

Kensington
International School

YEAR 4
CURRICULUM
BOOKLET

BRITISH NATIONAL CURRICULUM
KEY STAGE 2



Kensington

International School

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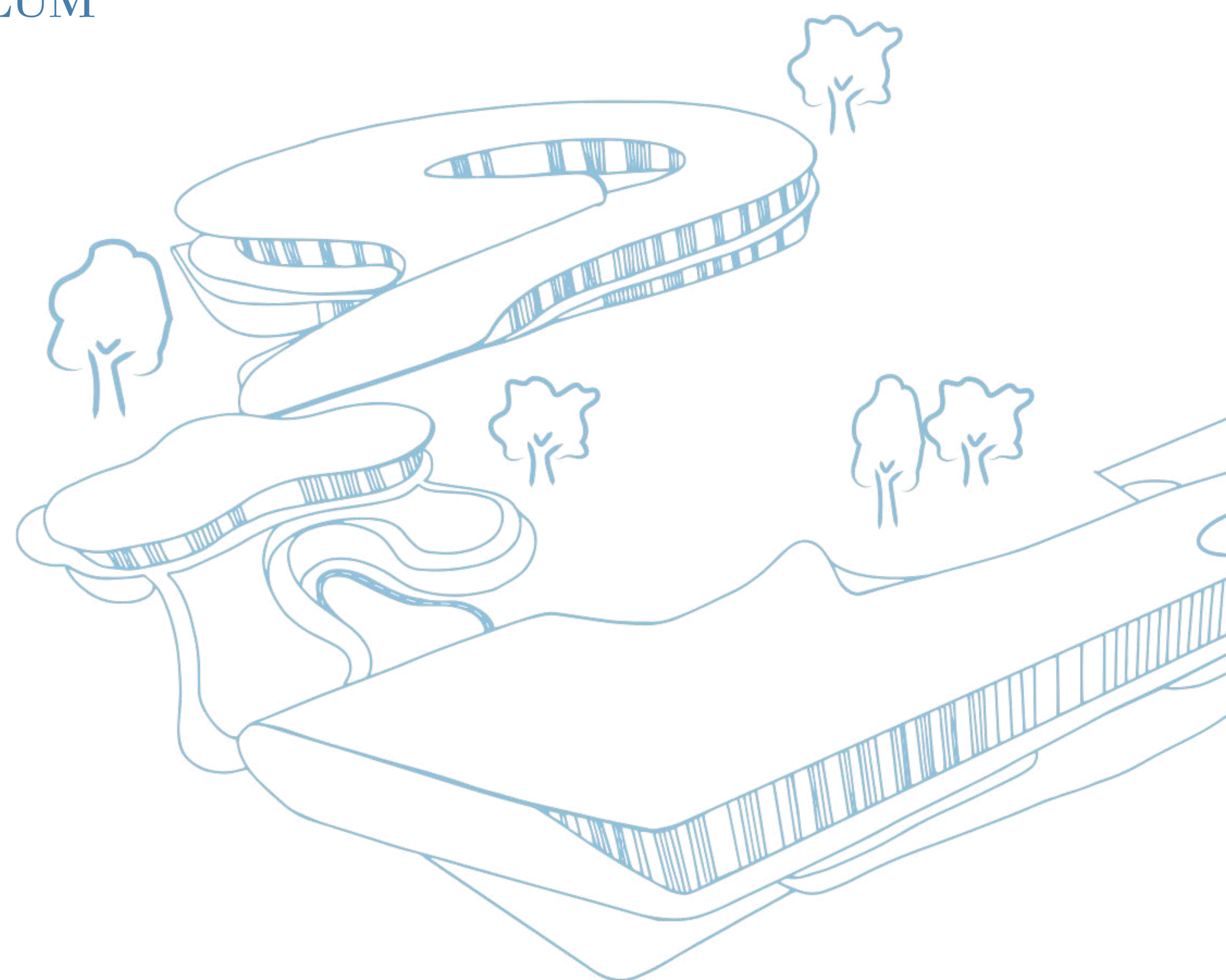
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Kensington

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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

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

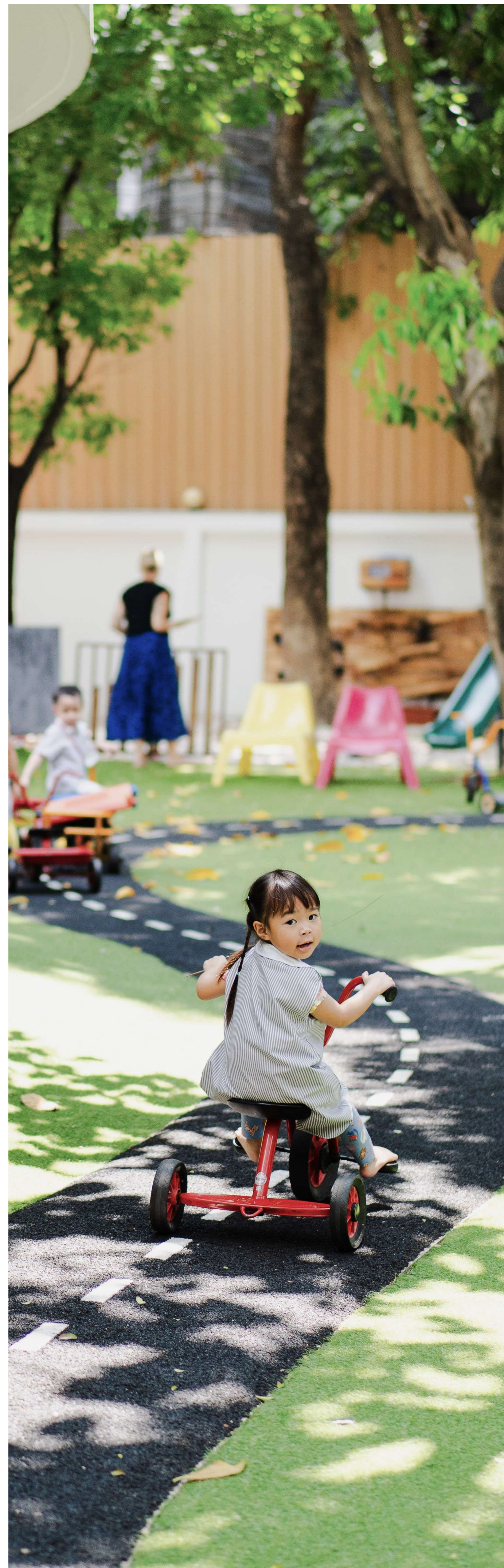
At Kensington International School, we follow the **British National Curriculum, adapted to suit our international context**. We nurture the intellectual curiosity, creativity, and critical thinking skills of every child, recognising that each is unique with their own strengths and learning styles. Our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

