



Primary School Curriculum Guide

For children aged 3-11 years

The British School of Brussels Philosophy & Objectives

Learning **together**
inspiring **success**

Our goal

To challenge and inspire our students to realise their potential, both academic and personal, in a stimulating and caring community, enabling them to become responsible and engaged citizens of the world.

Our school

The British School of Brussels (BSB) is an independent, fee-paying, not for profit international school which meets the needs of internationally mobile and expatriate families in Belgium as well as local families who want an international education.

- The BSB is an inclusive, international learning community. All students who can benefit from the BSB experience are welcomed and are expected to be fully committed in their approach to learning.
- The British School of Brussels has students from over 70 nations and is made up of two schools:
 - Primary School - ages 1-11
 - Secondary School - ages 11-18
- English is the main language of tuition, with options available to follow a Bilingual French & English programme.
- All students follow a British-based Curriculum up to age 16 - (I)GCSE. This is adapted to our European context and international cohort and is followed by the choice of three internationally recognised pre-university examination courses from age 16-18 - English A Level, the International Baccalaureate (IB) Diploma and BTEC vocational courses in Sport, Hospitality and Business.
- In its Governance and Management and in all its activities, the school will aspire to the highest ethical and legal standards.

Our objectives for our students

A BSB education will

- Challenge and inspire students in their learning to fulfil their academic and personal potential
 - Encourage and celebrate success in all areas of school life and ensure that achievement is acknowledged, rewarded and recorded
 - Develop open-minded, self-confident and outward-looking young people
 - Broaden students' experience and improve their life skills by providing a wide range of activities and opportunities in and out of the classroom
- Cultivate tolerance and respect and the ability to work successfully both with others and as independent learners
 - Encourage a strong social conscience, a sense of responsibility and active involvement in issues confronting us in the 21st century
 - Create an appetite for lifelong-learning, an appreciation of other languages and other cultures

Our school objectives

BSB will provide

- A welcoming, secure and caring atmosphere with a focus on learning embracing the BSB definition of Learning and the Learner Profile.
- A calm, civilised, friendly environment in which students feel confident to learn and establish positive relationships
- Stimulating, rich and inspiring learning opportunities and experiences in an educational environment of high expectations
- Teaching of the highest possible standard in an attractive, well-resourced school
- School staff who are skilled, dynamic and committed to continuous improvement with highly effective leadership throughout the school
- An educational experience which exploits to the full the international and multicultural nature of the School and honours the BSB definition of Internationalism.
- A strong emphasis on language learning with French a core subject for ages 3-16, bilingual French/English classes from age 4-14, Dutch taught from beginner to mother tongue level, and an appreciation of other languages, including the mother tongues of students
- Specialised support and guidance for students who have additional educational needs, who are particularly gifted or who are learning English as an additional language
- Preparation for students' next steps, including international higher education and careers guidance
- A wide range of extra-curricular opportunities, open to all and, where possible, included in the school fees
- A vibrant, extended community revolving around the school and reaching out both in Belgium and internationally

Contents

Welcome to the Primary School	05
Curriculum Framework	07
Areas of Learning	08
Assessment and Reporting	11
Curriculum Guides:	
Early Years Foundation Stage (Kindergarten and Reception)	12
Year 1	16
Year 2	20
Year 3	24
Year 4	28
Year 5	32
Year 6	36





BSB has high expectations for all its learners. In the Primary School we pride ourselves on knowing each child as an individual in order to help them make progress.

Welcome to the Primary School

The development of the whole child is at the heart of BSB's primary education programme. Learning in the Primary School is about developing personal, emotional and social skills as well as being an intellectual and academic process.

We aim to help children find their voice – their own unique, personal significance. We encourage them to think about what their contribution will be in the world – how they will try to make a difference as responsible and engaged members of the School community as well as citizens of the world.

BSB has high expectations for all its learners. In the Primary School we pride ourselves on knowing each child as an individual in order to help them make progress. Teachers in the Primary School plan to scaffold success for all learners from their point of entry. This means that learning opportunities are planned so that all students are challenged appropriately, by providing work that is well-suited to their individual needs.

Above all, we are interested in the learning process – learning how to learn and how to apply skills and knowledge across an ever-increasing spectrum of experience. From the earliest age we ensure that children have an enjoyable experience of school and are motivated to learn and improve. This positive attitude is supported by a team of highly professional teachers who are themselves engaged in lifelong learning and model effective pedagogy.

The curriculum is based on that of the National Curriculum for England, adapted to reflect the needs of an increasingly international and multicultural student body and to capitalise upon the opportunities of being in Belgium at the heart of Europe. We aim to build on the children's background knowledge and experience to equip them with the skills and strategies, and a love of learning that will inspire them to succeed whatever the next step on their educational journey.

In every Year Group from Reception (ages 4-5) to Year 9 in Secondary School there is a French/English bilingual class to capitalise on the language learning abilities of young children and to build on the current success of the mainstream French programme. The children in the Primary School bilingual classes follow the same broad, balanced BSB curriculum as their peers in the English section however all subjects are taught in both languages. For the Secondary School bilingual classes French/English is approximately 35%/65% respectively.

Spread geographically across the School campus, the Primary School is housed in three buildings and enjoys excellent facilities and resources, providing a stimulated and varied environment.

	Year Group	Location	Age Range	UK Key stage
Lower Primary	Kindercrib	Kindercrib	1-3 year olds	EYFS*
	Kindergarten	Tintin Building	3-4 year olds	EYFS*
	Reception	Tintin Building	4-5 year olds	EYFS*
	Year 1	Tintin Building	5-6 year olds	Key Stage 1
	Year 2	Tintin Building	6-7 year olds	Key Stage 1

Upper Primary	Year 3	Rubens Building	7-8 year olds	Key Stage 2
	Year 4	Rubens Building	8-9 year olds	Key Stage 2
	Year 5	Rubens Building	9-10 year olds	Key Stage 2
	Year 6**	Brel Building (via Rubens)	10-11 year olds	Key Stage 2

*Early Years and Foundation Stage

**Children proceed from Primary School to Secondary School on completion of Year 6.

For further information, please visit our website: www.britishschool.be



Our curriculum framework is designed to challenge and inspire all learners and ensure that all make progress, whatever their individual needs.

Curriculum Framework

The curriculum in the Primary School is based on current best practice in the UK and enhanced by aspects of best practice drawn from other international curricula from around the world. It is designed to challenge and inspire all learners and ensure that all make progress, whatever their individual needs.

It is also designed to be a 'portable' curriculum which will help our transient student population apply their skills and strategies for learning in whatever school environment they may find themselves in the future. It embeds an international/global dimension and includes all learners from all cultures.

Our aim is to:

- provide a broad, balanced curriculum that inspires commitment to learning and improves standards
- tailor learning and teaching to the specific needs of the BSB children
- provide a meaningful context for learning
- have a strong focus on Mathematics, English and Computing
- emphasise personal development and well-being
- ensure progression and smooth transition
- empower learners and build on what they already know

