

Lovell International School



LOVELL
International school

Curriculum Guide Year 2 & Year 3

LOVELL INTERNATIONAL SCHOOL

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Our Mission	4
Our Values	4
Our Academic Programme	4
Project-based learning	4
The Forest School	5
The Lovell Philosophy	5
Executive Function	5
Wellbeing & Emotional Development	6
The Leuven Scale	6
A Values Analysis	6
Lovell Talent Programme	7
The Unique Child	7
What is it?	7
How does it work?	7
Year 2 & Year 3 - Our Projects	8
The Cross Curricular Approach	8
English	9
Guided Reading	9
Programme Aims	9
Children will be able to:	9
How can you support your child at home?	9
Yearly Overview	10
Mathematics (to review August 2025)	11
How do we teach maths?	11
Programme Aims	11
Children will be able to:	11
How can you support your child at home?	11
Yearly Overview	12
Science (to review August 2025)	13
How do we teach science?	13
Programme Aims	13
Children will be able to:	13
How can you support your child at home?	13
Yearly Overview	14
STEM	14
Art & Design	15
Yearly Overview	15
Programme Aims	15
Children will be able to:	15
Featured Artistic Movements	16
Digital Literacy & Computing (to review August 2025)	17
Yearly Overview	17
Keeping safe online	17
Programme Aims	17

Children will be able to:	18
How can you support your child at home?	18
Music	19
Yearly Overview	19
Programme Aims	19
Children will be able to:	19
Mandarin Chinese	20
Yearly Overview	20
Youth Chinese Test	20
Programme Aims	20
Children will be able to:	20
Modern Foreign Language - Thai (to review August 2025)	21
Yearly Overview	21
Programme Aims	21
Children will be able to:	21
Global Perspectives - Thai Culture (to review August 2025)	22
Yearly Overview	22
Programme Aims	22
Children will be able to:	22
Physical Education	23
Yearly Overview	23
Programme Aims	23
Taekwondo	23
Badminton	23
Dance	23
Gymnastics	24
Team Games	24

Our Mission

Lovell International School seeks to provide the highest globally accepted international education standards in a safe, caring and enabling environment. Our teaching focus ensures that students realise their full potential in academics, language and communication, sports, expressive arts and technology in order to grow as holistic and knowledgeable individuals.

This is a place where the lessons of life matter.

Our Values

To achieve this we seek to combine a rigorous and comprehensive academic curricula with our five key values:

- Compassion & Kindness
- Self Esteem
- Freedom of Thought & Respect
- Resilience
- Sustainability

These values are embedded throughout our programme of study, in all subjects and all year groups, to guarantee that our learners grow into resilient, capable young people ready for the challenges of the future.

Our Academic Programme

We are a British International School and as such we guarantee that our academic programme is benchmarked against the very highest international standards.

We combine our own unique approach of teaching to the individual child's needs with content from the **National Curriculum of England and Wales** and **Cambridge Assessment International Education**.

We track our learners' progress by benchmarking and assessment using **Cambridge Assessment International Education** to plan our lessons, ensure learners are meeting the highest international standards and make decisive interventions where needed on an individual basis.

Project-based learning

In its warm, beating heart Lovell is inspired by the *Reggio-Emilia approach* of children who lead their own learning.

Each unit of work in a half term is guided by an overarching project - something meaningful to the child and the community on a local level.

Through their projects, their learning is made meaningful and natural to the children as they are inspired to make a difference, be creative and take the lead!

Children are all different, and they have different skills, knowledge and abilities with which they can meet the challenge of their project and produce something really exceptional!

