

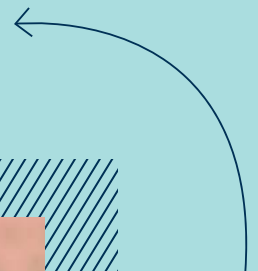


THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

25^{years} OUTSTANDING
EDUCATION

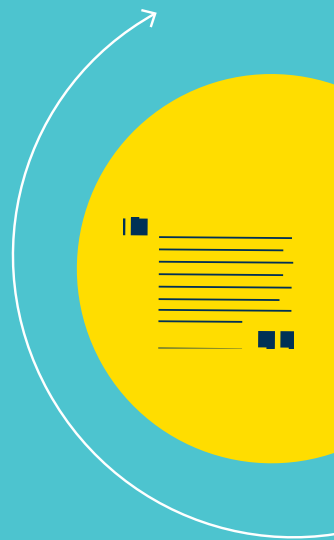
LOWER KEY STAGE 2

YEAR 3 AND YEAR 4 CURRICULUM GUIDE



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INTRODUCTION

| AGES | YEARS | KEY STAGE |
|---------|-----------------------|------------------------------|
| 3 - 5 | Nursery and Reception | Early Years Foundation Stage |
| 5 - 7 | Year 1 - Year 2 | Key Stage 1 |
| 7 - 11 | Year 3 - Year 6 | Key Stage 2 |
| 11 - 14 | Year 7 - Year 9 | Key Stage 3 |
| 14 -16 | Year 10 - Year 11 | Key Stage 4 |
| 16 -17 | Year 12 - Year 13 | International Baccalaureate |

In Key Stage 2 students are encouraged to take more responsibility for their own learning. We help our students develop the skills for independent learning, reflection and self-assessment. This guide is here to give you more information about the curriculum children study in Lower Key Stage 2.

Reading about the curriculum is no substitute for seeing and hearing it for yourself - we provide opportunities throughout the year for parents to come in and see the learning happening, as well as providing parent information sessions.

OUR PHILOSOPHY

At the British International School Bratislava, your child will enjoy an education that challenges and excites. We believe that every child has talents and our job is to help your child make the most of their natural ability. We have high expectations for our students and believe that, with high quality teaching and the right individualised approach to learning, students can all achieve at a high level.

We help our students understand what it is to be a good learner and help them recognise the different ways they learn. This contemporary approach is based on the latest educational

and neuroscience research which proves that all children, if they are an active part of a thriving and inspiring community of learners, can flourish and become intellectually and socially confident young adults.

We care about all our students and we want the best for them educationally but also socially and emotionally. We think it is important to educate the 'whole child'. We equip students with the knowledge, skills and understanding to take responsibility for themselves, show respect for others and develop self-awareness and confidence.



OUR CURRICULUM IN YEARS 3 AND 4

In Key Stage 2, our Primary curriculum continues to inspire our children and equip them with the skills and attitudes to pursue learning at a higher level. We aim to instil a love of learning for its own sake.

We follow the English National Curriculum to guide our teaching of Maths, English, Science and ICT. This gives us structure, continuity and progression and sets high standards of achievement. It is important to us that there is rigour in the teaching of these core subjects which sets the foundations for other areas of study.

Our thematic studies are chosen to reflect the international nature of our school. Themes often start with some kind of event, perhaps a trip, a visit from an expert or a problem that needs solving. The theme will develop over a period of weeks allowing for experimentation, investigation and the acquisition of knowledge. The theme will finish with a celebration, perhaps a presentation, an assembly, a report or a special piece of work. Our differentiated teaching accommodates students who are performing at different levels and makes sure each child is suitably challenged. Technology supports all areas of the curriculum and, as it becomes more integrated with classroom practice, our children are learning how to collaborate on projects, manipulate images, text and film for a variety of purposes and develop programming skills. Our thematic approach to teaching allows us to build in greater writing opportunities, enabling our pupils to practise and apply their Literacy knowledge within context. In Year 4, children are encouraged to get involved with Nord Anglia Global Campus projects which link them up with students all over the world, learning from each other and engaging in discussions.

Children also take specialist lessons in Music, Drama, French or German, PE swimming, skating and gymnastics. For three hours a week, our Slovak children learn Slovak, our Korean children learn Korean and the others take part in various literacy-based projects. For one term these children will take Slovak Studies to find out more about the traditions, customs and language of our host country.

We see parents as partners in the education of their children and establish strong working relationships with them. Parents are encouraged to read every night with their children and support them in any home learning tasks. All children are important to us and we delight in celebrating and sharing their many successes through assemblies, newsletters, meetings or direct communication with home.



SUPPORTING OUR LEARNERS

ENGLISH AS AN ADDITIONAL LANGUAGE

The EAL department supports students who join the school with insufficient English language skills to access the curriculum independently. Working with class teachers and parents, the EAL specialists assist pupils in acquiring the necessary English language skills. The aim is to enable them to integrate fully into all aspects of school life and learning as quickly as possible.

The school runs a six-week intensive English Language Programme, led by specialist EAL teachers, at the start of each academic year. When joining the school, children are assessed to determine whether they should join this course. English as a modern foreign language is also offered for students who are new to the language providing them with extra English lessons for their first year instead of learning French or German. Our EAL teachers also deliver the course which enables students to sit the Cambridge Young Learner exams.

This is an internationally recognised language qualification, offered in both Primary and Secondary. Students are continually assessed and EAL support will gradually decrease as the students' ability and confidence improves.

LEARNING SUPPORT

If a child is not making expected levels of progress, we will explore possible reasons for this and offer appropriate support. In some cases, it may be necessary to complete a diagnostic assessment. Our Learning Support teachers will suggest suitable interventions which might include support in class, additional small group work or 1:1 support. They will also provide guidance to teachers and TLAs to support the child in the classroom.

Our Learning Support teachers work closely with parents and class teachers to ensure that children view interventions positively and that they feel supported and valued.



YEAR 3 LITERACY

READING:

By the beginning of Year 3, pupils should have developed positive attitudes to reading. They will listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. They will increase their familiarity with a wide range of books, including fairy stories and myths and legends and retell some of these orally. The children will begin to identify words and phrases that capture the readers' interest and imagination. They will check that the text makes sense to them discussing their understanding. They will begin to draw inferences from texts such as characters' feelings and thoughts and participating in discussions about books they have read.

WRITING:

Pupils will plan their writing by discussing with others, recording ideas and rehearsing sentences orally. In narrative writing, they will create settings, characters and plot whilst in non-narratives they will use headings and subheadings to set out their work. They will self and peer assess writing and suggest improvements or changes to their writing. They will read their own writing aloud thinking of intonation and volume so that the meaning is clear. They will continue to use the school continuous cursive handwriting style and learn to spell words from the Year 3 spelling list.

CONTEXT FOR LEARNING:

Over the course of the year, the pupils will read a variety of texts from a variety of genres, and will have the opportunity to produce their own. The genres covered include: adventure stories, myths & legends, playscripts, poetry and information texts. Speaking and listening plays a key part in helping children develop their ideas for their writing. They will have the opportunity to talk through their work and act out ideas. Guided Reading will take place regularly in class every week, helping children develop the skills needed to become confident, independent readers. Discrete phonics lessons are taught over the course of the week with a focus on spelling and decoding strategies. Children also have a discrete hour of Literacy with a grammar, spelling or punctuation focus.

ASSESSMENT:

Daily assessment takes place through questioning the children, observing their learning and marking their work. Pupils will complete three pieces of assessed writing over the course of Year 3. In addition to this, teachers will conference regularly with pupils and give them specific feedback on their writing. Pupils will set writing targets with their teacher that will be shared with parents and are updated regularly to support their learning. Regular guided reading and phonics sessions continue to support the pupils. In Guided Reading, pupils are given the opportunities to take the lead in discussions and sharing views and opinions of texts. Pupils' reading and writing will be assessed formally during each term and targets will be reset.

YEAR 4 LITERACY

READING:

Pupils will listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. They will increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Pupils will discuss words and phrases that capture the readers' interest and imagination. They will check that the text makes sense to them discussing their understanding. They will draw inferences from texts such as characters' feelings, thoughts and motives justifying it with evidence. They will participate in discussions about both books that are read to them and those they have read, taking turns and listening to what others say.

