

Kensington
International School

YEAR 3
CURRICULUM
BOOKLET

BRITISH NATIONAL CURRICULUM
KEY STAGE 2



Kensington

International School

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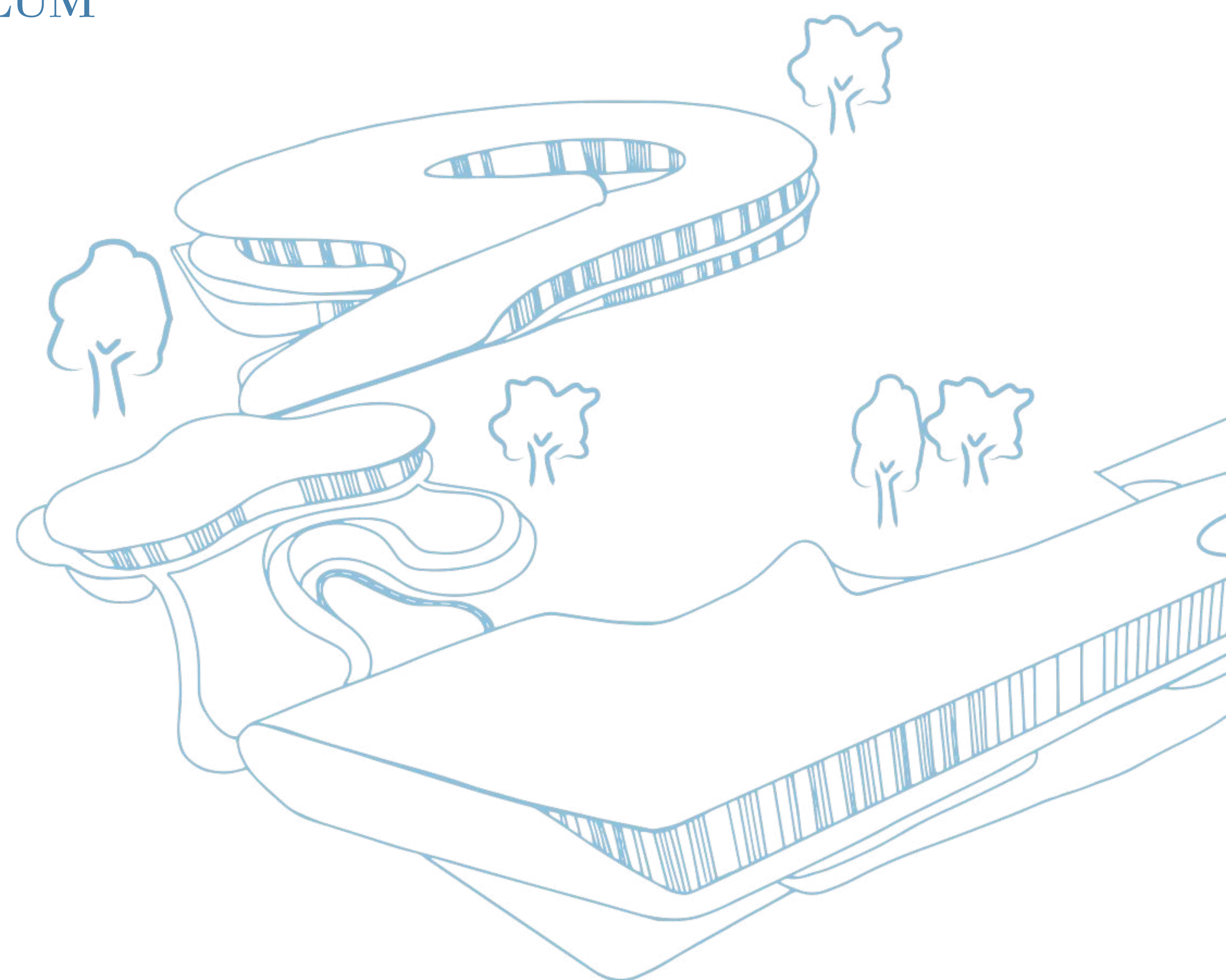
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KENSINGTON'S VISION

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

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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

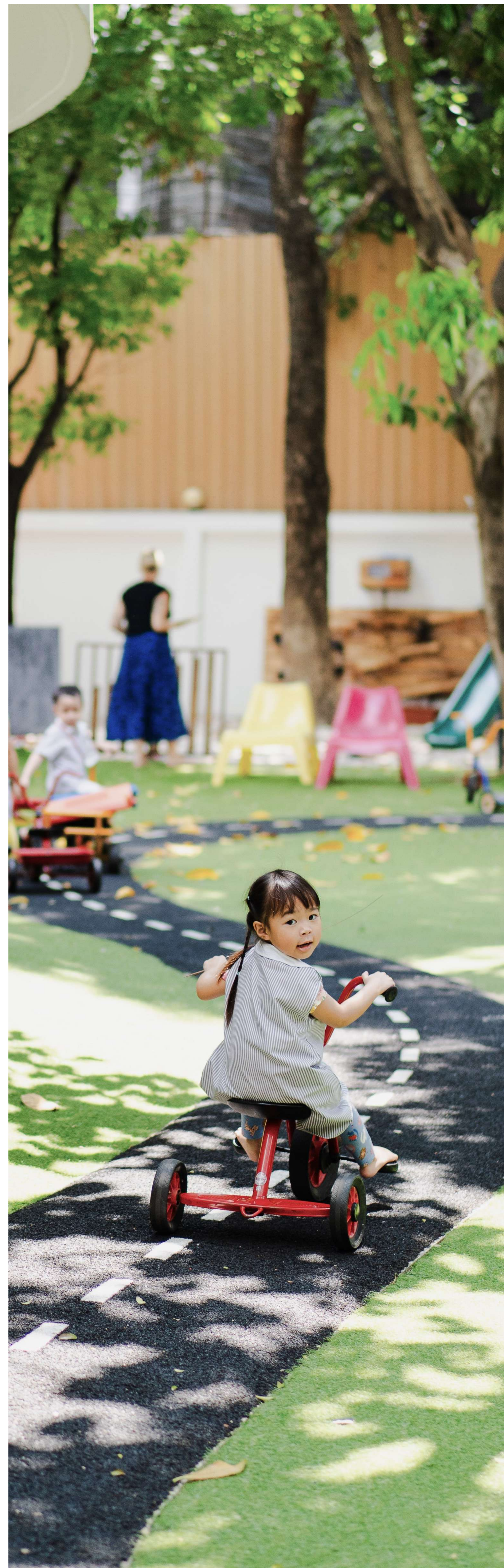
At Kensington International School, we follow the **British National Curriculum, adapted to suit our international context**. We nurture the intellectual curiosity, creativity, and critical thinking skills of every child, recognising that each is unique with their own strengths and learning styles. Our 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 3 / 2025-2026



Year 3 Lead Teacher
Mr Liam



Year 3 Teaching Assistant
Kru Mali



Floating Nanny

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

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 Miss 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.

