



# YEAR 3 AND 4

Curriculum Booklet

# MISSION

Inspire learning, nurture wellbeing,  
ignite passion

# VISION

Maximise student potential by  
delivering the highest standards of  
teaching and learning to an  
international community emphasising  
wellbeing and passion, on a green,  
well equipped campus

# VALUES

## **Respect**

Be mindful, considerate  
and inclusive

## **Compassion**

Be caring, empathetic  
and reflective

## **Integrity**

Be honest, principled  
and accountable

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# Introduction



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I am delighted to welcome you to our school, where students are at the very heart of everything we do. Our primary aim is to nurture creative, resilient and happy learners whose curiosity and confidence enables them to take risks, to explore and expand their thinking and to develop their independence as they start to recognise their place in the world around them and build on the strong foundations in learning they bring with them from their time in our Early Years setting.

The Primary phase here at British International School, Phuket (BISP) comprises our Year 1 to Year 6 classes which you will find in separate learning pods for Years 1 and 2, Years 3 and 4 and Years 5 and 6. All year groups are made up of 3 classes, so each of our unique learning pods contains 6 classes.

Across the school, we follow the National Curriculum of England ([HERE](#)) which we adapt and enrich to ensure that learning opportunities meet the diverse needs of all the students in our international context and celebrate our location here in Phuket, Thailand. Learning is supported through a child-centred and personalised pedagogy. Our priority is to get to know every child as a unique individual and build strong, positive and productive relationships with each of them. We believe that every individual student has immense potential to be successful in life. Through development of genuine, trust-based relationships, and a focus on an holistic and inclusive approach to the learning and development of each individual child, we aim to develop these individual successes, strengths and passions as the children move through the Primary School. We believe that all students have an innate curiosity which, when intentionally and carefully nurtured, can blossom into a lifelong love of learning which continues to build progressively as they move through every phase of their learning journey with us.

We are extremely proud of our school and what we offer our students and I am excited to welcome you to our Primary School. I hope that this booklet will give you a flavour of the experience students get whilst growing and learning and as part of our very special school community.

# Our Primary Curriculum

At BISP, our Primary curriculum builds on the knowledge, skills and understandings learned from from the EYFS 2021 framework and the Development Matters Curriculum in the Early Years. The rigorous expectations of the National Curriculum of England that underpin our curriculum ensure that students are appropriately supported and challenged in their learning as they work towards achieving specific end of year expectations for each year group. We ensure that the context of the learning is adapted to best reflect the diverse needs of our unique international school community, making the learning relevant and reflective of our place here in Phuket, Thailand, Asia and the wider world.

The Primary Curriculum includes three core areas of learning, and seven Foundation subjects.

## Core Areas of Learning

The core areas of learning are **English**, **Maths** and **Science**.

### English

English learning in Years 3 and 4 focuses on developing the student's capability and confidence in spoken language, reading, writing and vocabulary development. This learning forms the foundation of the student's learning in every subject. Fluency in the English language is an essential foundation for success in all subjects.

### Spoken Language

Students will learn to speak clearly and convey ideas confidently using Standard English. They will learn to justify their ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will learn to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

### Reading and Writing

Our students' reading and writing in all subjects will support their acquisition of knowledge. They will learn to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure at home and through regular visits to our expansive library. Students will develop their stamina and skills to write at length, with accurate spelling and punctuation. They will understand the correct use of grammar as they build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

## Vocabulary Development

Students' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Students will develop vocabulary actively, building systematically on their current knowledge and simultaneously make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, students expand the vocabulary choices that are available to them when they write. In addition, it is vital for students' comprehension that they understand the meanings of words they meet in their reading across all subjects. We believe it is important that students learn the technical language of each subject area, such as accurate mathematical and scientific language.

## Mathematics

Mathematics is a creative and highly interconnected subject that is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy. We therefore believe that a high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

During their time in Primary School, students will become fluent in the fundamentals of mathematics. Their learning will be supported through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Students will learn to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. They will be given regular opportunity to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas and make rich connections across mathematical ideas to develop fluency, mathematical reasoning and problem solving. They will also apply their mathematical knowledge to science and other subject learning.

Students who grasp concepts rapidly will be challenged with rich and sophisticated problems to extend their deep understanding of the mathematical concepts and methods they are learning in different contexts.