WRITING:

Pupils will plan their writing and learn to use correct structure, vocabulary and grammar. They will discuss and record ideas, rehearsing sentences orally. They will organise paragraphs around a theme. In narratives they will create settings, characters and plot whilst in non-narratives use headings and sub-headings to set out their work. They will self and peer-assess writing and propose improvements, changes to grammar and vocabulary. They will read their own writing aloud using appropriate intonation and controlling the tone and

volume so that meaning is clear. They will continue to use the school continuous cursive handwriting style and learn to spell words from the Year 4 spelling list.

CONTEXT FOR LEARNING:

Pupils will cover a range of genres throughout the year including: stories with a familiar setting, instructional writing, information writing and poetry. They will have the opportunity to act out stories using drama and plays to support their comprehension. Pupils will have regular guided reading sessions every week with the class teacher and be encouraged to begin their own book clubs where they read at home and come together to discuss the books and share their own opinions.

ASSESSMENT:

Pupil's writing is assessed formally every term and individual targets are set. The teacher and children confer to agree these targets which are then shared with parents; as children achieve the targets new ones are set to ensure they continue to progress throughout the year. Reading is assessed formally in all three terms, but pupils are also assessed every week by the class teacher during guided and one to one reading sessions.

YEAR 3 MATHS

The principal focus of mathematics teaching in Year 3 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This will ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

During the year, pupils will develop their ability to solve a range of problems, which will begin to include simple fractions and decimal place value. Pupils will develop their ability to draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and describe, with increased confidence, the relationships between them. Pupils will be supported to use measuring instruments accurately, and encouraged to make connections between measure and number.

Pupils will build upon their knowledge of the 2, 5 and 10 times tables as they begin to learn all other multiplication facts to 12×12 . They should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling. We use the Mastery approach to teaching and learning Maths. This places an emphasis on depth before breadth and there is a greater expectation of what pupils should achieve. Pupils are encouraged to develop their analytical, creative and linking skills in order to find solutions to a variety of problem-solving challenges. With calculation strategies, pupils do not simply learn procedures by rote but demonstrate their understanding through the use of concrete materials and pictorial representations.

CONTEXT FOR LEARNING:

Pupils in Year 3 receive daily mathematics lessons, with both a mental and written focus. Lessons begin with a mental maths warm up, to help develop and consolidate number concepts developed in Year 2. Concepts and expectations are practised and modelled by the teacher and the pupils. Pupils are encouraged to make jottings to help find solutions, and there is a strong emphasis on explaining methods to help develop their analytical skills. Pupils will continue to be supported with practical

resources, including base ten to help boost and maintain their place value awareness. Pupils will develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.

ASSESSMENT:

Teachers continually assess pupils' attainment in maths which informs their planning and delivery of lessons. Pupils have a problem-solving book for weekly problem solving challenges, whereby they are encouraged to develop their meta-thinking and linking skills, applying their mathematics knowledge, including selecting the method and equipment necessary for them to find solutions to tasks. Pupils will be provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Pupils will continue to work through the rainbow levels of the Marvellous Multiplication Competition each week. Mathematics will be formally assessed at the end of each term.



YEAR 4 MATHS

The principal focus of mathematics teaching in Year 4 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. Pupils will continue to develop efficient written and mental methods and perform calculations accurately and confidently with increasingly large whole numbers.

Pupils will develop their ability to solve a range of problems, including a greater emphasis on simple fractions and decimal place value. Pupils will be able to draw with increasing accuracy and build upon their mathematical reasoning skills so that they can analyse shapes and their properties, confidently describing the relationships between them. Pupils will continue to be encouraged to make connections between measures and number. By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12-multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling. We use the Mastery approach to teaching and learning Maths. This places an emphasis on depth before breadth and there is a greater expectation of what pupils should achieve. Pupils are encouraged to develop their analytical, creative and linking skills in order to find solutions to a variety of problem-solving challenges. With calculation strategies, pupils do not simply learn procedures by rote but demonstrate their understanding through the use of concrete materials and pictorial representations.

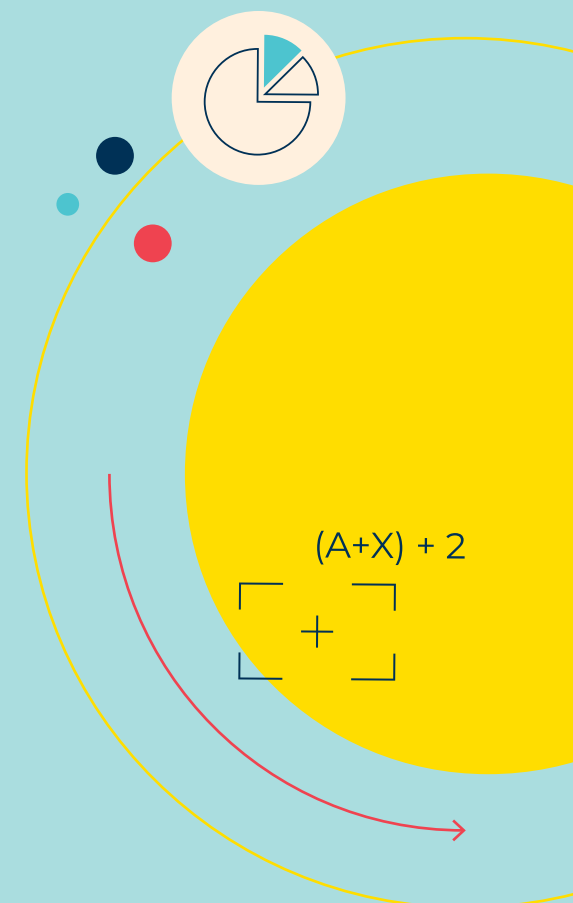
CONTEXT:

Pupils in Year 4 receive daily mathematics lessons, with both a mental and written focus. Lessons begin with a mental maths warm up, to help develop and consolidate number skills. Concepts and expectations are practiced and modelled by the teacher and the pupils. Pupils are encouraged to take greater responsibility for selecting materials and equipment necessary to solve problems, and continue to explain methods to help develop analytical skills. Pupils will be supported with practical resources,

including base ten to help boost and maintain their place value awareness, especially as they work with increasingly larger numbers. Pupils will also be exposed to Roman numerals.

ASSESSMENT:

Teachers continually assess pupils' attainment in maths informing their planning and delivery of lessons. Pupils have a problem-solving book for weekly problem-solving challenges, whereby they are encouraged to develop their meta-thinking and linking skills, applying their mathematics knowledge, including selecting the method and equipment necessary for them to find solutions to tasks. Pupils will be provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Pupils will continue to work through the rainbow levels of the Marvellous Multiplication Competition each week. Mathematics will be formally assessed at the end of each term.



YEAR 3 SCIENCE

Science topics within KS2 include:

- 1. Working Scientifically
- 2. Biology
- 3. Chemistry
- 4. Physics

ASSESSMENT:

In Science, teachers will carry out both summative and formative assessments.

The formative assessments happen continuously whilst teaching, gauging pupils' level of understanding by looking at work produced, level of engagement in the activities, and asking specific questions to demonstrate their knowledge. Summative assessments will happen at the beginning and end of each new topic. This will provide the teacher with a greater understanding of what pupils already know, and what they have learnt, measuring the amount of progress made.

| | |
|--|---|
| ANIMALS INCLUDING HUMANS Pupils will learn about food groups and healthy balanced diets. They will study the human digestive system and how food is transported around the body, investigating skeletons and looking closely at bones, joints and muscles. They will compare animal and human skeletons. | FORCES AND MAGNETS Pupils will observe how magnets attract or repel each other and attract some materials and not others; compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. They will understand and describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing. |
| LIGHT & SHADOW Pupils will understand the need for light in order to see things and that dark is the absence of light. They will notice that light is reflected from surfaces; appreciate that light from the sun can be dangerous and that there are ways to protect their eyes. Pupils will also explore shadows, recognising that shadows are formed when the light from a light source is blocked by a solid object, and they will find patterns in the way that the size of shadows change. | PLANTS Pupils will be taught to identify and describe the functions of different parts of flowering plants; they will explore the requirements of plants for life and growth and begin to understand how they vary from plant to plant. Pupils will investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| ROCKS Pupils will learn about 'Rocks'. Pupils will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; they will describe in simple terms how fossils are formed when things that have lived are trapped within rock, and will recognise that soils are made from rocks and organic matter. | |

YEAR 4 SCIENCE

The Science key stage 2 curriculum consists of:

- 1. Working Scientifically
- 2. Biology
- 3. Chemistry
- 4. Physics

ASSESSMENT:

In Science, teachers will carry out both summative and formative assessments.

