

# TSIS

Thai Sikh International School



## Curriculum Guide

### Early Years Foundation Stage

- Pre-Nursery, Nursery & Reception -

# **TSIS International School**

## **Guiding Statements**

### **Mission**

We will provide a safe and caring environment which fosters academic success, celebrates diversity, promotes universal values and prepares students to be confident leaders in a global society.

### **Core Values**

We will motivate, encourage and prepare students to:

1. Achieve academic success by promoting independent learning, innovation, critical thinking and research.
2. Develop social skills, empathy, integrity and leadership qualities.
3. Engage in an intercultural, multi-lingual global community.
4. Embrace service in an inclusive, interconnected world.
5. Adopt a healthy and active lifestyle.

***Challenging Minds,  
Embracing Diversity,  
Building Character.***

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# Introduction to Learning

## The Curriculum

All learning opportunities at TSIS are considered part of the Curriculum. As faculty, we have put a lot of thought and preparation into creating the best possible education for our students.

The UK National Curriculum's Early Years Foundation Stage (EYFS) Statutory Framework provides the basis of our education and formal Curriculum for the Foundation Stage. TSIS staff have created a Programme of Inquiry (POI) specifically for our school, and each class will be taught between 4-6 units over the year, focusing on key aspects of academic and character development through integrated inquiry units. This programme is designed by integrating all subjects for students to make deep meaningful connections to all aspects of school. Our Curriculum is rich in content, focusing on developing all students' conceptual understanding of the central idea, key concepts and lines of inquiry. All units are aligned closely with the UK National Curriculum and are taught in a manner that is appropriate to cater to all student abilities.

The Early Years Foundation Stage specifies requirements for learning and development that cover *areas of learning and development, the early learning goals, and assessment arrangements*.

The Early Years is built upon four guiding principles:

- **A Unique Child** - All children are constantly learning and are resilient, capable, confident and self-assured.
- **Positive Relationships** - Positive relationships teach children to be strong and independent.
- **Enabling Environment** - When there is a strong partnership between teachers, parents and caregivers, children develop well as their experiences respond to their individual needs.
- **Learning and Development** - The framework covers all children's education and care.

The Curriculum and its development will be shared with parents during meetings held at the beginning of each academic year. Conferences will also be held with parents to provide information about the child's progress and how to help them at home.



# The Wider Curriculum

## Service Learning

Service learning is at the heart of the school's Mission and Values. Students must participate in community service throughout their time at TSIS. Students must understand that service is fundamental to humanity and makes a difference in the lives of others. Students undertake activities through the Curriculum and other events such as Langar (Community Kitchen). The school uses events on the Sikh calendar to promote such learning and values. Other events such as Loy Krathong, Songkran and Vaisakhi allow students to collaborate and instil our Mission and Values.

## Student Leadership and Student Council

Students at TSIS are expected to be role models for each other and learn to lead and support one another. Students at the Junior School have formed a student council and now represent the student body when making decisions about the school. Students in the council use their time to plan events and ways to raise money for the school and support local charities such as the Shark Guardians. Student leadership begins very early in a TSIS student's life and will continue into the senior school

## Field Trips

Learning beyond the classroom is an integral part of the school curriculum, and all students are involved in field trips. Throughout the school year, there are opportunities for students to engage with trips relevant to the Inquiry Programme.

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## Extra-Curricular

Extra-Curricular activities are widely offered to students in Key Stages 1 and 2. Students are presented with opportunities to learn and grow in various contexts. Junior school students are provided with activities like Football, Ballet, Hip-hop, Taekwondo and other sports.



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SUCCESSFUL  
SUPPORTIVE

THOUGHTFUL  
TEAM PLAYERS

WESOME  
ATTITUDES

RESPECTFUL  
RESPONSIBLE

LEARNERS



# Learners Attributes



## TSIS will be:

### Mindful

We appreciate who we are, the perspectives of others, and of the world around us. We reflect on our knowledge and are metacognitive in our thinking.

