



Charter
International School

KEY STAGE 2

CURRICULUM GUIDE

2025 – 2026





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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A WELCOME FROM THE HEAD OF PRIMARY

Mrs. Julie Kelly



We are delighted to warmly welcome you to the Primary School at Charter International School. Ours is a nurturing and inclusive community where every child is known, valued, and celebrated. We are proud to educate children from a wide range of cultures, creating a rich, diverse environment where friendships grow and kindness and respect are at the heart of all we do.

At Charter, we believe children flourish when they feel happy, safe, and connected. We work hard to create a place where children love coming to school—a setting where they develop a strong sense of belonging and thrive both academically and personally.

We are proud of our **International Primary Curriculum**, which blends the National Curriculum for England with approaches that reflect our international setting. Through meaningful learning experiences, children develop an understanding of different cultures, perspectives, and global issues. They learn how their actions can make a positive difference in their community and the environment, growing into thoughtful, caring, and active global citizens.

Guided by our **Schoolwide Learner Outcomes**, we help children become independent, curious, and confident learners who are ready for the future. Life skills such as resilience, collaboration, and communication are woven into daily school life, helping our students grow not just in knowledge but in character and confidence. Our experienced teachers and learning assistants are passionate about making learning meaningful and accessible for every child. Small class sizes help us build strong relationships and tailor learning to meet individual needs, interests, and strengths—supporting every child to achieve their best.

We place great value on **partnerships with parents**. Families are welcomed as active participants in their child's learning journey. Whether through classroom events, workshops, supporting home learning or community celebrations, we believe learning is strongest when school and families work together.

From the moment you step onto our well-cared-for campus, you'll feel the warmth of our school community. This **Curriculum Guide** will help you learn more about our approach, but we warmly invite you to visit in person, meet our staff and students, and experience first-hand what makes life at Charter so special.

We look forward to welcoming you and your family into our Charter community.

Mrs. 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 (including 2 x Reading)	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 and Science	Seven Periods
ICT & Computing (including Digital Citizenship)	One Periods
Music	One Period
PE	Two Period
Swimming	One Periods
Thai (all Thai National students will study Thai)	Five Periods
Thai Foreign Language (for Non-Thai students)	Three Periods
Mandarin	Two Periods
Library	One Period
Assembly	One Period

PASTORAL CARE AND WELLBEING

At Charter, the social, emotional, and physical well-being of every child is at the heart of all we do. We value and celebrate each student's individuality, ensuring that every child feels safe, supported, and a true sense of belonging in our school community.

We are proud of our warm, inclusive learning environment where children know they can turn to a range of trusted adults—class teachers, specialist teachers, teaching assistants, our school counsellor, Inclusion Team, and Designated Safeguarding Officers. This strong network allows us to provide personalised academic and pastoral support for all students, helping them flourish both socially and academically.

Well-being is woven into all aspects of school life—from our curriculum and co-curricular programme to assemblies and daily routines. We know that happy, confident children learn best, and we work hard to create classrooms that are welcoming and nurturing.

Our strong partnerships with parents play a vital role in supporting each child's growth and development. Class teachers, supported by Subject Coordinators, the Head of Primary, and our Inclusion Team, build meaningful relationships with families to ensure every child feels valued and supported in their learning journey.

Our approach to well-being is guided by our School Mission, Vision, and Schoolwide Learner Outcomes, with every member of our community serving as a positive role model for our students.

HOUSE & REWARDS SYSTEM

When a child joins Charter, they become part of something special—our vibrant House System, inspired by the beautiful Thai islands of Lanta, Samet, and Phuket. Each family is placed in the same House, building a strong sense of connection and belonging across siblings and year groups.

Rooted in our Schoolwide Learner Outcomes, the House System fosters teamwork, fair play, perseverance, and school spirit. Throughout the year, students proudly wear their House colours and participate in a variety of fun and exciting inter-house events—from Sports Days and Swim Galas to other friendly competitions that help students grow in confidence, leadership, and collaboration.

From Year 1 upwards, children can earn House points through our rewards system, with every star they receive in lessons contributing to their House total. Each week, teachers nominate one student from every class for special recognition linked to our five SLOs (Schoolwide Learner Outcomes).

A highlight of our school year is the announcement of weekly House point totals in assemblies—cheered on by our Year 6 House Captains and Deputy House Captains, who lead with pride and represent their Houses at events. The excitement builds all year long, with the winning House proudly lifting the House Trophy at the end-of-year celebration!

