



BRITISH INTERNATIONAL SCHOOL
OF CHICAGO, SOUTH LOOP
A NORD ANGLIA EDUCATION SCHOOL

Curriculum Guide

Primary School
2021-22 Entry

Mission

Be Ambitious!

Bold
Equal

Authentic
Motivated
Broad-minded
International
Team workers
Inspirational
Optimistic
Unified
Successful

Vision

We will develop a school community of ambitious, empowered and successful leaders of learning.

Learning Statement

Learning is a world of possibility in which the pursuit of individual passions and interests leads students to succeed academically, socially, and personally.

International Statement

We nurture an environment of open-mindedness and cultural understanding that enables us to create a unique identity and become responsible global citizens.

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Understanding the Curriculum

A Combination of the Best

Our curriculum integrates the very best components of the English National Curriculum and International Primary Curriculum, enabling children in Year 1 through 6 (Kindergarten through Grade 5) to become ambitious, empowered, and inspired learners, and to approach learning with a clear focus on the progression of skills. The curriculum covers a wide range of subjects outlined on the following pages, helping children learn to make meaningful connections among them. Children study English, Mathematics, and Science, as well as American Studies, Art, Computing, P.E. and Games, Dance, Drama, Music, and World Languages (French and Spanish).

English National Curriculum

The English National Curriculum provides a framework for learning outlining knowledge around which teachers develop stimulating lessons that promote the development of children's knowledge, understanding, and skills. Teachers set high expectations, planning higher level work for those whose attainment is significantly above the expected standard and delivering lessons to children who need additional guidance and support. Teachers use a wide range of appropriate assessments to set targets, which are deliberately ambitious to help children reach their highest potential.

International Primary Curriculum

Since 1984, schools across the globe have used the International Primary Curriculum to engage children in a world of academic, personal, and international learning that is exciting, challenging, and relevant.

The International Primary Curriculum boosts children's learning in a variety of subjects, helps them develop an inquiring mind, as well as the personal attributes necessary for the next stages in education and life. Children also develop a deeper sense of their nationality and culture, as well as respect for and understanding of the global community. Through the IPC approach to learning, children develop the knowledge, skills, and understanding necessary to confidently face the world of tomorrow.

Daily learning focuses on a central theme, called a Topic, like Animals, Transport, or Chocolate. The Topic enables children to make connections across subjects. This interconnected process of learning in each Topic, pictured left, provides a clear structure for children to become fully engaged.

International Primary Curriculum

Topic Schedule

	Early Years		Milepost 1		Milepost 2		Milepost 3	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	All About Me	All About Me	Brainwave The Brain The Earth, Our Home	Brainwave Metacognition Treasure Islands	Brainwave The Brain Vanishing Rainforests	Brainwave Metacognition Chocolate	Brainwave The Brain Myths and Legends	Brainwave Metacognition Mission to Mars
Autumn 2	Celebrations and Festivals	Celebrations and Festivals	Time Travelers	Let's Celebrate	Scavengers and Settlers	Temples, Tombs and Treasure		Building a Village
Spring 1	Space!	Space!	The Magic Toy Maker	Let's Celebrate	Explorers and Adventurers	What's On the Menu?	Champions for Change	AD 900
Spring 2	Superheroes	Superheroes	Buildings	A Day in the Life	Travel and Tourism	Inventions that Changed the World	Making Things Go...	Moving People
Summer 1	Once Upon a Time	Once Upon a Time	From A to B	Hooray! Let's Go on Holiday!	Active Planet	Young Entrepre- neurs	The Holiday Show	Go with the Flow
Summer 2	Plants and Growing	Plants and Growing						

Learning Goals

The IPC guides quality teaching and learning through three types of Learning Goals: Subject Goals; Personal Goals; and International Goals. All are focused on helping children build:

- **Knowledge:** Facts and information gained through a variety of sources
- **Skills:** Practical, experiential abilities that children begin, develop, and then master
- **Understanding:** Deep awareness of key concepts that develops over time

Subject Goals

In each subject, children consider goals related to knowledge, skills, and understanding that give them a clear aim for learning.

Goals

These help children develop an increasingly sophisticated global perspective by focusing on the journey from “self” to “other”.