Our curriculum for mathematics aims to ensure that all students in the Primary School :

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## Science

The principal focus of science teaching in Year 3 and 4 is to enable students to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They will ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

### **Working Scientifically**

Working scientifically is a critical skill that all students will be developing during their time in the Primary School. In years 1 and 2 the students will explore the world around them and raise their own questions. They will experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They will use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They will ask people questions and use simple secondary sources to find answers. They will use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they will record and communicate their findings in a range of ways and begin to use simple scientific language.

## The Foundation Subjects

The foundation subjects are Art & Design, Computing, Design & Technology, Geography, History, Music and Physical Education.

### Art & Design

We genuinely value creativity and our Primary Curriculum is designed to inspire and challenge the students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. During their time in the Primary School, the students will be given the opportunity to produce creative work, explore their ideas and record their experiences. They will learn to think critically and develop a more rigorous understanding of art and design and become proficient in drawing, painting, sculpture and other art, craft and design techniques and evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Computing

We aspire to support our students to develop and use computational thinking and creativity to understand and change the world. They will make cross-curricular links with mathematics, science, and design and technology, and learn about both natural and artificial systems. The core of computing is computer science, in which the students 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, the students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that the students become digitally literate and therefore able to use, and express themselves and develop their ideas through information and communication technology.

By the end of their Primary education, we expect students to be able to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. They will be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. They will evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. The overarching objective is that all our students become responsible, competent, confident and creative users of information and communication technology.

### Design & Technology (DT)

Using their creativity and imagination, along with learning from mathematics, science, computing and art, the students will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will become resourceful, innovative and enterprising as they evaluate past and present design and technology, and develop a critical understanding of its impact on daily life and the wider world.

During their time in the Primary School, the students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others.



## Geography

Our Geography curriculum is designed to inspire a curiosity and fascination about the world in all the students. It will equip the students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The student's growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features are shaped, interconnected and change over time.

During their time in the Primary School, the students will develop contextual knowledge of the location of globally significant places, including their home countries and our place in Thailand, Asia and the wider world. They will learn to define physical and human characteristics and how these provide a geographical context for understanding processes that give rise to key physical and human geographical features of the world. The students will also consider how these are interdependent and how they bring about spatial variation and change over time. They will become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork and interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

## History

In History, the student's curiosity to know more about the past will be central to how they learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Their historical learning will help the students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Over their time in the Primary School, the students will know and understand significant aspects of the history of the wider world including the nature of ancient civilisations, the expansion and dissolution of empires, and the characteristic features of past societies across the world. They will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. The students will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed as they gain historical perspective. By placing their growing knowledge into different contexts, they will understand the connections between local, regional and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Music

Music is a universal language that embodies one of the highest forms of creativity. We believe that music learning should engage and inspire the students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As the students progress through the Primary School, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. They will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will be given regular opportunities to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. In addition, the students will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Physical Education (PE)

It is imperative that all students develop fundamental movement skills and become increasingly competent and confident to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Following our Head, Heart and Hands approach, our younger students are supported in mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility coordination before applying these in a range of activities. As they move through the school, they participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns. Our high-quality physical education curriculum inspires the students to succeed and excel in competitive and cooperative sport (both against self and against others) and other physically-demanding activities. It provides increasingly challenging opportunities for the students to become physically confident in a way which supports their health and fitness. Regular opportunities to compete in sport and other activities builds character and helps to embed values such as fairness and respect as the students develop competence to excel in a broad range of physical activities and lead healthy, active lives.

## Thai Studies and Language Learning

Our international school community is made up of students from up to 60 nationalities, including Thailand, so at BISP we place great importance on the development of understanding and respect for Thai culture and the learning of the Thai language. All BISP students have opportunity to learn Thai language, culture and history throughout Primary School through one of three different pathways: Thai Language, Thai Literacy or Modern Language Thai. In addition, all students take part in Thai Studies classes.

### Thai Language

The Thai Language pathway is for Thai students whose first language is Thai. They will follow the Thai Ministry of Education's National Curriculum for Thai students and Thai Language, Culture and History Course developed by ISAT (International Schools Association of Thailand). Already proficient in speaking Thai, students in this group will continue to develop proficiency in reading, writing, speaking and listening with focus being given to all aspects of language; communication skills, vocabulary, spelling, grammar, and language registers.

