

# Kensington

International School

# YEAR 1

## CURRICULUM BOOKLET

BRITISH NATIONAL CURRICULUM  
KEY STAGE 1



# Kensington

International School

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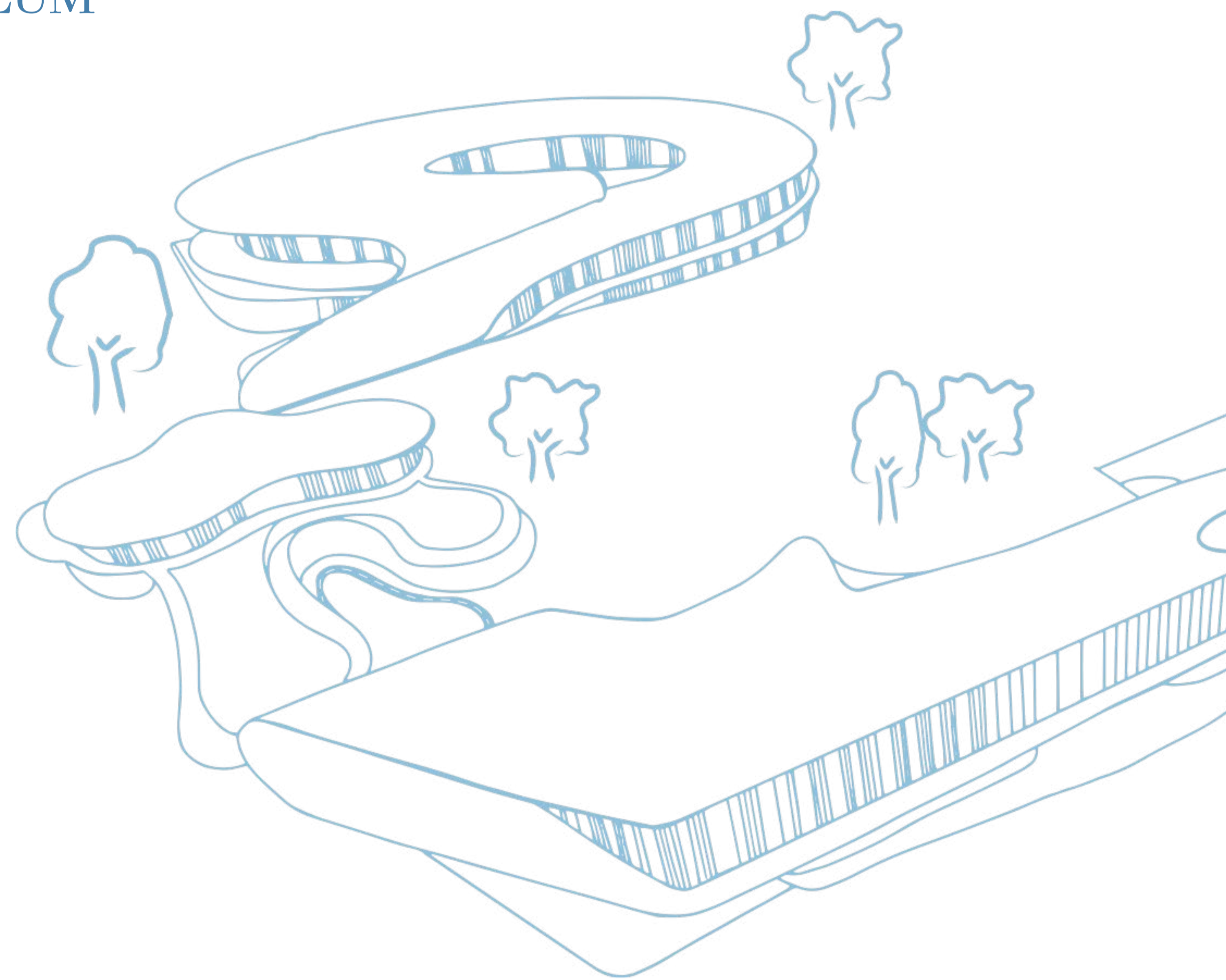
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# Kensington

International School

## KENSINGTON'S VISION

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

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

ECO  
REMINDER



Please consider the environment before printing.

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



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

KENSINGTON INTERNATIONAL SCHOOL HAS RECEIVED ECO-SCHOOLS SILVER AWARD

# Kensington

International School



## KENSINGTON VALUES — THE DREAMS

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

### **D - Developing growth mindset**

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

### **E - Embracing independence**

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

### **M - Modeling kindness**

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

### **R - Respect for everyone**

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

### **A - Active teamwork**

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

### **S - Sparking creativity**

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

## OUR CURRICULUM — BRITISH CURRICULUM In International Context

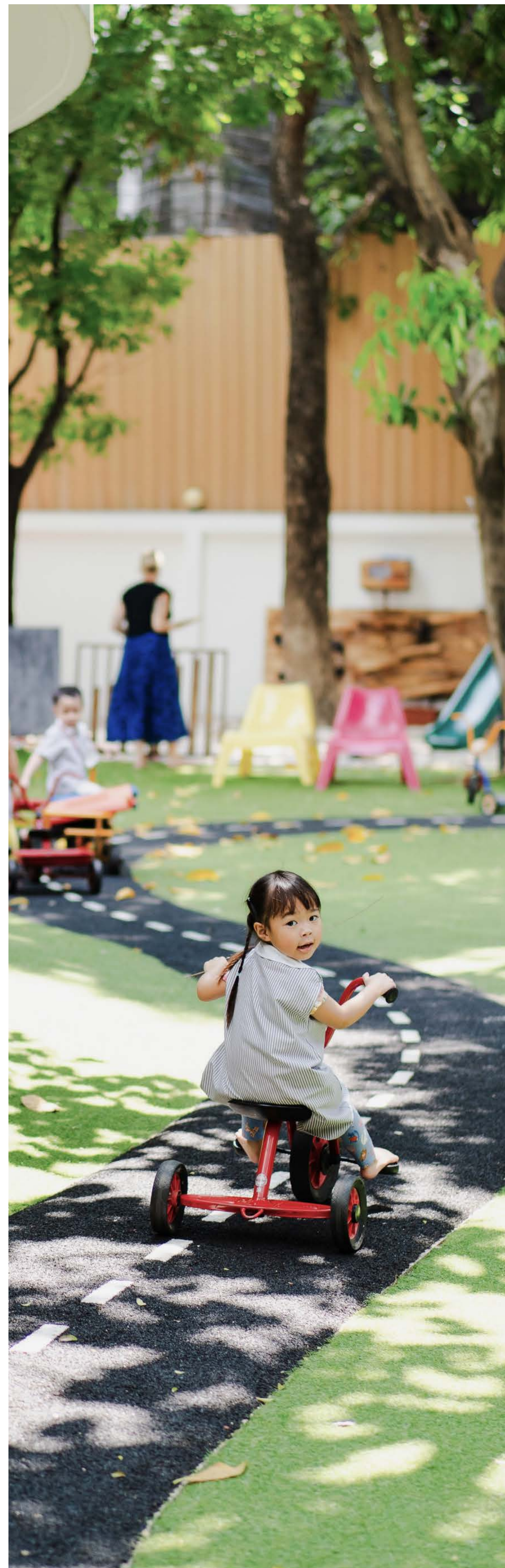
At Kensington International School, we follow the **British National Curriculum, adapted to suit our international context**. We nurture the intellectual curiosity, creativity, and critical thinking skills of every child, recognising that each is unique with their own strengths and learning styles. *Our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