### Honest

We act with fairness, virtue and sincerity. We respect the rights and dignity of people everywhere. We are responsible for our actions and their effect on others.

### Resilient

We are growth-minded learners who embrace our mistakes and are persistent in improving our understanding.

### Empowering

We are confident life-long learners and want others to know their contributions positively impacts achievement of goals.

### Happy

We encourage positivity, individuality and passion. We learn in a safe and comfortable environment. We enjoy being at school.

### Empathetic

We are conscious of emotions, actions and experiences and how they influence others.

### Inquisitive

We question and research our curiosities. We critically think about complex problems when making decisions.

### Collaborators

We communicate effectively and actively listen to ideas, thoughts, and opinions of others.



# Program of Inquiry

|                                   | Nursery   | Reception   |
|-----------------------------------|---|---|
| An inquiry into:<br>Humanity      | <b>Who am I?</b><br><br><b>Central Idea:</b><br>Every day I can learn about who I am.<br><br><b>Key Concepts:</b> transformation, interdependence<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The different ways I am changing</li> <li>• Myself as part of a group</li> </ul> <b>Subjects:</b> Social Science, Math, Literacy   | <b>Friendships</b><br><br><b>Central Idea:</b><br>Friendships enrich our lives and require nurturing in order to develop<br><br><b>Key Concepts:</b> role, transformation<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The purpose of friendships</li> <li>• The role we play in making and keeping healthy friendships</li> </ul> <b>Subjects:</b> Social Science, Literacy                |
|                                   |   | <b>Journeys</b><br><br><b>Central Idea:</b><br>Journeys can create change and can lead to new opportunities<br><br><b>Key Concepts:</b> cause and effect, transformation<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Choices and decisions involved in making a journey</li> <li>• Changes are experienced because of a journey</li> </ul> <b>Subjects:</b> Social Science, Literacy, Math |
| An inquiry into:<br>Existence     |   |   |
|                                   | <b>Storytime</b><br><br><b>Central Idea:</b><br>Stories have common features but are shared in different ways<br><br><b>Key Concepts:</b> structure, point of view<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Features of a story</li> <li>• The different roles in storytelling</li> </ul> <b>Subjects:</b> Literacy, Social Science   | <b>Storytelling</b><br><br><b>Central Idea:</b><br>Stories can engage their audience and communicate meaning<br><br><b>Key Concepts:</b> point of view, evidence<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The point of view of characters in the story</li> <li>• The variety of ways I know my audience is engaged</li> </ul> <b>Subjects:</b> Social Science, Literacy                |
| An inquiry into:<br>Communication |   |   |
|                                   |   | <b>Shadow Play</b><br><br><b>Central Idea:</b><br>Light and shadow change in a variety of ways<br><br><b>Key Concepts:</b> structure, transformation<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The nature of light and shadow</li> <li>• Light can be changed</li> </ul> <b>Subjects:</b> Science, Math, Literacy  |
| An inquiry into:<br>Functionality |   |   |
|                                   | <b>Our Classroom Community</b><br><br><b>Central Idea:</b><br>Communities function more effectively when rules and routines are shared with all members<br><br><b>Key Concepts:</b> obligation, cause and effect<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• The different ways I am changing</li> <li>• Myself as part of a group</li> </ul> <b>Subjects:</b> Social Science, Literacy                      |   |
| An inquiry into:<br>Organization  |   |   |
|                                   | <b>Community Gardens</b><br><br><b>Central Idea:</b><br>Living things have certain requirements in order to grow and stay healthy.<br><br><b>Key Concepts:</b> role, evidence<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Our needs and the needs of other living things</li> <li>• The different ways we can know if the needs of living things are met</li> </ul> <b>Subjects:</b> Science, Math, Literacy | <b>Community Gardens</b><br><br><b>Central Idea:</b><br>Plants are a life-sustaining resource for us and for other living things<br><br><b>Key Concepts:</b> structure, interdependence<br><br><b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>• Plants provide for us and for other living things</li> <li>• The structure of a plant</li> </ul> <b>Subjects:</b> Science, Social Studies, Literacy    |
| An inquiry into:<br>Contribution  |   |   |
|                                   |   |   |



