Year 6
Curriculum Handbook
2018-2019
FOREWORD

“Our task is to educate our students whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it.”

Ken Robinson

The purpose of this curriculum handbook is to provide HeadStart parents with an overview of the content of subjects taught in Year 6. Children in each year will experience a variety of topics encompassing knowledge and skills. Much thought goes into ensuring that there is a seamless transition between the years as the children’s educational development builds on that of previous years.

We hope that you will join us in helping your child to access the wealth of knowledge available in their increasingly sophisticated world. Engage their curiosity where you can – ask questions, encourage them to explain, talk to them about their learning.

Should you have questions relating to anything in this handbook, please do not hesitate to speak to your child’s Homeroom Teacher or Deputy Teacher, our Deputy Head of Primary, Mr James Hornby, or myself.

Sam Khan
Head of School, Foundation and Primary
Oral and written communication are vital life skills. The Cambridge Curriculum and the English National Curriculum encompasses speaking, listening, reading and writing and provides the foundation for lifelong learning. Good communicators are a necessity in the professional domain and at HeadStart our aim is to equip and inspire our pupils to fulfil their potential.

The English curriculum reflects the requirements of the Cambridge Curriculum and the English National Curriculum but is not constrained by it. We cover spoken language (preparing ideas before writing, giving short speeches and presentations, using Standard English in a range of formal and informal contexts, including classroom discussion, rehearsing and performing poetry, play scripts and pieces of prose), reading (word reading and listening and reading comprehension), writing (spelling, handwriting, composition, vocabulary and punctuation).

Pen Licenses are issued to those achieving the required level of cursive handwriting.

The allocation of time to English is 5 x 60 minute lessons per week and 4 x 30 minute lessons per week for Reading and 1 x 30 minute lesson for Handwriting.

The pupils are all taught in groups according to ability.

**Reading**

a) Reading Scheme – Oxford reading tree including Treetops and Project X are used as our main teaching tool.

b) Class Readers – a variety of suitable texts and authors are used to give children experience in reading aloud, to increase their confidence and improve fluency, expression and characterisation. Texts are discussed to enhance understanding and develop analytical skills, including skills of inference, deduction and prediction. Various writing, speaking and listening tasks are connected to the Class Reader.

Children are likely to experience between two and four Class Readers during the academic year.

c) Library – Usually, each class in Years 1 to 6 has a library lesson per week. Children are expected to develop their personal reading habit and they should have a fiction book ‘on the go’ at all times: this is monitored in library lessons and through the use of personal reading records. The library is also used for the development of research skills.

d) We encourage all children to read at home for 20 minutes each day. Children talk and write about their reading, learning to articulate informed personal opinions. They are encouraged to respond imaginatively and intelligently to what they read. World Book Day, author visits and the Drop Everything and Read concept are among the events and activities which support reading in the school.

**Spelling**

1. Spellings based on phonics, letter blends and word strings. Spelling lists are given weekly. Related tasks and dictations are also undertaken.

2. There is a focus on personal spellings derived from written work which increases through the year.
Writing
Pupils are taught a range of writing skills: Writing to imagine, explore and entertain; Writing to inform, explain and describe; Writing to persuade, argue and advise; Writing to analyse, review and comment; How to plan and draft work; Punctuation; Spelling; Handwriting and presentation; Standard English; Language structure.

Writing Activities
Children will experience a wide range of writing tasks in line with the requirements of the English National Curriculum and Cambridge Curriculum. Some types of writing, such as stories, poetry and newspaper articles, will be a regular part of the English diet in Year 3 to 6; other types of writing will be experienced periodically.
In particular, they will write from their Imagination, from Personal Experience and for Information.

a) Writing from Imagination
Stories: children learn to plan and structure their stories with a beginning, a middle and an end; they are told to think about aspects of time, plot, setting, character, style and theme; they are taught to consider the balance of actions, description and dialogue. Drafting skills are developed and genres are explored.
Poetry: children write, hear and read poetry in different forms.
Play Scripts: children will read play scripts and learn how to create their own so that they understand how a play moves from page to stage.

