

Kensington  
International School

YEAR 2  
CURRICULUM  
BOOKLET

BRITISH NATIONAL CURRICULUM  
KEY STAGE 1





# Kensington

International School

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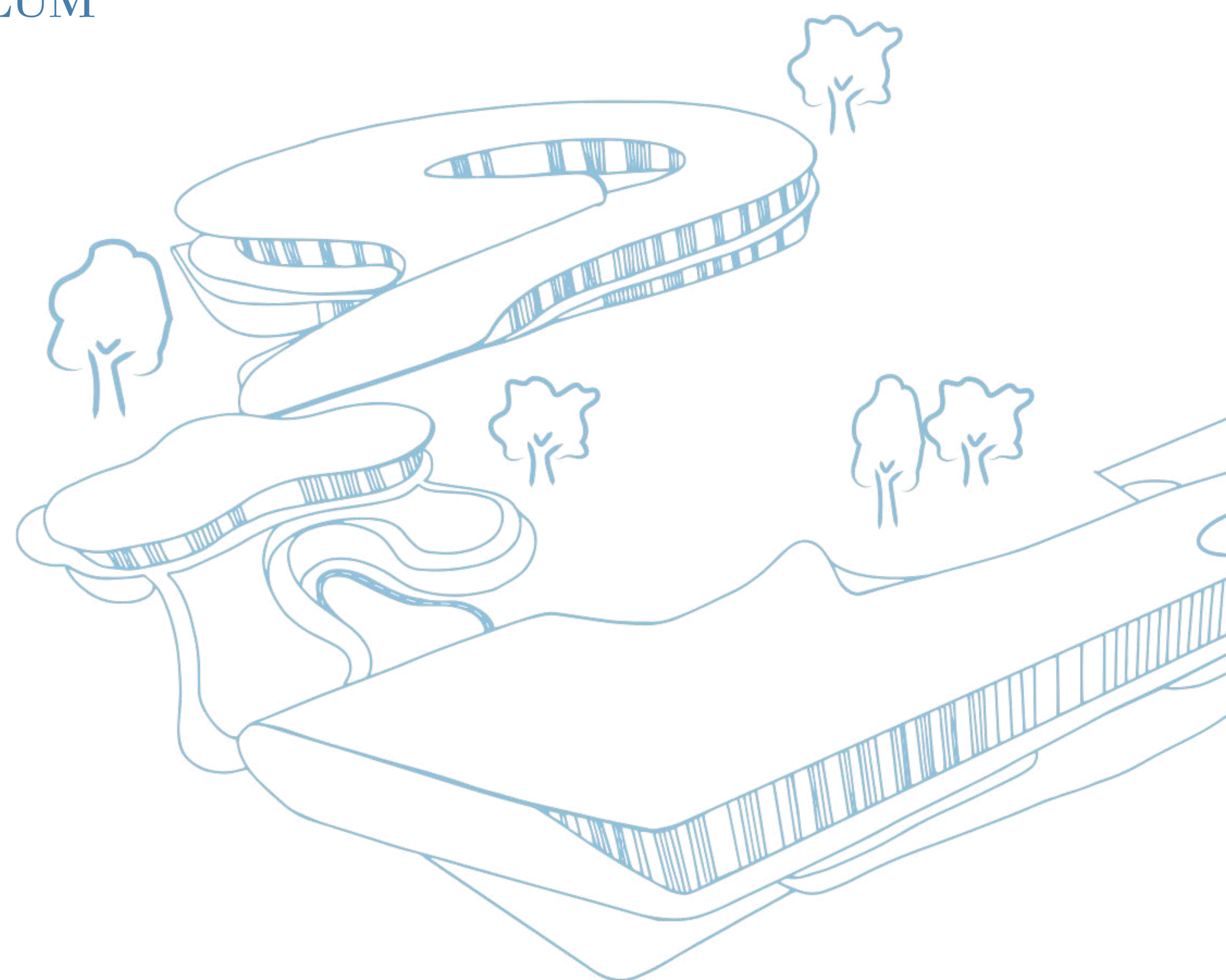
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# Kensington

International School

## KENSINGTON'S VISION

TO BE THE MOST PROGRESSIVE AND EQUIPPED INTERNATIONAL SCHOOL  
WITH EXCEPTIONAL GLOBAL STANDARDS  
AND EXCELLENCE IN EDUCATING WELL-ROUNDED  
AND HAPPY LIFELONG LEARNERS.

At Kensington, we have designed our curriculum with the intent that our children will have the foundations to be ambitious and successful adults. **We motivate them to be the best they can be, empowering them to be confident, communicators, global citizens, and lifelong learners.**

ECO  
REMINDER



Please consider the environment before printing.

At Kensington International School, we are dedicated to environmental sustainability and proud to have the Eco Schools Silver Award. We encourage the entire school community to protect the environment.



Therefore, this booklet is available in a digital format to reduce environmental impact.

**KENSINGTON INTERNATIONAL SCHOOL HAS RECEIVED ECO-SCHOOLS SILVER AWARD**



# Kensington

International School



## KENSINGTON VALUES — THE DREAMS

At Kensington we want our children to be happy lifelong learners and fulfil their 'DREAMS' by empowering children in a supportive and nurturing environment guided by our core values:

### D - Developing growth mindset

We are dedicated to nurturing a growth mindset in our children, empowering them to embrace challenges, persist in the face of setbacks, learn from mistakes and maximise their potential for learning and growth.

### E - Embracing independence

We are dedicated to fostering independence in our children, empowering them to take ownership of their learning, make informed decisions, and navigate the world with confidence and self-reliance. We want to promote an environment that cultivates critical thinking, fosters problem-solving skills, promotes initiative and embraces risk-taking,

### M - Modeling kindness

Kindness is not just a value—it's a way of life. We are committed to modelling kindness in everything we do, creating a culture where empathy, compassion, and respect for others is woven into the fabric of our school community. Together, we build a brighter, more compassionate world, one act of kindness at a time.

### R - Respect for everyone

We are committed to fostering a culture of respect where every individual is valued, included, and empowered to thrive. Together, we build a community where differences are celebrated, empathy is embraced, and respect is paramount.

### A - Active teamwork

We are committed to nurturing active teamwork as a fundamental value that empowers our children to collaborate effectively, lead with integrity, and make a positive impact on their communities and beyond. Together, we build a culture of teamwork, innovation, and excellence where every student has the opportunity to thrive and succeed.

### S - Sparking creativity

We are committed to igniting creativity in the children of Kensington, empowering them to unleash their imagination, explore their passions, and make meaningful contributions to the world around them. Together, we cultivate a culture of creativity, innovation, and lifelong learning that prepares students to thrive in a rapidly changing world.



## OUR CURRICULUM — BRITISH CURRICULUM In International Context

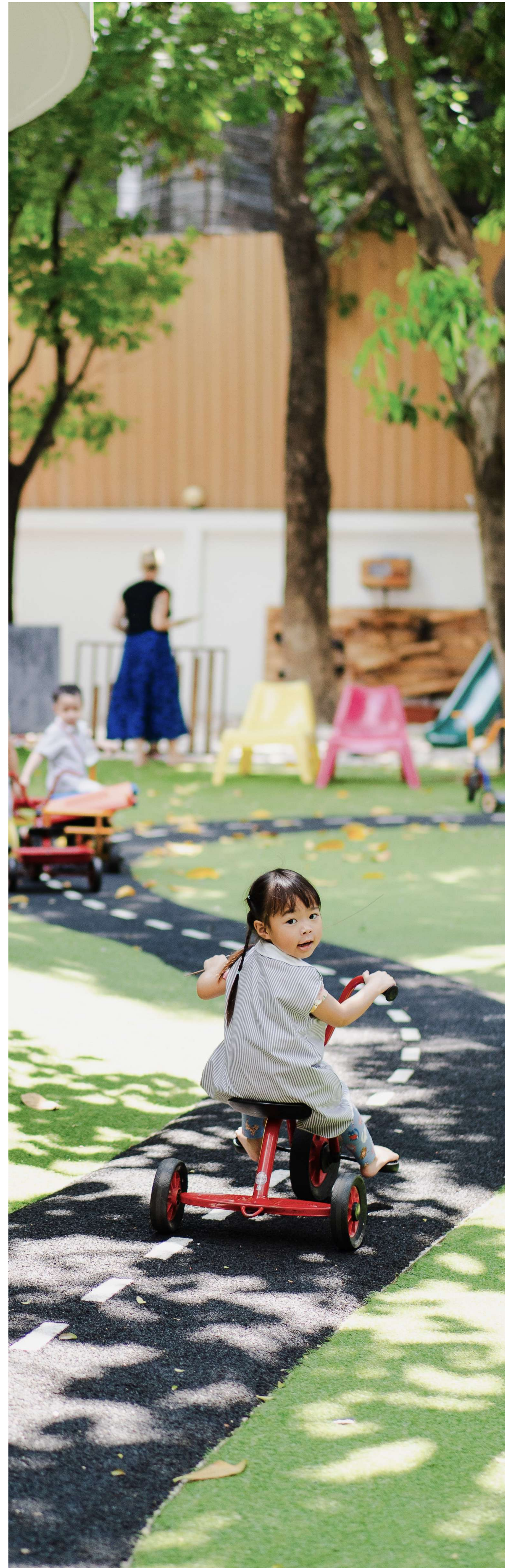
At Kensington International School, we follow the **British National Curriculum, adapted to suit our international context**. We nurture the intellectual curiosity, creativity, and critical thinking skills of every child, recognising that each is unique with their own strengths and learning styles. Our rich and engaging curriculum meets the highest global academic standards and sparks joy and passion for learning.

**Central to our approach is project-based learning**, where children engage in hands-on, collaborative projects to explore real-world problems, apply knowledge, and develop essential skills like teamwork, communication, and problem-solving. These projects allow students to delve deeply into topics of interest, make interdisciplinary connections, and take ownership of their learning journey.

While academic excellence is a priority, we also nurture the whole child through opportunities for physical activity, creative expression, and social-emotional learning. Our supportive and inclusive environment ensures students feel valued, respected, and empowered to reach their full potential.

**Our goal is to graduate well-rounded individuals proficient in core academic subjects and equipped with the skills, character traits, and mindset needed to thrive in an ever-changing world.** Through collaboration on projects, performing in school plays, or participating in community service, we instill a love of learning, a sense of empathy, and a commitment to making a positive difference.