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

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

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

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



STAFF —

OVERVIEW OF STAFF FOR YEAR 1 /2024-2025



Year 1 Lead Teacher  
Mr Joseph O'Neill



Year 1 Lead Teacher  
Mr Liam Mcquillan



Year 1 Lead Teacher  
Ms Amy Duncombe

Teaching Assistants



Year 1 Teaching Assistant  
Kru Oil



Year 1 Teaching Assistant  
Kru Pukpik



Year 1 Teaching Assistant  
Kru Pui

Primary Nannies



Primary Nanny  
Kru Hong



Primary Nanny  
Kru Fah

STAFF —

OVERVIEW OF STAFF FOR YEAR 1 /2024-2025

Leadership and Safeguarding Team



Headteacher  
Ms Tracey Thurlby



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



Primary Assistant Head  
Mr Adam Miller



EYFS Assistant Head  
Ms Jordan Connolly

Primary Admins



Admission &  
Administration Manager  
Khun Toey



Admissions &  
Administration Officer  
Khun Bee



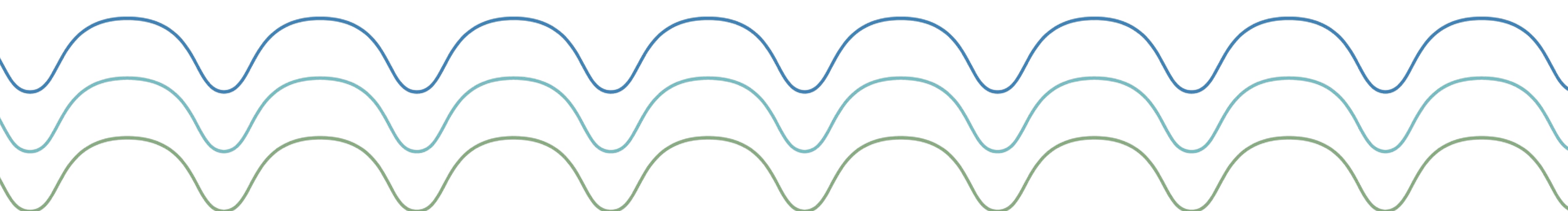
Admissions &  
Administration Officer  
Khun Eye



Primary Receptionist  
Khun Model



School Nurse  
Nurse Manow



## 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



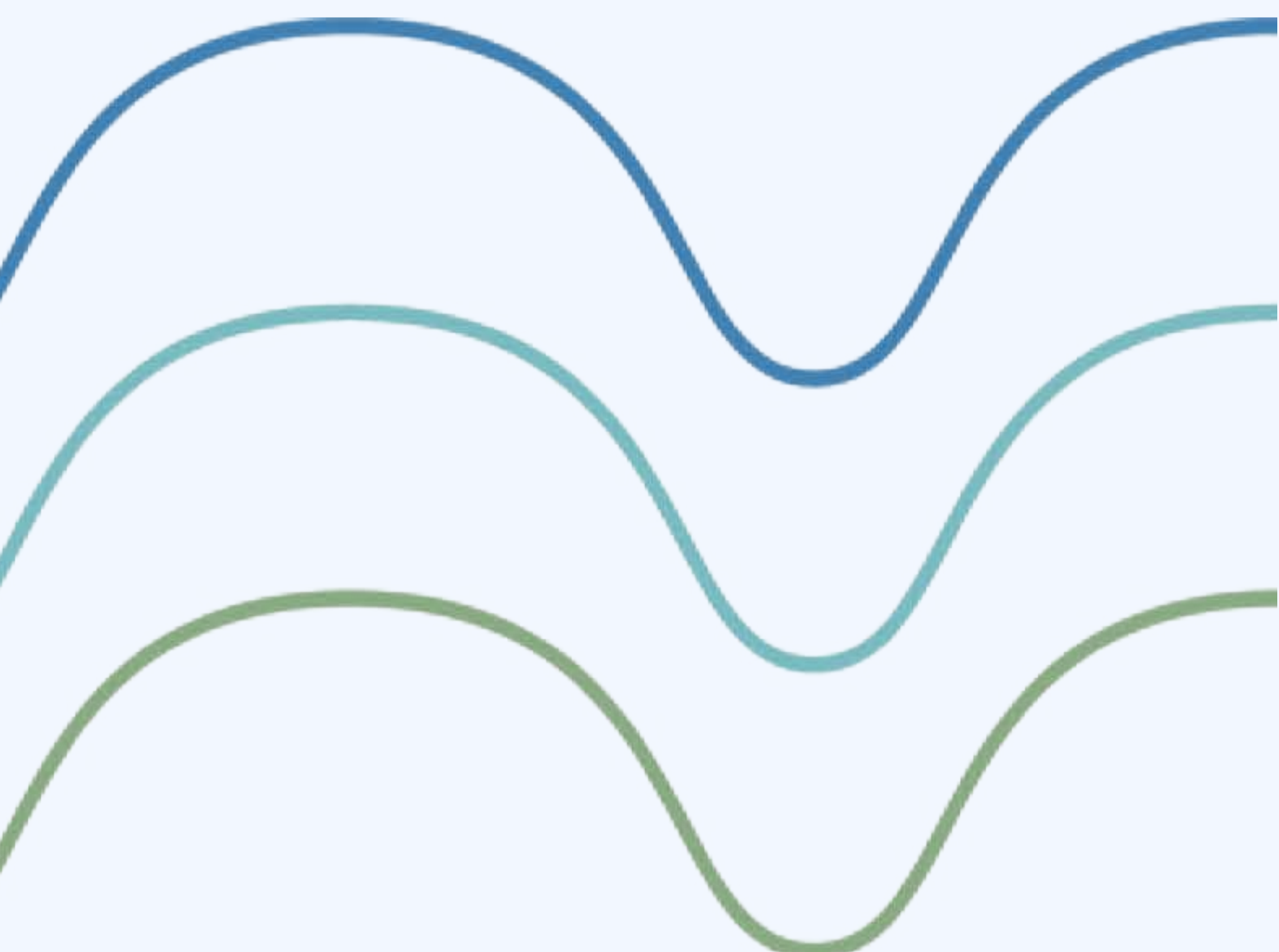


# Kensington

International School

## PRIMARY TIMINGS

Subjects and sessions per week



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



BRITISH NATIONAL CURRICULUM  
KEY STAGE 1

# ACADEMIC CURRICULUM YEAR 1

Kensington  
International School



## YEAR 1 | 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 terrific is Thailand?

The children will explore Thailand, traveling through its vibrant provinces and cities. They will immerse themselves in the rich culture, heritage, and natural wonders of the country. This journey will deepen their understanding of Thailand and foster a sense of pride and cultural awareness.

They will create travel leaflets, identify famous landmarks, learn about local and international weather, understand maps, conduct traffic surveys, and study the history of vehicles in Thailand.



## TOPICS OVERVIEW

### TOPIC – What makes a superhero?

The children will explore what makes a superhero special. They will look at the qualities and values that define heroes in both fictional characters and real-life role models. They will learn about traits like courage, kindness, resilience, and empathy.

As part of this, they will create their own superhero stories and think about their own unique abilities. They will also use their creativity to design and make superhero capes, decorating them with symbols of their personal strengths.



