



# YEAR 1 AND 2

## 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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Welcome Years 1 and 2 at British International School, Phuket

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**, **Mathematics** and **Science**.

### English

English learning in Years 1 and 2 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 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

In Years 1 and 2, the students start to develop their own investigations to find answers to their questions and to test their hypotheses. They learn critical scientific knowledge related to living things and everyday materials as they begin to broaden their scientific view of the world around them.

### 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. Students at BISP who are not receiving additional support for learning English, have the 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 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 two 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.

## 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.

# Year 1

## Year 1 - End of Year Expectations

### English

During year 1, the students will get the opportunity to build on their learning from the Early Years Foundation Stage, sounding and blending unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. The students will develop their understanding that the letter(s) on the page represent sounds in spoken words from their introduction to phonics in their Reception year. This knowledge will underpin the student's reading and spelling of all words, and will include common 'tricky' words. As they develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words, we aim to develop an early love of reading in all students. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common 'tricky' words. At the same time they will hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. As they do this, the students will be able to read words without overt sounding and blending after a few tries.

Student's writing during year 1 generally develops at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

We are highly aware that our international context means that some students will be starting school for the first time, or arrive with varying experiences of schooling and curricula. Knowing this, we ensure that any child who starts in year 1 who has not yet met the early learning goals for literacy will follow the Early Years Foundation Stage curriculum in order to quickly develop their word reading, spelling and language skills. They will follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.

During Year 1, all students will be supported in developing their oral (spoken) vocabulary as well as their ability to understand and use a variety of grammatical structures.

By the end of Year 1, our aim is that students are able to:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing 7(GPCs) that have been taught e.g. the long 'a', sound is a phoneme, a grapheme that makes this sound can be a\_e (as in 'fade') or 'ey' (as in 'they').
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading.



## Reading – Comprehension

By the end of Year 1, our aim is that students are able to:
















- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases » learning to appreciate rhymes and poems, and to recite some by heart » discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

















## Phonics

In Year 1, the students continue their phonics learning following the Read Write Inc. (RWI) programme, focussing on spelling and writing in order to apply their phonics knowledge independently.

By the end of Year 1, students are expected to be able to read, sound out and write the sounds listed below:

### SET ONE SOUNDS

 l	 h	 sh	 r
 j	 v	 y	 w
 th	 z	 ch	 q
 x	 ng	 nk	

 m	 a	 s	 d
 t	 i	 n	 p
 g	 o	 c	 k
 u	 b	 f	 e

### SET TWO SOUNDS

 ay	 ee	 igh	 ow
 oo	 oo	 ar	 or
 air	 ir	 ou	 oy

## Writing – transcription

By the end of Year 1, our aim is that students are expected to be able to:

- Spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- Name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include ‘tricky’ words and common exception words taught so far.

By the end of Year 1, we expect the students to be able to read and know how to spell the following words:

a	do	to	today
off	says	was	put
pull	push	full	are
were	is	his	has
your	they	ask	friend
school	house	be	he
we	she	me	no
go	so	by	my
our	here	there	where
love	come	some	one
once			

## Handwriting

By the end of Year 1, our aim is that students are expected to be able to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

## Writing – Composition

By the end of Year 1, our aim is that students are expected to be able to:

- Write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other students
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

## Writing – Vocabulary, Grammar and Punctuation

By the end of Year 1, our aim is that students are expected to be able to:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
  - learning the grammar for year 1
  - Use grammatical terminology in discussing their writing.

## Maths

In Year 1 the students will be developing their confidence and mental fluency with whole numbers, counting and place value. They will develop a fluent understanding of whole numbers and counting as well as a developing knowledge of addition and subtraction using concrete objects and pictorial representations. The students will be starting to describe and compare different lengths, volumes and mass and start to recognise, describe, draw, compare and sort different shapes, learning the related vocabulary.

By the end of Year 1, our aim is that students are able to:

### Number - Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words.

### Number - Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square + \square$

### Number – Multiplication and Division

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Number – Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.



## Measurement

- Compare, describe and solve practical problems for:
  - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - mass/weight [for example, heavy/light, heavier than, lighter than]
  - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - capacity and volume
  - time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Geometry – Properties of Shapes

- Recognise and name common 2-D and 3-D shapes, including:
  - 2-D shapes [for example, rectangles (including squares), circles and triangles]
  - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

## Geometry – Position and Direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## Science

### Working Scientifically:

During Year 1, students will start to learn to use practical scientific methods, processes and skills including:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions

# Year 2

## Year 2 - End of Year Expectations

### English

By the start of Year 2, most students will be able to read all common graphemes (a letter or group of letters that make a specific sound). They will be able to read unfamiliar words containing these graphemes and read many common words (e.g. shout, hand, stop, or dream) as well as exception words e.g. you, could, many, or people). During Year 2, students will listen to and discuss a wide range of stories, poems, plays and information books to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing at the beginning of Year 2, most students will be able to compose individual sentences orally and write them down. They should be able to correctly spell many of the words covered in Year 1 and be able to make phonetically plausible attempts to spell words they have not yet learnt.