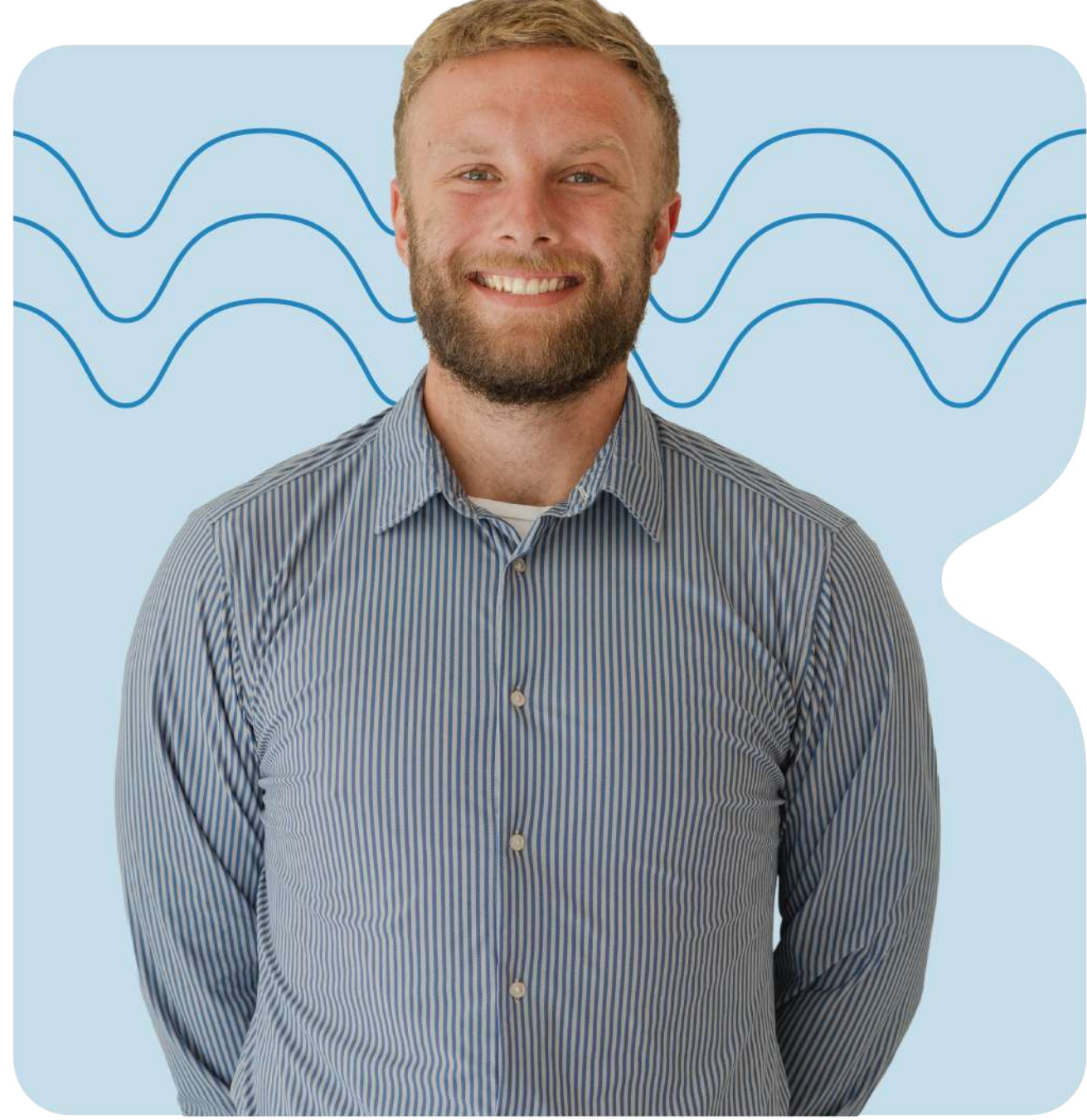
We aim to provide an exciting journey of discovery, growth, and exploration, inspiring our children to dream big, think boldly, and become the leaders of tomorrow.





## STAFF —

### OVERVIEW OF STAFF FOR YEAR 2 /2025-2026



Year 2 Lead Teacher  
Mr Callum



Year 2 Lead Teacher  
Ms Nadine



Year 2 Lead Teacher  
Mr Tommy

### Teaching Assistants



Year 2  
Teaching Assistant  
Kru Pui

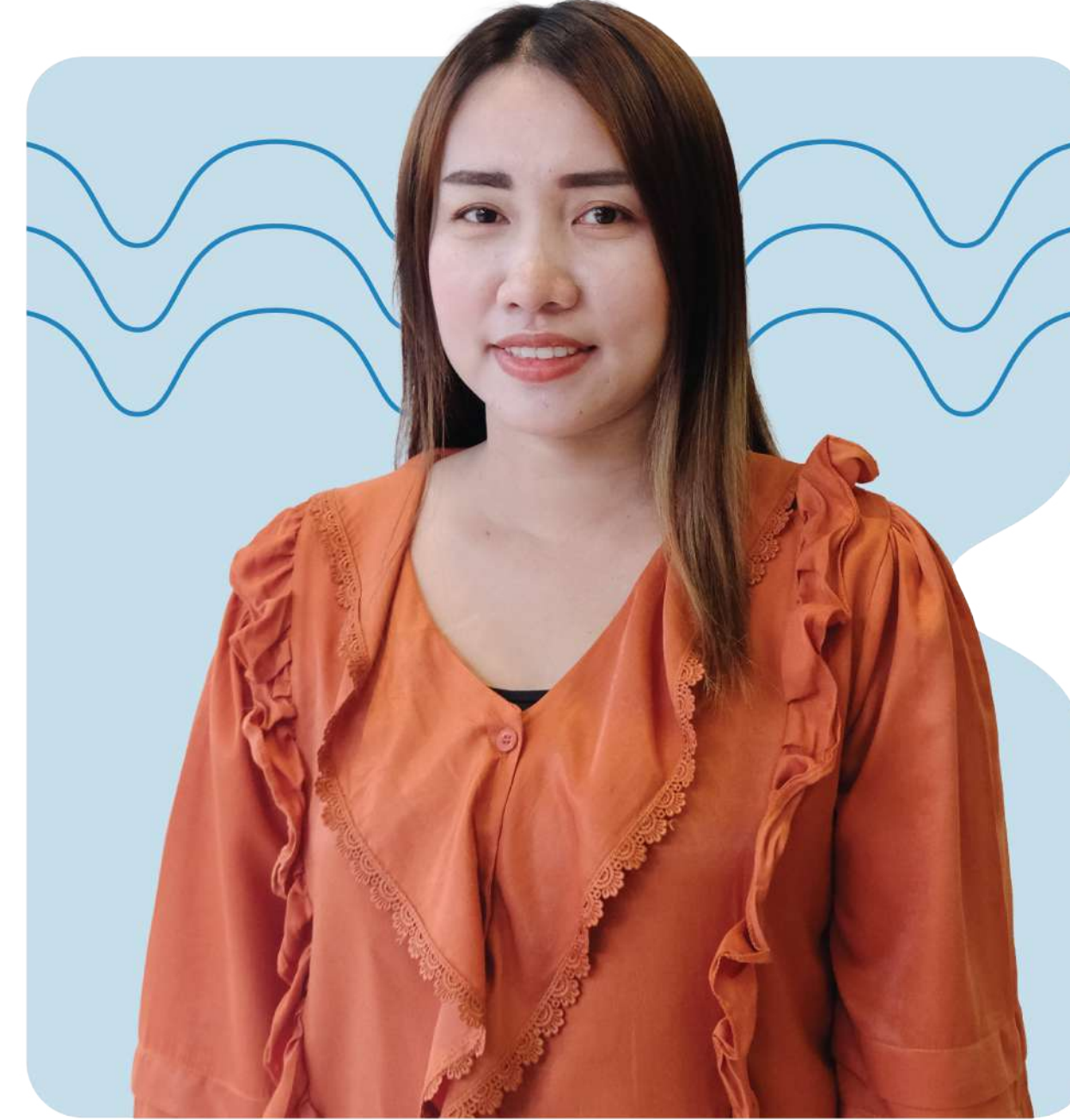


Year 2  
Teaching Assistant  
Kru Pukpik



Year 2  
Teaching Assistant  
Kru Rainy

### Nannies



Year 2 Nanny  
Kru Hong



## STAFF —

### OVERVIEW OF STAFF FOR YEAR 2/2025-2026

#### Leadership and Safeguarding Team



Headteacher  
Ms Tracey Thurlby



Primary Assistant Head  
Mr Adam Miller



Pastoral Assistant Head  
& SENDCo  
Ms Joanne McLaughlin (Ms Mc)



EYFS Assistant Head  
Ms Jordan Connolly

#### Middle Leadership Team



Year 2 Team Leader  
Mr Tommy

#### Admission Team



Admission &  
Administration Manager  
Khun Toey



Admissions &  
Administration Officer  
Khun Bee



Admissions &  
Administration Officer  
Khun Eye

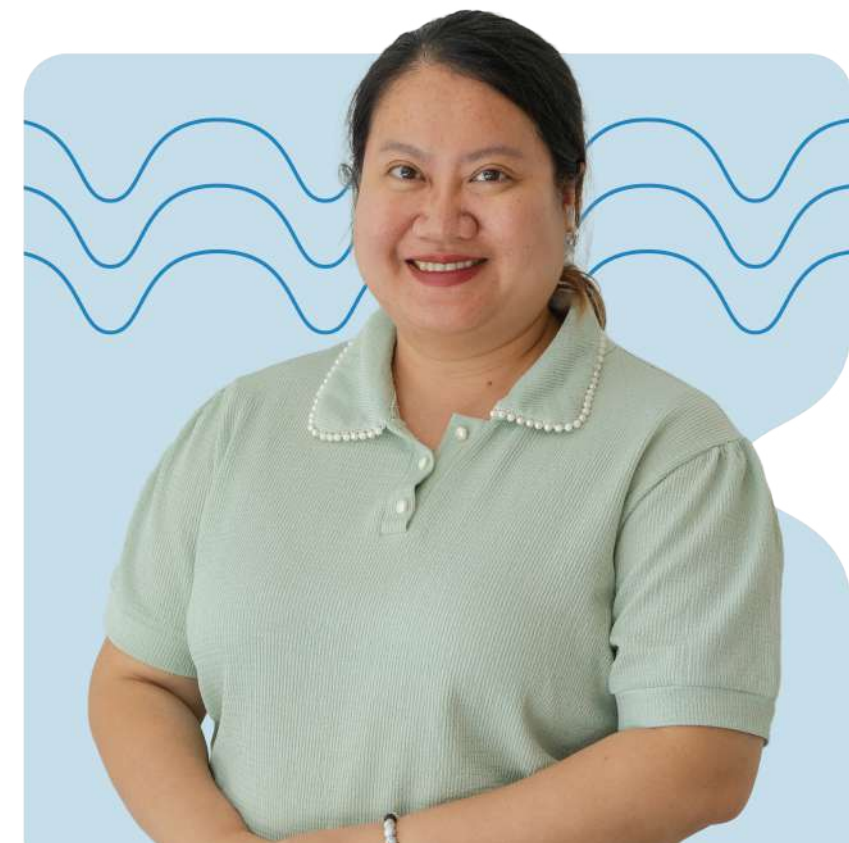
#### Nurse Team



School Nurse  
Manow



School Nurse  
Than



School Nurse  
Ing Ing



## PARENT COMMUNICATION

### Lead Teacher

Your child's class teacher is your first port of call to contact if you have any questions regarding your child's classroom experience, learning or school life in general.

### Primary Assistant Head

If you have a bigger question or query then this will be passed on by the class teacher to the Primary Assistant Head, Mr Adam. He will then support you further.