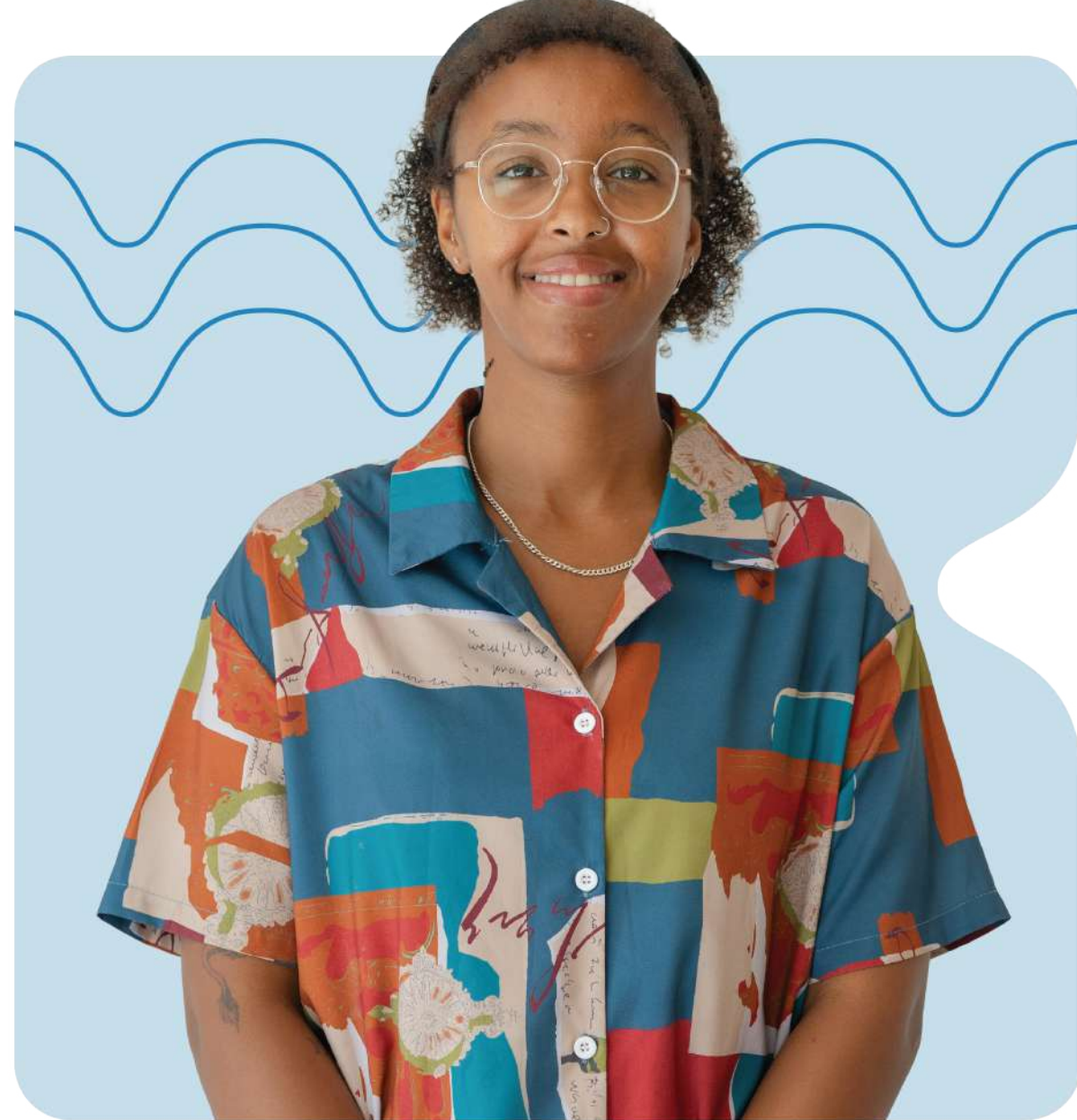
Our goal is to graduate well-rounded individuals proficient in core academic subjects and equipped with the skills, character traits, and mindset needed to thrive in an ever-changing world. Through collaboration on projects, performing in school plays, or participating in community service, we instill 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 4 / 2025-2026



Year 4 Lead Teacher
Ms Kowthar



Year 4 Teaching Assistant
Ms MJ



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

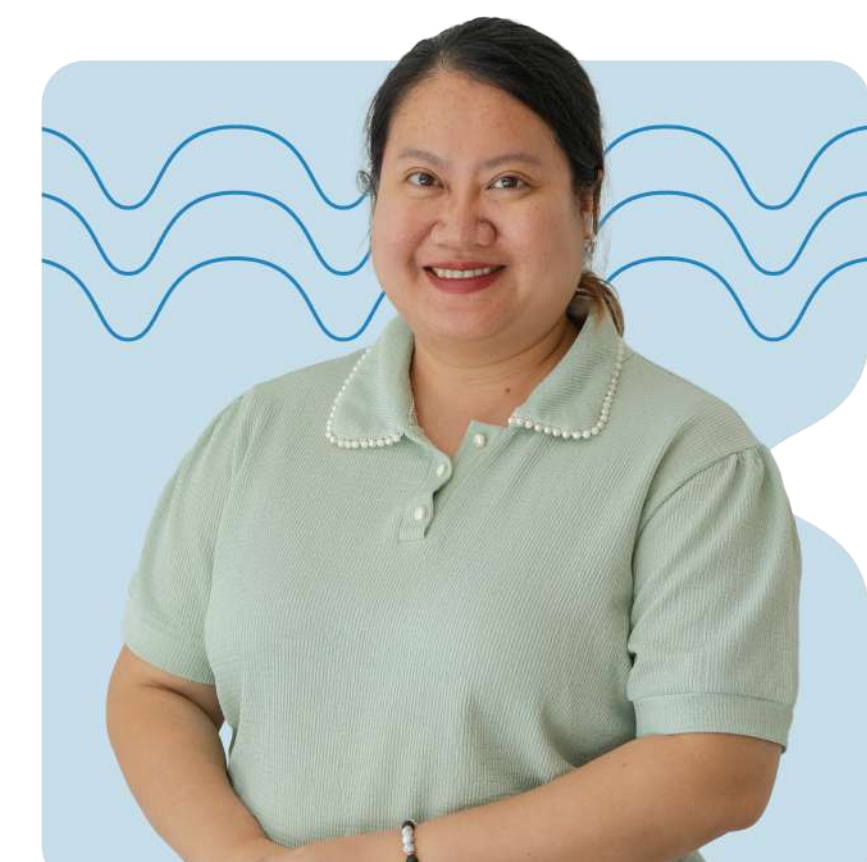
Nurse Team



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.