The Forest School

Values in focus

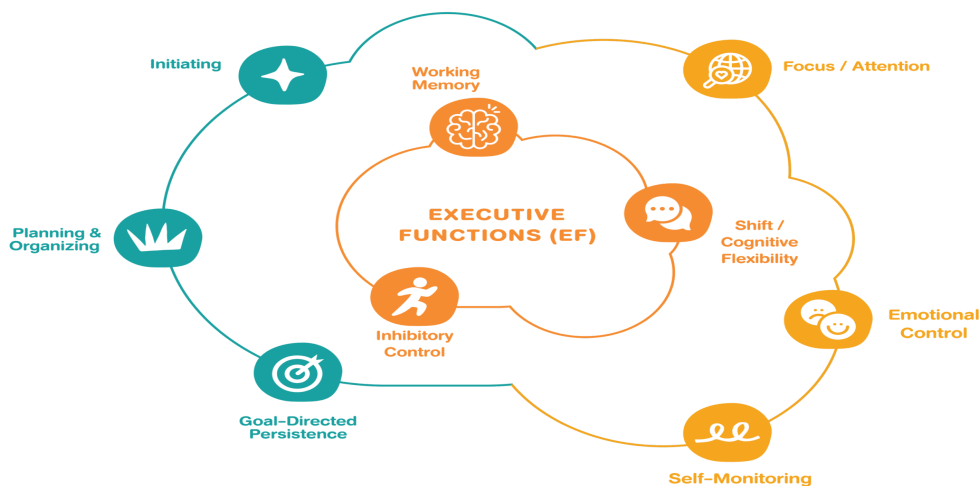
ALL - Forest School implicitly and explicitly models all of the core values of Lovell International School.

The Lovell Philosophy

Inspired by the Reggio-Emilia approach, Lovell teachers believe that the environment is the child's "*third teacher*."

Beautifully located in our custom-built natural campus, it is important to us that children learn in nature - the best way to develop their **Executive Function** skills.

Executive Function



- Children develop their executive function through planning tasks, taking managed risks and working with their peers in the outdoor environment.
- Not linked to any specific subject area or objective - the Forest School provides a methodology and a framework to work collaboratively with other subjects, such as science or art & design.
- Children can manage their own behaviour and their communication with friends and teachers in a controlled environment where risks can be taken in a sensible and managed way.
- Every class has a specific Forest School session weekly to build Executive Functioning skills.

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Wellbeing & Emotional Development

The world is in a constant state of flux, and has shown over recent years a propensity to change suddenly and unexpectedly. As educators at Lovell, we pride ourselves in being able to prepare our learners to adapt dynamically to fundamental changes to their universe; whether that is social, economic or technological.

The key here is **resilience**, one of Lovell's core values.

The Leuven Scale

Our teachers constantly keep a close eye on the wellbeing of all the children studying here at Lovell. As well as wellbeing and our school values being integrated throughout the curriculum, teachers also prepare and deliver bespoke lessons on personal, social and health development to our children so they understand the importance of taking good care of themselves - both now and in the future.

We also constantly monitor our children's wellbeing and preparedness to learn at school through use of *The Leuven Scale*. Developed by Professor Ferre Laevers and his team at Leuven University in Belgium, this is the best regarded tool to monitor the wellbeing of young learners at school. Lovell teachers constantly assess the children against the criteria of The Leuven Scale to ensure we recognise any issues, concerns, worries or barriers to learning in a timely manner.

If and when Lovell teachers do recognise that children are struggling, parents are immediately contacted and a range of professionals and interventions are put in place to ensure any worries or concerns are resolved so the children can apply themselves wholeheartedly at school.

A Values Analysis

It is certainly clear at this stage how treasured our Lovell values are, and how important they are to inform our teaching practice and pedagogy.

We are also aware that Lovell parents are equally passionate about these values, and that their treasured children grow up to be global leaders and model citizens.

So parents are kept up-to-date with their child's value development. We will send a specific values analysis two times each school year.

Though sent alongside traditional academic reports, the values analysis focuses specifically on your child's wellbeing, social and emotional development and how they are impacted by Lovell's school values.

This keeps parents "in the loop" and highlights those special, sensitive moments that are often missed or overlooked in traditional academics.

Lovell Talent Programme

Values in focus

Self Esteem - Children will discover what they love to do the most and take great pride in their growth and achievement in this area.

Resilience - A hobby, sport or similar is key to strong wellbeing for growing children and adults, giving them an outlet for frustrations and an understanding of what makes them happy and fulfilled.

The Unique Child

Every child is special, with their own unique talents, attributes and skills.

At Lovell we are determined to discover what each child's individual talent is, and give it the opportunity to be focused and nurtured.

In order to make this manifest we have designed and developed our unique Lovell Talent Programme.

What is it?