### TOPIC – What makes a woodland enchanted?

By using an enchanted woodland as an inspiration, the children will discover enchanted and magical creatures that might live there. Through this discovery they will write stories, make posters, and write letters. The geographical setting of a forest will lead to learning about human and physical features in nature and investigations about the diverse landscapes and geographical elements that shape our planet.



Through map work and interactive lessons, they will learn about the beauty and complexity of Earth's physical features, fostering an understanding and appreciation for the world around them. The children will also become imaginative wizards and sorceresses, creating their very own magic wands. They will design and construct personalised magical wands using various materials. This hands-on experience allows them to explore their artistic talents and develop their problem-solving skills.

YEAR 1 | Academic Curriculum

## TOPICS OVERVIEW

### TOPIC –

#### What was life like for a dinosaur?

The children will travel back in time to discover the mysteries of the Land Before Time. They will investigate the fascinating realm of dinosaurs, exploring their extinction, timelines, and the incredible work of paleontologist Mary Anning.

Through hands-on activities and engaging discussions, our young explorers will unearth the wonders of the prehistoric era and gain a deep appreciation for Earth's ancient inhabitants. They will also explore the distinction between carnivores and herbivores, learning about their unique characteristics and roles in the natural world.



### TOPIC –

#### How can we explore the world?

The children will go on a worldwide adventure filled with imagination and discovery. In English, the children will undertake writing stories, character descriptions, instructions, and non-chronological reports through the theme of travel and exploration.

In geography lessons the children's understanding of the world widens as they explore continents, oceans, and the diversity of climates. We learn all about the locations and names of the continents and oceans of the world, and learn about different climates. We consider our own climate in Thailand too, and what animals live in different climates.



## TOPICS OVERVIEW



### TOPIC – How have toys changed?

The children will go on a nostalgic investigation into the world of toys. They will explore toys from different periods in history and compare them to the toys of today, delving into the concepts of innovation, design, and cultural influences. In the realm of science, from looking at how toys are made, our budding scientists will explore, experiment, and learn about materials. They will learn to name and describe different materials, understanding their properties and applications in the world around us.

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 1

## 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

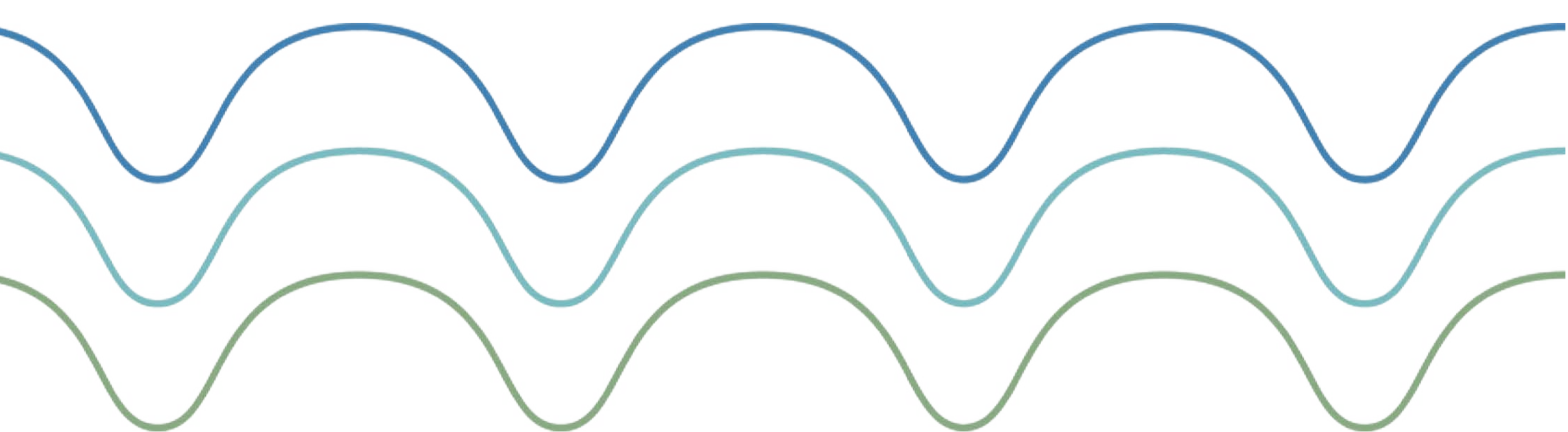
Children are taught the writing element of the National Curriculum for England in lessons based around exciting and engaging key texts.

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:

- Spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
  
  - name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
  - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un-
  - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.





## WRITING - COMPOSITION

Students should be taught to:

- Write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

## WRITING - HANDWRITING

Students should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place & form capital letters
- Form digits 0-9 & understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## PUNCTUATION & GRAMMAR

Students should be taught to:

### SENTENCE

- Recognise types of sentences: statements, questions & exclamations
- Use simple connectives: (and or but so because so that then that while when where)
- Use : While... When... Where... as openers
- Use 'ly' openers Fortunately... Unfortunately... Sadly...
- Create simple sentences
- Embellished simple sentences using adjectives
- Create compound sentences using connectives (coordinating conjunctions) and/or/but/so
- Create complex sentences: Use of 'who' (relative clause)
- Repetition for rhythm.

### WORD

- Use different nouns within a context
- Use simple-past-tense verbs in a sentence adding either "-ed" or "-ing"
- Use prepositions: inside outside towards across under
- Use determiners: the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, and these
- Use adjectives to describe
- Use alliteration
- Use precise, clear language to give information
- Use regular plural noun suffixes -s or -es
- Use suffixes that can be added to verbs
- Understand how the prefix un- changes the meaning of verbs and adjectives.

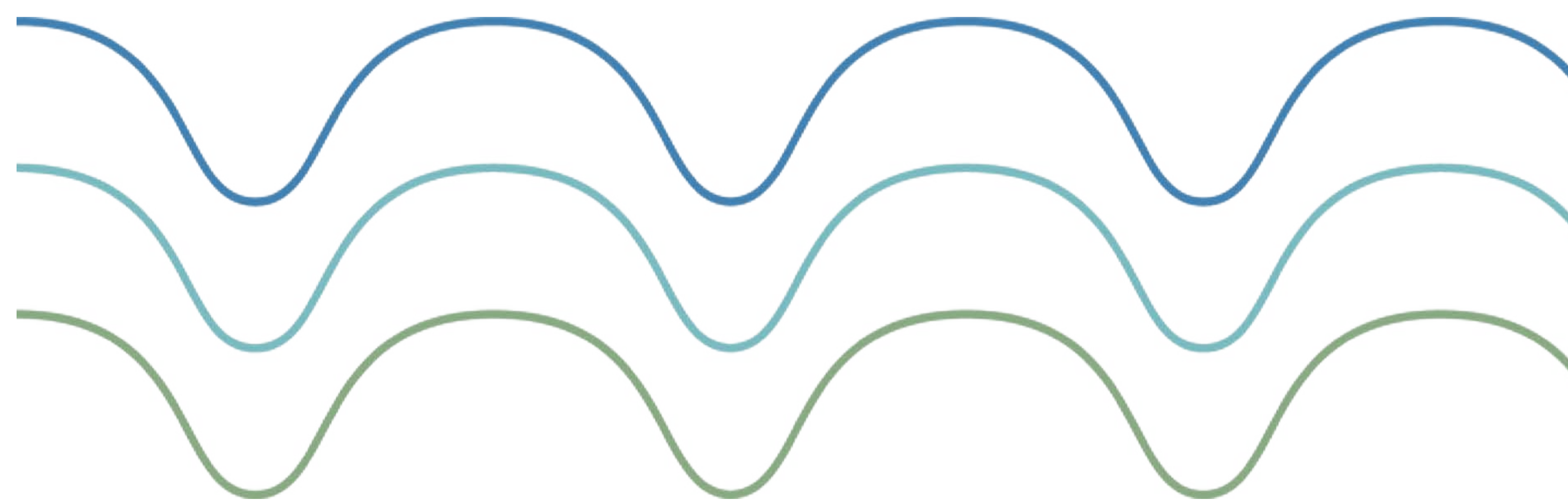
### PUNCTUATION

- Use capital letter for names
- Use capital letter for the personal pronoun 'I'
- Use full stops
- Use question marks
- Use exclamation marks
- Use speech bubbles
- Use bullet points.

