



YEAR 5 AND 6

Curriculum Booklet

MISSION

Inspire learning, nurture wellbeing,
ignite passion

VISION

Maximise student potential by
delivering the highest standards of
teaching and learning to an
international community emphasising
wellbeing and passion, on a green,
well equipped campus

VALUES

Respect

Be mindful, considerate
and inclusive

Compassion

Be caring, empathetic
and reflective

Integrity

Be honest, principled
and accountable

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Introduction



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I am delighted to welcome you to our school, where students are at the very heart of everything we do. Our primary aim is to nurture creative, resilient and happy learners whose curiosity and confidence enables them to take risks, to explore and expand their thinking and to develop their independence as they start to recognise their place in the world around them and build on the strong foundations in learning they bring with them from their time in our Early Years setting.

The Primary phase here at British International School, Phuket (BISP) comprises our Year 1 to Year 6 classes which you will find in separate learning pods for Years 1 and 2, Years 3 and 4 and Years 5 and 6. All year groups are made up of 3 classes, so each of our unique learning pods contains 6 classes.

Across the school, we follow the National Curriculum of England ([HERE](#)) which we adapt and enrich to ensure that learning opportunities meet the diverse needs of all the students in our international context and celebrate our location here in Phuket, Thailand. Learning is supported through a child-centred and personalised pedagogy. Our priority is to get to know every child as a unique individual and build strong, positive and productive relationships with each of them. We believe that every individual student has immense potential to be successful in life. Through development of genuine, trust-based relationships, and a focus on an holistic and inclusive approach to the learning and development of each individual child, we aim to develop these individual successes, strengths and passions as the children move through the Primary School. We believe that all students have an innate curiosity which, when intentionally and carefully nurtured, can blossom into a lifelong love of learning which continues to build progressively as they move through every phase of their learning journey with us.

We are extremely proud of our school and what we offer our students and I am excited to welcome you to our Primary School. I hope that this booklet will give you a flavour of the experience students get whilst growing and learning and as part of our very special school community.

Our Primary Curriculum

At BISP, our Primary curriculum builds on the knowledge, skills and understandings learned from the EYFS 2021 framework and the Development Matters Curriculum in the Early Years. The rigorous expectations of the National Curriculum of England that underpin our curriculum ensure that students are appropriately supported and challenged in their learning as they work towards achieving specific end of year expectations for each year group. We ensure that the context of the learning is adapted to best reflect the diverse needs of our unique international school community, making the learning relevant and reflective of our place here in Phuket, Thailand, Asia and the wider world.

The Primary Curriculum includes three core areas of learning, and seven Foundation subjects.

Core Areas of Learning

The core areas of learning are **English**, **Maths** and **Science**.

English

English learning in Years 5 and 6 focuses on developing the student's capability and confidence in spoken language, reading, writing and vocabulary development. This learning forms the foundation of the student's learning in every subject. Fluency in the English language is an essential foundation for success in all subjects.

Spoken Language

Students will learn to speak clearly and convey ideas confidently using Standard English. They will learn to justify their ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will learn to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and Writing

Our students' reading and writing in all subjects will support their acquisition of knowledge. They will learn to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure at home and through regular visits to our expansive library. Students will develop their stamina and skills to write at length, with accurate spelling and punctuation. They will understand the correct use of grammar as they build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary Development

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Students will develop vocabulary actively, building systematically on their current knowledge and simultaneously make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, students expand the vocabulary choices that are available to them when they write. In addition, it is vital for students' comprehension that they understand the meanings of words they meet in their reading across all subjects. We believe it is important that students learn the technical language of each subject area, such as accurate mathematical and scientific language.

Mathematics

Mathematics is a creative and highly interconnected subject that is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy. We therefore believe that a high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

During their time in Primary School, students will become fluent in the fundamentals of mathematics. Their learning will be supported through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Students will learn to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. They will be given regular opportunity to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas and make rich connections across mathematical ideas to develop fluency, mathematical reasoning and problem solving. They will also apply their mathematical knowledge to science and other subject learning.

Students who grasp concepts rapidly will be challenged with rich and sophisticated problems to extend their deep understanding of the mathematical concepts and methods they are learning in different contexts.

Our curriculum for mathematics aims to ensure that all students in the Primary School :

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

Students in years 5 and 6 will use their science experiences to explore ideas and raise different kinds of questions; and select and plan the most appropriate type of scientific enquiry to use to answer scientific questions. They will learn to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They will use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. Students will make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They will also decide how to record data from a choice of familiar approaches and look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They will use their results to identify when further tests and observations might be needed and recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. Finally, students will use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.