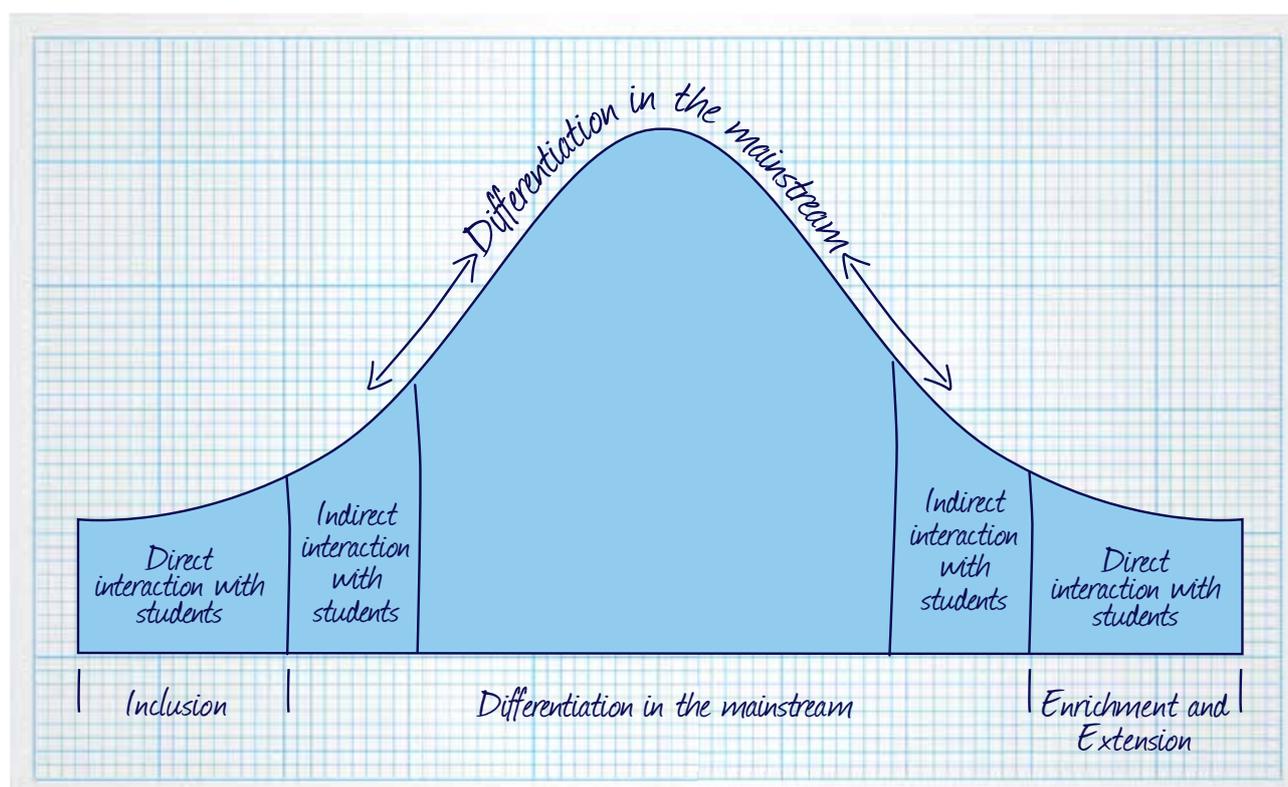
We are strongly learning-oriented to develop learners who:

- believe that effort leads to success
- believe in everyone's ability to improve
- prefer challenging tasks
- gain personal satisfaction from success at different tasks
- problem-solve and persevere when engaged in a task
- collaborate with others to achieve a common goal

We are committed to every child making the best possible progress therefore we differentiate learning so that all children can experience success and have a sense of achievement.

In order to differentiate effectively, the teachers begin the planning process by establishing an understanding of the children's prior skills and knowledge. These baseline assessments form the foundation of differentiated instruction ensuring we meet the needs of the full range of abilities in the classroom as shown in the normal distribution curve below.

If a child's needs fall outside the 'differentiation in the mainstream' group, their needs will be supported by members of the Inclusion department. This includes supporting, enriching and extending learning.



Areas of Learning

The curriculum is organised under areas of learning, each of which encompasses the learning outcomes, standards and benchmarks of 'subjects' which were formerly taught discretely.

In Early Years and Foundation Stage (Kindergarten and Reception) the Areas of Learning are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expression Arts & Design

In Key Stages 1 and 2 (Years 1 to 6) the Areas of Learning are:

- Understanding English, Communication and Language (English and Library, English as an Additional Language, French, Dutch)
- Mathematical Understanding (Mathematics)
- Scientific and Technological Understanding (Science, Design Technology and Computing)
- Human, Social and Environmental Understanding (History, Geography and Citizenship)
- Understand Physical Development, Health and Well-Being (Personal, Social and Health Education and Physical Education)
- Understanding the Arts (Art and Design, Dance, Drama and Music)

Integrated Learning Themes

Teachers plan learning opportunities and challenges for six themes per Year Group under the six different areas of learning. These themes are called Integrated Learning Themes (ILT). These cross-curricular 'topics' centre around teacher and student generated questions building on what students know and have experienced. As there is no fragmentation of separate subjects, a more meaningful context for learning is created.

The trans-disciplinary themes are inquiry-based and skills driven. There is an emphasis on learning how to learn with learning styles identified and celebrated. Themes are based on key concepts and central ideas and draw on the learners' experiences of the 'global village', making internationalism and cultural inclusivity implicit.

Students are taught to use critical and creative thinking skills across the curriculum.

By organising the curriculum through themes, the aim is for BSB students to be articulate, engaged and enthusiastic about their learning and able to see the 'big picture', approaching topics from multiple perspectives and making connections between subjects.

The Integrated Learning Themes create a more flexible curriculum and Year Groups may change the order and title of the themes from those published in this document. However, the key concepts, skills and central ideas will remain the same.

Human, Social and Environmental Understanding	Scientific and Technological Understanding	Understanding Physical Health and Well-being	Understanding the Arts
The study of: <ul style="list-style-type: none"> • Time • Place and communities • Making a contribution • Community cohesion 	<ul style="list-style-type: none"> • Exploring and investigation • Designing and making 	<ul style="list-style-type: none"> • Dispositions and attitudes • Self-confidence and self-esteem • Making relationships • Self-care • Behaviour and self-control • Physical development (gross motor skills) • Being healthy • Feeling safe 	<ul style="list-style-type: none"> • Exploring media and materials • Creating music and dance • Developing imagination, role-play and drama • Producing a Year Group performance

Discrete Subjects

Discrete subjects are taught where appropriate.

Mathematics is taught separately as well as being incorporated into the themes where relevant. The curriculum follows the UK Primary Mathematics Framework and is enhanced by using other learning and teaching strategies and resources to meet the needs of the children. **English** is also taught separately but is integrated into every ILT. The core of this curriculum area is drawn from the UK Primary Literacy Framework.

Computing contributes to learning and teaching in all curriculum areas. It is a tool for learning as well as being taught as a discrete subject by the class teacher under the guidance of Technology specialists.

Although one ILT per year is based on 'Understanding Physical Development, Health and Well-Being' which incorporates aspects of Personal, Social and Health Education, PSHE is also taught as a separate subject throughout the year.

The School has chosen to use the UK curriculum "SEAL" (Social and Emotional Aspects of Learning) which offers a structured programme of ideas and activities to ensure we are focusing on the education of the whole child. The programme is organised into seven themes, covered by all Year Groups: New Beginnings, Getting On and Falling Out, Say 'No' to Bullying, Going for Goals!, Good to be Me, Relationships, and Changes. Weekly assemblies and the Primary Student Council support the PSHE programme as we seek to develop the students' voice.

At BSB the students have the advantage of being taught by subject specialists in French, Dutch, Physical Education and Music. Dutch is also taught from the age of 7. Each of these subjects has its own scheme of work, including an extension group within the French Department or bilingual section where applicable, to develop fully the specific skills in these areas. However, links are made with the ILT wherever possible.

BSB Learner Profile

We help our children develop a robust set of skills for their life in a century that is rapidly changing. We encourage them to be:

- Inquiring
- Thinkers
- Principled
- Caring
- Balanced
- Persistent
- Knowledgeable
- Communicators
- Open-minded
- Risk-takers
- Reflective
- Resilient

Learning focused school - student statements

BSB is a learning focused school and we focus on a range of learning outcomes - academic, personal, social and physical. Children have put these outcomes into their own words...

What can you **do** now that you couldn't **do** before?

What do you **know** now that you didn't **know** before?

What do you **understand** now that you didn't before?

What will help you to **remember** and use what you have learned in the future?



Themes are based on key concepts and central ideas and draw on the learners' experiences of the 'global village', making internationalism and cultural inclusivity implicit.