# Early Years Foundation Stage

## Curriculum – The Areas of Development

We provide a well-balanced education for all our students catering to different backgrounds and ability levels. At TSIS, we believe that every aspect of the school aids in developing our students' education. Children constantly learn to improve academically and as people, whether in their homeroom or specialist classrooms, outdoors playing, or swimming in the pool.

Our Early Years Department is built upon the UK Curriculum's Statutory Framework for the Early Years Foundation Stage, which sets standards for learning and development and cares for children from birth to five years.

Children develop quickly in the early years, and a child's experiences between birth and age five significantly impact their future life chances - Good parenting and high-quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Seven areas of learning and development shape the educational programme in the Early Years. All areas are important and interconnected. The three areas below are particularly crucial for igniting students' curiosity and enthusiasm for learning and building their capacity to learn, form relationships and thrive.

- *Communication and language*
- *Physical development*
- *Personal, social and emotional development*

These three areas are strengthened and applied through the four specific prime areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



All educational programs must involve activities and experiences for children, such as:

- **Communication and language development** involve allowing children to experience a rich language environment, develop their confidence and skills in expressing themselves, and speak and listen in various situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity and make healthy choices concerning food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their abilities.



- **Literacy development** involves encouraging children to link sounds and letters and begin reading and writing. Children must be given access to various reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers; calculating simple addition and subtraction problems; and describing shapes, spaces, and measurements.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and learn about people, places, technology and the environment.
- **Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



## Learning Through Play

Each area of learning in the Early Years is implemented through planned, purposeful play and various adult-led or child-initiated activities. A child's development needs to engage in play to build their confidence through exploration, thinking about problems and relating to others.

Children learn by leading their own play and participating in teacher-guided play. Through play, students learn to develop intellectually, creatively, physically, socially and emotionally. Through interactions with the environment during play, children gain control over their bodies as they develop manipulative and motor skills. Through their interactions in various social situations, children can learn new skills and concepts, discover the world and learn about themselves.

Play-based learning also facilitates language development and critical and creative thinking and helps young children deal with complex and competing emotions. Throughout the Foundation Stage at TSIS, teachers adopt a continuous provision approach to play, which enables their students to move around the learning environment freely, choosing to engage in activities which interest them.



## Assessment and Reporting

In the Foundation Stage are expectations for achievement known as 'Early Learning Goals.' By the foundation stage's end, students should have reached these goals, which form their skills, knowledge, understanding and attitudes. At TSIS, we focus on a child's well-being and social and emotional development to create a holistic learning environment. We want our students to feel comfortable and safe, be confident in tackling new tasks and situations independently and build positive relationships with adults and peers. We hope our students become risk-takers, inquirers, communicators, and enthusiastic about their learning by constantly seeking more knowledge.

Ongoing assessments allow us to monitor student progress regularly. These formative assessments enable students to apply their knowledge in various ways. Teachers observe children to understand their level of achievement, interests and learning styles and learning experiences are designed for each child based on observations. At TSIS, **observations** and **assessments** by an Early Years professional are documented on a platform called *Tapestry*. This assessment tool records and saves the evidence of a child's experiences, development and learning journey through their early years

The following pages outline our core assessment criteria for each of the seven areas of study.