Working Scientifically

Working scientifically is a critical skill that all students will be developing during their time in the Primary School. In years 1 and 2 the students will explore the world around them and raise their own questions. They will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They will use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They will ask people questions and use simple secondary sources to find answers. They will use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they will record and communicate their findings in a range of ways and begin to use simple scientific language.

The Foundation Subjects

The foundation subjects are Art & Design, Computing, Design & Technology, Geography, History, Music and Physical Education.

Art & Design

We genuinely value creativity and our Primary Curriculum is designed to inspire and challenge the students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. During their time in the Primary School, the students will be given the opportunity to produce creative work, explore their ideas and record their experiences. They will learn to think critically and develop a more rigorous understanding of art and design and become proficient in drawing, painting, sculpture and other art, craft and design techniques and evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing

We aspire to support our students to develop and use computational thinking and creativity to understand and change the world. They will make cross-curricular links with mathematics, science, and design and technology, and learn about both natural and artificial systems. The core of computing is computer science, in which the students are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, the students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that the students become digitally literate and therefore able to use, and express themselves and develop their ideas through information and communication technology.

By the end of their Primary education, we expect students to be able to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. They will be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. They will evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. The overarching objective is that all our students become responsible, competent, confident and creative users of information and communication technology.

Design & Technology (DT)

Using their creativity and imagination, along with learning from mathematics, science, computing and art, the students will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will become resourceful, innovative and enterprising as they evaluate past and present design and technology, and develop a critical understanding of its impact on daily life and the wider world.

During their time in the Primary School, the students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others.

Geography

Our Geography curriculum is designed to inspire a curiosity and fascination about the world in all the students. It will equip the students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The student's growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features are shaped, interconnected and change over time.

During their time in the Primary School, the students will develop contextual knowledge of the location of globally significant places, including their home countries and our place in Thailand, Asia and the wider world. They will learn to define physical and human characteristics and how these provide a geographical context for understanding processes that give rise to key physical and human geographical features of the world. The students will also consider how these are interdependent and how they bring about spatial variation and change over time. They will become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork and interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

History

In History, the student's curiosity to know more about the past will be central to how they learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Their historical learning will help the students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Over their time in the Primary School, the students will know and understand significant aspects of the history of the wider world including the nature of ancient civilisations, the expansion and dissolution of empires, and the characteristic features of past societies across the world. They will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically- valid questions and create their own structured accounts. The students will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed as they gain historical perspective. By placing their growing knowledge into different contexts, they will understand the connections between local, regional and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. .

Music

Music is a universal language that embodies one of the highest forms of creativity. WE believe that music learning should engage and inspire the students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As the students progress through the Primary School, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. They will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will be given regular opportunities to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. IN addition, the students will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education (PE)

It is imperative that all students develop fundamental movement skills and become increasingly competent and confident to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Following our Head, Heart and Hands approach, our younger students are supported in mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility coordination before applying these in a range of activities. As they move through the school, they participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns. Our high- quality physical education curriculum inspires the students to succeed and excel in competitive and cooperative sport (both against self and against others) and other physically-demanding activities. It provides increasingly challenging opportunities for the students to become physically confident in a way which supports their health and fitness. Regular opportunities to compete in sport and other activities builds character and helps to embed values such as fairness and respect as the students develop competence to excel in a broad range of physical activities and lead healthy, active lives.

Thai Studies and Language Learning

Our international school community is made up of students from up to 60 nationalities, including Thailand, so at BISP we place great importance on the development of understanding and respect for Thai culture and the learning of the Thai language. BISP students, who are not receiving additional English language support, have opportunity to learn Thai language, culture and history throughout Primary School through one of three different pathways: Thai Language, Thai Literacy or Modern Language Thai. In addition, all students take part in Thai Studies classes.

Thai First Language

The Thai Language pathway is for Thai students whose first language is Thai. They will follow the Thai Ministry of Education's National Curriculum for Thai students and Thai Language, Culture and History Course developed by ISAT (International Schools Association of Thailand). Already proficient in speaking Thai, students in this group will continue to develop proficiency in reading, writing, speaking and listening with focus being given to all aspects of language; communication skills, vocabulary, spelling, grammar, and language registers.

Thai Literacy

This group is designed for Primary students with dual nationality, bi-lingual or non - Thai students who are already fluent in spoken Thai or are very close to achieving fluency. The primary objective of this group is to enhance their reading and writing abilities. It emphasises some aspects of language including communication skills, vocabulary, spelling, simple grammar topics and the essential writing of journals, recounts descriptions, expositions and narratives. The students will also explore Thai culture, and history, and participate in special cultural events.

