

TSIS

Thai Sikh International School



Curriculum Guide

Key Stage 1
- Year 1 and Year 2 -

Thai Sikh International School

Guiding Statements

Mission

We will provide a safe and caring environment that 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.***

Contents

Introduction to Learning	4
The Curriculum	
Learner Attributes	
Program of Inquiry	
Key Stage 1	8
Curriculum	
Assessment	
Assessment Frameworks	9
Core Subjects	13
Mathematics	
English	
Units of Inquiry	
Specialist Subjects	15
Thai Language and Culture	
Foreign Languages and Culture	
Visual Arts	
Performance Arts	
Physical Education	
Learning Support	

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 provides the basis of our education and formal Curriculum for both Key Stage 1 (Year 1-2) and Key Stage 2 (Year 3-6). TSIS staff have created a Programme of Inquiry specifically for our school. Each class will be taught between 4-6 units over the year, focusing on key academic and character development aspects through integrated inquiry units.

This programme integrates all subjects for students to make deep, meaningful connections to all aspects of the school. We aim to provide a Curriculum rich in content, focusing on developing all students' conceptual understanding of the central idea, key concepts, and inquiry lines. Students have opportunities to engage in Reading Workshops, Writing Workshops, and a Mathematics Workshop taught by homeroom teachers. All units are aligned closely with the UK National Curriculum and are conducted in a manner that is appropriate to cater to all student abilities.

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 their 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 are further opportunities for students to work together and instil our Mission and Values.

Student Leadership and Student Council

Students at TSIS are expected to be role models and learn to lead and support one another. The Junior School have a student council representing the student body when making decisions about the school. The Student Council use their time to plan events and ways to raise money for the school and support local charities. Student leadership begins early in a TSIS student's life and will continue into 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.

Extra-Curricular

Extra-Curricular activities are widely offered at TSIS. 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.





T SIS

S

UCCESSFUL
UPPORTIVE

T

HOUGHTFUL
EAM PLAYERS

A

WESOME
TTITUDES

ESPECTFUL
ESPONSIBLE

LEARNERS



Key Stage 1 - Programme of Inquiry

Year 1

Year 2

An inquiry into: Humanity

A Balanced Lifestyle

Central Idea:
Choices people make affect their health and well-being.

Key Concepts: evidence, cause and effect, obligation

Lines of Inquiry:

- What it means to have a balanced lifestyle
- How the choices we make affect our health
- Different sources of information that help us make choices

Subjects: *Social Science, Science, Literacy*

An inquiry into: Existence

Some Like it Hot! Some Like it Cold!

Central Idea:
Human culture is affected by environment

Key Concepts: evidence, cause and effect, obligation

Lines of Inquiry:

- How living things meet their needs
- How global locations affect environment
- How culture reflects how people live in an environment

Subjects: *Geography, Science, Social Science, Literacy*

An inquiry into: Communication

Stories

Central Idea:
People around the world express themselves through stories.

Key Concepts: role, interdependence, point of view

Lines of Inquiry:

- How different cultures tell stories
- How storytelling has changed through time
- The purposes of storytelling

Subjects: *History, Math, Literacy, Social Science*

An inquiry into: Functionality

Structures

Central Idea:
The properties of construction materials influence the design of buildings and structures

Key Concepts: structure, cause and effect, interdependence

Lines of Inquiry:

- Different building materials and their properties
- The structure can predict the effectiveness of buildings and bridges
- The materials and shapes used in making different stable, weight bearing structures

Subjects: *Design, Science, Math, Literacy*

An inquiry into: Organization

Communities

Central Idea:
People group together to form communities which organise services and systems to meet their needs

Key Concepts: role, cause and effect, obligation

Lines of Inquiry:

- What it means to be a part of a community
- How communities organise services and establish systems in response to needs
- Responsibilities are a part of being in a community

Subjects: *Geography, Math, Science, Literacy*

An inquiry into: Contribution

Adopt an Animal

Central Idea:
By understanding animals' needs, strategies and behaviours, humans have the opportunity to support their survival