To engage students as active learners, it is important that they strive to make sense of new ideas by relating them to their prior knowledge, the aims of their learning and the criteria and expectations agreed for a given task or activity.

Assessment and Reporting

Assessment for Learning (Formative)

Assessment for Learning involves using assessment in the classroom to raise achievement by informing both students and teachers of the next steps to take on their learning journey. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

To engage students as active learners, it is imperative that they strive to make sense of new ideas by relating them to their prior knowledge, the aims of their learning and the criteria and expectations agreed for a given task or activity. Teachers' planning is flexible and reactive, responding to the initial and emerging ideas and skills of each student. Opportunities are created for students to reflect and respond to their own learning, and that of their peers, and all assessment is compared against the initial, agreed criteria and expectations.

Assessment for learning consists of the following components:

- The active involvement of students in their own learning
- Sharing learning goals and agreeing criteria
- Involving students in self-assessment
- Effective questioning
- Providing feedback which leads to students recognising their next steps and how to take them
- Adjusting teaching to take account of the results of assessment
- Confidence that every student can improve (the untapped potential rather than the fixed intelligence)

Assessment of Learning (Summative)

Assessment and monitoring of children's development is achieved in a number of ways:

- In Kindergarten the children are assessed using the age related descriptors from the Early Years and Foundation Stage curriculum (EYFS)
- In Reception the children undergo baseline assessments, so that the class teacher can assess the child's knowledge, providing a good platform for further assessments
- Assessment is a continual process that is ongoing throughout the Reception year, where progress in reading, especially phonological awareness, and number work is closely monitored

At the end of the Foundation Stage, upon completion of the Reception year, parents will receive their child's Foundation Stage Profile. This is a reflection of their progress along their Early Years learning journey.

Cognitive Abilities Tests (CATs) – Years 1, 3 and 5

At the beginning of Year 1, Year 3 and Year 5, students sit a verbal and non-verbal reasoning test (CAT) to help teachers analyse attitudes to learning as well as learning potential.

Progress tests – Year 2-6

In every area of learning individual, cumulative, assessment records are kept by teachers throughout the year. These serve to identify progress towards established Year Group objectives. These are not moderated by examination and are called 'teacher assessments'. National Foundation for Educational Research (NFER) progress tests in English and Mathematics are administered annually. Results of NFER Assessments are communicated to parents at the appropriate time.

In October, students in Year 6 also participate in the International Schools Assessment (ISA). This assessment is designed specifically for schools with a diverse range of students from different educational backgrounds. The assessment provides student-level information about what individuals know and can do as well as class and school-level performance. The assessment data is used by the class teachers to inform their teaching and personalise the children's learning.

Report Days

Staff and parents meet twice a year to discuss the progress of the children. In October, parents have a chance to review how their child has settled into the new academic year. This also provides a chance to discuss each child's learning strengths and their areas for development. At the second Report Day in Term 2, teachers and parents can discuss the progress their children have made in these areas. However, parents may request an appointment at any convenient time during the school year if and when required.

Reports

An end-of-year written report is issued in June. This report recognises the student's progress and achievements over the whole year. On notice of withdrawal from BSB, an interim report is automatically prepared by the School if notice of departure does not coincide with the issuing of the annual report at the end of the school year.

Early Years Foundation Stage (Kindergarten and Reception)

The Characteristics of Effective Learning and the prime and specific Areas of Learning and Development are all interconnected.



The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- Playing and exploring
- Active learning
- Creating and thinking critically

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner

The **prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the Early Years Foundation Stage

The **specific** areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning



Area of Learning & Development: Personal, Social and Emotional Development

Making Relationships

Form good relationships with adults and peers

Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously

Self Confidence and Self Awareness

Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others

Respond to significant experiences, showing a range of feelings when appropriate

Have a developing respect for their own cultures and beliefs and those of other people

Managing feelings and behaviour

Understand what is right, what is wrong, and why

Aware of the boundaries set, and of behavioural expectations in the setting

Consider the consequences of their words and actions for themselves and others

Area of Learning & Development: Physical Development

Moving and Handling

Show good control and coordination in large and small movements

Move confidently in a range of ways, safely negotiating space

Handle equipment and tools effectively, including a pencil for writing

Health and Self-care

Know the importance of good health for physical exercise, and a healthy diet, and talk about the ways to keep healthy and safe

Manage their own basic hygiene and needs successfully, including dressing and going to the toilet

Area of Learning & Development: Communication and Language

Listening and Attention

Listen to others one to one or in small groups

Listen to stories with increasing attention and recall

Understanding

Responds to simple instructions

Beginning to understand how and why questions

Speaking

Uses talk to connect ideas, explain what is happening and anticipate what might happen next

Recall and relive past experiences

Builds up vocabulary that reflects the breadth of their experiences

Integrated Learning Themes

The Early Years curriculum also incorporates areas of learning into Integrated Learning Themes (ILTs)

Kindergarten ILT themes	Central idea	Key areas of learning covered
Meet the family	We need friends, family and friends	Communication & Language Literacy Understanding the World Personal & Social Development
Each Peach, Pear, Plum	Every character tells a story	Communication & Language Literacy Expressive Arts & Design
Map it out!	Everyone has a place in the world	Understanding the World
Colour pop!	The world is full of colour and shapes	Expressive Arts & Design
Doctor, Doctor!	We all need to stay happy and well	Physical Development
Farm	Animals have needs	Expressive Arts & Design Understanding the World

Reception ILT themes	Central idea	Key areas of learning covered
Tell me a story	Stories and rhymes help us understand things and can be retold in many ways	Communication & Language Literacy Expressive Arts & Design
Let's celebrate	Families and communities recognise important personal and cultural events through celebrations	Understanding the World Expressive Arts & Design
To infinity and beyond	There are heroes in our community and hero qualities in all of us	Understanding the World
Shake, Rattle and Roll	People can travel in lots of different ways	Understanding the World
Wild and wonderful	In our school grounds there are creatures living in different habitats	Literacy Understanding the World
Water, water everywhere	Water is a feature of our environment and is vital to life	Understanding the World

Area of Learning & Development: Literacy

Reading

Read and understand simple sentences

Use phonic knowledge to decode regular words and read them aloud accurately

Read some common irregular words

Demonstrate understanding when talking with others about what they have read

Writing

Use phonic knowledge to write words in ways which match their spoken sounds

Write some irregular common words

Write simple sentences which can be read by themselves and others

Spell some words correctly and others are phonetically plausible

Area of Learning & Development: Problem Solving, Reasoning and Numeracy

Numbers

- Recites numbers in order 1 -10
- Shows an interest in number problems
- Count reliably up to 20 everyday objects
- Use developing mathematical ideas and methods to solve practical problems
- Say and use number names in order in familiar contexts
- Recognise numerals 1 to 9

Shape, Space and Measure

- Shows an interest in shape and space by playing with shapes or making arrangement with objects
- Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes
- Shows interest in shapes in the environment
- Use developing mathematical ideas and methods to solve practical problems
- Talk about, recognise and recreate simple patterns

Music in Kindergarten

Learning, extending and improving basic music skills:

- develop a sense of pulse
- recognise the difference between fast and slow music
- recognise the difference between high and low pitch

French in Kindergarten

The children start learning French in Kindergarten with 2 x 25 minute lessons a week

French is introduced through songs, rhymes and simple questions and responses in order to accustom the children to the sounds and rhythms of the French language

Other topics introduced throughout the year include the family, colours, numbers, animals and parts of the body

Music in Reception

Learning, extending and improving basic music skills:

- develop a strong sense of pulse
- respond and react appropriately to fast and slow music
- respond and react appropriately to high and low pitch
- develop a good singing voice

French in Reception

There are 4 x 30 minute sessions of French per week

In Term 1 the children learn greetings, numbers, colours, fruit, expressing likes and dislikes, the family and parts of the body, as well as learning many songs and finger rhymes

In Term 2 children revise the previous term's topics and introduce a new topic on animals

In Term 3 the two main topics are transport and minibeasts

French in Bilingual class

Développer, renforcer and consolider les compétences d'écoute. Se familiariser avec les sons de la langue française
Développer la compréhension des instructions orales de la classe. Développer le langage oral par les jeux de rôle
Développer le vocabulaire relatif aux thèmes parcourus (ILT). Apprendre et chanter des chansons plus longues

Activités de graphisme (pré-écriture). Écrire le prénom de l'enfant. Exercices de pré-lecture. Copier / Écrire des mots simple



Welcome to Year 1

FOR 5-6 YEAR OLDS

HOME STUDY:

Daily reading or phonic work, common words and, from January, weekly differentiated spellings.