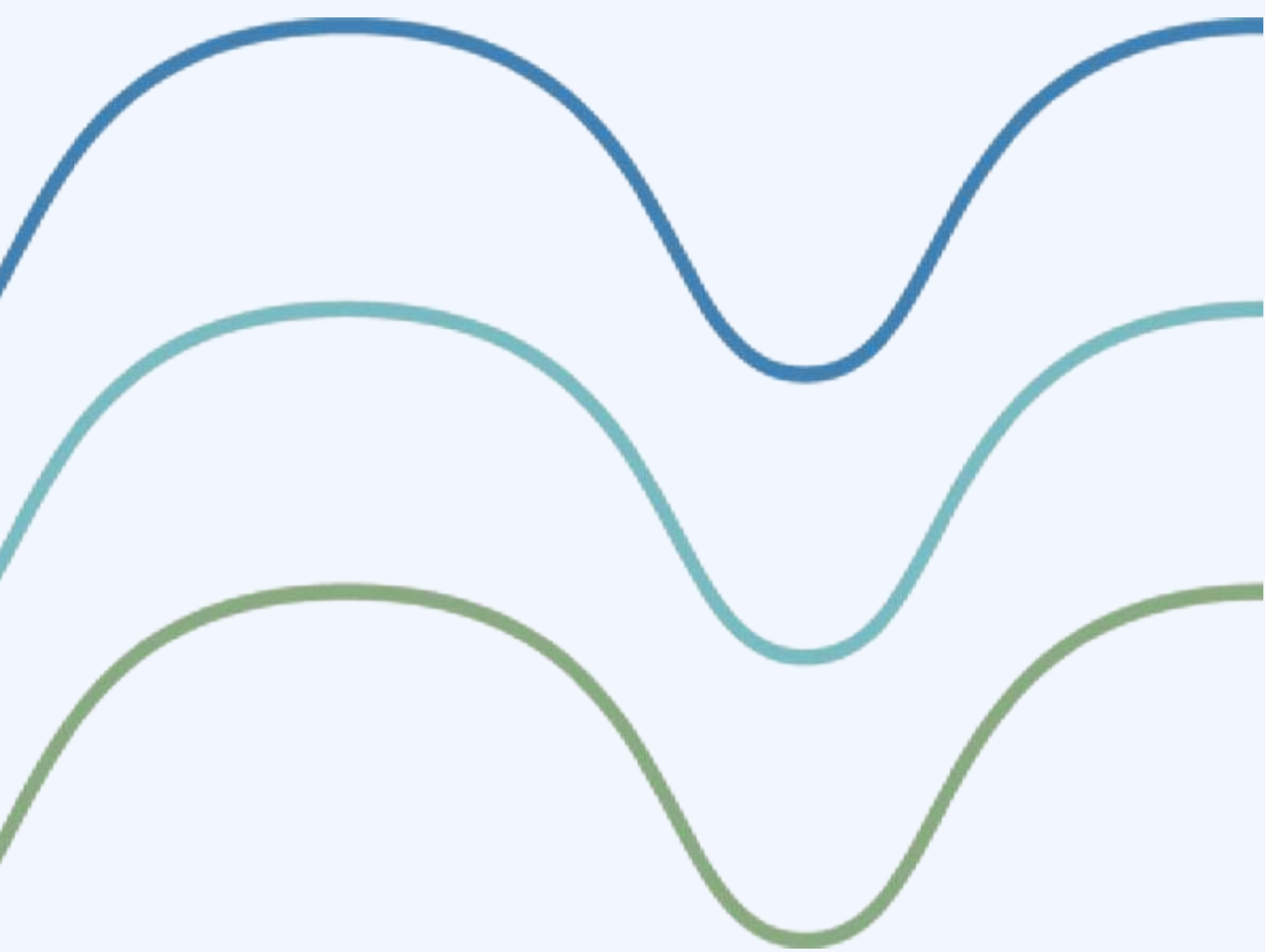


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PRIMARY TIMINGS

Subjects and sessions per week



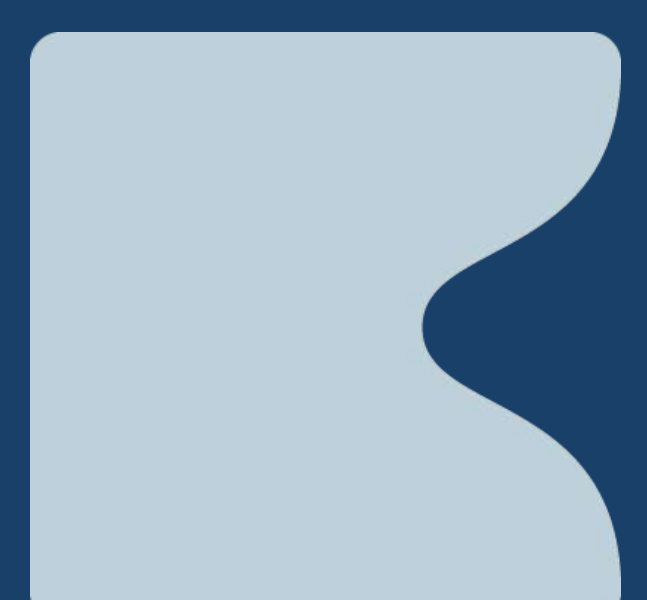
English	5 Periods a week
Maths	5 Periods a week
Phonics	5 Periods a week
Project Based Learning	6 Periods a week
Computing	1 Period a week
PSHE	1 Period a week
Library	1 Period a week
Science	1 Period a week
Thai	3 Periods a week
Forest School	1 Period a week
Art	1 Period a week
Music	1 Period a week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



BRITISH NATIONAL CURRICULUM
KEY STAGE 2

ACADEMIC
CURRICULUM
YEAR 4

Kensington
International School



YEAR 4 | 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 Is Life in Bangkok Different from Life in Other Cities?

Get ready to become globe-trotting geographers! This half term, Year 4 will explore what makes life in Bangkok unique—and how it compares to cities around the world. From bustling markets and sky trains to traffic jams and tropical weather, we'll take a closer look at how people live, travel, work, and play in Thailand's vibrant capital.



Children will develop their geography skills by using maps, atlases, and digital tools to locate Bangkok and other major world cities. They'll investigate physical and human features, compare climates, explore population differences, and consider how transport, housing, and culture vary in different urban environments

Through case studies, class debates, and creative map work, pupils will learn to ask and answer important questions about place, environment, and the challenges of city life.

TOPICS OVERVIEW

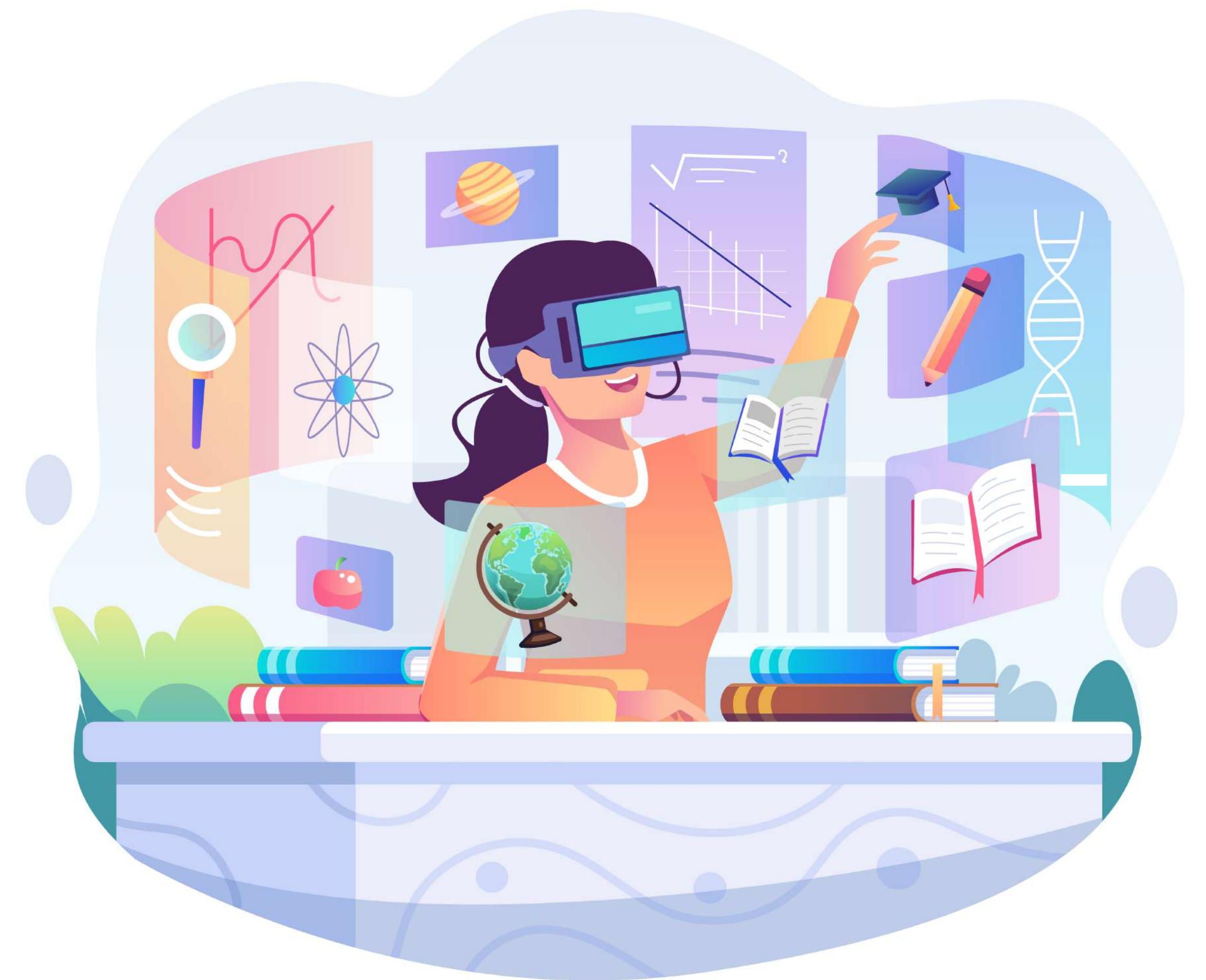
TOPIC –

How Have Inventors Changed the World?

From light bulbs to aeroplanes, and from the printing press to the internet – the world has been transformed by incredible inventions! In this exciting topic, Year 4 will journey through time to discover how inventors have changed the way we live, work, and communicate.

We'll explore the lives and legacies of famous inventors such as Thomas Edison, the Wright brothers, and Alexander Graham Bell. We'll investigate what inspired them, how their inventions worked, and how they solved real-world problems.

By the end of the topic, children will understand how the spirit of curiosity, creativity and perseverance has shaped the modern world – and they might just be inspired to change the world themselves!



TOPIC – Why Is It Important to Look After Our Earth?

We'll investigate how animals and plants depend on their surroundings to survive, and how changes to these habitats – caused by pollution, deforestation or climate change – can have serious effects. We'll also learn how to classify living things and explore what makes each habitat special.

Through real-world case studies, hands-on investigations, and eco-challenges, children will be encouraged to think like scientists and act like global citizens. By the end of the topic, they'll be equipped with the knowledge, empathy and inspiration to make a positive difference – starting with small changes that can help save our planet!



Our planet is amazing – but it needs our help! In this thought-provoking topic, Year 4 will explore the big question: Why is it important to look after our Earth? From plastic-filled oceans to endangered animals and disappearing forests, we'll learn about the impact humans have on the environment and what we can do to protect it.

TOPICS OVERVIEW

TOPIC –

What Would It Be Like to Live as a Viking?

Sharpen your axes and set sail on an unforgettable journey back in time! This term, Year 4 will step into the world of the Vikings to uncover what life was really like over 1,000 years ago. Were Vikings just fearsome raiders – or were they also skilled traders, settlers, and shipbuilders?

Through this exciting topic, we'll explore how the Vikings lived, what they believed, how they travelled, and why they left their homelands to invade and settle across Europe. Children will learn about Viking longhouses, gods and goddesses, clothing, food, and the daily life of Viking men, women and children.

We'll investigate real historical evidence and dramatic stories from Norse mythology, and we'll even try our hand at Viking-style writing, map work and design challenges. By the end of the topic, pupils will have a deep understanding of Viking life – and maybe even a few battle cries too!



TOPIC – Why Do People Settle Where They Do?

We'll look at how humans throughout history have chosen places to live – from riverside farming communities and coastal fishing towns to bustling cities and mountainous villages. Children will investigate the key factors that influence settlement, such as access to water, fertile land, shelter, trade, and transport.

Using maps, atlases and digital tools, we'll explore different types of settlements around the world. We'll compare ancient settlements with modern ones and learn how the needs of communities have changed over time.



Have you ever wondered why towns, cities and villages are built where they are? In this exciting geography-based topic, Year 4 will explore the big question: Why do people settle where they do?