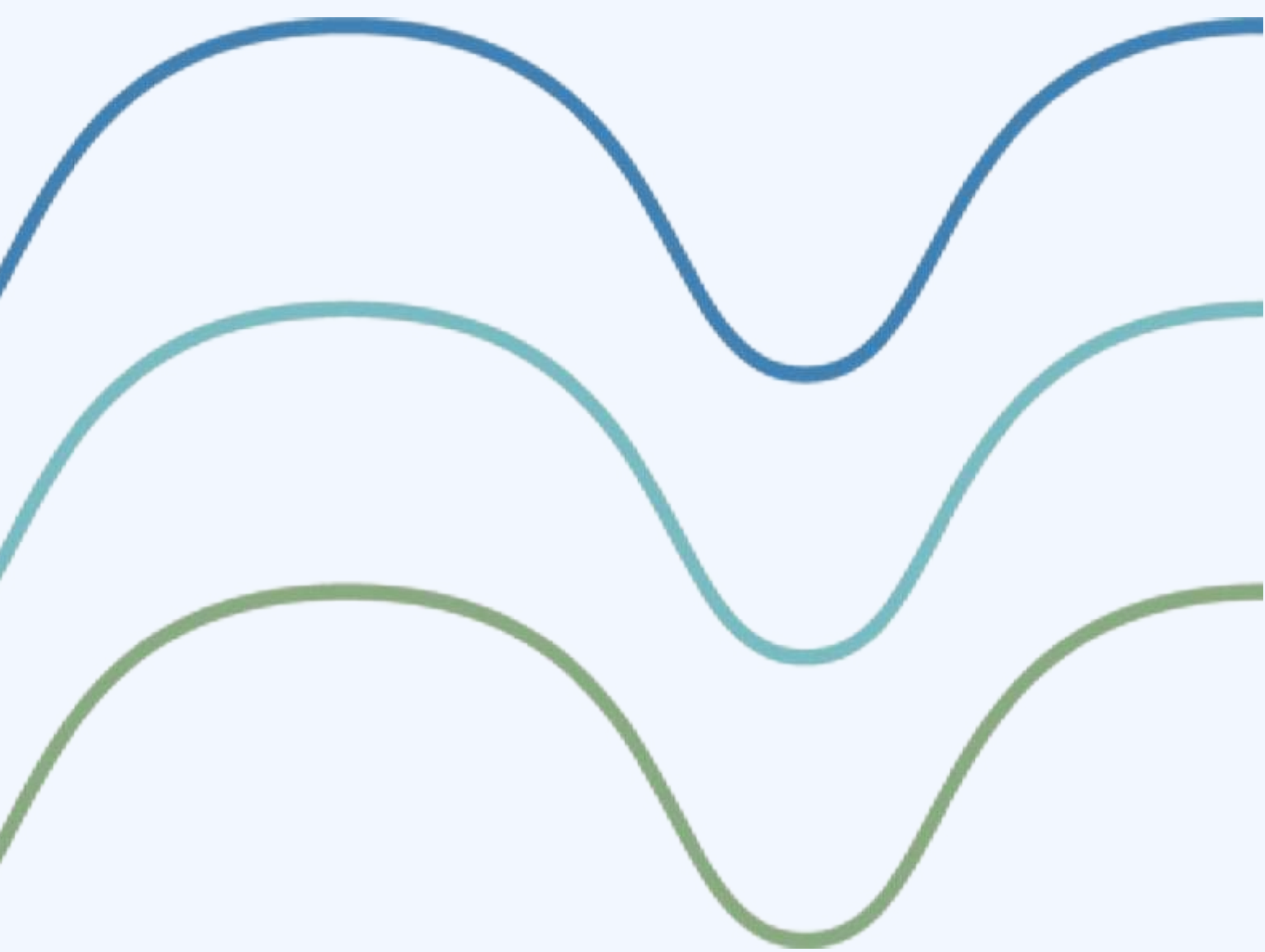


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PRIMARY TIMINGS

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 2

ACADEMIC CURRICULUM YEAR 3

Kensington
International School



YEAR 3 | 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 – Who were the first humans?

Embark on a fascinating journey through time with our Year 3 topic, "Who Were the First Humans?" This captivating theme invites our children to explore the origins of humanity. The children will delve into the prehistoric world, uncovering the mysteries of early human life and the significant milestones in our ancestors' development.



Together, they will investigate archaeological discoveries, learning how fossils and ancient artifacts reveal the story of human evolution. They will focus on understanding early humans' adaptations to their environments, examining their diets, tools, and survival strategies. The children will study cave paintings and early human crafts, developing their creativity as they understand why humans began to make their mark on the world.

YEAR 3 | Academic Curriculum

TOPICS OVERVIEW

TOPIC – How can a small voice make a big difference?

Year 3 will be exploring the inspiring question: How can a small voice make a big difference? Guided by the thought-provoking text *The Seed of Doubt*, our English lessons will follow the story of a young boy who learns that even the smallest voice can spark meaningful change.

As part of this topic, we will also be learning about real-life change-makers throughout history. In connection with Black History Month, we'll explore the lives of individuals who spoke out against injustice and used their voices to shape a better future. These stories will help us understand the importance of resilience, courage, and standing up for what is right.

Throughout the unit, children will reflect on the power of their own voices and actions, developing their confidence and sense of responsibility. This topic supports our DREAMS values and encourages all children to see themselves as capable of making a positive difference in the world.



TOPIC –

Could you escape a volcanic eruption?

Step into the thrilling world of natural disasters with our Year 3 topic, "Could you escape a volcanic eruption?" This dynamic and engaging theme immerses the children in the powerful forces of nature.

They will explore the inner workings of volcanoes, understanding how and why they erupt. They'll study different types of volcanoes, learn about the Earth's structure, and investigate the effects of volcanic eruptions on the environment. The children will embark on a global journey to identify where volcanoes are located and how landscapes and human settlements are influenced by volcanic activity.

Crafting volcano models and vibrant eruption simulations will be included, encouraging creativity and hands-on learning.



TOPICS OVERVIEW

TOPIC – How can we protect Thailand?

Join us in an exciting Year 3 topic, "How Can We Protect Thailand?" This topic invites the children to explore the rich cultural heritage and natural beauty of Thailand, while learning how to protect and preserve it.

The children will learn about the unique ecosystems and wildlife that call Thailand home and understand the importance of environmental conservation.

They will focus on the challenges facing Thailand's environment, such as deforestation, pollution, and climate change. Then, they will investigate sustainable practices and innovative solutions to protect Thailand's flora and fauna. Lastly, the children will investigate how they can contribute to protecting and preserving the wonders of Thailand for future generations.



TOPIC – Why is water essential to life?

Embark on a fascinating journey through time with our Year 3 topic, "Who Were the First Humans?" This captivating theme invites our children to explore the origins of humanity.

The children will delve into the prehistoric world, uncovering the mysteries of early human life and the significant milestones in our ancestors' development.

Together, they will investigate archaeological discoveries, learning how fossils and ancient artifacts reveal the story of human evolution.



They will focus on understanding early humans' adaptations to their environments, examining their diets, tools, and survival strategies. The children will study cave paintings and early human crafts, developing our creativity as we understand why humans began to make their mark on the world.

TOPICS OVERVIEW



TOPIC – What makes a place feel like home?

In our final topic of the year, Year 3 will explore the question: What makes a place feel like home? Using the beautifully poetic text *The Wilderness* and the rich, informative book *Africa, Amazing Africa*, we will journey through wild landscapes and vibrant cultures as we reflect on what gives a place its heart.

This topic will encourage children to think about the places that matter to them—whether it's the people, the landscape, the traditions, or the memories that make a space feel special. As we learn more about the continent of Africa, we will celebrate its diversity, stories, and natural wonders, developing respect for places that may feel very different to our own.

Through geography, art, and creative writing, children will be invited to consider how humans connect to the world around them and how home can mean something unique to everyone.

As we wrap up the year, this reflective and expressive topic will allow children to look outward and inward—celebrating both the global and personal meaning of 'home'.

Personal development sessions will include setting realistic goals, understanding the importance of resilience, and discussing the value of hard work and determination.

Students will engage in activities that build confidence, self-awareness, and a growth mindset.