## Thai Literacy

This group is designed for Primary students with dual nationality, bi-lingual or non - Thai students who are already fluent in spoken Thai or are very close to achieving fluency. The primary objective of this group is to enhance their reading and writing abilities. It emphasises some aspects of language including communication skills, vocabulary, spelling, simple grammar topics and the essential writing of journals, recounts descriptions, expositions and narratives. The students will also explore Thai culture, and history, and participate in special cultural events.

## Thai Studies

In addition to the three language pathways above, all students have the opportunity to learn about our rich and beautiful Thai culture and history. They engage in activities and events that provide insights into the traditions, customs, and significant aspects of Thai culture. These special events allow students to actively participate and gain a deeper appreciation for the cultural heritage of Thailand. The emphasis is primarily on spoken language acquisition and interactive learning experiences. The students also delve into Thai culture and history, engaging in activities and special events to gain a deeper appreciation for Thai traditions and customs.

## Modern Language Learning - Mandarin, Spanish and Thai

Language learning and cultural understanding forms a central part to learning across the Primary School. With so many languages spoken in our school community, studying a foreign language gives our Primary students the opportunity not only to learn about other cultures but, more importantly, to communicate with others too. Our students are open and receptive to language learning, and have an innate curiosity when learning a language, its new words and new sounds. They are confident, curious and less anxious learners. Learning a new language has also been shown to improve critical thinking skills and to enhance social skills. From Year 3, students already proficient in English get the opportunity to learn either Mandarin, Spanish or Thai.

The language-learning techniques we use are great fun, and students get a real sense of achievement from mastering and using new key phrases. An emphasis on speaking allows all children to experience success in language learning as students engage in practical tasks, such as drama, story-telling, role-play, speaking and listening.

By the end of their Primary learning journey, students will be expected to communicate orally in an additional language, sharing their ideas and feelings using speech. They will be able to compare their use of English grammar and spelling to another language and express some ideas in writing. Listening and joining in to learn everyday words and phrases enables students to have conversations in another language to share ideas and opinions as well as being able to ask and answer questions. Learning songs, poems, rhymes and stories in another language helps to develop vocabulary and also increases cultural understanding.

## Wellbeing



## **Learning   Wellbeing   Passion**

The educational philosophy of our school is uniquely founded upon the model of a Triple Helix, where each of the three strands (Learning, Wellbeing and Passion) is identified as being interdependent and essential components of a balanced and productive life. With the holistic development of each child being a priority for us, and to enrich and enhance our curriculum, we deliver a bespoke Wellbeing programme focussed on the development of metacognitive, social and emotional skill development.

# Learning Expectations for Years 3 and 4

## English

By the beginning of year 3, pupils should be able to read accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation as they continue to develop the breadth and depth of their vocabulary. During Year 3, the children will become more independent, fluent and enthusiastic readers who read widely and frequently, developing their understanding, knowledge and skills in reading both fiction and non-fiction texts about a wide range of subjects. They will be learning to justify their views about what they have read, reading increasingly independently by the end of year 4.

During Years 3 and 4, the children will be consolidating their writing skills. They will understand how writing can be different from speech, continue widening their vocabulary and grasp of sentence structure and those who are ready will start joining their handwriting as they develop as writers. The spelling of common words should be correct, including common exception words and other words that they have learnt. The children should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

By the end of Year 4, the children should be able to decode unfamiliar words accurately and demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in Years 1 and 2, children who are still unable to decode will be supported in following the phonics programme so that they catch up rapidly with their peers. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

## Year 3 and 4 English Programme of Study

### Reading – Word Reading

By the end of Year 4, children are expected to be able to successfully:

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

## Reading – Comprehension

By the end of Year 4, children are expected to be able to successfully:

- Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - » reading books that are structured in different ways and reading for a range of purposes
  - » using dictionaries to check the meaning of words that they have read
  - » increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - » identifying themes and conventions in a wide range of books
  - » preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - » discussing words and phrases that capture the reader’s interest and imagination
  - » recognising some different forms of poetry [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - » asking questions to improve their understanding of a text
  - » drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - » predicting what might happen from details stated and implied
  - » identifying main ideas drawn from more than one paragraph and summarising these
  - » identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Phonics

In Year 3 and 4, if children are new to English or do not have the expected phonetic knowledge, they will be supported by following the Read Write Inc. (RWI) programme to ensure they are secure in the Set 1, 2 and 3 Speed Sounds. Most children will have completed all phonics learning during Term 1 in Year 3.