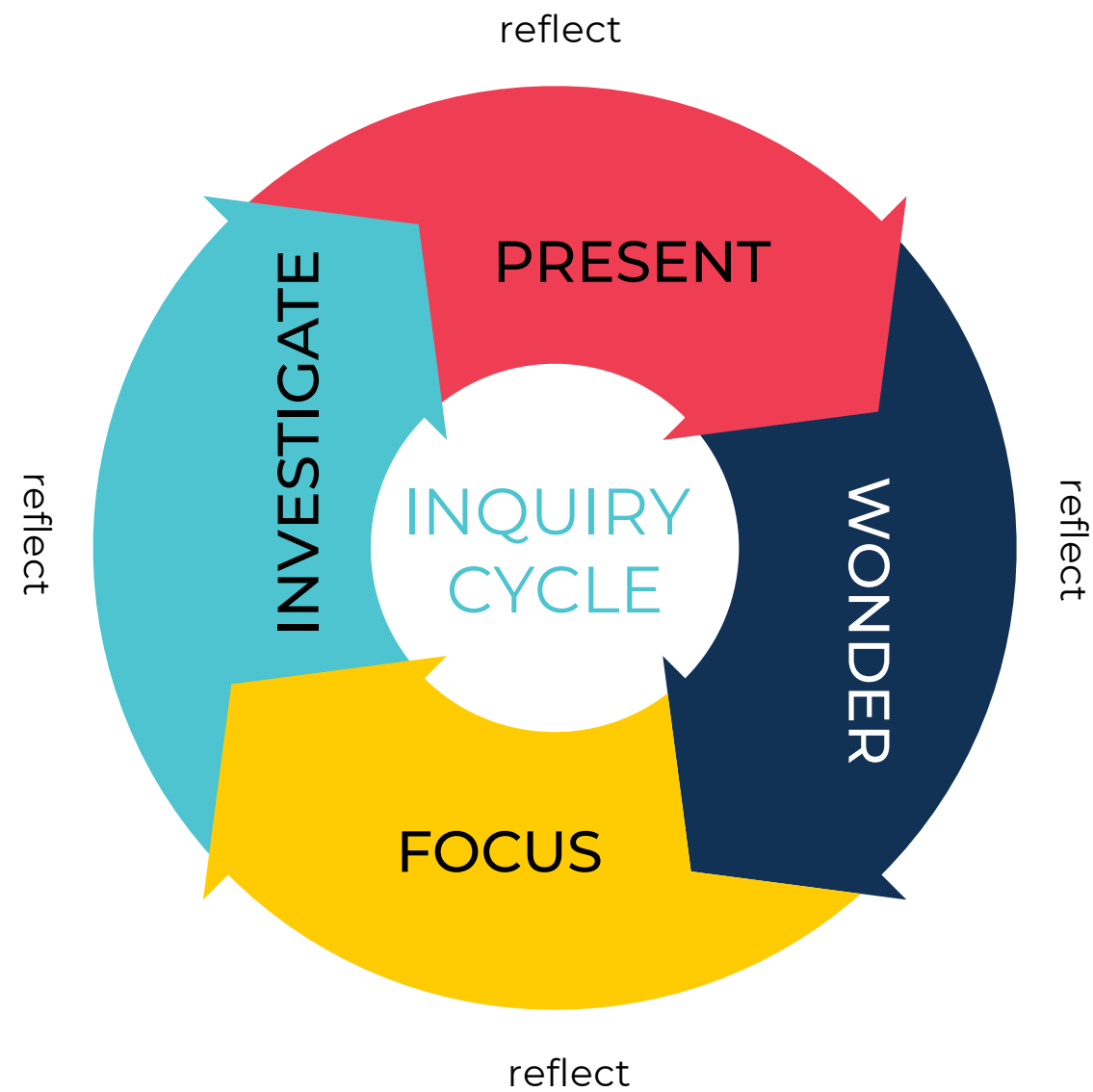
The formative assessments happen continuously whilst teaching, gauging pupils' level of understanding by looking at work produced, level of engagement in the activities, and asking specific questions to demonstrate their knowledge. Summative assessments will happen at the beginning and end of each new topic. This will provide the teacher with a greater of understanding of what each pupil already knows, and what they have learnt, measuring the amount of progress made.

| | |
|--|--|
| ANIMALS INCLUDING HUMANS Pupils will learn about food groups and the importance for healthy balanced diets. Through studying the human digestive system, they will learn how food is transported around the body. Pupils will compare diets of herbivores, carnivores and omnivores, investigating teeth and what causes decay. They will also look closely at food chains/webs. | ELECTRICITY Pupils will construct simple circuits and draw them. They will find out which materials are the best electrical conductors and use this information to make switches. Pupils will wire plugs and find what happens to a bulb's brightness when circuits are changed. They research scientists and learn about the impact they have had on the world. |
| LIVING THINGS AND THEIR HABITATS Pupils will study of the characteristics of living things and the basic needs their habitats supply, establish why classification of plants and animals is important and classify minibeasts. They will read and construct food chains and webs. Pupils will recognise that environments can change. | SOUND Pupils will learn that sounds are made when objects vibrate and that sounds travel through solids, liquids and gases. Pupils will investigate how well sound travels through different materials and discover how instruments make sounds. They will be able to suggest how to change pitch and loudness. |
| STATES OF MATTER Pupils will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). They will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | |

STEAM

Science, technology, engineering, arts and mathematics (STEAM) play an invaluable part in helping your child to develop academic, social and personal success. Through practical hands-on problem solving, students develop transferable skills such as creativity, curiosity, resilience, resourcefulness, collaboration and confidence.

Nord Anglia Education have collaborated with the Massachusetts Institute of Technology (MIT) to bring a new approach to learning the interdisciplinary subjects of STEAM. Throughout the year, students will have opportunities to take part in hands-on workshops and challenges devised by experts at MIT and will put their creativity to the test. STEAM projects may take place as one-off events or as part of Topic learning. Students follow the BISB inquiry Cycle:



YEAR 3 THEMED UNITS

Themed units include the subjects of History, Geography, Art and Design Technology that are taught through topics such as those shown below. There is a balance of knowledge and skills and progression across year groups and key stages. Examples of topics taught in Year 3 are:

| |
|---|
| <p>RAINFORESTS - SAVING THE WORLD</p> <p>Rainforests once covered 20 % of the world’s surface. Now they cover only 5%. Every second, an area of the rainforest the size of a football field is being destroyed. What will we do to help save the rainforests? Pupils will learn where rainforests are in the world as well as how and why they are being destroyed. They will find out about which rainforest products we use in everyday lives. Pupils will study the lives of rainforest people, also discovering ways that people are trying save the rainforests. They will explore rainforest body art and face painting plus using art to create a rainforest scene. They will plan and make our own tropical fruit drink.</p> |
| <p>STONE AGE</p> <p>Humans are special. Unlike other animals, we can adapt and learn new skills in order to survive, which is exactly what our ancestors did in the Stone, Bronze and Iron Ages.</p> <p>Pupils will investigate how fossils are made and what we can learn from them. They will learn about our earliest ancestors, the skills they needed to survive and how to use evidence to find out about a prehistoric hunter. Pupils will research a river valley culture, and a Stone Age village. They will also learn about Bronze and Iron Age cultures. They will have the chance to create a prehistoric cave painting as well as making and decorating pottery to reflect one of the periods of history studied. Pupils will explore what types of foods the first farmers would have grown and will even be creating dishes that early man would have eaten!</p> |
| <p>YOUNG ENTREPRENEURS</p> <p>A business is more than just a product or a service. Behind every item that we buy and every service that we use, there is a story. Running a business involves many skills - creativity, leadership, team work, communication, budgeting, planning, design and customer awareness. If we want to become successful entrepreneurs of the future, then it is important that we understand the thought and hard work that goes into planning and setting up a business - and turning our ideas into a reality. Pupils will find out about the services and businesses in the local community, about the different types of products that can be brought from around the world and the products that our host country and our home countries import and export. Pupils will find out how people used to trade in the past and how currency has changed through time. We will explore our needs and wants and how to create a product for a group of people. We will make a product and evaluate it, marketing and advertising it to others.</p> |

ASSESSMENT:

As this area of the curriculum covers many different subjects, assessment is more informal and varied. Teachers examine individual tasks completed against specific learning criteria when checking for new knowledge or skills gained. We will also examine pupils' written, verbal and performance-based responses,

over a range of tasks to better gauge their overall understanding of the themes and topics covered. This flexibility in approach means that a clearer picture of a pupil's range of learning is possible as often personal attitudes, values and ideas are the assessment focus.