YEAR 3

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

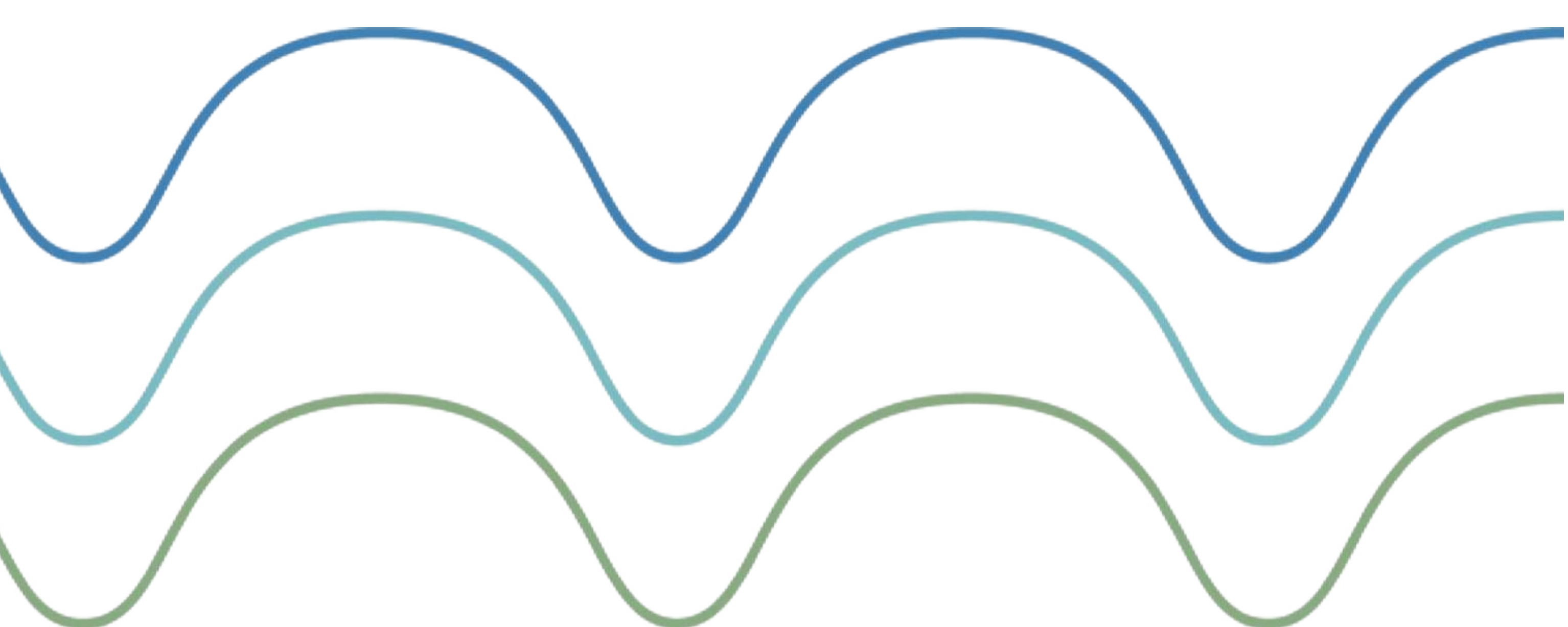
Students should be taught to:

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

WRITING - COMPOSITION

Students should be taught to:

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 - Organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings].



WRITING - COMPOSITION

Students should be taught to:

- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

WRITING - HANDWRITING

Students should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

SPELLING

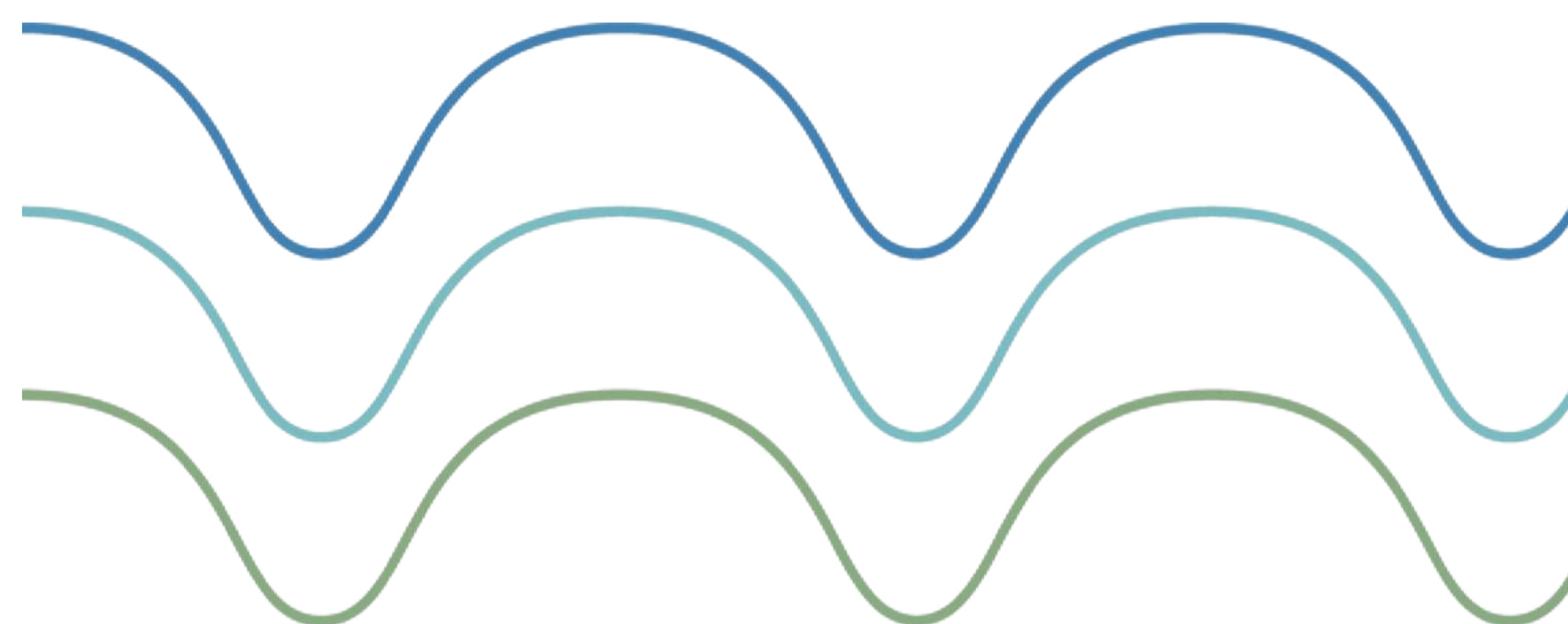
Students should be taught to:

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals. [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

PUNCTUATION & GRAMMAR

Students should be taught to:

- Develop their understanding of the grammatical concepts by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
 - Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.



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.

This is in addition to the children's daily English sessions which cover both reading and writing curriculum objectives.

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.

RANGE OF READING

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and reading for a range of purposes.

FAMILIARITY WITH TEXT

- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identify themes and conventions in a wide range of books.

POETRY AND PERFORMANCE

- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Recognise some different forms of poetry.

UNDERSTANDING

- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text.
- Identify main ideas drawn from more than one paragraph and summarising these.

WORD MEANINGS

- Use dictionaries to check the meaning of words that they have read.

INFERENCE

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Justify inferences with evidence.

PREDICTION

- Predict what might happen from details stated and implied.

AUTHORIAL INTENT

- Discuss words and phrases that capture the reader's interest and imagination.
- Identify how language, structure, and presentation contribute to meaning.

NON-FICTION

- Retrieve and record information from non fiction.