EDUCATIONAL VISITS:

Over the course of the year, children will take part in educational day visits, both within the vicinity of the School and further afield.

Understanding English, communication and languages - essential areas of learning

Reading	Writing	Grammar
Match graphemes for all phonemes	Name letters of the alphabet	Leave spaces between words
Read accurately by blending sounds	Spell very common tricky words	Begin to use basic punctuation- full stop, question mark, exclamation mark
Read words with very common suffixes	Spell days of the week	Use capital letters for proper nouns
Read contractions and understand purpose	Use very common prefixes and suffixes	Use common plural and verb suffixes
Read phonics books aloud	Form lower case letters correctly	Speaking and listening Listen and respond appropriately Ask relevant questions Maintain attention and participate
Link reading to own experiences	Form capital letters and digits	
Join in with predictable phrases	Compose sentences orally before writing	
Discuss significance of the title and events	Read own writing to peers or teachers	
Make simple predictions		

Mainstream French

4 x 40 minutes of French per week which includes one session of physical games and activities. All the work is oral/aural and language is introduced and reinforced through the playing of many different types of games, as well as stories and songs

In Term 1 topics include greetings, numbers, colours, fruit and others food and expressing likes and dislikes, and parts of the body

In Term 2 topics covered are clothes, animals and the weather

In Term 3 topics include shopping, birthdays and toys. Parents are invited to a French Assembly where the children can share some of their learning

Bilingual class

Oral : développement de l'oral par le biais de l'exploitation de la littérature enfantine et d'un auteur en particulier

Lecture : apprentissage de la lecture avec la méthode Sam et Julie

Etude de la langue : étude des sons

Production d'écrits : écriture hebdomadaire basée sur les mots fréquents

Mathematical Understanding - essential areas of learning

Number	Calculations	Measurement
Count, read and write numbers to 100 in numerals	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equal (=) signs	Compare, describe and solve practical problems for measure and begin to record the following:
From a given number, identify one more or one less	Represent and use number bonds and related subtraction facts within 20	<ul style="list-style-type: none"> • Length and height • Mass/weight • Capacity and volume • Time (hours, minutes, seconds)
Identify and represent numbers using concrete objects and pictorial symbols	Add and subtract one digit and two digit numbers to 20	Sequence events in chronological order using appropriate language
Use language of equal to, more than, less than (fewer)	Solve simple one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with support	Tell the time to the hour and half past the hour and draw the hands on a clock face
Recognise, find and name a half as one of two equal parts		
Recognise, find and name a quarter as one of four equal parts		

Shape and Space	Position and direction	Patterns
Recognise and name common 2D shapes (rectangle, squares, circles and triangles) and 3D shapes (cuboids, cubes, pyramids and spheres)	Describe position, direction and movement including half, quarter and three quarter turns	Count in different multiples including ones, twos, fives and tens

Computing

Hardware and Processing	e-safety	Information Technology
Become skilful in using different tools to control technology	How to search safely on the internet Finding images using the web	Produce a talking book

Data Handling	Programming and algorithms (1)	Programming and algorithms (2)
Explore how different information can be displayed	Make a Beebot move in various directions	Create simple programs on screen



Integrated Learning Themes	Scientific and Technological understanding	Human, Social and Environmental understanding
	<p>Theme 1: Staying Alive</p> <p>Central idea: Animals and plants survive in different regions of the world</p> <p>Theme 2: It Takes 5</p> <p>Central idea: The five senses help us to interpret the world</p>	<p>Theme 1: Location, Location, Location</p> <p>Central idea: Maps and plans help us find our way around places.</p> <p>Theme 2: Time to Play</p> <p>Central idea: Children's toys and games now differ to those from our grandparents' time.</p>
	Understanding the Arts	Understanding Physical Development, Health and Well-being
	<p>Theme: Patterns</p> <p>Central idea: Patterns help us make sense of things in our everyday lives</p>	<p>Theme: Marvellous Me</p> <p>Central idea: Everyone is unique</p>
Discrete subjects	Music	Physical Education
	<p>Learning, extending and improving basic music skills:</p> <ul style="list-style-type: none"> - have a good sense of pulse - understand the concepts of 'ta' (quarter notes) and 'ti-ti' (eighth notes) - be able to show pulse and rhythm through their body and using percussion instruments - develop a confident singing voice, recognising songs using 'so', 'me' and 'do' 	<p>Children will participate in the following activities:</p> <ul style="list-style-type: none"> - Games and gymnastics - Creative Dance - Outdoor games - Swimming (from September 2016)





Welcome to Year 2

FOR 6-7 YEAR OLDS

HOME STUDY:

Daily reading, weekly differentiated spellings and, where appropriate, common words.

EDUCATIONAL VISITS:

Over the course of the year, children will take part in educational day visits, both within the vicinity of the School and further afield.

Understanding English, communication and languages- essential areas of learning

Reading	Writing	Grammar	
Develop phonics until decoding is secure	Spell by segmenting into phonemes	Use basic punctuation to include exclamation marks, commas in lists, and speech marks	
Read common suffixes	Learn to spell common tricky words	Use simple conjunctions	
Read and re-read phonic-appropriate books	Spell using common suffixes	Begin to expand noun phrases	
Read common tricky words	Use appropriate sized letters and spaces	Use some features of standard English	
Discuss and express views about fiction, non-fiction and poetry	Begin to plan ideas for writing	Speaking and listening	
Become familiar with and re-tell stories	Record ideas sentence by sentence		Articulate and justify answers
Ask and answer questions; make predictions	Make simple additions and changes after proof-reading		Initiate and respond to comments
Begin to make inferences		Use spoken language to develop understanding	

Mainstream French

4 x 40 minutes of French per week in which includes one session of physical games and activities. All the work is oral/aural and language is introduced and reinforced through the playing of many different types of games, as well as stories and songs

The course followed is 'Il était une fois une petite grenouille' and in Term 1 and for half of Term 2 we study the first story, 'Le Pays Blanc', covering topics such as numbers, colours, animals, prepositions and actions

Parents are invited to a French Assembly in Term 2 where the children put on a show based on 'Le Pays Blanc' to share some of their learning

For the remainder of the year classes are based around the second story in the series, 'Dans la Maison des Musiciens', and topics drawn from this are musical instruments, parts of the body, rooms in the house and household objects, and the family

Bilingual class

Oral : développement des compétences orales par le biais de discussions, de l'exploitation de la littérature enfantine, de la récitation de poésies et des diverses activités de la classe

Lecture : consolidation des compétences de lecture acquises en première année. Renforcement des correspondances graphophonétiques et enrichissement du capital de mots. Ateliers de lecture collective. Découverte de textes variés et développement de la compréhension. Construction de sens en apprenant à repérer la structure d'un texte et à y prélever des indices. Lecture de contes et histoires traditionnelles. Rallye-lecture

Etude de la langue : révision des sons vus en première année et étude de nouveaux sons. Le genre et le nombre des noms (masculin – féminin – pluriel). Les constituants de la phrase (sujet-verbe). Les formes de la phrase (affirmative-négative). L'adjectif (genre et nombre)