Key Concepts: role, cause and effect, obligation

Lines of Inquiry:

- Categorising living and non-living things
- Classification to identify similarities and differences
- Identifying the needs, strategies and behaviours of various animals
- Our responsibilities toward other living things

Subjects: *Science, Geography, Literacy*

Homes of the World

Central Idea:
Homes reflect personal identity and local culture

Key Concepts: structure, interdependence, point of view

Lines of Inquiry:

- Concepts of home
- Different types of homes
- Circumstances that determine where people live

Subjects: *Geography, History, Literacy*

Designing a New Community

Central Idea:
Earth's physical geography has an impact on human interactions and settlements.

Key Concepts: structure, cause and effect, evidence

Lines of Inquiry:

- Physical geography around the world
- The relationship between location and access to resources
- How human interaction affects the environment

Subjects: *Geography, Science, Social Science, Literacy*

Traditions Around the World

Central Idea:
People recognize important events through celebrations and traditions.

Key Concepts: cause and effect, structure, point of view

Lines of Inquiry:

- Why people celebrate
- Features of traditions and celebrations
- What meaning people assign to celebrations and traditions

Subjects: *Literacy, History, Social Science*

Life Cycles

Central Idea:
All living things go through a process of change

Key Concepts: cause and effect, transformation, interdependence

Lines of Inquiry:

- Patterns of growth
- How living things change over time
- Factors that can influence cycles

Subjects: *Science, Math, Literacy*

Making it Our School

Central Idea:
People working together in a community can help it to function

Key Concepts: obligation, structure, transformation

Lines of Inquiry:

- The organization of the school
- Roles and responsibilities
- Connection between school and wider community

Subjects: *Math, Geography, Literacy*

Toy Workshop

Central Idea:
Limitations of resources and technology affect how we play

Key Concepts: role, structure, cause and effect

Lines of Inquiry:

- The use of resources and technology in play
- Resources available for play
- The impact resources have on imagination

Subjects: *Design, Math, Science, Literacy, Social Science*

Key Stage 1

Curriculum

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

In Key Stage 1, students transition from Early Years into a more structured atmosphere and classroom environment. Play-based learning will still be evident through many of the students' activities, but much of their knowledge will be developed through interactions and inquiries into lessons. Students will gradually grow in confidence from Year 1 into Year 2 and become more independent and responsible with their learning and everyday activities.



Assessment

All students are assessed regularly to ensure progress and to drive instruction based on their needs. Teachers build assessment opportunities within the Curriculum in various ways. Assessments come in the form of observations, performance-based tasks, student conferences, written assignments, and occasional written tests.

Teachers work with students regularly to set targets and goals to ensure confidence and success. Ongoing assessments allow us to monitor student progress, and these formative assessments enable the students to apply their knowledge in various ways. Teachers then use this information to direct or redirect continued learning and to deepen understanding of concepts. Teachers conduct a summative assessment at the end of each unit that measures students' conceptual knowledge of the content.

Assessment Frameworks

English Reading

Below are the expected assessment standards for English reading in KS1 with clear differentiation

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- read accurately some words of two or more syllables that have the same grapheme-phoneme correspondences (GPCs)
- read many common exception words.

In a book that closely matches GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read most words of two or more syllables accurately
- read most words containing common suffixes
- read most common exception words

In age-appropriate books, the pupil can:

- read most words accurately without overt sounding and blending.
- read fluently to allow them to focus on their understanding rather than on decoding individual words.
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen based on what has been read so far
- create links between the book they are reading and other books they have read.

English Writing

Below are the expected assessment standards for English writing in KS1 with clear differentiation

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others
- spell some common exception words
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)

Mathematics

Below are the expected assessment standards for students in KS1 Mathematics

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a shape, set of objects or quantity
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including the number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth

The pupil can:

- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each or 3 packets of biscuits with 10 in each?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g., two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges faces and vertices, but other dimensions).