YEAR 4 THEMED UNITS

Themed units include the subjects of History, Geography, Art and Design Technology that are taught through topics such as those shown below. There is a balance of knowledge and skills and progression across year groups and key stages. Examples of topics taught in Year 4 are:

| |
|---|
| <p>MARVELLOUS MUMMIES</p> <ul style="list-style-type: none">▪ Ancient Egypt▪ States of Matter▪ Animals, including Humans |
| <p>INCREDIBLE INVENTORS!</p> <ul style="list-style-type: none">▪ Electricity▪ Sound |
| <p>BRILLIANT BIOMES!</p> <ul style="list-style-type: none">▪ Biomes and vegetation belts▪ Living things and their habitats▪ Water cycle and rivers |



COMPUTING

Our approach to technology is an integrated one where pupils develop their knowledge and expertise accessing technology through all curriculum subjects. In Lower Key Stage 2 pupils will be building upon the skills and knowledge learned in Key Stage 1. Students in these classes have permanent access to classroom iPads incorporating cameras, video and sound recorders, to support them in their learning. They will be taught to design, write and debug programs that accomplish specific goals. They will also use the concepts of sequence, selection, and repetition in programs, working with defined variables. Pupils will progress from Beebot floor robots to Probot floor robots as well as from

Scratch Jr to Scratch to allow for progression of understanding and skills in programming. An understanding of computer networks including the internet, how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration, is also built into the progression of learning. E-safety continues to be a key component of their learning, focusing on using technology safely and respectfully, keeping personal information private and identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



PHYSICAL EDUCATION (PE)

During Key Stage 2 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

KNOWLEDGE, SKILLS AND UNDERSTANDING

ACQUIRING AND DEVELOPING SKILLS

PUPILS ARE TAUGHT TO:

- explore basic skills, actions and ideas with increasing understanding
- remember and repeat simple skills and actions with increasing control and coordination.

SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS

Pupils are taught to:

- explore how to choose and apply skills and actions in sequence and in combination
- vary the way they perform skills by using simple tactics and movement phrases
- apply rules and conventions for different activities.

EVALUATING AND IMPROVING PERFORMANCE

Pupils are taught to:

- describe what they have done
- observe, describe and copy what others have done
- use what they have learnt to improve the quality and control of their work.

KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

Pupils are taught:

- how important it is to be active
- to recognise and describe how their bodies feel during different activities.

BREADTH OF STUDY

During the key stage, pupils are taught knowledge, skills and understanding through dance activities, games activities and gymnastic activities. They also take part in a structured offsite gym, skate, swim programme over the year.

Assessment is largely conducted through teacher observation. Some units involve filming a performance which can then be critically analysed. Each student's performance is measured on a half termly basis so we can track progress and offer interventions when needed.

GYMNASTICS

Gymnastics is taught offsite by trained gymnastics teachers during Term 1 to develop balance, strength, flexibility, agility, coordination and endurance. It encourages self-discipline and self confidence.

SKATING

In Term 2, children will have the opportunity to learn how to skate. Each year group will be grouped by ability and will progress through more complex skating skills throughout the term under the guidance of trained instructors.

SWIMMING

Swimming is an important life skill which develops stamina and physical skills; learning to swim means children can be safer around water. Swimming is provided in Term 3. We use well qualified English-speaking swimming instructors who work with the children in small groups according to abilities.

MUSIC

In Years 3 and Year 4 pupils develop their singing skills and start understanding the structure of musical pieces. They learn how to identify rhythmic patterns and notate them. They explore how texture, dynamics, tempo and pitch can be developed further. They sing songs with advanced musical texture and structure every music lesson. All pupils in Year 3 to Year 6 are encouraged to join the school choir or handbells ensemble. They have many opportunities to perform throughout the year.

In Years 3 and 4, pupils enhance their knowledge of different families of the instruments, such as string, woodwind, brass and keyboard families. In Year 4, pupils continue playing the recorder for two terms and by the end of the year are able to read 11 notes with confidence.

Pupils can sign up for individual music lessons to develop expertise in one instrument.

The school orchestra is an option for children to join if they are learning a string instrument.

Children have an opportunity to work in small groups to create rhythmic patterns - ostinatos - to create a 2 or 3 beat rhythm or melody using a certain number of notes. They improve rhythmic skills when playing rhythmic games in a circle and are able to keep the rhythm at a faster speed.

As a part of the Juilliard music curriculum at BISB children explore masterpieces composed by famous composers. They enjoy musical activities related to these composers and their pieces. Through well-known music they learn more about dynamics, pitch, notation, tone colour and rhythm. In the keyboard lab children use the keyboards as learning tools to practically explore the elements of music. They can also start building or improving their keyboard skills here.



DRAMA

Learning drama will give your child opportunities to lead, collaborate with others, listen to other viewpoints from different communities and cultures, communicate ideas and feelings through an artistic medium, take risks, persevere and experience joy through performance. Through the Juilliard-Nord Anglia Performing

Arts Programme, our drama curriculum is enhanced with core works from different cultures and periods in history providing children with a rich and varied experience. Pupils have one hour-long drama lesson each fortnight with a specialist teacher.





LANGUAGES

MODERN LANGUAGES

Students take 1 hour a week of either French or German, with the aim of understanding and responding to spoken and written language, to answer simple questions and give basic information, to write short sentences following a model and to fill in words in longer gapped texts.

CONTEXT:

Pupils play games, hold dialogues in pairs and small groups and sing songs. Pupils read German and French books written for children including short texts. Pupils learn new vocabulary related to greetings, colours, school equipment, animals, numbers and parts of the body.

ASSESSMENT:

Pupils are assessed formally and informally based on written mini-tests and classroom observation for participation and speaking ability.

NATIVE LANGUAGES

Slovak students have 3 hours per week dedicated to learning Slovak, the curriculum is based on Slovak National Curriculum. The weekly amount of lessons consists of two lessons of Grammar and one lesson of Reading. Children read four Slovak fiction books per year which are then studied in greater depth using a reading comprehension diary. Furthermore, students learn facts about Slovak geography, history as well as influential Slovak figures and authors.

Korean students have 3 hours per week dedicated to learning Korean, based on the curriculum set by Ministry of Education of Korea. They study with the national textbooks from the second semester of the first grade to the first semester of the third grade. It focuses on establishing appropriate attitude of listening and speaking, being interested in reading books, and learning basic writing methods to express their thoughts in short sentences in order to have basic Korean language skills necessary for daily life and learning.

ENRICHMENT

As stated at the outset, the philosophy that underpins our curriculum is that we want all pupils to make the very best of their skills and abilities. That is why enrichment is so important to us and why we are always looking for new enrichment activities to provide for our pupils. It enables them to try new things, broaden their skills and develop strengths in the wider curriculum.