Production d'écrits : écriture de phrases simples selon un modèle. Elaboration de phrases plus complexes. Ecriture d'une petite histoire. Dictée hebdomadaire

Mathematical Understanding - essential areas of learning

Number	Calculations	Measurement
Compare and order numbers from 0 up to 100 using $<$, $>$ and $=$ signs	Solve simple one step problems with addition and subtraction using concrete objects and pictorial representations applying increasing knowledge of mental and written methods	Choose and use appropriate standard units to measure length/height in any direction using rulers, scales, thermometers and measuring vessels
Read and write numbers to at least 100 in numerals and in words		
Recognise the place value of each digit in a two digit number (tens, ones/units)	Recognise and use the inverse relationship between addition and subtraction	Compare and order lengths, mass, volume and capacity. Record the results using $<$, $>$ and $=$
Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers	Tell and write the time to five minutes including quarter past/to the hour and draw the hands on a clock to show these times
	Recognise and use the inverse relationship between multiplication and division in calculations	

Shape and Space	Data and Probability	Patterns
Identify and describe the properties of 2D shapes including the number of sides and symmetry in a vertical line	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Count in steps of 2, 3 and 5 from zero
Identify and describe the properties of 3D shapes including the numbers of edges, vertices and faces		Count in tens from any number forwards and backwards
Use mathematical vocabulary to describe position, direction and movement		

Computing

Hardware and Processing	Information Technology/e-safety	Information Technology (2)
Become increasingly independent in using different tools to control technology	Research and present a topic	Create pictures and designs in different styles

Handling data	Programming and algorithms (1)	Programming and algorithms (2)
Visually represent ideas electronically	Control a device using more complex directional devices	Move objects on screen Debug codes

Integrated Learning Themes	Scientific and Technological understanding	Human, Social and Environmental understanding
	<p>Theme 1: How Things Move</p> <p>Central idea: Objects work and move in different ways</p> <p>Theme 2: Reduce, Re-use, Recycle</p> <p>Central idea: We can help to preserve our environment</p>	<p>Theme 1: Holiday Destinations</p> <p>Central idea: Travel and holidays are important aspects of people's lives</p> <p>Theme 2: Now and Then</p> <p>Central idea: We can learn about how communities organise themselves by investigating schools over time</p>
	Understanding the Arts	Understanding Physical Development, Health and Well-being
	<p>Theme: Every Picture tells a Story</p> <p>Central idea: We can use art work to communicate and express ourselves</p>	<p>Theme: Are you Ready?</p> <p>Central idea: Children face a number of challenges as they become more responsible and independent</p>
Discrete subjects	Music	Physical Education
	<p>Learning, extending and improving basic music skills:</p> <ul style="list-style-type: none"> - be able to demonstrate a strong sense of pulse through movement, using percussion instruments and body percussion - understand and be able to demonstrate the concepts of 'ta' (quarter notes) 'ti-ti' (eighth notes); 'too' (half notes) and dotted rhythms - be able to read simple rhythmic patterns and play them in time - develop a confident singing voice, recognising songs using 'so'; 'me'; 're' and 'do' and be able to match the appropriate Kodaly hand signs to the notes 	<p>Children will participate in the following activities:</p> <ul style="list-style-type: none"> - Games and gymnastics - Creative Dance - Outdoor games - Swimming (from September 2016)





Welcome to Year 3

FOR 7-8 YEAR OLDS

HOME STUDY:

In addition to daily reading the Year 3 home study includes an English task and a Maths-based activity (which includes multiplication tables as appropriate).

SCHOOL JOURNEY:

Year 3 children visit Lokeren in Belgium. The focus is on outdoor and adventurous activities.

Understanding English, communication and languages - essential areas of learning

Reading	Writing	Grammar
Use knowledge to read tricky words	Use prefixes and suffixes in spelling	Use a range of conjunctions
Read range of fiction and non-fiction	Use dictionary to confirm spellings	Use the present perfect form of verbs e.g have studied
Use dictionaries to check meaning	Write simple dictated sentences	Use a range of nouns and pronouns
Prepare poems and plays to perform	Use handwriting joins appropriately	Use time connectives
Check own understanding of reading	Plan to write based on familiar forms	Introduce speech punctuation
Draw inferences & make predictions	Rehearse sentences orally for writing	
Retrieve and record information from non-fiction books	Use varied and rich vocabulary	
Discuss reading with others	Create simple settings, characters and plot	
	Assess effectiveness of own and others' writing	
		Speaking and listening
		Give structured descriptions
		Participate actively in conversations
		Consider and evaluate different viewpoints

French and Dutch

Bilingual class	Mainstream French	Dutch
<p>Oral : Récitation de poésie, présentation d'un exposé. Travail sur les dialogues et la narration dans un texte théâtralisé</p> <p>Lecture : Attention particulière sur la lecture à haute voix, la compréhension et l'enrichissement du vocabulaire</p> <p>Etude de la langue : La nature des mots: le nom, le verbe, le déterminant. Les pronoms personnels, conjugaison des verbes du premier groupe au présent. Etre avoir venir faire et dire au présent. La conjugaison des auxiliaires et des verbes les plus fréquents au présent et au passé composé</p> <p>Production d'écrits : Atelier d'écriture et dictée hebdomadaires</p>	<p>3 x 55 minute lessons per week. Much of the work is still oral/aural but some elements of reading and writing are now introduced. The course followed is 'Il était une fois une petite grenouille' (Clé International) and most of the classes are centred around the story 'Un Coucou dans la Pendule'</p> <p>In Term 1 the students cover greetings, numbers, days of the week, clothes, actions and transport</p> <p>Term 2 topics include places in a town, shops and shopping, fruit and vegetables, parts of the body. In Term 3 topics are telling the time and daily routine, and holidays</p> <p>In Term 3 each French group has a trip to Stockel market by tram where all the students have the chance to put their French into practice</p>	<p>In Year 3 Dutch is a new language and children learn the basics of the language: numbers, colours, days of the week, months of the year, and introducing ourselves</p> <p>Children also learn lots of new words and useful expressions in the following topics: supermarket, fruit and vegetables, at the market, at the restaurant, shopping and holidays</p> <p>They find out facts about the Netherlands and Belgium whilst watching the Dutch and Belgian news and celebrating typical Dutch/ Belgian traditions like 'Sinterklaas', 'Koningsdag', 'paaseieren rapen'</p> <p>The bilingual class also uses the books 'Veel Plezier Verder 1' and 'Veel Plezier Verder 2'</p>

Mathematical Understanding - essential areas of learning

Number	Calculations	Measurement
Recognise the place value of each digit in a three digit number (hundreds, tens, units)	Add and subtract numbers mentally, including three digit numbers	Measure, compare, add and subtract lengths- mass, volume and capacity
Compare and order numbers up to 1000	Use efficient written methods of column addition and subtraction	Measure the perimeter of simple 2D shapes
Read and write numbers to at least 1000 in numerals and in words	Recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables (up to 12x)	Add and subtract amounts of money to give change in practical contexts
Recognise, find and write fractions of a set of objects	Write and calculate statements for multiplication and division including two digit numbers times single digit numbers	Estimate and read time with increasing accuracy to the nearest minute
Recognise that tenths arise from dividing an object into 10 equal parts		

Shape and Space	Data and Probability	Patterns
Draw 2D shapes and make 3D shapes using modelling materials	Interpret and present data using bar charts, pictograms and tables	Count from 0 in multiples of 4, 8, 50 and 100
Recognise 3D shapes in different orientations and describe them with increasing accuracy		
Identify right angles and identify whether angles are greater than or less than a right angle		
Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines		

Computing

Network and Communications	Information Technology	Data Handling
Develop understanding of the school's network system to locate and store work	Create animations and video performances	Collect, analyse and present data
e-safety	Programming and algorithms (1)	Programming and algorithms (2)
Communicate safely through email. Adhering to email etiquette	Create, test, improve and refine sequences of instructions	Find and fix bugs in a program