b) Writing from Personal Experience
Children perform written tasks where they have to convey information about themselves or experiences they have had. These could be in the form of diary extracts, descriptive writing about holidays or visits, memories and feelings. They should learn to express their views and feelings with confidence and clarity. They should view their experiences as a unique resource which will support them wherever they are and in whatever they have to do.

c) Writing for Information
Children revise and are taught about many different types of information writing, including: Letter writing; Instructions; Reviews, book blurbs; Reports; Newspaper and magazine articles; Advertisements, business cards; Rules, posters, notices, signs; Recipes; Information leaflets; Formal essays; Biographies.
Each writing task will require a child to consider the purpose of the writing and intended audience. As they progress through the school the children will develop their writing ‘tool kit’: the knowledge and skills that will enable them to write for a wide variety of purposes and audiences.

Speaking and Listening
The children are given many opportunities to enhance and extend their speaking and listening skills. The intention is that:

They develop the ability to speak English using the correct grammar and syntax
They continually expand their vocabulary and use new words effectively
They gain confidence in speaking aloud to a variety of audiences
They learn to listen carefully in order to understand increasingly complex ideas and instructions.
Children are likely to experience Speaking and Listening activities as part of their preparation for written work; the rehearsal of ideas is recognised as a key aspect in the development of writing.

**At all times we keep in mind our aims to:** equip children with the skills of Reading, Writing and Speaking and Listening; engender a child’s love of English for its own sake; develop a child’s confidence with, and enjoyment of, reading, writing and the spoken word; prepare children for their future education.

In Term 2 there is the Cambridge Checkpoint Exams.

**The curriculum:**

**Term 1**

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<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>Poetry Unit 6.1</td>
<td>Fiction Unit 6.1</td>
<td>Non-fiction Unit 6.1</td>
<td>Live Unit 6.1</td>
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<tr>
<td>Powerful Language</td>
<td>Eye of the Wolf</td>
<td>Mission: Save Pompeii!</td>
<td>The Great Debate</td>
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<td>Grammar lessons</td>
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<tr>
<td>• Chunks of Meaning: Subject, Verb, Object</td>
<td>• Chunks of Meaning: the Verb ‘to be’ and Subject, Verb, Complement</td>
<td>• Boundaries Between Main Clauses</td>
<td>• Select from further activities bank according to the needs of your class</td>
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<tr>
<td>• Chunks of Meaning: Subject, Verb, Object and Adverbial</td>
<td>• Colons, Lists and Bullet Points</td>
<td>Colons, Lists and Bullet Points</td>
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<tr>
<td>• Grammar Revision</td>
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**Term 2**

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<tr>
<td>Poetry Unit 6.2</td>
<td>Fiction Unit 6.2</td>
<td>Word Detectives</td>
<td>Non-fiction Unit 6.2</td>
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<tr>
<td>Poetic Voice</td>
<td>Fantastic, Funny and Frightening!</td>
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<td>Why is Blood Red?</td>
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<td>Grammar lessons</td>
<td>Grammar lessons</td>
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<tr>
<td>• Synonyms and Antonyms</td>
<td>• Building Sentences</td>
<td>• Select from further activities bank according to the needs of your class</td>
<td>• Formal Connections: Conjunctions and Adverbials</td>
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<tr>
<td>• Abstract Nouns</td>
<td>• Informal Speech and Writing</td>
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<td>• Active and Passive</td>
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<td></td>
<td>• Formal and Informal Language</td>
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<td>• The Subjunctive</td>
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## Term 3

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<tr>
<td>Comprehension Revision unit</td>
<td>Fiction Unit 6.3</td>
<td>Non-fiction Unit 6.3</td>
<td>Live Unit 6.2</td>
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<tr>
<td></td>
<td><em>Salamander Dream</em></td>
<td><em>Amazing Inventions</em></td>
<td><em>A Midsummer Night’s Dream</em></td>
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**Grammar lessons**

- Ellipsis
- ‘So’ as a Co-ordinating and Subordinating Conjunction
- Punctuating Direct Speech
- Active and Passive
- Using Prefixes (de-, dis-, mis-, over-)
- Select from further activities bank according to the needs of your class
MATHEMATICS

At HeadStart, we want all students to work as competent and confident mathematicians with a deep understanding of the complex and challenging maths they learn. The Inspire maths curriculum aims to enable students to demonstrate enthusiasm and excitement for rich mathematical tasks and challenges which they undertake in a resource-rich, nurturing, encouraging and stimulating learning environment.