### Pastoral Assistant Head

Ms Mc is also a port of call to support parents and families. The Assistant Head for your child's phase may refer you to talk to Ms Mc if there is a behaviour, SEND, well being or safeguarding query.

### Office

The office team is there to support you for any queries and support to do with payments, school uniform and purchasing.

### Headteacher

The office, Primary Assistant Head and/or Pastoral Assistant Head may pass on escalated concerns to the Headteacher, Ms Tracey.



## ClassDojo

At Kensington International School, we utilise Class Dojo, an online platform designed to keep parents engaged and informed about their child's learning journey.

Each week, parents receive one personalised portfolio post showcasing their child's learning, along with two to three general class updates from the lead teacher about classroom learning. Additionally, there are regular posts from specialist teachers and a whole school page providing important updates and key information.

The Class Dojo behaviour system allows children to earn points attached to a fun monster icon for demonstrating behaviours aligned with our Kensington DREAMS values.

Parents can also upload weekend or holiday news and key achievements onto their child's portfolio and directly contact class and specialist teachers through Class Dojo messages, within working hours



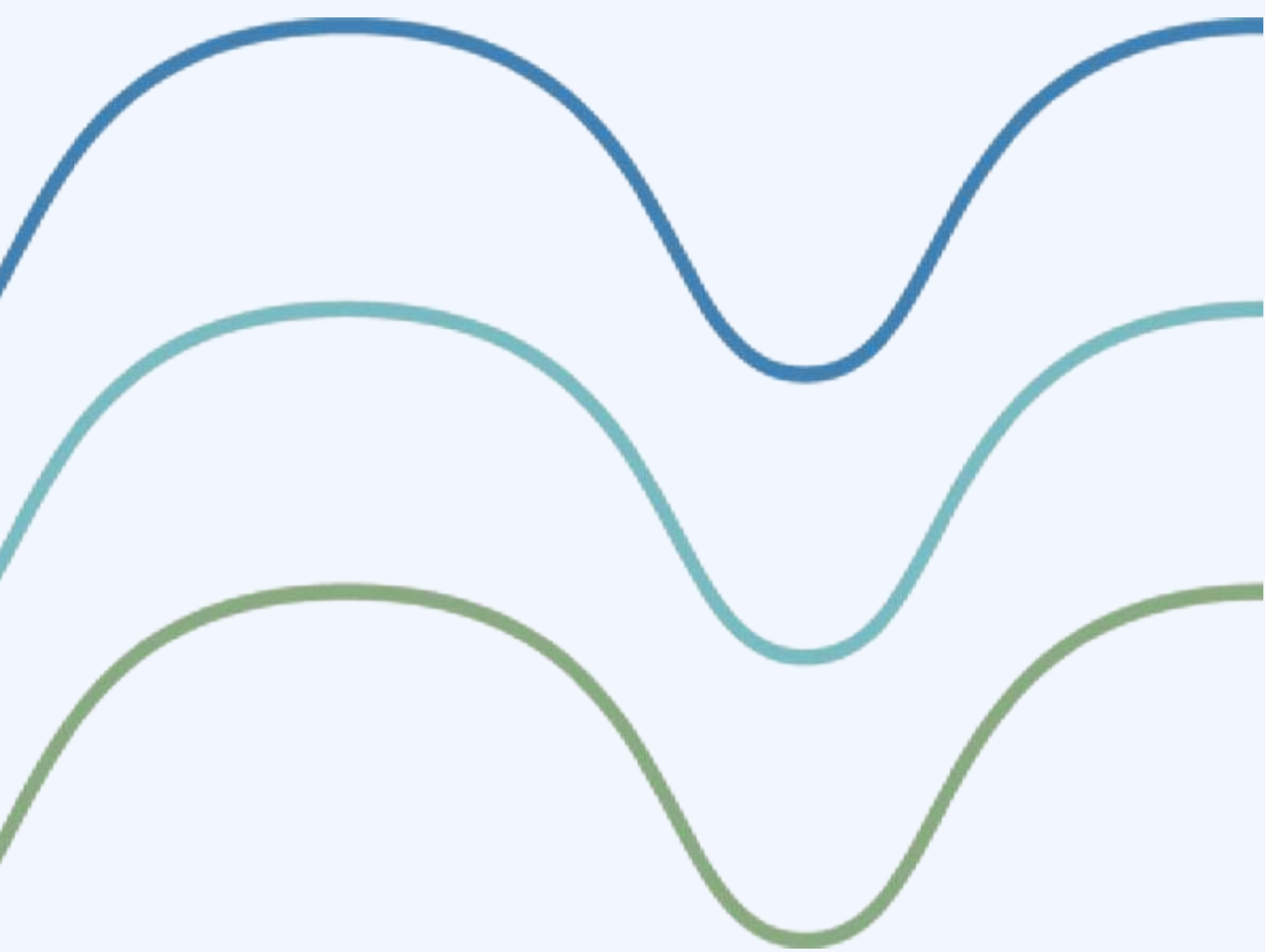


# Kensington

International School

## PRIMARY TIMINGS

Subjects and sessions per week



English	5 Periods a week
Maths	5 Periods a week
Phonics	5 Periods a week
Project Based Learning	6 Periods a week
Computing	1 Period a week
PSHE	1 Period a week
Library	1 Period a week
Science	1 Period a week
Thai	3 Periods a week
Forest School	1 Period a week
Art	1 Period a week
Music	1 Period a week
Languages	1 Period a week
PE	1 Period a week
Swimming	1 Period a week





BRITISH NATIONAL CURRICULUM  
KEY STAGE 1

ACADEMIC  
CURRICULUM  
YEAR 2

Kensington  
International School





## YEAR 2 | Academic Curriculum

# TOPICS OVERVIEW



Each term's learning journey is centred around a captivating topic presented as a question. These thoughtfully crafted questions are designed to ignite the children's natural curiosity and enthusiasm for learning. By exploring these engaging topics, our children are encouraged **to delve deeper, ask questions, and develop a lifelong love for discovery and knowledge.**

“These thoughtfully crafted questions are designed to ignite the children's natural curiosity and enthusiasm for learning.”

## TOPIC – How can we save Mother Earth?

In this caring and creative project, children will explore ways we can help look after our planet. They'll learn about problems like litter, pollution, and wasting energy—and discover simple but powerful things we can all do to help! We will put a particular focus on the importance of water to humans and life in general, and will become Water Protectors by creating a campaign to encourage others to preserve water.

Through stories, art, outdoor learning, and teamwork, children will become Earth Heroes too.

They'll make posters, build recycled crafts, and even create their own invention to help local wildlife. Together, we'll find out how small changes can make a big difference for Mother Earth!





## TOPICS OVERVIEW

### TOPIC – What would it be like to live in a fairytale?

Step into a world of magic, castles, and talking animals! In this enchanting project, children will explore what life might be like inside their favourite fairytales.

They'll meet brave heroes, clever creatures, and mysterious forests as they retell classic stories and even create their own! We will learn from the mistakes made by the 3 little pigs by testing different materials and their suitability for making our own inventions.

From how high will our parachutes land safely with an egg (Humpty Dumpty!)? Can we build a raft to carry our goats safely across the river and away from the troll? Let's find out! It's a magical journey full of creativity, wonder, and happily-ever-afters!



### TOPIC –

### How has the world changed since my grandparents were young?

In this fascinating project, children will take a journey back in time to explore what life was like for their grandparents (or other family members) when they were young.

They'll discover how things like toys, school, transportation, and even food have changed over the years.

Through interviews, storytelling, photos, and hands-on activities, children will compare and contrast the past with today.

They'll even create a "Then and Now" timeline and share what they've learned with their classmates. This project is a fun and meaningful way to understand how the world has changed—and how we're connected to the past!





## TOPICS OVERVIEW

### TOPIC – How do plants and animals grow and change throughout their lives?

In this exciting project, students will become young scientists and nature detectives as they explore the amazing life cycles of animals and plants.

Through hands-on activities, observations, drawings, and creative storytelling, students will investigate how living things grow, change, and survive at each stage of life.

From tiny seeds and eggs to blooming flowers and fluttering butterflies, this project will help children understand the wonders of nature and how all living things are connected. By the end, students will create their own “Life Cycle Showcase” to teach others about the journeys of living things!



### TOPIC –

### What would it be like to live in space?

Get ready for lift-off! In this exciting space adventure project, children will explore what life might be like beyond Earth. We will be exploring the life of astronauts living on the space station today, as well as learning about the lives and achievements of significant astronauts from the past, such as Mae Jemison or Neil Armstrong.

We will get inspired by the beauty of our solar system and create our own constellation art, and children will learn valuable teamwork skills when working in a group to design, make and test their very own rocket.

This project will spark curiosity and wonder as we explore the big question: Could we really live in space one day?





## TOPICS OVERVIEW



### TOPIC – Could we help to stop disasters from the past?

In this exciting history-based project, children will travel back in time to two famous disasters – the sinking of the Titanic and the Great Fire of London!

They'll become curious investigators, asking: What went wrong? Could we have helped stop it? Through role play, model building, creative writing, and group discussions, students will explore what happened, how people reacted, and what could have been done differently.

At the end of the project, they'll share their ideas through drawings, storytelling, and a class "Time-Travel Safety Plan" to help protect the past!





# YEAR 2

## Academic Curriculum

### OVERVIEW

Our academic curriculum is grounded in excellence. In Mathematics, English, and Science, we create a learning environment that **develops sharp minds, critical thinking, and a passion for discovery.**

Our comprehensive curriculum empowers Kensington's children to excel in key academic areas, mastering fundamental concepts in Mathematics, improving language proficiency in English, and exploring the wonders of the scientific world.

With a rigorous yet engaging approach, we inspire our children to reach their full potential, providing them with the knowledge and skills needed to thrive in today's ever-evolving global landscape.





# ENGLISH

In English, we adapt the National Curriculum for England to suit the international demographic of our students. From Nursery to Year 6, we focus on teaching the four main areas of English: reading, writing, speaking, and listening.

## PHONICS – READING & WRITING

We use the **Read Write Inc. phonics programme**, which begins in the Early Years Foundation Stage (EYFS) and continues through to Year 2. Some children may also access this programme beyond Year 2, as we treat and celebrate every child as an individual and adapt to their needs.

This programme teaches children to recognise sounds, including single letters, digraphs, trigraphs, and split digraphs. It also teaches them to blend sounds to read, decode words, develop reading comprehension skills, and write words and sentences.

## THE LITERACY TREE

In Kensington we follow The Literacy Tree. **The Literacy Tree is a comprehensive programme that offers high-quality literature-based learning units designed to inspire and engage.** It seamlessly links the reading and writing areas of the National Curriculum together to ensure synergy and cohesion in literacy learning.

## WRITING

Children are taught the writing element of the National Curriculum for England in lessons based around exciting and engaging key texts.

They are taught to write a range of text types and use grammar appropriate to their year group. Additionally, they have opportunities to develop their drama skills within each unit, enhancing their understanding and expression of the written word.

