths	English	Thai	Maths	English (Spellings and Handwriting)
2 9.00-9.50	Library	Maths	English	Thai/TFL	Thai/TFL
9.50 - 10.10	Break				
3 10.10-11.00	English	PSHE	Maths	English	Maths
4 11.00-11.40	Computing	Thai/TFL	PE	Guided Reading	Music
11.40 - 12.40	Lunch				
5 12.40-1.30	PE	I.P.C	I.P.C	Swimming	I.P.C
6 1.30-2.20	Thai	I.P.C	Music	I.P.C	I.P.C
7 2.20-3.00	I.P.C	Mandarin	Topic	Mandarin	Assembly
3.00 -4:00	Home Time/ECA's				

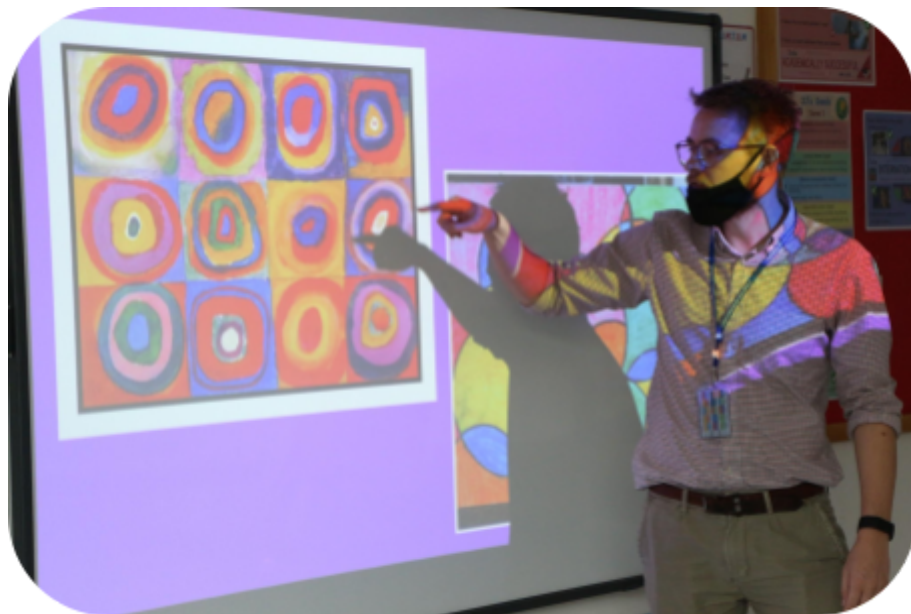
## Home Learning

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.

Home Learning 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 recommended learning times are determined by the age of the children as they move through Primary.

Home learning will usually be assigned to children using Seesaw in Year 3 and Google Classroom in Years 4 to 6.



# 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.



## 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 plays 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.

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

- Decoding and Fluency
- Vocabulary and conventions of reading
- Comprehension Strategies
- Scanning and skimming techniques
- Reading and researching skills

### 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 Book Day
- Home Readers
- Regular book fairs from local vendors

## 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 usually withdrawn from English lessons 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.

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.

## 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.

## **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

Students continue to build on the skills gained in KSI. They learn about a wide range of living things, materials and phenomena in a contextualised and meaningful way. They are encouraged to go beyond a simple description and explain what they experience using simple scientific models and theories. In their practical work, students develop a more systematic approach to investigating problems and learn to use a wide range of scientific conventions to communicate their ideas.

### Geography & History

We seek to cultivate the knowledge and qualities of an enquiring and curious young historian and budding geographer with a thematic approach to teaching History and Geography.

Children are encouraged to develop their sense of curiosity about the world around them and the people who live there. They undertake research, develop their analytical skills and become more aware of the world around them. 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. In Key Stage 2, children will learn about different artists, and experience a range of different media linked to the topic they are studying. We promote the children's independence, initiative and originality which they can use to develop their creativity. As the children grow up and move through the Primary School, they are increasingly able to reflect on, analyse and critically evaluate their own work and that of others.