Children will have specific curriculum time every week with which to pursue a talent of their own choosing, and Lovell will work within that time to give the children opportunities and support to develop and hone their chosen talent. Examples could include; *modelling and construction, dance and performing arts, fashion design, football or coding*, but it is in no way limited to these. The whole point is that children can discover and choose this for themselves!

How does it work?

- The first project in the school year revolves around **TALENT** - researching and discussing different talents and looking inwards to discover their passion.
- When decided, the class teacher will then plan a specific Talent Development Plan for each student covering a range of activities, both in-classroom and outside it.
- This plan will then be shared directly with parents, and parents encouraged to also support this talent outside school and in extracurricular activities.
- Teachers will consider possibilities of expert visit, field trips and similar to give children to maximise opportunities to develop their talent.
- Children will have the opportunity to present and showcase their talent throughout the school year at events, and at the Year End Ceremony.

Year 2 & Year 3 - Our Projects

<p>TERM 1 What is my talent?</p> <p><i>Children will research and discover their own innate talents and interests to prepare for the Talent Programme. They will persuade, plan and present their talent to their teachers and peers.</i></p> <p>Values in focus: Self Esteem Resilience</p>	<p>TERM 1 Travelling to the past - Dinosaurs!</p> <p><i>What happened to all the dinosaurs? Children will research and record information about dinosaurs to reach a conclusion and investigate rocks and soils.</i></p> <p>Values in focus: Freedom of Thought & Respect Sustainability</p>	<p>TERM 2 We are what we eat - a food journey.</p> <p><i>A close investigation of food; where does it come from and why do we need it? Children will grow their own food and design recipes, speaking with chefs and other experts.</i></p> <p>Values in focus: Self Esteem Sustainability</p>
<p>TERM 2 Voices of Nature</p> <p><i>Consider the natural world and how it is under threat. Children will adopt a tree and document its changes, comparing different animals and their habitats and how we can help.</i></p> <p>Values in focus: Sustainability Compassion & Kindness</p>	<p>TERM 3 Lost at Sea!</p> <p><i>Let's go on an adventure! Children will write, design and illustrate exciting tales of the ocean with a focus on confidence and presentation skills, as well as construction and engineering.</i></p> <p>Values in focus: Resilience Compassion & Kindness</p>	<p>TERM 3 Time Machines - Launch to the Future!</p> <p><i>What comes next, how do we get there and are we prepared? An individual project focused around moving up and moving forward - showcasing children's talents.</i></p> <p>Values in focus: Resilience Self Esteem</p>

The Cross Curricular Approach

We believe children learn best when all of their learning is linked.

Our projects move across and through our subjects like a thread, linking English to Science to Art and Design and more. This brings the learning alive for the children, hooks their curiosity and makes every activity they do relevant and meaningful.

Where specific content the children need to learn has no natural link (for example; mathematics or phonics) we still ensure that the skills children learn in these subjects are still used and applied in different areas of the project to ensure it still has relevant context. Throughout this guide you will see how each project integrates seamlessly with a number of other subject areas.

English

Values in focus

Freedom of Thought & Respect - children will learn a range of different viewpoints from reading text and other media, gaining a deeper understanding of different people and places.

Self Esteem - children will produce excellent written work of a high standard, taking great pride in what they have created.

Guided Reading

Children have completed the phonics programme and are now able to read - the next step is Guided Reading.

The focus of guided reading is to develop children's understanding and interpretation of text on a deeper level, considering things such as the author's purpose and the context of the text.

Guided reading takes place daily in small groups of 2-3 children with their teacher in time previously used for phonics sessions; practising language development, increasing vocabulary and the sophistication of their reading.

Programme Aims

- To develop children's reading and writing skills, incorporating more sophisticated grammar and literary features.
- Enhance comprehension and understanding of reading at a deeper level through more complex stories and texts.
- Improve expression and presentation skills in the English language.

Children will be able to:

- Extend their writing to multiple paragraphs, covering a range of genres from poetry to information texts.
- Read longer texts independently with little support from an adult.
- Express themselves with an increasing range of vocabulary and grammar features, both verbally and in writing.

How can you support your child at home?

