



BRITISH VIETNAMESE INTERNATIONAL SCHOOL  
HANOI  
A NORD ANGLIA EDUCATION SCHOOL

YEAR 1

# CURRICULUM HANDBOOK



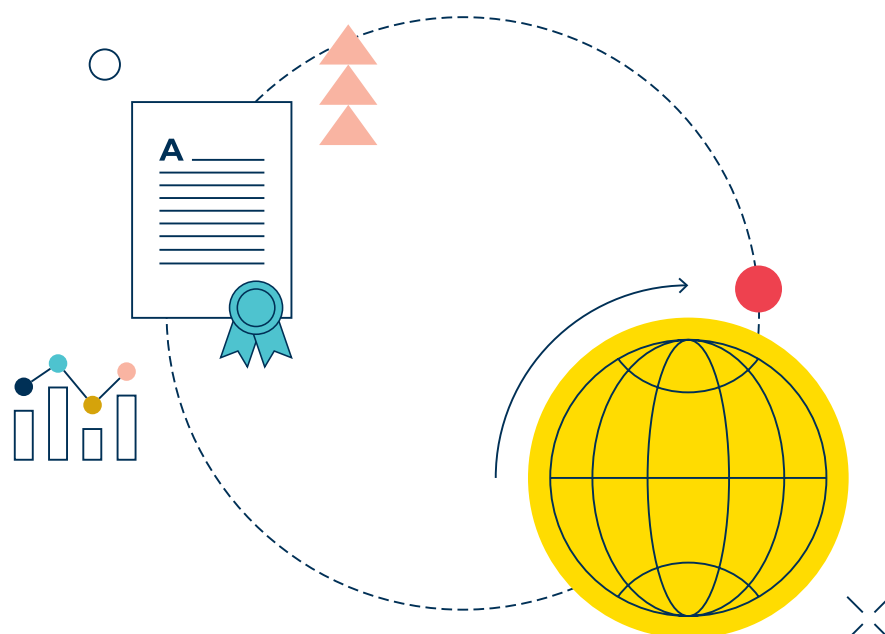






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# MESSAGE FROM HEAD OF PRIMARY

Welcome to Year 1!

We are excited to embark on an enriching learning journey together. This year, our focus will be on fostering a love for learning through engaging and interactive experiences. The curriculum is designed to challenge and inspire your child, helping them develop essential skills in literacy, numeracy, and the arts, while also exploring science and humanities. We believe in the importance of collaboration between home and school, and we encourage you to be an active participant in your child's education. Together, we can create a supportive environment that nurtures curiosity and growth.

In Primary, we deliver a rigorous education aligned with the English National Curriculum. Mathematics is taught through the White Rose approach, while our programme in English and Vietnamese develops language proficiency.

We employ the International Primary Curriculum (IPC) to foster inquiry-based learning. Specialist teachers lead our Music, Physical Education (PE), and STEAM programmes, inspiring creativity and physical development. Personal, Social, Health, and Economic (PSHE) education is provided by class teachers.

As a Nord Anglia international school, our unique collaborations with Juilliard in performing arts and MIT for STEAM initiatives offer exceptional opportunities, preparing students for success in a globalised world.

This comprehensive guide provides an overview of what your child will be learning throughout the year and outlines our end-of-year success criteria for what a child who has been through each phase at BVIS Hanoi should expect to achieve. You can use the handbook to support your child's learning at home by reviewing the topics covered in class, engaging in related activities, discussing the vocabulary, and encouraging discussions about what they are learning.

Thank you for being an integral part of our school community!

Mr. Malcolm Wood

Head of Primary







# ENGLISH

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## PHONICS

In Year 1, we introduce students to the Read Write Inc. Phonics programme, a structured and engaging approach designed to develop their reading and writing skills. This programme focuses on teaching phonics through systematic instruction, enabling children to decode words confidently. Students will also engage in reading stories that align with their phonics knowledge, helping them to develop comprehension skills.

In English, the students learn to write both fiction and non-fiction using the Talk for Writing (T4W) approach. This method begins with the exploration of model texts, allowing students to analyze and understand the

structures and features of different genres. They also collaborate to create toolkits that outline key elements of storytelling and informative writing. Finally, students are encouraged to craft their own versions of stories and non-fiction texts, fostering creativity and confidence in their writing abilities. Here are the archetypes and genres that Year 1 will learn: Journey story, Instructions, Recount, Observation poems, Information texts, Finding tale, and Instructions.

Below are some main skills that Year 1 students will develop through the year:

## SPEAKING AND LISTENING

- Demonstrate good listening skills, eg. looking at the speaker, and follow simple instructions
- Listen and respond to adults and other children
- Express feelings when speaking about matters of immediate interest
- Contribute appropriately to one-to-one and small group discussions and role play
- Communicate clearly using simple sentences
- Reads their own writing aloud clearly enough to be heard by their peers and teacher

## WRITING

### Words:

- Spell CVC & CVCC words that include the 'Set 1' and some of the 'Set 2' sounds
- Use a variety of common nouns or refer to people, places and things e.g. man, woman, boy, girl, cat, dog, monkey, house, scissors, pencil
- Use simple prepositions of place to state where something is
- Use some common tier 1 adjectives to describe e.g. big, small, tall, nice, funny, black, white
- Use some tier 1 verbs to talk about a participant does e.g. have, do, say, get, make, go, know, take, see
- Understand some simple adverbs e.g. slowly, quickly, quietly, loudly

## READING

- Learn the 40+ main speech sounds in English and the letters that represent them
- Decode simple cvc words using phonetic knowledge
- Recall some familiar common words fluently
- Recall the main features from a familiar text (Title, main character, setting)
- Make some simple comments about a story linked to their own experience
- Answer simple questions based on a story being read aloud
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

### Sentence:

- Every sentence contains a verb/process. Verb inflection may be inaccurate e.g. The cat sleep. I eat. Monster jump.
- Every sentence/phrase has a participant/noun. Use of the article not necessary. e.g. man walked, she said, pink ball
- Use a "when" circumstance at the start of a sentence e.g. First, mix the paint. One day he walked
- Add one adjective to describe a noun. e.g. red pen, blue shoes, tall man



