

# Curriculum Guide

Key Stage 2

(Year 3, 4, 5 and 6)





# Guiding Statements

## OUR MAXIM

*Challenging Minds, Embracing Diversity, Building Character*

## OUR MISSION

*We empower students to be global citizens with the 21<sup>st</sup> century skills they need for lifelong achievement and success. We cultivate their capacity for excellence, leadership, empathy and impact while embracing diversity in a safe and caring environment.*



# Table of Contents

---

<b>TSI Mission and Core Values</b>	<b>02</b>
------------------------------------	-----------

<b>Introduction to Learning</b>	<b>04</b>
---------------------------------	-----------

*The Curriculum*  
*Learner Attributes*  
*Program of Inquiry*

<b>Key Stage 2</b>	<b>10</b>
--------------------	-----------

*Curriculum*  
*Assessment*

<b>Core Subjects</b>	<b>12</b>
----------------------	-----------

*Mathematics*  
*English*  
*STEAM*  
*Units of Inquiry*  
*Thai Language and Culture*  
*Foreign Language*  
*Visual Arts*  
*Information Communication*  
*Performance Arts*  
*Physical Education*





# Introduction to Learning

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## The Curriculum

At TSI, we believe that all learning opportunities form an essential part of the curriculum. Our approach is designed to provide students with a rich, balanced, and purposeful education that nurtures both academic achievement and personal growth.

The UK National Curriculum forms the foundation for teaching and learning in Key Stage 1 (Years 1–3) and Key Stage 2 (Years 4–6). Building on this, TSI staff have developed a bespoke Programme of Inquiry tailored to our school community. Each class explores 4–6 integrated Units of Inquiry per year, focusing on both academic knowledge and character development.

Our curriculum is rich in content and places strong emphasis on developing conceptual understanding through central ideas, key concepts, and lines of inquiry. All units are closely aligned with the UK National Curriculum and are carefully differentiated to meet the needs of all learners through our comfort, stretch, and challenge model. This approach allows students to make deep, meaningful connections, consolidate their skills, and apply their learning across disciplines.

Importantly, our curriculum also fosters **Global Citizenship** and the development of **21st-century skills**, and is guided by our mission:

*We empower students to be global citizens with the 21st-century skills they need for lifelong achievement and success. We cultivate their capacity for excellence, leadership, empathy, and impact while embracing diversity in a safe and caring environment.*

Core subjects, Mathematics, English, and Inquiry, are taught by homeroom teachers, while a wide range of specialist subjects are delivered by expert curriculum and language specialists.

We value strong partnerships with families. At the beginning of each academic year, parents are invited to curriculum information sessions specific to each year level. Curriculum overviews and suggested opportunities for home learning are shared with families each half term, while Parent–Teacher Conferences (3-Way Conferences) provide regular updates on each child's progress.



# The Wider Curriculum

## Service Learning

Service learning is at the heart of TSI's Mission and Values. Students are encouraged to participate in community service throughout their time at school, developing an understanding that service is fundamental to humanity and can positively impact the lives of others.

Students engage in service through the curriculum as well as through school-wide events, such as Langar (Community Kitchen) and Chabeel Day, which provide hands-on opportunities to practice compassion, teamwork, and empathy. The school also uses important cultural events, including Loy Krathong, Songkran, Vaisakhi, and other celebrations on the Sikh calendar, to further promote service learning and reinforce TSI's mission and values.

Through these experiences, students learn the importance of contributing to their community, respecting diversity, and taking meaningful action that reflects the core principles of TSI's educational philosophy.



## Student Leadership and Student Council

At TSI, we believe in nurturing students to become proactive leaders who inspire and support their peers. From the earliest stages of their education, students are encouraged to take on leadership roles, fostering a sense of responsibility and community.

In the Primary School, students actively participate in the Student Council, serving as representatives for their classmates. These young leaders are involved in decision-making processes that impact the school community, plan and organise events, and spearhead fundraising initiatives. Their efforts also extend to supporting local charities, such as the Bangkok Local Orphanage, demonstrating a commitment to social responsibility.