- Practice the weekly spellings sent home by your child's class teacher.
- Children will have reading books sent home weekly, please read with your child at home.
- Read appropriately levelled reading books sent home from school or purchased from a local book store.
- Discuss current affairs or family stories with your child.
- Encourage your child to keep a diary at home in English.

Yearly Overview

TERM 1	TERM 2	TERM 3
READING <ul style="list-style-type: none"> Daily guided reading sessions with a teacher. Whole class reading activities 1-to-1 reading with an adult 		
Writing		
Writing to Persuade - A persuasive letter Write a letter to change someone's point of view, using all the correct features of a letter. Writing to Inform - An information text Research and present factual information, using titles, headings and sub-headings.	Writing to Instruct - A recipe Write step-by-step instructions clearly using adverbs. Writing to Entertain - Writing a Story Write a story in the first person, using imagination and adjectives to describe.	Writing to Entertain - An adventure story Practice writing at an increasing length and complexity with multiple paragraphs. Writing to Entertain - Poetry Create a set of poetry, using different features such as rhyming, acrostic and more.
Spelling & Grammar		
Prefixes and suffixes Conjunctions Features of a letter Dictionary skills Time connectives Verbs Adverbs Weekly spellings	Expanded noun phrases Adjectives Commas Inverted commas Prepositions Verbs - present perfect Paragraphs Weekly spellings	Clause/subordinate clause Prefixes and suffixes Prepositions Features of poetry Weekly spellings

Mathematics (to review August 2025)

Values in focus

Resilience - children will persevere when challenged, learning a range of suitable methods and strategies to solve mathematical problems.

Self Esteem - children will select their own calculation methods, identify how to tackle problems and focus for extended periods.

How do we teach maths?

At Lovell we teach primary mathematics through a simple linked continuum; **practical** - **pictographic** - **abstract** (in that exact order).

Practical - calculating using real objects, such as counters or numicon.

Pictographic - visual representations on paper.

Abstract - real “*numbers*”, the numerals we are familiar with.

It is vital to us that our learners are equipped with a range of methods to answer maths questions. For example, when adding, we want our learners to have multiple tools in their toolkit to add two numbers; this includes counting on fingers, using a number line, using counters, drawing on a miniboard, etc.

By equipping children with a range of methods, we develop mathematical reasoning skills and prepare them to solve increasingly challenging problems.

Programme Aims

- To establish a strong foundation and understanding of primary mathematics.
- Develop skills in problem solving and mathematical reasoning.
- Have a more complete understanding of basic arithmetic and apply it.

Children will be able to:

- Understand place value up to 1000.
- Add, subtract, multiply and divide three digit numbers with a formal written method.
- Master the 2, 3, 4, 5, 8 and 10 times tables.
- Gain a more complete understanding of geometry, including introducing angles and symmetry.
- Measure with more precision and complexity; including perimeter and time.

How can you support your child at home?

- Practice assigned times tables daily, including in sequence and out of sequence.

- Put maths into practical context for the children, for example, calculating the change received when shopping.
- Encourage children to measure around the house and support with cooking, e.g. weighing rice or flour.

Yearly Overview

TERM 1	TERM 2	TERM 3
Place Value Recognise and calculate place value to 1000. Addition & Subtraction Add and subtract two and three digit numbers. Multiplication & Division 2, 3, 4, 5, 8 and 10 times tables. Multiply and divide two digits by one digit.	Geometry 3D shapes and their features Turns and rotation Symmetry Parallel and perpendicular Rotation Fractions Unit and non-unit fractions Handling Data Taking surveys, drawing graphs and interpreting graphs	Measure Finding lengths and perimeters of shapes Adding, subtracting money and finding change. Telling the time in minutes and seconds. 24 hour clocks Capacity Temperature End of year assessments.

Science (to review August 2025)

Values in focus

Sustainability - children will understand our natural world around us, its vulnerabilities and how they can protect it.

Compassion & Kindness - children will recognise that plants and animals must be respected and we have a duty to care for them and treat them with kindness and not fear.

How do we teach science?

Vital for a changing future, we teach our science programme based upon the principles of **scientific inquiry** - observation and testing - encouraging our children to be focused and methodical in their investigations.