### Toolkits:

- Use action verbs
- Choose a scary setting and add simple description
- Use adjectives to describe what a person, object or setting looks like
- Have an awareness of how characters speak and interact in a story
- Name a setting and add simple description to help the reader picture it in their mind
- Name a character and tell the reader something about them
- Write a list
- Write a simple sentence to introduce a topic/ end their writing
- Write simple factual sentences
- Use bullet points for instructions and label diagrams 1
- Begin to use full stops and capital letters for sentences

### Handwriting and Presentation:

- Sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand
- Write letters, most of which are correctly formed
- Correctly form most capital letters
- Independently write all digits 0-9, most of which are correctly formed



## HIGH FREQUENCY WORDS

<i>I</i>	<i>go</i>	<i>come</i>	<i>want</i>	<i>up</i>
<i>you</i>	<i>day</i>	<i>was</i>	<i>look</i>	<i>are</i>
<i>the</i>	<i>of</i>	<i>we</i>	<i>this</i>	<i>dog</i>
<i>me</i>	<i>like</i>	<i>going</i>	<i>big</i>	<i>she</i>
<i>and</i>	<i>they</i>	<i>my</i>	<i>see</i>	<i>on</i>
<i>away</i>	<i>mum</i>	<i>it</i>	<i>at</i>	<i>play</i>
<i>no</i>	<i>yes</i>	<i>for</i>	<i>a</i>	<i>dad</i>
<i>can</i>	<i>he</i>	<i>am</i>	<i>all</i>	<i>is</i>
<i>cat</i>	<i>get</i>	<i>said</i>	<i>to</i>	<i>in</i>
<i>has</i>	<i>had</i>	<i>an</i>	<i>as</i>	<i>bed</i>
<i>but</i>	<i>did</i>	<i>from</i>	<i>got</i>	<i>school</i>
<i>him</i>	<i>I'm</i>	<i>if</i>	<i>jump</i>	<i>not</i>
<i>of</i>	<i>want</i>	<i>one</i>	<i>little</i>	<i>there</i>
<i>do</i>	<i>off</i>	<i>could</i>	<i>put</i>	<i>than</i>
<i>that</i>	<i>them</i>	<i>then</i>	<i>us</i>	<i>when</i>
<i>low</i>	<i>new</i>	<i>about</i>	<i>another</i>	<i>because</i>



## HIGH FREQUENCY WORDS

<i>buy</i>	<i>can't</i>	<i>down</i>	<i>half</i>	<i>home</i>
<i>just</i>	<i>live</i>	<i>after</i>	<i>back</i>	<i>been</i>
<i>called</i>	<i>first</i>	<i>have</i>	<i>house</i>	<i>last</i>
<i>made</i>	<i>again</i>	<i>ball</i>	<i>brother</i>	<i>came</i>
<i>don't</i>	<i>good</i>	<i>her</i>	<i>how</i>	<i>laugh</i>
<i>make</i>	<i>many</i>	<i>much</i>	<i>next</i>	<i>old</i>
<i>out</i>	<i>seen</i>	<i>so</i>	<i>there</i>	<i>time</i>
<i>tree</i>	<i>who</i>	<i>were</i>	<i>may</i>	<i>must</i>
<i>night</i>	<i>once</i>	<i>over</i>	<i>should</i>	<i>some</i>
<i>these</i>	<i>too</i>	<i>water</i>	<i>what</i>	<i>would</i>
<i>more</i>	<i>name</i>	<i>how</i>	<i>our</i>	<i>people</i>
<i>sister</i>	<i>take</i>	<i>took</i>	<i>very</i>	<i>way</i>
<i>where</i>	<i>your</i>	<i>week</i>	<i>month</i>	<i>year</i>
<i>grey</i>	<i>red</i>	<i>orange</i>	<i>green</i>	<i>blue</i>
<i>black</i>	<i>white</i>	<i>brown</i>	<i>pink</i>	<i>purple</i>
<i>black</i>	<i>white</i>	<i>brown</i>	<i>pink</i>	<i>purple</i>

# VIETNAMESE

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## PHONICS

Teaching Vietnamese phonics in Year 1 is effectively aligned with the Read Write Inc. Phonics approach used for English. This method emphasizes the importance of systematic phonics instruction, focusing on sound-letter relationships to build reading and writing skills. This approach not only supports students in recognizing and decoding Vietnamese words but also reinforces their overall phonetic awareness, fostering a seamless transition between languages.

In Vietnamese, the students learn to write both fiction and non-fiction using the Talk for Writing (T4W) approach. This method begins with the exploration of model texts,

allowing students to analyze and understand the structures and features of different genres. They also collaborate to create toolkits that outline key elements of storytelling and informative writing. Finally, students are encouraged to craft their own versions of stories and non-fiction texts, fostering creativity and confidence in their writing abilities. The archetypes and genres that Year 1 will learn, which are similar to those in English, include: Journey story, Instructions, Recount, Observation poems, Information texts, Finding tale, and Instructions.

Below are some main skills that Year 1 students will develop through the year:

## SPEAKING AND LISTENING

- Listen and respond to others, showing an understanding of questions and follow a range of messages oinstructions
- Speak clearly and use good vocabulary choices to explain their ideas
- Explain his/her answers and give reasons for his/her opinions
- Try out new words, using them in the correct context
- Engage in imaginative role-play situations on a set theme
- Communicate clearly using simple sentences

## WRITING

### Words:

- Spell words that include the '**set 1**', **set 2** and some of the '**set 3**' sounds
- Spell Vietnamese tones (dấu thanh) correctly most of the time
- Use a variety of **common nouns** or refer to people, places and things e.g. *bác sĩ, cô giáo, cô bé, con mèo, cái diều, ngôi nhà, bút chì*
- Use simple **prepositions of place** to state where something is e.g. *trên, dưới, bên cạnh, trong nhà, bên ngoài...*

## READING

- Decode Set 1 - 3 words using phonetic knowledge
- Recognise some words and letters in simple reading books
- Show awareness of punctuation; pausing at full stops
- Make some simple comments about a story linked to their own experience
- Answer simple questions based on a story being read aloud
- Make predictions about what might happen next in a book

- Use some common **adjectives** to describe e.g. *to lớn, nhỏ bé, tốt bụng, độc ác, ngon*
- Use some common **verbs** to talk about a participant does e.g *dọn dẹp, đi, nói, cười, nghe, hỏi*
- Understands some **simple connectives** e.g. *và, nhưng, bởi vì*