We have some enrichment activities provided by staff and others are facilitated by external providers. Here are some examples of the types of enrichment activities on offer to Key Stage 2 pupils:

- Primary Choir Orchestra
- Zumba
- Construction
- Football academy
- Creative art
- Nature club
- Cooking club

- Rugby
- Running Club
- Slovak for beginners
- Art club
- Readingclub
- Italian club
- Coding Club
- Photography
- Hand Bells
- Acapella Singing
- Rounders and ball skills
- Cartoon drawing
- Design and technology
- Girls' Football
- Gardening Club
- Nature Club
- Cricket Club
- Dance (modern mix)



CURRICULUM MAP - YEAR 3

Literacy skills are taught both discretely and through thematic studies. In year 3 we focus on the following text types: Adventure Stories; Myths and Legends; Plays and Dialogue; Instructions and Explanations; Information Texts; Performance Poetry; Imagery; Shape Poems and Calligrams.

| READING |
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| <p>WORD READING</p> <ul style="list-style-type: none">■ Pupils can read fluently, applying their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words: e.g. uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness.■ Pupils can read further exception words with unusual correspondences between spelling and sound: e.g. calendar, grammar, guide, heart, naughty, strength. |
| <p>COMPREHENSION RANGE OF READING</p> <ul style="list-style-type: none">■ Pupils can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.■ Pupils can independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading: e.g. reference books for information, novels and poetry for pleasure. |
| <p>FAMILIARITY WITH TEXTS</p> <ul style="list-style-type: none">■ Pupils can independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally.■ Pupils can identify and discuss themes and conventions in a wide range of books: e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In nonfiction, pupils can identify presentational devices e.g. numbering and headings. |
| <p>POETRY AND PERFORMANCE</p> <ul style="list-style-type: none">■ Pupils can independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupils can re-read, rehearse and perform to show some understanding of the meaning of these texts.■ Pupils can identify and name some different forms of poetry: e.g. free verse, narrative poetry. |
| <p>WORD MEANINGS</p> <ul style="list-style-type: none">■ Pupils can usually use a dictionary independently to check the meaning of words they have read: e.g. reaches for the dictionary when encountering a new word rather than guessing or immediately asking an adult. |



COMPREHENSION

UNDERSTANDING

- Pupils can independently monitor reading texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (filthy) and foul in sport, foul play in crime.
- Pupils can ask themselves questions to improve their understanding when independently reading texts: e.g. I wonder how Tom knew what the rules of all the games were?
- Pupils can, when reading a book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text.

INFERENCE – FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupils are beginning to draw inferences from their independent reading of texts, often correct but not always fully supported by reference to the text (e.g. Aunt Fidget Wonkham- Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget it in a hurry. She wants to change his behaviour.)

PREDICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupils can usually read 'between the lines' when independently reading and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader (e.g. Well, we know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games.)

AUTHORIAL INTENT - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupils can identify words or phrases that interest, inspire or intrigue them from their reading and usually say why: e.g. I love the names of the games they play like womble and sneedball, it makes me want to join in.
- Pupils can identify distinctive language, structural and presentational features in their independent reading of texts and demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shapes letters, poems and instructions make on the page, knows how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in non-fiction texts and uses them to extract more meaning.

NON-FICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupils can identify questions to be answered beforehand and use the specific features of non-fiction texts on paper and on screen to answer them. They record information in a form that can be easily retrieved: e.g. uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L).

DISCUSSING READING - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS

- Pupils can discuss their reading of texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. takes part in whole class discussions after a shared read and participates in guided reading sessions, building on what others say, challenging others courteously and being challenged and responding appropriately in turn.

| WRITING |
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| <p>TRANSCRIPTION</p> <p>SPELLING</p> <ul style="list-style-type: none">■ Pupils can understand & spell homophones and near- homophones.■ Pupils can identify own common spelling errors & use some strategies to correct.■ Pupils can use possessive apostrophes to show possession and contraction.■ Pupils can correctly spell words with prefixes without any associated changes in spelling: e.g. disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity.■ Pupils can correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: e.g. opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped.■ Pupils can navigate a dictionary to find the initial letter and use the guide words to fine tune their search to the third letter: e.g. able to divide the dictionary into thirds or quarters to begin the search.■ Pupils can remember and write dictated sentences that include words containing the spelling patterns and common exception words taught so far, spelling most of them correctly. <p>HANDWRITING AND PRESENTATION</p> <ul style="list-style-type: none">■ Pupil's handwriting is consistently formed and shows increasing legibility, consistency and quality.■ Pupils can sit correctly at a table, hold a writing implement comfortably and correctly form and join most letters. |
| <p>COMPOSITION</p> <p>PLAN WRITING</p> <ul style="list-style-type: none">■ Pupils can plan using their own ideas and buildi on others ideas.■ Pupils can organise material into logical chunks and write a coherent series of linked sentences.■ Pupils can demarcate paragraphs on a page.■ Pupils can select adjectives and adverbs to add detail and emphasis.■ Pupils can use organisational features in non narrative writing (headings sub-headings).■ Pupils can read their writing aloud with expression, loudly and clearly enough to be heard and understood by all.■ Pupils can create an appropriate setting, two or three distinguishable characters and a coherent plot, drawing on but adapting elements of the modelled story. <p>EVALUATE AND EDIT</p> <ul style="list-style-type: none">■ Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation). |

| VOCABULARY, GRAMMAR AND PUNCTUATION |
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| <ul style="list-style-type: none">■ Pupils can use a wide range of conjunctions (if, aft er, while, also, although, even though).■ Pupils can use a range of prepositions to express time, cause and place.■ Pupils can use the correct form of a, an and the.■ Pupils can consistently make the right choice in the use of the present and past tense including the progressive form and showing an awareness of present perfect forms..■ Pupils can use inverted commas consistently to punctuate speech.■ Pupils can use a range of prefixes to generate new nouns, (see left) and use them appropriately in their independent writing.■ Pupils can recognise related words from the same word family and usually deduces the meaning of related words correctly: e.g. recognises 'heard' within 'unheard' and 'misheard' and is able to use this knowledge to explain what both words mean.■ Pupils can choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the new learning in some independent writing.■ Pupils can write an increasing range of sentences with more than one clause using the conjunctions taught so far and applying the new learning across a range of independent writing. |

| SPEAKING AND LISTENING |
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| <ul style="list-style-type: none">■ Pupils can listen and respond appropriately to adults and their peers.■ Pupils can ask relevant questions to extend their understanding and knowledge.■ Pupils can use relevant strategies to build their vocabulary.■ Pupils can articulate and justify answers, arguments and opinions.■ Pupils can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.■ Pupils can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.■ Pupils can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.■ Pupils can speak audibly and fluently with an increasing command of Standard English.■ Pupils can participate in discussions, presentations, performances, role play, improvisations and debates.■ Pupils can gain, maintain and monitor the interest of the listener(s).■ Pupils can consider and evaluate different viewpoints, attending to and building on the contributions of others.■ Pupils can select and use appropriate registers for effective communication. |

Maths and Science are taught as discrete subjects with an emphasis on problem solving and investigations.

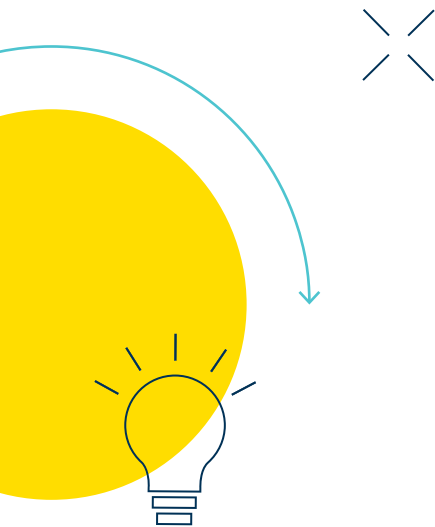
| MATHS |
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| <div>NUMBER AND PLACE VALUE</div> <div><ul style="list-style-type: none">Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number e.g. 10 more than 395.Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).Identify, represent and estimate numbers using different representations including those related to measure e.g. using place value cards to show $985 = 900 + 80 + 5$; tally marks; base 10 apparatus.Apply partitioning related to place value using varied and increasingly complex problems e.g. $146 = 100$ and 40 and 6, $146 = 130$ and 16.Read and write numbers to at least 1000 in numerals and in words e.g. three hundred and fortysix.Compare and order numbers up to 1000.Solve number problems and practical problems involving place value and rounding.</div> |
| <div>ADDITION AND SUBTRACTION</div> <div><ul style="list-style-type: none">Add and subtract numbers mentally, including:<ul style="list-style-type: none">a three-digit number and onesa three-digit number and tensa three-digit number and hundreds e.g. $858 - 300$.two-digit numbers where the answer could exceed 100 e.g. $99 + 18$Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction.Estimate the answer to a calculation and use inverse operations to check answers e.g. $702 - 249$ is approximately $700 - 250 = 450$; check $453 + 249 = 702$.Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction e.g. investigate the numbers which could go in the boxes when.<div><div><div><div>2 x</div><div></div></div><div>= 7 +</div><div></div></div></div><div>e.g. There are 46 boys and 58 girls in Year 3, but 12 children are away; how many Year 3 children are at school?</div></div> |
| <div>MULTIPLICATION AND DIVISION</div> <div><ul style="list-style-type: none">Recall and use multiplication and division facts for the 3 and 4 and 8 multiplication tables.Develop efficient mental methods, for example, using commutativity e.g.<div><div><div><div>$2 \times 7 \times 5 = 2 \times 5 \times 7 = 10 \times 7 = 70$</div><div>and multiplication and division facts to derive related facts</div><div>e.g. using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$ to derive $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$.</div></div></div></div></div> |