Inspire Maths is a rich text-book based scheme with a robust structure, based on best-practise principles and methods of teaching and learning mathematics including concrete-pictoral-abstract and scaffolding approaches, and a systematic teaching pathway.

“This comprehensive pathway emphasises mastery – with continuous, active reinforcement of concepts to help children assimilate and accommodate their learning followed by extension, challenging students to develop and practise the thinking skills that will allow them to become confident, critically aware and independent learners.’ (Dr Fong Creator of Inspire Maths)

Inspire Maths is a programme that teaches to mastery. It is built on a cumulative spiral curriculum, focusing on core topics to build deep understanding. The pathway scaffolds in-depth learning of key mathematical concepts through the development of problem-solving and critical thinking skills and extensive opportunities to practise.

The allocation of time to Mathematics is 5 x 60 minute lessons per week. The pupils are all taught in groups according to ability.

At the beginning of Term 3 there are the Cambridge Checkpoint Exams. The children will sit practice papers and end of term papers throughout the year to assess their learning and prepare them for Checkpoint examinations.

During Term 2, Year 6 will move away from the inspire curriculum and start their revision programme in preparations for the Cambridge Checkpoint Examinations.

Year 6 Units of Work:

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<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<tr>
<td>• Angles</td>
<td>• Measures &amp; Time</td>
<td>• Algebra</td>
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<td>• Nets</td>
<td>• Calculations strategies</td>
<td>• Speed</td>
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<td>• Fractions</td>
<td>• Data Handling</td>
<td>• Circles</td>
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<tr>
<td>• Ratio</td>
<td>• Co-ordinates</td>
<td>• Pie Charts</td>
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<td>• Percentage</td>
<td>• Translations</td>
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<tr>
<td>• Area &amp; Perimeter</td>
<td>• Sequences and algebra</td>
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<tr>
<td>• Volume</td>
<td>• Shape</td>
<td></td>
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<td></td>
<td>• Averages</td>
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<td>• Word problems</td>
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SCIENCE

*To develop enquiring minds through investigation, experimentation and learning through discovery.*

Developing the confidence, knowledge and skills to find answers to questions about the scientific world is crucial for HeadStart pupils to become well-informed citizens. As well as appreciating the achievements of scientists who have gone before, the practical study of Science teaches young people to plan and conduct investigations, gather information, work in a team and evaluate their findings - all vital transferrable skills for success in their wider education and life in general.

The Science curriculum is organised on a topic basis, taught by Homeroom and Deputy Teachers. Gradually these topics develop into the three aspects of Science – Biology, Chemistry and Physics. Science at HeadStart is learned by a process of guided discovery. Experimental work is used to investigate natural phenomena and simulate some of the scientific discoveries of the past. Most of the lessons involve the use of experiments, investigations and demonstrations to discover and illustrate the scientific principles being studied. Topics are chosen to fulfil the needs of the Cambridge Curriculum and the National Curriculum for England while remaining interesting and relevant to pupils. Each topic ends with a comprehensive test and at the end of each year there is the Cambridge Progression Test.

A number of extra-curricular activities are arranged each year including educational visits, Science Week activities, Science competitions and After School Programmes.

There are 2 x 60 minute lessons per week.

The curriculum:

**Living things in their environment**
Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats.
Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.
Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.
Know that food chains begin with a plant (the producer), which uses energy from the sun.
Understand the terms producer, consumer, predator and prey.
Explore and construct food chains in a particular habitat.

**Material changes**
Distinguish between reversible and irreversible changes.
Explore how solids can be mixed and how it is often possible to separate them again.
Observe, describe, record and begin to explain changes that occur when some solids are added to water.
Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving.
Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.
Forces and motion
Distinguish between mass measured in kilograms (kg) and weight measured in newtons, noting that kilograms are used in everyday life.
Recognise and use units of force, mass and weight and identify the direction in which forces act.
Understand the notion of energy in movement.
Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving.