### Sentences:

- Every sentence contains a **verb/process**. e.g. *Con mèo nằm ngủ. Con ăn xôi.*
- Every sentence/phrase has a **participant/noun** e.g. *mẹ đi chợ, cô Thu chạy*
- Use a **“when”** circumstance at the start of a sentence e.g. *Hôm nay, tớ vẽ lá. Một hôm, bé chơi đá bóng với bố.*
- Add **one adjective** to describe a noun e.g. *tấm thảm nhỏ, sân chơi to*

### Handwriting and Presentation:

- Sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand
- Write letters, most of which are correctly formed
- Correctly form most capital letters
- Independently write all digits 0-9, most of which are correctly formed

### Toolkits:

- Sequence sentences to **form short narratives** with a beginning, a middle and an end
- Choose appropriately from a range of **common openers** e.g. *Một hôm, Một ngày nọ, Sau đó, Bỗng nhiên*
- Use adjectives to describe what a person, object or setting looks like e.g. *cao, gầy, xinh đẹp, nhỏ, rộng...*
- *Has an awareness of how characters speak and interact in a story*
- Name a setting and add simple description to help the reader picture it in their mind
- Name a character and tell the reader something about them
- Use **action verbs** e.g. *nhảy, đá, trèo, khóc, ăn, xây...*
- Write a list
- Write a simple sentence to introduce a topic/ end their writing
- Write simple factual sentences e.g. *Nhà sàn có ba gian.*
- Use bullet points for instructions and label diagrams
- Begin to use full stops and capital letters for sentences



## VOCABULARY

TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3
<i>nông dân</i>	<i>phòng ngủ</i>	<i>chăm chỉ</i>	<i>nhà sàn</i>	<i>xinh đẹp</i>
<i>đầu bếp</i>	<i>căn phòng</i>	<i>dọn dẹp</i>	<i>xây dựng</i>	<i>tốt bụng</i>
<i>thợ rèn</i>	<i>gió</i>	<i>sạch sẽ</i>	<i>mặt đất</i>	<i>bất ngờ</i>
<i>gà trống choai</i>	<i>buổi sáng</i>	<i>rực rỡ</i>	<i>dốc</i>	<i>ngạc nhiên</i>
<i>gà mái</i>	<i>nắng vàng</i>	<i>đi chợ</i>	<i>cột</i>	<i>cánh đồng</i>
<i>vội vàng</i>	<i>mới lạ</i>	<i>mua sắm</i>	<i>chắc chắn</i>	<i>trình nghịch</i>
<i>lo lắng</i>	<i>vững chắc</i>	<i>sức khỏe</i>	<i>cửa</i>	<i>thơm ngon</i>
<i>hốt hải</i>	<i>lấp lánh</i>	<i>chúc</i>	<i>sân</i>	<i>mộng nước</i>
<i>bật dậy</i>	<i> mềm mại</i>	<i>hồn hởi</i>	<i>vườn</i>	<i>đồng cỏ</i>
<i>gáy</i>	<i>sặc sỡ</i>	<i>mứt</i>	<i>gian</i>	<i>cuối cùng</i>
<i>mỏ</i>	<i>phiêu lưu</i>	<i>chào xuân</i>	<i>sinh hoạt</i>	<i>thở hổn hển</i>
<i>chúng</i>	<i>thảm</i>	<i>nhu ý</i>	<i>ngủ ngơi</i>	<i>ngôi làng</i>
<i>một hôm</i>	<i>và</i>		<i>đun nấu</i>	<i>nhưng</i>
<i>ngày xưa</i>	<i>cuối cùng</i>		<i>sưởi ấm</i>	<i>đột nhiên</i>



# MATHS

Students follow the English National Curriculum and utilise a wide range of resources from the White Rose Maths programme, which provides a comprehensive and interactive approach to learning mathematics.

This curriculum emphasises a deep understanding of key concepts through a hands-on, visual learning experience. Students explore various topics, using practical activities and real-life scenarios to reinforce their skills.

Below are Maths blocks learnt in each term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)					Number Addition and subtraction (within 10)					Geometry Shape	Consolidation
Spring	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation

## NUMBER AND PLACE VALUE

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Given a number, identify 1 more and 1 less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and word

## NUMBER - ADDITION AND SUBTRACTION

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including 0
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? - 9$

## NUMBER - MULTIPLICATION AND DIVISION

- Understand multiplication and division; doubling numbers and quantities; finding simple fractions of objects, numbers and quantities through grouping and sharing small quantities
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

## MEASUREMENT

- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds); recognise and know the value of different denominations of coins and notes; sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

## NUMBER - FRACTIONS

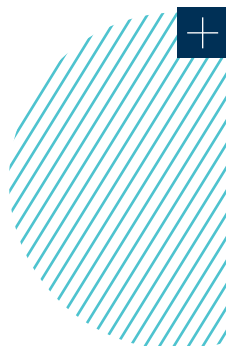
- Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

## GEOMETRY - PROPERTIES OF SHAPES

- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

## GEOMETRY - POSITION AND DIRECTION

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns



## VOCABULARY

Mathematics will be taught in English and Vietnamese. In the lower primary year groups, teachers will emphasise the development of students' maths vocabulary in both languages.