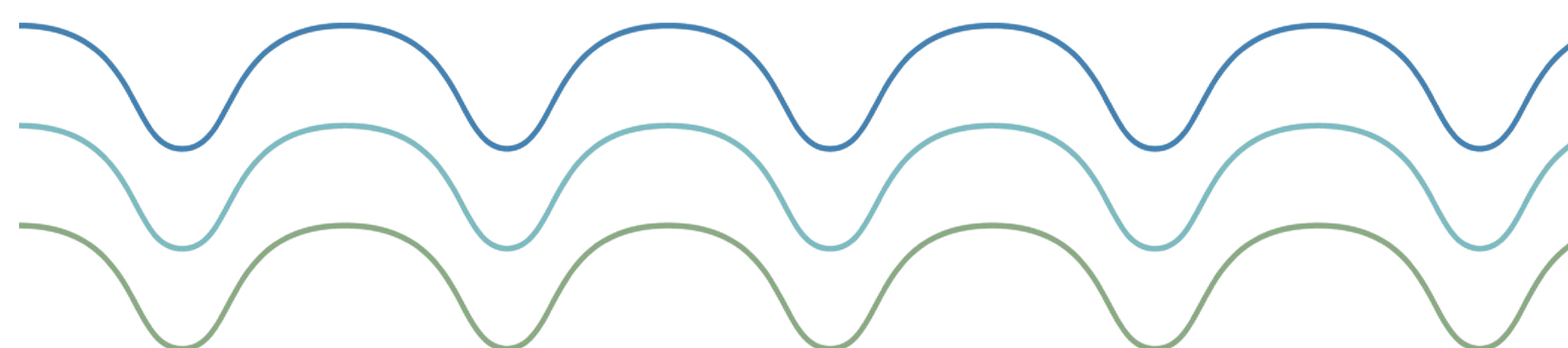
DISCUSSING READING

- 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.

READING – WORD READING

Students should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.



READING – COMPREHENSION

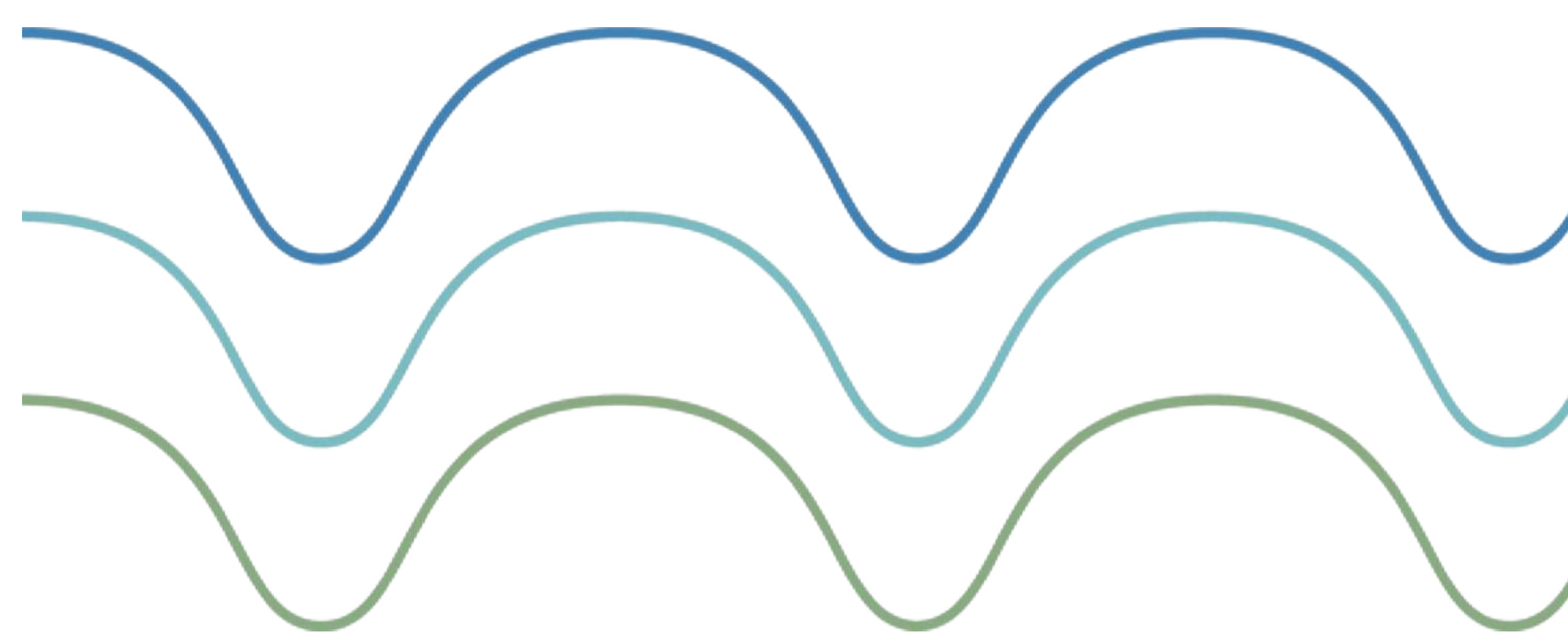
Students should be taught to:

- Develop positive attitudes to reading and understanding of what they read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read.
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 - Identifying themes and conventions in a wide range of books.
 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Discussing words and phrases that capture the reader's interest and imagination.
 - Recognising some different forms of poetry. [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- 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 from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and in words
- Solve number problems and practical problems involving these ideas.

ADDITION AND SUBTRACTION

- Add and subtract numbers mentally, including:
 - A three-digit number and ones
 - A three-digit number and tens
 - A three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

MULTIPLICATION AND DIVISION

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

FRACTION

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7}$ (five over seven) + $\frac{1}{7}$ (one over seven) = $\frac{6}{7}$ (six over seven)].
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above.

STATISTICS

Students should be taught to:

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

MEASUREMENT

Students should be taught to:

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

GEOMETRY

Students should be taught to:

PROPERTIES OF SHAPES

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.

POSITION AND DIRECTION

- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

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 relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

BIOLOGY - PLANTS

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

BIOLOGY - ANIMALS

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

CHEMISTRY - ROCKS

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

PHYSICS -FORCES AND MAGNETISM

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

PHYSICS -LIGHT AND SOUND

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.

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:

- Begin to recognise the need for a secure password.
- To ask an adult before downloading games and files.
- Begin to understand the term cyber bullying.
- Understand why age appropriate games and websites are important.
- To know what a virus is and the need to protect devices.
- To recognise the effect their own writing may have on others.
- To know the terms copyright and plagiarism and explain what they mean.
- To make good choices about amount of time spent online
- To identify reliable sources.
- To give examples of SMART scenarios.

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

- To understand how to use the shift key.
- To change colour, size and style of text.
- Combine words and images to create desired lay out.
- Align text left, centre, right and justified.
- Cut, copy and paste text.
- Use spell check and grammar check.
- Begin to use peripherals (printer).
- To use the home and insert tab.
- To be able to switch between screens and pages.
- Change page background.
- Create and organise folders to save work.
- Understand the differences between different types of storage e.g. hard disc, usb, cloud, school network.

○ MULTIMEDIA

- Plan and make a slideshow.
- Insert text and images.
- Include side transitions.
- Use animations in a slide show to make a quiz.
- Present a presentation in front of peer.
- Create a page of sounds with action buttons .

○ INTERNET

- Understand email conventions.
- Know how to structure an email.
- To identify safe emails and know basic email safety.
- Send and receive an email.
- Send and open attachments.
- Know how to reply, reply all, forward an email.
- Insert image and URL within an email.
- Search and Find an email.
- Know how to delete emails.
- Change email text colour and size.
- Know what each part of the email address means.
- Understand the basics of Google drive and collaborate on a Google doc (shared by the teacher).
- Add comments and resolve comments.
- Track editing in Google Docs.
- Use editing tool in Google Docs.
- Use voice typing in Google Docs.
- Use bookmarks or favourite.
- Add bookmarks.
- Find links on a bookmark website.

PHYSICAL EDUCATION (PE)

All children at KS2 should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PERSONAL, SOCIAL AND COGNITIVE SKILLS

Students should be taught to:

- Explore skills they prefer to use.
- Start to respond in game situations.
- Follow basic rules of sports.
- Use some tactics and strategies.
- Work in pairs, group activities and small sided games.
- Use basic rules and play fairly.
- Start to understand why we warm up.
- Understand what happens to our body when we exercise.

INVASION GAMES

Students should be taught to:

- Pass, dribble and shoot in a variety of games.
- Start to perform skills with speed and some accuracy.
- Use marking, tackling and / or interception to gain possession of the ball.
- Know the difference between attacking and defending skills.