## I.P.C THEMES COVERED IN KEY STAGE 2

Year 3 I.P.C Themes	Year 4 I.P.C Themes
<p><b>Term 1:</b> Brainwaves (The Brain) Vanishing Rainforests Bright Sparks</p> <p><b>Term 2:</b> Footprints from the Past Land, Sea and Sky</p> <p><b>Term 3:</b> Let's Plant It Temples, Tombs and Treasures</p>	<p><b>Term 2:</b> Brainwaves (Metacognition) Chocolate Feel the Force</p> <p><b>Term 2:</b> Time and Place, Earth and Space Shake it Making Waves</p> <p><b>Term 2:</b> Material World Travel and Tourism</p>
Year 5 I.P.C Themes	Year 6 I.P.C Themes
<p><b>Term 1:</b> Brainwaves (The Brain) Weather and Climate Bake It</p> <p><b>Term 2:</b> Being Human 900 CE</p> <p><b>Term 3:</b> Full Power Existing, Endangered, Extinct</p>	<p><b>Term 1:</b> Brainwaves (Metacognition) What Price Progress?</p> <p><b>Term 2:</b> Investigators Making Materials Work for Us</p> <p><b>Term 3:</b> Fairgrounds Roots, Shoots and Fruits</p>

## 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. The acronym represents our Schoolwide Learner Outcomes which are woven into the curriculum, as we aspire for our children to be Critical Thinkers, Internationally Minded, Academically Successful, Responsible Citizens and Effective Communicators.

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 follows the Ministry of Education's guidelines, teaching both native and non-native speakers Thai language, culture, and history. The program emphasises speaking, listening, reading, and writing, tailored to each child's level. Starting in Year 3, students develop these skills at a comfortable pace.

Beyond language, the curriculum fosters intercultural understanding and shapes students into global citizens. It highlights Thai traditions, including festivals like Loy Krathong and Songkran, and games like Rubber Jumping, immersing students in Thai culture. Additionally, Thai manners and customs are taught throughout, ensuring students gain both language skills and cultural respect.

## Year 3 Thai as a Foreign Language

In Year 3, 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 "I Am Sick," "Identifying People," "Talking About Family," "Shopping," and "Money Management." We introduce tone marks, helping students distinguish different tones, and they work on identifying the main idea from short stories. Students also engage in role-play activities, creating scenarios where they can apply their language skills in practical situations. In addition to language development, students explore Thai art and culture by learning about significant Thai festivals like Loy Krathong, Songkran, and Wai Kru. They participate in traditional Thai games, such as "Crow Hatch Eggs" and rubber jumping, and study Thai art forms like "Lai Thai." Moreover, we continue to emphasise Thai manners and traditions, ensuring students understand the cultural context in which the language is used.

## Year 4 Thai as a Foreign Language

In Year 4, we continue to develop students' listening and speaking skills, while offering support for reading and writing as suited to their abilities. They begin learning how to read for the main idea and write in short sentences. Each week, students learn new vocabulary through various topics, such as "At the Supermarket," "At the Restaurant," "My Holiday," "Family Tree," and "Thai Dishes." 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 coconut walk and Tee Jab. We place a strong emphasis on teaching Thai manners and traditions, ensuring students understand the cultural context in which the language is used.

## **Year 5 Thai as a Foreign Language**

In Year 5, we continue to develop students' listening and speaking skills while providing tailored support for their reading and writing abilities. They delve into understanding the main ideas in texts and deepen their knowledge of Thai tone marks. Weekly topics introduce new vocabulary and practical phrases through subjects such as "Greetings and Social Etiquette," "Public Transportation," "Giving Directions," "Getting Lost," and "Going to the Hospital." In addition to language learning, students explore Thai art and culture, with a focus on important festivals like Loy Krathong, Songkran, and Wai Kru. They engage in traditional Thai games like Crow Hatch Eggs and Rubber Jumping, which help them connect with cultural practices. A key aspect of this year's curriculum is teaching Thai manners and traditions, ensuring students gain a deeper understanding of the cultural context in which the language is used.