Key to this is understanding and using appropriately a range of different resources and apparatus, such as magnifying glasses and containers.

In Key Stage 2 science increases rapidly in complexity, and includes Physics for the first time - as well as a greater emphasis on Chemistry. Children will be testing and investigating more with an increasing complex range of vocabulary necessary to learn.

Programme Aims

- To gain a deeper understanding of the natural world, including the forces that affect our lives.
- To look closely at different aspects of our world and our planet and understand how and why they affect life.

Children will be able to:

- Know what light is, where it comes from and how it changes over a day.
- Understand the difference between rocks and soils and how the Earth is constructed.
- Know what our skeleton does and how we need to eat specific nutrients to keep our body healthy and functional.
- Name and understand some common forces at work, such as gravity, and the effect that has on the planet and human life.

How can you support your child at home?

- Discuss nutrition and healthy eating at home, talk about the nutritional qualities of different food groups and the importance of a balanced diet.
- Set up some simple and practical experiments at home to test gravity or air resistance.
- Compare different soil and sand samples from around your home or places you visit and compare them.

- Collect rocks from the beach or the park and categorise them and examine their properties on a deeper level - for example, which rock is hardest, which rock is smooth.

Yearly Overview

TERM 1	TERM 2	TERM 3
Working scientifically Using scientific equipment safely. Understanding observation and tests. Physics - Light Chemistry - Rocks, soils, fossils	Biology - Skeletons, movement Healthy eating, nutrition and a balanced diet Biology - Plants	Physics Forces Magnets Review science from the whole school year. End of year assessments.

STEM

The concept of **STEM** - **S**cience **T**echnology **E**ngineering **M**athematics - has become more prominent both in schools, and in the workplace.

At Lovell we believe that certain subjects, namely mathematics, science, art & design and digital literacy are intrinsically linked and as such we look for opportunities to combine those learnt technical skills - over and above the usual cross-curricular model.

Every class will have **one dedicated STEM session per week** which brings together the skills they have learnt across all three subjects, but guided by the science topic of the week/term.

Lovell's After School STEM programme is also a great way to build on this as children will do even more practical experiments - often linked to specific topics from the curriculum, such as forces. Since vocabulary can be one of the most challenging aspects of the science curriculum this is a great opportunity to further strengthen and develop this language knowledge and understanding of fair tests.

Art & Design

Values in focus

Self Esteem - children will take great pride in their creations and the methods they have used and the skills they have developed.

Freedom of thought & respect - children can express themselves, their talents and their own innate skills to produce creative pieces linked to a brief.

Yearly Overview

TERM 1	TERM 2	TERM 3
Sculpture - Plinth People Construction - Building dinosaurs and making fossils	Visual Arts - Tessellation and geometric patterns Watercolour painting - The garden	Engineering - Build a boat Digital Media - The Class Talent Presentation

Programme Aims

- To harness and foster the unique creativity of every single child.
- To present children with a broad range of different media with which they can choose their favourites and immerse themselves in art.
- To be inspired by a range of artists and masterpieces as they create their own meaningful work.

Children will be able to:

- Use a variety of artistic mediums and media sensibly and purposefully, understanding the use of colour, shape, space and texture.
- Name some common artists and their prominent work and discuss what they like and what they dislike.
- Take time, effort and perseverance to create something that reflects their feelings and their learning with which they can feel great pride.
- Praise and compliment the work of others and identify features that inspire them.

Featured Artistic Movements

TERM 1	TERM 2	TERM 3
Impressionism Linked closely to science and children's understanding of light and brightness, as well as the beauty of nature.	Cubism Make links to maths and shapes, bright primary colours and an appreciation of shape, depth and space.	Pop Art Broaden children's definition of what is "art" and practice with different mediums such as collages, patterns and mosaics.

Each Term at Lovell is guided by an artistic movement that we hope will resonate with our children, and inspire in them a love of creativity and aesthetics.

As opposed to a more traditional art education - which tends to focus on a "tentpole" artist and their cultural and social context - we look at a movement as a whole, seeing where children can identify beauty and skilled technique. Children will see and appreciate the work of several artists from each movement and begin to evaluate them critically and carefully, whilst hopefully being inspired by them to produce similar works.