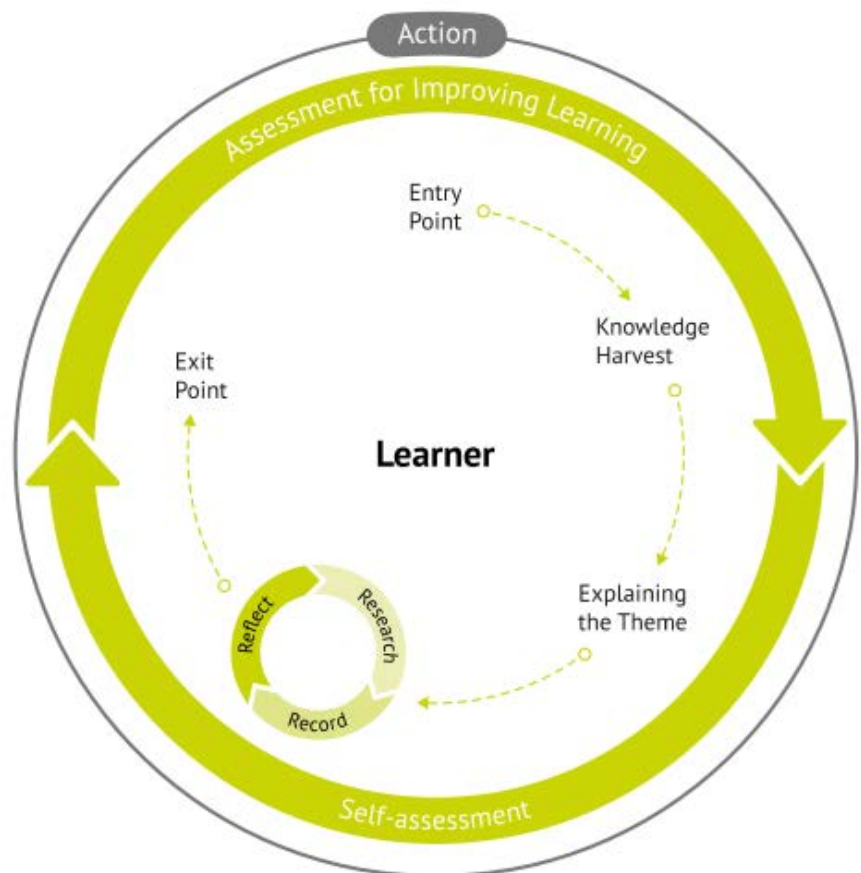


Figure 4: IPC Process to Facilitate Learning

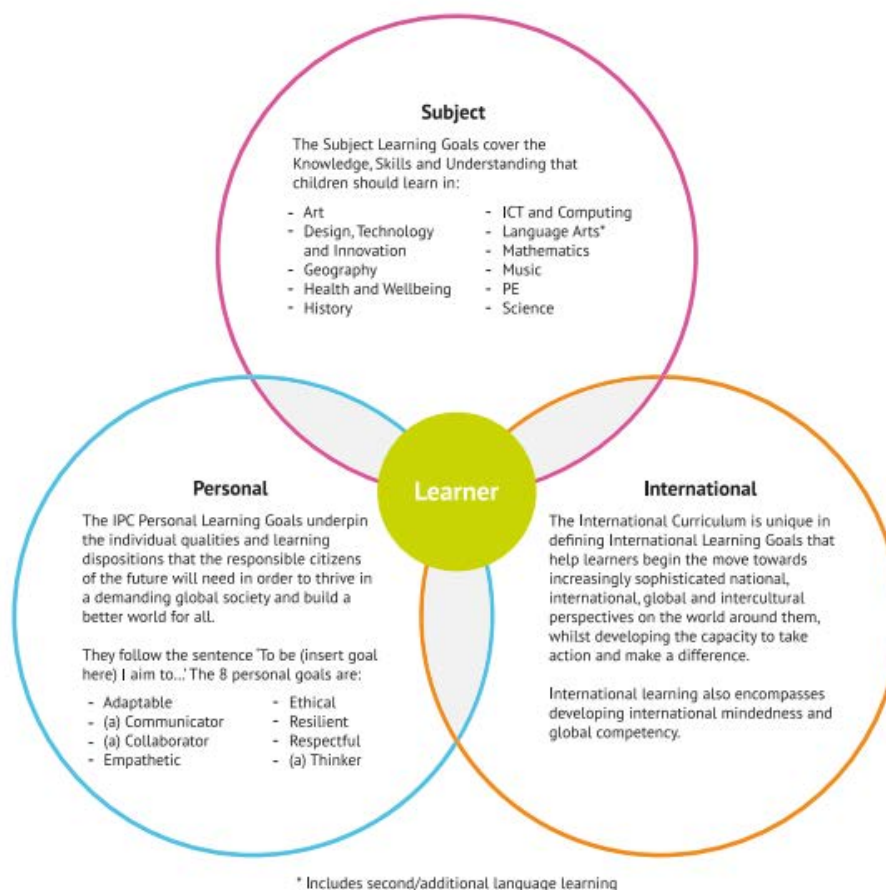


Figure 2: Subject, Personal and International Learning Goals

Personal Goals

Personal Goals help children develop qualities we believe they will find essential in the 21st century.

The International Curriculum units provide tasks to promote learning about the Personal Learning Goals e.g. through the study of significant people in history. Each of the Personal Learning Goals will manifest itself differently across the academic subjects. Learners have the opportunity to self-reflect, celebrate and set aims to improve their demonstration of the Personal Learning Goals. The Personal Learning Goals aim to develop character and attitudes that act positively to self-development and help students contribute to society.

Our Personal Goals are evolving with the needs of our students, and so this year we are transitioning to new Personal Goals which are as follows:

Old

Adaptability
Communication
Cooperation
Thoughtfulness -Empathetic
Morality
Resilience
Respect

New

Adaptable
(a) Communicator
(a) Collaborator
(a) Thinker
Ethical
Resilient
Respectful

The transition to the new Personal Goals is to emphasize how they are 'action based', how to strive to achieve that goal (In order to be empathetic I must...) and are most beneficial as a being used, rather than a description how we act.

Mathematics

About the Subject

Mathematics is a creative and highly interconnected subject that is relevant in a wide range of contexts. It is essential to everyday life, critical to science, technology, engineering, and necessary for financial literacy and most forms of employment. By providing children with a high-quality Mathematics education, we produce a foundation for understanding the world, an opportunity to build reasoning ability, an appreciation of the beauty and power of the subject, and a sense of enjoyment and curiosity about it. In Years 1-5 lessons focus on six topic areas that build in complexity each year: Calculations, Fractions, Statistics, Measurements, Number & Place Value, and Geometry, with Ratio & Proportion and Algebra introduced in Year 6.

Math learning is not just confined to Math lessons, with pupils given the opportunity to apply their understanding of concepts across the curriculum, when possible.

Goals

The curriculum ensures children:

- Become fluent in the fundamentals of Mathematics through varied and frequent practice with increasingly complex problems over time, so they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Develop Mathematical reasoning by following a line of inquiry and conjecturing relationships and generalizations as well as using Mathematical language to establish an argument, justification, or proof
- Cultivate problem-solving skills by applying Mathematics to a variety of scenarios with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

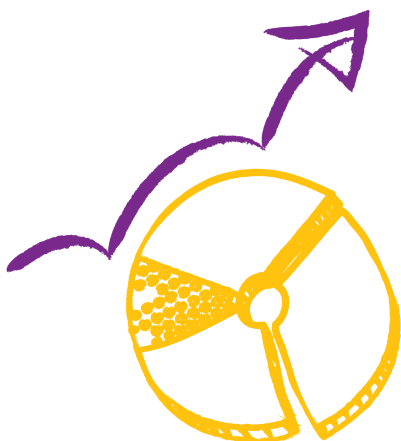
Learning Journey

Year 1: Children develop their learning from Reception. They describe shapes, spaces, and measures, improve their counting, understanding, and use of numbers, and ability to add and subtract.

Year 2: Lessons focus on developing basic number skills. Children learn place value and recognize number bonds to 20.

Years 3 & 4: Children move on to master the four operations (addition, subtraction, multiplication, and division), to carry out mental and written calculations. By the end of Year 4, children are expected to know multiplication tables up to 12×12 , recall them in order, and answer questions about multiplication tables at random. Children are also expected to understand related division facts. (For example, in knowing that $6 \times 8 = 48$, children also know that $8 \times 6 = 48$ and $48 \div 6 = 8$ and $48 \div 8 = 6$.)

Years 5 & 6: Learning shifts to a higher level of complexity. Children use previous knowledge of number bonds and multiplication tables to tackle more complicated problems, including larger multiplication and division. They also encounter new material like calculations with fractions and decimals, ratios, proportions, and basic algebra. In all their work, they use considerably larger numbers than in previous years. By the end of Year 6, children are expected to confidently use all four standard methods for written calculations, and demonstrate secure knowledge of the key number facts for the four operations.



Mathematics

Year 1 Lessons

Calculation	<ul style="list-style-type: none">• Use the +, – and = symbols to write and understand simple number calculations.• Add and subtract one- and two-digit numbers.• Solve missing number problems, such as $10 - ? = 6$.• Begin to use simple multiplication by organizing and counting objects.
Fractions	<ul style="list-style-type: none">• Understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object or number of objects.
Measurements	<ul style="list-style-type: none">• Use practical apparatus to explore different lengths, weights, and volumes.• Use language such as “heavier”, “shorter” and “empty” to compare things they have measured.• Recognize different coins and notes of currency.• Use language of time, such as “yesterday”, “before”, days of the week, and months of the year.• Tell the time to the hour and half-hour, including drawing clock faces.
Number & Place Value	<ul style="list-style-type: none">• Understand place value; e.g., recognize that 5 in the number 54 has a different value from 5 in 504.• Count forwards and backwards from any number, including past 100.• Read and write numbers up to 100 as digits.• Count in 2s, 5s and 10s.• Find “one more” or “one less” than a number.• Use mathematical language such as “more”, “less”, “least” and “equal”.
Geometry	<ul style="list-style-type: none">• Recognize and name common 2D shapes, such as squares, rectangles, and triangles.• Recognize and name some common 3D shapes, such as cubes, cuboids, and spheres.• Describe movements, including quarter turns.
Statistics	<ul style="list-style-type: none">• Interpret data from simple graphs and tables

Mathematics

Year 2 Lessons

Calculation	<ul style="list-style-type: none">• Fluently recall number bonds up to 20.• Add and subtract numbers mentally and using objects, including two-digit numbers.• Show how adding two numbers can be done in any order, but subtracting cannot.• Recognize how addition and subtraction are inverse operations.• Learn multiplication and division facts for the 2x, 5x and 10x tables.• Show how multiplying two numbers can be done in any order, but dividing cannot.• Solve problems using the \times and \div symbols.
Fractions	<ul style="list-style-type: none">• Find $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of an object or set of objects.• Find the answer to simple fraction problems, such as finding $\frac{1}{2}$ of 6.
Measurements	<ul style="list-style-type: none">• Use standard units to measure length, mass, temperature, and capacity.• Use the currency symbols for money amounts.• Combine numbers of coins to make a given value, for example to make 62 cents.• Tell the time to the nearest five minutes on an analogue and a digital clock.• Know the number of minutes in an hour and hours in a day.
Number & Place Value	<ul style="list-style-type: none">• Recognize place value in two-digit numbers; for example, know the 1 in 17 represents 10.• Read and write numbers up to 100 as words.• Count in 2s, 3s and 5s.• Compare and order numbers up to 100.• Use the $<$ and $>$ symbols to represent the relative size of numbers.
Geometry	<ul style="list-style-type: none">• Identify the number of sides and a line of symmetry on 2D shapes.• Identify the number of faces, edges and vertices on 3D shapes.• Use math language to describe position and direction, including rotations and turns, graphs, and data.• Construct and understand simple graphs such as bar charts and pictographs.• Read and plot coordinates on grids.
Statistics	<ul style="list-style-type: none">• Construct and understand simple graphs such as bar charts and pictographs.