STUDENT VOICE

Every year, each Key Stage 2 class will elect two Student Councillors to represent their class. These students will meet regularly as part of our Student Council, giving them a meaningful voice in school life.

The council works on service projects that benefit not only our school community but also our local and global communities. This is a wonderful opportunity for students to develop leadership skills, share ideas, and make a positive difference.

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 Gap	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 1	
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.

Core subjects:

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

Foundation Subjects: (*taught as part of the I.P.C – International Primary Curriculum)

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

Taught by Subject Specialists:

- Music
- Physical Education
- Swimming
- Thai or Thai as a Foreign Language (TFL)
- Mandarin
- Library

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/TFL	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	Reading	Reading
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/TFL	I.P.C	Music	I.P.C	I.P.C
7 2.20 - 3.00	I.P.C	Mandarin	IPC	Mandarin	Assembly
3.00 - 4.00	Home Time/ECAs				

HOME LEARNING

At Charter, we believe that home learning plays an important role in each child's learning journey. It helps foster positive learning habits, encourages responsibility and independence, and strengthens the vital partnership between school and home by involving parents in meaningful learning conversations. Home learning is a chance for children to share and explore the learning they've done in school, reinforcing key skills and extending their knowledge in a relaxed home environment.

However, we also recognise the importance of children having plenty of time for play, socialisation, and relaxation after school. That's why the amount and type of home learning is carefully tailored to each year group, with age-appropriate expectations that balance learning with wellbeing.

The most important part of home learning is reading for pleasure. We expect every child to read for at least 20 minutes a day, either independently or with a parent. Building a love of reading supports language development and strengthens learning across all subjects.

Home learning tasks will usually be shared with children and families via Seesaw in Year 3 and Google Classroom in Years 4 to 6.



CIRRICULUM 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 English Programme of Learning
- Weekly Library sessions
- Whole Class Reading sessions
- Drop Everything and Read (Parents are invited to class each term to enjoy reading with their children)
- World Book Day
- 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)

At Charter, we believe every teacher supports language learning and that students learn English best when fully included in the mainstream classroom. This ensures language develops naturally, with guidance from class teachers and our Inclusion Team.

Our English Language Support (ELS) programme helps students quickly build the skills they need to participate confidently in lessons and school life. Available for Years 1 to 6, ELS is tailored to each student following an English assessment during Discovery Day. We provide support through a tiered system matched to individual needs and proficiency levels.

- **Tier 1:** Most English learning takes place in the mainstream classroom, where students benefit from regular exposure to spoken and written English in meaningful contexts.
- **Tier 2:** Students needing extra support may join targeted English interventions to build confidence and understanding both inside and outside the classroom.
- **Tier 3:** Students with the greatest need may be withdrawn from some lessons for intensive language support, aiming to accelerate progress and help them fully rejoin mainstream classes as soon as possible.

Through this balanced approach of in-class exposure and targeted support, we ensure that all learners feel part of our community while developing the language skills they need to succeed.

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 Mathematics Curriculum, adapted to meet the needs of our children. This curriculum draws on the principles of high-performing education systems worldwide, using a mastery approach that encourages discussion, collaboration, and hands-on learning. Our goal is for children to enjoy Maths and become fluent and confident as they build towards mastery.

Our inclusive teaching approach uses a blend of concrete resources (like counters and cubes), pictorial representations, and abstract methods. This helps students develop a secure and adaptable understanding of key mathematical concepts.

We provide real-life, purposeful activities that allow children to apply their learning in meaningful ways. Recognising that children progress at different rates, our mastery approach ensures that all students are challenged appropriately. Rather than racing ahead, more able learners are encouraged to deepen and apply their understanding of key concepts.

Throughout their learning journey, students are supported to explain their thinking, solve problems, and apply reasoning skills in a variety of contexts, helping them become confident and capable mathematicians.

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 use the International Primary Curriculum (IPC), which links foundation subjects through themes that interest our children. Connecting subjects helps children make more links in their learning, which helps them understand better.

Children learn best when they are curious, so the IPC units are designed to spark their interests and help them explore the world around them. Themed learning shows how subjects are both separate and connected, helping children see the bigger picture and think about topics from different viewpoints.