## Assessment Criteria: Personal Social and Emotional, Communication and Language, Physical Development

| Typical Development   |  |  |   |   |  |  |   |
|---|--|--|---|---|--|--|---|
| Personal Social & Emotional Development   |  |  | Communication & Language  |   |  | Physical Development   |   |
| Making Relationships  | Self Confidence & Self Awareness   | Managing Feelings and Behaviour  | Listening & Attention   | Understanding   | Speaking   | Moving & Handling  | Health & Self Care  |
| <p><b>MR 1</b> - Can play in a group, extending and elaborating play ideas, e.g. building up a role- play activity with other children.</p> <p><b>MR 2</b> - Initiates play, offering cues to peers to join them.</p> <p><b>MR 3</b> - Keeps play going by responding to what others are saying or doing.</p> <p><b>MR 4</b> - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> | <p><b>SCSA 1</b> - Can select and use activities and resources with help.</p> <p><b>SCSA 2</b> - Welcomes and values praise for what they have done.</p> <p><b>SCSA 3</b> - Enjoys responsibility of carrying out small tasks.</p> <p><b>SCSA 4</b> - Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><b>SCSA 5</b> - Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p><b>SCSA 6</b> - Shows confidence in asking adults for help.</p> | <p><b>MFB 1</b> - Aware of own feelings and knows that some actions and words can hurt others' feelings.</p> <p><b>MFB 2</b> - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><b>MFB 3</b> - Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met.</p> <p><b>MFB 4</b> - Can usually adapt behaviour to different events, social situations and changes in routine.</p> | <p><b>LA 1</b> - Listens to others one to one or in small groups, when conversation interests them.</p> <p><b>LA 2</b> - Listens to stories with increasing attention and recall.</p> <p><b>LA 3</b> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>LA 4</b> - Focusing attention – still listen or do but can shift own attention.</p> <p><b>LA 5</b> - Is able to follow directions (if not intently focused on own choice of activity).</p> | <p><b>U 1</b> - Understands use of objects (e.g. "What do we use to cut things?")</p> <p><b>U 2</b> - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p><b>U 3</b> - Responds to simple instructions, e.g. to get or put away an object.</p> <p><b>U 4</b> - Beginning to understand 'why' and 'how' questions</p> | <p><b>S 1</b> - Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>Because</i>).</p> <p><b>S 2</b> - Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p><b>S 3</b> - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p><b>S 4</b> - Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p><b>S 5</b> - Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p><b>S 6</b> - Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p><b>S 7</b> - Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p><b>S 8</b> - Builds up vocabulary that reflects the breadth of their experiences.</p> <p><b>S 9</b> - Uses talk in pretending that objects stand for something else in play</p> | <p><b>MH 1</b> - Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p><b>MH 2</b> - Mounts stairs, steps or climbing equipment using alternate feet.</p> <p><b>MH 3</b> - Walks downstairs, two feet to each step while carrying a small object.</p> <p><b>MH 4</b> - Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><b>MH 5</b> - Can stand momentarily on one foot when shown.</p> <p><b>MH 6</b> - Can catch a large ball.</p> <p><b>MH 7</b> - Draws lines and circles using gross motor movements.</p> <p><b>MH 8</b> - Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p><b>MH 9</b> - Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p><b>MH 10</b> - Holds pencil near point between first two fingers and thumb and uses it with good control.</p> | <p><b>HSC 1</b> - Can tell adults when hungry or tired or when they want to rest or play.</p> <p><b>HSC 2</b> - Observes the effects of activity on their bodies.</p> <p><b>HSC 3</b> - Understands that equipment and tools have to be used safely.</p> <p><b>HSC 4</b> - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p><b>HSC 5</b> - Can usually manage washing and drying hands.</p> <p><b>HSC 6</b> - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> |