Science

Below are the expected assessment standards for students in KS1 Mathematics

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the National Curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, use simple equipment where appropriate to answer questions:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways

Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses (Year 1), and describe the importance of exercise, a balanced diet and hygiene for humans (Year 2)
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults (Year 2)
- describe the basic needs of plants for survival and the impact of changing these, and the main changes as seeds and bulbs grow into mature plants (Year 2)
- identify whether things are alive, dead or have never lived (Year 2)
- describe and compare the observable features of animals (Year 1)
- group animals, according to what they eat [year 1], describe how animals get their food from other animals and plants and use simple food chains to describe these relationships (Year 2)
- describe seasonal changes (Year 1)
- name different plants and animals and describe how they are suited to different habitats (Year 2).
- distinguish objects from materials, describe their properties, identify and group everyday materials (Year 1) and compare their suitability for various uses (Year 2)



Core Subjects

Mathematics

At TSIS, we use a Mathematics programme called Collins Busy Ants. This programme provides teachers and students with a scope, sequence and progression in conjunction with the UK National Curriculum. Students receive textbooks and workbooks, which are used in addition to various other resources.

While the programme will aid teachers and students to progress through mathematical concepts and understandings, the textbook is an additional resource and will not be the sole resource.

Students receive scaffolded and differentiated lessons to fit their knowledge levels and learning styles. They use multiple resources to deepen and strengthen their conceptual understanding of topics.

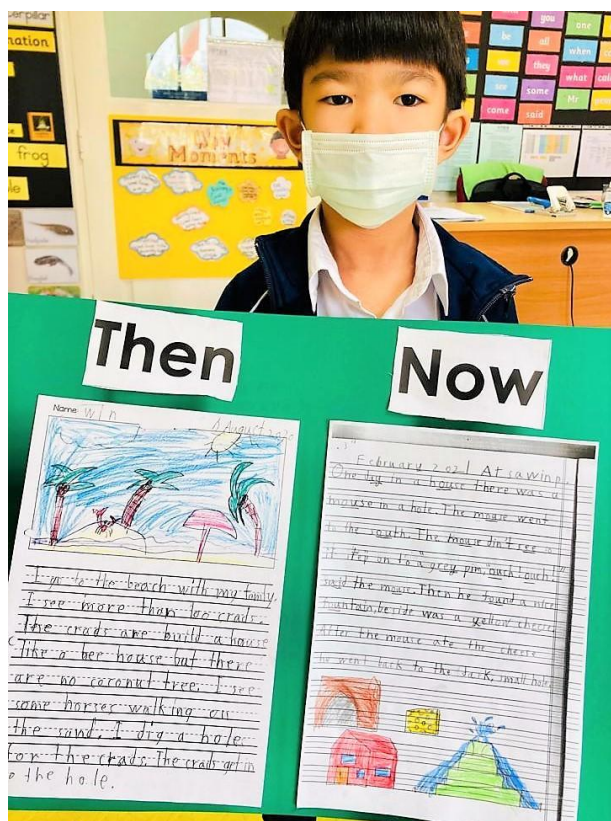


English

At TSIS, we believe all our teachers to be language teachers. Language development promotes cognitive growth and helps students develop into confident and reflective communicators and decision-makers.

English at TSIS is taught in conjunction with our Programme of Inquiry. While English development will take place throughout each Unit of Inquiry, students will also be provided with periods of Reading and Writing Workshops throughout each term that focus on developing specific skills in those areas. Each unit in the workshops will be taught through an Inquiry-Based model allowing students to develop their understanding at their own pace with mentor texts and other activities to improve their written and reading skills.

Students in the Early Years and Key Stage 1 are provided with phonics lessons throughout the year to improve their reading and writing skills. At TSIS, we use *Jolly Phonics* as our primary support in developing students' phonemic awareness. Students also use *High-Frequency and Tricky Words* to build their reading fluency and vocabulary.