TOPICS OVERVIEW



TOPIC – How does climate shape the world we live in – and the worlds we imagine?

Why do camels thrive in the desert while polar bears survive in the Arctic? How do weather and temperature shape the way we live – and what might life be like in imagined climates of our own creation?

In this exciting topic, Year 4 will investigate how climate influences life on Earth – from the clothes we wear to the homes we build and the foods we grow. We'll explore real-world climates and biomes, using maps and atlases to locate regions across the globe and discover how people, animals and plants adapt to life in different environments.

We'll learn how solids, liquids and gases behave differently in hot and cold conditions. We'll investigate how water changes state in the natural world – from melting glaciers to evaporating puddles – and explore how these changes shape climates and habitats.

This cross-curricular topic will challenge children to think like scientists, geographers and storytellers as they explore the powerful relationship between climate, imagination, and survival.

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 4

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.

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.

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

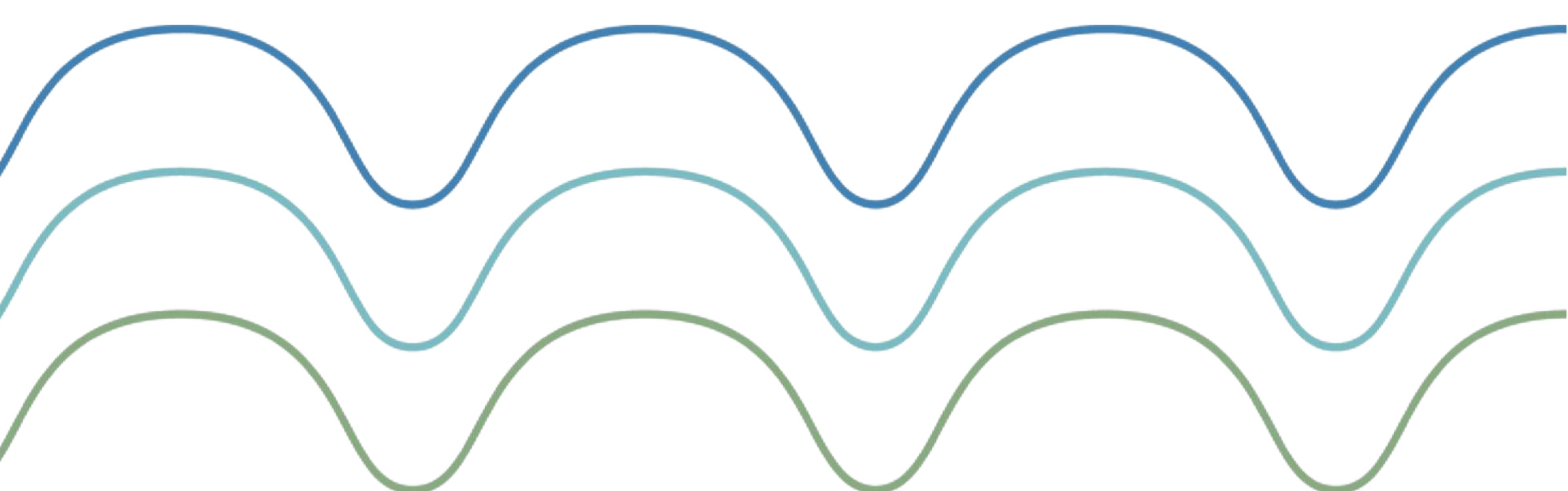
Children are taught the writing element of the National Curriculum for England in lessons based around exciting and engaging key texts.

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 AND HANDWRITING

Students should be taught to:

- Produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction)
- Use a range of styles and genres confidently and independently
- Organise ideas appropriately for both purpose and reader
- Develop ideas in creative and interesting ways
- Select interesting strategies to move a piece of writing forward
- Write in a lively and coherent style
- Select from a range of known ambitious/adventurous vocabulary for a purpose, with some words being particularly well chosen
- Use links to show time and cause
- Use more sophisticated connectives
- Use paragraphs, although they may not always be accurate
- Use or attempt grammatically complex structures



WRITING - HANDWRITING

Students should be taught to:

- Use a wide range of punctuation mainly accurately; full stop and capital letters, question mark, exclamation mark, comma, apostrophe, inverted comma
- Open sentences in a wide range of ways for interest and impact
- Use nouns, pronouns and tenses accurately and consistently throughout
- Advise assertively, although not confrontationally, in factual writing
- Spell unfamiliar regular polysyllabic words accurately and most of the Year 4 High Frequency words and the Year 4 words in the National Curriculum

Handwriting

- Write neatly, legibly and accurately, usually maintaining a joined style with:
 - Speed and fluency practice: er, est
 - Speed and fluency practice: opposites
 - Consistency in spacing: mis, anti, ex
 - Consistency in spacing: non, co
 - Consistency in spacing: apostrophes
 - Layout, speed and fluency
 - Introducing sloped writing
 - Parallel ascenders: al, ad, af
 - Parallel descenders and break letters: ight, ough
 - Size, proportion and spacing: ious, able, ful, fs, ves, v, k, ic, ist, ion, its, it's
 - Speed and fluency: ible, able
 - Print alphabet
 - Print capitals
 - Presentational skills: font styles.

PUNCTUATION & GRAMMAR

Students should be taught to:

Sentence

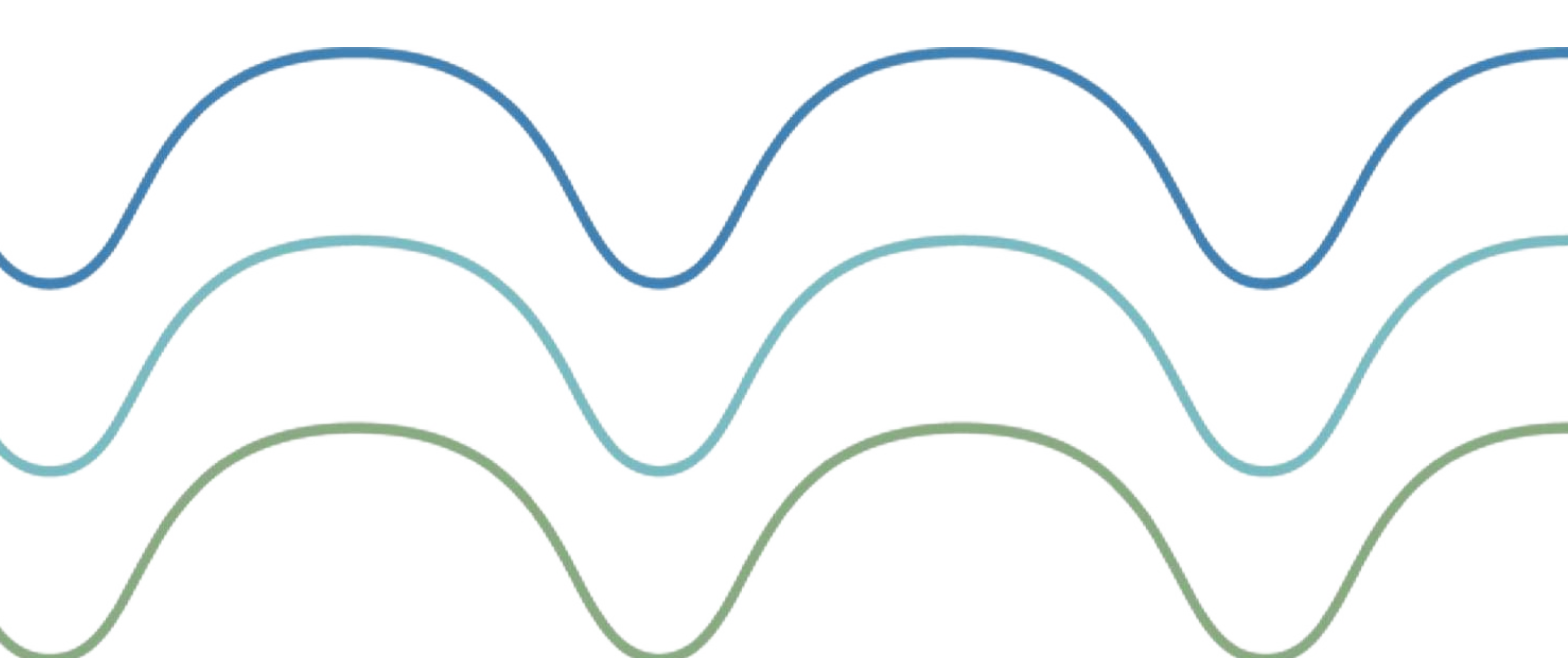
- Use long sentences to enhance description or information
- Use short sentences to move events on quickly
- Start with a simile
- Use simple / embellished simple sentences securely
- Use compound sentences (coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions) securely
- Develop complex sentences: (subordination) Main and subordinate clauses with range of subordinating conjunctions
- Use 'ed' clauses as starters
- Use expanded -'ing' clauses as starters
- Drop in -'ing' clause
- Use sentences of 3 for action
- Use repetition to persuade
- Use dialogue - verb + adverb
- Make appropriate choices of pronoun or noun within a sentence to avoid ambiguity and repetition.

