Thai Sikh International School
Guiding Statements

Mission

The mission of the Thai Sikh International School is to provide a safe and caring environment which fosters academic success, celebrates diversity, promotes universal values, and prepares students to be confident leaders in a global society.

Core Values

The Thai Sikh International School will motivate, encourage, and prepare students to:

1. achieve academic success by promoting independent learning, innovation, critical thinking and research.
2. develop social skills, empathy, integrity and leadership qualities.
3. engage in an intercultural, multi-lingual global community.
4. embrace service in an inclusive interconnected world.
5. adopt a healthy and active lifestyle.
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INTRODUCTION TO LEARNING

The Curriculum

All learning opportunities at TSIS are considered part of the Curriculum. As a faculty we have put a lot of thought and preparation into creating the best possible education for our students.

The UK National Curriculum provides the basis of our education and formal curriculum for both Key Stage 1 (Year 1-2) and Key Stage 2 (Year 3-6). TSIS staff have created a Program of Inquiry specifically for our school. Each class will be taught between 4-6 units over the year which focus on key aspects of academic and character development through integrated, inquiry units. This program is designed, integrating all subjects, in order for students to make deep meaningful connections to all aspects of school. We aim to provide a curriculum rich in content, with a focus on developing all students ‘conceptual understanding of the central idea, key concepts and lines of inquiry. Students will also be provided with opportunities to engage in Reading Workshops, Writing Workshops and a Mathematics Workshop taught by homeroom teachers. All units are aligned closely with the UK National Curriculum and are taught in a manner that is appropriate to cater to all student abilities.

The curriculum and its development will be shared with parents during meetings held at the beginning of each academic year. Conferences will also be held with parents to provide information about their child’s progress and how to help them at home.
Program of Inquiry

<table>
<thead>
<tr>
<th>Age</th>
<th>Domain</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Interdisciplinary</td>
<td>Communicate and Contribute</td>
<td>Central Idea: People are the building blocks of civilisation and need to communicate and contribute in order to build a better world.</td>
<td>Key Concepts: Communication, contribution, interdependence</td>
<td>Lines of Inquiry: The use of communication and contribution to build a better world through diversity of cultures</td>
<td>Subject: Language, Mathematics, Science, History, Geography, Social Studies, Art, Drama</td>
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<tr>
<td>Interdisciplinary</td>
<td>Collaborate</td>
<td>Central Idea: Collaboration is key to success in all fields of work.</td>
<td>Key Concepts: Collaboration, teamwork, communication</td>
<td>Lines of Inquiry: The importance of collaboration and teamwork in achieving success</td>
<td>Subject: Language, Mathematics, Science, History, Geography, Social Studies, Art, Drama</td>
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<tr>
<td>Interdisciplinary</td>
<td>Construct</td>
<td>Central Idea: People are the building blocks of civilisation and need to communicate and contribute in order to build a better world.</td>
<td>Key Concepts: Communication, contribution, interdependence</td>
<td>Lines of Inquiry: The use of communication and contribution to build a better world through diversity of cultures</td>
<td>Subject: Language, Mathematics, Science, History, Geography, Social Studies, Art, Drama</td>
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<tr>
<td>Interdisciplinary</td>
<td>Creativity</td>
<td>Central Idea: People are the building blocks of civilisation and need to communicate and contribute in order to build a better world.</td>
<td>Key Concepts: Creativity, innovation, imagination</td>
<td>Lines of Inquiry: The importance of creativity and innovation in achieving success</td>
<td>Subject: Language, Mathematics, Science, History, Geography, Social Studies, Art, Drama</td>
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<tr>
<td>Interdisciplinary</td>
<td>Critical Thinking</td>
<td>Central Idea: People are the building blocks of civilisation and need to communicate and contribute in order to build a better world.</td>
<td>Key Concepts: Critical Thinking, problem solving, decision making</td>
<td>Lines of Inquiry: The importance of critical thinking and problem solving in achieving success</td>
<td>Subject: Language, Mathematics, Science, History, Geography, Social Studies, Art, Drama</td>
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Year 3 Curriculum Guide 2018/2019

Thai Sikh International School
Learner Attributes

At TSIS we strive to be:

**Mindful**

We appreciate who we are, the perspectives of others, and of the world around us. We reflect on our knowledge and are metacognitive in our thinking.

**Happy**

We encourage positivity, individuality and passion. We learn in a safe and comfortable environment. We enjoy being at school.

**Empathetic**

We are conscious of emotions, actions and experiences and how they influence others.

**Inquisitive**

We question and research our curiosities. We critically think about complex problems when making decisions.

**Collaborators**

We communicate effectively and actively listen to ideas, thoughts, and opinions of others.