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| <div>MULTIPLICATION AND DIVISION</div> <div><ul style="list-style-type: none">Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know including for two-digit numbers times one-digit numbers, using mental methods e.g. 22×3Solve problems, including missing number problems, including integer scaling problems and correspondence problems.</div> |
| <div>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</div> <div><ul style="list-style-type: none">Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 e.g. 3 cakes shared between 10 children gives $3/10$ each.Connect tenths to place value, decimal measures and to division by 10 e.g. $7/10 = 0.7$ (not restricted to decimals between 0 and 1).Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. find $1/3$ of 9 beads, then $2/3$ of 9 beads or there are 8 marbles and three of them are red; what fraction of the marbles are red?Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $1/3$, you divide by 3; to find $1/5$, you divide by 5.Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators.Recognise and show, using diagrams, equivalent fractions with small denominators e.g. $1/2 = 3/6$Solve problems that involve fractions e.g. Amy ate $1/4$ of her 12 sweets and Ben ate $1/2$ of his 8 sweets, who ate more sweets?Compare and order unit fractions, and fractions with the same denominators e.g. put in order $3/8$, $1/8$, $7/8$, $5/8$.Add and subtract fractions with the same denominator within one whole e.g. If $1/3$ of a cake is eaten then $2/3$ remains or $5/7 + 1/7 = 6/7$</div> |

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| <p>MEASUREMENT</p> <ul style="list-style-type: none">Measure, compare, add and subtract:<ul style="list-style-type: none">length (m/cm/mm) e.g. how much ribbon is left when 36cm is cut from 1m? Which is longer: 6½cm or 62mm? 5m or 450cm?Measure and draw lines to the nearest ½ cm. Know the approximate length of a book, a room, a handspan...Mass (kg/g) e.g. find 3 vegetables which weigh between 100g and 300g. Read 250g on a scale labelled every 100g. Which is heavier: 1kg 300g or 1½kg?Know the approximate mass of a book, an apple, a baby, a man...Volume/capacity (l/ml) e.g. Read 300ml on a scale labelled every 200ml. Order a set of containers by capacity, using a measuring jug and water to check. Know the approximate capacity of a cup, a jug, a bucket...Add and subtract amounts of money to give change.Tell and write the time from an analogue clock e.g. draw hands on a clock face to show ‘ten to four’, making sure the hour hand is located correctly.Record and compare time in terms of seconds, minutes, hours and o’clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.Compare durations of events, e.g. to calculate the time taken by particular events or tasks.Measure the perimeter of simple 2-D shapes e.g. measure accurately the sides of a triangle in cm or mm, in order to find the perimeter. |
| <p>GEOMETRY</p> <ul style="list-style-type: none">Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them e.g. number of faces, edges and vertices (singular: vertex), e.g. guess my shape: it has a square face and four triangular faces (square-based pyramid).Recognise that angles are a property of shapes or a description of turn.Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.Describe the properties of shapes using accurate language, including symmetrical / not symmetrical, lengths of lines, and acute and obtuse angles e.g. sort triangles into those with an obtuse angle and those without.Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. |
| <p>STATISTICS</p> <ul style="list-style-type: none">Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.Solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ using information presented in scaled bar charts and pictograms and tables.Interpret data presented in many contexts. |

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| <p>SCIENCE</p> |
| <p>WORKING SCIENTIFICALLY</p> <p>PLANNING INVESTIGATIONS</p> <ul style="list-style-type: none">Pupils can develop relevant, testable questions, e.g. what happens to shadows when the light source moves.Pupils can plan enquiry, such as comparative or fair test, e.g. comparing the effect of different factors on plant growth.Pupils can set up a comparative test, e.g. how far things move on different surfaces. <p>CONDUCTING EXPERIMENTS</p> <ul style="list-style-type: none">Pupils can use various equipment, as instructed, e.g. using a hand lens to examine rocks.Pupils can use standard measurements, e.g. measuring distances between a light source and an object. <p>RECORDING EVIDENCE</p> <ul style="list-style-type: none">Pupils can draw and label diagrams, e.g. to show how water travels in a plant.Pupils can use tables to record evidence, e.g. recording what happens when various rocks are rubbed together.Pupils can gather and display evidence in various ways, e.g. about the ways that magnets behave in relation to each other. <p>REPORTING FINDINGS</p> <ul style="list-style-type: none">Pupils can write a conclusion based on evidence, e.g. exploring the strengths of different magnets.Pupils can indicate findings from an enquiry that could be reported, e.g. answering questions about how rocks are formed. <p>CONCLUSIONS AND PREDICTIONS</p> <ul style="list-style-type: none">Pupils can recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets.Pupils can use evidence to produce a simple conclusion, e.g. the changes that occur when rocks are in water.Pupils can suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets. |
| <p>BIOLOGY</p> <ul style="list-style-type: none">Pupils can explain what all plants need to flourish and recognise how these requirements vary in amount.Pupils can describe what each part of a flowering plant does.Pupils can explain, with the aid of a diagram or plant, how water is carried up from the soil.Pupils can explain how pollination, seed formation and seed dispersal play a role in the reproduction of flowering plants.Pupils can describe why animals depend on the correct nutrition.Pupils can explain which parts of the skeleton provide support and protection, and how they allow for movement. |

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| CHEMISTRY |
| <ul style="list-style-type: none">▪ Pupils can explain how fossils are formed.▪ Pupils can describe how soil is made.▪ Pupils can examine and test rocks, grouping them according to the results. |
| PHYSICS |
| <ul style="list-style-type: none">▪ Pupils can compare how an object, such as a toy car, will move on different surfaces.▪ Pupils can recognise the difference between contact forces.▪ Pupils can describe how magnets attract or repel each other, and attract magnetic materials. Group materials on the basis of testing for being magnetic.▪ Pupils can describe and identify the poles of a magnet.▪ Pupils can predict outcomes of a particular arrangement of magnets.▪ Pupils can relate being able to see to the presence of light.▪ Pupils can describe how and why our eyes should be protected from sunlight.▪ Pupils can explain how shadows are made.▪ Pupils can describe how to change the size of a shadow. |



Other Core skills are listed below and taught through the thematic studies.

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| OTHER SUBJECTS |
| GEOGRAPHY |
| <ul style="list-style-type: none">▪ Locate countries, focusing on Europe and the Americas, learning about key physical and human features.▪ Study a region of a country (not local area).▪ Use 8 points of compass, symbols and keys.▪ Describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.▪ Use fieldwork to observe, measure and record. |
| HISTORY |
| ANCIENT HISTORY (TAUGHT CHRONOLOGICALLY) |
| <ul style="list-style-type: none">▪ Stone Age to Iron Age, including:<ul style="list-style-type: none">▪ hunter-gatherers and early farmers▪ Bronze age religion, technology and travel▪ Iron age hill forts. |
| COMPUTING |
| <ul style="list-style-type: none">▪ Design and write programs to achieve specific goals, including solving problems.▪ Use logical reasoning.▪ Understand computer networks.▪ Use internet safely and appropriately.▪ Collect and present data appropriately. |

CURRICULUM MAP - YEAR 4

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| <p>MODERN LANGUAGES</p> <ul style="list-style-type: none">■ Pupils can listen and engage.■ Pupils can ask and answer questions.■ Pupils can speak in sentences using familiar vocabulary.■ Pupils can develop appropriate pronunciation.■ Pupils can show understanding of words and phrases.■ Pupils can appreciate stories, songs, poems and rhymes.■ Pupils will broaden vocabulary. |
| <p>DESIGN & TECHNOLOGY</p> <ul style="list-style-type: none">■ Pupils can use research and criteria to develop products which are fit for purpose.■ Pupils can use annotated sketches and prototypes to explain ideas.■ Pupils can evaluate existing products and improve own work.■ Pupils can use mechanical systems in own work.■ Pupils can understand seasonality; prepare and cook mainly savoury dishes. |
| <p>ART & DESIGN</p> <ul style="list-style-type: none">■ Pupils can use sketchbooks to collect, record and evaluate ideas.■ Pupils will improve mastery of techniques such as drawing, painting and sculpture with varied materials.■ Pupils will learn about great artists, architects and designers. |

Literacy skills are taught both discretely and through thematic studies. In year 4 we focus on the following text types: Fables; Dilemma Stories; Stories from the past; Non-chronological reports; Persuasive writing; Chronological reports; Syllabic poetry; Nonsense poems; Traditional poems; Author study – Roald Dahl.