## **Year 6 Thai as a Foreign Language**

In Year 6, we continue to develop students' listening and speaking skills while providing tailored support for their reading and writing abilities. Students gain a deeper understanding of main ideas in texts, improve their knowledge of Thai tone marks, and practise short creative writing based on their individual capabilities. Weekly topics introduce new vocabulary and practical phrases through subjects such as "Formal and Informal Greeting," "Expressing Gratitude and Apology," "Asking Directions," "Talking about the Past," and "Thai Etiquette and Social Norms." In addition to language learning, students delve into Thai art and culture, with a focus on significant festivals like Loy Krathong, Songkran, and Wai Kru. They also engage in traditional Thai games like Rubber Jumping and Coconut Shell Walk, which help them connect with cultural practices. A key focus of the curriculum is teaching Thai manners and traditions, ensuring students develop a comprehensive understanding of the cultural context in which the language is used.

## Celebrations

There are numerous opportunities over the course of the academic year to celebrate the Thai language and culture in its unique, authentic cultural and geographical context. Highlights include special themed days to celebrate Loy Krathong and Songkran.



## Year 3 Native Thai Language

นักเรียนชั้น Year 3 เรียนรู้หลักภาษาไทยที่เน้นการอ่านจับใจความเนื้อเรื่องในบทเรียน โดยแต่ละบทเรียนจะมีการขยายความรู้ที่เน้นเกี่ยวกับสระ มาตราตัวสะกด การผันวรรณยุกต์ อักษรนำ คำควบกล้ำ คำพ้องเสียง และคำตรงข้าม นอกจากนี้ยังได้ฝึกฝนการเขียนคำศัพท์ในบทเรียน การแต่งประโยคอย่างง่าย รวมถึงแต่งเรื่องสั้น ตามจินตนาการของนักเรียน บทเรียนของชั้น Year 3 สนับสนุนให้นักเรียนมีนิสัยในการรักการอ่าน สามารถจับใจความในสิ่งที่อ่าน พร้อมทั้งแสดงความคิดเห็นจากสิ่งที่อ่านได้ อีกทั้งยังส่งเสริมให้นักเรียนมีนิสัยกล้าพูด กล้าแสดงออกบอกความรู้สึกจากสิ่งที่ได้ฟังและเล่าเรื่องจากจินตนาการของตนเองโดยใช้ภาษาได้อย่างเหมาะสม

นอกจากนี้ในชั้น Year 3 ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในบทเรียน เช่น อาหารไทย ขนมไทย และวันสำคัญต่างๆ ในประเทศไทย เป็นต้น รวมถึงเรียนรู้วิถีชีวิตของคนไทยทั้งในอดีตและปัจจุบัน

## Year 4 Native Thai Language

นักเรียนชั้น Year 4 เรียนรู้หลักภาษาไทยที่เน้นการอ่านจับใจความเนื้อเรื่องในบทเรียน โดยแต่ละบทเรียนจะมีการขยายความรู้ที่เน้นเกี่ยวกับสระคงรูป เปลี่ยนรูป ลดรูป คำที่ประวิสรรชนีย์และไม่ประวิสรรชนีย์ ชนิดของคำ ชนิดของประโยค เครื่องหมายวรรคตอน นอกจากนี้ยังได้ฝึกฝนการเขียนคำศัพท์ในบทเรียน การแต่งประโยคที่มีองค์ประกอบของประโยคมากขึ้น รวมถึงแต่งเรื่องสั้น ตามจินตนาการของนักเรียน บทเรียนของชั้น Year 4 สนับสนุนให้นักเรียนมีนิสัยในการรักการอ่าน สามารถจับใจความในสิ่งที่อ่าน เช่น บทกล่อมใจนิทานวรรณคดี บทกลอนดอกสร้อย และตอบคำถามจากเรื่องที่อ่านหรือฟังได้

นอกจากนี้ในชั้น Year 4 ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในวรรณกรรม วรรณคดีไทย เช่น รามเกียรติ์ และวันสำคัญต่างๆ ในประเทศไทย