Electricity and magnetism
Investigate how some materials are better conductors of electricity than others.
Investigate how some metals are good conductors of electricity while most other materials are not.
Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches.
Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.
Represent series circuits with drawings and conventional symbols.
Geography and History are taught as part of the Humanities curriculum.

The study of Geography helps HeadStart pupils to make sense of the world around them. It examines the social, economic and physical forces and processes which shape and change our environment. Practical skills of investigation as well as team-working are taught both inside the classroom and on field trips.

In History, HeadStart pupils travel in time, from Ancient Egypt through to the 20th Century. Along the way they begin to understand what life was like for our ancestors and those in far-flung countries, and learn to analyse and evaluate historical evidence and present their findings in well-constructed essays.

There is 1 x 60 minute lesson per week.

The curriculum:

Geography:

Mountains – Exploring different mountain ranges around the world; changing landscapes – weather, erosion, animals, tourism; the location and length of different mountain ranges - the Rockies, Andes and Himalayas; living in a mountainous area; How temperature and weather changes in the mountains, and how mountains alter over time.

Local Study: Phuket (including Coasts) – What is a coast; the water cycle; how do coasts change; people and coasts; what happens when rivers meet coasts? How the sea shapes and erodes the coastline; An explanation of the process of beach formation, from rocks into sand; A look at how caves, arches and stacks are formed at the coastline; The pros and cons of using wave power to generate electricity.

History:

Pupils in Years 6 focus on a period of time in history, learning about people’s lives and times.

The Stone Age to the Iron Age – We will firstly study the Stone Age, and bring this topic right through to the Iron Age. This unit is comprised of various skills as we explore in depth the lives of people from these times.

World War Two – When and where the war took place; the blitz and the effects of air raids; evacuation and evacuees; rationing; the effect of war on everyday life; refugees; our local area and SE Asia during the war; connections between the war and conflicts today.

Local Study: Phuket – a study of a key historical aspect of Phuket.
**ART**

Art gives pupils the opportunity to develop their creativity. They are engaged, inspired and challenged, and will have the knowledge and skills to experiment, invent and create.

**Aims of Art:**

- Produce creative work
- Explore their own ideas
- Record their experiences
- Become proficient at drawing, painting, sculpting
- Become proficient at general art, craft and design techniques
- Evaluate and analyse creative works using artistic language
- Know about great artists, craft makers and designers

There is 1 x 60 minute lesson per week.

**The curriculum:**

**Exploring and developing ideas** – Create sketch books to record their observations and use them to review and revisit ideas.

**Investigating and making. Developing skills** – Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Knowledge and understanding and Evaluation** – Learn about great artists, architects and designers in history.
Music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. The HeadStart music programme offers opportunities for all pupils to perform and develop their musical abilities. The curriculum focuses on performance, composition and listening skills and is geared towards improving confidence, singing skills and developing creativity. It brings together intellect and feelings and enables personal expression, reflection and emotional development. There are opportunities for all pupils to participate.

There is 1 x 60 minute lesson per week.

The curriculum:

PERFORMING:

Singing – Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Play instruments – Play tuned and un-tuned instruments musically.

LISTENING:

Listen with concentration and understanding to a range of high-quality live and recorded music.

COMPOSING:

Experiment with, create, select and combine sounds using the elements of music.
MODERN FOREIGN LANGUAGES (MFL – French and Mandarin)

In an increasingly globalised society, modern foreign language skills allow for greater communication between people. It also develops problem-solving skills and increases adaptability, resourcefulness and creativity. Language learning teaches cultural awareness and the capacity to see issues from a variety of perspectives, which are highly valued by universities and employers. Carefully differentiated lessons support all abilities. Extension activities are available for linguistically able pupils through dictionary and research work, presentation opportunities.

Listening and speaking is developed and the written language is introduced through reading and writing exercises. Accuracy of pronunciation and intonation is developed. Vocabulary topics include numbers, weather, description, nationalities and birthdays. Life in other countries is explored through themed days.

The primary goal of learning for the MFL course is to help beginners and children who have learned the target language for one or two years, particularly children from a non-French/Chinese background, build a solid foundation for learning French/Chinese as a foreign language. The course will emphasize the development of communication skills in listening and speaking. Recognising characters and writing characters are also the focus of this course.