During Year 2 students will continue to develop their ability to form individual letters correctly, consolidating good handwriting habits from an early age. In spelling during Year 2, students are introduced to more complex words where there is not always an obvious connection between the way a word is said and the way it is spelt. The student's motor skills will continue to develop during this time to support their ability to write down ideas. Writing is intrinsically harder than reading, so students in Year 2 are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For students who do not yet have the phonic knowledge and skills they need for Year 2, they will have the opportunity to follow the Year 1 programmes for word reading, phonics and spelling so that their language and word reading skills catch up. However, all students will be supported in developing their comprehension skills in line with Year 2 expectations so that all students hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

By the end of Year 2, students are expected to be able to successfully:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading.

## Reading – Comprehension

By the end of Year 2, students are expected to be able to successfully:





















- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done » answering and asking questions
  - predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Phonics

In Year 2, the students continue their phonics learning following the Read Write Inc. (RWI) programme.

By the end of Year 2, students are developing confidence in being able to read, sound out and write all the Set 1 and Set 2 sounds from Year 1, as well as the Set 3 sounds listed below:

### SET THREE SOUNDS

 <i>ea</i>	 <i>si</i>	 <i>a-e</i>	 <i>i-e</i>	 <i>oa</i>	 <i>ew</i>	 <i>ire</i>	 <i>ear</i>
 <i>o-e</i>	 <i>u-e</i>	 <i>aw</i>	 <i>are</i>	 <i>ure</i>	 <i>tion</i>	 <i>tious</i> <i>cious</i>	 <i>e</i>
 <i>ur</i>	 <i>ow</i>	 <i>ai</i>	 <i>er</i>				

## Writing – Transcription

By the end of Year 2, students are expected to be able to successfully:

- Spell:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - learning to spell common exception words
  - learning to spell more words with contracted forms
  - learning the possessive apostrophe (singular) [for example, the girl's book]
  - distinguishing between homophones and near-homophones
- Name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in English Appendix 1
- Write from memory simple sentences dictated by the teacher that include common and tricky words, common exception words and punctuation taught so far.



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

door	floor	poor	because
find	kind	mind	behind
child	students	wild	climb
most	only	both	old
cold	gold	hold	told
every	everybody	even	great
break	steak	pretty	beautiful
after	fast	last	past
farther	class	grass	pass
plant	path	bath	hour
move	prove	improve	sure
sugar	eye	could	should
would	who	whole	any
many	clothes	busy	people
water	again	half	money
Mr	Mrs	parents	

## Handwriting

By the end of Year 2, students are expected to be able to successfully:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

## Writing – Composition

By the end of Year 2, students are expected to be able to successfully:

- Develop positive attitudes towards and stamina for writing by:  
writing narratives about personal experiences and those of others (real and fictional)
  - » writing about real events
  - » writing poetry
  - » writing for different purposes
- Consider what they are going to write before beginning by:
  - » planning or saying out loud what they are going to write about
  - » writing down ideas and/or key words, including new vocabulary
  - » encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
  - » evaluating their writing with the teacher and other pupils
  - » re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - » proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear

## Writing – Vocabulary, Grammar and Punctuation

By the end of Year 2, students are developing confidence in being able to successfully:

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use:
  - » sentences with different forms: statement, question, exclamation, command
  - » expanded noun phrases to describe and specify [for example, the blue butterfly]
  - » the present and past tenses correctly and consistently including the progressive form
  - » subordination (using when, if, that, or because) and coordination (using or, and, or but)
  - » the grammar for year 2 in English Appendix 2
  - » some features of written Standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

## Maths

By the end of Year 2, students are expected to be able to successfully:

### Number - Number and Place Value

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems.

### Number - Addition and Subtraction

- Solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - » a two-digit number and ones
  - » a two-digit number and tens
  - » two two-digit numbers
  - » adding three one-digit numbers
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### Number – Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

### Number – Fractions

- Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## Measurement

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day.

## Geometry – Properties of Shapes

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects.

## Geometry – Position and Direction

- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

## Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and comparing categorical data



## Science

During Years 1 and 2, students will experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will be encouraged to be curious and ask questions about what they notice. They will be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. Students will begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science will be done through the use of first-hand practical experiences, but there will also be some use of appropriate secondary sources, such as books, photographs and videos.

### Working Scientifically:

During Year 2, students will develop their use of practical scientific methods, processes and skills including:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions



# 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.

## Educational Trips

Educational 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.

## 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.**