## Year 5 Native Thai Language

นักเรียนชั้น Year 5 เรียนรู้หลักภาษาไทยที่เน้นการพูดและการเขียนเพื่อสื่อสาร ศึกษาวิเคราะห์ให้เข้าใจความหมายของคำ กลุ่มคำ ข้อความ เรื่องสั้น การเขียนจดหมาย การใช้อักษรย่อ เครื่องหมายวรรคตอน อักษรนำ ชนิดและส่วนประกอบของประโยค การใช้พจนานุกรมเพื่อหาความหมายและข้อมูลเพิ่มเติม บทเรียนของชั้น Year 5 สนับสนุนให้นักเรียนมีนิสัยในการรักการอ่าน สามารถจับใจความในเรื่องที่อ่าน สรุปความรู้และข้อคิดจากเรื่องที่อ่าน เช่น บทกล่อมจอนิทานวรรณคดี บทละครพระราชนิพนธ์ เรื่องสั้น และตอบคำถามจากเรื่องที่อ่านหรือฟังได้

นอกจากนี้ในชั้น Year 5 ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในวรรณกรรม วรรณคดีไทย อีกทั้งเรียนรู้ความสำคัญของสังคมไทย วิถีชีวิต ประเพณีไทย และเห็นคุณค่าของการเป็นพลเมืองที่ดี เข้าใจบทบาทหน้าที่ ในฐานะสมาชิกที่ดีของสังคม

## Year 6 Native Thai Language

นักเรียนชั้น Year 6 เรียนรู้หลักภาษาไทย ที่เน้นหลักการอ่านออกเสียงและการอธิบายความหมายของคำ ประโยคหรือย่อแก้ว และประโยคหรือย่อกรองในการอ่านจับใจความสำคัญ นักเรียนอ่านเรื่องสั้นๆอย่างหลากหลายแล้วถามตอบเกี่ยวกับเรื่องที่อ่านได้ รวมถึงวิเคราะห์แสดงความคิดเห็นเกี่ยวกับเรื่องที่อ่านเพื่อนำไปใช้ในการดำเนินชีวิตจริง บทเรียนของชั้น Year 6 ส่งเสริมด้านการเขียนของนักเรียน ไม่ว่าจะเป็นการเขียนแผนภาพโครงเรื่อง เขียนบรรยาย เขียนแสดงความคิดเห็นหรือโน้มน้าวใจได้ และใช้คำศัพท์ที่หลากหลาย รวมถึงคำชนิดต่างๆ อย่างเหมาะสม เพื่อให้ประโยคมีความน่าสนใจและมีความหมาย ส่วนด้านการฟังนักเรียนได้ฝึกจำแนกข้อเท็จจริง และข้อคิดเห็นจากเรื่องที่ฟังและดู รวมถึงการตั้งและตอบคำถามเชิงเหตุผล พร้อมทั้งส่งเสริมให้นักเรียนพูดสื่อสารได้อย่างชัดเจนตรงตามวัตถุประสงค์ เช่น การพูดแสดงความคิดเห็น พูดแสดงความรู้สึกรู้สึกจากเรื่องที่ฟังและเรื่องที่ดู โดยสามารถใช้ภาษาในการสื่อสารได้อย่างเหมาะสมกับบริบท

นอกจากนี้ในชั้น Year 6 ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในวรรณกรรม วรรณคดีไทย รวมถึงเรียนรู้ถึงความสำคัญของสังคมไทย ผ่านทางวิถีชีวิต วัฒนธรรมและประเพณีที่สำคัญต่างๆ ของไทย โดยมุ่งเน้นให้นักเรียนได้เห็นคุณค่าของการเป็นพลเมืองที่ดี เข้าใจบทบาทและหน้าที่ของการเป็นสมาชิกที่ดีของสังคมไทยและสังคมโลก



# Mandarin

Languages are an integral part of the cultural diversity that enriches societies worldwide. The ability to communicate in another language is a lifelong skill that enables students to appreciate different countries, cultures, communities, and people.

At Charter, Mandarin will be introduced in Key Stage 2, with a focus on supporting total beginners, especially children from non-Chinese backgrounds, in building a strong foundation for learning Mandarin as a foreign language.

Students will develop their listening, speaking, reading, and writing skills, allowing them to express themselves with growing confidence.