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| <p>READING</p> |
| <p>WORD READING</p> <ul style="list-style-type: none">■ Pupils can use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation.■ Pupils can use their understanding of unusual spelling sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise. |
| <p>COMPREHENSION</p> <p>RANGE OF READING</p> <ul style="list-style-type: none">■ Pupils can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.■ Pupils can use, select and read books that are structured in different ways for the appropriate purposes: e.g. specialist books for advice on sports or hobbies, following a series by the same writer. <p>FAMILIARITY WITH TEXTS</p> <ul style="list-style-type: none">■ Pupils can accurately retell a wide range of fairy stories, myths and legends, providing detail which is interesting and appropriate.■ Pupils can independently identify and discuss some themes and conventions in text: e.g. bullying, use of headings and sub-headings in non-fiction. <p>POETRY AND PERFORMANCE</p> <ul style="list-style-type: none">■ Pupils can perform poems and play scripts, using intonation, tone and volume, and use drama approaches to aid understanding.■ Pupils can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks. <p>WORD MEANINGS</p> <ul style="list-style-type: none">■ Pupils can independently use a dictionary to check the meaning of words encountered in reading. <p>UNDERSTANDING</p> <ul style="list-style-type: none">■ Pupils can independently monitor reading of texts for sense, selfcorrecting if they have misread and discussing the meaning of new or unusual words in context: e.g. lunchtime monitor, computer monitor, monitor the temperature.■ Pupils can ask themselves questions to improve their understanding when independently reading texts: e.g. I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is she just being generous?■ Pupils can, when reading independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text. <p>INFERENCE – FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils begin to draw inferences from their independent reading mostly supported by reference to the text, e.g. Dad turns Fudge upside down and threatens to do more than whack him on the back, but he is not being cruel. I think he is a good dad because he tries to stop Fudge annoying Peter and he carries the baby in the carrier sometimes. And all five of them go for ice cream every evening so he spends time with his family doing things kids like. |

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| <p>PREDICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can read ‘between the lines’ when independently reading text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader: e.g. Fudge keeps repeating everything Peter says so I think he is going to suggest worm-flavoured ice cream because there has been so much talk about worms. He might get thrown out of the ice cream shop! <p>AUTHORIAL INTENT - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can identify words or phrases that interest, inspire or intrigue them from their reading and say why, explaining the effect on them as a reader: e.g. I like the way Peter tells Mrs Muldour that small ones are sweeter because he’s being really cheeky and it makes me laugh.■ Pupils can identify distinctive language, structural and presentational features in their independent reading and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. recognises the shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which to a formal one. They recognise bar graphs and maps in non-fiction and can extract information from them. <p>NON-FICTION - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can identify questions to be answered and use the specific features of non-fiction texts to answer them. They record information in a form that can be easily retrieved: e.g. is making and organising own notes from a non-fiction book or website to answer questions devised earlier. <p>DISCUSSING READING - FROM A RANGE OF INCREASINGLY CHALLENGING TEXTS</p> <ul style="list-style-type: none">■ Pupils can discuss their reading of texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates. |
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| <p>WRITING</p> <p>TRANSCRIPTION</p> <p>SPELLING</p> <ul style="list-style-type: none">■ Pupils can distinguish between and correctly spell further homophones and near- homophones:■ Pupils can independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them.■ Pupils can place the possessive apostrophe accurately in words with regular plurals and contractions.■ Pupils can spell words with prefixes without any associated changes in spelling.■ Pupils can correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can explain this spelling pattern and its rules to others: e.g. forgetting, beginner, preferred, trodden, referee, deferred, inferred.■ Pupils can find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.■ Pupils can remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy: e.g. It was hard to accept that the magician, who had been struck down by a mysterious illness, was going to disappoint the children’s party. <p>HANDWRITING AND PRESENTATION</p> <ul style="list-style-type: none">■ Pupil's writing can almost always be read; joined handwriting is the norm, written at a pace that keeps up with what pupils want to say.■ Pupils can correctly form and join most letters. <p>COMPOSITION</p> <p>PLAN AND DRAFT WRITING</p> <ul style="list-style-type: none">■ Pupils can, independently, select the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes to plan own writing.■ Pupils can identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and when prompted describe a context/scenario for using it.■ Pupils can create an appropriate setting, two or three istinguishable characters and a coherent plot.■ Pupils knows how to demarcate paragraphs on the page and remembers to do this as they write.■ Pupils are able to use a range of different planning proformas to plan narratives and can identify the text type by naming it and when prompted describe a scenario for using it.■ Pupils can cluster related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.■ Pupils can use an increasing range of descriptive devices such as similes, adverbial phrases and adjectival phrases. <p>EVALUATE AND EDIT</p> <ul style="list-style-type: none">■ Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation).■ Pupils can read loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation. |
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| VOCABULARY, GRAMMAR AND PUNCTUATION |
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| <ul style="list-style-type: none">■ Pupils can follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun.■ Pupils can choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing.■ Pupils can group words into two main families according to form and meaning. They can spot the common root words grouped by form.■ Pupils can use a wide range of subordination conjunctions at the beginning and within sentences to add relevant detail to complex sentences.■ Pupils can continue to use a range of conjunctions from previous years at the beginning and within sentences to add relevant detail to complex sentences.■ Pupils can select a wider range of prepositions to express time and cause (and place).■ Pupils begin to use present perfect form of verbs in contrast to the past tense.■ Pupils can accurately use the correct form of a, an, the.■ Pupils can use of tense in writing is usually consistent..■ Pupils can use punctuation from previous years and other punctuation to indicate direct speech consistently and reliably and use apostrophes for plural possession commas after fronted adverbials. |

| SPEAKING AND LISTENING |
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| <ul style="list-style-type: none">■ Pupils can listen and respond appropriately to adults and their peers.■ Pupils can ask relevant questions to extend their understanding and knowledge.■ Pupils can use relevant strategies to build their vocabulary.■ Pupils can articulate and justify answers, arguments and opinions.■ Pupils can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.■ Pupils can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.■ Pupils can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.■ Pupils can speak audibly and fluently with an increasing command of Standard English■ Pupils can participate in discussions, presentations, performances, role play, improvisations and debates■ Pupils can gain, maintain and monitor the interest of the listener(s).■ Pupils can consider and evaluate different viewpoints, attending to and building on the contributions of others.■ Pupils can select and use appropriate registers for effective communication |

| MATHS |
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| <p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none">■ Count in multiples of 6, 9, 25 and 1000 e.g. 625, 600, 575, 550, 525, 500, ...■ Find 1000 more or less than a given number e.g. 45 + 1000, 8904 – 1000■ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).■ Count backwards through zero to include negative numbers e.g. 8, 6, 4, 2, 0, -2, -4, -6,...■ Order and compare numbers beyond 1000.■ Identify, represent and estimate numbers using different representations including measures and measuring instruments.■ Round any number to the nearest 10, 100 or 1000.■ Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers.■ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. e.g. 49 = XLIX. <p>ADDITION AND SUBTRACTION</p> <ul style="list-style-type: none">■ Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 270 or 900 – 365.■ Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.■ Estimate and use inverse operations to check answers to a calculation e.g. 8702 – 499 is approximately 9000 – 500 = 8500; check 8203 + 499 = 8702.■ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. Mr Smith sets out on a 619 mile journey; he drives 320 miles before lunch and 185 miles after lunch; how much farther does he need to drive? <p>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</p> <ul style="list-style-type: none">■ Know that decimals and fractions are different ways of expressing proportions.■ Recognise and show, using diagrams, families of common equivalent fractions.■ Count using simple fractions and decimal fractions, both forwards and backwards e.g. 41/3, 42/3, 5, 5 1/3, 5 2/3, 6, 6 1/3; 3.2, 3.1, 3, 2.9, 2.8, ... and represent fractions and decimals on a number line.■ Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten e.g. 3/10 = 30/100 = 0.30 = 0.3.■ Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths e.g. 6/9 = 2/3.■ Add and subtract fractions with the same denominator e.g. 2/5 + 4/5 = 6/5.■ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number e.g. 1/5 of is 9.■ Recognise and write decimal equivalents of any number of tenths or hundredths e.g. 9/10 = 0.9; 9/100 = 0.09.■ Recognise and write decimal equivalents to 1/4; 1/2; 3/4.■ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths. |