## WRITING - TRANSCRIPTION

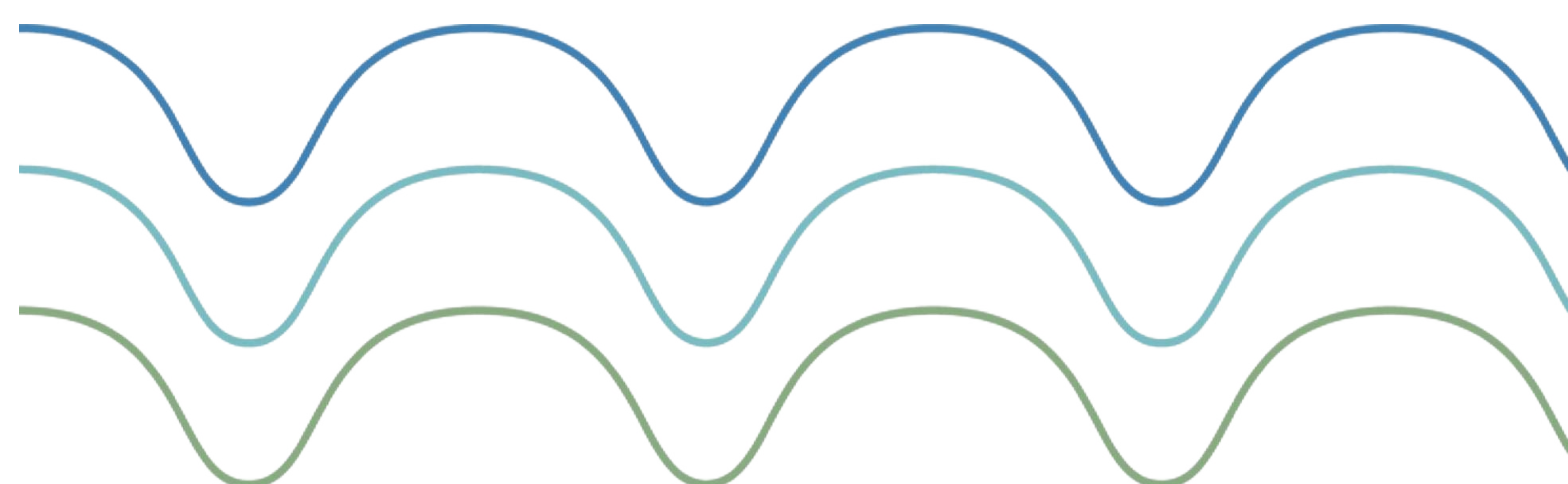
Students should be taught to:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.
- Learning to spell common exception words.
- Learning to spell more words with contracted forms.
- Learning the possessive apostrophe (singular) [for example, the girl's book].
- Distinguishing between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## WRITING - HANDWRITING

Students should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.





## WRITING - COMPOSITION

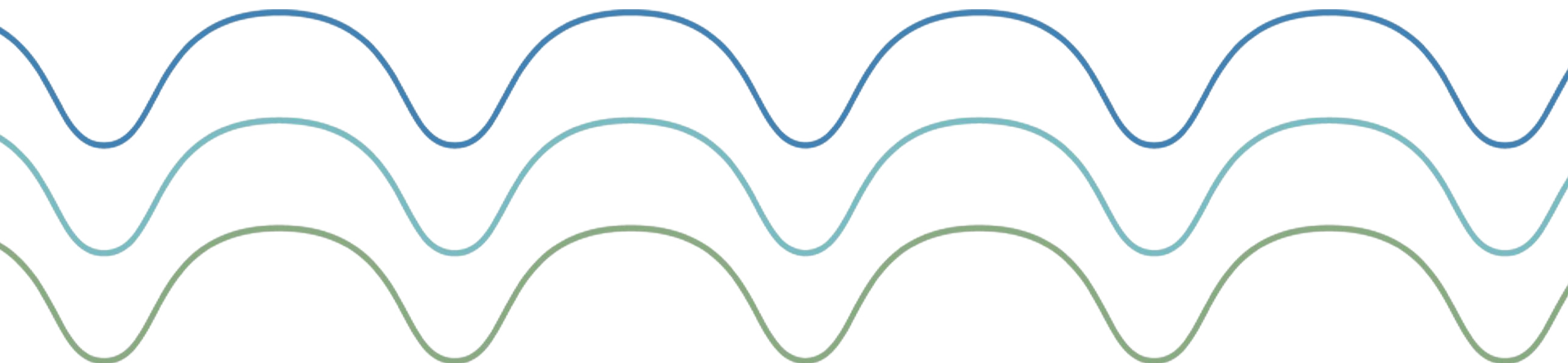
Students should be taught to:

- Develop positive attitudes towards and stamina for writing by:
  - Writing narratives about personal experiences and those of others (real and fictional)
  - Writing about real events
  - Writing poetry
  - Writing for different purposes
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about.
  - Writing down ideas and/or key words, including new vocabulary.
  - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
  - Proof-reading to check for errors in spelling, grammar and punctuation. [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.

## PUNCTUATION & GRAMMAR

Students should be taught to:

- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Learn how to use some features of written Standard English.
- Use and understand the grammatical terminology in English when discussing their writing.





## READING

Children who graduate from the Read Write Inc. programme will attend **daily guided reading sessions**. They also have access to a class and school library and will take home a levelled reading book matched to their reading ability, as well as a book to read for pleasure. We have a wide range of English and Thai reading books available at Kensington, ensuring that our children can enjoy and explore literature in both languages.

Students should be taught to:

### DECODING

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Apply phonic knowledge to decode words.
- Speedily read all 40+ letters/groups for 40+ phonemes.
- Read accurately by blending taught GPC.
- Read common exception words.
- Read common suffixes (-s, -es, -ing, -ed, etc.)
- Read multisyllabic words containing taught GPCs.
- Read contractions and understanding use of apostrophe.
- Read aloud phonically-decodable texts.

### RANGE OF READING

- Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.
- Link what they read or hear read to their own experiences.

### FAMILIARITY WITH TEXT

- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognise and joining in with predictable phrases.

### POETRY AND PERFORMANCE

- Learn to appreciate rhymes and poems, and to recite some by heart.

### WORD MEANINGS

- Discuss word meanings, linking new meanings to those already know.

### UNDERSTANDING

- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correcting inaccurate reading.

### INFERENCE

- Discuss the significance of the title and events making inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.

### DISCUSSING READING

- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## SPOKEN LANGUAGE

Students should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



# MATHS

Discover the power of mathematics with our curriculum built on the foundation of the White Rose Hub approach, which encompasses the objectives of the English National Curriculum. Designed to ignite curiosity and foster deep understanding, our mathematics curriculum aims to equip our children with the problem-solving skills and mathematical fluency necessary for success in the modern world.

## CONCEPTUAL UNDERSTANDING

Through the White Rose Hub methodology, we prioritise conceptual understanding, fluency, and mathematical reasoning, **ensuring that every child builds a solid mathematical foundation.**

Using a range of practical objects to support learning, such as Numicon, base 10, and counting materials, **we make abstract concepts tangible and accessible.** Problem-solving investigations are integral to our approach, encouraging the children to apply their knowledge in diverse scenarios and develop critical thinking skills.

**We nurture a love of maths by creating an engaging and supportive learning environment where learners feel confident and enthusiastic about their mathematical journey.**

**A strong focus on mental fluency helps the children to perform calculations quickly and accurately, fostering independence and resilience.**

## MASTERY APPROACH

Our curriculum prioritises the 'mastery' approach, which **emphasises a deep, long-term, secure, and adaptable understanding of the subject.** Mastery involves ensuring that the children fully grasp each concept before moving onto the next.

This approach reduces the need for repetitive revision and promotes a more profound and lasting comprehension of mathematical principles.

From exploring real-world applications to mastering abstract concepts, our curriculum empowers Kensington learners to become confident mathematicians, ready to tackle any challenge with precision and creativity.

## NUMBERS

Students should be taught to:

### NUMBER AND PLACE VALUE

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100; use <, > and = signs.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.

### ADDITION AND SUBTRACTION

- Solve problems with addition and subtraction.
- Use concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Apply their increasing knowledge of mental and written methods.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - A two-digit number and ones
  - A two-digit number and tens
  - A two-digit number
  - Add three one-digit numbers



- Related facts up to 100.
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## MULTIPLICATION AND DIVISION

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

## FRACTION

- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{3}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## STATISTICS

Students should be taught to:

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

## MEASUREMENT

Students should be taught to:

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Compare and sequence intervals of time.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.

## GEOMETRY

Students should be taught to:

### PROPERTIES OF SHAPES

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects.

### POSITION AND DIRECTION

- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).



# SCIENCE

Our Primary Science Curriculum is aligned with the English National Curriculum for Key Stage 1 and 2. Our program aims to spark curiosity, foster a love for scientific inquiry, and lay a solid foundation for future learning.

Through hands-on investigations, interactive lessons, and engaging activities, Kensington learners will delve into the fascinating world of Science. From understanding the properties of materials to exploring the wonders of the solar system, **our curriculum encourages the children to ask questions, make observations, and develop critical thinking skills.**

With a focus on developing scientific literacy and problem-solving abilities, we empower young learners to become confident, curious scientists, ready to explore the world around them and make meaningful contributions to their communities.

## WORKING SCIENTIFICALLY

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

## BIOLOGY - LIVING THINGS AND THEIR HABITATS

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

## BIOLOGY - PLANTS

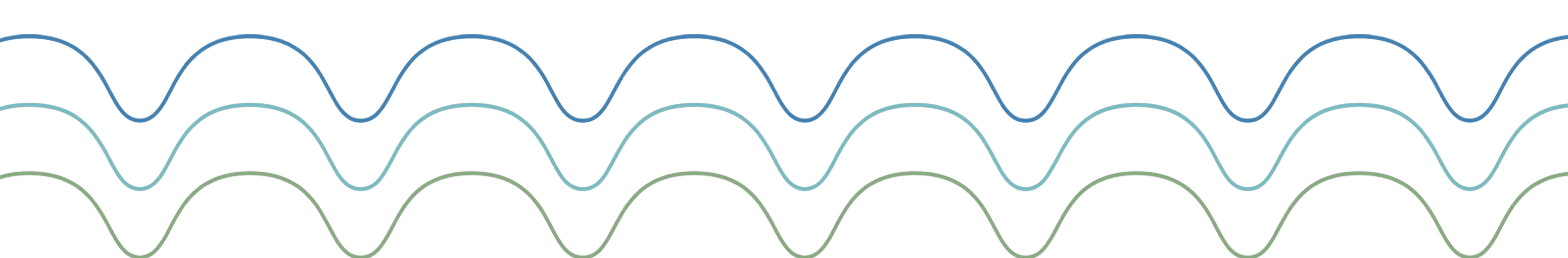
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## BIOLOGY - ANIMALS (including humans)

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## CHEMISTRY - MATERIALS

- Explore suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Investigate how the shapes of solid objects made from some materials are different and some can be changed.





# PROJECT-BASED & SPECIALIST

Project-based learning (PBL) is a child-centred teaching method that promotes hands-on, experiential learning by allowing learners to apply their knowledge to real-world situations.