## Year 3 Mandarin

The Year 3 curriculum is designed to focus on developing communication skills in listening and speaking. While

students are introduced to Pinyin, formal instruction in the Pinyin phonetic system is postponed until Year 5, as early exposure may cause confusion for children simultaneously learning to read and write in other languages.

Topics in Year 3 include greetings, numbers, family members, pets, colours, and fruits, with a strong emphasis on speaking and listening to vocabulary and simple sentences related to these themes. A range of engaging activities, such as songs and games, are incorporated to encourage students to actively use new words and phrases. In the initial stage of writing Chinese characters, students will focus on mastering the eight basic strokes. Chinese culture is introduced in a fun and interactive way, covering topics like Chinese New Year, family traditions, and counting using finger gestures.

## Year 4 Mandarin

In Year 4, the focus remains on developing oral communication skills, supported by authentic materials such as written, oral, and visual texts. Students will learn to discuss topics like friends, dates, and times, as well as express their preferences for colours, animals, and snacks. New vocabulary is introduced through visuals such as pictures and flashcards, with pronunciation practice incorporated into engaging activities like games, songs, and rhymes.

Motor skills are enhanced through various creative activities, including drawing, colouring, tracing, and crafting. Students will begin recognizing Chinese characters by learning to write numbers, building a foundation for future character writing by reviewing basic strokes. Chinese cultural elements are introduced as relevant to the lessons, with key topics including the Dragon Boat Festival and the legend of Chinese New Year.

## Year 5 Mandarin

In Year 5, students will build on the foundation from Years 3 and 4, with an increased focus on reading and pronunciation through the systematic use of the Pinyin phonetic system. Pinyin is introduced through engaging activities such as listening, playing, drawing, and singing. Students will also begin their journey into reading and writing simple Chinese characters, with each character taught using vivid illustrations and clear guidance on stroke order. By the end of Year 5, students will be able to read and write 28 basic characters. Logical thinking and creativity are fostered through a variety of activities that encourage both writing and speaking. The curriculum covers topics such as nationality, clothing, vegetables, positions, food, and drinks, with students encouraged to pronounce new vocabulary accurately and explore different methods to memorise their meanings. Speaking skills are further developed through interactive picture-based discussions. Key cultural lessons include the Chinese Zodiac and Beijing Opera, providing deeper insights into Chinese traditions and art forms.



## Year 6 Mandarin

In Year 6, Mandarin lessons are designed to be interactive and engaging, featuring fun activities such as singing, playing language games, and creating crafts. The curriculum covers topics like languages, daily routines, transportation, food, school life, and hobbies. Students work on speaking simple vocabulary, constructing basic sentences, and having dialogues related to each topic. They will begin learning Chinese radicals, which are crucial for recognizing characters, and gradually develop their reading and writing skills.

Exploring Chinese culture is an integral part of the curriculum. Students will study the significance of food in Chinese culture, traditional hobbies, and compare school routines in China with their own. The focus is on laying a solid foundation and equipping students with the skills and confidence needed to continue their Mandarin studies into Key Stage 3 and beyond.



## 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 3

In Year 3, students will continue to build on the skills in KSI. They will be singing a widening range of unison songs of varying styles and structures tunefully and with expression. 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 the recorder. Students at Charter will become more skilled in improvising, inventing short responses using a limited note-range and using structured musical ideas to create music that has a beginning, middle and end. Students will also compose song accompaniments on untuned percussion using known rhythms and note values. The staff, lines and spaces, and clef will be introduced.

## Music in Year 4

In Year 4, students will continue to sing a broad range of unison, rounds, and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Our teaching 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 the recorder. Students will have opportunities to improvise on a limited range of pitches on the instrument they are now learning, making use of musical features. Students will explore developing knowledge of musical components by composing music to create a specific mood.

## Music in Year 5

In Year 5, students will be singing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. The songs include three-part rounds, partner songs, and songs with a verse and a chorus. Our teaching 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 the ukulele. Students will develop a sense of shape and character, using tuned percussion and melodic instruments.