Word

- Use prepositions at underneath since towards beneath beyond conditionals - could, should, would
- Use comparative and superlative adjectives
- Use proper nouns refers to a particular person or thing
- Recognise the grammatical difference between plural and possessive -s
- Use standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done).

Punctuation

- Use commas to mark clauses and to mark off fronted adverbials
- Use full punctuation for direct speech: each new speaker on a new line
- Use commas between direct speech and reporting clause
- Use apostrophes to mark singular and plural possession.



SPELLING

Students should be taught to:

- Adding suffixes beginning with vowel letters to words of more than one syllable
- The / / ɪ sound spelt y elsewhere than at the end of words
- The /ʌ/ sound spelt ou
- The suffix -ation
- The suffix -ly
- Words with endings sounding like /ʒə/ or /tʃə/
- Endings which sound like /ʒən/
- The suffix -ous
- Endings which sound like /fən/, spelt -tion, -sion, -ssion, -cian
- Words with the /k/ sound spelt ch (Greek in origin)
- Words with the /ʃ/ sound spelt ch (mostly French in origin)
- Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
- Words with the /s/ sound spelt sc (Latin in origin)
- Words with the /eɪ/ sound spelt ei, eigh, or ey
- Possessive apostrophe with plural words
- Homophones and near-homophones
- Full prefix, suffix and word lists in Appendix 1 of the National Curriculum.

READING

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 TEXTS

- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell 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.

WORD MEANINGS

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

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.

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

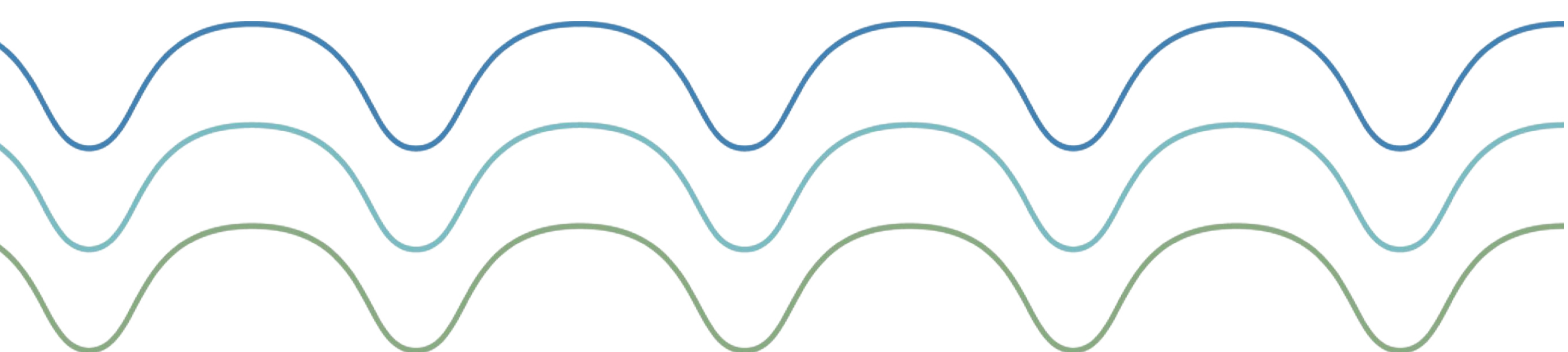
- Discuss words and phrases that capture the reader's interest and imagination
- Identify how language, structure, and presentation contribute to meaning.

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.



SPEAKING AND LISTENING

Students should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Ask 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 multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system

ADDITION AND SUBTRACTION

- Add and subtract numbers with up to 4 digits using the formal written methods of Columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

MULTIPLICATION AND DIVISION

- Recall multiplication and division facts for multiplication tables up to 12×12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder
- Correspondence problems such as n objects are connected to m objects

FRACTION

- Recognise and show, using diagrams, families of common equivalent fractions
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Add and subtract fractions with the same denominator
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Solve simple measure and money problems involving fractions and decimals to two decimal places

STATISTICS

Students should be taught to:

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

MEASUREMENT

Students should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Find the area of rectilinear shapes by counting squares
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

GEOMETRY

Students should be taught to:

PROPERTIES OF SHAPES

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

POSITION AND DIRECTION

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon.

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

WORKING SCIENTIFICALLY (Cont.)

- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings
- Use a range of topic related vocabulary accurately e.g. appliances, components, cells, matter, etc.

BIOLOGY - LIVING THINGS AND THEIR HABITATS

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

BIOLOGY - ANIMALS (INCLUDING HUMANS)

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

CHEMISTRY - MATERIALS

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation, transpiration and condensation in the water cycle and associate the rate of evaporation with temperature.

PHYSICS -LIGHT AND SOUND

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

PHYSICS -FORCES AND MAGNETISM

- Use a range of topic related vocabulary accurately e.g appliances, components, cells, matter, etc.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights In a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.



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 the importance of secure passwords and how to create them.
- Report and respond to cyberbullying.
- Understand the importance of self regulated use of technology.
- Protect devices from viruses and malware.
- Identify viruses and malware.
- Understand the importance of copyright and showing respect for intellectual property e.g. music, literature, art
- Develop awareness of their digital footprint.
- Understand that anything posted online can be seen by others.
- Post positive comments online
- Give a range of solutions to SMART scenarios.

COMPUTER SCIENCE

Students should be taught to:

- Observe a working program and decompose its elements
- Use logical thinking to break up a large problem into smaller parts.
- Spot patterns in algorithms and code
- Use loop/ forever loop
- Use selection and repetition
- Apply algorithms to maths, science and other subjects
- Use an efficient procedure to simplify a programme
- Keep testing a program while putting it together to find bug
- Understand meaning of computer input and computer output
- Use input and output commands in programming
- Use the condition (IF) structure to control the operation of a programme
- Create and use a variable to store a changing value.

INFORMATION TECHNOLOGY

Students should be taught to:

○ WORD PROCESSING

- Plan layout of the page
- Align text on a page
- Store files in hierarchical order
- Create new files and organise work
- Find and replace text in a long document
- Use the thesaurus
- Insert basic tables
- Add and delete rows and columns
- Use home, insert, page layout and view tab
- Use shortcuts
- Use hyperlinks
- Organise and create own folders
- Name folders in a logical manner
- Change orientation of a page from portrait to landscape.

○ MULTIMEDIA

- Plan a photo shoot to take pictures for a project
- Take good photos using a digital camera
- Create a photo collage
- Create perspective photos
- Use green screening to edit a photo
- Store, edit and improve photos using a computer
- Combine photos in a document to create an illustration to go with the text.

○ INTERNET

- Identify sponsored links
- Carry out deep searches within a website
- Be critical of internet content
- Be cautious about reliability of internet content
- Consider copyright when using web content.
- Identify emails as junk or spam.
- Create labels within their email account
- Mark as important/unread/spam/archive
- Use Google Drive and collaborate on a slide show
- Add /reply to/resolve comments
- Add new slides, format text and images
- Add transitions and animations
- Make comments directed at people (using the +)
- Use greater than and less than to search
- Use tabs.

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 and use skills they prefer with some competence
- Respond in game situations
- Understand basic rules of sports
- Understand some tactics and strategies
- Work in pairs, group activities and small sided games
- Use basic rules and play fairly.
- Understand why and how we warm up
- Understand and describe what happens to our body when we exercises.

INVASION GAMES

Students should be taught to:

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

NET AND WALL GAMES

Students should be taught to:

- Develop the forehand and backhand serve
- Continuously return shots
- Rally the moving object.

STRIKING AND FIELDING

Students should be taught to:

- Strike a bowled or stationary ball with some accuracy
- Use a range of fielding skills, with some control
- Strike an object with correct technique to improve fluency and control
- Bowl a ball with some fluency and control
- Use a range of 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
- Explore a variety of ways to link balances, jumps and travels
- Perform basic counterbalances with better body tension
- Perform movements in canon and unison.

ATHLETICS

Students should be taught to:

- Modify their pace over a variety of distances and times
- Throw a variety of objects with some control and accuracy
- Perform a range of jumps with increased control and power
- Perform a variety of relay events.

DANCE

Students should be taught to:

- Explore and practise the patterns and actions of the chosen dance style
- Perform a dance with rhythm and expression
- 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:

STROKE TECHNIQUE SKILL APPLICATION FOR FRONT CRAWL

- Maintain streamline position without kick and arm movement
- Use alternate side breathing - 3 arm stroke (breathing on each 3rd stroke)
- Count their total arm strokes for 25m
- Swim front crawl with their head in the correct position breathing on 3 arm stroke
- Improve their streamline position on dive.