Mathematics

Year 3 Lessons

Statistics	<ul style="list-style-type: none">• Mentally add and subtract numbers; add 1s, 10s and units to a three-digit number.• Use the standard column method for addition and subtraction for up to three digits.• Estimate the answers to calculations and use inverse calculations to check the answers.• Learn the multiplication tables up to x12 and related division facts.• Begin to solve multiplication and division problems with two-digit numbers.
Fractions	<ul style="list-style-type: none">• Recognize and show equivalent fractions with small denominators.• Add and subtract simple fractions worth less than one, e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$.• Put a sequence of simple fractions in size order.
Statistics	<ul style="list-style-type: none">• Present and understand data in bar charts, tables, and pictograms.• Answer questions about bar charts that compare two pieces of information.
Measurements	<ul style="list-style-type: none">• Solve simple problems, like adding and subtracting measurements (length and weight).• Measure the perimeter of simple shapes.• Add and subtract amounts of money, including giving change.• Tell time to the nearest minute using an analogue or digital clock.• Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds.
Number & Place Value	<ul style="list-style-type: none">• Count in multiples of 4, 8, 50 and 100.• Recognize the place value of digits in three-digit numbers (using 100, 10s and 1s).• Read and write numbers up to 1,000 using digits and words.• Compare and order numbers up to 1,000.
Geometry	<ul style="list-style-type: none">• Draw familiar 2D shapes and make familiar 3D shape models.• Recognize right angles and know these are a quarter turn, with four making a whole turn.• Identify whether an angle is greater than, less than or equal to a right angle.• Identify horizontal, vertical, perpendicular, and parallel lines.

Mathematics

Year 4 Lessons

Calculation	<ul style="list-style-type: none"> • Use the standard method of column addition and subtraction for values up to four digits. • Solve two-step problems with addition and subtraction. • Know the multiplication and division tables up to 12×12. • Use knowledge of place value, multiplication, and division to solve larger calculations. • Use factor pairs to solve mental calculations, e.g. knowing that 9×7 is the same as $3 \times 3 \times 7$. • Use standard short multiplication method to multiply three-digit by two-digit numbers.
Fractions	<ul style="list-style-type: none"> • Use and count in hundredths. • Add and subtract fractions with the same denominator, e.g. $\frac{4}{7} + \frac{5}{7}$. • Find the decimal value of any number of tenths or hundredths, e.g. $\frac{7}{100}$ is 0.07. • Recognize the decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. • Divide one- or two-digit numbers by 10 or 100 to give decimal answers. • Round decimals to the nearest whole number. • Compare the size of numbers with up to two decimal places.
Statistics	<ul style="list-style-type: none"> • Construct and understand simple graphs using discrete and continuous data.
Measurements	<ul style="list-style-type: none"> • Convert between different measurements. • Calculate the perimeter of shapes made of squares and rectangles. • Find the area of rectangular shapes by counting squares. • Read, write and convert times between analogue and digital clocks (including 24 hours). • Solve problems by converting amounts of time: minutes, hours, days, weeks, and months.
Number & Place Value	<ul style="list-style-type: none"> • Count in multiples of 6, 7, 9, 25 and 1,000. • Count backwards, including using negative numbers. • Recognize the place value in numbers of four digits (1000s, 100s, 10s and 1s). • Put larger numbers in order, including those greater than 1,000. • Round any number to the nearest 10, 100 or 1,000.
Geometry	<ul style="list-style-type: none"> • Classify groups of shapes according to the properties, such as sides and angles. • Identify acute and obtuse angles. • Complete a simple symmetrical figure by drawing the reflected shape. • Use coordinates to describe the position of something on a standard grid. • Begin to describe movements on a grid by using left/right and up/down measures.

Mathematics

Year 5 Lessons

Calculation	<ul style="list-style-type: none">• Carry out addition and subtraction with numbers larger than four digits.• Use rounding to estimate calculations and check answers are of a reasonable size.• Find factors of multiples of numbers, including finding common factors of two numbers.• Know the prime numbers up to 19 and find primes up to 100.• Use the standard methods of long multiplication and short division.• Mentally multiply and divide numbers by 10, 100 or 1,000.• Recognize and use square numbers and cube numbers.
Fractions & Decimals	<ul style="list-style-type: none">• Put fractions with the same denominator in size order, e.g. recognizing $\frac{3}{5}$ is larger than $\frac{2}{5}$.• Find equivalents of common fractions.• Convert improper fractions and mixed numbers, e.g. recognizing $\frac{5}{4}$ is equal to 1 and $\frac{1}{4}$.• Add and subtract simple fractions with related denominators, e.g. $\frac{2}{3} + \frac{1}{6} = \frac{5}{6}$.• Convert decimals to fractions, e.g. converting 0.71 to $\frac{71}{100}$.• Round decimals to the nearest tenth.• Put decimals with up to three decimal places in size order.• Begin to use the % symbol to relate to the number of parts per hundred.
Statistics	<ul style="list-style-type: none">• Read and understand information presented in tables, including timetables.• Solve problems by finding information from a line graph.
Measurements	<ul style="list-style-type: none">• Convert between units of measure.• Use approximate equivalences for imperial measures, such as $2.5\text{cm} \approx 1\text{ inch}$.• Calculate the area of rectangles using square centimeters or square meters.• Calculate the area of shapes made up of rectangles.• Estimate volume (in cm^3) and capacity (in ml).
Number & Place Value	<ul style="list-style-type: none">• Recognize and use the place value of digits in numbers up to 1 million (1,000,000).• Use negative numbers, including in contexts such as temperature.• Round any number to the nearest 10, 100, 1,000, 10,000 or 100,000.• Read Roman numerals, including years.
Geometry	<ul style="list-style-type: none">• Estimate and compare angles, and measure them to the nearest degree.• Know that angles on a straight line add up to 180°, and angles around a point add up to 360°.• Use reflection and translation to change the position of a shape.

Mathematics

Year 6 Lessons

Algebra	<ul style="list-style-type: none">• Use simple formulae.• Describe sequences of numbers where the increase between values is the same each time.• Solve missing number problems using algebra.• Find possible solutions to problems with two variables, such as $a + b = 10$.
Calculation	<ul style="list-style-type: none">• Use the standard method of long multiplication for calculations of four-digit numbers by two-digit numbers.• Use the standard method of long division for calculations of four-digit numbers by two-digit numbers.• Identify common factors, common multiples, and prime numbers.• Carry out complex calculations according to the mathematical order of operations.• Solve complex problems using all four operations.
Fractions & Decimals	<ul style="list-style-type: none">• Use common factors to simplify fractions, or to add fractions with different denominators.• Place any group of fractions into size order.• Multiply pairs of fractions together.• Divide fractions by whole numbers, for example $1/3 \div 2 = 1/6$.• Use division to calculate the decimal equivalent of a fraction.• Know and use common equivalences between fractions, decimals, and percentages, such as $1/2 = 0.5 = 50\%$.
Statistics	<ul style="list-style-type: none">• Construct and understand pie charts and line graphs.• Calculate the mean average of a set of data.
Measurements	<ul style="list-style-type: none">• Convert between any metric units and smaller or larger units of the same measure.• Convert between miles and kilometers.• Use a given formula to find the area of a triangle or parallelogram.
Number & Place Value	<ul style="list-style-type: none">• Work with numbers to up 10 million (10,000,000) including negative numbers.• Round any number to any required number of digits or magnitude.
Ratio & Proportion	<ul style="list-style-type: none">• Find percentages of quantities, such as 15% of \$360.• Use ratio to explain relationships and solve problems.• Use simple scale factors for drawings, shapes, or diagrams.
Geometry	<ul style="list-style-type: none">• Draw 2D shapes using given sizes and angles.• Use knowledge of 2D shapes to find missing angles in triangles, quadrilaterals, and other regular shapes.• Name and label the radius, diameter, and circumference of a circle.• Find missing angles in problems where lines meet at a point or on a straight line.• Use a standard grid of coordinates including negative values.