Digital Literacy & Computing (to review August 2025)

Value in focus

Resilience - children will learn to keep themselves safe, strong and protected as they begin to navigate the digital world.

Yearly Overview

TERM 1	TERM 2	TERM 3
What is a computer? E-Safety	Media - Creating a digital painting Coding - How to move a robot.	Presenting information - Recording a video Coding - Constructing a track for a robot.

Keeping safe online

The world has changed considerably and a working knowledge of digital literacy, computing and the internet is absolutely fundamental for 21st century success.

Nevertheless at Lovell we are highly attuned and sensitive to the fact that the internet can be a dangerous place and children must be taught to navigate it sensibly.

Children from Year 3 and upwards will have access to their own digital device and as such will have whole new opportunities to research, investigate and study across a wide variety of subjects. However such use will always be supervised by a teacher at school and children will not have free access to their devices.

Programme Aims

- To ensure children are equipped with the skills to access the digital world.
- To guarantee children are able to keep themselves safe online and recognise common hazards, such as stranger danger and cyber-bullying.
- To recognise that digital media can be used for a range of purposes; including art and construction.
- To consider coding and algorithms in an elementary way, understanding instructions must be sequenced step-by-step.

Children will be able to:

- Know what a computer is and the forms they take.
- Keep themselves safe online, recognising potential risks and hazards and knowing how to get help immediately.
- Create digital illustrations using shape and colour.
- Plan, write and record a class video and present it at a ceremony.
- Understand what an algorithm is and prepare methodical step-by-step instructions for a robot to follow.

How can you support your child at home?

- Ensure you have an open and honest environment to communicate with your child about computers and specifically the risks of the internet.
- Allow children to have supervised time on electronic devices and tablets and discuss appropriate boundaries with them.
- Download some common creative apps on your devices that allow children to model, draw and illustrate.
- Consider entering some coding or robotics competitions at the weekends or during your spare time.

Music

Value in focus

Freedom of thought & respect - children will celebrate the difference and the diversity implicit in music, recognising it as a tool for global communication and understanding.

Yearly Overview

TERM 1	TERM 2	TERM 3
Sing a wide range of unison songs Listen and understand a range of music - from classical to contemporary - and from a diverse range of ethnic backgrounds.	Play tuned and untuned instruments musically Perform actions confidently and in synchronisation to a range of action songs.	Experiments with, create, select and combine sound using the interrelated dimensions of music. Choreograph, plan, sing and dance in an organised performance.

Programme Aims

- To develop skills of rhythm and coordination in all learners.
- To perform and express themselves through the medium of music.

Children will be able to:

- To coordinate with their peers to create a song, dance or performance.
- To listen to a broad range of different music from across genres, find their preferences and express them.
- To recognise a growing range of different music instruments and experiment playing with them and creating sounds.
- Develop a confidence to perform - including singing and dancing - a range of different songs and express themselves musically.
- Recognise the breadth and diversity of music across the world and how it has changed and developed over time.
- Appreciate the differences between classical and contemporary music, as well as appreciate traditional forms of music and dance from different ethnic and cultural backgrounds.

Mandarin Chinese

Value in focus

Freedom of thought & respect - children will recognise that the world contains a multitude of different languages and diverse people and good language skills are key to communication.

Yearly Overview

TERM 1	TERM 2	TERM 3
Learn a growing vocabulary of up to 150 words Communicate with simple phrases and sentences.	Write up to 150 Chinese words with Chinese characters Listening tests and detecting tone is extended speech	Compare and contrast <i>Pinyin</i> system with traditional Chinese characters Introduction to writing Chinese sentences and basic grammar forms

Youth Chinese Test

At Lovell we have recognised the limitations imposed by traditional international curricula in delivering a language as complex and challenging as Mandarin Chinese. However we feel that in our region of the world, a working command of Mandarin Chinese may be vital for future success in the business and economic arenas.

As such, we are pleased to present a bespoke Chinese curriculum based on the **Youth Chinese Test** or **YCT**. The YCT is the global standard for effective Mandarin teaching and learning, with a comprehensive programme for assessment and evaluation of children's learning.

Children will expand on the programme of study which began the previous year, with a greater emphasis on written Chinese. Children will write an increasing number of words, culminating in short sentences.