### TERMINOLOGY:

Consolidate: finger spaces, letter, word, sentence, full stops, capital letter, simile - 'like'

Introduce: punctuation, question mark, exclamation mark, speech bubble, bullet points, singular/plural, adjective, verb, connective, alliteration, simile - 'as'



## SPELLING

Students should be taught to:

- The sounds /f/l/s/z/ and /k/ spelt ff, ll, ss, zz and ck
- The /ŋ/ sound spelt n before k
- Division of words into syllables
- The sound -tch
- The /v/ sound at the end of words
- Adding s and es to words (plural of nouns and the third person singular of verbs)
- Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Adding -er and -est to adjectives where no change is needed to the root word
- Words ending -y
- The sounds (/i:/ or /ɪ/)
- New consonant spellings ph and wh
- Using k for the /k/ sound
- Adding the prefix -un
- Compound Words
- Common exception words
- Digraphs and trigraphs.

## 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 phonic knowledge to decode words
- Speedily read all 40+ letters/groups for 40+ phonemes
- Read accurately by blending taught GPC
- Read common exception words
- Read common suffixes (-s, -es, -ing, -ed, etc.)
- Read multisyllabic words containing taught GPCs
- Read contractions and understanding use of apostrophe
- Read aloud phonically-decodable texts.

### RANGE OF READING

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

### FAMILIARITY WITH TEXT

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

### POETRY AND PERFORMANCE

- Appreciate rhymes and poems, and to recite some by heart.

### WORD MEANINGS

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

### UNDERSTANDING

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

### INFERENCE

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

### PREDICTION

- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

### AUTHORIAL INTENT

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

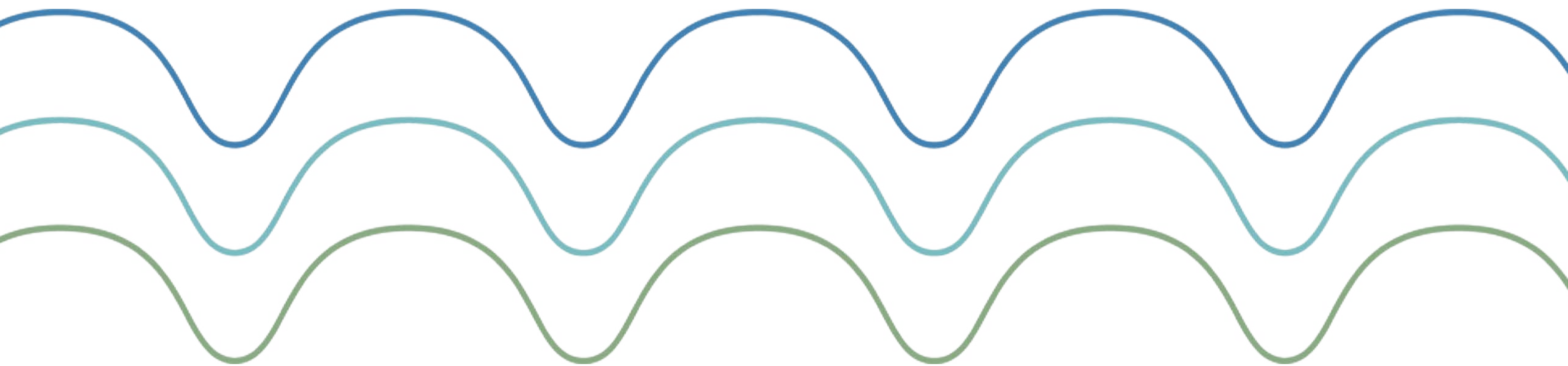
### NON-FICTION

- Retrieve and record information from non fiction.

## 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
- 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 to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- When given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words.

### ADDITION AND SUBTRACTION

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

## MULTIPLICATION AND DIVISION

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

## FRACTION

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## MEASUREMENT

Students should be taught to:

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

## GEOMETRY

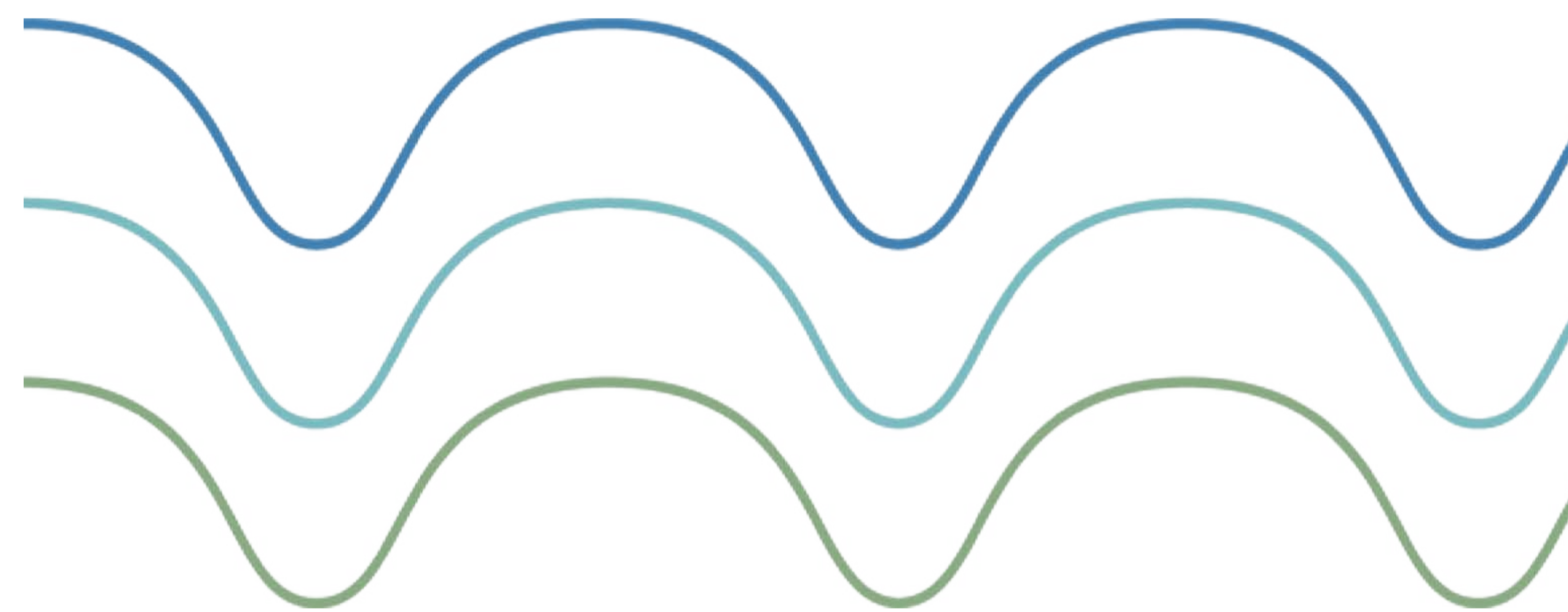
Students should be taught to:

### PROPERTIES OF SHAPES

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

### POSITION AND DIRECTION

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



# SCIENCE

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

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

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

## WORKING SCIENTIFICALLY

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

## BIOLOGY - PLANTS

- Use appropriate vocabulary during discussions that relate to topic such as identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

## BIOLOGY - ANIMALS

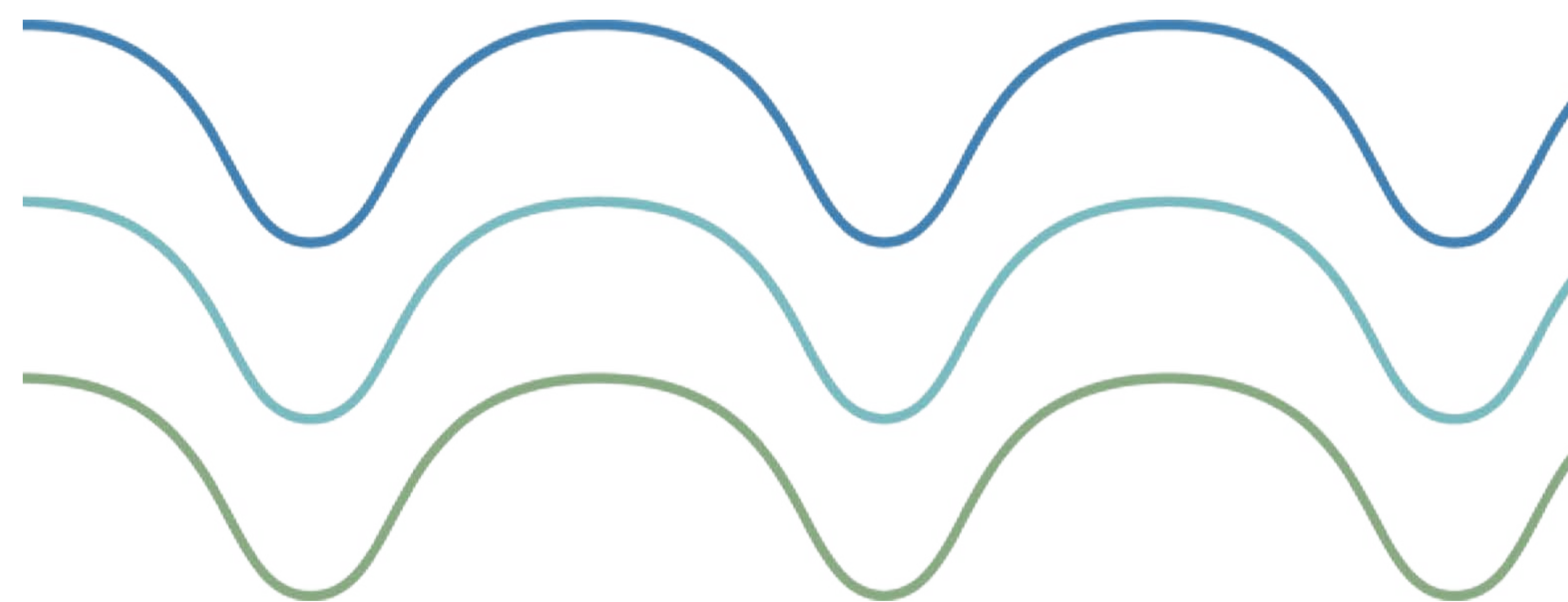
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label

## CHEMISTRY - MATERIALS

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

## PHYSICS - EARTH AND SPACE

- Discuss local seasons and weather, compare with another country
- Observe and describe weather associated with the seasons and how day length varies.



# 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:

- Identify when and how digital technologies are used in life and why they are important
- Know how to carry and use technology appropriately
- Use passwords and logins and to know how to keep them safe
- Show respect for other children's privacy online
- Know how to minimise a screen or turn off the monitor if something is upsetting
- Know how to respond if something appears to go wrong on the computer
- Understand that information on the internet may not be true and should not always be believed
- Know what types of information to never disclose online
- Identify the characteristics of a trustworthy person and website
- List examples of digital technologies outside of school and how they are used
- Name the terms of SMART.

## COMPUTER SCIENCE

Students should be taught to:

- Use a mouse and keyboard to control a computer
- Know that everyday devices respond to commands
- Start and stop software
- Use trial and error
- Understand what algorithms are and how it works
- Write an algorithm (offline/unplugged)
- Follow an algorithm (offline/unplugged)
- Write an algorithm for a beebot (or other device)
- Make algorithms precise and unambiguous
- Understand what code is
- Understand what debug means
- Identify errors and adjust algorithms
- Debug an algorithm (offline/unplugged)
- Debug an algorithm for a beebot
- Predict the behavior when given an algorithm (offline/unplugged)

- Predict the behavior of a beebot when given a simple algorithm
- Show resilience and persistence
- Understand and execute the programming cycle
- Describe what happens when buttons are pressed on a robot
- Press buttons in the correct order to execute what you want to happen
- Begin to use software and apps to create movement and patterns on a screen.

## INFORMATION TECHNOLOGY

Students should be taught to:

### ○ WORD PROCESSING

- Remember login and password
- Navigate around files and documents
- Open a new file
- Name and Save a new file in the appropriate location
- Open a Saved File
- Enter and Edit words
- Use Caps Lock
- To know there are different types of storage
- Name storage devices (usb, cloud, memory card etc).

### ○ MULTIMEDIA

- Use the mouse to draw lines and shapes
- Fill shapes with colour
- Work with text in a graphics program
- Put shapes together to make a picture
- Save and retrieve work to edit.

### ○ INTERNET

- Use menus
- Recognise web page layouts
- Recognise links
- Move forwards and backwards
- Use school library to find information online safely.



# PHYSICAL EDUCATION (PE)

All children at KS1 should be taught to:

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

## PERSONAL, SOCIAL AND COGNITIVE SKILLS

Students should be taught to:

- Explore a variety of skills
- Take part in a variety of team races whilst using a variety of equipment
- Work alone and with others
- Understand the point of the game
- Follow rules and play safely
- Understand that being physically active is good for them and describe what it feels like.

## BALL SKILLS

Students should be taught to:

- Pass, dribble and shoot in a variety of situations
- Move into space to receive an object (attacking)
- Shadow an opponent (defending)
- Perform basic skills of rolling, striking and kicking to a partner or target
- Catch a ball with some control
- Throw a ball using a range of passes
- Experiment with ways to stop and control an object
- Try to keep possession in ball games.

## AGILITY, BALANCE AND CONTROL / COORDINATION

Students should be taught to:

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

## GYMNASTICS

Students should be taught to:

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

## DANCE

Students should be taught to:

- Explore dance movements
- Perform dance sequences
- Copy dance moves.