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| <p>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</p> <ul style="list-style-type: none">■ Round decimals with one decimal place to the nearest whole number e.g. 32.5 rounds to 33; 49.7 rounds to 50.■ Compare numbers with the same number of decimal places up to two decimal places e.g. put in order: 2.56, 26.52, 2.65, 25.62, 2.62.■ Solve simple measure and money problems involving fractions and decimals to two decimal places. e.g. two parcels weigh 5.5kg altogether, one weighs 3.8kg, what is the mass of the other? |
| <p>MEASUREMENT</p> <ul style="list-style-type: none">■ Convert between different units of measure (e.g. kilometre to metre; hour to minute) e.g. 4½kg = 4500g;■ Estimate, compare and calculate different measures, including money.■ Read, write and convert time between analogue and digital 12 and 24-hour clocks e.g. ¾ to 8 in the evening can be written as 19:45.■ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.■ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres e.g. find the perimeter of an L-shape where the lengths are given or can be measured.■ Find the area of rectilinear shapes by counting squares e.g. find the area of an L-shape drawn on squared paper. |
| <p>GEOMETRY</p> <ul style="list-style-type: none">■ Compare and classify geometric shapes, including quadrilaterals (e.g. parallelogram, rhombus, trapezium) and triangles (e.g. isosceles, equilateral, scalene), based on their properties and sizes e.g. sort triangles to find those that are isosceles and/or have a right angle■ Complete a simple symmetric figure with respect to a specific line of symmetry■ Identify acute and obtuse angles and compare and order angles up to two right angles by size, without using a protractor■ Compare lengths and angles to decide if a polygon is regular or irregular. e.g. regular polygons have edges with the same lengths and angles all the same size e.g. a square is the only regular quadrilateral■ Identify lines of symmetry in 2-D shapes presented in different orientations■ Describe positions on a 2-D grid as coordinates in the first quadrant■ Plot specified points and draw sides to complete a given polygon. e.g. find the coordinates of the missing vertex of a shape.■ Describe movements between positions as translations of a given unit to the left /right and up/ down |

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| <p>STATISTICS</p> <ul style="list-style-type: none">■ Interpret and present discrete data using appropriate graphical methods, including bar charts, using a greater range of scales.■ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. |
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| SCIENCE |
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| <p>WORKING SCIENTIFICALLY</p> <p>PLANNING INVESTIGATIONS</p> <ul style="list-style-type: none">■ Pupils can develop relevant, testable questions, e.g. based on observations of animals.■ Pupils can plan investigations using different types of scientific enquiry, e.g. exploring various materials by observing change over time, running comparative tests and conducting surveys.■ Pupils can set up comparative and fair tests, e.g. finding patterns in the sounds made by elastic bands of different thicknesses. <p>CONDUCTING EXPERIMENTS</p> <ul style="list-style-type: none">■ Pupils can use various equipment, as instructed, repeatedly and with care, e.g. thermometers.■ Pupils can recognise the importance of using standard units and measures accurately, e.g. measuring temperature when investigating its effect on washing drying. <p>RECORDING EVIDENCE</p> <ul style="list-style-type: none">■ Pupils can use words and diagrams to record findings, e.g. how habitats change during the year.■ Pupils can use various ways to record evidence, e.g. comparing the teeth of herbivores and carnivores.■ Pupils can use various ways to record, group and display evidence, e.g. grouping and classifying various materials. <p>REPORTING FINDINGS</p> <ul style="list-style-type: none">■ Pupils can write a conclusion based on evidence, e.g. effect on brightness of bulbs if more cells are added.■ Pupils can present findings either in writing or orally, e.g. relating to investigating which materials are conductors. <p>CONCLUSIONS AND PREDICTIONS</p> <ul style="list-style-type: none">■ Pupils can recognise patterns that relate to scientific ideas, e.g. finding out which materials make better earmuffs.■ Pupils can use evidence to produce a simple conclusion, e.g. the effect of temperature on various substances.■ Pupils can use evidence to suggest further relevant. |

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| <p>BIOLOGY</p> <ul style="list-style-type: none">■ Pupils can suggest different ways of sorting the same group of living things, e.g. grouping birds according to where they live, what they eat and size of adults.■ Pupils can use classification keys to group and identify members from a range of familiar and less familiar living things.■ Pupils can describe examples of living things that are threatened by changes to environments, e.g. owls and habitat loss.■ Pupils can identify what each of the principal organs in the digestive system do.■ Pupils can describe the function of each type of tooth in the human skull.■ Pupils can use a food chain to represent predator/prey relationships. |
| <p>CHEMISTRY</p> <ul style="list-style-type: none">■ Pupils can group materials according to their state of matter.■ Pupils can describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation.■ Pupils can identify changes of state and research values of degrees Celsius at which changes happen. |
| <p>PHYSICS</p> <ul style="list-style-type: none">■ Pupils can explain, with reference to vibrations, how an object makes a sound.■ Pupils can describe the role of a medium in the transmission of sound.■ Pupils can describe the effect of moving further from the source of a sound.■ Pupils can explain with reference to a particular object how the pitch of the sound can be changed.■ Pupils can explain with reference to a particular object how the volume of the sound can be changed.■ Pupils can list examples of appliances that run on electricity.■ Pupils can construct a simple circuit and name its components.■ Pupils can sort materials into conductors and insulators, identifying metals as conductors.■ Pupils can predict whether a particular arrangement of components will result in a bulb lighting. |

Other Core skills are listed below and taught through the thematic studies.

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| <p>OTHER SUBJECTS</p> |
| <p>GEOGRAPHY</p> <ul style="list-style-type: none">■ Pupils can locate countries, focusing on Europe and the Americas, learning about the key physical and human features.■ Pupils will study a region of a country (not local area).■ Pupils can use 8 points of compass, symbols and keys.■ Pupils can describe and understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.■ Pupils will use fieldwork to observe, measure & record. |

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| <p>HISTORY</p> <ul style="list-style-type: none">■ Ancient History (taught chronologically).■ Pupils will use methods of historical enquiry to further study a period of history. |
| <p>COMPUTING</p> <ul style="list-style-type: none">■ Pupils can design and write programs to achieve specific goals, including solving problems.■ Pupils can use logical reasoning.■ Pupils can understand computer networks.■ Pupils can use internet safely and appropriately.■ Pupils can collect and present data appropriately. |
| <p>MODERN LANGUAGES</p> <ul style="list-style-type: none">■ Pupils can listen and engage.■ Pupils can ask and answer questions.■ Pupils can speak in sentences using familiar vocabulary.■ Pupils can develop appropriate pronunciation.■ Pupils can show understanding of words and phrases.■ Pupils can appreciate stories, songs, poems and rhymes.■ Pupils will broaden vocabulary. |
| <p>DESIGN & TECHNOLOGY</p> <ul style="list-style-type: none">■ Pupils can use research and criteria to develop products which are fit for purpose.■ Pupils can use annotated sketches and prototypes to explain ideas.■ Pupils can evaluate existing products and improve own work.■ Pupils can use mechanical systems in own work.■ Pupils can understand seasonality; prepare and cook mainly savoury dishes. |
| <p>ART & DESIGN</p> <ul style="list-style-type: none">■ Pupils can use sketchbooks to collect, record and evaluate ideas.■ Pupils can improve mastery of techniques such as drawing, painting and sculpture with varied materials.■ Pupils will learn about great artists, architects and designers. |



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