Number and Place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry	Position and direction
<b>Represent</b> Trình Bày	<b>Addition/Add</b> Cộng	<b>Multiplication</b> Nhân	<b>Whole</b> Toàn Bộ	<b>Compare</b> So Sánh	<b>Sides</b> Cạnh	<b>Position</b> Vị Trí
<b>Multiples</b> Nhiều	<b>Subtraction</b> Trừ	<b>Division</b> Chia	<b>Half</b> Một Nửa	<b>Mass</b> Khối Lượng	<b>Corners</b> Góc	<b>Direction</b> Phương Hướng
<b>Partitioning</b> Phân Tích Cấu Tạo Số	<b>Difference</b> Chênh Lệch	<b>Count</b> Đếm	<b>Quarter</b> Một Phần Tư	<b>Volume</b> Thể Tích	<b>Faces</b> Mặt	<b>Movement</b> Chuyển Động
<b>Ones</b> Hàng Đơn Vị	<b>Equals</b> Bằng	<b>Arrays</b>	<b>Equal Parts</b> Các Phần Bằng Nhau	<b>Order</b> Sắp Xếp	<b>Properties</b> Đặc Điểm	<b>Whole Turn</b> Xoay Một Vòng
<b>Tens</b> Hàng Chục	<b>Missing Number</b> Số Còn Thiếu	<b>Repeat</b> Lặp Lại		<b>Month</b> Tháng	<b>Pyramids</b> Hình Kim Tự Tháp (Hình Chóp)	<b>Quarter Turn</b> Xoay Một Phần Tư Vòng
<b>2-Digit Number</b> Số Có 2 Chữ Số	<b>Inverse</b> Ngược	<b>Group</b> Nhóm		<b>Year</b> Năm		<b>Half Turn</b> Xoay Nửa Vòng
<b>Greater</b> Lớn Hơn	<b>Fewer... Than...</b> Ít Hơn	<b>Double</b> Gấp Đôi		<b>O'clock</b> Giờ		<b>Three-Quarter Turn</b> Xoay Ba Phần Tư Vòng
<b>Smaller</b> Nhỏ Hơn				<b>Coins</b> Đồng Xu		
<b>In Order</b> Theo Thứ Tự				<b>Notes</b> Tờ Tiền		
				<b>Pounds £</b> Bảng Anh		
				<b>Pence P</b>		

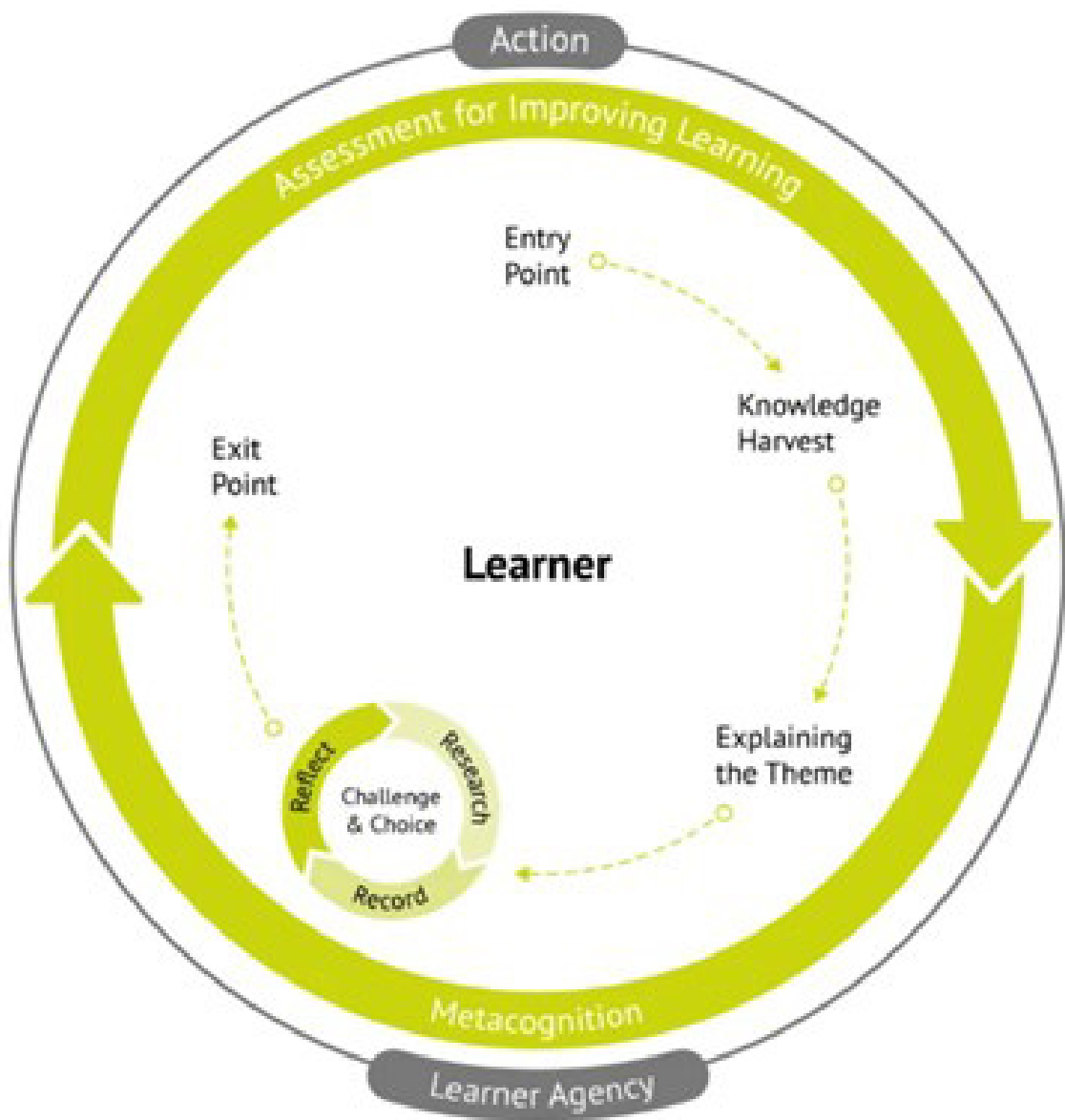


INTERNATIONAL PRIMARY CURRICULUM (IPC)

The International Primary Curriculum (IPC) is a dynamic and engaging educational framework designed to foster a love for learning among primary school students. It emphasizes a holistic approach, integrating subjects such as science, geography, history, and art with personal

development and social skills. The IPC encourages students to explore real-world issues, think critically, and work collaboratively, helping them become global citizens.

All the units follow the same process to facilitate learning as described in the chart.



Throughout the year, students will delve into exciting topics below:

### **A DAY IN THE LIFE**

The children will be learning about many exciting jobs from different places and time periods in order to create their own imaginary community. They will need to be historians, geographers, musicians, designers and citizens of the world! What job would they like to do when you grow up?

### **LET'S CELEBRATE**

The children will be learning about celebrations as a hugely important part of human life. As artists, musicians, designers, historians and dancers, they will be exploring the ways in which all peoples and cultures, from every part of the world, take part in and hold celebrations to mark special events and special times in people's lives.

### **BUILDINGS**

The children will be learning all about the different structures they see in towns and cities around the world. They will explore our locality to look at old and new buildings and use this as inspiration for Art. As geographers, they will be learning about how houses and structures differ from country to country and the purposes they serve. As engineers, they will be exploring the Science behind the construction of structures through making models and testing materials.