English

About the Subject

The aim of the curriculum is to promote high standards of English, both spoken and written. From Years 1 to 6, children are exposed to a wide range of quality texts from a variety of cultures: this helps to develop their general knowledge, as well as cultural, social, and spiritual understanding. Children are taught to read with fluency and then analyze and interpret what they have read. These skills help them to become better writers, developing an increasing awareness of their reader and the ability to handle a wide range of different writing styles. English lessons teach the skills of reading, writing composition, speaking and listening, and punctuation and grammar.

Goals

The curriculum ensures children:

- Read easily, fluently, and with reliable comprehension
- Develop the habit of reading widely and often for learning and pleasure
- Acquire wide vocabulary and knowledge of grammar and linguistic conventions for reading, writing, and speaking
- Appreciate the rich and varied literary heritage of different countries
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- Use discussion to learn, elaborating and clearly explaining their understanding and ideas
- Develop competence in speaking and listening, presentations, demonstrations, and debate

Learning Journey

Years 1 & 2: Much of the focus is developing confident readers, mainly using the phonics approach, which teaches the relationship between printed letters and the sounds they make. Children first learn the most common letter sounds, and then look at more difficult patterns, like recognizing “ow” sounds different in “cow” than “low”, or that “ai” and “ay” make the same sound in different words. As children move through the curriculum, they learn how to read words aloud by identifying the letter patterns and matching them to sounds (decoding). This decoding helps children become fluent readers, gives them confidence to start writing down their own ideas, and helps them make sense of words and sentences in context.

Years 3 & 4: Independence becomes a key focus. The children develop their confidence to decode most words (or receive extra support to help them to do so) and begin to use reading to support their learning in other subjects. They also meet a wider range of writing contexts, including fiction and nonfiction styles and genres.

Years 5 & 6: Children continue to practice writing in a wide range of styles, developing their understanding of literacy techniques and their ability to use a full range of punctuation accurately.



Year 1 Lessons

Reading	<ul style="list-style-type: none">• Learn the 40+ main speech sounds in English and the letters that represent them.• Blend sounds together to form words.• Read aloud when reading books that contain familiar letter sound patterns.• Listen to and talk about a range of stories, poems, and nonfiction texts.• Learn about popular fairy tales and folk stories, and retell them.• Join in with repeated phrases in familiar books.• Make predictions about what might happen next in a book.• Explain clearly what has happened in a book.
Speaking & Listening	<ul style="list-style-type: none">• Listen and respond to adults and other children.• Ask questions to extend understanding.• Learn new vocabulary related to topics or daily life.
Writing	<ul style="list-style-type: none">• Hold a pen or pencil in the correct and comfortable way.• Name the letters of the alphabet in order.• Write lowercase letters starting and ending in the right place.• Write capital letters and the digits 0 to 9.• Spell simple words containing the main sounds learned in reading.• Spell the days of the week.• Learn to write words with common endings, such as “-ed”, “-ing”, “-er” and “-est”.• Plan out sentences aloud before writing them.• Write simple sentences and those using joining words such as “and”.• Begin to use full stops and capital letters for sentences.• Combine some sentences to make short descriptions or stories.

Year 2 Lessons

Reading	<ul style="list-style-type: none"> • Confidently read words aloud, without obvious blending or rehearsal. • Learn letter patterns so decoding becomes fluent and secure. • Blend letter sounds, including alternative patterns, like recognizing “ue” as the “oo” sound. • Read aloud words that contain more than one syllable. • Recognize common suffixes, such as “-ing” and “-less”. • Read words that don’t follow phonetic patterns, such as “one” and “who”. • Become familiar with a wide range of fairy stories and traditional tales. • Discuss favorite words and the meaning of new words. • Check that what has been read makes sense, and self-correct reading where necessary. • Make predictions about what might happen next in a story.
Speaking & Listening	<ul style="list-style-type: none"> • Articulate and justify answers and opinions. • Give well-structured explanations and narratives, for example, in show-and-tell activities.
Writing	<ul style="list-style-type: none"> • Form letters of the appropriate size, using capital letters where appropriate. • Use appropriate spaces between words when writing. • Begin to use joins between letters where needed. • Spell longer words by breaking them into their sound parts. • Learn to spell some common homophones, recognizing the difference between them. • Use the possessive apostrophe in simple phrases, such as “the boy’s football”. • Write about real events and personal experiences. • Plan out writing in advance, including by writing down key words. • Re-read writing to check that it makes sense and to make corrections, including punctuation. • Use question marks, exclamation marks, apostrophes, and commas in lists. • Correctly use the present and past tenses. • Begin to write longer sentences by using conjunctions, such as “and”, “but”, “if” or “because”.

Year 3 Lessons

Reading	<ul style="list-style-type: none"> • Extend decoding skills to tackle more complex words, e.g. unusual spelling patterns. • Read a wide range of fiction, nonfiction, and literary books. • Recognize different forms of poetry. • Use dictionaries to find the meanings of words. • Become familiar with a range of traditional and fairy tales, including telling some orally. • Identify words chosen to interest the reader. • Ask questions about what they have read. • Draw simple inferences about events in a story, such as how a character might be feeling. • Make predictions about what might happen next in a story. • Summarize ideas from several paragraphs of writing. • Find and record information from nonfiction texts. • Take part in discussions about reading and books.
Speaking & Listening	<ul style="list-style-type: none"> • Use discussion and conversation to explore and speculate about new ideas. • Begin to recognize the need to use Standard English in some contexts. • Participate in performances, plays, and debates. • Explain thinking and feeling in well-structured statements and responses.
Writing	<ul style="list-style-type: none"> • Write with joined handwriting, making appropriate join choices. • Spell words that include prefixes and suffixes, such as “anticlockwise”. • Correctly spell some commonly misspelled words. • Use a dictionary to check spellings. • Correctly use possessive apostrophes in regular and irregular plurals, such as “children’s” and “boys”. • Use examples of writing to help structure similar texts. • Plan out sentences orally to select adventurous vocabulary. • Use paragraphs to organize ideas. • Use description and detail to develop characters and settings in writing stories. • Write interesting narratives in stories. • In nonfiction writing, use features such as sub-headings and bullet points. • Review own work to make improvements, including editing for spelling errors. • Read others’ writing and suggest possible improvements. • Read aloud work that they’ve written to be clearly understood. • Extend sentences using a wider range of conjunctions, including subordinating conjunctions. • Use the present perfect verb tense. • Use nouns and pronouns with care to avoid repetition. • Use conjunctions, adverbs, and prepositions to add detail about time or cause. • Use fronted adverbials. • Use direct speech, with correct punctuation.