It emphasises group work, fostering effective communication skills and problem-solving abilities, while also encouraging children's choice, empowering them to take ownership of their learning.



## Develops critical thinking skills

PBL encourages children to think critically, analyse information, and solve problems creatively.

## Increases engagement and motivation

By connecting learning to real-world issues, PBL makes education more meaningful and engaging, increasing learners' investment and motivation.

## Encourages collaboration

PBL often involves group work, helping learners develop collaboration and communication skills by working together and sharing ideas.

## Improves retention and understanding

Applying knowledge to real-world situations helps learners understand and retain information better, leading to deeper comprehension.

## Develops independent learning skills

PBL fosters independent learning, teaching children to manage their time, set goals, and work independently.

## Enhances creativity

PBL encourages creativity, allowing learners to develop unique solutions and explore new ideas.

## Provides an authentic assessment

PBL often culminates in a final product or presentation, offering a comprehensive assessment of learners' knowledge and skills.



# COMPUTING

## DIGITAL LITERACY

Students should be taught to:

- Understand how digital technology helps in life.
- To recognise uses of information technology beyond school.
- Give examples of benefits and disadvantages of using digital technologies.
- Understand and describe how digital technology has changed with time e.g evolution of phones, computers
- Understand the difference between real friends and cyber friends.
- Begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.
- To know how to respond if something is upsetting on the computer or online in a variety of ways at homeTo understand that e-safety extends beyond computers to include texts, emails, social media and phone calls.
- Explain the meanings of all the SMART words.
- Understand the difference between private and public.
- Know how to deal with adverts and pop ups.
- Know how to search for and identify age appropriate content.

## COMPUTER SCIENCE

Students should be taught to:

- Understand terminology algorithm, code, bug, debug.
- Break an open ended problem into smaller parts.
- Put programming commands into a sequence to achieve a specific outcome.
- Keep testing my program and identifying when it needs debugged.
- Identify bugs and fix them.
- Show perseverance and persistence.
- Insert and edit a sprite.
- Write a script to control the sprite.
- Create multiple sequences running concurrently (e.g. sound and movement script to run together)
- Understand what repeat commands are and how to use them.
- Edit values within programme commands to change the operation of the programme.

## INFORMATION TECHNOLOGY

Students should be taught to:

### ○ WORD PROCESSING

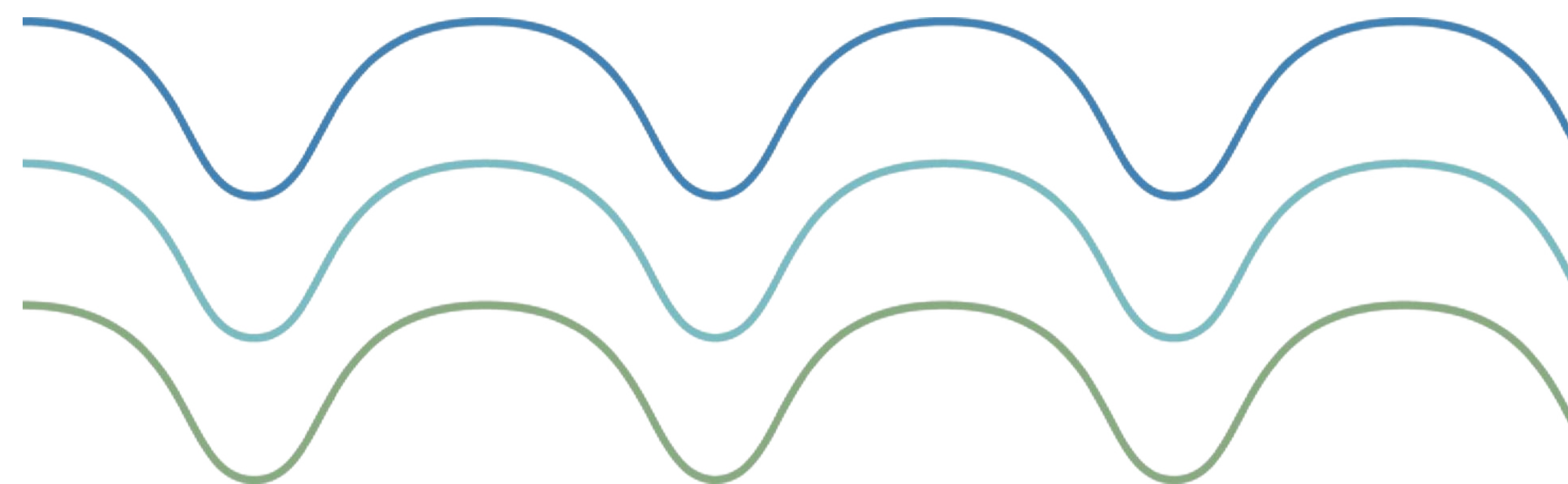
- Navigate the keyboard with increasing speed and skills.
- Use backspace to delete words and full stop key to end sentences.
- Use the space bar to insert spaces between words.
- Add sentences to a page.
- Use the enter key.
- Change colour of text.
- Review and improve work.
- To know things are saved in bytes and megabytes.
- To know the differences between usb, cloud, memory card and other types of storage.

### ○ MULTIMEDIA

- Access a variety of images stored locally and import these for use in their documents.
- Edit images to fit into existing templates and documents.
- Add images to text.
- Use word art, text box and shape to enhance appearance of text.
- Identify and name key elements that make up a digital/ printed page.

### ○ INTERNET

- Be critical about what you see online.
- Search the internet effectively and safely.
- To have a basic concept of what the internet consists of and what you can use the internet for.
- Use an age appropriate image search.





# PHYSICAL EDUCATION (PE)

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

All children at KS1 should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

## PERSONAL, SOCIAL AND COGNITIVE SKILLS

Students should be taught to:

- Take part in a variety of team races whilst using a variety of equipment.
- Explore a variety of skills and show some control.
- Use a variety of simple tactics in a small sided game.
- Show an awareness of opponents and teammates during games.
- Understand the point of the game.
- Work alone and with others.
- Follow rules and play safely.
- Understand that being physically active is good for them and describe what it feels like.

## DANCE

Students should be taught to:

- Explore dance movements and create basic patterns of movement.
- Perform sequences with some rhythm.
- Copy dance moves.

## BALL SKILLS

Students should be taught to:

- Pass, dribble and shoot in a variety of modified games.
- Show the difference between attacking (movement) and defending (marking) skills.
- Perform basic skills of rolling, striking and kicking with control to a partner or target.
- Catch a ball with some consistency.
- Throw a ball with some control using a range of passes.
- Experiment with ways to stop and control an object.
- Keep possession with some success in ball games.

## GYMNASTICS

Students should be taught to:

- Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still (balance) when required.
- Move in space safely.
- Link and repeat basic gymnastic actions.
- Perform different body movements with tension and relaxation.

## AGILITY, BALANCE & CONTROL AND COORDINATION

Students should be taught to:

- Explore ways of moving with greater control and coordination. E.g. running, hopping, skipping and jumping.
- Develop a good running technique.
- Change direction at different speeds.
- Balance on a variety of equipment with greater control and coordination.
- Use different body parts to balance with control.
- Jump on and from a variety of equipment with greater control and coordination.



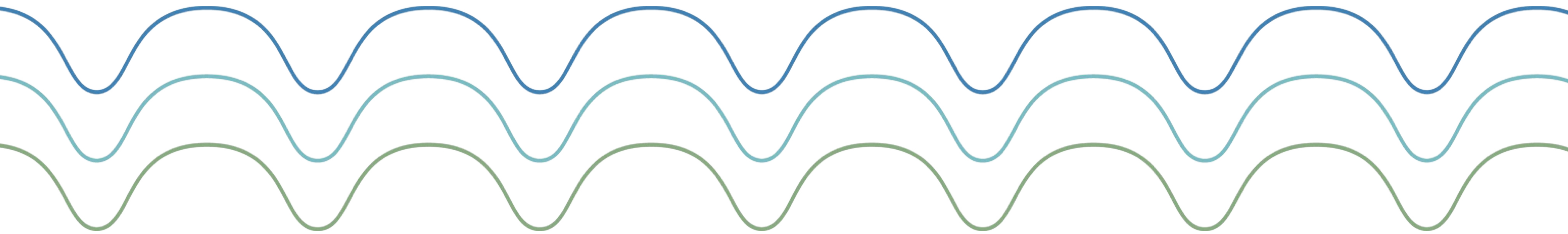
# SWIMMING

The minimum requirement is that, by the time they are ready to leave Key Stage 1, every child is able to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Students should be taught to:

- Use bilateral breathing to improve body balance in Front Crawl.
- Use correct body positioning for Backstroke.
- Use kick movements for Backstroke.
- Use correct arm propulsion for Backstroke.
- Use 'frog' kick (Breaststroke kick).
- Use 'dolphin' kick (Butterfly kick).







# THAI

## ภาษาไทย

### หลักภาษา

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- พยัญชนะ
- สระเสียงสั้น
- สระเกิน
- สระอำ ไอ โอ เอา
- วรรณยุกต์และการผันวรรณยุกต์กับอักษรกลาง
- คำคล้องจอง
- คำศัพท์พื้นฐานที่พบบ่อย

### การฟังและการพูด

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การใช้ภาษาไทยในการพูดสื่อสาร เล่าเรื่อง อธิบายเกี่ยวกับสิ่งของ หรือ เรื่องรอบตัว รวมทั้งตอบคำถามเกี่ยวกับเรื่องที่ฟังหรือดูได้ตามวัตถุประสงค์
- การตั้งคำถาม ตอบคำถาม และสรุปเรื่องที่ฟังหรือดู

### การเขียน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การเขียนสะกดคำศัพท์ในบทเรียน
- การเขียนคำที่มีตัวสะกดตรงมาตรา

### การอ่าน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การอ่านสะกดคำที่ประสมด้วยสระแท้และสระเกิน
- การอ่านสะกดคำที่มีตัวสะกดตรงตามมาตรา
- การอ่านประโยคและเรื่องสั้น

### วัฒนธรรมไทย

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เข้าใจและมีส่วนร่วมกับกิจกรรมทางวัฒนธรรมไทย เช่น ประเพณีไทย ศิลปะไทย เครื่องดนตรีไทย และร่วมเล่นการละเล่นเด็กไทย เป็นต้น



# MFL

## Modern Foreign Language

### MANDARIN

Students should be taught to:

#### LISTENING & RESPONDING

- Understand and reply to greetings and introductions (hello/bye-bye, thank you, My name is/What is your name? How are you?/I am fine).
- Count Numbers 1-20.
- Recall 12 terms of colours (yellow, red, black, white, green, blue, pink, orange, brown, grey, purple, gold, light/dark) in Mandarin.
- Recall 7 terms of face + 8 terms of body parts (hand, body, leg, arm, shoulder, knee, toe, finger).
- Recall 12 terms of 12 Zodiac animals.
- Recall 7 close family members.
- Appreciate 3-5 Chinese songs or rhymes.