STROKE TECHNIQUE SKILL APPLICATION FOR BACKSTROKE

- Correctly start from the rods on diving stands keeping arms out straight in streamline action
- Identify and apply the 1 o'clock and 11 o'clock hand entry.

STROKE TECHNIQUE SKILL APPLICATION FOR BREASTSTROKE

- Develop a breaststroke kick on their back with/without a board
- Develop breaststroke kick on their front with/without a board
- Hold a tennis ball with hands on their front with the breaststroke kick to develop timing motion
- Develop the breaststroke 'pull' technique face down
- Use COBRA drills and shoulder lift technique.

STROKE TECHNIQUE SKILL APPLICATION FOR BUTTERFLY

- Break down each timing stage of Butterfly in the following order: Kick; Arms; Glide
- Understand the meaning of 'eagle' arms.
- Demonstrate correct streamline position in the glide portion of butterfly.



THAI

ภาษาไทย

หลักภาษา

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- บอกและเขียน พยัญชนะ สระ วรรณยุกต์ และเลขไทย
- สะกดคำและบอกความหมายของคำ
- ระบุชนิด และหน้าที่ของคำในประโยค
- แต่งประโยคง่ายๆ ได้ถูกต้องตามหลักภาษา
- แต่งคำคล้องจอง
- ใช้ภาษาในการสื่อสารได้เหมาะสมกับวัย

การอ่าน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- อ่านออกเสียงเรื่องสั้นๆ และบทร้อยกรองง่ายๆ ได้ ถูกต้องและคล่องแคล่ว
- อธิบายความหมายของคำ คำคล้องจอง ข้อความ และบทร้อยกรองง่ายๆ ได้ถูกต้อง
- ตั้งคำถาม/ตอบคำถาม เชิงเหตุผล ลำดับ คาดคะเน เหตุการณ์ สรุปความรู้
- แสดงความคิดเห็น โดยให้เหตุผลประกอบเกี่ยวกับเรื่องที่อ่าน
- อ่านข้อเขียนเชิงอธิบาย และปฏิบัติตามคำสั่งหรือข้อแนะนำ
- มีมารยาทและนิสัยรักการอ่าน

การเขียน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- คัดลายมือตัวบรรจงอย่างถูกต้องตามอักขรวิธี
- เขียนเล่าเรื่องหรือบรรยายเกี่ยวกับสิ่งใดสิ่งหนึ่งได้อย่างชัดเจน
- ใช้คำนาม คำกริยา และคำวิเศษณ์ที่หลากหลาย
- ตรวจแก้ไขงานเขียนของตนเองให้สะกดถูกต้อง
- มีมารยาทและนิสัยรักการเขียน

การฟังและการพูด

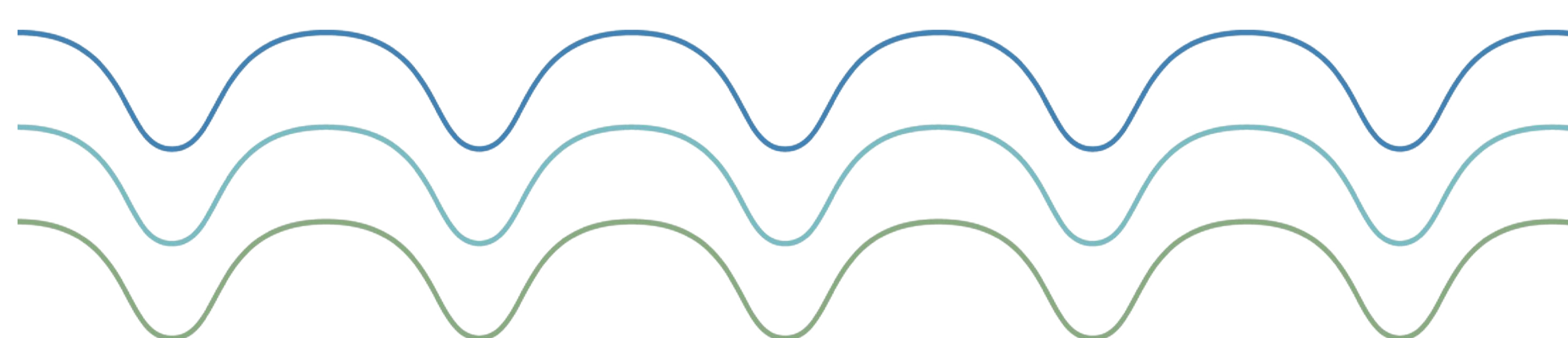
นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เข้าใจเรื่องที่เป็นความรู้และความบันเทิงจากการฟังและการดู
- เล่ารายละเอียดเกี่ยวกับเรื่องที่ฟังและดู ทั้งที่เป็นความรู้และความบันเทิง
- บอกสาระสำคัญจากการฟังและการดู
- ตั้งคำถามและตอบคำถามเกี่ยวกับเรื่องที่ฟังและดู
- พูดแสดงความคิดเห็นและความรู้สึกจากเรื่องที่ฟังและดู
- พูดสื่อสารได้ชัดเจนตรงตามวัตถุประสงค์
- พูดนำเสนอผลงานอย่างง่าย
- มีมารยาทในการฟัง การดู และการพูด

วัฒนธรรมไทย

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เข้าร่วมกิจกรรมเกี่ยวกับศิลปะไทย การเล่นของเด็กไทย และการละเล่นพื้นบ้านที่จัดขึ้นภายใน และ/หรือภายนอกโรงเรียน
- บอกหรือระบุความรู้เกี่ยวกับศิลปะไทย
- เข้าร่วมในกิจกรรมเกี่ยวกับขนบธรรมเนียม ประเพณี พิธีกรรม หรือพิธีการเฉลิมฉลอง และกิจกรรมทางสังคม การเมืองการปกครองของไทย
- บอกความสัมพันธ์ระหว่างสิ่งแวดล้อมตามธรรมชาติในชีวิต เช่น สัตว์ที่สำคัญ อาทิ กระบือ ช้าง สุนัข แมว นก เป็นต้น พืชที่สำคัญ เช่น อ้อย กล้วย มะพร้าว ฯลฯ กับค่านิยมความเชื่อ และวิถีชีวิตของไทยตั้งแต่อดีตจนถึงปัจจุบัน



MFL Modern Foreign Language

MANDARIN

Students should be taught to:

LISTENING & RESPONDING

- Use 9 familiar greeting words in daily life and understand classroom language (e.g nihao, zaijian, xiexie, bukeqi, duibuqi, meiguanx, izhaoshanghao, xiawuhao, wanshanghao)
- Use “是不是”“有没有” to make 3-5 questions
- Speak in short sentences using familiar vocabulary (present tense)
- Develop appropriate pronunciation about the 24 vowels
- Appreciate 2 stories, songs, poems & rhymes
- Understand 100-150 words and apply to short conversation.

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

- Recognise and pronounce 24 vowels of Hanyu Pinyin (e.g.: -ong, -en, -ü...)
- Recognise and read 60-65 Hanzi without Pinyin support
- Show understanding of 100-150 words or phrases written with Pinyin (e.g. 这(zhè) 是(shì) 什(shén) 么(me) 颜(yán) 色(sè)?
- Read and understand short contents written in 3-5 sentences with Pinyin support

WRITING

- Write the vowels and double vowels of Hanyu
- Pinyin (e.g.: -a,-e, -i,-ei,-ai, -u, -ou,-ao,-an, -ang,-ong, -en, -ü,)
- Continue more basic strokes of Hanzi writing
- Identify and copy more 30-35 Hanzi including 10 radicals following the sequence of strokes (10 radical: 子 女 大 小 土 水 火 日 月 石 Hanzi: 色 白 衣 花 到 久 高 他 是 要 东 西 可 以 弟 妹 生 有 没 我 了)
- Write Chinese numbers 1-50
- Write 5-7 terms about each topics in Hanzi or Pinyin
- Use “有没有” “是不是” to write simple questions and answers
- Write one simple sentence about the picture given in Pinyin or Hanzi.

