

# T S I S

Thai Sikh International School

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# Curriculum Guide

Key Stage 2

- Year 3, 4, 5 and 6 -

# Thai Sikh International School

## Guiding Statements

### Mission

The mission of Thai Sikh International School is to 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

Thai Sikh International School 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 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 is designed to integrate all subjects for students to make deep, meaningful connections to all aspects of school. We aim to provide a curriculum rich in content, focusing on developing all students' conceptual understanding of the central idea, key concepts and lines of inquiry. 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 taught 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 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 representing 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. 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 Programme of Inquiry.

## Extra-Curricular

Extra-Curricular activities are widely offered at TSIS. Junior school students are offered activities like Football, Ballet, Art, Taekwondo and other sports that provide opportunities to learn and grow in various contexts.





T S I S

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SUCCESSFUL  
SUPPORTIVE

THOUGHTFUL  
TEAM PLAYERS

WESOME  
ATTITUDES

RESPECTFUL  
RESPONSIBLE

LEARNERS



# Key Stage 2 Programme of Inquiry

## Year 3

## Year 4

### An inquiry into: Humanity

#### Jump Rope for Heart

**Central Idea:**  
The effective interactions between human body systems contribute to health and survival

**Key Concepts:** role, interdependence, obligation

**Lines of Inquiry:**

- Body systems and how they work
- How body systems are interdependent
- Impact of lifestyle choices on the body

**Subjects:** Science, Social Science

#### Thinking Globally

**Central Idea:**  
Appreciating, respecting and nurturing our multiculturalism helps us to understand who we are

**Key Concepts:** interdependence, cause and effect, point of view

**Lines of Inquiry:**

- How geography and history influence our identity
- Past historical figures and their impact on our society
- The effects of multiculturalism

**Subjects:** Science, Literacy, Social Studies

### An inquiry into: Existence

#### Making Science

**Central Idea:**  
Exploration leads to discovering and develops new understandings

**Key Concepts:** cause and effect, point of view, evidence

**Lines of Inquiry:**

- Reasons for exploration
- How explorations have taken place over time
- The consequences of exploration

**Subjects:** Science, Literacy, Geography

#### Building History

**Central Idea:**  
People build upon and are influenced by the developments of the past

**Key Concepts:** transformation, interdependence, evidence

**Lines of Inquiry:**

- Key developments of the past
- Influences of past developments on people
- Evidence of the past today

**Subjects:** Geography, History, Math, Literacy

### An inquiry into: Communication

#### Wonderful World of Imagination

**Central Idea:**  
Imagination is a powerful tool for extending our ability to think, create, and express ourselves

**Key Concepts:** cause and effect, point of view, evidence

**Lines of Inquiry:**

- How we demonstrate and enjoy our imagination
- How our imagination helps us consider other perspectives
- How imagination helps us to solve problems

**Subjects:** Literacy, Art

#### The Rhythm of Life

**Central Idea:**  
Sound and movement affect our lives physically, emotionally, and culturally

**Key Concepts:** cause and effect, role, evidence

**Lines of Inquiry:**

- Ways sound impacts people differently
- Various ways cultures express themselves through sound
- Evidence of rhythms affecting culture

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

### An inquiry into: Functionality

#### Changing with the Times

**Central Idea:**  
Human survival is connected to understanding the continual changing nature of the earth

**Key Concepts:** cause and effect, transformation, interdependence

**Lines of Inquiry:**

- How the different components inside the Earth are interrelated
- How the Earth has changed and is continuing to change
- Why the Earth changes
- Human response to the Earth's changes

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

#### Earth Hour

**Central Idea:**  
Energy may be converted from one form to another and stored in various ways

**Key Concepts:** structure, role, obligation

**Lines of Inquiry:**

- Forms of energy
- The storage and transformation of energy
- Conservation of energy
- Renewable and sustainable energy

**Subjects:** Design, Science, Literacy

### An inquiry into: Organization

#### My Small Business

**Central Idea:**  
Making and distributing products follows a process that relies on human systems.

**Key Concepts:** cause and effect, role, interdependence

**Lines of Inquiry:**

- How products go through a process
- Different roles people have in the process
- How systems affect each other

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

#### Student Government

**Central Idea:**  
Systems are in place to organize communities

**Key Concepts:** structure, role, obligation

**Lines of Inquiry:**

- The voting process
- Elected and appointed officials
- Responsibilities of active citizenship

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

### An inquiry into: Contribution

#### Working Together to Persevere

**Central Idea:**  
Children face a variety of challenges and risks

**Key Concepts:** form, obligation, point of view

**Lines of Inquiry:**

- Challenges and risks that children face
- How children respond to challenges and risks
- Ways in which individuals, organizations and nations work to protect children from risk