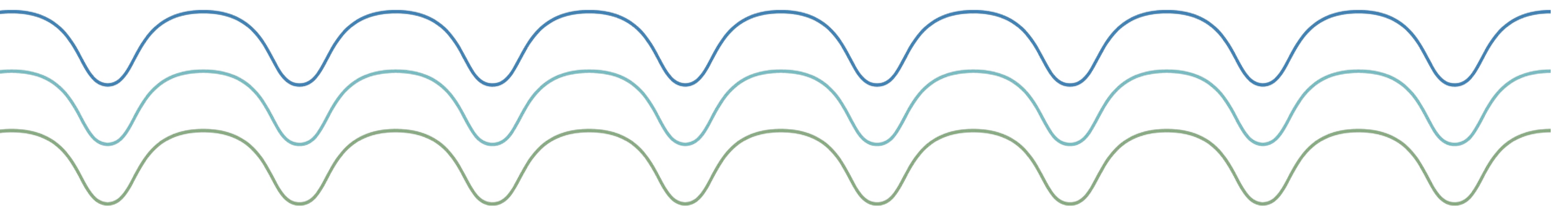
# SWIMMING

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

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations
- Stroke Technique Skill Application for Front Crawl

Students should be taught to:

- Use the stroke components of Front Crawl using the concept of BLAB (Body, Legs, Arms, Breathing)
- Use the correct Body Positioning/Use kickboards (enabling streamline water movement)
- Use straight leg kicking (kicking with toes)
- Use the 'H' shape position (for arm propulsion)
- Use 'Shark Fin' drills (positioning of head for breathing)
- Use 'Shark Fin Bubbles' (timing of head movement for breath)
- Use 'Breathing Arm Only' (timing of arm propulsion and movement for breath).





# THAI

## ภาษาไทย

### หลักภาษา

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- บอกชื่อและเสียงของพยัญชนะ และสระเดี่ยวเสียงยาว รวมทั้งยกตัวอย่างคำประกอบ
- บอกความเหมือน/ความต่างของรูป และเสียงของพยัญชนะไทย
- อ่านคำที่ประสมด้วยสระเดี่ยวเสียงยาว
- เรียบเรียงคำศัพท์ที่คุ้นเคยเป็นประโยคง่าย
- รู้จักคำคล้องจอง

### การฟังและการพูด

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เล่าเรื่องจากการฟังและดู
- พูดได้ตามวัตถุประสงค์ที่ต้องการสื่อสาร
- ฟังคำง่ายๆ และปฏิบัติตามได้อย่างเหมาะสม
- มีมารยาทในการฟัง ดู และพูดได้อย่างเหมาะสมตามวัย

### การเขียน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เขียนคัดลอก คำ ประโยค ที่พบในชีวิตประจำวัน
- เขียนคำ โดยการจำทั้งคำหรือการพยายามใช้หลักการประสมคำ แม้จะไม่ถูกต้องตามอักขรวิธี
- เขียนชื่อตนเอง
- เขียนเลขไทย

### การอ่าน

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- การอ่านสะกดคำที่ประสมด้วยสระแท้เสียงยาวทั้ง ๑ และ ๒ พยางค์
- การอ่านสะกดคำที่ประสมด้วยสระแท้เสียงยาว
- การอ่านประโยคสั้นๆ

### วัฒนธรรมไทย

นักเรียนควรได้เรียนรู้เรื่องต่อไปนี้

- เข้าใจและมีส่วนร่วมกับกิจกรรมทางวัฒนธรรมไทย เช่น ประเพณีไทย ศิลปะไทย เครื่องดนตรีไทย และร่วมเล่นการละเล่นเด็กไทย เป็นต้น

## MFL

### Modern Foreign Language

#### MANDARIN

Students should be taught to:

##### LISTENING & RESPONDING

- Understand and reply to the Greeting and Introduction (hello, bye-bye, thank you, My name is).
- Count Numbers 1-10
- Recall 8 terms of colours (yellow, red, black, white, green, blue, pink, orange)
- Recall 7 terms of Face (hair, eyes, nose, mouth, ear, head, face)
- Recall the 12 Zodiac animals
- Recall 5 close family members
- Appreciate 2-4 Chinese songs or rhymes.

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

- Be able to read simple familiar words written in Pinyin from our topics
- Be able to use simple word to reply to the simple questions “zhe shi shen me?”.

##### WRITING

- Children at Year 1 level are expected to write simple words with a model and greetings using Pinyin.

#### SPANISH

Students should be taught to:

##### READING & WRITING

- Read simple words from our topics (one or two syllables only)
- Children at Year 1 level are expected to write simple words modelled from our topics.

##### LISTENING & RESPONDING

- Understand and use basic greetings: Hola, adios, por favor, gracias, si, no y lo siento.
- Understand when to use: buenos dias, buenas tardes y buenas noches. Canción
- Answer questions about their name and age in Spanish. Writing activity
- Answer questions about how they feel with simple words and use the conjunction “porque” to give a reason
- Learn 6-8 colours
- Count up to 15
- Identify the closest members of the family in Spanish
- Learn the main parts of the body and learn the verb “me duele” (it hurts)
- Learn vocabulary about animals
- Understand the topic of short Spanish songs and rhymes
- Mimic the pronunciation.

#### FRENCH

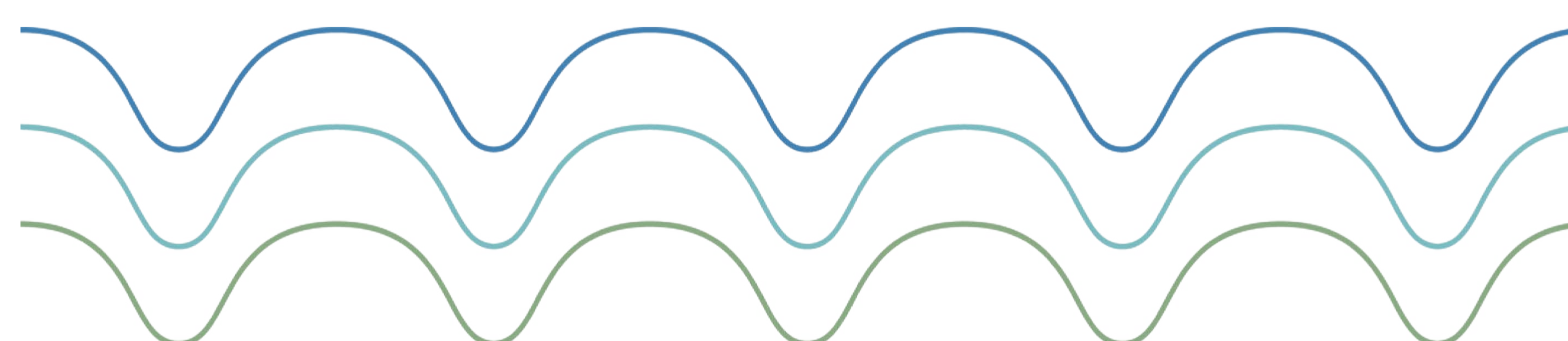
Students should be taught to:

##### LISTENING & RESPONDING

- Understand and reply to the greeting and introduction (hello, bye-bye, thank you, My name is)
- Count numbers 1-10 in French
- Recall 8 colours (yellow, red, black, white, green, blue, pink, orange) in French
- Recall 7 terms of face (hair, eyes, nose, mouth, ear, head, face) in French
- Name 8 animals in French (cat, dog, turtle, bird, hamster, dragon, rabbit, fish)
- Sing 2 to 4 French songs or rhymes.

##### READING & WRITING

- Read simple basic words from our topics (one or two syllables only)
- Children at Year 1 level are expected to write simple words modelled from the topics.