#### READING AND RESPONDING (CONTENTS WRITTEN IN HANZI WITH PINYIN SUPPORT)

- Read simple familiar words written in Pinyin from our topics
- Use simple sentences to reply to the simple questions “Zhe shi shen me?” “Ni xi huan shen me.”

#### WRITING

- Children at Year 2 level are expected to write simple words with a model and greetings using Pinyin.

### SPANISH

Students should be taught to:

#### LISTENING & RESPONDING

- Understand and use basic greetings: Hola, adios, por favor, gracias, si, no y lo siento.
- Understand when to use: buenos dias, buenas tardes y buenas noches. Canción
- Ask and answer questions about their name and age in Spanish. Writing Activity
- Ask and answer questions about how they feel with simple words and use the conjunction “porque” to give a reason
- Recall 11 colours.
- Recall the main parts of the face and the body and learn the verb “me duele” (it hurts) Cancion “me duele”.
- Identify the closest members of the family in Spanish.
- Recall vocabulary about animals and some adjectives to describe them.
- Children are expected to be able to understand the topic of short Spanish songs and rhymes.
- Children are expected to be able to mimic the pronunciation.

#### READING AND WRITING

- Read simple words from our topics (one or two syllables).
- Children at Year 2 level are expected to write simple words modelled from the topics.

### FRENCH

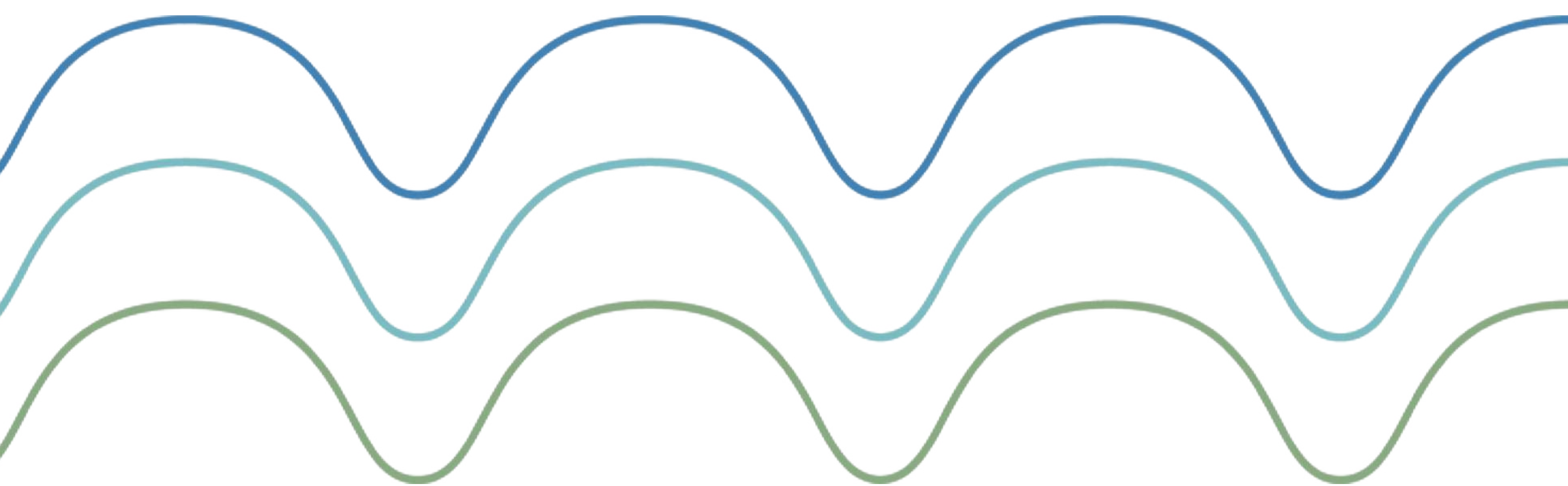
Students should be taught to:

#### LISTENING & RESPONDING

- Understand and reply to the greeting and introduction (hello/bye-bye, thank you, My name is/What is your name?, How are you?/I am fine).
- Count numbers 1-20.
- Recall 12 colours (yellow, red, black, white, green, blue, pink, orange+brown, grey, purple, gold, light/dark).
- Recall 7 terms of face + 8 terms of body parts (hand, body, leg, arm, shoulder, knee, toe, finger).
- Recall 12 animals (pets+ cow, elephant, pig, sheep).
- Sing 3 to 5 French songs or rhymes.

#### READING AND WRITING

- Read simple words from our topics (one or two syllables).
- Children at Year 2 level are expected to write simple words modelled from the topics.





# PSHE

## Personal, Social, Health and Economic

The PSHE curriculum is an essential component of our educational programme, designed to equip children with the skills and knowledge necessary for their personal and social development.

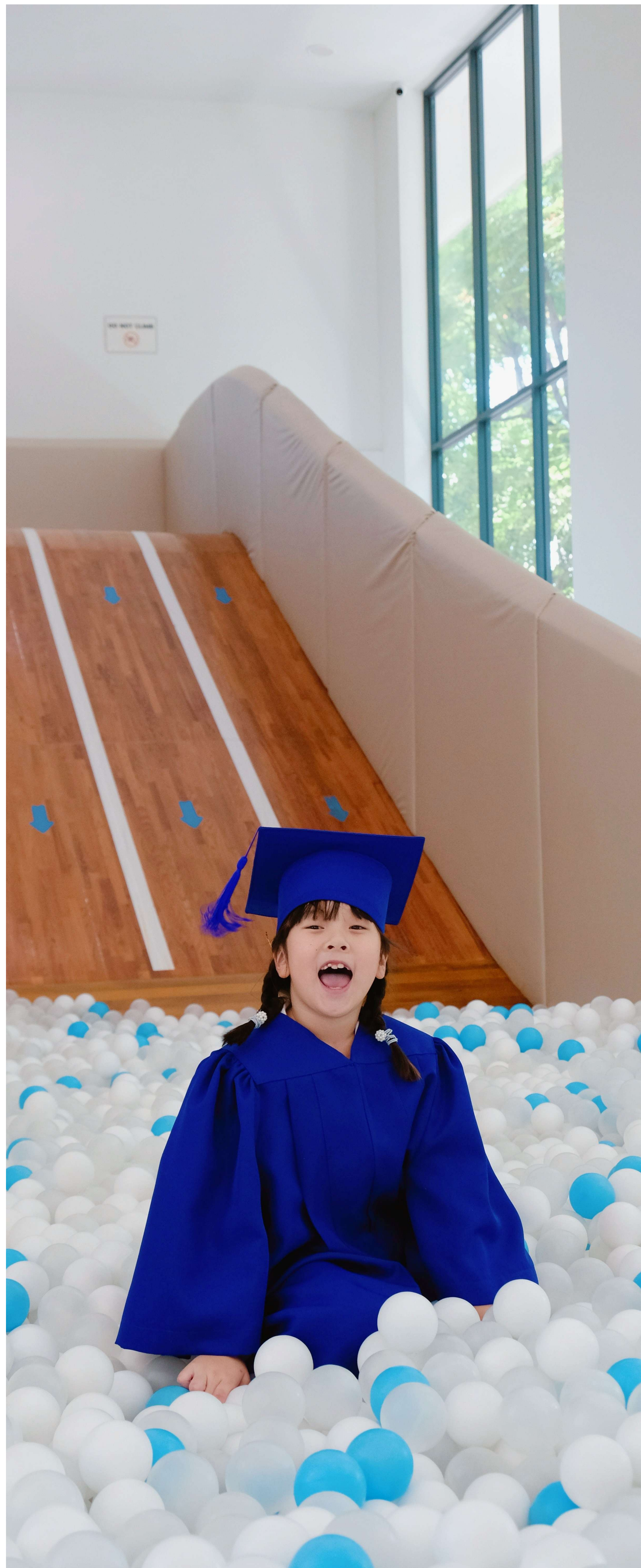
At Kensington, our PSHE curriculum is intricately linked to the core values we cherish, known as the Kensington Dreams: growth mindset, kindness, teamwork, creativity, respect, and independence. These values underpin every lesson, fostering a supportive and dynamic learning environment.

Each week, learners will engage in sessions covering a wide range of topics, ensuring a comprehensive understanding of crucial life skills.

Our curriculum follows the UK framework established by the PSHE Association, guaranteeing age-appropriate content that meets U.K. national standards.

### **PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS**

- To take part in discussions with one other person and the whole class.
- To take part in a simple debate about topical issues.
- To recognise choices they can make, and recognise the difference between right and wrong.
- To agree and follow rules for their group and classroom, and understand how rules help them.
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- That they belong to various groups and communities, such as family and school.
- What improves and harms their local, natural and built environments and about some of the ways people look after them.
- To contribute to the life of the class and school.
- To realise that money comes from different sources and can be used for different purposes.





## **DEVELOPING CONFIDENCE AND RESPONSIBILITY AND MAKING THE MOST OF THEIR ABILITIES**

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good atHow to set simple goals.

## **DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE**

- To recognise how their behaviour affects other people
- To listen to other people, and play and work cooperatively
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

## **DEVELOPING A HEALTHY, SAFER LIFESTYLE**

- How to make simple choices that improve their health and wellbeing.
- To maintain personal hygiene.
- How some diseases spread and can be controlled.
- About the process of growing from young to old and how people's needs change.
- The names of the main parts of the body.
- That all household products, including medicines, can be harmful if not used properly.
- Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

## **RESPECT**

- To explain what it means to show respect in the classroom; to describe how to show respect in the classroom; to explain the class rules and why they are important
- To explain what it means to show respect in the playground; to describe how to show respect in the playground; to explain the playground rules and why they are important.

## **CARING**

- To recognise when someone needs help.

## **FAIRNESS**

- To be able to think about whether the world is fair for all.

## **SERVICE**

- To generate ideas to look after an aspect of the local community; to understand how they can have a positive impact on the local environment.

## **COOPERATION**

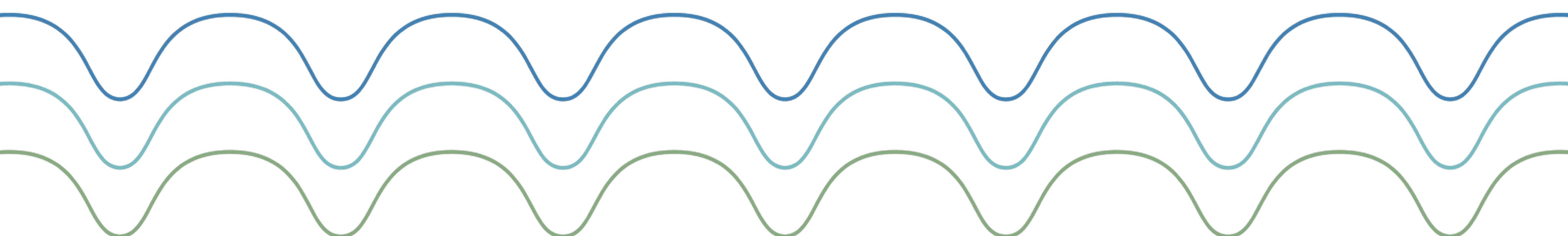
- To develop understanding of what can be achieved when working cooperatively.
- To understand the importance of actively encouraging one another.