	Scientific and Technological understanding	Human, Social and Environmental understanding
Integrated Learning Themes	<p>Theme 1: See it, Hear it</p> <p>Central idea: Light and sound are predictable, enabling us to understand the world around us.</p> <p>Theme 2: What's the Matter?</p> <p>Central idea: All materials have properties which determine their use</p>	<p>Theme 1: Home and Away</p> <p>Central idea: There are many similarities and differences between countries both past and present</p> <p>Theme 2: Time for Change</p> <p>Central idea: Technological and scientific developments in the past affect our lives today</p>
	Understanding the Arts	Understanding Physical Development, Health and Well-being
	<p>Theme: All the World's a Stage</p> <p>Central idea: The performing arts communicate language and ideas</p>	<p>Theme: Alive and Kicking</p> <p>Central idea: People need to keep safe and healthy</p>
Discrete subjects	Music	Physical Education
	<p>Learning, extending and improving basic music skills:</p> <ul style="list-style-type: none"> - Investigate and extend knowledge of the pulse, beats (crotchets, quavers, semiquavers and different tempi) - Compose and notate rhythms - Create simple melodies using these rhythms - Sing a variety of songs from different cultures and genres - Study the culture, history and music of China - Investigate the pentatonic scale and compose simple melodies to be played rhythmically as layers - Investigate and understand music in different time signatures - Learn a short scene from a popular musical and re-enact it as a performance 	<p>Develop core skills in games activities</p> <p>Net games/invasion games</p> <p>Striking and fielding activities</p> <p>Choreograph and perform modern dances</p> <p>Gym skills</p> <p>Athletics skills</p> <p>Swimming (from September 2016)</p>





Welcome to Year 4

FOR 8-9 YEAR OLDS

HOME STUDY:

In addition to daily reading, the Year 4 home study includes an English task and a Maths-based activity (which includes multiplication tables as appropriate).

SCHOOL JOURNEY:

Year 4 visit Malmedy in Belgium. The focus is on developing social skills, team building and supporting work studied in the ILTs.

Understanding English, communication and languages - essential areas of learning

Reading	Writing	Grammar
Secure decoding of unfamiliar words	Correctly spell common homophones	Use a wider range of conjunctions
Read for a range of purposes	Increase regularity of handwriting	Use the perfect tense appropriately
Retell some stories orally	Plan writing based on familiar forms	Select pronouns and nouns for clarity
Discuss words and phrases that capture the imagination	Organise writing into paragraphs	Use and punctuate direct speech
Identify themes and conventions	Use simple organisational devices	Use commas after front adverbials
Retrieve and record information	Proof-read for spelling and punctuation errors	Speaking and listening Give structured descriptions Participate actively in conversations Consider and evaluate different viewpoints
Make inferences and justify predictions	Evaluate own and others' writing	
Recognise a variety of forms of poetry	Read own writing aloud	
Identify and summarise ideas		

French and Dutch

Bilingual class	Mainstream French	Dutch
<p>Oral : Ateliers d'oral avec correction de la langue et récitation de poésies</p> <p>Lecture : Lecture individuelle de livres et atelier de lecture collective hebdomadaire</p> <p>Etude de la langue : Les verbes au présent, au passé et au futur. Le pluriel des noms, la nature des mots (verbe, nom, pronom, adjectif, adverbe), le sujet, l'accord des adjectifs, l'expansion de la phrase</p> <p>Production d'écrits : Atelier d'écriture et dictée hebdomadaires</p>	<p>3 x 55 minute lessons per week and alongside the oral work, reading and writing skills are beginning to be developed</p> <p>The course followed for most of the groups is 'Il était un fois une petite grenouille 2'. In Terms 1 and 2, the children study the story 'L'Hippopotame amoureux d'une Girafe'</p> <p>Topics include days, months, dates and birthdays, animals and animal descriptions, clothes and accessories, adjectives and adjectival agreement, verbs and parts of the body</p> <p>In Term 3 the story is 'Un Roi qui avait une fille' and the main topic is food and drink and mealtimes</p> <p>The beginners' group follow the course 'Petit Pont' and their topics are greetings, numbers, places in a town, shops and shopping, the family, days of the week and months, colours and animals</p>	<p>In Year 4 the textbook 'Hotel Hallo' is introduced with the following topics: <i>Hallo!</i> (How to introduce yourself), <i>Ik heb een vraag</i> (How to ask for help in Dutch), <i>Wat is er aan de hand</i> (At the doctor) and <i>Wij horen bij elkaar</i> (family members)</p> <p>Children listen to stories, songs and a radio show and learn to read short sentences correctly and write words and short sentences</p> <p>The Book Creator app is used to complete the textbook exercises. Classes find out more about Dutch and Belgian culture whilst watching episodes of 'Huisje Boompje Beestje' and we watch the news on 'NOS Jeugdjournaal'</p> <p>The bilingual class also uses the books 'Veel Plezier Verder 1' and 'Veel Plezier Verder 2'</p>

Mathematical Understanding - essential areas of learning

Number	Calculations	Measurement
Recognise the place value of each digit in a four digit number	Add and subtract numbers with up to 4 digits using efficient written column methods where appropriate	Convert between different units of measure
Count backwards through zero to include negative numbers	Recall multiplication and division facts for multiplication and division tables up to 12x12	Measure and calculate the perimeter of a rectangular shapes
Order and compare numbers beyond 1000	Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout	Find the area of rectangular shapes by counting squares
Round any number to the nearest 10, 100 or 1000		Read, write and covert time between analogue and digital 12 and 24 hour clocks
Recognise families of common equivalent fractions		
Add and subtract fractions with the same denominator		

Shape and Space	Data and Probability	Patterns
Identify acute and obtuse angles	Interpret and present discrete and continuous data using bar charts and time graphs	Count in multiples of 6,7,9,25 and 1000
Compare and order angles up to two right angles by size		
Identify lines of symmetry in 2D shapes presented in different orientations		
Plot specified points and draw sides to complete a given polygon		

Computing

e-safety	Information Technology	Network and Communications
Distinguish between a safe action and an unsafe action on the internet	Producing digital music	Emailing Blogging How does a search engine work?

Data Handling	Programming and algorithms (1)	Programming and algorithms (2)
Planning and creating a database, creating fields and applying simple data validation	Creating variables and debugging a challenge	Using a range of equipment to create more complete algorithms

Integrated Learning Themes	Scientific and Technological understanding	Human, Social and Environmental understanding
	<p>Theme 1: Power and Energy</p> <p>Central idea: The forces around us are productive and destructive</p> <p>Theme 2: What a Mess!</p> <p>Central idea: Scientific processes can be used to separate and combine different substances</p>	<p>Theme 1: Ancient Civilisations</p> <p>Central idea: The past helps us to understand the present and plan for the future</p> <p>Theme 2: Chocolate</p> <p>Central idea: The history of chocolate, its manufacture and how chocolate as a commodity affects the environment and human society</p>
	Understanding the Arts	Understanding Physical Development, Health and Well-being
	<p>Theme: Belgium's got Talent</p> <p>Central idea: Belgium has a wealth of musicians, artists and architects whose work is widely known</p>	<p>Theme: Getting to Yes</p> <p>Central idea: People need to work together to achieve success</p>
Discrete subjects	Music	Physical Education
	<p>Learning, extending and improving basic music skills:</p> <ul style="list-style-type: none"> - Investigate and extend knowledge of the pulse, beats (crotchets, quavers, semi-quavers and more complex beats and different tempi) - Learn how to notate simple and more complex melodies - Listen and appraise music which reinforces types of beats and tempi - Sing a variety of songs from different cultures and genres to improve singing skills - Learn about Indian music, its culture and history - Compose a 'Raga' to describe the beginning, middle and end of a day - Learn a short scene from a popular musical and re-enact it as a performance 	<p>Invasion games, net games, creating their own games, striking and fielding games, cross-country and fitness</p> <p>Choreograph and perform modern dances</p> <p>Gym skills</p> <p>Athletics skills</p> <p>Swimming (from September 2016)</p>





Welcome to Year 5

FOR 9-10 YEAR OLDS

HOME STUDY:

Each week the children will receive one piece of English and Maths study to complete at home. Regular reading is also expected. A half-termly project may be given to consolidate their work on an Integrated Learning Theme.