## Writing – Transcription

### Spelling

By the end of Year 4, children are expected to be able to successfully:

- » Pupils should be taught to:
- » use further prefixes and suffixes and understand how to add them (English Appendix 1)
- » spell further homophones
- » spell words that are often misspelt (English Appendix 1)
- » place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- » use the first two or three letters of a word to check its spelling in a dictionary
- » write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

By the end of Year 4, we expect the children to be able to read and spell the Year 1 and 2 words and in addition, to know how to read and spell the following words:

accident(ally)	actual(ly)	address	answer
appear	arrive	believe	bicycle
breath	breathe	build	busy/business
calendar	caught	centre	century
certain	circle	complete	consider
continue	decide	describe	different
difficult	disappear	early	earth
eight/eighth	enough	exercise	experience
experiment	extreme	famous	favourite
February	forward(s)	fruit	grammar
group	guard	guide	heard
heart	height	history	imagine
increase	important	interest	island
knowledge	learn	length	library
material	medicine	mention	minute
natural	naughty	notice	occasion(ally)
often	opposite	ordinary	particular
peculiar	perhaps	popular	position
possess(ion)	possible	potatoes	pressure
probably	promise	purpose	quarter
question	recent	regular	reign
remember	sentence	separate	special
straight	strange	strength	suppose
surprise	therefore	though/although	thought
through	various	weight	woman/women

## Handwriting

By the end of Year 4, children are expected to be able to successfully:

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

## Writing – Composition

By the end of Year 4, children are expected to be able to successfully:

- Plan their writing by:
  - » discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - » discussing and recording ideas
- Draft and write by:
  - » composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - » organising paragraphs around a theme
  - » in narratives, creating settings, characters and plot
  - » in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by:
  - » assessing the effectiveness of their own and others' writing and suggesting improvements
  - » proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

## Writing – Vocabulary, Grammar and Punctuation

By the end of Year 4, children are expected to be able to successfully:

- Develop their understanding of the concepts set out in English Appendix 2 by:
  - » extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - » using the present perfect form of verbs in contrast to the past tense
  - » choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - » using conjunctions, adverbs and prepositions to express time and cause
  - » using fronted adverbials
  - » learning the grammar for years 3 and 4



- Indicate grammatical and other features by:
  - » using commas after fronted adverbials
  - » indicating possession by using the possessive apostrophe with plural nouns
  - » using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

## Maths

The principal focus of mathematics learning in Years 3 and 4 is that the children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. The children will develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers and develop their ability to solve a range of problems, including with simple fractions and decimal place value.

The children's increasing accuracy in mathematical reasoning will help them analyse shapes and their properties, and confidently describe the relationships between them. They will use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, the children should have memorised their multiplication tables up to and including the 12 times table and show precision and fluency in their work. They should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

## Year 3 - Maths End of Year Expectations

By the end of Year 3, our aim is that children are able to:

### Number - Number and Place Value

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and in words

### Number - Addition and Subtraction

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

## Number – Multiplication and Division

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

## Number – Fractions

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

## Measurement

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

## Geometry – Properties of Shapes

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

## Statistics

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

## Year 4 - Maths End of Year Expectations

By the end of Year 4, our aim is that children are able to:

### Number - Number and Place Value

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

### Number - Addition and Subtraction

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

### Number – Multiplication and Division

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

## Number – Fractions

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

## Measurement

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

## Geometry – Properties of Shapes

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

## Geometry – Position and Direction

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

## Statistics

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

## Science

During Years 3 and 4, students will begin to broaden their scientific view of the world around them. They will do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They will ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

### **Working Scientifically:**

During Years 3 and 4, students will develop their use of practical scientific methods, processes and skills including:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

# Enriching Learning

We believe passionately that learning does not just happen in the classroom. Situated on a 44 acre campus, we are blessed with the most extensive, comprehensive facilities and an amazing amount of green outdoor space in which to extend and enrich the learning opportunities on offer for our students. Throughout their time in the Primary School, they are regularly provided with the opportunity to take their learning outdoors, whether this be to play, to learn or to take part in the many sporting activities that are available to all students.