NET AND WALL GAMES

Students should be taught to:

- Serve with a forehand and / or backhand.
- Return a shot.
- Rally the moving object.
- Striking and Fielding.
- Children should be taught to:
- Strike a bowled or stationary object.
- Use a range of fielding skills.
- Strike an object with correct technique.
- How to bowl a ball.
- Use fielding skills in modified game situations (e.g. throw, roll, catch and stop).

GYMNASTICS

Students should be taught to:

- Explore body shapes and balances.
- Explore symmetrical and asymmetrical body shapes.
- Use a variety of ways to link balances, jumps and travels.
- Use basic counterbalances with some body tension.
- Perform movements in canon and unison.

ATHLETICS

Students should be taught to:

- Show a change of pace depending on the activity.
- Throw a variety of objects with some control.
- Perform a range of jumps with some control.
- Understand how to perform a variety of relay events.

DANCE

Students should be taught to:

- Explore dance movements and create patterns of movement.
- Perform a dance with rhythm.
- Create a dance that reflects the chosen dance styles.
- Perform a dance using a range of movement patterns.

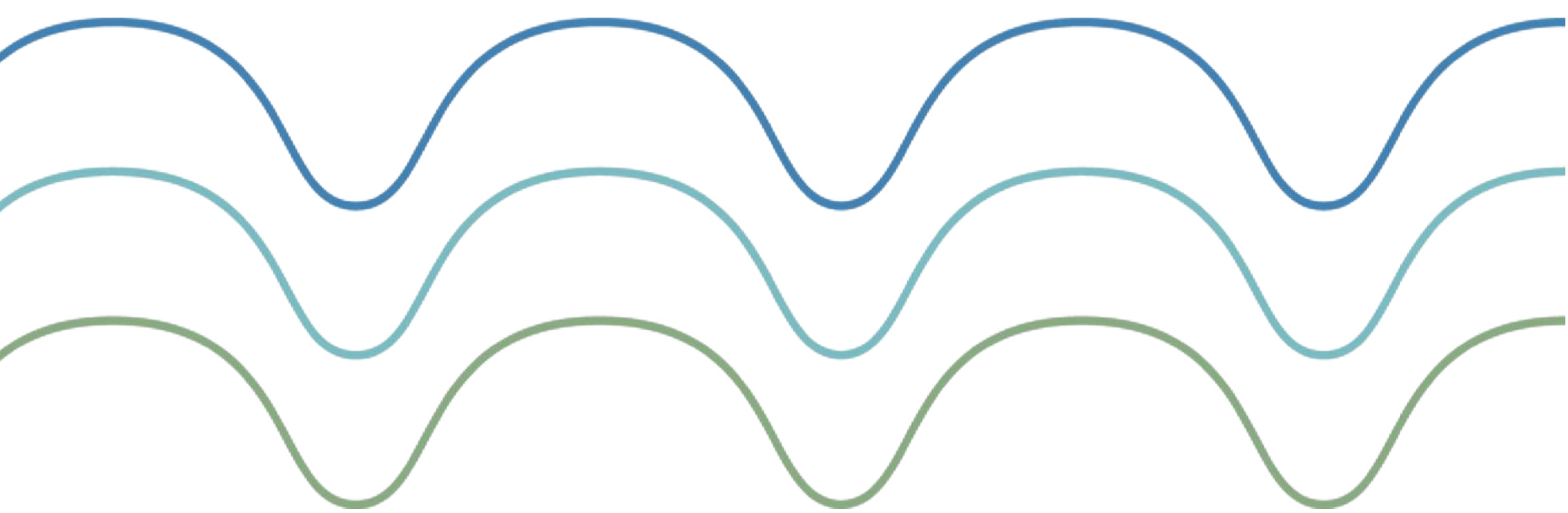
SWIMMING

The minimum requirement is that, by the time they are ready to leave Key Stage 2, 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.
- Stroke Technique Skill Application for Front Crawl.

Students should be taught to:

- Maintain shark fin position for 25m.
- Maintain shark fin and 6 count bubbles for 25m.
- Swim 25m (breathing arm only) while maintaining streamline position.
- Swim front crawl with their head in the correct position breathing on the 4th stroke RH side.
- Begin first stage of diving - feet leaving the edge; understanding to look back at their feet, maintaining streamline.
- Stroke Technique Skill Application for Backstroke.
- Maintain a backstroke kick for 25m.
- Maintain straight arm rotation for 25m.
- Apply the 'Cut the Pizza and Put it in Your Pocket' technique.
- Stroke Technique Skill Application for Breaststroke.
- Demonstrate a correct frog kick with legs remaining in water (using board).
- Stroke Technique Skill Application for Butterfly.
- Demonstrate the dolphin kick initiating kick from the hip.





THAI

ภาษาไทย

หลักภาษา

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- พยัญชนะและไทรยางค์ อักษร ๓ หมู่
- สระประสม
- วรรณยุกต์และการผันวรรณยุกต์
- มาตราตัวสะกด
- คำควบกล้ำ
- อักษรนำ

การฟังและการพูด

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การเล่าเรื่อง อธิบาย เกี่ยวกับสิ่งของและหัวข้อเรื่องที่น่าสนใจ
- การตั้งคำถาม ตอบคำถาม และสรุปเรื่องที่ฟังหรือดู
- การบอกความรู้สึกเกี่ยวกับเรื่องที่ฟังหรือดู

การเขียน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การเขียนประกอบภาพ
- การเขียนสะกดคำศัพท์
- การแต่งประโยค

การอ่าน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- อ่านเรื่องสั้น วรรณกรรมสำหรับเด็ก
- อ่านคำคล้องจอง
- อ่านสะกดคำ

วัฒนธรรมไทย

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เข้าใจและมีส่วนร่วมกับกิจกรรมทางวัฒนธรรมไทย เช่น ประเพณีไทย ศิลปะไทย
- รู้จักภูมิปัญญาไทย เช่น สิ่งของเครื่องใช้ ยาพื้นบ้าน และผลิตภัณฑ์ชุมชน

MFL

Modern Foreign Language

MANDARIN

Students should be taught to:

LISTENING & RESPONDING

- Use 6 familiar greeting words at the first meet and classroom language (e.g nihao, zaijian, xiexie, bukeqi, duibuqi, meiguanxi).
- Present 2-4 simple sentences conversation about topics.
- Develop appropriate pronunciation for 9 special initials of Hanyu Pinyin (e.g.: j-, q-, x-, z-,c-,sh-,zh-,ch-,r-)
- Count from 1-50.
- Appreciate 3-5 simple songs, poems & rhymes.
- Understand 60-100 words and apply them to a short conversation.

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

- Recognise and pronounce the special initials of Hanyu Pinyin (e.g.: j-, q-, x-, z-,c-,sh-,zh-,ch-,r-)
- Recognise and read 30-35 Hanzi without Pinyin support
- Show understanding of 60-100 words & phrases written with Pinyin support. e.g. 谢(xiè)谢(xiè), 对(duì)不(bu)起(qǐ)
- Read and understand 2 question sentences made by “什么” about each topics with Pinyin support. e.g. “这(zhè)是(shì)什(shén)么(me)?” “你(nǐ)叫(jiào)什(shén)么(me)名(míng)字(zì)?”

WRITING

- Write the special initials of Hanyu Pinyin (e.g.: j-, q-, x-, z-,c-,sh-,zh-,ch-,r-)
- Start to write basic strokes of Hanzi.
- Identify and copy 30-35 Hanzi including 10 radicals following the sequence of strokes. (10radical:一 二 八 十 人 刀 力 王 木 山) (Hanzi:三 四 五 六 七 九 你 好 叫 什 么 不 上 下 牛 果 汁 哥 姐 在 再)
- Write Chinese numbers 1-10.
- Write 5 terms about each topics in Hanzi or Pinyin.
- Use “什么?” to write simple questions and answers.
- Write one word about the picture given in Pinyin or Hanzi.