Programme Aims

- To develop key skills of speaking, listening, reading and writing Mandarin Chinese.
- To gain an increasing awareness of Chinese culture and Chinese language.

Children will be able to:

- To know 150 common spoken words in Chinese and be able to write and transcribe them.
- Begin to write short simple sentences with Chinese characters.
- Contrast Chinese characters with the *Pinyin* system.

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Modern Foreign Language - Thai (to review August 2025)

Value in focus

Self Esteem - children will feel secure to communicate within their local community in Thailand.

Resilience - children will understand where they live and be able to adapt to life in Thailand.

Yearly Overview

TERM 1	TERM 2	TERM 3
Words - nouns & verbs Short phrases Simple statement	Phrases and sentences Simple stories Simple word	Thai numbers Day and months Weather and seasons

Programme Aims

- To develop a level of competence for speaking, listening to and writing the Thai language.
- To expand conversation skills to give more detail and description and access multi-sentence conversations.

Children will be able to:

- Ask simple questions in Thai and understand the directed response.
- Be able to converse in Thai in a more complex setting, including following instructions and directions.
- Speak simple sentences with confidence, recognising the correct tones.
- Have an increasing range of vocabulary to draw upon based around the local area and community and commonly needed words.
- To begin to read simple sentences in Thai and recognise all sounds in the Thai alphabet.

Global Perspectives - Thai Culture (to review August 2025)

Value in focus

Freedom of thought & respect - children will learn about the deep and ancient Thai culture, experiencing different viewpoints and perspectives.

Yearly Overview

TERM 1	TERM 2	TERM 3
Thai music	Thai architectural	Thai monarchs
Thai etiquettes	Thai cuisine	Buddha statue
Thai attitudes	Thai temple	Thai games

Programme Aims

- To gain a greater awareness of Thai culture, Thai history, Thai geography and of life in Thailand in general.
- To develop skills of analysis and research that can then be employed more broadly.
- To compare and contrast Thailand with other countries in the region and globally, identifying similarities and differences.

Children will be able to:

- Have an understanding of Thai cultural properties, such as music and traditional dance.
- Have a growing knowledge of Thai history and be able to recognise the changes over time.
- Understand Thailand's location in the region and its particular geography.
- Research facts - both historical and geographical - about Thailand and life in Thailand and present those to their class.
- Summarise and evaluate certain aspects of Thailand and Thai life and compare them to other experiences.
- Observe and participate in some Thai rituals and Thai ceremonies.

Physical Education

Value in focus

Self Esteem - develop confidence and self belief through exercise, coordination, discipline and structure.

Resilience - compete against oneself and others and learn to overcome challenges and try again.

Yearly Overview

TERM 1	TERM 2	TERM 3
Taekwondo	Taekwondo	Taekwondo
Badminton	Gymnastic	Dance
Class Games - ball skills	Class Team Games - tactical coordination	Class Team Games - badminton

Programme Aims

- To build health and well-being in our children through movement and physical exercise.
- To develop planning skills, patience, communication and coordination with others.

Taekwondo

- Learn discipline, movement, self defence and respect for themselves and others.
- Practice gross motor skills and successfully navigate obstacles.
- Work with peers and teachers to successfully spar and exercise extremities.
- Achieve an increase in grade - a belt level.

Badminton

- Requiring detailed and careful hand-eye coordination and multi-step responses.
- Aim and respond to a moving object and respond appropriately.
- Track score and compete respectfully.

Dance

- Improve confidence on stage and in front of peers and adults.
- Choreograph and follow a specific plan of movement, keeping time and coordinating with peers.

- Build skills of rhythm and beat, following the music and synchronisation.

Gymnastics

- Develop flexibility and skill in navigating obstacles.
- Plan and climb appropriately, assessing dangers and risks with support from their teacher.
- Understand the interplay between music, dance, movement and gymnastics and prepare to perform.

Team Games

- Build hand-eye and gross motor coordination with support from a teacher, learning how to throw and kick a ball accurately.
- Practice competitive team games under the principles of respect and sportsmanship.
- Plan tactical movements and maneuvers, coordinating with friends to achieve an objective.