This emphasis on student leadership continues throughout a TSI student's journey, evolving and expanding as they progress into Senior School. By the time they graduate, students have developed a strong foundation in leadership, equipped with the skills and experiences to make meaningful contributions to society.







## Field Trips

Learning beyond the classroom is an integral part of the TSI curriculum, and all students have the opportunity to participate in field trips. Throughout the school year, these trips are carefully planned to complement the Programme of Inquiry, allowing students to explore real-world connections and deepen their understanding of the topics they study in class.

Students from Nursery to Year 5 participate in two field trips per year, while Year 6 students take part in one Residential Camp per year, providing immersive experiences that support both learning and personal development. For our Pre-Nursery students, we arrange visits from community helpers such as ambulance staff, dentists, and veterinarians, bringing learning about the wider world directly into the classroom.

These experiences help students build practical knowledge, develop social skills, and make meaningful connections between their learning and the world around them.

## Extracurricular Activities

Extracurricular activities are widely offered at TSI, providing students with opportunities to learn and grow in a variety of contexts. Students in Years 1 to 6 are offered a combination of internal and external clubs, including Taekwondo, Football, Cooking, Chess, and many more, allowing them to explore new interests, develop skills, and build confidence beyond the classroom.

These activities also support the development of 21st-century skills, including teamwork, leadership, creativity, and problem-solving, helping students apply their learning in meaningful and practical ways.





# STAR Learner Attributes



# STAR LEARNERS

**S**uccessful  
upportive

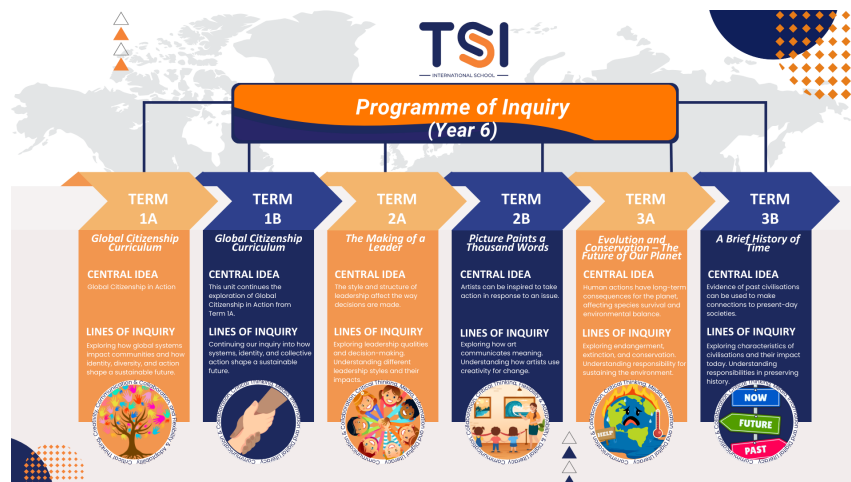
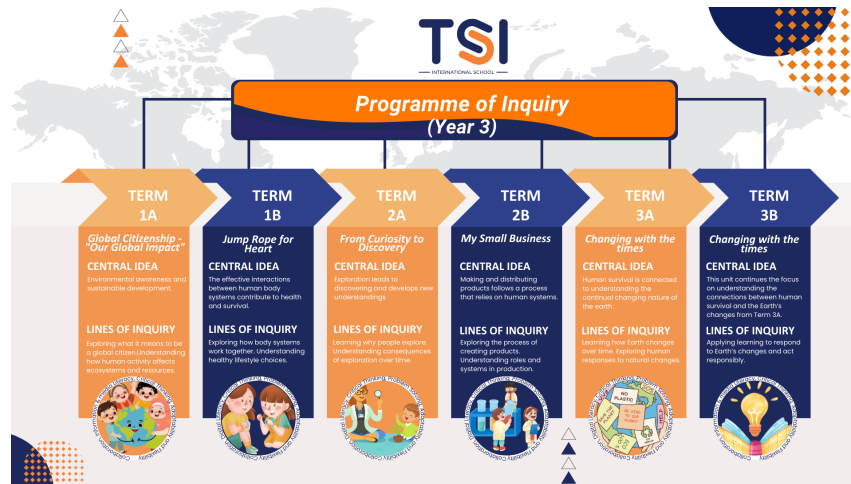
**T**houghtful  
eam Players