| Typical Development            |  |   |  |  |  |  |   |   |
|--------------------------------|--|---|--|--|--|--|---|---|
|                                | Personal Social & Emotional Development  |   |  | Communication & Language   |  |  | Physical Development  |   |
|                                | Making Relationships   | Self Confidence & Self Awareness  | Managing Feelings and Behaviour  | Listening & Attention  | Understanding  | Speaking   | Moving & Handling   | Health & Self Care  |
| Early Learning Goal (Expected) | Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.                                    | Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.   | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and take changes of routine in their stride.         | Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.                | Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.           | Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.<br><br><i>Explanatory note: The child shows some knowledge and understanding of the factors that contribute to keeping healthy, such as physical exercise and a balanced diet. They are able to express themselves about things they could do to keep themselves healthy and safe. The child shows personal independence by demonstrating healthy practices in their everyday life.</i> |
| Exceeding                      | Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour. | Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. | Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want. | Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.  | After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence. | Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. | Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. | Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.  |

## Assessment Criteria: Literacy, Mathematics, Understanding the World and Expressive Arts and Design

| Typical Development |  |  |  |  |   |  |   |   |  |
|---------------------|--|--|--|--|---|--|---|---|--|
|                     | LITERACY   |  | MATHEMATICS  |  | UNDERSTANDING THE WORLD   |  |   | EXPRESSIVE ARTS & DESIGN  |  |
|                     | Reading  | Writing  | Numbers  | Shape, Space & Measures  | People & Communities  | The World  | Technology  | Exploring & Using Media & Materials   | Being Imaginative  |
| <b>Aged 2-3</b>     | <p><b>R 1</b> - Enjoys rhyming and rhythmic activities.</p> <p><b>R 2</b> - Shows awareness of rhyme and alliteration.</p> <p><b>R 3</b> - Recognises rhythm in spoken words.</p> <p><b>R 4</b> - Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p><b>R 5</b> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>R 6</b> - Beginning to be aware of the way stories are structured.</p> <p><b>R 7</b> - Suggests how the story might end.</p> <p><b>R 8</b> - Listens to stories with increasing attention and recall.</p> <p><b>R 9</b> - Describes main story settings, events and principal Characters.</p> <p><b>R 10</b> - Shows interest in illustrations and print in books and print in the environment.</p> <p><b>R 11</b> - Recognises familiar words and signs such as own name and advertising logos.</p> <p><b>R 12</b> - Looks at books independently.</p> <p><b>R 13</b> - Handles books carefully.</p> <p><b>R 14</b> - Knows information can be relayed in the form of print.</p> <p><b>R 15</b> - Holds books the correct way up and turns pages.</p> <p><b>R 16</b> - Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> | <p><b>W 1</b> - Sometimes gives meaning to marks as they draw and paint.</p> <p><b>W 2</b> - Ascribes meanings to marks that they see in different places.</p> | <p><b>N 1</b> - Uses some number names and number language spontaneously.</p> <p><b>N 2</b> - Uses some number names accurately in play.</p> <p><b>N 3</b> - Recites numbers in order to 10.