Year 4 Lessons

Reading	<ul style="list-style-type: none"> • Extend decoding skills to tackle more complex words, e.g. unusual spelling patterns. • Read a wide range of fiction, nonfiction, and literary books. • Recognize different forms of poetry. • Use dictionaries to find the meanings of words. • Become familiar with a range of traditional and fairy tales, including telling some orally. • Identify words chosen to interest the reader. • Ask questions about what they have read. • Draw simple inferences about events in a story, such as how a character might be feeling. • Make predictions about what might happen next in a story. • Summarize ideas from several paragraphs of writing. • Find and record information from nonfiction texts. • Take part in discussions about reading and books.
Speaking & Listening	<ul style="list-style-type: none"> • Use discussion and conversation to explore and speculate about new ideas. • Begin to recognize the need to use Standard English in some contexts. • Participate in performances, plays, and debates. • Explain thinking and feeling in well-structured statements and responses.
Writing	<ul style="list-style-type: none"> • Write with joined handwriting, making appropriate join choices. • Spell words that include prefixes and suffixes, such as “anticlockwise”. • Correctly spell some commonly misspelled words. • Use a dictionary to check spellings. • Correctly use possessive apostrophes in regular and irregular plurals, such as “children’s” and “boys”. • Use examples of writing to help structure similar texts. • Plan out sentences orally to select adventurous vocabulary. • Use paragraphs to organize ideas. • Use description and detail to develop characters and settings in writing stories. • Write interesting narratives in stories. • In nonfiction writing, use features such as subheadings and bullet points. • Review own work to make improvements, including editing for spelling errors. • Read others’ writing and suggest possible improvements. • Read aloud work that they’ve written to be clearly understood. • Extend sentences using a wider range of conjunctions, including subordinating conjunctions. • Use the present perfect verb tense. • Use nouns and pronouns with care to avoid repetition. • Use conjunctions, adverbs and prepositions to add detail about time or cause. • Use fronted adverbials. • Use direct speech, with correct punctuation.

Year 5 Lessons

Reading	<ul style="list-style-type: none"> • Read a wide range of fiction, nonfiction, poetry, plays and reference books. • Memorize a range of poetry. • Perform plays and poems using tone, volume and intonation to convey meaning. • Use knowledge of spelling patterns and related words to say and understand new words. • Make comparisons between books or parts of the same book. • Read a range of modern and classic fiction and books from other cultures and traditions. • Identify and discuss themes and conventions across a range of writing. • Discuss understanding of texts, including exploring the meaning of words in context. • Ask questions to improve understanding of texts. • Summarize ideas drawn from more than one paragraph, identifying key details. • Predict future events from details either written in a text or by “reading between the lines”. • Identify how language, structure, and presentation contribute to meaning. • Discuss how authors use language, including figurative language, to affect the reader. • Make book recommendations, giving reasons for choices. • Participate in discussions about books, building on and challenging ideas. • Explain and discuss understanding of reading. • Participate in formal presentations and debates about reading. • Provide reasoned justifications for views.
Speaking & Listening	<ul style="list-style-type: none"> • Speak clearly in a range of contexts, using Standard English when appropriate. • Monitor the reactions of listeners and react accordingly. • Consider different viewpoints, listening to others and responding with relevant views. • Use appropriate language, tone, and vocabulary for different purposes.
Writing	<ul style="list-style-type: none"> • Write with increasing speed, maintaining legibility and style. • Spell some words with silent letters, such as “knight” and “solemn”. • Recognize and use spellings for homophones and other often-confused words. • Use a dictionary to check spelling and meaning. • Identify the audience and purpose before writing, and adapt accordingly. • Select appropriate grammar and vocabulary to change or enhance meaning. • Develop setting, atmosphere and character, including through dialogue. • Write a summary of longer passages of writing. • Use a range of cohesive devices. • Use advanced organizational and presentational devices, such as bullet points. • Consistently use the correct tense throughout a piece of writing. • Ensure correct subject and verb agreement. • Perform compositions using appropriate intonation, volume and movement. • Use a thesaurus. • Use relative clauses and expanded noun phrases to concisely convey complicated information. • Use modal verbs or adverbs to indicate degrees of possibility. • Recognize vocabulary and structures that are appropriate for formal use. • Use passive verbs to affect the presentation of information. • Use the perfect form of verbs to mark relationships of time and cause. • Recognize the difference in informal and formal language. • Use grammatical connections and adverbials for cohesion. • Use ellipses, commas, brackets, and dashes in writing. • Use hyphens to avoid ambiguity. • Use semicolons, colons and dashes between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently.

Year 6 Lessons

Reading	<ul style="list-style-type: none"> • Read a wide range of fiction, nonfiction, poetry, plays, and reference books. • Memorize a range of poetry. • Perform plays and poems using tone, volume, and intonation to convey meaning. • Use knowledge of spelling patterns and related words to say and understand new words. • Make comparisons between books or parts of the same book. • Read a range of modern and classic fiction and books from other cultures and traditions. • Identify and discuss themes and conventions across a range of writing. • Discuss understanding of texts, including exploring the meaning of words in context. • Ask questions to improve understanding of texts. • Summarize ideas drawn from more than one paragraph, identifying key details. • Predict future events from details either written in a text or by “reading between the lines”. • Identify how language, structure, and presentation contribute to meaning. • Discuss how authors use language, including figurative language, to affect the reader. • Make book recommendations, giving reasons for choices. • Participate in discussions about books, building on and challenging ideas. • Explain and discuss understanding of reading. • Participate in formal presentations and debates about reading. • Provide reasoned justifications for views.
Speaking & Listening	<ul style="list-style-type: none"> • Speak clearly in a range of contexts, using Standard English when appropriate. • Monitor the reactions of listeners and react accordingly. • Consider different viewpoints, listening to others and responding with relevant views. • Use appropriate language, tone, and vocabulary for different purposes.
Writing	<ul style="list-style-type: none"> • Write with increasing speed, maintaining legibility and style. • Spell some words with silent letters, such as “knight” and “solemn”. • Recognize and use spellings for homophones and other often-confused words. • Use a dictionary to check spelling and meaning. • Identify the audience and purpose before writing, and adapt accordingly. • Select appropriate grammar and vocabulary to change or enhance meaning. • Develop setting, atmosphere, and character, including through dialogue. • Write a summary of longer passages of writing. • Use a range of cohesive devices. • Use advanced organizational and presentational devices, such as bullet points. • Consistently use the correct tense throughout a piece of writing. • Ensure correct subject and verb agreement. • Perform compositions using appropriate intonation, volume and movement. • Use a thesaurus. • Use relative clauses and expanded noun phrases to concisely convey complicated information. • Use modal verbs or adverbs to indicate degrees of possibility. • Recognize vocabulary and structures that are appropriate for formal use. • Use passive verbs to affect the presentation of information. • Use the perfect form of verbs to mark relationships of time and cause. • Recognize the difference in informal and formal language. • Use grammatical connections and adverbials for cohesion. • Use ellipses, commas, brackets, and dashes in writing. • Use hyphens to avoid ambiguity. • Use semicolons, colons, and dashes between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently.

Science

About the Subject

The curriculum provides a foundation for understanding the world through the disciplines of Biology, Chemistry, and Physics. Because Science affects all of our lives and is vital to our future, children learn essential aspects of the knowledge, methods, processes, and uses of Science. They build foundational knowledge and understand key concepts, recognizing the power of rational explanation and developing a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how they can use Science to make observations, predict behavior, and analyze causes.

Goals

The curriculum ensures children:

- Develop scientific knowledge and conceptual understanding through the disciplines of Biology, Chemistry, and Physics
- Understand the nature, processes and methods of Science through varied inquiries that help them answer questions about the world
- Become equipped with the scientific knowledge required to understand the uses and implications of Science now and in the future

Learning Journey

Years 1 & 2: Children learn about Science in the context of real-life experiences, with opportunities to explore scientific ideas in the classroom and in our local surroundings. The curriculum focuses on Animals, Everyday Materials, Living Things, Plants, Science Investigation, and Seasonal Change.

Years 3-6: Children begin to recognize the strands of Science as Biology, Chemistry, and Physics, although they are grouped together in Primary School. Children continue to carry out experiments to find out about the world around them and to test their hypotheses about how things work.



Science

Year 1 Lessons

Animals	<ul style="list-style-type: none">• Name a variety of common animals, including mammals, fish, birds, reptiles, and amphibians.• Name common animals that are carnivores, herbivores, and omnivores.• Name the main parts of the human body, including those related to the five senses.
Everyday Materials	<ul style="list-style-type: none">• Recognize that objects are made of materials.• Name everyday materials such as wood, metal, glass, and plastic.• Describe properties of materials, e.g. wood is hard.• Group together items based on their materials or properties, for example, by grouping heavy objects or shiny objects.
Plants	<ul style="list-style-type: none">• Name a selection of common plants, including deciduous and evergreen trees.• Name the main parts of plants and trees, such as roots, stems, trunks, and leaves.
Seasonal Change	<ul style="list-style-type: none">• Observe changes across the four seasons.• Observe and describe how the day and weather changes with the seasons.
Scientific Investigation	<ul style="list-style-type: none">• Make observations and carry out experiments.• Ask scientific questions.• Collect information to answer questions.• Group together objects according to their properties or behaviors.