**Subjects:** Geography, History, Literacy

#### New Species Found

**Central Idea:**  
Animals have an interdependent relationship with people and other animals of the world

**Key Concepts:** cause and effect, role, transformation

**Lines of Inquiry:**

- Animal life cycles
- Ways humans and animals are interdependent
- Positive and negative effects on the environment

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

# Year 5

# Year 6

## An inquiry into: Humanity

### Up for Debate

**Central Idea:**  
Culture can be developed and expressed in a variety of ways which can lead to prejudice

**Key Concepts:** interdependence, obligation, point of view

**Lines of Inquiry:**

- How prejudice can impact the world
- The similarities between cultures
- The pros and cons of informed choices

**Subjects:** Literacy, Social Science

### Model United Nations

**Central Idea:**  
Differences in gender and religion has an impact on peace and conflict resolution

**Key Concepts:** TBD by students

**Lines of Inquiry:**

- Racism, religion, gender equality and its effects on our right to live freely
- Influences that affect opportunities
- How opportunities enhance and hinder our future
- How means of communication helps in creating awareness about education

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

## An inquiry into: Existence

### Brighter Horizons

**Central Idea:**  
The migration of people may bring about change in communities through the immersion of culture

**Key Concepts:** evidence, transformation, cause and effect

**Lines of Inquiry:**

- The reasons why people migrate
- Migration through history
- Effects of migration on communities, cultures and individuals

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

### A Brief History of Time

**Central Idea:**  
Evidence of past civilisations can be used to make connections to present day societies

**Key Concepts:** structure, transformation, point of view

**Lines of Inquiry:**

- Characteristics of civilisations and societies
- Implications for the future
- Processes involved in collecting, analysing and validating evidence

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

## An inquiry into: Communication

### Persevering through Propaganda

**Central Idea:**  
Language and media provoke and may persuade a variety of audiences

**Key Concepts:** interdependence, role, point of view

**Lines of Inquiry:**

- Language and media provoke and may persuade a variety of audiences
- Reasons for communicating in various formats
- Impact on audiences

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

### A Picture Paints A Thousand Words

**Central Idea:**  
Artists can be inspired to take action in response to an issue

**Key Concepts:** transformation, obligation, structure

**Lines of Inquiry:**

- What the arts are
- How artists are inspired
- How and why artists take actions through the arts

**Subjects:** Art, Literacy, Social Science

## An inquiry into: Functionality

### A Sustainable Future

**Central Idea:**  
The availability and sustainability of resources can determine how an environment changes and/ or develops

**Key Concepts:** structure, evidence, cause and effect, obligation

**Lines of Inquiry:**

- Types of resources
- Effects of using resources on the environment
- Impact of supply and demand on the economy
- Conservation practices

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

### A Balance of Power

**Central Idea:**  
Conservation can help sustain the environment

**Key Concepts:** role, obligation, structure

**Lines of Inquiry:**

- Different sources and uses of light
- Types and properties of light
- Conservation and sustaining the environment

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

## An inquiry into: Organization

### Buyer's Market

**Central Idea:**  
The equilibrium of economic systems requires the cooperation of human populations

**Key Concepts:** interdependence, structure, transformation

**Lines of Inquiry:**

- Different economic systems
- Forces of demand and supply
- Impact of economic change

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

### Making of a Leader

**Central Idea:**  
The style and structure of leadership affects the way decisions are made

**Key Concepts:** role, evidence, point of view

**Lines of Inquiry:**

- How decisions are made
- What makes an effective leader
- Different structures and styles of leadership

**Subjects:** Literacy, Social Science

## An inquiry into: Contribution

### Alien Invasion

**Central Idea:**  
Earth may be the only planet in the solar system that can support life

**Key Concepts:** interdependence, role, structure

**Lines of Inquiry:**

- The components of the solar system
- Understanding the earth's essentials components for life
- The requirements can be transferred to another planet to support life

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

### Evolution

**Central Idea:**  
Many factors may threaten the existence of species which can lead to an imbalance in nature

**Key Concepts:** interdependence, obligation, cause and effect

**Lines of Inquiry:**

- Endangerment and extinction
- Beneficial and harmful actions
- Responsibility and role of individuals

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

# Key Stage 2

## Curriculum

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. Whether in their homeroom, and specialist classrooms, outdoors playing, or swimming in the pool, children are constantly learning to improve academically and as people.

In Key Stage 2, students are provided with the opportunity to be independent learners. With strategic systems in place, central ideas, key concepts and lines of inquiry, students can develop their learning at their own pace. This allows them to become more responsible and independent in learning and life. While following the objectives of the UK National Curriculum, we develop and use a broad range of teaching styles and strategies, including a balance of student- and teacher-led activities. We aim for Key Stage 2 students to be more prepared and successful as they enter Key Stage 3.



## 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.

# 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 occur throughout each Unit of Inquiry, students will also be provided with set Reading and Writing lessons each week that focus on developing specific skills.