</p> <p><b>N 4</b> - Knows that numbers identify how many objects are in a set.</p> <p><b>N 5</b> - Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p><b>N 6</b> - Sometimes matches numeral and quantity correctly.</p> <p><b>N 7</b> - Shows curiosity about numbers by offering comments or asking questions.</p> <p><b>N 8</b> - Compares two groups of objects, saying when they have the same number.</p> <p><b>N 9</b> - Shows an interest in number problems.</p> <p><b>N 10</b> - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p><b>N 11</b> - Shows an interest in numerals in the environment.</p> <p><b>N 12</b> - Shows an interest in representing numbers.</p> <p><b>N 13</b> - Realises not only objects, but anything can be counted, including steps, claps or jumps</p> | <p><b>SSM 1</b> - Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p><b>SSM 2</b> - Shows awareness of similarities of shapes in the environment.</p> <p><b>SSM 3</b> - Uses positional language.</p> <p><b>SSM 4</b> - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p><b>SSM 5</b> - Shows interest in shapes in the environment.</p> <p><b>SSM 6</b> - Uses shapes appropriately for tasks.</p> <p><b>SSM 7</b> - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tail'.</p> | <p><b>PC 1</b> - Shows interest in the lives of people who are familiar to them.</p> <p><b>PC 2</b> - Remembers and talks about significant events in their own experience.</p> <p><b>PC 3</b> - Recognises and describes special times or events for family or friends.</p> <p><b>PC 4</b> - Shows interest in different occupations and ways of life.</p> <p><b>PC 5</b> - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> | <p><b>TW 1</b> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p><b>TW 2</b> - Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>TW 3</b> - Talks about why things happen and how things work.</p> <p><b>TW 4</b> - Developing an understanding of growth, decay and changes over time.</p> <p><b>TW 5</b> - Shows care and concern for living things and the environment.</p> | <p><b>T 1</b> - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p><b>T 2</b> - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p><b>T 3</b> - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>T 4</b> - Knows that information can be retrieved from computers</p> | <p><b>EUMM 1</b> - Enjoys joining in with dancing and ring games.</p> <p><b>EUMM 2</b> - Sings a few familiar songs.</p> <p><b>EUMM 3</b> - Beginning to move rhythmically.</p> <p><b>EUMM 4</b> - Imitates movement in response to music.</p> <p><b>EUMM 5</b> - Taps out simple repeated rhythms.</p> <p><b>EUMM 6</b> - Explores and learns how sounds can be changed.</p> <p><b>EUMM 7</b> - Explores colour and how colours can be changed.</p> <p><b>EUMM 8</b> - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p><b>EUMM 9</b> - Beginning to be interested in and describe the texture of things.</p> <p><b>EUMM 10</b> - Uses various construction materials.</p> <p><b>EUMM 11</b> - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p><b>EUMM 12</b> - Joins construction pieces together to build and balance.</p> <p><b>EUMM 13</b> - Realises tools can be used for a purpose.</p> | <p><b>BI 1</b> - Developing preferences for forms of expression.</p> <p><b>BI 2</b> - Uses movement to express feelings.</p> <p><b>BI 3</b> - Creates movement in response to music.</p> <p><b>BI 4</b> - Sings to self and makes up simple songs.</p> <p><b>BI 5</b> - Makes up rhythms.</p> <p><b>BI 6</b> - Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p><b>BI 7</b> - Engages in imaginative role-play based on own first-hand experiences.</p> <p><b>BI 8</b> - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p><b>BI 9</b> - Uses available resources to create props to support role-play.</p> <p><b>BI 10</b> - Captures experiences and responses with a range of media, such as music, dance and paint and other materials</p> |