Thai Studies

In addition to the three language pathways above, all students have the opportunity to learn about our rich and beautiful Thai culture and history. They engage in activities and events that provide insights into the traditions, customs, and significant aspects of Thai culture. These special events allow students to actively participate and gain a deeper appreciation for the cultural heritage of Thailand. The emphasis is primarily on spoken language acquisition and interactive learning experiences. The students also delve into Thai culture and history, engaging in activities and special events to gain a deeper appreciation for Thai traditions and customs.

Modern Language Learning - Mandarin, Spanish and Thai

Language learning and cultural understanding forms a central part to learning across the Primary School. With so many languages spoken in our school community, studying a foreign language gives our Primary students the opportunity not only to learn about other cultures but, more importantly, to communicate with others too. Our students are open and receptive to language learning, and have an innate curiosity when learning a language, its new words and new sounds. They are confident, curious and less anxious learners. Learning a new language has also been shown to improve critical thinking skills and to enhance social skills. From Year 3, students already proficient in English get the opportunity to learn either Mandarin, Spanish or Thai.

The language-learning techniques we use are great fun, and students get a real sense of achievement from mastering and using new key phrases. An emphasis on speaking allows all children to experience success in language learning as students engage in practical tasks, such as drama, story-telling, role-play, speaking and listening.

By the end of their Primary learning journey, students will be expected to communicate orally in an additional language, sharing their ideas and feelings using speech. They will be able to compare their use of English grammar and spelling to another language and express some ideas in writing. Listening and joining in to learn everyday words and phrases enables students to have conversations in another language to share ideas and opinions as well as being able to ask and answer questions. Learning songs, poems, rhymes and stories in another language helps to develop vocabulary and also increases cultural understanding.

Wellbeing



Learning Wellbeing Passion

The educational philosophy of our school is uniquely founded upon the model of a Triple Helix, where each of the three strands (Learning, Wellbeing and Passion) is identified as being interdependent and essential components of a balanced and productive life. With the holistic development of each child being a priority for us, and to enrich and enhance our curriculum, we deliver a bespoke Wellbeing programme focussed on the development of metacognitive, social and emotional skill development.

Learning Expectations for Years 5 and 6

English

By the start of Year 5 the children should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

The children should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Their spelling of most words should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During Years 5 and 6, the children's enjoyment and understanding of language, especially vocabulary to support their reading and writing, will be further encouraged and developed. Their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, the children will continue to enhance the effectiveness of their writing as well as their competence.

By the end of Year 6, the children's reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum as they move into their Secondary education, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar, and understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. In Years 5 and 6, the children's confidence, enjoyment and mastery of language will be extended through public speaking, performance and debate.

Year 5 and 6 English Programme of Study

Reading – Word Reading

By the end of Year 6, children are expected to be able to successfully:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.

Reading – Comprehension

By the end of Year 6 children are expected to be able to successfully:

- Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - » reading books that are structured in different ways and reading for a range of purposes
 - » increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - » recommending books that they have read to their peers, giving reasons for their choices
 - » identifying and discussing themes and conventions in and across a wide range of writing
 - » making comparisons within and across books
 - » learning a wider range of poetry by heart
 - » preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - » asking questions to improve their understanding
 - » drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - » predicting what might happen from details stated and implied
 - » summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - » identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

Phonics

In Year 5 and 6, if children are new to English or do not have the expected phonetic knowledge, they will be supported by following the Read Write Inc. (RWI) programme to ensure they are secure in the Set 1, 2 and 3 Speed Sounds. Most children will have completed all phonics learning by Term 1 in Year 3.

Writing – Transcription

By the end of Year 6, children are expected to be able to successfully:

- Spell:
 - » use further prefixes and suffixes and understand the guidance for adding them
 - » spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
 - » continue to distinguish between homophones and other words which are often confused
 - » use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 - » use dictionaries to check the spelling and meaning of words
 - » use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 - » use a thesaurus.