SPANISH

Students should be taught to:

LISTENING & RESPONDING

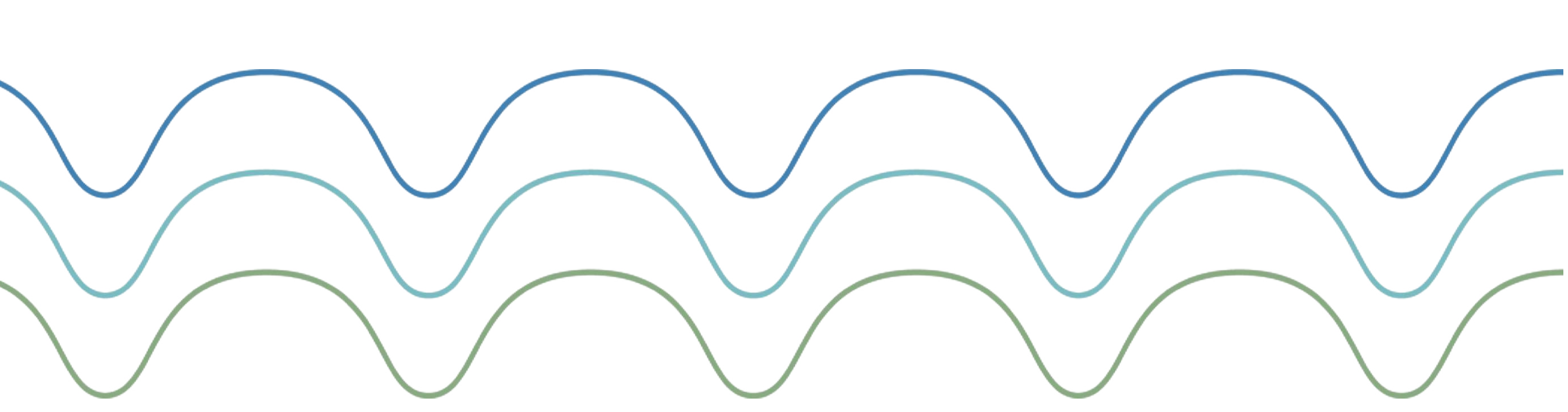
- Greet others in Spanish with confidence: Hola, adios, buenos dias, buenas tardes, buenas noches, gracias, por favor.
- Ask and reply to the questions ¿Cómo estás? Cómo te llamas? Cuántos años tienes?
- Begin to recognise and pronounce the sounds of Spanish
- Understand and use numbers 0-50.
- Know the 11 colours.
- To understand and use the verb "yo tengo" (I have) and "yo no tengo" (I don't have).
- Know the main parts of the body and the parts of the face
- Identify the days of the week.
- Recognise the month of the year in Spanish.
- Recall 4 to 6 school items.
- Understand classroom instructions.
- Identify the gender and number of nouns.
- Identify the members of the family.
- To learn some moods to explain how you feel in Spanish.
- To start using the verb “estar” and “tener” to express how you feel.
- Identify 5 to 8 animals.
- Recognise and understand fruits and vegetables.
- Understand and use the verb "yo tengo" (I have) and "yo no tengo" (I don't have).
- Memorise and sing songs, poems and rhymes.

READING

- Read all the letters of the alphabet.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in Spanish.

WRITING

- Develop their understanding of the way sounds are represented in writing.
- Copy accurately in writing some of the keywords from the topics learnt.
- Write the numbers until 30 perfectly, can make spelling mistake 31 to 50.
- Complete sentences in Spanish to talk about themselves.



FRENCH

Students should be taught to:

LISTENING & RESPONDING

- Understand, answer and use fluently the greetings: Bonjour, comment ça va? Oui, ça va/ Comme-ci, comme-ça/ Non, ça va mal. Au revoir.
- Ask & answer questions using 'Je' and 'Tu':
- Comment tu t'appelles? Je m'appelle ...
- Tu as quel âge? J'ai ... ans.
- Quelle est ta couleur préférée? C'est le ...
- Tu as un animal? Oui, j'ai un x/ Non, je n'ai pas de ... R e c a l l the days of the week
- Count until 21 .
- Use 5 to 8 colors
- Recall 3 to 6 school objects (trousse, stylo, gomme, colle, crayon, règle, sac d'école, livre, cahier).
- Use classroom instructions (écoutez, regardez, répétez, asseyez-vous, levez-vous).
- Identify 5 to 8 body parts.
- Say if you are short or tall (use the proper masculine or feminine form : petit/petite or grand/grande).
- Identify 5 to 8 pets.
- Say you don't have a pet: "Je n'ai pas de chat."
- Identify close family members (mother, father, brother, sister), using "my"
- Recall 5 household items.
- Use prepositions "dans" ("in") and "sur" ("on").
- Develop appropriate pronunciation: nasal sounds (on/un/en)
- Appreciate songs, poems and rhymes.

READING

- Read all the letters of the alphabet.
- Read basic graphics and phonics in French: nasal (on/un/en/an).
- Show understanding of words & phrases written in French from the topics learnt over the course of the year : 5-8 words per learning topics.
- Read and answer short written sentence using "Je".
- Read sentences with objects or pets + colours.

WRITING

- Write the numbers until 10 perfectly, can make spelling mistake 11 to 21.
- Write a few sentences in French using the proper "je" form of the verb, mainly "J'ai + âge, school objects or pets" et "Je suis + description" .
- Write 5 to 8 colours .
- Write "ça" with a proper "ç" ("c" cédille).
- Write 5 pets nouns.
- Write 4 family members.
- Write 5 household items.

JAPANESE

Students should be taught to:

LISTENING & RESPONDING

- Listen to someone until they have finished.
- Listen to somebody considering the sequence of the content as well as focusing on the end of each sentence.
- Ask when they have any questions or miss what is said.
- Explain what happens in their everyday life considering the proper sequence of their speech.

READING

- Read Hiragana, Katakana and 240 Chinese characters to be learned by the end of the year fluently.
- Understand the texts written in Hiragana, Katakana and a few Chinese characters.
- Read texts aloud with clear pronunciation.
- Tell what the interest part is in easy stories.
- Recognise where the introduction, development, turn and conclusion are in a short story.

WRITING

- Write Hiragana and Katakana fluently as well as legibly.
- Use 80 Chinese characters allocated to year two children in their composition without difficulties.
- Tell the meanings, read and write 160 new Chinese characters selected by the Ministry of Education.
- Write a passage with right punctuation.
- Compose a passage made up of a couple of sentences showing when, who and what.
- Express how they feel and what they do in a passage made up of a couple of sentences.

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.