**Resilient**

We are growth-minded learners who embrace our mistakes and are persistent in improving our understanding.

**Empowering**

We are confident life-long learners and want others to know their contributions positively impacts achievement of goals.
THE PRIMARY SCHOOL OVERVIEW

TSIS Junior School Campus is centrally located in Wongwian Yai district of Bangkok. The school opened in January 2005 after years of carefully planning an environment that is ideal for children aged 3-11 years to learn and grow together.

The Junior Campus is equipped with academic, sporting and other extracurricular facilities that outshine many other international schools in the area. In addition to spacious classrooms, facilities incorporated in the design of the four-story building include an assembly hall, air-conditioned gymnasium, libraries and dining hall. First-time visitors to the school are impressed by its beautiful, grassed playground and swimming pools. There is also a carpark and drop-off area in the basement to ensure that children arrive and depart each day in complete safety.

The British National Curriculum provides our school with an internationally-recognised curriculum framework, tailored to meet our values and setting. The Junior School comprises the first three Key Stages of the National Curriculum:

• The Foundation Stage comprises Nursery (K1) and Reception (K2)
• Key Stage 1 comprises Year 1 and Year 2
• Key Stage 2 comprises Years 3, 4, 5 and 6 (from August 2019)

TSIS carefully selects class teachers who instill a love of learning in every child by maintaining a positive atmosphere where students thrive and can achieve their very best as independent learners.

Our school’s specialist Music, Art, PE and Foreign Language teachers work alongside the homeroom teachers to provide a well-structured program. In addition to Thai Language and Culture, TSIS Junior School offers Punjabi, Hindi and Chinese languages for students.
KEY STAGE 2

Curriculum

We provide a well-balanced education for all of our students catering to different backgrounds and ability levels. At TSIS we believe that every aspect of the school aids in the development of our students’ education. Whether they are in their homeroom or specialist classrooms, outdoors playing, or swimming in the pool, children are constantly learning to improve academically and as people. Our curriculum is designed to meet the needs of all students in each Year group. Learning is differentiated and caters for all student abilities.

In Key Stage 2 students are provided the opportunity to be independent learners. With strategic systems in place, central ideas, key concepts and lines of inquiry, students are given the freedom to develop their learning at their own pace. This provides them with the opportunity to become more responsible and independent in their learning, and in life. While following the objectives of the UK National Curriculum, we develop and use a broad range of teaching styles and strategies which include a balance of student initiated and teacher led activities. Our hope is that Key Stage 2 students will be more prepared and successful as they enter Key Stage 3.

Assessment

All students are assessed regularly to ensure progress and to drive instruction based on their needs. Teachers build assessment opportunities within the curriculum in various ways. Assessments come in the form of observations, performance-based tasks, student conferences, written assignments, and occasional written tests.

Teachers work together with students regularly to set targets and goals to ensure confidence and success. Ongoing assessments allow us to regularly monitor student progress in relation to the objectives. These formative assessments allow for students to apply their knowledge in various ways. Teachers then use this information to direct or redirect continued learning and to deepen understanding of concepts. At the end of each unit, students will be given a summative assessment which measures their conceptual understanding of content.
Reporting to Parents

Written reports are sent home to parents three times a year at the end of each term. At TSIS we report students’ progress through Standards Based Grading. These grades will be based upon their formative and summative assessments. More information about Standards Based Grading will be provided during a parent meeting.

Parents will be invited to participate in parent teacher conferences twice during the year. If parents wish to meet with homeroom or specialist teachers at other times, appointments can be made directly with those teachers. We strongly encourage active communication between parents and teachers throughout the year.

Learning at Home

Parents are an integral part of a child’s learning as education not only takes place at school, but also within the home. We strongly encourage students and parents to read together every night to promote an interest and boost their confidence in learning.

Students in Key Stage 2 will be provided with home learning opportunities on a regular basis which will often involve reinforcing and practicing skills they have learned in class or researching topics. The amount of learning will depend on their age. A policy will be sent home at the beginning of the year with expectations communicated to both students and parents.

If your child is struggling with learning at home or is unable to complete their home learning for whatever reason, please contact the teacher directly.
Portfolios

Each student in Key Stage 1 and Key Stage 2 will have a Learning Portfolio kept at school. This is comprised of children’s learning samples that reflect their growth and progress in school. It will show development of their academic and character performance throughout the year.

The portfolios act as a very useful assessment tool for teachers to show progress through the year in all subject areas. Students will work with their teachers to select the pieces of work which best represent their progress. These pieces could include idea webs, pictures, art work, drawings, drafts of work, or final products.