Year 2 Lessons

Animals	<ul style="list-style-type: none">• Understand that all animals, including humans, have offspring that grow into adults.• Know about the basic survival needs of animals, such as food, water, and air.• Describe the importance of exercise, healthy diet and hygiene to humans.
Everyday Materials	<ul style="list-style-type: none">• Identify and compare the uses of materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard.• Find out how some solid objects can be changed by squashing, bending, or stretching.• Investigate the properties of different materials.
Living Things & Habitats	<ul style="list-style-type: none">• Compare differences between things that are alive, dead, and have never been alive.• Understand how different animals are suited to different habitats.• Identify plants and animals in different habitats.• Describe how animals feed on other plants or animals.
Plants	<ul style="list-style-type: none">• Describe how seeds and bulbs grow into plants.• Understand why plants need water, light, and a suitable temperature to grow.
Scientific Investigation	<ul style="list-style-type: none">• Carry out experiments.• Use scientific apparatus, such as magnifying glasses, to make observations.• Collect information about what they have seen.• Make links between observations and scientific understanding.

Year 3 Lessons

Animals	<ul style="list-style-type: none"> Know that animals get their nutrition from food, and need the right types and amounts of nutrition. Understand that humans and some other animals have skeletons and muscles, and know their basic functions.
Forces & Magnets	<ul style="list-style-type: none"> Understand how some forces require contact, but magnetic forces can act at a distance. Observe how magnets attract or repel each other, describing their two poles. Compare and group objects according to whether or not they are magnetic.
Light	<ul style="list-style-type: none"> Recognize that we need light to see things. Notice how light is reflected from surfaces. Know how shadows are formed and identify how the size of a shadow changes.
Plants	<ul style="list-style-type: none"> Identify the basic functions of a plant's roots, stem/trunk, leaves, and flowers. Understand that plants need air, light, water, nutrients, and room to grow. Understand the role of flowers in the life cycle, including pollination and seed dispersal.
Rocks	<ul style="list-style-type: none"> Compare and group different types of rocks based on their appearance and properties. Describe how fossils are formed. Recognize that soils are made from rocks and organic material.
Scientific Investigation	<ul style="list-style-type: none"> Set up simple comparative tests, ensuring they are carried out fairly. Make systematic observations, using appropriate equipment and standard units. Gather and record information to help answer scientific questions. Use results to draw simple conclusions or to raise further questions. Use straightforward scientific evidence to answer questions.

Year 4 Lessons

Animals	<ul style="list-style-type: none"> Describe the basic functions of parts of the digestive system, such as the mouth, esophagus, stomach, and intestines. Identify the different types of teeth in humans and their functions. Construct a variety of food chains to show producers, predators and prey.
Earth & Space	<ul style="list-style-type: none"> Describe the movement of the planets, including Earth around the Sun. Describe the movement of the Moon around the Earth. Use these ideas to explain how day and night occur, and why the Sun appears to move across the sky.
Living Things & Habitats	<ul style="list-style-type: none"> Use classification keys to group, identify and name a variety of living things. Recognize that environments can change.
States of Matter	<ul style="list-style-type: none"> Group materials such as solids, liquids, and gases. Observe how some materials change state when heated or cooled. Know the role of evaporation and condensation in the water cycle.
Sound	<ul style="list-style-type: none"> Understand that sounds are caused by vibrations reaching the ear. Find what affects the pitch and volume of a sound.
Scientific Investigation	<ul style="list-style-type: none"> Carry out fair tests, using control tests where appropriate. Take accurate measurements using a range of scientific equipment, like thermometers. Organize and present data to help answer scientific questions. Record findings using scientific vocabulary, diagrams, charts, and tables. Report on findings using oral and written explanations of results and conclusions.

Science

Year 5 Lessons

Electricity	<ul style="list-style-type: none"> Construct a simple electrical circuit using cells, wires, bulbs, and switches. Understand that a complete circuit is needed to power a lamp or buzzer. Recognize some common conductors and insulators. Compare the variation in performance of bulbs and buzzers by changing the number of cells in a circuit. Use the recognized scientific symbols to draw a simple circuit diagram.
Living Things & Habitats	<ul style="list-style-type: none"> Describe the differences in the life cycles of mammals, amphibians, insects, and birds. Describe the life processes of reproduction in some plants and animals.
Materials	<ul style="list-style-type: none"> Compare properties of materials, such as hardness, solubility, and conductivity. Use knowledge of solids, liquids, and gases to separate mixtures and solutions through filtering or evaporation. Know that dissolving, mixing and changes of state are reversible changes. Know that some changes cannot be reversed, like burning, rusting, or chemical reactions.
Forces	<ul style="list-style-type: none"> Explain how gravity is a force that acts on objects pulling them towards the Earth. Identify the effects of air resistance, water resistance, and friction. Recognize that some mechanisms, such as levers, pulleys and gears, can be used to increase the work of a force.
Scientific Investigation	<ul style="list-style-type: none"> Plan different types of scientific investigation, including controlling variables. Take measurements with increasing accuracy and precision. Record data and results using diagrams, labels, keys, tables, and graphs. Use test results to make predictions and set up subsequent tests. Identify the evidence that has been used to support or refute ideas.

Year 6 Lessons

Animals	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. Know the functions of the main parts of the circulatory system such as the heart, lungs, blood vessels, and blood. Describe how nutrients and water are transported within animals. Recognize the effect of diet, exercise, drugs, and lifestyle on the way bodies function.
Evolution & Inheritance	<ul style="list-style-type: none"> Recognize that fossils provide information about life on Earth millions of years ago. Understand that offspring are not normally identical to their parents. Identify how plants and animals adapt to their environments, and know how this adaptation leads to evolution over time.
Light	<ul style="list-style-type: none"> Recognize that light appears to travel in straight lines. Understand that we see things because light is reflected off objects and into the eye. Explain how shadows are formed.
Living Things & Habitats	<ul style="list-style-type: none"> Describe how living things are classified into groups, including microorganisms. Give reasons for the classification of plants and animals according to their characteristics.
Scientific Investigation	<ul style="list-style-type: none"> Plan a range of scientific investigations and effectively manage the variables. Take precise measurements and repeat tests as appropriate to improve results' validity. Present results using tables, scatter graphs, line graphs, and other diagrams. Explain the conclusions drawn from results, including their limitations.

American Studies

About the Subject

In Years 1-6, children learn about American history, geography and culture in American Studies lessons. Lessons build upon children's existing skills through debates, written activities, and field trips. Children learn about key historical topics, and also use mapping skills to create maps of the U.S. from various times in history, as well as present day.

Lessons

Autumn 1
<ul style="list-style-type: none">Native Americans / Indigenous Americans
Autumn 2
<ul style="list-style-type: none">US Government
Spring 1
<ul style="list-style-type: none">US History
Spring 2
<ul style="list-style-type: none">US History
Summer 1 & 2
<ul style="list-style-type: none">US Geography



About the Subject

The curriculum enables children to develop the skills and confidence necessary for achieving their full creative potential. Through exploration of skills, art history, and expression, children build and enhance their motor skills, language development, cultural awareness, and critical thinking. They spark their creativity with a range of materials and mediums. We aim to help children apply their skills to their own creative process and other subject areas.

Learning Journey

Years 1 & 2: Children develop their creative arts skills through painting, drawing, printing, sculpture, and mixed media. The curriculum at this stage introduces art history and art movements, and master artists to a variety of projects that is kept in a personalized portfolio.