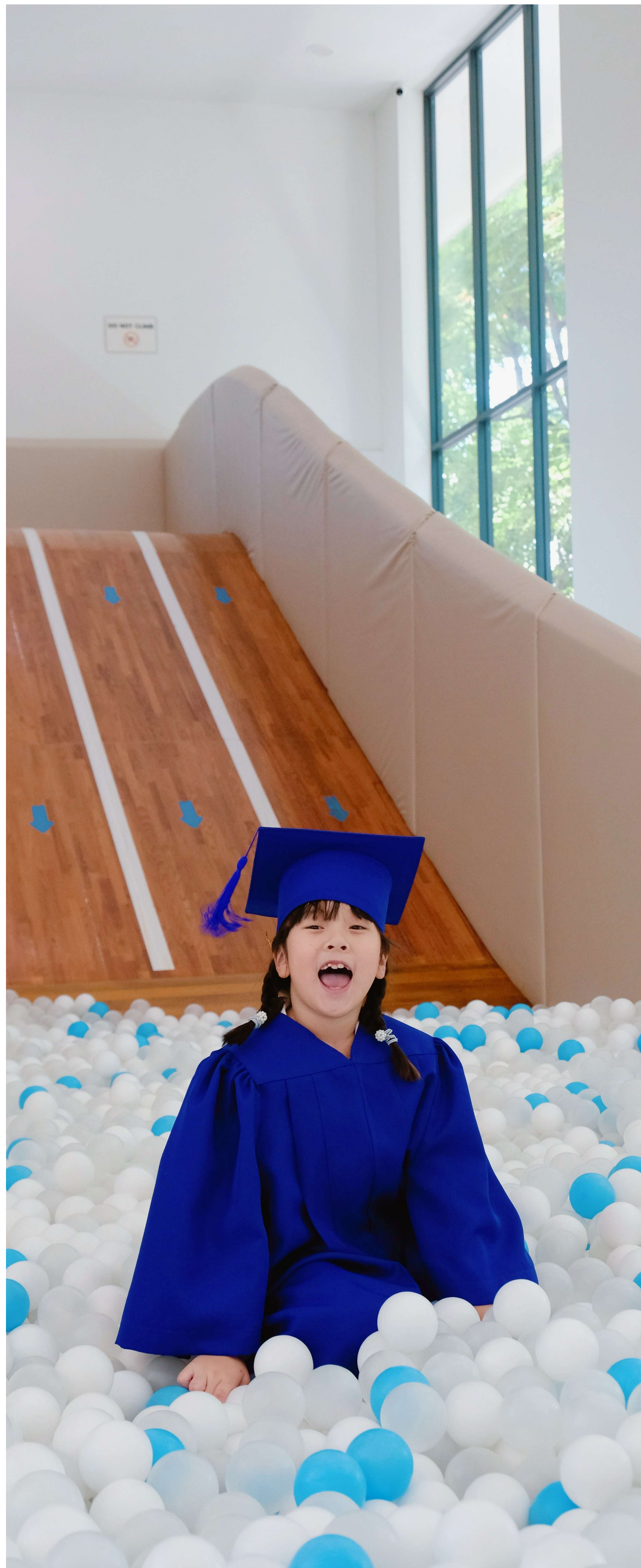
At Kensington, our PSHE curriculum is intricately linked to the core values we cherish, known as the Kensington Dreams: growth mindset, kindness, teamwork, creativity, respect, and independence. These values underpin every lesson, fostering a supportive and dynamic learning environment.

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.

DEVELOPING CONFIDENCE AND RESPONSIBILITY AND MAKING THE MOST OF THEIR ABILITIES

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
- To look after their money and realise that future wants and needs may be met through saving.



PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS

- To research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- What democracy is, and about the basic institutions that support it locally and nationally.
- To recognise the role of voluntary, community and pressure groups.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- To explore how the media present information.

DEVELOPING A HEALTHY, SAFER LIFESTYLE

- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
- About how the body changes as they approach puberty.
- Which commonly available substances and drugs are legal and illegal, their effects and risks.
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
- School rules about health and safety, basic emergency aid procedures and where to get help.

HELPFULNESS

- To have an understanding that other people have needs and we have a responsibility to help them.

CARING

- To understand the school and its environment should be cared for.

RESPECT

- To describe how my helpful actions at home show respect to the people I live with.
- To understand that we can show respect to lots of different people in different ways.
- To describe how we can show respect in different ways based on a person's needs.

FAIRNESS

- To understand that we need to know all the facts before making a judgement.
- To consider both sides of a story.

SERVICE

- To consider practical ways our school can support a charity financially.
- To articulate the needs and work of a charity to others.

COOPERATION

- To articulate their own strengths and needs in an area of the curriculum.

DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
- To think about the lives of people living in other places and times, and people with different values and customs.
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
- To recognise and challenge stereotypes.
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
- Where individuals, families and groups can get help and support.

Kensington

International School

COOPERATION

- To resolve conflicts to cooperate effectively.
- To identify others who may be able to help me and others who I may be able to help.

GRATITUDE

- To be able to express gratitude for the kindness of others.
- To know why we should be grateful to people who help us.

KINDNESS

- To practise giving and receiving kindness.

COURTESY

- To treat visitors to the classroom with courtesy.

FORGIVENESS

- To be able to think of different ways to ask for forgiveness.
- To understand how forgiving someone helps ourselves and others.

HONESTY

- To know that we must check the truth of a story before we repeat it to others.
- To consider the effects of being dishonest on others.

FRIENDLINESS

- To describe and show the qualities of a good friend.

GRATITUDE

- To be able to express gratitude for what we have.

CLEANLINESS

- To learn how to clean our teeth effectively.

COURAGE

- To understand that we can learn important lessons from the mistakes that we make.
- To be able to learn from mistakes we have made.

REFLECTION

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

DETERMINATION

- To be able to show enough determination to complete a challenge.

SELF-DISCIPLINE

- To understand what self-discipline looks like in typical school situations.
- To understand when and how to practice self-discipline in a school day.

PATIENCE

- To understand that we need to be patient and give ourselves time when solving problems.
- To understand that patience creates a peaceful and orderly classroom.



MUSIC

PERFORMING

Students should be taught to:

SINGING

- Sing folkloric (do-re-mi) songs with hand signs.
- Sing tetratonic (so-la-mi-do) songs with hand signs.
- Sing familiar songs using dynamics and phrasing.
- Sing songs with rhythmic ostinatos.
- Play singing games.

PLAYING

- Play a simple broken bordun to accompany a song.
- Play percussion instruments using dynamics.
- Layer different rhythms together.
- Perform a series of rhythms to create a piece.
- Play a melody using recorder, piano, and tuned instruments.

MOVEMENT

- Move expressively through two levels using forward and sideways motion.
- Imitate simple movements to songs.
- Perform simple folk dances.

COMPOSING

Students should be taught to:

- Create a rhythm using ta-a, ta, ti-ti, and sh.
- Create a soundscape to represent objects or characters.
- Create sounds to help tell a story.
- Sing made up songs using sol, la, and mi; mi, re, and do.

LISTENING/APPRAISING

Students should be taught to:

- Identify loud and soft dynamics, crescendos, and diminuendos.
- Identify fast, medium, and slow tempos.
- Differentiate beat and rhythm.
- Identify the rhythm of a song using ta-a, ta, ti-ti, and sh.
- Identify timbre of instruments.
- Identify high, middle, and low pitches.
- Identify how music helps to tell a story.

HISTORY

Students should be taught to:

CHRONOLOGICAL UNDERSTANDING

- Sequence previously studied topic on a timeline to gain greater historical perspective.
- Develop a chronologically secure knowledge and understanding of World History, establishing clear narratives within and across the periods studied.

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

- Find out about everyday lives of people in time studied
- Compare times in the past with our life today.
- Identify reasons for and results of people's actions.
- Understand why people may have wanted to do something.

HISTORICAL INTERPRETATIONS

- Identify and give reasons for the different ways in which the past is represented.
- Distinguish between different sources – compare different versions of the same story.
- Note connections in Historical periods studied.
- Note connections and cause and effect in Historical periods studied.
- Look at different representations of the period e.g. museum, cartoons etc.

HISTORICAL ENQUIRY

- Use a range of sources to find out about a period.
- Observe small details – artefacts, pictures.
- Select and record information relevant to the study.
- Use the library and the Internet for own personal research.
- Ask and answer simple questions.

ORGANISATION AND COMMUNICATION

- Communicate their knowledge in a range of different ways (e.g. discussion, pictures, drama and role play, making models, writing and digital communication).
- Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.
- Use Historically accurate terms to talk about the passing of time.

GEOGRAPHY

Students should be taught to:

LOCATIONAL KNOWLEDGE

- Locate and name the continents on a World Map
- Locate the main countries of Asia
- Identify capital cities of Asia
- Identify longest rivers in the world, largest deserts, highest mountains and compare with Thailand
- Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.