The IPC focuses on building knowledge, skills, and understanding to develop flexible, resilient learners who are ready for the fast-changing world ahead.

Overview of Subjects Taught as Part of the IPC

Science

Students build on the skills learned in KS1 by exploring a wide range of living things, materials, and natural phenomena in meaningful ways. They are encouraged not just to describe what they see but to explain it using simple scientific ideas. During practical work, students learn to investigate carefully and use common scientific methods to share their findings.

Geography & History

We aim to nurture curious young historians and geographers through a themed approach to teaching History and Geography. Children are encouraged to explore the world and the people in it with curiosity. They learn to research, think carefully, and understand more about their surroundings. Throughout the year, field trips, visitors, and special events help make their learning exciting and memorable.

Art & Design Technology & Innovation

Art lessons give our children a chance to express themselves, try new things in a safe and supportive space, and create work they can be proud of. In Key Stage 2, children learn about different artists and explore various materials connected to their topics. We encourage independence, creativity, and original ideas. As they grow, children also learn to think about and evaluate their own work and the work of others.

Health & Wellbeing

Students explore Health and Wellbeing by learning to care for their bodies and minds. They study nutrition, exercise, hygiene, and the importance of rest. They also learn to manage emotions, build positive relationships, and develop empathy and respect. Through discussions and activities, students gain skills to make healthy choices, stay safe, and grow in confidence and resilience, laying a strong foundation for lifelong physical and emotional wellbeing.

International

Students explore the diverse cultures, traditions, and languages of people around the world. They learn to appreciate different perspectives and understand what it means to be a global citizen. Through research, discussions, and projects, students develop respect, empathy, and curiosity about international communities. This unit helps them build awareness of global connections and encourages them to think about their role in a diverse and interconnected world.

Year 3 I.P.C Themes	Year 4 I.P.C Themes
Term 1: Brainwaves (The Brain) Vanishing Rainforests Bright Sparks Term 2: Footprints from the Past Land, Sea and Sky Term 3: Let's Plant It Temples, Tombs and Treasures	Term 1: Brainwaves (Metacognition) Chocolate Feel the Force Term 2: Time and Place, Earth and Space Shake it Making Waves Term 3: Material World Travel and Tourism
Year 5 I.P.C Themes	Year 6 I.P.C Themes
Term1: Brainwaves (The Brain) Weather and Climate Bake It Term 2: Being Human 900 CE Term 3: Growing Up: Puberty Existing, Endangered, Extinct	Term1: Brainwaves (Metacognition) What Price Progress? Investigators Term 2: Fairgrounds Making Materials Work for Us Term 3: Relationships, Sex and Reproduction Space Scientists

PSHE Curriculum

Our PSHE curriculum, guided by the PSHE Association and tailored for our international community, supports our Schoolwide Learner Outcomes. We help children become critical thinkers, globally minded, academically successful, responsible, and effective communicators.

Through weekly lessons, students build skills like resilience, self-esteem, teamwork, and critical thinking across three key themes: health and wellbeing, relationships, and living in the wider world.

From the start, we prioritise mental health and wellbeing, teaching respect, kindness, and how to recognise bullying. We create space for important conversations, pausing lessons when needed to address concerns.

Our PSHE programme equips children for today and tomorrow, with additional support available from our Inclusion Team to ensure every child feels valued and supported.

Computing & Digital Citizenship

At Charter, Computing is taught through three key strands: Computer Science, Digital Literacy, and Digital Citizenship. We believe digital literacy is an essential life skill that helps students thrive in an ever-changing world.

While students enjoy weekly Computing lessons, technology is embedded across the curriculum to enhance learning in all subjects. Our children become confident, responsible users of technology, applying their digital skills in meaningful ways every day.

Students benefit from dedicated computing suites, interactive boards in every classroom, shared iPads, and access to online learning platforms like Seesaw and Google Classroom. Tools like online books, White Rose Maths, MyMaths, and Times Tables Rock Stars further enrich their learning experience.

We also follow the Digital Citizenship Curriculum from Common Sense Education, helping students become safe, creative, and responsible digital citizens for the 21st century.



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, students build on their listening and speaking skills while receiving reading and writing support tailored to their needs. Each week, they learn new vocabulary through topics like "I Am Sick," "Identifying People," "Talking About Family," "Shopping," and "Money Management." Tone marks are introduced to help distinguish different tones, and students practice finding main ideas in short stories. Role-play activities allow them to use language in real-life situations.