By the end of Year 6, we expect the children to be able to read and spell the Year 1 and 2 words and in addition, to know how to read and spell the following words:

accommodate	accompany	according	achieve
aggressive	amateur	ancient	apparent
appreciate	attached	available	average
awkward	bargain	bruise	category
cemetery	committee	communicate	community
competition	conscience*	conscious*	controversy
convenience	correspond	criticise (critic + ise)	curiosity
definite	desperate	determined	develop
dictionary	disastrous	embarrass	environment
equip (–ped, –ment)	especially	exaggerate	excellent
existence	explanation	familiar	foreign
forty	frequently	government	guarantee
harass	hindrance	identity	immediate(ly)
individual	interfere	interrupt	language
leisure	lightning	marvellous	mischievous
muscle	necessary	neighbour	nuisance
occupy	occur	opportunity	parliament
persuade	physical	prejudice	privilege
profession	programme	pronunciation	queue
recognise	recommend	relevant	restaurant
rhyme	rhythm	sacrifice	secretary
shoulder	signature	sincere(ly)	soldier
stomach	sufficient	suggest	symbol
system	temperature	thorough	twelfth
variety	vegetable	vehicle	yacht

Handwriting and Presentation

By the end of Year 6, children are expected to be able to successfully:

- Write legibly, fluently and with increasing speed by:
 - » choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - » choosing the writing implement that is best suited for a task

Writing – Composition

By the end of Year 6, children are expected to be able to successfully:

- Plan their writing by:
 - » identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - » noting and developing initial ideas, drawing on reading and research where necessary » in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by:
 - » selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - » in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - » précisising longer passages
 - » using a wide range of devices to build cohesion within and across paragraphs
 - » using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
 - » assessing the effectiveness of their own and others' writing
 - » proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - » ensuring the consistent and correct use of tense throughout a piece of writing
 - » ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – Vocabulary, Grammar and Punctuation

By the end of Year 6, children are expected to be able to successfully:

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - » recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - » using passive verbs to affect the presentation of information in a sentence
 - » using the perfect form of verbs to mark relationships of time and cause
 - » using expanded noun phrases to convey complicated information concisely

- » using modal verbs or adverbs to indicate degrees of possibility
- » using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- » learning the grammar for years 5 and 6 in English Appendix 2
- Indicate grammatical and other features by:
 - » using commas to clarify meaning or avoid ambiguity in writing
 - » using hyphens to avoid ambiguity
 - » using brackets, dashes or commas to indicate parenthesis
 - » using semi-colons, colons or dashes to mark boundaries between independent clauses
 - » using a colon to introduce a list
 - » punctuating bullet points consistently
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Maths

The principal focus of mathematics teaching in Y5 and 6 is to ensure that the children extend their understanding of the number system and place value to include larger integers. They will develop the connections they make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, the children will develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. They are introduced to the language of algebra as a means for solving a variety of problems. The children will learn to classify shapes with increasingly complex geometric properties and learn the vocabulary they need to describe them.

By the end of year 6, the children should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. They will read, spell and pronounce mathematical vocabulary correctly.

Year 5 - Maths End of Year Expectations

By the end of Year 5, our aim is that children are able to:

Number - Number and Place Value

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- Solve number problems and practical problems that involve all of the above
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number - Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Number – Multiplication and Division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Number – Fractions (including decimals and percentages)

- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{2}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Solve problems involving number up to three decimal places
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{5}$, and those fractions with a denominator of a multiple of 10 or 25.

Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity
- [for example, using water]
- Solve problems involving converting between units of time
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – Properties of Shapes

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles, and measure them in degrees (°)
- Identify:
 - » angles at a point and one whole turn (total 360°)
 - » angles at a point on a straight line and a turn (total 180°)
 - » other multiples of 90°
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Geometry – Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Statistics

- Solve comparison, sum and difference problems using information presented in a line graph
- Complete, read and interpret information in tables, including timetables

Year 6 - Maths End of Year Expectations

By the end of Year 6, our aim is that children are able to:

Number - Number and Place Value

- Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- Round any whole number to a required degree of accuracy
- Use negative numbers in context, and calculate intervals across zero
- Solve number and practical problems that involve all of the above

Number - Addition, Subtraction, Multiplication and Division

- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Solve problems involving addition, subtraction, multiplication and division
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Number – Fractions (including decimals and percentages)

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{2}{8}$]
- Divide proper fractions by whole numbers [for example, $\frac{2}{5} \div 2 = \frac{2}{10}$]
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{2}{5}$]
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Multiply one-digit numbers with up to two decimal places by whole numbers
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns
- Enumerate possibilities of combinations of two variables.

Measurement

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- Convert between miles and kilometres
- Recognise that shapes with the same areas can have different perimeters and vice versa
- Recognise when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]

Geometry – Properties of Shapes

- Draw 2-D shapes using given dimensions and angles
- Recognise, describe and build simple 3-D shapes, including making nets
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Geometry – Position and Direction

- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate and interpret the mean as an average

Science

During Years 5 and 6, students will continue to develop a deeper understanding of a wide range of scientific ideas. They will do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. They will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. Students will also begin to recognise that scientific ideas change and develop over time. They will select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Students will draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Working Scientifically:

During Years 5 and 6, students will develop their use of practical scientific methods, processes and skills including:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments

Enriching Learning

We believe passionately that learning does not just happen in the classroom. Situated on a 44 acre campus, we are blessed with the most extensive, comprehensive facilities and an amazing amount of green outdoor space in which to extend and enrich the learning opportunities on offer for our students. Throughout their time in the Primary School, they are regularly provided with the opportunity to take their learning outdoors, whether this be to play, to learn or to take part in the many sporting activities that are available to all students.