# PSHE

## Personal, Social, Health and Economic

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

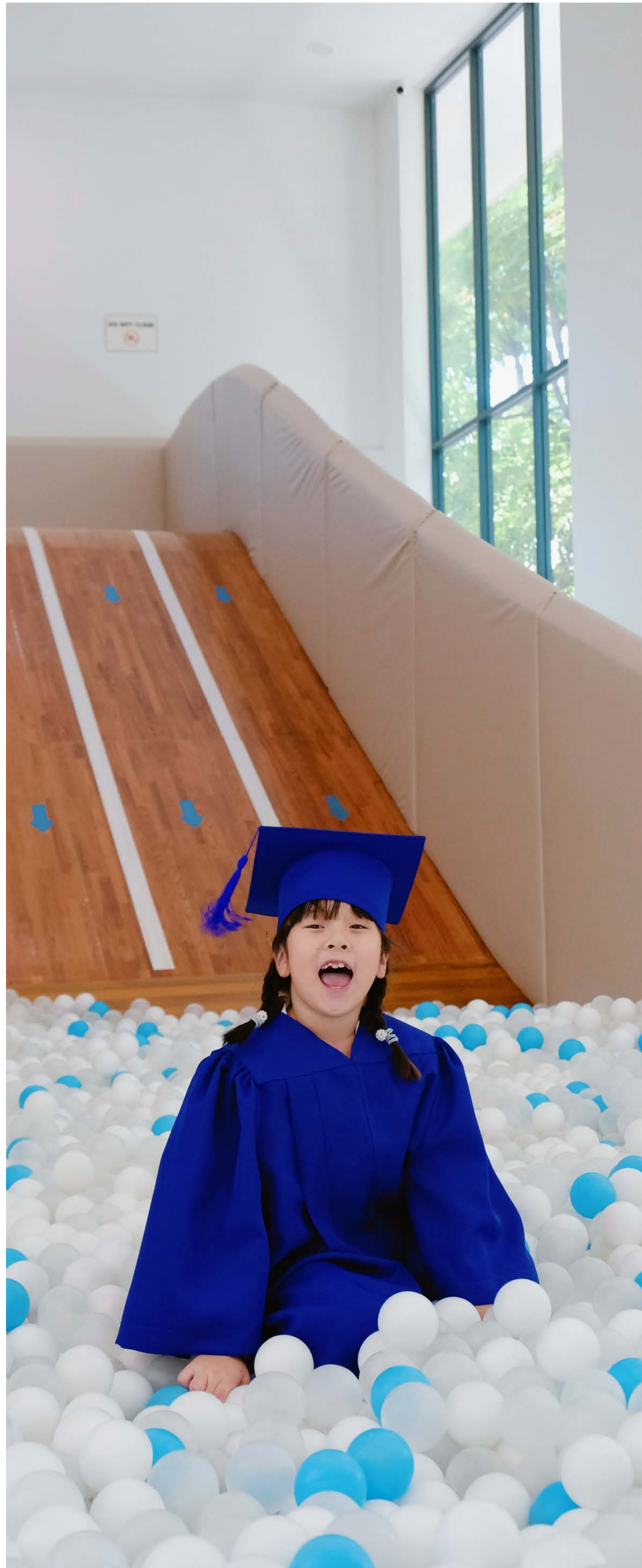
At Kensington, our PSHE curriculum is intricately linked to the core values we cherish, known as the Kensington Dreams: growth mindset, kindness, teamwork, creativity, respect, and independence. These values underpin every lesson, fostering a supportive and dynamic learning environment.

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

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

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

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To share their opinions on things that matter to them and explain their views
- To recognise, name and deal with their feelings in a positive way
- To think about themselves, learn from their experiences and recognise what they are good at
- How to set simple goals.
- To be able to recognise the value of courage in other people
- To think about when we may need to use courage.
- To recognise a virtue I am good at and provide an example of how I have demonstrated this virtue
- To set a goal.



## PREPARING TO PLAY AN ACTIVE ROLE AS CITIZENS

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

## FAIRNESS

- To be able to decide if something is fair or not
- To help others think about making the world a fairer place.

## PATIENCE

- To learn to be patient with a partner
- To learn to take turns and wait patiently.

## SERVICE

- To generate ideas to look after an aspect of the local community.

## HELPFULNESS

- To consider times when we have been helpful to others.

## CARING

- To learn how to care for our ears
- To learn how to care for our eyes .

## DEVELOPING A HEALTHY, SAFER LIFESTYLE

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

## DEVELOPING GOOD RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE

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

## RESPECT

- To recognise how others are feeling; to use a range of different words to describe feelings and emotions
- To think about how to help others feel better
- To develop my own ideas of how to show respect to someone.

## CARING

- To learn how to listen to others.

## COOPERATION

- To understand that we can achieve greater things when working together.

## FRIENDLINESS

- To be able to know what to say to somebody new to find out more about them
- To know what kind of friend you would want.

## HELPFULNESS

- To consider times when we have been helpful to others
- To think about other ways that we can help people.

## KINDNESS

- To become aware of the many ways in which kindness can be practiced.

## COURAGE

- To be able to understand that sometimes it takes courage to come to school.



## MUSIC

### PERFORMING

Students should be taught to:

#### SINGING

- Sing ditonic (so-mi) songs with hand signs
- Sing familiar songs
- Hum familiar melodies.

#### PLAYING

- Play a simple chord bordun to accompany a song
- Imitate a rhythm using ta and ti-ti
- Play percussion instruments correctly
- Play instruments to the beat.

#### MOVEMENT

- Move expressively through one level using forward motion
- Imitate simple movements to songs.

### COMPOSING

Students should be taught to:

- Create a rhythm using ta and ti-ti
- Select instruments to represent sounds or characters
- Create sounds to help tell a story
- Sing made up songs using sol and mi
- Create a two or more melodic ostinato to accompany a song.

### LISTENING/APPRISING

Students should be taught to:

- Identify loud and soft dynamics
- Identify fast and slow tempos
- Identify the beat
- Identify the rhythm
- Identify high and low pitches.

## HISTORY

Students should be taught to:

#### CHRONOLOGICAL UNDERSTANDING

- Sequence events in their life and discuss the past.
- Sequence 3 or 4 artefacts from distinctly different periods of time and make appropriate observations and connections about artefacts.
- Place events on a simple timeline.

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

- Recognise the difference between past and present in their own life and the lives of others
- Recount episodes from stories about the past, knowing and understanding key events through: writing stories, in-role writing, art, drama, digital communication
- Compare simple similarities and differences between life at different times.

#### HISTORICAL INTERPRETATIONS

- Use stories to encourage children to distinguish between fact and fiction and to help them discuss key Historical facts.
- Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.
- Compare adults talking about their past – How reliable are their memories?

#### HISTORICAL ENQUIRY

- Find answers to simple questions about the past from sources of information e.g. artefacts, stories, photographs
- Ask and answer simple Historical questions.

#### ORGANISATION AND COMMUNICATION

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

# GEOGRAPHY

Students should be taught to:

## LOCATIONAL KNOWLEDGE

- Name, locate and identify characteristics of Thailand, Bangkok & home country.