Portfolios are used to identify and support learning objectives. They will also be shared with parents during conferences. All portfolios are sent home at the end of each year in order for parents and students to review their progress and to keep for later use.
# YEAR 3 PROGRAM OF INQUIRY

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<tr>
<td><strong>Jump Rope for Heart</strong></td>
<td><strong>Making Science</strong></td>
<td><strong>Wonderful World of Imagination</strong></td>
<td><strong>Changing with the Times</strong></td>
<td><strong>My Small Business</strong></td>
<td><strong>Working Together to Persevere</strong></td>
</tr>
<tr>
<td>The effective interactions between human body systems contribute to health and survival</td>
<td>Exploration leads to discovering and developing new understandings</td>
<td>Imagination is a powerful tool for extending our ability to think, create, and express ourselves</td>
<td>Human survival is connected to understanding the continual changing nature of the earth</td>
<td>Making and distributing products follows a process that relies on human systems</td>
<td>Children face a variety of challenges and risks</td>
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<td>Key Concepts:</td>
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<td>role, interdependence, obligation</td>
<td>cause and effect, point of view, evidence</td>
<td>cause and effect, point of view, evidence</td>
<td>cause and effect, transformatio, interdependence</td>
<td>cause and effect, role, interdependence</td>
<td>form, obligation, point of view</td>
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<tr>
<td>Lines of Inquiry:</td>
<td>Lines of Inquiry:</td>
<td>Lines of Inquiry:</td>
<td>Lines of Inquiry:</td>
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<td>- Reasons for exploration</td>
<td>- How we demonstrate and enjoy our imagination</td>
<td>- How the different component s inside the Earth are interrelated</td>
<td>- How the Earth has changed and is continuing to change</td>
<td>- How products go through a process</td>
<td>- Challenges and risks that children face</td>
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<tr>
<td>- How explorations have taken place over time</td>
<td>- How our imaginatio n helps us consider other perspectives</td>
<td>- Why the Earth changes</td>
<td>- Different roles people have in the process</td>
<td>- Ways in which individuals, organizations and nations work to protect children from risk</td>
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<tr>
<td>- The consequences of exploration</td>
<td>- How imaginatio n helps us to solve problems</td>
<td>- Human response to the Earth's changes</td>
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<tr>
<td>Subject: Science, Social Science</td>
<td>Subject: Literacy, Geography</td>
<td>Subject: Literacy, Art</td>
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## Making Science

- **Central Idea:** Exploration leads to discovering and developing new understandings
- **Key Concepts:** cause and effect, point of view, evidence
- **Lines of Inquiry:**
  - Reasons for exploration
  - How explorations have taken place over time
  - The consequences of exploration
- **Subject:** Science, Literacy, Geography

## Wonderful World of Imagination

- **Central Idea:** Imagination is a powerful tool for extending our ability to think, create, and express ourselves
- **Key Concepts:** cause and effect, point of view, evidence
- **Lines of Inquiry:**
  - How we demonstrate and enjoy our imagination
  - How our imagination helps us consider other perspectives
  - How imagination helps us to solve problems
- **Subject:** Literacy, Art

## Changing with the Times

- **Central Idea:** Human survival is connected to understanding the continual changing nature of the earth
- **Key Concepts:** cause and effect, transformatio, interdependence
- **Lines of Inquiry:**
  - How the different components inside the Earth are interrelated
  - How the Earth has changed and is continuing to change
  - Why the Earth changes
  - Human response to the Earth’s changes
- **Subject:** Science, Literacy, Social Science

## My Small Business

- **Central Idea:** Making and distributing products follows a process that relies on human systems
- **Key Concepts:** cause and effect, role, interdependence
- **Lines of Inquiry:**
  - How products go through a process
  - Different roles people have in the process
  - How systems affect each other
- **Subject:** Design, Science, Math, Literacy

## Working Together to Persevere

- **Central Idea:** Children face a variety of challenges and risks
- **Key Concepts:** form, obligation, point of view
- **Lines of Inquiry:**
  - Challenges and risks that children face
  - How children respond to challenges and risks
  - Ways in which individuals, organizations and nations work to protect children from risk
- **Subject:** Geography, History, Literacy
CORE SUBJECTS

Mathematics

At TSIS we will introduce students to a new program written by Pearson titled *Power Maths*. This program provides teachers and students with a scope and sequence and progression in conjunction with the UK National Curriculum. Students will be provided with textbooks and workbooks which will be used in addition to various other resources. While the program will aid teachers and students to progress through mathematics concepts and understandings, the textbook is used as an additional resource, and will not be used as the sole resource. Students are provided with scaffolded and differentiated lessons to fit their various knowledge levels and learning styles. They will be using multiple resources to deepen and strengthen their conceptual understanding of topics.