There are 3 x 60 minute lessons per week.

The curriculum:

**Listening and Responding –**

*Listen* to a variety of forms of spoken language to obtain information and respond appropriately.

*Transcribe* words and short sentences that they hear with increasing accuracy.

**Speaking –**

*Speak* coherently and confidently, with increasingly accurate pronunciation and intonation.

*Express* and develop ideas clearly and with increasing accuracy, both orally and in writing.

*Initiate* and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.

**Reading and Responding –**

*Read* and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material.

*Read* literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.
Writing –

**Write** prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

**Identify** and **use** tenses or other structures which convey the present, past, and future as appropriate to the language being studied using accurate grammar, spelling and punctuation.
A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics and Science, and provides insights into both natural and artificial systems. The core of Computing is where pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate, able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. Cyber security and eSafety are embedded in the course, allowing discussion and development of safe transferrable practise when using all types of digital technology.

There is 1 x 60 minute lesson per week.

**The curriculum:**

- Children will learn how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Children will learn how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Children will learn how to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Children will understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration
- Children will learn how to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Children will learn how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Children will learn how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
PHYSICAL EDUCATION

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity” John F Kennedy

Physical education is a fundamental part of the curriculum across all years at HeadStart for this very reason. All pupils are able to take part in a physical activity every day, either through PE sessions, games time or via an activity or after school club. HeadStart pupils are able to develop their fitness and physical skills across a vast range of sports and in chosen areas of interest or talent. Fitness becomes a normal part of following a healthy lifestyle for HeadStart students and is an ethos that will stay with them for a lifetime.

There are 2 x 60 minute lessons per week; one lesson of Physical Education skills and one lesson of Swimming.

During Year 6 (Key Stage 2) pupils develop their creative imagination in physical activity. They learn new skills, find out how to move in different ways and link them to actions in a variety of activities. They develop an understanding of how to succeed in different sports and learn how to evaluate and recognise success. During the key stage children develop the knowledge, skills and understanding through Dance activities, Games activities, Gymnastic activities, Athletics activities, Swimming activities. Activities in Year 3 focus specifically on basic generic skills, playing in smaller sided games where appropriate.

Students will learn how to use running, jumping, throwing and catching in isolation and in combination. Students will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

The curriculum:

DANCE AND MOVEMENT – Perform all dance movements and activities with appropriate aesthetic quality and complexity for their age.

GAMES – Join in all games activities confidently and effectively for their age.

SWIMMING – Join in all swimming activities confidently for their age and explore freely how to move in and under water with confidence.

GYMNASTICS – Perform all Gymnastic movements and activities with appropriate aesthetic quality and complexity for their age.

ATHLETICS – Join in all Athletics activities confidently for their age and explore freely how to develop technical aspects of each event.
RELGIOUS EDUCATION

Religious Education is taught at HeadStart in order to teach tolerance and understanding of other people’s beliefs and values.

There is approximately 1 x 30 minute lesson per week.

The curriculum:

The Religious Studies syllabus in Year 6 focuses on Buddhism. Areas covered are:

a) Key Buddhist beliefs and practices.
b) Religious symbols.
c) What does it mean to belong?
d) Celebrations and festivals.
e) Customs and traditions.
f) Texts, places, people and objects of worship
THAI

Thai is taught to all pupils at HeadStart. For native and intermediate Thai speakers they will have 5 x 60 minute lessons per week; for Thai as a foreign language they will have 2 x 60 minute lessons per week.