Students in Key Stage 2 will be provided more structured time to write for various purposes for extended periods. All writing tasks will be linked to areas of the Curriculum during their Unit of Inquiry or Writing Workshop to provide a context for writing. Students must read and write daily to improve their English skills.

## English Reading

- The standard in this framework contains several 'pupil can' statements. To judge that a student is working at this standard in English reading, teachers need evidence demonstrating that the student meets **all** of the statements within the standard.
- The evidence informing a teacher's judgement in English reading can include a school's own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement and assess the broader Curriculum. A student's answers to specific test questions may also provide evidence that they have met certain statements.

### Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identify key details and use quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



## English Writing

- The three standards in this framework contain several 'pupil can' statements. To judge that a student is working at a standard in English writing, teachers need evidence demonstrating that the student meets the standard described overall.
- A student's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a student's overall attainment. A teacher's professional judgement about whether the student has met the standard overall takes precedence. This approach applies to English writing **only**.

### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting the language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues in a narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 (e.g. inverted commas and other punctuation to indicate direct speech)
- spell most words from their year group spelling list correctly, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary



# 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.



## Mathematics Standards

- The standard in this framework contains several 'pupil can' statements. To judge whether a student is working at this standard in mathematics, teachers need evidence demonstrating that the student meets **all** the statements within the standard.
- The evidence informing a teacher's judgement in Mathematics can include a school's own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement and assess the broader Curriculum. A student's answers to specific test questions may also provide evidence that they have met statements.

### Working at the expected standard

The pupil can:

- demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?; find the difference between the largest and smallest whole numbers that can be made from using three digits;  $8.09 = 8 + \frac{9}{100}$ ;  $28.13 = 28 + \square + 0.03$ )
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation (e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ )
- use formal methods to solve multi-step problems (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long; how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?)
- recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as  $\frac{1}{5}$  or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $1\frac{1}{2} + \frac{3}{4}$ ;  $\frac{7}{9}$  of 108;  $0.8 \times 70$ )
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate the length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

# Science

- The standard in this framework contains several 'pupil can' statements. To judge that a student is working at this scientific standard, teachers need evidence demonstrating that the student meets **all** of the 'working scientifically' statements and all the 'science content' taught in the final year of the key stage.
- There is no requirement to have evidence from the classroom that students have met statements relating to science content taught before the final year of the key stage. Where possible, teachers should draw on assessments made earlier in the key stage to judge against this framework.

## Working at the expected standard

### Working scientifically:

The pupil can use appropriate scientific language from the National Curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the National Curriculum (including ideas that have changed over time), using evidence from various sources.
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources).
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- draw conclusions, explain and evaluate their methods and findings, and communicate these in various ways.
- raise further questions that could be investigated based on their data and observations.



## Science content:

The pupil can:

- name and describe the functions of the main parts of the digestive (Year 4), musculoskeletal (Year 3) and circulatory systems (Year 6); and describe and compare different reproductive processes and life cycles in animals (Year 5)
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions (Year 6)
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction (Year 5) and transporting water and nutrients (Year 3)
- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods (Year 6)
- construct and interpret food chains (Year 4)
- describe the requirements of plants for life and growth (Year 3); and explain how environmental changes may have an impact on living things (Year 4)
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved (Year 6); and describe how fossils are formed (Year 3) and provide evidence for evolution (Year 6)
- group and identify materials (Year 5), including rocks (Year 3), in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties (Year 5)
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle (Year 4)
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components (Year 5)
- identify, with reasons, whether changes in materials are reversible or not (Year 5)
- use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects (Year 6), and the formation (Year 3), shape (Year 6) and size of shadows (Year 3)
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard (Year 4)
- describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source (Year 4)
- describe the effects of simple forces that involve contact (air and water resistance, friction) (Year 5), that act at a distance (magnetic forces, including those between like and unlike magnetic poles) (Year 3), and gravity (Year 5)
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force (Year 5)
- use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams (Year 6)
- describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation.

# Units of Inquiry

At TSIS, we believe an Inquiry-Based model is essential 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 role in society.



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. 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 the children attend specialist lessons - Punjabi, Hindi, Chinese, Thai, Physical Education, Arts, ICT or Swimming.



# Specialist Subjects

## 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.

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. Special cultural events will also be arranged by Thai teachers and staff to enrich the Curriculum for students further.



## Foreign Languages and Culture

Students in Key Stages 1 and 2 can choose Hindi, Punjabi, or Chinese as additional languages. 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. Similar to the Thai Language and Culture, foreign language teachers will also arrange special cultural events for students to participate in 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.



### Performance 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 can showcase their skills to other students, teachers and parents.



## Physical Education

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 a variety of ways. Students have opportunities to extend their agility, balance and coordination in Key Stage 1 and 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.



# 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)



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**Two Campuses.  
One Community.**