| Typical Development    |  |  |  |  |  |   |   |   |   |
|------------------------|--|--|--|--|--|---|---|---|---|
| LITERACY               |  |  | MATHEMATICS  |  | UNDERSTANDING THE WORLD                                    |   |   | EXPRESSIVE ARTS & DESIGN  |   |
| Reading                |  | Writing  | Numbers  | Shape, Space & Measures  | People & Communities                                       | The World   | Technology  | Exploring & Using Media & Materials   | Being Imaginative   |
| Aged 2-3<br>(Emerging) | R 1 - Continues a rhyming string.  | W 1 - Gives meaning to marks they make as they draw, write and paint.  | N 1 - Recognise some numerals of personal significance.  | SSM 1 - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. | PC 1 - Enjoys joining in with family customs and routines. | TW 1 - Looks closely at similarities, differences, patterns and change. | T 1 - Completes a simple program on a computer.                             | EUMM 1 - Begins to build a repertoire of songs and dances.  | BI 1 - Create simple representation of events, people and objects.  |
|                        | R 2 - Hears and says the initial sound in words.   | W 2 - Begins to break the flow of speech into words.   | N 2 - Recognises numerals 1 to 5.  | SSM 2 - Selects a particular named shape.  |  |   | T 2 - Uses ICT hardware to interact with age appropriate computer software. | EUMM 2 - Explores the different sounds of instruments.  | BI 2 - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
|                        | R 3 - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | W 3 - Continues a rhyming string.  | N 3 - Counts up to three or four objects by saying one number name for each item.                                  | SSM 3 - Can describe their relative position such as 'behind' or 'next to'.  |  |   |   | EUMM 3 - Explores what happens when they mix colours.   | BI 3 - Chooses particular colours to use for a purpose.   |
|                        | R 4 - Links sounds to letters, naming and sounding the letters of the alphabet.                                      | W 4 - Hears and says the initial sound in words.   | N 4 - Counts actions or objects which cannot be moved.   | SSM 4 - Orders two or three items by length or height.   |  |   |   | EUMM 4 - Experiments to create different textures.  | BI 4 - Introduces a storyline or narrative into their play.   |
|                        | R 5 - Begins to read words and simple sentences.   | W 5 - Can segment the sounds in simple words and blend them together.  | N 5 - Counts objects to 10 and beginning to count beyond 10.   | SSM 5 - Orders two items by weight or capacity.  |  |   |   | EUMM 5 - Understands that different media can be combined to create new effects.                    | BI 5 - Plays alongside other children who are engaged in the same theme.  |
|                        | R 6 - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.            | W 6 - Links sounds to letters, naming and sounding the letters of the alphabet.  | N 6 - Counts out up to six objects from a larger group.  | SSM 6 - Uses familiar objects and common shapes to create and recreate patterns and build models.                                  |  |   |   | EUMM 6 - Manipulates materials to achieve a planned effect.   | BI 6 - Plays cooperatively as part of a group to develop and act out a narrative.   |
|                        | R 7 - Enjoys an increasing range of books.   | W 7 - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | N 7 - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.                                       | SSM 7 - Uses everyday language related to time.  |  |   |   | EUMM 7 - Constructs with a purpose in mind, using a variety of resources.                           |   |
|                        | R 8 - Knows that information can be retrieved from books and computers.  | W 8 - Writes own name and other things such as labels, captions.   | N 8 - Counts an irregular arrangement of up to ten objects.  | SSM 8 - Beginning to use everyday language related to money.   |  |   |   | EUMM 8 - Uses simple tools and techniques competently and appropriately.                            |   |
|                        |  | W 9 - Attempts to write short sentences in meaningful contexts.  | N 9 - Estimates how many objects they can see and checks by counting them.   | SSM 9 - Orders and sequences familiar events.  |  |   |   | EUMM 9 - Selects appropriate resources and adapts work where necessary.                             |   |
|                        |  |  | N 10 - Uses the language of 'more' and 'fewer' to compare two sets of objects.                                     | SSM 10 - Measures short periods of time in simple ways.  |  |   |   | EUMM 10 - Selects tools and techniques needed to shape, assemble and join materials they are using. |   |
|                        |  |  | N 11 - Finds the total number of items in two groups by counting all of them.                                      |  |  |   |   |   |   |
|                        |  |  | N 12 - Says the number that is one more than a given number.   |  |  |   |   |   |   |
|                        |  |  | N 13 - Finds one more or one less from a group of up to five objects, then ten objects.                            |  |  |   |   |   |   |
|                        |  |  | N 14 - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. |  |  |   |   |   |   |
|                        |  |  | N 15 - Records, using marks that they can interpret and explain.   |  |  |   |   |   |   |
|                        |  |  | N 16 - Begins to identify own mathematical problems based on own interests and fascinations.                       |  |  |   |   |   |   |