**A**wesome  
ttitude

**R**espectful  
esponsible



# Programme of Inquiry







## Key Stage 2

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We provide a well-balanced education for all students, catering to diverse backgrounds and ability levels. At TSI, we believe that every aspect of the school contributes to students' growth and development. Whether they are in their homeroom, specialist classrooms, outdoors playing, or swimming in the pool, children are constantly learning and developing both academically and personally.

In Key Stage 2, students are given opportunities to become independent learners. With clear systems and routines in place, alongside central ideas, key concepts, and lines of inquiry, students can progress at their own pace. This encourages responsibility and autonomy in their learning. While following the objectives of the UK National Curriculum, we employ a broad range of teaching styles and strategies, balancing student-initiated and teacher-led activities. Our goal is to ensure that Key Stage 2 students are well-prepared and confident as they transition into Key Stage 3.



## Assessment and Reporting

At TSI, all students are assessed regularly to monitor progress and guide teaching based on their individual needs. Teachers build assessment opportunities throughout the curriculum in a variety of ways, including observations, performance-based tasks, student conferences, written assignments, and occasional written tests.

In Key Stage 2, students work towards the age-related expectations of the UK National Curriculum, which define the skills, knowledge, understanding, and attitudes expected by the end of the stage. Our approach focuses on holistic development, prioritising well-being, social and emotional growth, and creating a safe and supportive learning environment. We aim for students to confidently tackle new tasks independently, build positive relationships with adults and peers, and develop as risk-takers, inquirers, communicators, and enthusiastic learners.

Ongoing formative assessment allows us to monitor student progress in relation to these objectives. Teachers observe students to understand their level of achievement, interests, and learning styles, and adapt learning experiences accordingly. Observations from parents, caregivers, and teachers are highly valued in this process. Students work regularly with teachers to set targets and goals, promoting confidence and success, and providing opportunities to apply their knowledge in meaningful ways.

At TSI, all observations and assessments in Key Stage 2 are documented using the TSI Assessment Tracking System and Individual Student Assessment Folders. These platforms allow us to upload evidence of progress, track development across all areas of learning, and provide a comprehensive record of each student's experiences throughout Key Stage 2.





# Core Subjects

## English

At TSI, we view all teachers as language teachers. We recognise that language development not only supports cognitive growth but also enables students to become confident, reflective communicators and effective decision-makers.

English is taught in close conjunction with our Programme of Inquiry. While language development occurs throughout each unit, students also participate in weekly guided reading, writing, and spelling lessons designed to build specific skills. In Key Stage 2, students develop the ability to write for a variety of purposes over sustained periods. Writing tasks are carefully linked to the curriculum through Units of Inquiry or key texts, providing authentic contexts that enhance learning. Daily engagement in reading and writing is encouraged to support ongoing improvement and mastery of English skills.

## Mathematics

At TSI, we use a mathematics programme called White Rose. This programme provides teachers and students with a scope, sequence and progression in conjunction with the UK National Curriculum. Students will be provided with workbooks, which will be used in addition to various other resources.

The White Rose mathematics curriculum programme emphasises the mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. This approach provides a coherent and connected curriculum, differentiated to support individual pupil progress.

Students are provided with scaffolded and differentiated lessons to fit their various knowledge levels and learning styles. They use manipulatives and a variety of resources to deepen and apply their conceptual understanding of topics.





# Programme of Inquiry

At TSI, we believe that an inquiry-based approach helps students develop a deeper understanding of concepts while learning to make connections across subjects. Our curriculum teaches students about global interdependence, respect for different cultures, and the importance of social action, helping them understand their role in the world.