### **THE MAGIC TOYMAKER**

In The Magic Toymaker, the children will be learning all about the world of toys and the role that they play in entertaining us, educating us, and stimulating our imagination. As historians, they will be finding out about the ways in which toys have changed over time; as scientists, they will be exploring the various materials that toys are made of; as designers, they will be learning about the different stages of the toy-making process and creating our own board games; and as programmers, they will be covering the basics of computer game coding. Toys come in many shapes and sizes, but what is it that makes a great toy?

### **WE ARE WHAT WE EAT**

The children will be learning about the vital role of food in sustaining human life, as well as its importance in history and culture throughout the world. As scientists and nutritionists, they will be studying the different types and amounts of food our bodies need so that they can plan healthier diets and enjoy healthier lives.

Below are the Learning Goals of the International Primary Curriculum in Milepost 1 (Year 1 and Year 2):

## **ART**

- Design and plan to create: Be able to create an original artwork to serve a given purpose using given media
- Experiment and play to create: Be able to select materials and techniques when creating and give reasons for their choices
- Critical appreciation: Be able to comment on works of art

## **DESIGN, TECHNOLOGY & INNOVATION**

- Research, imagine and innovate: Be able to explore ways of constructing parts of a design; Be able to produce a final design proposal
- Plan, build, test: Be able to list materials and tools needed for production
- Test and evaluate: Be able to compare their design and product explaining any differences

## GEOGRAPHY

- Geographical data collection and interpretation: Be able to identify features of familiar places on a map and/or plan, including globes and digital maps; Be able to sort, group and classify data
- Changing landscapes and places: Be able to describe geographical features of the host country
- Interaction of people and environments: Be able to justify views and opinions about the local environment

## HEALTH & WELLBEING

- Growing and changing: Be able to follow strategies for managing a range of social situations

## HISTORY

- Historians and their research methods: Be able to select and record relevant information about the past
- Time and chronology: Be able to order events and objects chronologically
- Cause and effect: Be able to suggest reasons for change; Be able to identify results/ consequences of historical events

## ICT & COMPUTING

- Control and programming: Be able to give instructions to control or direct a device or onscreen character
- Digital literacy: Be able to use images, text and audio to communicate information

## INTERNATIONAL

- Developing international mindedness: Be able to identify similarities and differences between the lives of children from different countries
- Developing global competence: Be able to articulate how they should be making a contribution to positive change

## VIETNAMESE HUMANITIES

In the Vietnamese IPC lessons, students explore the content of Vietnamese Humanities, encompassing History and Geography. Our aim is to help students grasp significant historical events, notable figures, and the rich traditions, customs, and practices of the Vietnamese people. We adhere to the guidance provided by the Department of Education and Training in Hanoi, ensuring that the quality of teaching and learning remains high.

The lessons are designed to engage learners, stimulate curiosity, and reflect BVIS Hanoi's commitment to valuing Vietnamese culture. Furthermore, we strive to ensure that students acquire a fundamental understanding of Vietnam's geographical location, territory, maritime boundaries, islands, climate, rivers, mountains, resources, and minerals. This knowledge fosters a love for their homeland and instils a sense of national pride.



## IPC VOCABULARY

A Day In The Life	The Magic Toymaker	Let's Celebrate	Buildings	We Are What We Eat
Job	Toys	Family	Building	Food
Work	Games	Celebrate	Sketch	Eat
Office	Old	Event	Local	Impact
Tool	New	Plan	Artist	Grow
Equipment	Museum	Make	City	Plant
Name Badge	Display	Design	Past	Animal
Services	Sort	Product	Today	Human
Role	Materials	Decoration	Materials	Hygiene
Past	Make	Artist	Change	Country
Present	Use	Work	Old	Vegetable
Teacher	Push	Artefacts	Modern	Fruit
Police Man	Pull	Images	World	Meat
Doctor	Move	Song	Design	Fish
Nurse	Eyes	Music	Traditional	Healthy
Guard	Design	Dance	Frame	Pizza
Farmer	Play	Performance	Strong	Product
Driver	Board Game	Same	Structure	Family
Fire Fighter	Computer	Different	Shape	Make
Builder	Country	Together	Test	Evaluate
Pilot	Popular	Children	Stable	Shop

# STEAM

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The STEAM curriculum introduces young learners to the exciting world of Science, Technology, Engineering, Arts, and Mathematics through hands-on and engaging activities. This interdisciplinary approach not only fosters creativity and critical thinking but also aligns seamlessly

with the International Primary Curriculum (IPC) topics, allowing students to explore real-world connections. This cohesive framework encourages curiosity and collaboration, laying a strong foundation for future learning in a dynamic and interconnected manner.

The IPC topics that are covered in STEAM are:

- A Day in the life
- The magic toymaker
- Let's celebrate
- Buildings
- We are what we eat

## KEY SKILLS:

- Follow guided experiments to try to answer scientific questions
- Use the senses safely to make observations
- List materials and tools needed for production
- Produce a final design: a board game, cup and ball game
- Make basic predictions
- Recognize materials (e.g., wood, plastic, fabric) and simple tools (e.g., scissors, glue) used in toy-making
- Observe carefully in order to gather data
- Use scientific vocabulary to explain their observations and experiences



## STEAM VOCABULARY

A Day In The Life	The Magic Toymaker	Let's Celebrate	Buildings	We Are What We Eat
Job	Toys	Celebrate	Building	Building
Work	Games	Event	Sketch	Sketch
Office	Old	Plan	Discuss	Discuss
Tool	New	Product	Materials	Materials
Equipment	Museum	Decoration	Change	Change
Name Badge	Sort	Artist	Reflect	Reflect
Services	Materials	Work	Construct	Construct
Design	Make	Artefacts	Design	Design
Make	Use	Images	Frame	Frame
Explore	Push	Song	Strong	Strong
Choose	Pull	Music	Structure	Structure
Object	Move	Dance	Shape	Shape
Explore	Experiment	Colour	Test	Test
Recognise	Design	Spring	Stable	Stable
Paint	Float	Insects	Tower	Tower
Add	Sink	Fold	Bridge	Bridge
Follow	Cut	Recycle	Build	Build
Light	Stick	Reduce	House	House
Paper	Divide	Reuse	Part	Part



# MUSIC

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## OVERVIEW

Here at BVIS Hanoi, the Performing Arts play a vital role in enhancing our children's holistic education experience with an emphasis on creativity, self-expression and cultivating emotional intelligence. We strive to develop our children's confidence, communication skills, empathy and teamwork abilities, through singing, movement, musical appraisal, performance and composition.