SCHOOL JOURNEY:

The school journey in Year 5 is in The Netherlands at Egmond-an-Zee. The children visit a number of local places of interest and are immersed in Dutch culture.

Understanding English, communication and languages - essential areas of learning

Reading	Writing	Grammar
Apply knowledge of morphology and etymology when reading new words	Secure spelling including homophones, prefixes, silent letters etc	Use expanded noun phrases
Read and discuss a broad range of genres and texts	Use a thesaurus	Use modal and passive verbs
Identify and discuss themes	Develop legible and fluent handwriting	Use relative clauses
Make recommendations to each other	Plan writing to suit audience and purpose	Use commas for clauses
Learn poetry by heart	Develop character, setting and atmosphere in narrative	Use brackets, dashes and commas for parenthesis
Draw inference and make predictions	Use organisational and presentational features	Speaking and listening
Discuss authors' use of language	Use consistent and appropriate tense	Give well-structured explanations
Retrieve and present information from non-fiction texts	Develop proof-reading skills	Command of Standard English
Formal presentations and debates	Perform own compositions	Consider and evaluate different viewpoints
		Use appropriate register

French and Dutch

Bilingual class	Mainstream French	Dutch
<p>Oral : Travail sur les dialogues et la narration dans un texte théâtralisé. Travail sur la diction de poésie</p> <p>Lecture : Lecture d'une œuvre complète. Lecture de contes et récits narratifs. Ateliers de lecture</p> <p>Etude de la langue : Les constituants de la phrase, révision du présent. Les temps du passé. Etude du futur, de l'impératif</p> <p>Production d'écrits : Ecriture de textes poétiques. Ecriture d'un conte des origines. Ateliers d'écriture courts, textes injonctifs</p>	<p>3 x 55 minute lessons per week. Children follow the course 'Accès Studio'. There is an increasing focus on reading and writing and learning the structure of French and some rules of grammar. All the groups from beginners to the near native learners follow the same course but learning is differentiated according to the needs of the children</p> <p>Topics in Term 1 include greetings, numbers, days, months and dates, classroom instructions and vocabulary, the definite and indefinite articles, the plural of nouns, and colours and adjectival agreement.</p> <p>Term 2 covers sport, expressing likes and dislikes, justifying opinions, and animals.</p> <p>Term 3 topics are family, food and drink, talking about where we live, countries and nationalities. There is also a trip to Mini Europe towards the end of the year</p>	<p>In Year 5 the textbook 'Hotel Hallo' is used and covers the part two of the topics: <i>Op school</i> (At school), <i>Eet smakelijk</i> (Food), <i>Met de trein</i> (Public transport and traveling), <i>Welk weer wordt het?</i> (The weather), <i>Kwijf</i> (Prepositions, the clock) and <i>Dat staat je goed</i> (Clothes)</p> <p>Children find out more about Katia, Max, Mia and papegai Polly. Basic grammar and conjugating verbs are covered. Children also watch 'Huisje Boompje Beestje' and the news on 'NOS Jeugdjournaal' to find out what is going on in Belgium and the Netherlands</p> <p>Classes learn more about typical Dutch/ Belgian traditions like 'Sinterklaas', 'Koningsdag', 'Prinsjesdag'</p> <p>The bilingual class also uses the books 'Veel Plezier Verder 1' and 'Veel Plezier Verder 2'</p>

Mathematical Understanding - essential areas of learning

Number	Calculations	Measurement
Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	Add and subtract whole numbers with more than 4 digits (column addition and subtraction)	Convert between different units of metric measures
Round any number up to 1 000 000 to the nearest 10, 100, 1000 and 10 000	Add and subtract numbers mentally with increasingly large numbers	Use all four operations to solve problems involving measures (e.g length, mass, volume, money) using decimal notation and scale conversions
Compare and order fractions whose denominators are all multiples of the same number	Solve addition and subtraction multi-step problems, deciding which operations and methods to use and why	Measure and calculate the perimeter of composite shapes in centimetres and metres
Read, write, order and compare numbers with up to 3 decimal places	Identify multiples and factors	Calculate and compare the area of squares and rectangles
	Multiply numbers up to 4 digits by a one or two digit number including long multiplication	
	Multiply and divide numbers mentally	
	Divide numbers up to 4 digits by a one digit number using short division and interpret remainders	

Shape and Space	Data and Probability	Patterns
Calculate angles at a point on a straight line	Complete, read and interpret information in tables including timetables	Investigate prime numbers, prime factors and composite numbers
Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	Solve problems involving converting between units of times	
Identify, describe and represent the position of a shape following a reflection or translation		

Computing

Network and Communications / e-safety	Information Technology (1)	Information Technology (2)
Sharing experiences and opinions through blogging	Fusing geometry and art	Select and combine information from a range of different sources and present findings using a multimedia package
Staying safe online		

Data Handling	Programming and algorithms (1)	Programming and algorithms (2)
Continue to use technology to create graphs and present data in different ways	Developing an interactive game	Learning the basic controls of Lego Mind storm robots and how to make them move

Integrated Learning Themes	Scientific and Technological understanding	Human, Social and Environmental understanding
	<p>Theme 1: The Investigators</p> <p>Central idea: Investigative skills can be used to explore and understand processes and products</p> <p>Theme 2: How do Living Things work?</p> <p>Central idea: Animals and plants have individual structures and functions but are also interdependent</p>	<p>Theme 1: Stand up for your Rights</p> <p>Central idea: Systems of government promote or deny human rights</p> <p>Theme 2: Discovery-beyond the horizon</p> <p>Central idea: Discoveries and explorations continue to change our world and challenge conventional knowledge</p>
Discrete subjects	Understanding the Arts	Understanding Physical Development, Health and Well-being
	<p>Theme: They see the World like this</p> <p>Central idea: Visual art reflects an understanding and interpretation of the world</p>	<p>Theme: Survivors</p> <p>Central idea: There are many aspects of human survival and dangers that threaten them</p>
	Music	Physical Education
	<p>Learning, extending and improving basic music skills:</p> <ul style="list-style-type: none"> - Investigate and extend knowledge of the pulse, beats (crotchets, quavers, semiquavers and dotted beats and different tempi and time signatures - Learn how to notate a melody Sing a variety of songs from different cultures and genres to improve singing skills - Listen to and appraise a variety of African drumming and vocal music - Participate in an African drumming workshop - Compose ostinato melodies - Develop and extend playing skills on the keyboard - Learn a short scene from a musical and re-enact it as a performance 	<p>Games- hockey, cricket, cross-country, net/wall games, creating own games</p> <p>Choreograph and perform modern dances</p> <p>Gym skills</p> <p>Athletics skills</p> <p>Swimming (from September 2016)</p>





Welcome to Year 6

FOR 10-11 YEAR OLDS

HOME STUDY:

Each week the children will receive one piece of English, Maths study and ILT activity to complete at home. Regular reading is also expected. A half-termly project may be given to consolidate their work on an Integrated Learning Theme.

SCHOOL JOURNEY:

Year 6 visit Luxembourg, where the children have the opportunity to participate in a number of team building activities as well as several visits to local places of interest.