Experiential Learning

Experiential learning opportunities support our students in developing a positive sense of themselves and others as they grow in confidence to explore and experience the world around them. This opportunity supports student learning as they talk about the shared experience outside the classroom. It also helps students make sense of the world around them and develop physically as they get to experience and interact with the natural outdoors environment.

Residential Camps and Trips

Residential camps and trips form an important part of our curriculum learning, supporting the holistic development of all our students. Trips are a regular part of our curriculum, and provide students with a different kind of learning experience. From visiting the elephant sanctuary in Year 2 to learn about the importance of conservation, or the Thalang War Memorial Park and the Old Phuket Farm to learn about Thai history and observe traditional life in Phuket in Year 6, the children enjoy regular educational trips.

Students from Year 3 upwards, experience overnight residential camps starting with one night away, and extending to a full week as they move through the Primary years. During these residentials, students get the opportunity to develop greater independence and self-reliance whilst participating in a range of physical, cultural and team-building activities. These experiential learning opportunities enable students to make lifelong memories of their time in Primary, enriching their learning not only academically, but their personal development and growth.

After School Activities

Outside core school hours, students can choose from numerous options for specialist sporting, artistic and academic activities such that they may develop and ignite a passion. Teachers provide an extensive range of activities covering sports and the Arts as well as other areas of interest. Further opportunities include BISP Sea Eagles RPT Tennis Academy, BISP Sea Eagles Golf Academy, BISP Sea Eagles Swim Academy, BISP Cruzeiro Football Academy, gymnastics, aerial arts and more. Specialist coaches are involved at all levels within each of these activities, the very same coaches who guide the school's highest level athletes and artists.

Primary students have the use of world-class facilities right on the school site. These include football pitches, separate 25m and Olympic-sized swimming pools, indoor basketball/volleyball courts, tennis courts, golf centre, gymnastics studio, aerial arts rigs, and even a full-sized flying trapeze.

The many options available at BISP allow children to experience and develop in a range of areas, some of which will grow into passions that can be pursued to the highest level. The exploration and pursuit of multiple passions builds children into healthy, inspired, well-rounded students.

Tracking and Celebrating Progress

At BISP, we pride ourselves on being a learning-focused school, where we prioritise the building of positive and strong relationships with every child. In doing this, we are able to identify each student's individual strengths and agree personalised learning goals and next steps to help them make the best possible progress in their learning. It is important that our students are able to identify and celebrate the progress they are making in their own learning, and therefore student self assessment, as well as teacher assessment, is regularly encouraged.

We focus always on the progress the students make in their learning rather than solely looking at attainment outcomes as we see every year, that good levels of progress result in high levels of attainment. Teachers assess student progress against a range of criteria, including standardised termly and end of year summative assessments which align directly with the end of year learning expectations for each year group. These assessments link directly to the English National Curriculum and are widely used in UK state and independent schools and in numerous international schools across the world.

Parent-Teacher Conferences (PTCs)

PTCs give us a great opportunity to share information between teachers, students and parents. Conferences may take a formal or informal approach, and will always include goal setting, action planning and reflections on learning. They happen formally three times a year in Terms 1 and 2 and informally in Term 3. Recognising parents as a child's first teacher, and knowing that strong home- school partnerships really do make a positive difference to student learning outcomes, we are always happy to meet with parents whenever needed.

Academic Reports

Academic reports communicate what students know, understand and can do. They describe the progress each student is making in their learning and identifies areas for growth. A short school report is sent home at the end of Term 1 and a full end of year report is shared at the end of each academic year. We place great importance and value on our teachers' assessments of learning as they are the people who know the student's capabilities best. They use summative assessments along with formative assessments, learning conversations and ongoing observations of learning to inform their judgements. It is equally important that the students also have the opportunity to reflect on and celebrate their learning, so our school reports contain comments from them too.

We hope this curriculum booklet has given you a flavour of the learning journey your child can look forward to here at BISP Primary School. Our child-centred and personalised approach to the holistic development of every student is central in all our decision making and enables us to support the students in becoming confident, capable learners who achieve the very best outcomes socially, emotionally, physically and academically.