## **CARING**

- To be able to know what to say to somebody new to find out more about them.
- To generate ideas to make someone feel better.

## **GRATITUDE**

- To express gratitude for a member of staff; to have an understanding of staff members who keep us safe.





# Kensington

International School

## KINDNESS

- To help children acknowledge and encourage kindness in others.

## COURTEOUS

- To know how to behave in a courteous classroom.

## FORGIVENESS

- To think about why friendships break and how they can be mended with forgiveness.

## HONESTY

- To develop an understanding of the importance of telling the truth and being honest; to explain how hiding the truth could be dangerous.

## FRIENDLINESS

- To be able to know how to introduce yourself and others.
- To apply the skills for introductions and asking questions.

## GRATITUDE

- To understand why we should express gratitude to a school staff member; to be grateful for what we have and the kindness we receive from others.

## CLEANLINESS

- To learn how to clean our teeth effectively.

## COURAGE

- To understand the importance of welcoming a new person into our school.

## REFLECTION

- To reflect upon virtues I have practised well; to reflect upon virtues that I need to practise more.

## DETERMINATION

- To work with determination and perseverance to collaboratively solve a problem.
- To understand that we can make our dreams come true; to overcome obstacles.

## SELF-DISCIPLINE

- To control ourselves so we can listen to others.
- To know when to use careful/active listening in school.

## PATIENCE

- To learn how to be patient with adults.

## VIRTUE

- To recognise a virtue I am good at and provide two or three examples of how I have demonstrated this.
- To set a goal and give an example of how I might achieve it.





# MUSIC

## PERFORMING

Students should be taught to:

### SINGING

- Sing tritonic (so-la-mi) songs with hand signs.
- Sing folkloric (do-re-mi) songs with hand signs.
- Sing familiar songs using loud and soft dynamics.
- Play singing games.

### PLAYING

- Play a simple chord bordun to accompany a song.
- Imitate a rhythm using ta, ti-ti, and sh.
- Play percussion instruments correctly.
- Play percussion instruments loud and soft.

### MOVEMENT

- Move expressively through two levels using forward motion
- Imitate simple movements to songs.

## COMPOSING

Students should be taught to:

- Can create a rhythm using ta, ti -ti, and sh.
- Select instruments to represent sounds or characters.
- Create sounds to help tell a story.
- Sing made up songs using sol, la, and mi.

## LISTENING/APPRAISING

Students should be taught to:

- Identify loud and soft dynamics.
- Identify fast and slow tempos.
- Differentiate beat and rhythm.
- Identify the rhythm of a song using ta, ti-ti, and sh.
- Identify high, middle, and low pitches.
- Understand how instruments make noise.

# HISTORY

Students should be taught to:

### CHRONOLOGICAL UNDERSTANDING

- Sequence artefact closer together in time.
- Check accuracy using books/Digital resources.
- Sequence photographs from different periods of their life.
- Place events on a simple timeline, adding times previously studied.

### KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST

- Recognise why people did things, why events happened and what happened as a result.
- Know and recount episodes from stories about the past, knowing and understanding key events through: writing stories, in-role writing, art, drama, digital communication
- Talk about similarities and differences between ways of life in different periods.

### HISTORICAL INTERPRETATIONS

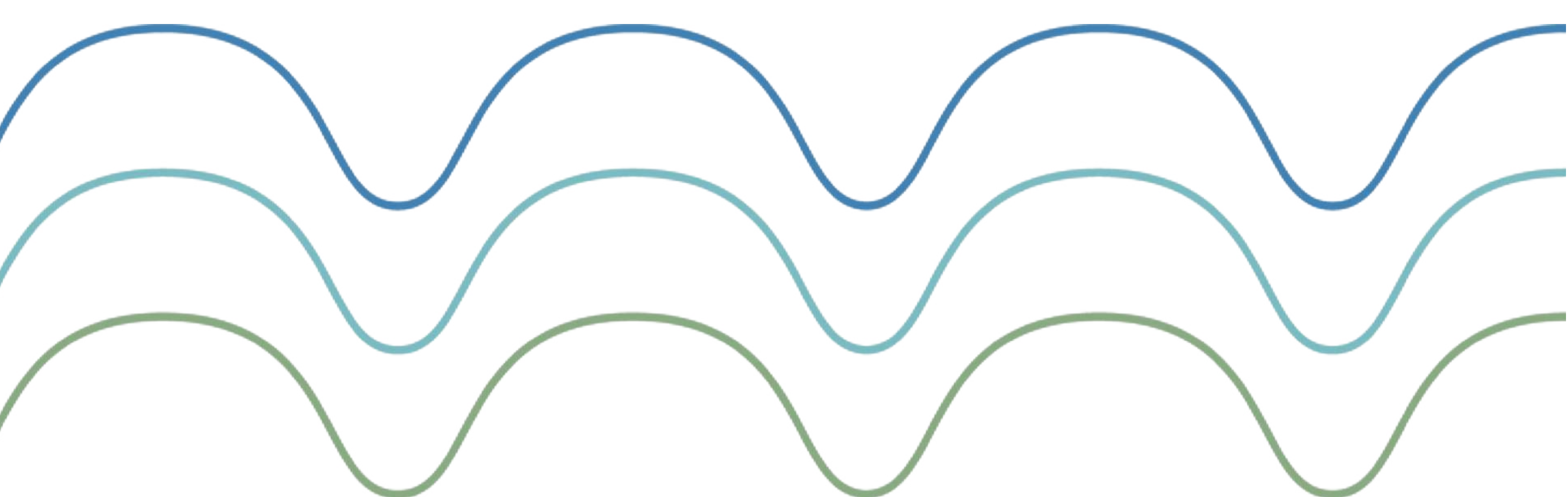
- Compare 2 versions of a past event.
- Compare pictures or photographs of people or events in the past.
- Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.
- Can explore key Historical facts through a range of sources.

### HISTORICAL ENQUIRY

- Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.
- Ask and answer appropriate Historical questions, using their growing Historical knowledge.

### ORGANISATION AND COMMUNICATION

- Communicate their knowledge in different ways (e.g. through discussion, drawing, drama and role play, making models, writing and digital communication).
- Can reflect thoughtfully by using simple terms to talk about the passing of time.





# GEOGRAPHY

Students should be taught to:

## **LOCATIONAL KNOWLEDGE**

- Name and locate the world's seven continents and five oceans. Locate the main countries of Asia.

## **PLACE KNOWLEDGE**

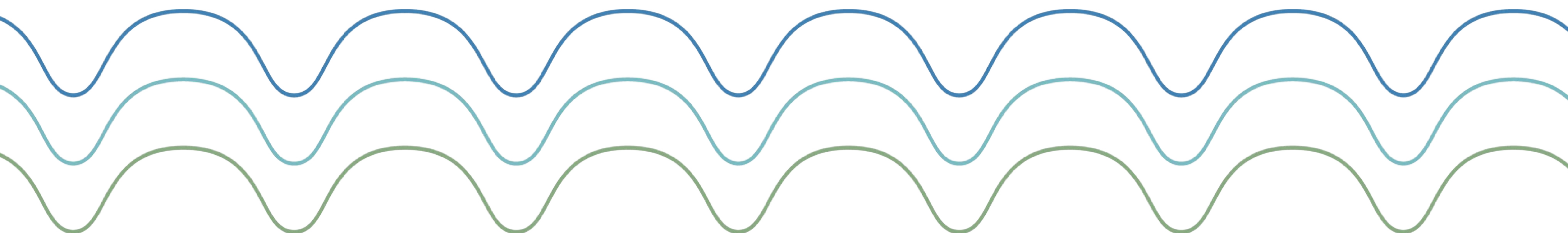
- Understand geographical similarities and differences through studying the human and physical.
- geography of a small area of Thailand, and of a small area in a country concentrating on islands and sea sides.

## **HUMAN AND PHYSICAL GEOGRAPHY**

- Use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather .
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

## **GEOGRAPHICAL SKILLS AND FIELDWORK**

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.





# ART & DESIGN TECHNOLOGY

Students should be taught to:

## ARTIST AND DESIGN APPRECIATION

- Respond to works from different Artists and Designers
- Begin to analyse pieces from the same Artist/Designer/ Movement with support.
- Describe how different pieces are effective and why
- Begin to analyse some of the features of an Artist or Designer.

## SKILLS

- Name all the primary and secondary colours.
- Hold scissors correctly.
- Cut a curved line.
- Hold a pencil correctly and explore different ways of using a pencil.
- Join 2 materials using sellotape and how to use a tape dispenser.
- Join 2 materials including paper using PVA and clear glue using a glue spreader.
- Weave fabric together.
- Cut, shape and join fabric to make a simple garment.
- Use basic sewing techniques.
- Follow safe procedures for food safety and hygiene.
- Choose and use appropriate finishing techniques.

## EXPERIMENT

- Mix primary colours to create secondary colours.
- Use a variety of mark making tools such as chalk, crayon, pastels, pencils.
- Apply colour with a range of tools.
- Explore clay and ways to join clay.
- Use fabrics and apply decorations.

## REFLECT: EVALUATE / REVIEW

- Evaluate own work and that of others by saying what was effective and why.
- Offer suggestions for improvement.







BRITISH NATIONAL CURRICULUM  
KEY STAGE 2

# CURRICULUM ENHANCEMENT YEAR 2

Kensington  
International School







## LIBRARY

In Kensington our library has been purposefully built as the heart of the Primary building. We want our school library to be a welcoming and happy place where children, families and teachers can sit comfortably and spend time together developing a love of reading.

**Locating Books Independently:** Teach children how to navigate the library shelves or catalogue to locate books based on author, title, or topic, fostering independence in book selection.

**Understanding Fiction genres:** Introduce learners to different genres of fiction such as fantasy, mystery, adventure, and realistic fiction, and help them identify the characteristics of each genre.

**Introduction to Non-Fiction Texts:** Familiarise children with various types of non-fiction texts such as biographies, informational books, and how-to guides, and teach them how to use these texts for research and learning.

**Using Table of Contents and Index:** Teach children how to use the table of contents and index to locate specific information within non-fiction books, promoting information literacy skills.

**Taking Notes:** Introduce basic note-taking skills, such as jotting down key facts or ideas while reading non-fiction texts, to support comprehension and retention of information.

**Exploring Series Books:** Introduce learners to book series and help them understand the concept of series order, encouraging them to explore multiple books within a series.

**Introducing Reference Materials:** Familiarise children with basic reference materials such as dictionaries, atlases, and encyclopaedias, and teach them how to use these resources to find information.

**Engaging in Book Talks:** Facilitate discussions about books learners have read independently or as a class, encouraging them to share their thoughts, opinions, and favourite parts of the book.

**Developing Digital Literacy:** Introduce children to digital library resources, such as online catalogues or educational websites, and guide them in navigating these resources safely and effectively.

**Developing Reading Stamina:** Encourage learners to extend their reading periods and build reading stamina by selecting longer books or chapter books and reading for longer periods of time.