To support this, we have developed a bespoke Programme of Inquiry. Each class explores 4–6 integrated Units of Inquiry per year, combining academic learning with character development. Units are closely aligned with the UK National Curriculum and carefully differentiated to meet the needs of all students through our comfort, stretch, and challenge model. This ensures students build skills, make meaningful connections, and apply their learning across different areas.

Our Programme of Inquiry also promotes Global Citizenship and 21st-century skills, guided by our mission:

*We empower students to be global citizens with the 21st-century skills they need for lifelong achievement and success. We cultivate their capacity for excellence, leadership, empathy, and impact while embracing diversity in a safe and caring environment.*

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 are arranged under six different themes and repeated at each grade level through the Early and Primary Years. The themes are:

- Humanity
- Existence
- Communication
- Functionality
- Organisation
- Contribution

All units are integrated and taught across all subjects except where separate subject teaching may occur. The homeroom teacher teaches most subjects unless students attend specialist lessons - Performance Arts, Visual Arts, Punjabi, Hindi, Chinese, Thai, Physical Education, and Swimming.





# Thai Language and Culture

At TSI International School, multilingualism is valued as a key asset that enhances learning, promotes inclusivity, and strengthens cultural understanding. The school recognises and supports the diverse linguistic backgrounds of students and uses its multilingual community to enrich learning. The host country language and culture are central to our curriculum. Thai lessons take place three times per week and are differentiated for Thai nationals and non-native learners, with native speakers following an extended programme exploring Thai literature and culture, while non-natives receive tailored language acquisition. The Thai department also leads school-wide cultural events, including Wai Khru Day and Songkran, fostering appreciation for Thai heritage.



## The Arts

The Arts consist of Visual Arts and Performing Arts (Drama, Dance and Music). Students attend an Arts lesson twice a week. Throughout the course of the year, the lessons may focus more on visual arts or more on the performing arts, depending on upcoming events or the Unit of Inquiry.

### Visual Arts

At TSI, we believe the Arts are an essential part of a student's education. In Key Stage 2, Visual Arts is taught selectively and is integrated when a particular Unit of Inquiry provides a meaningful opportunity. Lessons are delivered collaboratively by the homeroom and Art teacher, allowing students to make deeper connections across the curriculum. Students bring concepts and ideas from their homeroom learning and explore them creatively through Visual Arts, applying their understanding in an artistic context.

### Performing Arts

In addition to Visual Arts, students have opportunities to express themselves through Drama, Dance, and Music. Performing Arts are integrated with the Units of Inquiry, providing meaningful contexts for creativity and self-expression. Specialist teachers guide students in learning specific dances, performances, and how to play musical instruments such as the melodica and harmonica, often in preparation for school festivals and events. Students are encouraged to showcase their skills to peers, teachers, and parents, building confidence, collaboration, and a love for the performing arts.







# Foreign Languages and Culture

In Key Stage 1 and Key Stage 2, students may choose Hindi, Punjabi, or Mandarin (Chinese) as an additional language. Each language curriculum is carefully differentiated to support all ability levels and learning styles, ensuring that every student can make progress. The programme is designed to build both oral and written language skills, while also fostering confidence in communication.

Similar to the Thai Language and Culture programme, our Foreign Language teachers organise special cultural events that give students authentic opportunities to deepen their understanding and appreciation of the language and its cultural context.



# Physical Education and Swimming

At TSI, students participate in specialised Physical Education (PE) lessons designed to promote a lifelong love of physical activity. The PE curriculum is based on the UK National Curriculum and provides a wide range of opportunities for developing movement, fitness, and coordination.

In Key Stage 1, students focus on extending their agility, balance, and coordination through both competitive and cooperative activities. In Key Stage 2, they continue to build on these skills, developing a broader range of physical abilities while learning to communicate and collaborate effectively with peers during team activities.

Students also participate in weekly swimming lessons to develop water confidence and foundational swimming techniques. Additional opportunities for physical activity include Mini Sports Days and House Sports Days held at Bearing Campus, where students can showcase their skills and sportsmanship.





— INTERNATIONAL SCHOOL —

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