Years 3 & 4: Children build on the art mediums and expand their creativity and expression. They focus on different mediums, artists, and skills each term, and store their work in a portfolio. They start to interpret and critique art from different movements, techniques, and styles.

Years 5 & 6: Independence becomes key as the children build up their art portfolio. They take part in art critiques in which they give and receive constructive feedback, encouraging the children to discuss, interpret, and express ideas with peers. Students are refining their knowledge and skills to create work of art that express their beliefs, opinions, and experiences.

Lessons

Years 1 & 2

- Learn to mix primary colors to create secondary and tertiary colors
- Use a variety of materials to create 2D and 3D works of art
- Learn basic sharing techniques for drawing and painting
- Create artwork inspired by master artists

Years 3 & 4

- Learn to use various types of paint including watercolor and acrylic
- Create drawings using H-6B pencils
- Manipulate materials to create 2D and 3D works of art
- Make block prints
- Study artists including Georgia O’Keeffe, Claude Monet, Vik Muniz, Andy Warhol, and Jasper Johns

Years 5 & 6

- Explore color theory and mixing using watercolor and acrylic paints
- Create works of art that communicate ideas, beliefs, and experiences
- Learn the process of creating art through design, skill, and application
- Study artists including Claude Monet, Nicolas Poussin, and Andy Warhol



Technology

About the Subject

With global demand for proficiency in programming and online collaboration, Technology is high on our agenda for children. Children learn to use technology safely and respectfully, ensuring they feel confident when using computers and the Internet, and know what to do if they come across something inappropriate or uncomfortable. The curriculum also introduces the topics of Information Technology, Digital Literacy, and Computer Science.

IT: IT covers the use of computers for functional purposes, such as collecting and presenting information, or using search technology.

Digital Literacy: Students explore the safe and responsible use of technology, including recognizing its advantages for collaboration and communication.

Computer Science: Computer Science focuses on the function of computers and networks. Children take part in coding and examine how it assists them in developing ideas and solving problems. There is also an introduction to computer programming, from simple instructions in Years 1 and 2, to creating on-screen computer games and programs by Year 6.

Robotics: The British International School of Chicago, South Loop understands the importance of keeping up-to-date with recent developments in technology. We are preparing our learners for the future and potentially jobs that have not even been created yet! This year we will be introducing robotics units within each of our Primary Year groups. Students will experience the design, creation, and analysis stages of robotics. Our robotics program embraces our 'Be Ambitious' philosophy with no limits to what is possible.

Learning Journey

Years 1 & 2: Simple machines and constructions, their mechanisms, and how they function.

Years 3 & 4: Begin creating their own robots and developing programming scripts.

Years 5 & 6: Further understanding with the introduction of sensors, mechanisms, and more complex coding.

Lessons

Year 1
<ul style="list-style-type: none">• We Are Treasure Hunters (Programming)• We Are TV Chefs (Filming)• We Are Painters• We Are Collectors (Search Engines)• We Are Storytellers• We Are Celebrating (Design)
Year 2
<ul style="list-style-type: none">• We Are Astronauts (Programming)• We Are Game Testers• We Are Photographers• We Are Researchers• We Are Detectives (Email, Data)• We Are Zoologists (Productivity)
Year 3
<ul style="list-style-type: none">• We Are Programmers• We Are Presenters• We Are Bug Fixers• We Are Network Engineers• We Are Communicators• We Are Opinion Pollsters
Year 4
<ul style="list-style-type: none">• We Are Software Developers• We Are Toy Designers• We Are Musicians• We Are HTML Editors• We Are Co-Authors• We Are Meteorologists
Year 5
<ul style="list-style-type: none">• We Are Game Developers• We Are Cryptographers• We Are Artists• We Are Web Developers• We Are Bloggers• We Are Architects
Year 6
<ul style="list-style-type: none">• We Are App Planners• We Are Project Managers• We Are Market Researchers• We Are Interface Designers• We Are App Developers• We Are Marketers

Dance

About the Subject

The curriculum gives children a creative outlet to express their personalities in a safe environment. Experiencing Dance at an early age helps children grow their confidence, social awareness, and physical and cognitive development, creating building blocks for future learning. On top of that, children explore various Dance styles to increase their knowledge of body movement and gain insight into other cultures.

We have a collaboration with The Juilliard School, a world leader in performing arts education, to expand our dance curriculum. It enriches the high-quality teaching and learning already offered by our program with artistic values, traditions, and expertise of Juilliard.

Learning Journey

Children take part in age-appropriate creative Dance, which supports skills in improvisation, other arts disciplines, as well as Physical Education. Through a conceptual approach to creative Dance, children learn the basic elements of movement with choreographic structures, and discover, explore, compose, and refine everyday movements. Each Year group also experiences Dance styles such as tap, modern, hip hop, jazz, ballet, and Zumba. The children explore these styles at their own pace, beginning with technique and proceeding with choreography. These styles are also offered in clubs.

Lessons

Years 1 & 2
<ul style="list-style-type: none">• Creative Dance: Space• Creative Dance: Body• Creative Dance: Force & Time• Hip Hop• Tap• Ballet
Years 3 & 4
<ul style="list-style-type: none">• Creative Dance: Space & Body• Creative Dance: Force & Time• Hip Hop• Tap• Ballet• Jazz
Years 5 & 6
<ul style="list-style-type: none">• Creative Dance: All Concepts• Hip Hop• Tap• Intro to Contemporary• Jazz• Independent Project (dance-making)



Drama

About the Subject

From imagination and empathy to communication and appreciation, Drama teaches skills that children can apply to all school subjects as well as their lives outside of school. The benefits of studying Drama are considerable, which is why children in Years 1-6 receive one Drama lesson each week.

We are proud to offer the Juilliard-Nord Anglia Performing Arts Program, through which students are drawn into a Juilliard-curated repertoire of 8 core works that encompass a wide range of dramatic genres and styles, opening doors to different cultures and historical periods. Students engage creatively with dramatic concepts through these varied works, which then act as a gateway to other dramatic pieces and styles.

Many performances take place in a mini theater space that features full stage lighting and raked seating, which may also be used for lessons. Children are taught in a safe space where their confidence grows and they develop a lifelong love for the subject.

Lessons

Years 1 & 2

Students access drama in conjunction with music lessons, as part of a performing arts-style curriculum. They have a dedicated 25-minute lesson for drama once a week where they develop simple drama skills through roleplay, characterization, and improvisation. They explore this and the appropriate social group skills through interaction with tales and stories from a variety of different cultures and traditions.

Years 3 - 6

Drama is taught as a discrete subject, with one dedicated lesson a week. During these lessons students will:

- Understand and demonstrate the social group skills necessary for meaningful drama to take place, specifically the skills of listening, observing, concentrating, and co-operating
- Work in groups to develop the ability to make decisions and take the lead
- Explore how to use space, movement, and voice in a dramatic context
- Show a developing ability to devise, improvise, and create characterizations
- Reflect and respond constructively to their own work and that of others with correct use of technical vocabulary
- Develop an understanding of the technical aspects of productions, i.e. staging, lighting, sound
- Create their own pieces of work based on various stimuli



Music

About the Subject

Music plays an integral role in children's education and we are proud to offer the Juilliard-Nord Anglia Performing Arts Program, through which students are drawn into a Juilliard-curated repertoire of 12 core works that encompass a wide range of musical genres and styles, opening doors to different cultures and historical periods. Students engage creatively with musical concepts through these varied works, which then act as a gateway to other musical pieces and styles.

All children in Years 1-6 gain experience in a range of different musical skills from instrumental skills, singing, composition, and music theory, as well as gaining a wide understanding and appreciation of music from different cultures and genres. Research shows that music skills are transferable to many other subjects and the techniques and disciplines children learn in music lessons further our goal of creating innovative, ambitious learners.

Learning Journey

In Nursery and Reception, students focus on engaging with music through singing, movement, and percussion. Students participate in creating composition tasks, perform with confidence, and develop an understanding of the musical elements – techniques which underpin all aspects of their future musical education. They also are exposed to the wider world of performing arts, and use drama and movement to understand how music can interplay with other arts, particularly story telling.