Units of Inquiry

At TSIS, we believe an Inquiry-Based model is essential to a student's development by deepening their understanding and applying these 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 intended to promote questioning, wondering and exploration of various content knowledge. Students will connect to previous learning, and predictions, create 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 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.

Specialist Subjects

Thai Language & 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 their own or host country's culture and language.

All students will attend three periods a week of Thai Language and Culture. The lessons are designed to differentiate for all Thai language ability levels. The Curriculum will focus on oral and written language development. Thai teachers and staff will also arrange special cultural events to further enrich students' Curriculum.



Foreign Languages & Culture

Students in Key Stages 1 and 2 can choose Hindi, Punjabi, or Mandarin (Chinese) as an additional language. The Curriculum for each language will be differentiated for all ability levels and learning styles. The Curriculum is designed to develop oral and written language skills. Like the Thai Language and Culture, Foreign Language teachers will also arrange special cultural events for students to further their understanding and appreciation of the language and culture.



The Arts

The Arts consist of Visual and Performing Arts (Drama, Dance and Music). Students attend an Arts lesson twice a week. Throughout 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 TSIS, the Arts are essential to a student's education. While students consistently engage in artistic activities throughout the day, they will also attend Visual Art classes throughout the school year. The course is taught collaboratively with the homeroom and Art teacher. Each unit will be integrated within the Unit of Inquiry from the homeroom class to make a deeper connection across the Curriculum and subjects. They will bring what they have learned from their homeroom classes and artistically apply them to the Visual Arts subject.



Performing Arts

Along with studying the Visual Arts, students will also have a chance to express themselves through drama, dance and music. Performance Arts will be integrated with the Units of Inquiry. Specialist teachers will also teach students specific dances and performances in preparation for various festivals and events. They will have the opportunity to showcase their skills in front of other students, teachers and parents.



Physical Education

We strive for students to learn Physical Education through movement. We wish to promote an environment that encourages a lifelong love of physical activity. The Physical Education Curriculum is designed around the UK National Curriculum and supports movement in various ways. Students are provided with opportunities to extend their agility, balance and coordination in Key Stage 1. They will engage in competitive and cooperative physical activities. They will work closely with their peers to communicate and collaborate when competing with others.

Students join swimming classes once a week. In Key Stage 1, we begin instructing students on swimming techniques to use their arms and legs to remain afloat and swim across distances.



Learning Support

At TSIS, we aim to offer an education of the highest quality; every student should have the opportunity to achieve their best. We believe each student is unique, and the initial support is provided within the homeroom classroom as teachers differentiate work and teach to the highest standard.

We use the term LSN (Learning Support Needs) to encompass both EAL and SEN, which offers additional support from the homeroom teacher and teaching assistant, and students will be selected to work in target groups focusing on their specific areas of need in and outside the classroom 2-3 times per week.

The Learning Support Teacher will work with homeroom teachers to write an Individual Education Plan (IEP) if needed. It is also crucial that there is early identification of Learning Support, followed by early intervention and that the students themselves are involved in decision-making concerning any particular provision.

Aims of the EAL Programme

A supportive environment is provided in EAL and mainstream classes to encourage students to take risks in their language learning and increase their self-confidence. Language is taught and practised within natural contexts and meaningful situations in which the students feel accepted, happy and comfortable while feeling challenged and aware that misunderstandings and mistakes are essential in the learning process. We believe in maintaining and valuing the student's native language and culture. Therefore, we are committed to the support of parents in working with their children at home and assisting all EAL students in their language learning by giving them continuous support.

Content

- Reinforcement and pre-teaching of concepts and vocabulary from the mainstream classroom
- Enhance thinking skills used in all subject areas.
- EAL Language Descriptors are used for assessing student progress
- Four Language Skills – Listening, Reading, Speaking, Writing (including Grammar)



**TSIS Junior School, Wongwianyai Campus
(Pre-Nursery – Year 6)
717 Prachathipok Road,
Wongwian Yai,
Bangkok 10600
Phone: 02-861-6161
Email: junior@tsi.ac.th**

**Two Campuses.
One Community.**