## PLACE KNOWLEDGE

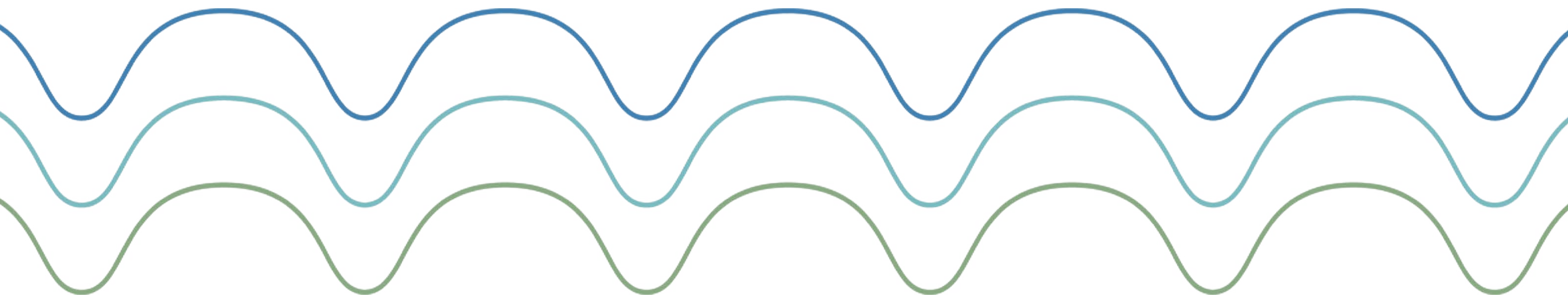
- Understand geographical similarities and differences through studying the human and physical geography of a small area of Thailand, and of a small area in a country using Barnaby Bear/class bear.

## HUMAN AND PHYSICAL GEOGRAPHY

- Identify seasonal and daily weather patterns in the Thailand
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use appropriate geographical vocabulary such as: forest, hill, mountain, soil, valley, vegetation, city, town, village, factory, farm, house, office.

## GEOGRAPHICAL SKILLS AND FIELDWORK

- Use world maps, atlases and globes to locate Thailand
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.





# ART & DESIGN TECHNOLOGY

Students should be taught to:

## ART AND DESIGN APPRECIATION

- Respond to different pieces of Art and Design
- Describe similarities and differences
- Describe the shapes used
- Describe the colour and tone (light or dark).

## SKILLS

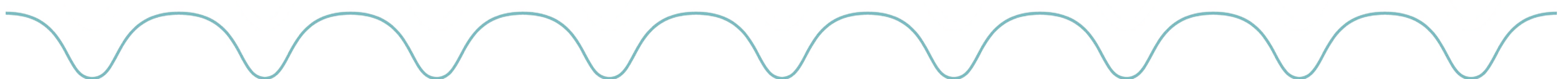
- Name all the primary and secondary colours
- Hold scissors correctly
- Cut a straight line
- Hold a pencil correctly
- Join 2 materials using scotch tape
- Join 2 pieces of paper using a glue stick
- Select and use appropriate fruit and vegetables, processes and tools
- Use basic food handling, hygienic practices and personal hygiene.

## EXPERIMENT

- Mix primary colours to create secondary colours
- Use a variety of mark making tools such as chalk, crayon, pastels, pencils
- Apply colour with a range of tools
- Explore clay and other malleable materials including salt and playdough
- Use different ways of creating 3D models using recycled materials.

## REFLECT

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





BRITISH NATIONAL CURRICULUM  
KEY STAGE 1

# CURRICULUM ENHANCEMENT YEAR 1

Kensington  
International School



# 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.

**Book Handling Skills:** Instruct children on how to hold books correctly, turn pages gently, and use bookmarks to keep track of their reading progress.

**Identifying Parts of a Book:** Introduce learners to the fundamental parts of a book, such as the cover, spine, and pages, and explain their functions.

**Understanding Fiction and Non-Fiction:** Differentiate between fiction and non-fiction books, helping children understand the distinction between stories and books that provide factual information.

**Using the Library Catalogue:** Acquaint learners with how to locate books using a simple library catalogue or bookshelves organised by topics or genres.

**Exploring Picture Books:** Encourage children to explore picture books and discuss the illustrations, characters, and storylines.

These library skills aim to help Year 1 children develop a positive relationship with books and libraries while building foundational literacy and responsibility for library resources.

**Listening to Stories:** Develop listening skills by reading aloud to learners and engaging them in discussions about the stories they hear.

**Expressing Preferences:** Encourage children to express their preferences for certain types of books or authors and guide them in selecting books that interest them.

**Taking Care of Books:** Teach learners how to treat books with care, including how to properly open and close them, avoid bending pages, and keep them away from food and liquids.

**Returning Books:** Reinforce the importance of returning borrowed books on time and in good condition, and guide children in how to use the library's checkout and return system.

**Engaging in Library Activities:** Encourage learners to participate in library activities such as storytime sessions, book discussions, or simple crafts related to books they have read.

## 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 1

# HOLISTIC CURRICULUM YEAR 1

Kensington  
International School



# Kensington

International School



Our motto for the passport, 'Dream Big, Achieve 50,' encapsulates this vision. By completing the Kensington Passport, Kensington children will engage in activities that reflect our core school values, the Kensington DREAMS.

These 50 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: Bronze for 10 or more activities, Silver for 30 or more, and Gold for completing all 50.

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.**



# Kensington

International School

## TRIPS & RESIDENTIALS



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 1 the children will go on three trips:

Term 1 - A trip

Term 2 - A trip

Term 3 - A trip

- A fun night in school

## CHARITY & COMMUNITY



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

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

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

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

# Kensington

International School

## 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 1 will perform a Nativity for Christmas.

## ACTIVITIES & EVENTS

Month	Events	Parent Involvement
September	Primary and Reception Sports Day	Yes
October	Black History Month	No
November	Diwali	No
	Loy Krathong	Yes
December	Christmas Nativity	Yes
January	International Week	Yes
	Lunar New Year	No
February	Makha Bucha	Yes
	Art Fundraising week	Yes
April	Songkran	No
	Book Week and Recycling week	No
May	Toddler and Nursery Sports Day	Yes
June	Pride Month	No
	Wai Kru	Yes
	End of year performance	Yes

## PARENTAL INVOLVEMENT

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

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

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

### PARENT WORKSHOPS

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

### PARENT PARTICIPATION

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

### EVENTS

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

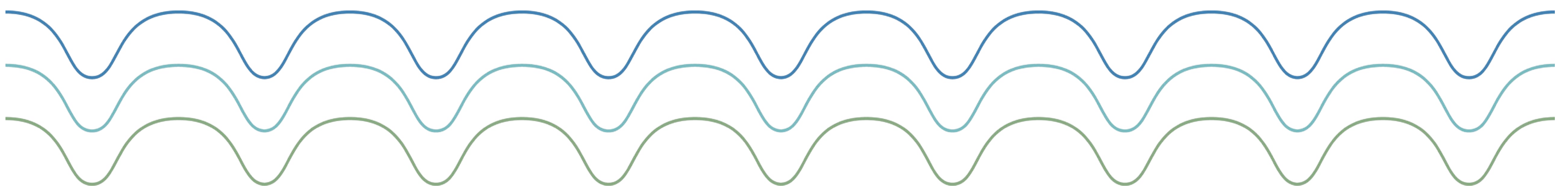
### PARENT MEETING

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

### CLASS REPS

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

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



# Kensington

International School

# YEAR 1

## CURRICULUM BOOKLET

BRITISH NATIONAL CURRICULUM  
KEY STAGE 1