Alongside language, students explore Thai culture by learning about festivals like Loy Krathong, Songkran, and Wai Kru, playing traditional games, and studying Thai art such as Lai Thai. Thai manners and traditions are also emphasized to deepen cultural understanding.

Year 4 Thai as a Foreign Language

In Year 4, students continue to develop their listening and speaking skills, with tailored support for reading and writing. They learn to identify the main idea in texts and write short sentences. Weekly vocabulary covers topics like "At the Supermarket," "At the Restaurant," "My Holiday," "Family Tree," and "Thai Dishes."

Students also explore Thai culture through lessons on festivals such as Loy Krathong, Songkran, and Wai Kru, and enjoy traditional games like coconut walk and Tee Jab. Emphasis on Thai manners and traditions helps deepen their cultural understanding.

Year 5 Thai as a Foreign Language

In Year 5, students continue to develop listening and speaking skills, with tailored support for reading and writing. They focus on understanding main ideas and deepen their knowledge of Thai tone marks. Weekly vocabulary covers practical topics like "Greetings and Social Etiquette," "Public Transportation," "Giving Directions," "Getting Lost," and "Going to the Hospital."

Students also explore Thai culture, learning about festivals such as Loy Krathong, Songkran, and Wai Kru, and playing traditional games like Crow Hatch Eggs and Rubber Jumping. Emphasis on Thai manners and traditions helps deepen their cultural understanding.

Year 6 Thai as a Foreign Language

In Year 6, students continue to develop listening and speaking skills with tailored support for reading and writing. They deepen their understanding of main ideas, improve knowledge of Thai tone marks, and practice short creative writing. Weekly topics introduce vocabulary and practical phrases such as "Formal and Informal Greetings," "Expressing Gratitude and Apology," "Asking Directions," "Talking about the Past," and "Thai Etiquette and Social Norms."

Students also explore Thai culture, focusing on festivals like Loy Krathong, Songkran, and Wai Kru, and participate in traditional games like Rubber Jumping and Coconut Shell Walk. Emphasis on Thai manners and traditions helps build a strong cultural understanding.

Thai Cultural Festival and 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 สามารถจับใจความในเรื่องที่อ่าน 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 สามารถจับใจความในเรื่องที่อ่าน เช่น บทกล่อมจูงนิทาน วรรณคดี 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 บทกล่อมจูงนิทานวรรณคดี บทละครพระราชนิพนธ์ เรื่องสั้น และตอบคำถามจากเรื่องที่อ่านหรือฟังได้

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



Year 6 Native Thai Language

นักเรียนชั้น Year 6 เรียนรู้ภาษาไทย ที่เน้นหลักการอ่านออกเสียงและการอธิบายความหมายของคำ ประโยคบทร้อยแก้วและประโยคบทร้อยกรองในการอ่านจับใจความสำคัญ นักเรียนอ่านเรื่องสั้นๆอย่างหลากหลายแล้วถามตอบเกี่ยวกับเรื่องที่อ่านได้ รวมถึงวิเคราะห์ แสดงความคิดเห็นเกี่ยวกับเรื่องที่อ่านเพื่อนำไปใช้ในการดำเนินชีวิตจริง บทเรียนของชั้น Year 6 ส่งเสริมด้านการเขียนของนักเรียน ไม่ว่าจะเป็นการเขียนแผนภาพโครงเรื่อง เขียนบรรยาย เขียนแสดงความคิดเห็นหรือโน้มน้าวได้ และใช้คำศัพท์ที่หลากหลาย รวมถึงคำชนิดต่างๆ อย่างเหมาะสม เพื่อให้ประโยคมีความน่าสนใจและมีความหมาย ส่วนด้านการฟังนักเรียนได้ฝึกจำแนกข้อเท็จจริงและข้อคิดเห็นจากเรื่องที่ฟังและดู รวมถึงการตั้งและตอบคำถามเชิงเหตุผล พร้อมทั้งส่งเสริมให้นักเรียนพูดสื่อสารได้อย่างชัดเจนตรงตามวัตถุประสงค์ เช่น การพูดแสดงความคิดเห็น พูดแสดงความรู้สึกจากเรื่องที่ฟังและเรื่องที่ดู โดยสามารถใช้ภาษาในการสื่อสารได้อย่างเหมาะสมกับบริบท

นอกจากนี้ในชั้น Year 6 ยังเรียนรู้เกี่ยวกับวัฒนธรรมไทยผ่านหัวข้อการเรียนรู้ต่างๆ ในวรรณกรรม วรรณคดีไทย รวมถึงเรียนรู้ถึงคุณค่าของสังคมไทย 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 focuses on developing listening and speaking skills. While students are introduced to Pinyin, formal instruction in the system begins in Year 5 to avoid confusion with learning other languages.