The curriculum:

THAI FOR NATIVE SPEAKERS

ในปีการศึกษานี้ นักเรียนได้ฝึกการอ่านคิดวิเคราะห์จากหนังสือภาษาไทยสำหรับชีวิตในโลก,ครอบครัวพอเพียง,คนละไม้คนละมือ,ภัยเงียบ,ประชาธิปไตยใบกลาง,ร่วมแรงร่วมใจ
หนังสือการใช้ภาษาไทย둘มาตรฐานสอน,การเขียนเรียงความเขียนเรียงความจากภาพ,การจับใจความสำคัญ
หนังสือหลักภาษาไทยพยางค์ค้า และกลุ่มค้า, มาตรา ก้า และมาตราตัวสะกด, คำพ้องรูป,คำพ้องเสียงและทักษะชีวิตเรื่องอาหารไทยและพระราชประวัติ
รัชกาลที่ ๙

THAI AS A SECOND LANGUAGE

- Recognise Thai letters and sounds relationship of student’s name.
- Be able to tell Thai consonant.
- Read and understand short phrases and simple sentence.
- Learn to write letters of their own name.
- Learn Thai numbers from 1-100 and basic simple words.
- Learn simple classifiers in Thai.
- Begin to decode simple words.
- Distinguish polite particles.
- Use the appropriate basic introduction of self and others.
- Learn about polite express feelings and options.
- Understanding classroom commands and class room objects.
- Knowing days and months in Thai.
- Follow instructions in Thai.
- Understand and participate in Thai cultural activities in school such as Wai Kru day, Loy Kra thong etc.
- Understand the meaning of colour on Thai flag.
- Be able to sing Thai national anthem and pay respect when song is played.

THAI AS A FOREIGN LANGUAGE

- Wai Kru/students are able to talk about the important of Wai Kru ceremony.
- Loy Krathong/ Students are able to talk about the important and why Thai people celebrate Loy Kratong Festival.
- Father’s day/ Students are able to talk about fact and history about Thailand’s Royal Birthday celebration.
- What time is it?/ Students are able to ask and answer simple questions able timing.
- Going to the market/Students are able to talk the simple sentences for buying things.
Support for Learning provides an opportunity for all those who need support to achieve their very best. A combination of highly experienced and well-qualified teachers and teaching assistants offer support both in small groups and individually to suit students' learning needs. The aim is to lead students through the challenges of exams by determining individual learning styles, supporting organisation, developing study skills and literacy and numeracy skills. Contact with parents is actively encouraged as parent support is invaluable to the success of each child's development.

Early intervention to support pupils is identified through observation in the classroom and discussions with teachers. In-class support is provided by teachers and deputies, with some pupils benefiting from small group withdrawal, where individual support can be provided more effectively.

We have a Child Psychologist at HeadStart who is also able to assess children.

We liaise closely with external agencies (Educational Psychologists, Occupational Therapists and Speech and Language Therapists) who provide expert advice to help find solutions for the individual as quickly as possible.

Parental involvement in the children's learning is encouraged and Learning Support lessons may be recommended following regular communication and observation and Individual Educational Plans (IEPs) can be created where necessary.

Specific activities are recommended to aid children who have difficulties with fine and gross motor skills, communication, self-esteem and co-ordination.

Relationships between specialist teachers, the child and parents are built up from an early age.

Regular in-house informal assessments are carried out to help pinpoint specific areas of strength and difficulty to aid the child, parent and teacher.

Transition from Primary to Secondary

Primary and Secondary Heads of Departments meet every half term to maintain links and discuss current issues and good practice.

Taster lessons are taught in the Secondary School during the Summer Term of Year 6 for students to meet the Secondary School staff and get familiar with the Department.
HOMEWORK

It is generally agreed that some form of work at home is desirable for children of this age. Homework should not be an unpleasant experience and, in general, should be used to reinforce children’s schoolwork. Homework also gives parents an opportunity to discuss schoolwork with their child, not only to gain a better understanding of the HeadStart Curriculum, which is a combination of the Cambridge Curriculum enhanced with the English National Curriculum, but also to participate in their child’s learning.

The reality of modern day lives in which often both parents work can make homework a stressful time. We are well aware of the demands on family time and equally understand that children require some ‘down time’ in their busy day. With this in mind we have been careful in our expectations of the length of time we expect children to spend completing homework. The recommended time that should be spent on homework in Year 6 is 30 minutes.

Reading, which is not included in the above timings, should be encouraged and, where possible, take place on a daily basis. Again, parental engagement is of huge benefit.

Younger children should be heard reading on a regular basis. Older pupils should read independently and silently to themselves. A few suitable questions do not only convey interest, but also help children to think about what they are reading.

Please check and use the homework folders. They are important in maintaining contact between home and school.