PLACE KNOWLEDGE

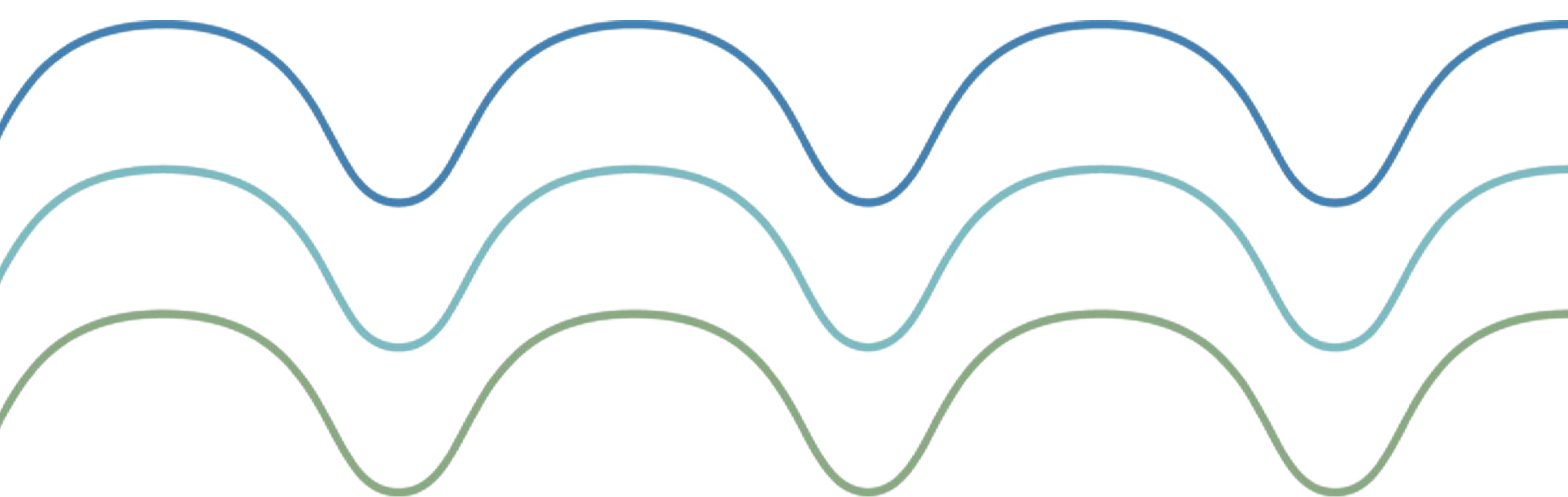
- Compare a region of the Thailand with a region linked to topic, eg. local hilly area with a flat one or under sea level.

HUMAN AND PHYSICAL GEOGRAPHY

- Describe and understand key aspects of:
- Physical geography including Rivers. A brief introduction to Volcanoes and earthquakes linking to Science.
- Explore key aspects of human geography including trade links in a studied civilisation or pre civilisation.
- Types of settlements in Thailand linked to History. Why did early people choose to settle there?

GEOGRAPHICAL SKILLS AND FIELDWORK

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key to build their knowledge of Thailand and the wider world
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



ART & DESIGN TECHNOLOGY

Students should be taught to:

RESEARCH: INVESTIGATE, ANALYSE AND UNDERSTAND

- Respond to works from different Artists and Designers
- Begin to analyse pieces from the same Artist/Designer/ Movement
- Describe how different pieces are effective and why
- Analyse of the features of an Artist or Designer
- Form their own opinion about a piece
- Follow a design specification.

RESPONDING: SKILLFULLY RECORD - DRAWING, SKETCHES, PHOTOGRAPHY, MODELLING

- Draw a straight line using a ruler
- Effectively control a pair of scissors to cut a straight and a curved line
- Grip and control a pencil to create a variety marks
- Use a pencil for shading
- Grip and use a paint brush correctly
- Identify warm and cool colours
- Measure, tape or pin, cut and join fabric with some accuracy
- Demonstrate hygienic food preparation and storage.

EXPERIMENTING & GENERATING OWN IDEAS: DEVELOP, REFLECT, REFINE

- Create a sketchbook
- To make design decisions based on outcomes of the focussed practical task
- Start to refine and develop own ideas
- Experiment with different ways of using materials
- Think about their ideas as they make progress and be willing change things if this helps them improve their work.

OUTCOME: FINAL PIECE / PRODUCT

- Work presented shows some individual qualities. The outcome demonstrates some connections with original sources and media explored earlier in the project
- Appropriate finishing techniques have been used to improve their final product.

REFLECT: EVALUATE / REVIEW

- Evaluate work and suggest improvements
- Use subject specific vocabulary with the support of the teacher
- Evaluate their final product against design specification.





BRITISH NATIONAL CURRICULUM
KEY STAGE 2

CURRICULUM ENHANCEMENT

YEAR 3

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.

Navigating Library Organisation: Teach children how the library is organised, including how books are arranged by genres, authors, or subjects, and how to use signage or the library catalogue to find specific books.

Exploring Various Text Types: Introduce learners to different types of texts, including fiction, non-fiction, poetry, and graphic novels, and help them understand the unique characteristics of each.

Conducting Basic Research: Introduce children to basic research skills, such as using reference materials, databases, and search engines to gather information on specific topics or questions.

Evaluating Information Sources: Teach learners how to critically evaluate information sources for accuracy, reliability, and bias, and guide them in discerning credible sources from unreliable ones.

Summarising and Synthesising Information: Help children practise summarising and synthesising information gathered from multiple sources, supporting their ability to comprehend and analyse complex texts.

Using Text Features: Teach learners how to use text features such as headings, subheadings, captions, and diagrams to navigate and understand non-fiction texts more effectively.

Creating Bibliographies: Introduce children to the concept of bibliographies and citations, and teach them how to create simple bibliographic entries for the sources they use in their research projects.

Participating in Book Clubs or Literature Circles: Facilitate small group discussions or book clubs where learners can discuss books they have read independently, share insights, and engage in critical analysis of the text.

Promoting Digital Citizenship: Teach children about responsible and ethical use of digital resources, including respecting copyright, citing sources, and practising online safety when conducting research online.

These library skills aim to empower Year 3 learners to become confident and independent users of library resources, **preparing them to engage in more complex research and inquiry-based learning activities.**

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.



FOREST SCHOOL





BRITISH NATIONAL CURRICULUM
KEY STAGE 2

HOLISTIC CURRICULUM

YEAR 3

Kensington
International School



Kensington

International School



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 PASSPORT

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

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.

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 3 the children will go on three trips:

Term 1 - A trip

Term 2 - A trip

Term 3 - A trip

- A one night residential

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 3 & Year 4 to perform a show at the end of Term 2.

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
June	Pride Month	No
	Wai Kru	Yes
	Year 3/4 Performance	Yes

PARENTIAL 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.

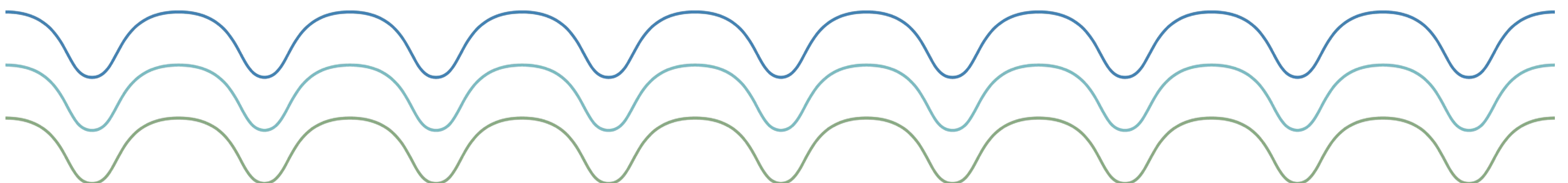
PARENT MEETING

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 3
CURRICULUM
BOOKLET

BRITISH NATIONAL CURRICULUM
KEY STAGE 2