They will learn to improvise over a simple groove, responding to the beat, and creating a satisfying melodic shape. Students will be able to experiment with using a wider range of dynamics, including very loud (*fortissimo*), very quiet (*pianissimo*), moderately loud (*mezzo forte*), and moderately quiet (*mezzo piano*). They will play melodies on tuned percussion, and melodic instruments, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. Initially, this will be done as a whole class with greater independence gained each lesson through smaller group performances.

## Music in Year 6

In Year 6, students will be singing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance and continue to sing three- and four-part rounds and partner songs. 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 the ukulele. Their improvisation skills will be extended by creating music with multiple sections using chord changes as part of an improvised sequence. Students will use melodies that can be enhanced with rhythmic or chordal accompaniment and engage with others through ensemble playing.



# 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 promote not only health and physical fitness but also a healthy mind.

## PE in Year 3

Physical Education in Year 3 aims to put all that the students have learnt and developed in KS1 together. Students will be challenged to enhance their fundamental movement patterns and encouraged to link complex movements in a fluid motion. Activities and sports covered include Dance, Gymnastics, Team games, Racket sports, Striking and Fielding and Swimming. This will be the first year where students are introduced to more competitive competitions through Inter house and intra-school competitions. We believe that having healthy competition from a young age is paramount in developing a student's resilience and problem-solving skills.

## Swimming in Year 3

All children in Year 3 will be developing the necessary skills to swim with confidence and will be able to identify the four main swimming strokes. All students will have one hour a week timetabled for swimming. It will be key throughout this year's swimming program to give the children as many opportunities as possible to develop and streamline their technique. Students will begin Stages 4 and 5.



## **PE in Year 4**

Physical Education in Year 4 will focus on engaging students in small, team games and activities with the intention to focus on introducing students to communication strategies and problem-solving skills. Activities and sports covered include Dance, Gymnastics, Team games, Racket sports, Striking and Fielding and Swimming. All students will be encouraged to engage in the school sports teams and extracurricular activities.

### **Swimming in Year 4**

All children in Year 4 will be developing the necessary skills to swim with confidence and will be able to identify the four main swimming strokes. All students will have one hour a week timetabled for swimming. It will be key throughout this year's swimming program that children develop their foundation swimming skills. This will serve as a great platform for the years to come. Students will be challenged to swim with good technique in backstroke, breaststroke, and front crawl. At the end of Year Four all students will have earned their stage 4 and 5 learn to swim awards.

## **PE in Year 5**

Physical Education in Year 5 will further develop the student's resilience and leadership skills. At this age, students need to focus on developing the skills to persevere in preparation for Year 6 and Secondary Education. Activities and sports covered include Dance, Gymnastics, Team games, Racket sports, Striking and Fielding, and Swimming. All students will be encouraged to engage in the school sports teams and extracurricular activities.

### **Swimming in Year 5**

All children in Year 5 will be developing the necessary skills to swim with confidence and will be able to identify the four main swimming strokes. All students will have one hour a week timetabled for swimming. It will be key throughout this year's swimming program that children solidify their foundation of swimming skills. Students will be challenged to think more competitively and guided to swim with good technique in backstroke, breaststroke, and front crawl. At the end of Year 5, all students will be working towards achieving the 'Learn to Swim Stage 6 & 7 awards.

## PE in Year 6

Physical Education students in Year 6 should have a sound knowledge of all the sports and activities covered throughout their Primary Education. They should be prepared for Secondary School with the practical skills, knowledge and awareness for all activities and sports covered, be it Dance, Gymnastics, Team games, Racket sports, Striking and Fielding, and Swimming. Students in Year 6 will be developing healthy habits that should improve their lifestyles. Our intention is to encourage students to pursue their passions in sports and be engaged in more activities outside the classroom.

### Swimming in Year 6

All children in Year 6 will further develop their water confidence and will be able to identify the four main swimming strokes. Students will begin to think about taking part in competitive swimming events and testing out their skills. It will be key throughout this year's swimming program that children solidify their foundation swimming skills in preparation for Secondary swimming. At the end of Year 6, all students will have completed their 'Learn to Swim' stage 6 and 7 awards.



# 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.



## Educational Visits

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 (Science Technology Engineering, Arts and Maths) Day.

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 KS2, parents are invited to end-of-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.