## Experiential Learning

Experiential learning opportunities support our students in developing a positive sense of themselves and others as they grow in confidence to explore and experience the world around them. This opportunity supports student learning as they talk about the shared experience outside the classroom. It also helps students make sense of the world around them and develop physically as they get to experience and interact with the natural outdoors environment.

## Residential Camps and Trips

Residential camps and trips form an important part of our curriculum learning, supporting the holistic development of all our students. Trips are a regular part of our curriculum, and provide students with a different kind of learning experience. From visiting the elephant sanctuary in Year 2 to learn about the importance of conservation, or the Thalang War Memorial Park and the Old Phuket Farm to learn about Thai history and observe traditional life in Phuket in Year 6, the children enjoy regular educational trips.

Students from Year 3 upwards, experience overnight residential camps starting with one night away, and extending to a full week as they move through the Primary years. During these residential camps, students get the opportunity to develop greater independence and self-reliance whilst participating in a range of physical, cultural and team-building activities. These experiential learning opportunities enable students to make lifelong memories of their time in Primary, enriching their learning not only academically, but their personal development and growth.

## After School Activities

Outside core school hours, students can choose from numerous options for specialist sporting, artistic and academic activities such that they may develop and ignite a passion. Teachers provide an extensive range of activities covering sports and the Arts as well as other areas of interest. Further opportunities include BISP Sea Eagles RPT Tennis Academy, BISP Sea Eagles Golf Academy, BISP Sea Eagles Swim Academy, BISP Cruzeiro Football Academy, gymnastics, aerial arts and more. Specialist coaches are involved at all levels within each of these activities, the very same coaches who guide the school's highest level athletes and artists.

Primary students have the use of world-class facilities right on the school site. These include football pitches, separate 25m and Olympic-sized swimming pools, indoor basketball/volleyball courts, tennis courts, golf centre, gymnastics studio, aerial arts rigs, and even a full-sized flying trapeze.

The many options available at BISP allow children to experience and develop in a range of areas, some of which will grow into passions that can be pursued to the highest level. The exploration and pursuit of multiple passions builds children into healthy, inspired, well-rounded students.

## Tracking and Celebrating Progress

At BISP, we pride ourselves on being a learning-focused school, where we prioritise the building of positive and strong relationships with every child. In doing this, we are able to identify each student's individual strengths and agree personalised learning goals and next steps to help them make the best possible progress in their learning. It is important that our students are able to identify and celebrate the progress they are making in their own learning, and therefore student self assessment, as well as teacher assessment, is regularly encouraged.

We focus always on the progress the students make in their learning rather than solely looking at attainment outcomes as we see every year, that good levels of progress result in high levels of attainment. Teachers assess student progress against a range of criteria, including standardised termly and end of year summative assessments which align directly with the end of year learning expectations for each year group. These assessments link directly to the English National Curriculum and are widely used in UK state and independent schools and in numerous international schools across the world.

### Parent-Teacher Conferences (PTCs)

PTCs give us a great opportunity to share information between teachers, students and parents. Conferences may take a formal or informal approach, and will always include goal setting, action planning and reflections on learning. They happen formally three times a year in Terms 1 and 2 and informally in Term 3. Recognising parents as a child's first teacher, and knowing that strong home-school partnerships really do make a positive difference to student learning outcomes, we are always happy to meet with parents whenever needed.

### Academic Reports

Academic reports communicate what students know, understand and can do. They describe the progress each student is making in their learning and identifies areas for growth. A short school report is sent home at the end of Term 1 and a full end of year report is shared at the end of each academic year. We place great importance and value on our teachers' assessments of learning as they are the people who know the student's capabilities best. They use summative assessments along with formative assessments, learning conversations and ongoing observations of learning to inform their judgements. It is equally important that the students also have the opportunity to reflect on and celebrate their learning, so our school reports contain comments from them too.

**We hope this curriculum booklet has given you a flavour of the learning journey your child can look forward to here at BISP Primary School. Our child-centred and personalised approach to the holistic development of every student is central in all our decision making and enables us to support the students in becoming confident, capable learners who achieve the very best outcomes socially, emotionally, physically and academically.**