| Typical Development            |  |  |  |  |  |   |  |  |   |
|--------------------------------|--|--|--|--|--|---|--|--|---|
| LITERACY                       |  | MATHEMATICS  |  | UNDERSTANDING THE WORLD  |  |   | EXPRESSIVE ARTS & DESIGN   |  |   |
| Reading                        | Writing  | Numbers  | Shape, Space & Measures  | People & Communities   | The World  | Technology  | Exploring & Using Media & Materials  | Being Imaginative  |   |
| Early Learning Goal (Expected) | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible. | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur and talk about changes. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br><i>and change sounds and movements in their play. The child uses a variety of materials, tools and techniques safely through an exploration of colour, design, texture, form and function.</i> | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
|                                |  |  |  |  |  |   |  |  |   |



| Typical Development             |   |  |   |   |   |   |   |  |  |
|---------------------------------|---|--|---|---|---|---|---|--|--|
|                                 | LITERACY  |  | MATHEMATICS   |   | UNDERSTANDING THE WORLD   |   |   | EXPRESSIVE ARTS & DESIGN   |  |
|                                 | Reading   | Writing  | Numbers   | Shape, Space & Measures   | People & Communities  | The World   | Technology  | Exploring & Using Media & Materials  | Being Imaginative  |
| Early Learning Goal (Exceeding) | Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read. | Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. | Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. [This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.] | Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. | Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. | Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train. | Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others. |

# Core Subjects

## Programme of Inquiry

At TSIS, we believe an Inquiry-Based Model is important to a student's development by deepening understanding through applications of concepts. We value the importance of teaching all students global interdependence, appreciation for cultural perspectives and awareness of social action and their individual role in society.

Units of inquiry have been written for each Year level. The units are designed to improve not only student's academic development but also character development.



Inquiry-Based learning is designed to promote questioning, wondering and exploration of various content knowledge. Students will connect to previous learning and predictions, make and test ideas, clarify existing ideas, research, defend positions and solve problems through various methods.

The Curriculum is designed and taught through cross-curricular units of study. The units are built around the Social Studies and Science objectives with a strong focal point in either or both areas, with other subjects integrated into the units. The units through the Early and Primary Years are arranged under six different themes and are repeated at each grade level.

These themes are:

- Humanity
- Existence
- Communication
- Functionality
- Organization
- Contribution



All units are integrated and taught across all subjects except where separate subject teaching may occur. The homeroom teacher teaches most subjects unless the children attend specialist lessons - Music, Thai, Physical Education and Swimming.

## Thai Language and Culture

All students at TSIS learn the Thai Language and Culture as a specialist subject. The course is designed to provide students with an appreciation for the culture and language of their own or host country.



## Integrated Art

At TSIS, we feel that the Arts are essential to a student's education. While students will be consistently engaged in artistic activities throughout the day, they will also attend an Integrated Art class one to two times a week.

The Curriculum for Integrated Arts is based upon the Early Years Foundation Stage Curriculum combined with the Programme of Inquiry. Each unit will be integrated within the Unit of Inquiry from the homeroom class for students to make a deeper connection across the Curriculum and subjects. They will bring what they have learned from their homeroom classes and apply it in an artistic manner in the Integrated Arts subject.

## Music

At TSIS, we believe music is a fundamental component of our student's education. It provides students with additional opportunities to express themselves personally and culturally. Students will be involved in performances which include singing, dancing, and playing instruments. They will explore sounds and rhythms, creating instruments and music of their own. The Curriculum is designed for students to study through an inquiry model, developing their imagination, creativity, practical skills and ability to communicate through music. We wish for students to develop their understanding and appreciation of music so that it becomes a lifelong source of enjoyment.

## Physical Education

At TSIS, we strive for students to learn Physical Education through and about movement. We wish to promote an environment which encourages a lifelong love of physical activity. The Physical Education Curriculum is designed around the UK National Curriculum and promotes movement in various ways. Students are given opportunities to extend their agility, balance and coordination in Key Stage 1.



They will engage in competitive and cooperative physical activities. In Key Stage 2, students will continue to apply this knowledge to develop a broader range of skills. They will work closely with their peers to communicate and collaborate when competing with others. Students receive Swimming classes once a week. At the Early Years level, we aim for students to become more familiar with the water to be comfortable for extended periods.





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