These library skills aim to further develop Year 2 children's ability to navigate and utilise library resources effectively, **fostering a love for reading and independent inquiry.**



# FOREST SCHOOL

The Kensington Forest School is an urban oasis and offers a holistic learning space for all children through a child-centric inspirational hands-on learning process. Our Forest School program offers weekly opportunities for children to immerse themselves in nature, focusing on the growth and development of the whole child. Our dedicated Forest School Leaders carefully observe and nurture progress in several key developmental areas:

## Social Development

Social skills blossom as children share tools, participate in group games, and engage in sensory experiences that promote language development. Children naturally share ideas, reflect on their work, and communicate both verbally and non-verbally, fostering a sense of community and collaboration.

## Physical Development

The outdoor environment and space provides a positive physical impact. Activities boost fine and gross motor skills as well as building physical stamina and strength. Our space allows the children to move freely as well as including obstacles and objects to challenge their abilities.

## Intellectual Development

Through hands-on explorative play, children can link the wonders of the Forest to a wide variety of concepts and actions. Skills such as tool use and knot tying are taught responsibly, and reflective sessions deepen their understanding, encouraging critical thinking and problem-solving.

## Creative Development

The natural environment at Forest School is a canvas for creativity. Opportunities to climb, build, and engage in imaginative play abound, with the oddities and beauty of nature inspiring out-of-the-box thinking and innovation.

## Emotional Development

Forest School's unstructured play and ever-changing natural setting help children learn to manage their emotions and develop coping mechanisms. Engaging in risky play, such as climbing or using tools, builds confidence and self-esteem, empowering children to believe in themselves.

## Spiritual Development

Forest School nurtures a deep and meaningful connection with nature and an understanding of our role within. The weekly program allows the children to take ownership and nurture the relationship which builds between them and the Forest. Through group games, reflections and sharing children learn about fairness and are able to express their own viewpoints, opinions and ideas.







BRITISH NATIONAL CURRICULUM  
KEY STAGE 1

# HOLISTIC CURRICULUM YEAR 2

Kensington  
International School







# KENSINGTON PASSPORT

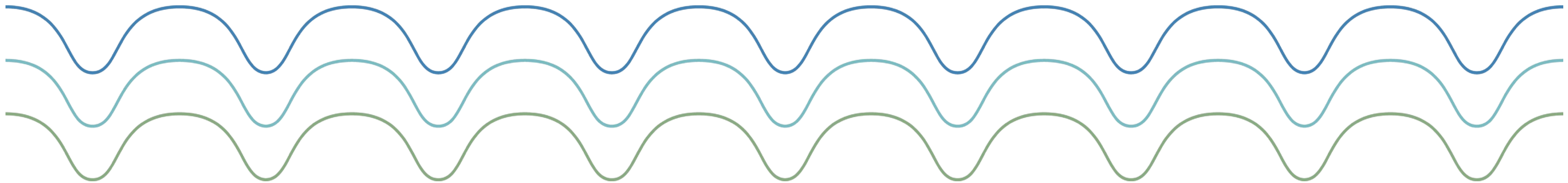
The 'Kensington Passport' embodies our commitment to holistic growth, valuing it as highly as academic achievement.

Our motto for the passport, 'Dream Big' encapsulates this vision. By completing the Kensington Passport, Kensington children will engage in activities that reflect our core school values, the Kensington DREAMS.

These diverse activities can be undertaken at home with their families or within their community, each one aligning with a specific Kensington DREAMS value. This initiative not only strengthens family and community bonds but also instils important values in our children at Kensington.

At the end of the year, efforts are recognised with awards corresponding to the number of activities they have completed.

Through the Kensington Passport, we aim to nurture well-rounded individuals who dream big and achieve their fullest potential.



# KENSINGTON VALUES

In order for our Kensington learners to fulfill their DREAMS we will be focusing on two values per term. This will enable our children to further understand what each value represents and how they themselves can achieve them at school and in their wider community.

Term 1	Term 2	Term 3
Growth Mindset	Independence	Kindness
Respect	Teamwork	Creativity



# Kensington

International School



## KENSINGTON HOUSES

At Kensington International School, every child and staff member becomes a member of one of the following four houses.



The aim of the house system is to give children more opportunities to show how they can use our Kensington **DREAMS** whilst also instilling a strong belief in teamwork.

Through healthy competition, the children will gain the feeling of responsibility and camaraderie that comes with being part of a team.

Two house competitions are held every half term throughout the school year; one academic and one sporting. These competitions give the children the opportunity to win house points. These points are totalled at the end of the school year and the house with the most points at the end of the year will win the overall house competition.

Every Friday and during official house events, children and staff will wear a house t-shirt to represent their house. Each child and member of staff will be given a house shirt at the beginning of the year.



## STUDENT LEADERSHIP

At Kensington International School, we believe that providing opportunities for children to take on leadership roles is vital for their personal growth and development. Leadership experiences help build confidence, develop responsibility, and learn the importance of teamwork and communication. At our school, we offer several distinct leadership opportunities designed to nurture these skills and empower our students to become proactive and responsible individuals.



### HOUSE CAPTAINS

One of the key leadership roles available is that of **House Captain**. These students represent the children of each house, helping to organise house competitions and serving as role models for younger peers. They play a crucial part in fostering house spirit and encouraging participation in various events.



### SCHOOL COUNCIL

Another significant leadership opportunity is through the **School Council**. The School Council is a group of elected student representatives who act as the voice of the student body. They meet regularly to discuss issues affecting the school, propose new ideas, and work on projects that benefit the entire school community. This role helps develop organisational and negotiation skills, as well as a sense of civic duty.



### ECO WARRIORS

Our **Eco-Warriors** are passionate about environmental sustainability. These children are dedicated to ensuring that each classroom adheres to our school's sustainability policy. They play an essential role in promoting eco-friendly practices and educating their peers about the importance of protecting our planet.

In addition to these roles, individual classrooms at Kensington International School also have their own leadership positions. Responsibilities such as water monitors, who ensure that their peers stay hydrated, help the children learn the importance of responsibility and cooperation on a smaller scale.

These varied leadership opportunities at Kensington International School not only enhance the children's educational experience but also prepare them to be thoughtful, capable, and active members of society.



# Kensington

International School

## TRIPS & RESIDENTIAL



One of the most exciting aspects of Kensington is the opportunity to visit new and exciting locations and invite visitors into school.

Children develop their independence skills as well as accessing activities that are not possible inside the day to day classroom. Each year group visits a different location and participates in exciting, new and innovative activities which directly link to the skills being focused upon in class.

In Year 2 the children will go on three trips:

Term 1 - A trip

Term 2 - A trip

Term 3 - A trip

- A Sleepover in school

## CHARITY & COMMUNITY



At Kensington International School, we believe in the importance of nurturing a strong sense of community and charity in our children.

Engaging in community work and charitable activities not only helps children develop empathy and compassion but also teaches them the value of contributing to society.

By creating links with the local community, our children learn the significance of civic responsibility and the impact they can make. Charitable giving and support are essential for fostering a culture of kindness and respect, aligning perfectly with the Kensington Dreams: growth mindset, respect, independence, teamwork, kindness, and creativity.

Our initiatives include completing the Kensington Passport, Art Fundraising Week, Pride fundraising event, Christmas Bring and Buy Sale, and KLS being a 'Donation Drop Off' zone, provide practical opportunities for children to embody these values while making a positive difference in their community.



# ASSEMBLES & PERFORMANCES



Throughout the year children will participate in a variety of assemblies and performances.

Children will start the week with a whole school singing assembly where they will learn to sing a variety of songs. The week will end with a celebration assembly where children will receive certificates that will be awarded to children who have been seen to be displaying our school values. Within this assembly time we will also learn about the school values.

Each class will perform one class assembly per year that parents will be invited to watch. This will be linked to the school values.

Year 2 will perform a show at the end of Term 3.

# ACTIVITIES & EVENTS

Month	Events	Parent Involvement
September	Primary Sports Day	Yes
October	Black History Month	No
	International Week	Yes
	Diwali	No
	Halloween - Spiders & Pumpkins	No
November	Loy Krathong	Yes
	Christmas Fair	Yes
December	Christmas Songs	Yes
January	Book Week	Yes
February	Lunar New Year	No
March	Makha Bucha	Yes
	Fundraising Week / Art Auction	Yes
April	Songkran	No
	Year 2 Performance	Yes
June	Pride Month	No
	Wai Kru	Yes



# PARENTAL INVOLVEMENT

Parental involvement is vital for children's academic success and holistic development.

When parents actively engage in their children's education, it creates a supportive learning environment, boosts their confidence, and enhances their overall well-being.

At Kensington International School, we recognise the importance of fostering strong partnerships between home and school to ensure our children thrive.

## PARENT WORKSHOPS

Our staff host a variety of workshops on topics parents have requested support with, such as independence, behaviour, reading and phonics, Thai skills, and more. These workshops are designed to equip parents with the tools and knowledge to support their children's learning and development at home.

## PARENT PARTICIPATION

Once each term, parents are invited into their child's class to observe a live teaching and learning session. This allows parents to gain insight into the classroom environment and understand the teaching methods used at Kensington International School.

## EVENTS

Throughout the year, we may request parental support or involvement for key events. Please refer to the events page for further details on which events require parental participation.

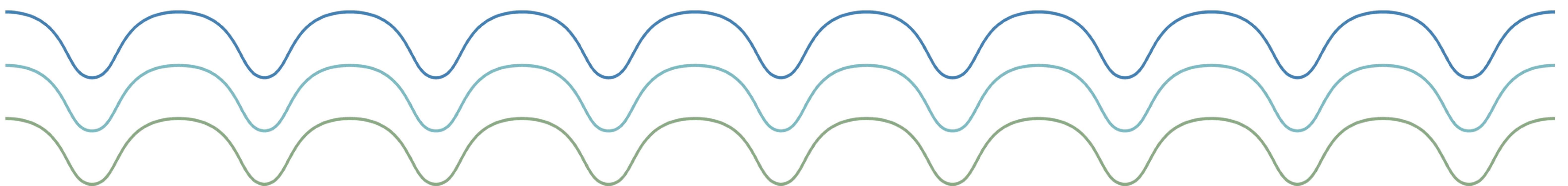
## PARENT MEETING

Parents are invited to meet with their child's Lead Teacher three times a year. During two of these meetings, teachers will provide a short feedback form outlining the child's progress and 2-3 targets for the next term. Additionally, parents will receive a comprehensive end-of-year report in June.

## CLASS REPS

Each class will have a designated parent representative, known as a 'Class Rep'. Class Reps attend termly meetings three times a year to discuss key issues within Kensington. They also support parent-school communication by acting as a liaison between the Lead Teacher and the parents, distributing information and addressing any queries via a Line group.

We believe that a collaborative approach between parents and the school is essential for the success of our students, and we are committed to providing various opportunities for meaningful parental involvement.





Kensington  
International School

YEAR 2  
CURRICULUM  
BOOKLET

BRITISH NATIONAL CURRICULUM  
KEY STAGE 1