Understanding English, communication and languages- essential areas of learning

Reading	Writing	Grammar
<p>Read a broad range of genres</p> <p>Recommend books to others</p> <p>Make comparisons within/across books</p> <p>Support inferences with evidence</p> <p>Summarising key points from texts</p> <p>Identify how language, structure, etc. contribute to meaning</p> <p>Discuss use of language, inc. figurative</p> <p>Discuss & explain reading, providing reasoned justifications for views</p>	<p>Use knowledge of morphology & etymology in spelling</p> <p>Develop a legible personal handwriting style</p> <p>Plan writing to suit audience & purpose; use models of writing</p> <p>Develop character & setting in narrative</p> <p>Select grammar & vocabulary for effect</p> <p>Use a wide range of cohesive devices</p> <p>Ensure grammatical consistency</p>	<p>Use appropriate register/style</p> <p>Use the passive voice for purpose</p> <p>Use features to convey & clarify meaning</p> <p>Use full punctuation</p> <p>Use language of subject/object</p>
		Speaking and listening
		<p>Use questions to build knowledge</p> <p>Articulate arguments & opinions</p> <p>Use spoken language to speculate, hypothesise & explore</p> <p>Use appropriate register & language</p>

French and Dutch

Bilingual class	Mainstream French	Dutch
<p>Oral : Argumenter son choix de lecture. Lire à voix haute de manière expressive. Raconter une histoire à partir d'une photographie. Décrire une œuvre d'art</p> <p>Lecture : Découvrir des situations de communication. Lire des textes qui racontent. Lire des textes qui décrivent. Lire des poèmes. Découvrir un genre : le théâtre</p> <p>Etude de la langue : Conjugaison : Indicatif présent, Futur simple et Imparfait. Le passé simple, le plus-que parfait. La voix passive, le présent de l'impératif, le futur antérieur. Grammaire : Nature des mots, types de phrases, fonction, les propositions. Les déterminants, les adverbes, les pronoms, les adjectifs</p> <p>Production d'écrits : Ecrire la suite d'un texte. Ecrire la description d'un paysage. Ecrire la description d'un œuvre d'art. Composer une page documentaire. Ecrire un roman. Ecrire un poème</p>	<p>3 x 55 minute lessons per week. Most students will follow the course 'Studio'. The beginners' group follows the 'Accès Studio' course</p> <p>Term 1 topics covered are personal presentations, expressing likes /dislikes and justifying opinions, sport and hobbies. Grammar points introduced are the infinitive of the verb and the present tense of –er verbs. There is also a cultural trip to the Comic Strip Museum in Brussels</p> <p>Term 2 topics covered: present tense of the verbs 'avoir' and 'être', the indefinite article, plural endings and adjectives and adjectival agreement</p> <p>In Term 3 students apply their learning in a topic on describing people to include both physical and character descriptions</p>	<p>Year 6 use the book 'Zeg 't eens!' and focus more on the grammatical structure of the language. Children participate in listening comprehension exercises and read Dutch conversations. They learn how to conjugate common verbs. Basic vocabulary is revised vocabulary with expressions extended</p> <p>Classes watch and analyse the news on 'NOS Jeugdjournaal' as well as educational programmes like 'Huisje Boompje Beestje' and 'Klokhuis' which cover topics of global interest. Children also learn more about typical Dutch/Belgian traditions like 'Sinterklaas', 'Koningsdag' and 'Prinsjesdag'. They also create their own cookbook and make a poster about Belgium and the Netherlands</p> <p>The bilingual class also uses the books 'Veel Plezier Verder 1' and 'Veel Plezier Verder 2'</p>

Mathematical Understanding - essential areas of learning

Number	Calculations	Measurement
Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	Perform mental calculations, including with mixed operations and large numbers	Solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate
Express missing number problems algebraically	Identify common factors, common multiples and prime numbers	Calculate the area of parallelograms and triangles
Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	Use knowledge of the order of operations to carry out calculations involving the four operations	
Recall and use equivalences between simple fractions, decimals and percentages	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	

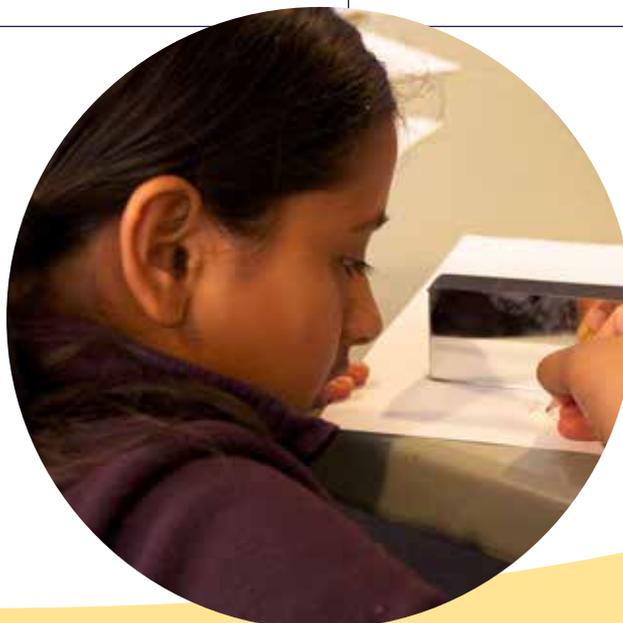
Shape and Space	Data and Probability	Patterns
Draw 2D shapes using given dimensions and angles	Interpret and construct pie charts and line graphs, and use these to solve problems	Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
Recognise, describe and build simple 3D shapes inc. nets	Calculate and interpret the mean as an average	
Illustrate and name parts of a circle i.e radius, diameter, circumference and know that diameter is 2x radius		
Describe positions on the full coordinate grid (all four quadrants)		

Computing

Networks and Communications	e-safety	Data Handling
Exploring computer networks including the internet	Developing greater awareness of keeping safe online including social forums	Understand the basic features of a spreadsheet to collect and process data

Information Technology	Programming and algorithms (1)	Programming and algorithms (2)
Creating video and web copy for a mobile device app	Planning and creating an app type game	Programming a robot to complete a complex task using different sensors

Integrated Learning Themes	Scientific and Technological understanding	Human, Social and Environmental understanding
	<p>Theme 1: Power it up!</p> <p>Central idea: Electricity has affected the development of technology and it is a vital supply of energy to businesses and homes</p> <p>Theme 2: Out of this World</p> <p>Central idea: The Earth is surrounded by space and it is part of a vast and complex universe</p>	<p>Theme 1: Peace and Conflict</p> <p>Central idea: There are many levels on which conflict can take place</p> <p>Theme 2: The Planet we share</p> <p>Central idea: Living things influence, and are influenced by, their environment</p>
Discrete subjects	Understanding the Arts	Understanding Physical Development, Health and Well-being
	<p>Theme: The Power of Persuasion</p> <p>Central idea: Multimedia has changed the way people communicate and express themselves in today's world</p>	<p>Theme: Changes</p> <p>Central idea: People change physically and emotionally as they grow older</p>
	Music	Physical Education
	<p>Learning, extending and improving basic music skills:</p> <ul style="list-style-type: none"> - Investigate and extend knowledge of the pulse, beats, dotted notes, different tempi and time signatures - Compose and notate melodies - Sing a variety of songs from different cultures and musical genres to improve singing skills - Listening and appraising world music - Visit a Gamelan workshop at the Indonesian Embassy - Learn how to compose using ostinato form and also 12 bar blues form - Extend knowledge of notated music, scales and primary triads on the keyboard - Composition of a pop song 	<p>Games - volleyball, tag rugby, badminton, basketball, lacrosse, cross-country, rounders</p> <p>Choreograph and perform modern dances</p> <p>Fitness skills</p> <p>Gym skills</p> <p>Athletics skills</p> <p>Swimming</p>





BSB – an international learning community

The British School of Brussels vzw

Pater Dupierreuxlaan 1, 3080 Tervuren, Belgium
Tel: +32 (0)2 766 04 30 - Fax: +32 (0)2 767 80 70

www.britishschool.be
email: admissions@britishschool.be



Learning together
inspiring success