FRENCH

Students should be taught to:

LISTENING & RESPONDING

- Understand, answer and use fluently the greetings: Year 3 routine sentences + “salut!”, “merci” and “s’il te plaît” + “Bon appétit!”
- Ask their peers and answer basic questions: Year 3 +Tu es de quelle nationalité? Je suis + nationality (Feminine and Masculine forms)
- Quel temps fait-il? Il fait + weather (froid/chaud/beau) / Il pleut, il neige
- C’est quand ton anniversaire? Mon anniversaire c’est le 16 mai (order is Number then Month - > different from English)
- Il est/ Elle est comment? Il a / Elle a les cheveux courts/ longs - bruns/noirs/blonds + Il a / Elle a les yeux (noirs, bleus, marron, verts)
- Express opinions on food and beverage “C’est bon, c’est délicieux, ce n’est pas bon, c’est mauvais”
- Count until 31
- Develop pronunciation of (ou), (au/eau) and (oi)
- Memorise a short script of 3 exchanges about about topics learnt
- Understand, memorise and sing songs, poems or rhymes on learnt topics
- Expand vocabulary in all topics, more precision: Know at least 8 colors + dark/light
- Identify 5 to 10 food and beverage
- Know 4 to 6 verbs of activities in 1st person form (Je regarde, j’écoute, je joue, je téléphone, je mange, je bois).

READING

- Read the accented letters é/è/ê
- Read graphics and phonics in French: combined letters (ou/ au/eau) and (oi)
- Read the full date
- Read the basic weather forecast sentences: 5-8 words.

FRENCH (CONT.)

Students should be taught to:

WRITING

- Write the numbers until 31 perfectly
- Write a short paragraph in French using the proper “je” form of the verb, mainly “J’ai + âge”, “Je suis + description” and a few actions: “Je joue”, “je regarde”, “j’écoute”, “je mange”, “je bois”
- Write at least 8 color + clair and foncé
- Write the days of the week and 4 to 6 months (cognates)
- Write 5 words about weather (spelling mistakes are possible)
- Write properly their own nationality following the spelling rules (double letters for some feminine form, for example indien (M) -> indienne (F) and the grammar rules for Masculine and Feminine for adjectives of Nationality. + thaïlandais.

SPANISH

Students should be taught to:

LISTENING & RESPONDING

- Greet others in Spanish with confidence: Disculpe, hasta la vista,, hasta el jueves (day of the week).
- Ask and reply to the questions ¿Cómo estás? Cómo te llamas? Cuántos años tienes? De dónde eres? Dónde vives? Cancion
- Develop pronunciation in Spanish
- Understand and use numbers 0-50 with confidence
- Understand and use classroom instructions
- Identify the members of the family and talk about their name and age
- To learn some mood sentences to explain how you feel in Spanish
- Express opinions about school subjects, food and hobbies, using the verbs: Me gusta, no me gusta, me encanta y odio
- Understand, memorise and sing songs, poems or rhymes on learnt topics
- Recognise the seasons and month of the year in Spanish
- Recognise weather sentences in Spanish
- Know 4 to 6 verbs in first person (yo soy, yo estoy, yo tengo, yo voy, yo bebo, yo como).
- Identify the gender of some nouns and adjectives in Spanish.

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 the language
- Read the full date in Spanish
- Be familiar with key question words: qué, cómo, cuándo, quién, a dónde, dónde.

WRITING

- Copy accurately in writing some of the keywords from each unit
- Write familiar words and phrases from a model
- Write a short paragraph about themselves with support
- Write the numbers until 50
- Write the basic questions and answers in Spanish according to the Year
- Write about themselves and their family. For example: “mi madre se llama Lola y tiene 39 años”.

JAPANESE

Students should be taught to:

LISTENING & RESPONDING

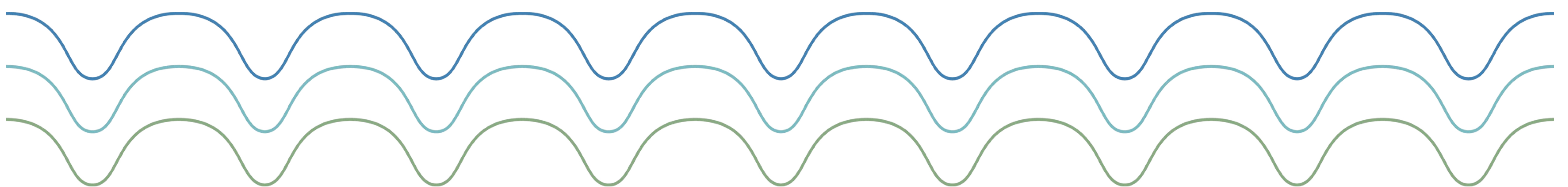
- Listen to someone paying attention to the speech and formulate their corresponding opinions.
- Listen to someone distinguishing facts and his ideas
- To understand the main points of a conversation
- Share their opinions clearly
- Continue a short discussion with clarity.

READING

- Read 440 Chinese characters to be learned by the end of the year fluently
- Read texts aloud so that the tone of each scene can be expressed
- Show understanding of simple scientific articles following the logic
- Imagine the change in characters' feelings based on the description in each scene
- Appreciate stories following how the stories develop.

WRITING

- Use 240 Chinese characters learned by the end of year 3 in their composition without difficulties
- Explain the meanings, read and write 200 new Chinese characters selected by the Ministry of Education
- Write on a manuscript paper following the proper format
- Organize what they want to express before they write anything
- Write a passage where each sentence is in sensible order so that the contents can be easily understood by the reader
- Write a passage on daily life separated into more than one paragraphs.



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.

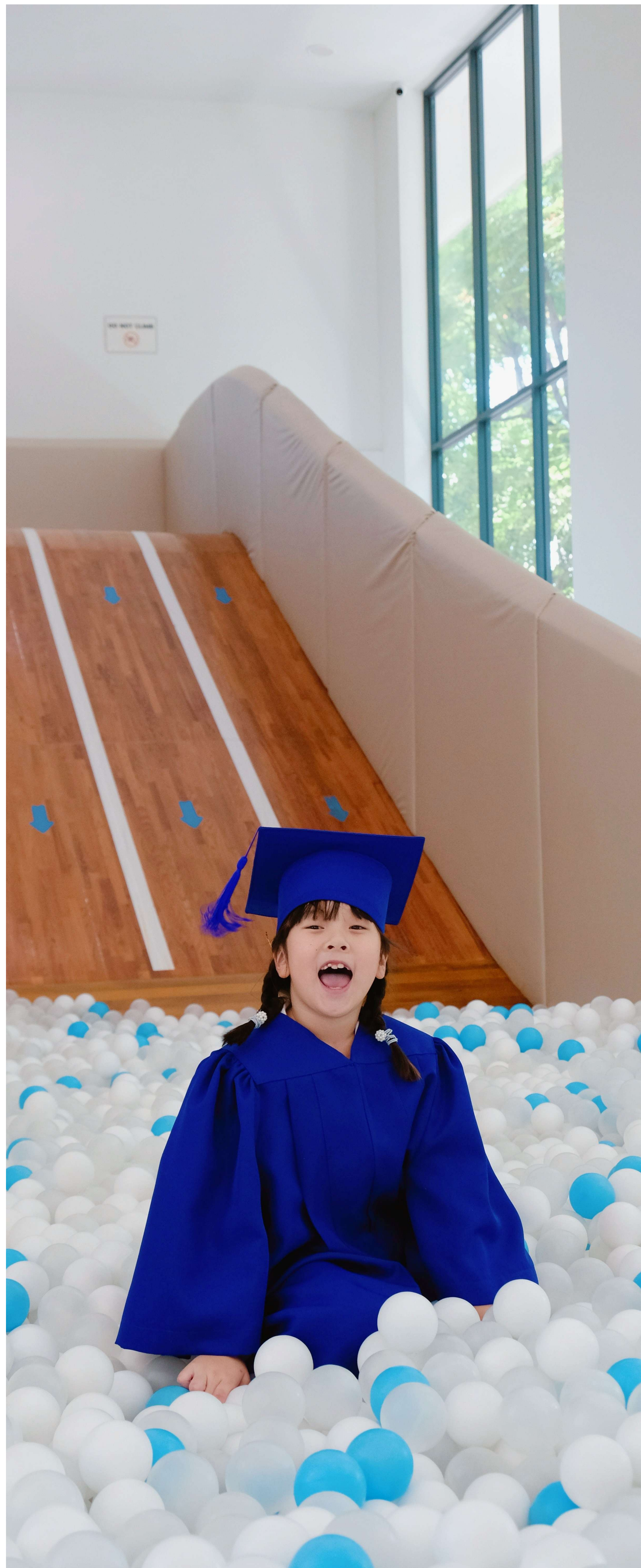
At Kensington, our PSHE curriculum is intricately linked to the core values we cherish, known as the Kensington Dreams: growth mindset, kindness, teamwork, creativity, respect, and independence. These values underpin every lesson, fostering a supportive and dynamic learning environment.

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.

COURAGE

- To be able to use courage to improve ourselves, even when we think we are not good at something.

REFLECTION

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

DETERMINATION

- To be able to demonstrate the will to succeed.

COOPERATION

- To reflect on our own ability to work in a team to complete a task.

PATIENCE

- To understand that patience can be crucial when dealing with difficulties
- To practise and develop our own patience by playing games.