In Years 1-6 students are introduced to a wide range of musical experiences across many different styles and cultures. All lessons focus on the three main principles of performing arts – performing, composing, and understanding. They will perform using their voice and a range of instruments (including piano and ukulele) compose music in a wide range of styles and learn to analyse and evaluate music from a range of cultures and historical periods.

Lessons

Years 1-2: Students approach music in conjunction with drama, with a focus on programmatic music, whilst still having dedicated lessons for each subject. Through engaging with stories and legends from all over the world, students will learn about the foundations of music - the musical elements and how they can be manipulated to create our own pieces. They will perform a wide variety of music on a range of instruments and learn how to control these and their voices to create given moods and effects. They will also start to learn how to notate music through the use of non-traditional scores, and be able to apply this to their own work. They will interact with a wide range of music, and be able to accurately analyze and describe this using simple musical terms.



Music

Lessons

Years 3-4: Students will study music as a discrete subject, but will continue to focus on the foundational principles of performing, composing, and understanding. Students will learn about rhythms and melodies, knowing both how these may be performed accurately, and also how they may be used to enhance our compositions. They will perform and compose music in styles ranging from African music to Minimalism, as well as developing their skills as individual performers and composers. They will also learn about musical instruments – both the instruments of the orchestra and a wider variety of instruments from different cultures – and be able to recognize these, and understand how they work. During these years they are also taught to use western notation, and will learn to apply this in all tasks, a skill which is used throughout the rest of their musical career.

Lessons

Years 5-6: During these years, students develop their musical skills in new ways to promote a successful move to Middle School. They develop their performing skills on a range of instruments including piano and ukulele (both individually and as part of an ensemble), and they continue to deepen their knowledge of music theory, covering topics such as structure, notation, and part-singing. They continue to compose music in a variety of styles and experience music ranging from the Baroque Period through to the present day. They also have the opportunity to use music technology as a means for composition, and consider how music may interact with other subjects.

Within music, students are stretched according to their abilities and prior knowledge – students who learn an instrument outside of school or as part of the after-school arts program will find that our curriculum allows them to use these skills to enhance their own work, but will also introduce them to a range of styles and techniques which will be less familiar to them. All classes take into account the prior skills of the students, and lessons at all ages are planned with this in mind.

Extra-Curricular Opportunities

Interested students can also supplement their instrumental and vocal skills by participating in After School Arts with Juilliard, a private lesson program facilitated by local Juilliard Alumni, as well as instrumental lessons taught by local professional musicians. We also offer the Juilliard Chamber Music program, where students work as a small ensemble with a Juilliard-trained instructor to develop their skills within a small ensemble setting. There is a wide range of clubs aimed at supporting children's creativity and music-making, including choirs, rock bands, instrumental boosters, and composition clubs. All of these clubs culminate in a wide range of performance opportunities for students of all ages and abilities, from in-school concerts to representing the school at external events (recent occasions including The Lurie Children's Hospital Christmas Ball and performances at the British Consulate in Chicago). In recent years we have also acted as a center for ABRSM performance exams, and are able to enter students for these in a range of instruments as well as music theory.



Physical Education

About the Subject

In Years 1 through 6, children take part in a weekly Physical Education lesson that incorporates a variety of movement activities. The activities build on the early stages of physical development, enabling children to grow their enthusiasm for athletics and to learn the basics of a range of sports. We offer an inclusive education that focuses on the holistic development of the child, and incorporates not only skill acquisition, but the building of confidence, competition, and cooperation with others.

Games

About the Subject

Children also take part in a weekly Games lesson that focuses on team sports, the rules for playing competitive sports and the importance of demonstrating a positive attitude during competition.

Learning Journey

Years 1 & 2: Children are encouraged to develop a positive attitude towards health and physical activity. The emphasis is on planning, performing, and evaluating through dance, games, and gymnastic activities. Children also learn the importance of safety, particularly when responding to instructions and tackling new challenges.

Years 3-6: Children learn the basics of popular sports through individual and group activities. They learn why it is important to lead a healthy, active lifestyle and also about the different types of fitness.

Lessons

Years 1 & 2
<ul style="list-style-type: none">• Aiming, Catching & Throwing• Ball Skills• Bouncing, Jumping & Skipping• Equipment Exploration• Gymnastics• Net Games• Physical Literacy• Striking & Fielding• Track & Field• Field Hockey
Years 3 - 6
<ul style="list-style-type: none">• Basketball• Field Hockey• Fitness• Gymnastics• Invasion Games• Net Games• Racket Sports• Rugby• Soccer• Striking & Fielding• Track & Field

Lessons

Year 1
<ul style="list-style-type: none">• Ball Skills• Games for Understanding• Invasion Games• Striking & Fielding
Year 2
<ul style="list-style-type: none">• Soccer• Rugby• Basketball• Games for Understanding• Invasion Games• Striking & Fielding
Years 3 - 6
<ul style="list-style-type: none">• Basketball• Invasion Games• Racket Sports• Rugby• Soccer• Striking & Fielding



World Languages

About the Subject

The aim of the World Languages curriculum is to help children develop their ability to speak and communicate in French and Spanish, and explore cultures associated with the languages. Reading, writing, and grammatical structures are introduced, providing children with solid foundation for their language choices in Year 7 onwards. Much of the learning takes place through a variety of fun and interactive activities such as games, songs, role plays, and much more.

Learning Journey

Years 1 & 2: Children build on the vocabulary acquired in Nursery and Reception and begin to use this in basic conversation. They learn to ask and answer simple questions and develop their linguistic and cultural awareness.

Years 3 & 4: Children consolidate and extend their conversational skills. They further build on the vocabulary acquired in Years 1 & 2, undertake structured writing tasks, and develop strategies for reading.

Years 5 & 6: Children continue to develop their conversational skills, with focus on spontaneous conversation and planned presentations. Their independent writing is further developed through in-depth focus on grammar and sentence structure. There are many opportunities to develop listening and reading skills.

Lessons

Years 1 & 2

French

- Greetings and Introductions
- Classroom Instructions
- Numbers to 50
- Colors
- Animals
- Days of the Week
- Months of the Year
- Family
- Daily Routine

Spanish

- Greetings and Introductions
- Classroom Instructions
- Numbers to 50
- Colors
- Animals
- Classroom Objects
- Physical Descriptions
- Transport

Years 3 - 6

French

- Countries and Nationalities
- Weather
- Clothes
- Alphabet
- Numbers
- Food
- Telling Time
- School
- Vacation
- Sport and Hobbies
- My Town
- All About Me
- Physical Descriptions
- Recipes

Spanish

- Countries and Nationalities
- Weather and Seasons
- Clothes
- Alphabet
- Numbers
- Food
- Telling Time
- School
- Vacation
- Sports and Leisure Activities
- My Local Area
- Introductions
- Family and Friends
- Healthy Lifestyles



Assessment

Purpose of Assessment

Assessment is the gathering and analysis of information about student performance. It identifies what students know, understand, can do, and feel at different stages in the learning process and this information guides teachers in instruction. Assessment is an ongoing and daily part of school life, and the formative comments students receive develop their understanding of the skills and knowledge required to be successful in each course. At BISC South Loop, the aims and purpose of assessment are to:

- Provide information to enhance and improve learning and teaching
- Provide information for target-setting for individuals, groups, and cohorts
- Share learning goals with students
- Involve students in self-assessment
- Help students know and recognize the standards for which they are aiming
- Raise standards of learning
- Identify possibilities for academic intervention
- Inform parents of their child's progress

Academic Reports

Academic reports describe students' academic and social development and list targets in all subjects for the student to concentrate on before the next report. Teachers communicate with families about Primary student achievement and progress in three academic reports, in October, February and June.

There are regular parent consultations with teachers scheduled during the school year. Parents may also meet with teachers outside of the consultation dates.



Questions?

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