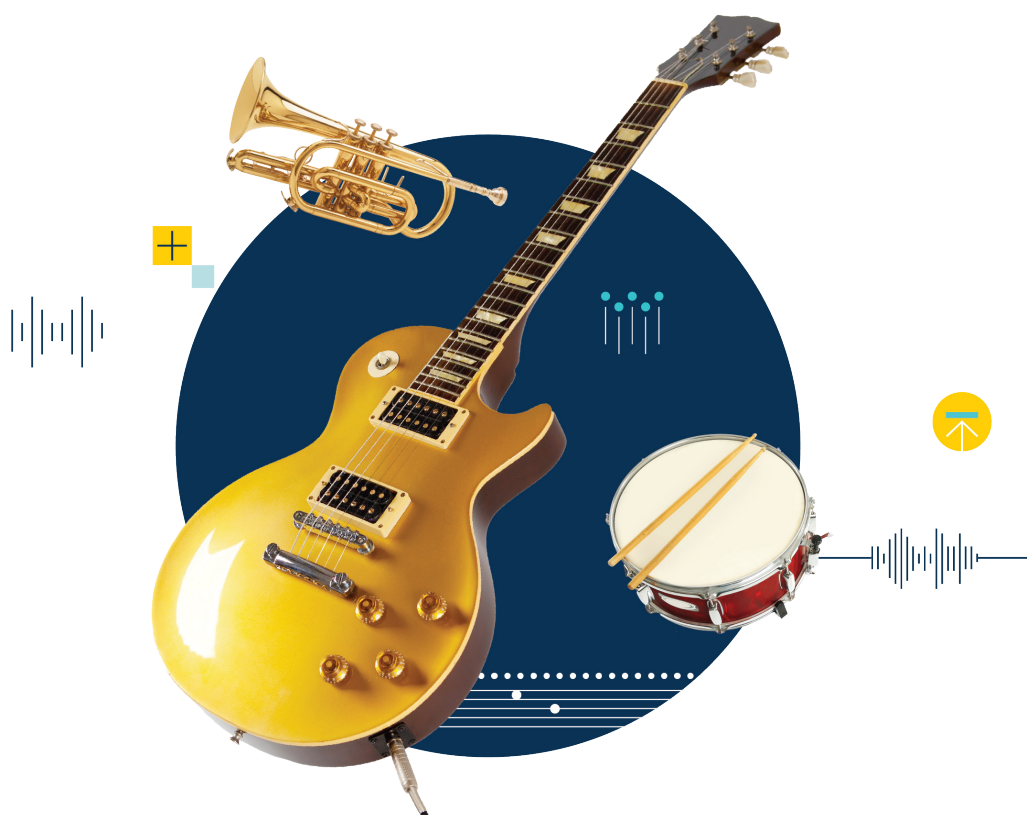
Our music curriculum uniquely blends the structure of the British Curriculum with the creative depth of the Juilliard Approach, thoughtfully connecting musical learning to the children's IPC units to enrich their vocabulary and broader understanding of the topics.

## YEAR 1

In year 1, we employ a diverse range of pedagogical elements drawn from Dalcroze, Kodály, and Orff methodologies to ensure a well-rounded musical experience. In this programme, young learners will explore fundamental musical concepts through engaging activities, including singing, playing instruments, and movement activities. Students will enhance their listening skills, learn to recognize different sounds, and appreciate a variety of musical styles and genres. By emphasising

creativity and collaboration, the curriculum encourages children to express themselves through music, fostering a lifelong passion for this art form.

In addition to our flourishing curriculum music lessons, BVIS Hanoi Primary offers a wide range of extra-curricular musical activities and school events designed to engage as many students as possible and further enrich their creativity.



## LEARNER AMBITIONS FOR YEAR 1 STUDENTS:

Ways of being	<b>Collaborative</b>	<ul style="list-style-type: none"> <li>◊ Participate in an ensemble with an awareness of unison, teamwork, leader and follower</li> <li>◊ Create short melodic or rhythmic patterns in response to another</li> </ul>
	<b>Expressive</b>	<ul style="list-style-type: none"> <li>◊ Describe how music makes them feel in very basic terms and recognise that different pieces can make them feel differently</li> <li>◊ Sing songs and begin to convey emotional content</li> </ul>
	<b>Culturally aware</b>	<ul style="list-style-type: none"> <li>◊ Listen to and describe music from different traditions</li> </ul>
Ways of thinking	<b>Creative</b>	<ul style="list-style-type: none"> <li>◊ Compose simple rhythmic or melodic patterns with or without notation</li> <li>◊ Select different sounds to represent different stimuli</li> <li>◊ Improvise simple rhythms</li> </ul>
	<b>Curious</b>	<ul style="list-style-type: none"> <li>◊ Explore different timbres</li> <li>◊ Engage with familiar music</li> <li>◊ Ask personally relevant questions about music they hear</li> </ul>
	<b>Reflective</b>	<ul style="list-style-type: none"> <li>◊ Know when something went well or when they made a mistake</li> </ul>
Ways of doing	<b>Performers</b>	<ul style="list-style-type: none"> <li>◊ Sing simple songs in tune</li> <li>◊ Play simple patterns and phrases on instruments</li> <li>◊ Imitate rhythmic and melodic gestures and vary the dynamics</li> <li>◊ Play keyboard melodies with simple rhythm</li> </ul>
	<b>Literate</b>	<ul style="list-style-type: none"> <li>◊ Use non-standard notation to communicate simple rhythmic and melodic patterns</li> <li>◊ Perform simple melodies and rhythms from notation and graphic score</li> <li>◊ Dictate very simple rhythms using non- standard notation</li> </ul>
	<b>Perceptive</b>	<ul style="list-style-type: none"> <li>◊ Recognise rhythmic patterns</li> <li>◊ Mimic a repeated melodic phrase</li> <li>◊ Recognise that instruments and voices have different sounds</li> <li>◊ Identify contrasting dynamics, tempo &amp; pitch</li> <li>◊ Talk about music they hear using simple musical terminology</li> </ul>