Topics include greetings, numbers, family, pets, colours, and fruits, with an emphasis on speaking and listening. Engaging activities like songs and games help students use new vocabulary actively.

In writing, students start by mastering the eight basic Chinese strokes. Chinese culture is introduced through fun lessons on Chinese New Year, family traditions, and finger counting.

Year 4 Mandarin

In Year 4, students continue to develop oral communication using authentic materials like written, spoken, and visual texts. They discuss topics such as friends, dates, times, and express preferences for colours, animals, and snacks. New vocabulary is introduced with pictures and flashcards, and practiced through games, songs, and rhymes.

Fine motor skills improve with activities like drawing, colouring, tracing, and crafting. Students start recognizing Chinese characters by writing numbers and reviewing basic strokes. Chinese culture is woven into lessons, including the Dragon Boat Festival and the legend of Chinese New Year.

Year 5 Mandarin

In Year 5, students build on previous learning with a stronger focus on reading and pronunciation using the Pinyin system. Pinyin is taught through fun activities like listening, drawing, singing, and games. Students begin reading and writing simple Chinese characters, learning stroke order with clear illustrations. By year's end, they will know 28 basic characters.

The curriculum covers topics like nationality, clothing, food, and positions, encouraging accurate pronunciation and creative memorisation. Speaking skills develop through picture-based discussions. Cultural lessons include the Chinese Zodiac and Beijing Opera, deepening understanding of Chinese traditions.



Year 6 Mandarin

In Year 6, Mandarin lessons are interactive and fun, featuring singing, language games, and crafts. Topics include languages, daily routines, transportation, food, school life, and hobbies. Students practice simple vocabulary, basic sentences, and dialogues related to these themes. They also begin learning Chinese radicals, building skills for reading and writing characters.

Chinese culture is an important part of learning, with lessons on traditional foods, hobbies, and comparisons of school life in China. The focus is on preparing students with a strong foundation and confidence for continued Mandarin learning in Key Stage 3 and beyond.

Music and Performing Arts

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 build on KS1 skills by singing a wider variety of songs with expression. They learn about the stories, origins, and history behind the music they listen to, sing, and play on the recorder.

Students develop skills in improvising short musical responses and creating music with a clear beginning, middle, and end. They also compose accompaniments on untuned percussion using familiar rhythms. Basic music notation, including the stave, lines, spaces, and clef, is introduced.

Music in Year 4

In Year 4, students continue singing a wide range of unison, rounds, and partner songs in different time signatures. They begin singing melodies with small and large leaps and start learning simple two-part harmonies.

Music lessons deepen students' understanding of the stories, origins, traditions, history, and social context of the music they listen to, sing, and play on the recorder. Students also improvise on their instruments using a limited pitch range and explore composing music to create specific moods.

Music in Year 5

In Year 5, students sing a wide range of songs with a strong sense of ensemble, focusing on phrasing, accurate pitch, and style. Repertoire includes three-part rounds, partner songs, and verse-chorus pieces. Music lessons deepen understanding of the stories, origins, and cultural context of the music they listen to, sing, and play on the ukulele.

Students develop musical character using tuned percussion and melodic instruments. They learn to improvise over simple grooves, respond to beats, and create melodic shapes. They also explore dynamics from very loud to very quiet and play melodies following staff notation within the Middle C–C' range, gradually moving from whole-class to smaller group performances.

Music in Year 6

In Year 6, students sing a wide range of songs, including those with syncopated rhythms, as part of a choir, developing a strong sense of ensemble and performance. They continue singing three- and four-part rounds and partner songs. Music lessons deepen their understanding of the stories, origins, traditions, history, and social context of the music they listen to, sing, and play on the ukulele.

Improvisation skills grow as students create multi-section music using chord changes in improvised sequences. They enhance melodies with rhythmic or chordal accompaniment and collaborate through ensemble playing.