SELF-DISCIPLINE

- To be able to use self-discipline to control ourselves and wait for something.

PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS

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- 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.

FAIRNESS

- To be able to understand the importance of having rules in school
- To evaluate our school rules and their purpose.

HELPFULNESS

- To understand the importance of being a helpful member of the class
- To be able to think of ways in which we can be more helpful in the class by working as a team.

COURTEOUS

- To know that our courteous behaviour on school trips will affect what people think about our class and our school
- To reflect on our own courtesy and care of others.

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SERVICE

- To understand how they can be of service to a charity by fundraising for specific needs
- To articulate the needs and work of a charity to others.

RESPECT

- To understand and describe how trust and respect are linked.

CARING

- To understand that we can care for our environment by reducing the amount of waste we produce
- To put caring for the environment into action with small steps.

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.

DETERMINATION

- To be able to learn determination from the examples set by others.

COOPERATION

- To identify important features of cooperating in challenging situations.

GRATITUDE

- To learn about the work of a member of staff in school (e.g. cleaner, cook, caretaker) and consider the impact they have on our school day
- To express how someone else's work helps us and how this makes us feel

KINDNESS

- To develop the language of kindness.

CLEANLINESS

- To understand that bad language is not acceptable
- To use acceptable words to express our feelings

FORGIVENESS

- To recognise and understand how we feel when we forgive others.

HONESTLY

- To know how to make an honest choice; to understand the idea of having a conscience.

FRIENDLINESS

- To understand what it means to be a flexible friend
- To identify the qualities of a good friend.



MUSIC

PERFORMING

Students should be taught to:

SINGING

- Sing tetratonic (so-la-mi-do) songs with hand signs
- Sing songs using dynamics and phrasing
- Sing songs with a melodic ostinato
- Sing songs as a round

PLAYING

- Play a simple broken bordun to accompany a song
- Play a simple crossover bordun to accompany a song
- Layer different rhythms together
- Play call and response rhythms.

MOVEMENT

- Move expressively through two levels using forward, sideways, and backwards motion
- Move expressively with a partner
- 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 and dotted rhythms
- Create a soundscape to represent objects, emotions, ideas or characters utilising elements of music
- Create a call and response rhythm
- Compose songs using pentatonic scales (so-la-mi-re-do)
- Compose a call and response chant
- Create a rhythmic ostinato to accompany a song.

LISTENING/APPRAISING

Students should be taught to:

- Identify forte-piano dynamics, crescendos, and diminuendos
- Identify fast, medium, and slow tempos
- Differentiate simple and compound meter (2 vs. 3)
- Identify the rhythm of a song using dotted rhythms, ta-a, ta, ti-ti, and sh
- Identify timbre of instruments
- Identify texture of music
- Identify diatonic vs. pentatonic scales in music
- Identify binary form.

HISTORY

Students should be taught to:

CHRONOLOGICAL UNDERSTANDING

- Place the time studied on a timeline, compare where this fits in to topics previously studied.
- Use terms related to the period and begin to date events
- Understand and use Historically accurate terms to talk about the passing of time e.g. BC/BCE/AD/century
- Begin to 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

- Use evidence to reconstruct life in the time studied
- Identify key features and events of time studied
- Look for links and effects in the time studied
- Offer a reasonable explanation for some events.

HISTORICAL INTERPRETATIONS

- Look at and evaluate the evidence available
- Begin to evaluate the usefulness of different sources
- Note connections in Historical periods studied
- Use at least two different sources to gain a better perspective of a historical event/period.

HISTORICAL ENQUIRY

- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask and answer a variety of questions
- Answer and begin to devise own Historically valid 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)
- Construct own responses beginning to select and organise relevant Historical information
- Use Historically accurate terms to talk about the passing of time e.g. BC/BCE/AD/century.b

GEOGRAPHY

Students should be taught to:

LOCATIONAL KNOWLEDGE

- Identify areas of similar environmental regions, either desert, rainforest or temperate regions on a map.

PLACE KNOWLEDGE

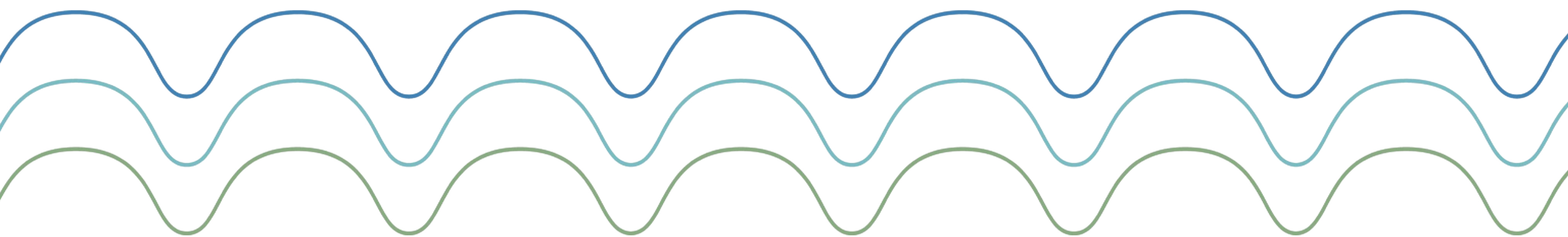
- Investigate geographical similarities and differences through the study of human and physical geography of a region of Thailand, region in Asia, region within another place in the world.

HUMAN AND PHYSICAL GEOGRAPHY

- Explore key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on changing environments)
- Types of settlements in Thailand: villages, towns, cities.

GEOGRAPHICAL SKILLS AND FIELDWORK

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- Use the eight points of a compass
- Use fieldwork to observe, measure 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
- Analyse pieces from the same Artist/Designer/ Movement
- Describe how different pieces are effective and comment on form, line and technique
- Analyse of the features of an Artist or Designer describing some properties
- Form their own opinion about a piece
- Follow a design specification.

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

- To draw a straight line using a ruler
- To effectively control a pair of scissors to cut a straight and a curved line
- To grip and control a pencil and other materials such as charcoal/pastels/chalk to create a variety marks
- To replicate an artist's work including techniques
- Understand how to develop negative space
- To grip and use a paint brush correctly
- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- Join and combine materials and components accurately in temporary and permanent ways Sew using a range of different stitches, weave and knit.

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 4

Kensington
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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 4

Kensington
International School



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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.**

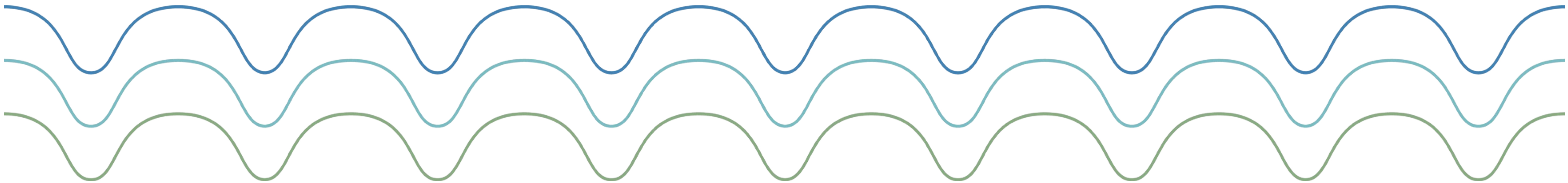
These diverse activities can be undertaken at home with their families or within their community, each one aligning with a specific **Kensington DREAMS** value. This initiative not only strengthens family and community bonds but also instils important values in our children at Kensington.

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

KENSINGTON PASSPORT

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

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

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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 4 the children will go on three trips:

Term 1 - A trip

Term 2 - A trip

Term 3 - A trip

- Two nights residential experience

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.

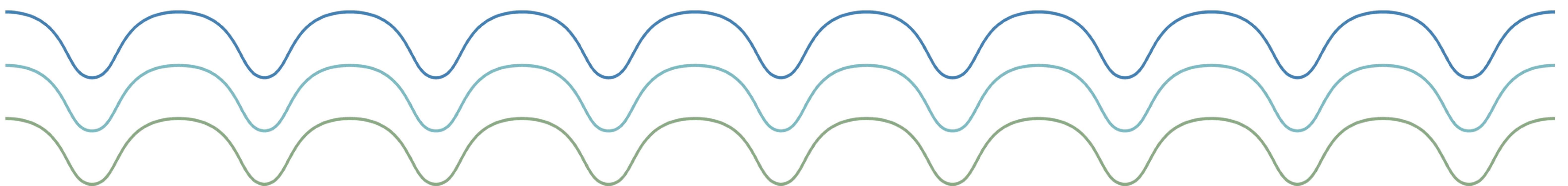
PARENT MEETING

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 4
CURRICULUM
BOOKLET

BRITISH NATIONAL CURRICULUM
KEY STAGE 2