## INSTRUMENTS IN YEAR 1

In year 1 lessons we make use primarily of the following instruments:

- Pitched Percussion: e.g. Glockenspiel, Xylophone
- Non pitched percussion: Tambourines, shakers, maracas, Triangles etc.
- Vietnamese Instruments: Đàn T'rưng, Đàn Tranh, Đàn Bầu, Đàn Nguyệt, Sáo, Trống
- African Instruments: Shekere, Cabasa, Djembe, Conga,

## CORE COMPOSERS

As part of our Julliard approach, we use elements of music from the following composers to enhance our understanding of key skills and concepts:

Beethoven, Hancock, Mozart, Monk, Stravinsky, Ligeti, Gershwin, Wolfe, Prestini

## MUSIC VOCABULARY

Rhythm and Beat	Melody	Harmony and Texture Form	Expression Symbols	Performance Composition Response
<i>Beat</i>	<i>High</i>	<i>Same</i>	<i>Happy</i>	<i>Like</i>
<i>Rhythm</i>	<i>Low</i>	<i>Different</i>	<i>Sad</i>	<i>Don't Like</i>
<i>Long</i>	<i>Pitch</i>	<i>My Turn</i>	<i>Fast</i>	<i>Favourite</i>
<i>Short</i>	<i>Instrument</i>	<i>Your Turn</i>	<i>Slow</i>	<i>Feel</i>
<i>Clap</i>	<i>Melody</i>	<i>Together</i>	<i>Loud</i>	<i>Hear</i>
<i>Tap</i>	<i>Up</i>	<i>One</i>	<i>Quiet</i>	<i>Think</i>
<i>Sound</i>	<i>Down</i>	<i>Many</i>	<i>Calm</i>	<i>Wonder</i>
<i>Silence</i>	<i>Sing</i>	<i>Move</i>	<i>Clap</i>	<i>Performance</i>
<i>Count</i>	<i>Note</i>	<i>Stop</i>	<i>Tap</i>	<i>Singing</i>
<i>Listen</i>	<i>Play</i>	<i>Song</i>	<i>Shake</i>	<i>Humming</i>
<i>March</i>		<i>Notes</i>	<i>Ring</i>	



# PHYSICAL EDUCATION (PE)

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In Year 1, Physical Education (PE) is designed to foster a love for movement, build confidence, and develop fundamental motor skills. Through engaging activities, children improve coordination, balance, and teamwork

while having fun. Our curriculum supports physical, social, and emotional development, encouraging all students to participate, take risks, and enjoy an active lifestyle.

## MAIN CONTENT AND SKILLS

Our PE curriculum aligns with the British National Curriculum and focuses on the following key areas:

### 1. Catching, Kicking, and Striking

- Develop hand-eye and foot-eye coordination.
- Throw, catch, and strike objects with control.
- Kick a ball with accuracy and power towards a target.
- Learn the basics of sending and receiving a ball in different sports contexts.

### 2. Balance and Stability

- Maintain balance in different positions and while moving.
- Use core strength to support stability in various activities.
- Move with control on different surfaces and equipment.

### 3. Running and Jumping

- Develop speed, agility, and coordination through different movement patterns.
- Jump in different ways (two-foot, one-foot, hopping) and land safely.
- Improve endurance and cardiovascular fitness through active games.

### 4. Introduction to Games and Teamwork

- Understand and follow simple rules in group games.
- Work cooperatively with teammates to achieve a goal.
- Develop basic problem-solving and decision-making skills during play.

### 5. Swimming

- Gain confidence in the water and learn basic floating and kicking techniques.
- Enter and exit the pool safely.
- Learn fundamental swimming strokes and water safety skills.





PHYSICAL EDUCATION (PE) VOCABULARY

Catching, Kicking, Striking	Balance and Stability	Running and Jumping	Games and Teamwork	Swimming
Throw	Balance	Sprint	Rules	Water
Catch	Steady	Hop	Team	Float
Kick	Hold	Leap	Fair play	Pool
Hit	Support	Land	Cooperation	Breath
Target	Fall	Direction	Strategy	Stroke
Aim	Control	Quick	Respect	Safety
Score	Posture	Slow		Enter
Pass		Movement		Exit





# PERSONAL, SOCIAL, AND HEALTH EDUCATION (PSHE)

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We deliver Personal, Social, Health, and Economic (PSHE) education through the Jigsaw programme, which offers a structured and engaging framework for enhancing students' personal development. This whole-school approach embodies a positive philosophy and incorporates creative teaching methods to nurture children into compassionate, well-rounded individuals

while enhancing their capacity to learn. The Jigsaw curriculum places a strong emphasis on emotional literacy, resilience, and social skills. By utilizing storytelling, role-play, and group discussions, we foster an inclusive learning environment that encourages collaboration and growth.

The key areas of focus are:

## BEING ME IN MY WORLD

- Understand their own rights and responsibilities with their classroom
- Understand that their choices have consequences
- Understand that their views are important
- Understand that they are safe in their class
- Identifying helpful behaviours to make the class a safe place
- Understand that they have choices

## DREAMS AND GOALS

- Know how to set simple goals
- Know how to achieve a goal
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved
- Recognise things that they do well
- Explain how they learn best
- Recognise their own feelings when faced with a challenge/obstacle
- Recognise how they feel when they overcome a challenge/obstacle

## CELEBRATING DIFFERENCES

- Know what bullying means
- Know who to tell if they or someone else is being bullied or is feeling unhappy
- Know that people are unique and that it is OK to be different
- Identify what is bullying and what isn't
- Understand how being bullied might feel
- Recognise ways in which they are the same as their friends and ways they are different

## HEALTHY ME

- Know the difference between being healthy and unhealthy
- Know how to make healthy lifestyle choices
- Know that all household products, including medicines, can be harmful if not used properly
- Know how to keep safe when crossing the road
- Keep themselves safe
- Recognise how being healthy helps them to feel happy
- Recognise ways to look after themselves if they feel poorly
- Recognise when they feel frightened and know how to ask for help

## RELATIONSHIPS

- Know that everyone's family is different
- Know that families are founded on belonging, love and care
- Know that physical contact can be used as a greeting
- Know how to make a friend
- Know who to ask for help in the school community
- Can express how it feels to be part of a family and to care for family members
- Can say what being a good friend means
- Can identify forms of physical contact they prefer
- Can say no when they receive a touch they don't like