Physical Education

At Charter, Primary Physical Education (PE) is taught by Specialist Teachers and designed to help children enjoy activities that challenge them both physically and mentally. Students take part in a wide range of activities that build skills, boost confidence, and promote self-esteem. Through play and movement, PE lessons support not only physical health and fitness but also mental well-being, helping children develop a positive and active mindset.

PE in Year 3

In Year 3, Physical Education builds on the skills developed in KS1. Students refine their fundamental movement patterns and begin linking more complex movements with control and fluidity. They take part in a variety of activities including Dance, Gymnastics, Team Games, Racket Sports, Striking and Fielding, and Swimming.

This is also the first year students experience more competitive opportunities through Inter-House and intra-school competitions, helping to build resilience, teamwork, and problem-solving skills in a fun and supportive environment.

Swimming in Year 3

In Year 3, all students build confidence in the water and learn to identify the four main swimming strokes. With one hour of swimming each week, the focus is on refining technique and providing plenty of opportunities for practice. Students typically work within Stages 4 and 5, continuing to develop their skills and stamina.



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

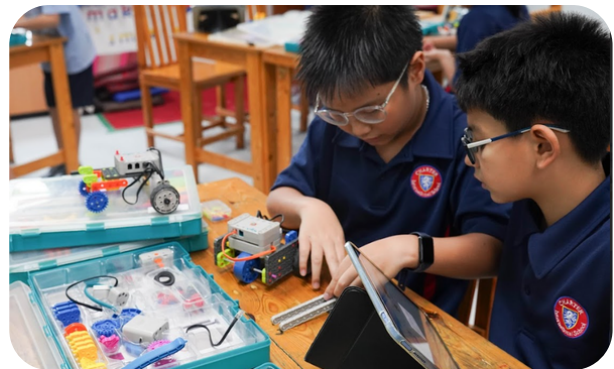
The Whole Child

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

Each class carefully selects and plans field trips that extend learning in engaging, real-world settings, directly linked to the skills and topics studied in class.

These trips help children develop independence and experience activities not possible in the classroom. Every year, students return inspired, often saying these visits are the highlight of their year!

Upper Key Stage 2 Residential Visits

In Year 5, students enjoy an exciting two-night residential trip to Kanchanaburi, followed by a three-night stay in Chanthaburi in Year 6.

These visits offer valuable hands-on learning beyond the classroom, promoting independence, resilience, and teamwork. Students engage in activities like campfire cooking, outdoor challenges, camp building, kayaking in the mangroves, and team-building exercises.

These experiences help build confidence, foster strong friendships, and develop essential life skills such as problem-solving and cooperation, making the trips a memorable highlight of their primary school journey.



Assemblies and Performances

Throughout the year, students have many opportunities to perform in front of an audience, which helps develop their speaking, listening, and confidence skills. Each year group takes part in a performance—either linked to their learning or as a celebration at the end of a topic. Children write scripts, learn lines, sing songs, and create props and costumes, developing their drama skills as they perform for family and peers.

These performances might happen during class assemblies, musical showcases, or our spectacular cultural shows.

Weekly assemblies celebrate student achievements with certificates and showcase talents beyond the classroom. They also provide a platform for Student Committees to share news and initiatives, and for House Captains to update on House events and Inter-House sports results.

Special Events & IPC Entry and Exit Points

Throughout the year, we hold exciting events designed to spark curiosity and deepen engagement with learning, such as International Day, World Book Day, and our incredible Exit Points.

These special occasions bring the curriculum to life, inspiring students to explore new ideas and cultures with enthusiasm.

Children and teachers often dress up and fully immerse themselves in the experience, celebrating traditions like Loy Krathong and Chinese New Year. These vibrant events create memorable learning moments that connect students more deeply to the world around them.



Parental Involvement

We warmly welcome parents to join us regularly at school to celebrate and share in their children's learning. These moments provide a wonderful chance for families to see firsthand what the children are discovering and to explore the vibrant learning environments we create together.

In Key Stage 2, parents are invited to special events such as year-group assemblies, IPC Exit Points, International Day and Musical Showcases—just a few of the many occasions that bring our community together.

Throughout the year, Coffee Mornings offer parents valuable insights into the teaching strategies their children are experiencing, helping to strengthen the partnership between home and school.

Together, we build a strong, supportive community where children flourish through shared learning and connection.