More information about Pearson *Power Maths* and student access to online activities and resources will be provided during a parent meeting at the beginning of the school year.

English

At TSIS we believe all our teachers to be language teachers. We know that language development not only promotes cognitive growth, but also helps students to develop into confident and reflective communicators and decision makers.

English at TSIS is taught in conjunction with our Program of Inquiry. While English development will take place throughout each Unit of Inquiry, students will also be provided with periods of Reading and Writing Workshops throughout each term which focus on developing specific skills in those areas. Each unit in the workshops will be taught through an inquiry-based model allowing students to develop their understanding at their own pace with mentor texts, and other activities to improve their written and reading skills.
Students in Key Stage 2 will be provided with more structured time to write for various purposes for extended periods of time. All writing tasks will be linked to areas of the curriculum during their unit of inquiry or Writing Workshop to provide a context for writing. It is important for students to be reading and writing every day to improve their English skills.

**Units of Inquiry**

At TSIS we believe an inquiry-based model is important to a student’s development by deepening understanding through applications of concepts. We value the importance of teaching all students global interdependence, appreciation for cultural perspectives and awareness of social action and their individual role in society.

Units of inquiry have been written for each Year level. The units are designed to improve not only students’ academic development, but also character development. Inquiry-based learning is designed to promote questioning, wondering and exploration of various content knowledge. Students will be making connections to previous learning, predictions, making and testing ideas, clarifying existing ideas, researching, defending positions and solving problems through various methods.

The curriculum is designed and taught through cross-curricular units of study. The units are built around the Social Studies and Science objectives with a strong focal point in either or both areas, with other subjects integrated into the units. The units through the Early and Primary Years are arranged under six different themes and are repeated each grade level. These themes are:

- Humanity
- Existence
- Communication
- Functionality
- Organization
- Contribution

All units are integrated and taught across all subjects except where separate subject teaching may occur. Most subjects are taught by the homeroom teacher unless the children attend specialist lessons- Music, Chinese, Punjabi, Hindi, Thai, Physical Education, and Swimming.
Thai Language and Culture

All students at TSIS learn Thai Language and Culture as a specialist subject. The course is designed to provide students with an appreciation for the culture and language of their own or host country. All students will attend three periods a week of Thai Language and Culture. The lessons are designed to differentiate for all Thai language ability levels. The curriculum will focus on oral and written language development. Special cultural events will also be arranged by Thai teachers and staff to further enrich the curriculum for students.

Foreign Language

Students in Key Stage 1 and Key Stage 2 can choose Hindi, Punjabi, or Chinese as an additional language. The curriculum for each language will be differentiated for all ability levels and learning styles. The curriculum is designed to develop oral and written language skills. Similar to Thai Language and Culture, foreign language teachers will also arrange special cultural events for students to participate in to further their understanding and appreciation for the language and culture.
Integrated Art

At TSIS we feel that the Arts are an important component of a students’ education. While students will be consistently engaged in artistic activities throughout the day, they will also attend an Integrated Art class one to two times a week. The course will be taught collaboratively with the homeroom and art teacher. The curriculum for Integrated Arts is based upon the UK National Curriculum combined with the Program of Inquiry. Each unit will be integrated within the Unit of Inquiry from the homeroom class in order for students to make a deeper connection across the curriculum and subjects. They will bring what they have learned from their homeroom classes and apply it in an artistic manner in the Integrated Arts subject.

Music

At TSIS we believe that Music is a fundamental component of our students’ education. It provides students with additional opportunities to express themselves personally and culturally. Students will be involved in performances which include singing, dancing, and playing instruments. They will explore sounds and rhythms creating instruments and music of their own. The curriculum is designed in order for students to study through an inquiry model developing their imagination, creativity, practical skills and ability to communicate through music. We wish for students to develop their understanding and appreciation of music so that it becomes a lifelong source of enjoyment.
Physical Education

At TSIS we strive for students to learn Physical Education through and about movement. We wish to promote an environment which encourages a lifelong love of physical activity.

The Physical Education curriculum is designed around the UK National Curriculum and promotes movement in a variety of ways. Students will be provided with opportunities to extend their agility, balance and coordination in Key Stage 1. They will engage in competitive and co-operative physical activities. In Key Stage 2, students will continue to apply this knowledge to develop a broader range of skills. They will work closely with their peers to communicate and collaborate when competing with others.

Students will also be provided Swimming classes once a week. At the Early Years level, our aim is for students to become more familiar with the water so they are comfortable for extended periods of time. In Key Stage 1 we begin to instruct students on swimming techniques in order to use their arms and legs to remain afloat and swim across a distance. By the end of Key Stage 2, students will have the ability to swim the length of the pool and back using various techniques combined with coordination.