## CHANGING ME

- Know the names of male and female private body parts
- Know that there are correct names for private body parts and nicknames, and when to use them
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- Know who to ask for help if they are worried or frightened
- Understand and accept that change is a natural part of getting older
- Can suggest ways to manage change , e.g. moving to a new class
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

## PERSONAL, SOCIAL, AND HEALTH EDUCATION (PSHE)

Being Me In My World	Celebrating Differences	Dreams And Goals	Healthy Me	Relationships	Changing Me
Safe	Similarity	Proud	Healthy	Family	Changes
Special	Same As	Success	Unhealthy	Belong	Life Cycles
Calm	Different From	Achievement	Balanced	Friends	Baby
Belonging	Difference	Goal	Exercise	Friendship	Adult
Special	Bullying	Learning	Sleep	Qualities	Adulthood
Rights	Bullying Behaviour	Teamwork	Clean	Caring	Grown Up
Responsibility	Deliberate	Celebrate	Body Parts	Sharing	Mature
Learning Charter	On Purpose	Challenge	Toothbrush	Kind	Male
Rewards	Unfair	Feelings	Shampoo	Like	Female
Rules	Included	Obstacles	Soap	Dislike	Learn
Proud	Bully	Overcome	Hygiene	Help	Now
Consequence	Celebrations	Achieve	Medicine	Community	Grow
Upset	Special	Dreams	Trust	Feelings	Feelings
Disappointed	Unique	Goals	Safe	Confidence	Body
				Relationship	

A PERSONALISED APPROACH - TAILORED TO YOUR CHILD

Personalised learning is at the heart of a BVIS education. We adapt how and what we teach to each child’s needs and preferences, and focus on their individual strengths and areas for growth. Every day, our teachers carefully plan engaging and inspiring learning experiences that enable every student to develop personally, academically, socially, and emotionally.

LEARNING SUPPORT

Learning is for everyone at BVIS Hanoi. Our specialist Learning Support Department creates personalised plans for students who need additional support, ensuring they learn in a way that works for them. Such children may require an Individual Education Plan (IEP) to be constructed to help break down the learning into smaller and more achievable goals. Parents will be consulted if a child is experiencing particular difficulties in a given area and an Individual Education Plan will be written for the child to address their specific needs.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) AND VIETNAMESE AS AN ADDITIONAL LANGUAGE (VAL)

We offer personalised English as an Additional Language (EAL) and Vietnamese as an Additional Language (VAL) programmes for students who need extra help with their speaking, reading, and writing. This is designed around individual needs and delivered either one-to-one, in small groups, or in lessons. Our EAL and VAL programmes ensure every student is able to immerse themselves in the rhythm and flow of the English language or Vietnamese language - both in lessons and outside the classroom.





# HOME LEARNING GUIDELINES

Parents and grandparents play a crucial role in supporting their child's education both at school and at home. In BVIS Hanoi, we are always very appreciative of parents' and grandparents' support.

Throughout an academic year, parents and grandparents actively engage in school events by attending parent-teacher conferences, participating in classroom activities such as Exit points, Moon Festival, Grandparents' Day, Christmas Celebration and Tết Assembly. This involvement helps foster a strong connection between the family and the school community.

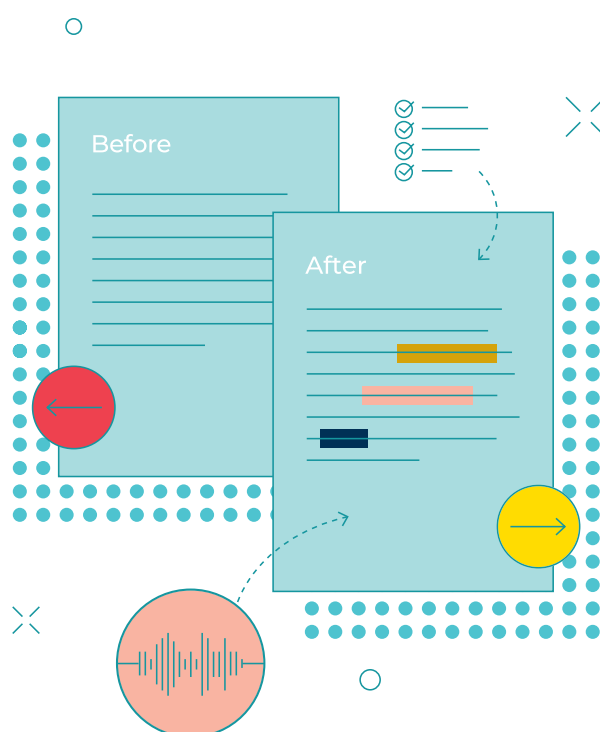
At home, parents support their child's learning by creating a positive and structured environment for home learning, helping with reading and studying, and encouraging a growth mindset. They also maintain open communication with teachers, offering feedback or discussing any concerns to ensure their child's academic and emotional well-being is prioritized.

Each student has their own home learning diary which is used at home. The diary is also used for practising vocabulary and recording the Maths tasks. This will support the student to complement and reinforce classroom learning. It is important that the diary is brought to school every day.

Looking at, discussing, reading and enjoying books are the most important things that parents can do to encourage their child to become a better reader. Apart from the skills it develops, learning that books can be a source of pleasure, entertainment and information gives children a strong incentive for learning to read.

In addition, all students have access to Nord Anglia's Global Campus, we encourage children to explore learning tasks on this platform in line with their interests. Through Global Campus, your child has access to one-of-a-kind learning activities from our exclusive collaborations with MIT, UNICEF and Juilliard.

If any student experiences difficulty with home learning tasks, please contact the classroom teacher. Home learning tasks should be completed by the student with only minimal support from parents, personal tutors, or older siblings.











**BRITISH VIETNAMESE INTERNATIONAL SCHOOL  
HANOI**  
A NORD ANGLIA EDUCATION SCHOOL

# CONTACT US

**British Vietnamese International School Hanoi**

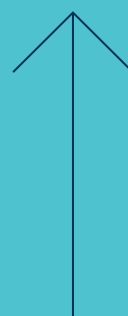
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## **SCHOOL WEBSITE**

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