



RUGBY SCHOOL
THAILAND



YEAR 4

CURRICULUM GUIDE

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STRUCTURE OF LEARNING

From Year 5, the Prep school embraces a distinctive educational approach, mirroring the specialist teacher model prevalent in Senior schools. This structure fosters a depth of knowledge and passion in each subject area, ensuring our students receive targeted, high-quality instruction.

Form Tutor and Whole-Me Curriculum

At the heart of our School's philosophy is the development of the 'Whole Person.' Our Form Tutor delivers a comprehensive 'Whole-Me' curriculum, akin to the British PSHE model. This curriculum promotes personal growth, social responsibility, and emotional well-being, aligning with our commitment to nurturing well-rounded individuals.

Subject Specialist Teachers

Students benefit from instruction by subject specialist teachers. This approach guarantees that an expert in their field teaches every subject, fostering a deep understanding and enthusiasm for learning. Our team of passionate educators ignites curiosity and inspires academic excellence across a wide range of disciplines, including English, maths, science, history, geography, Thai, Spanish, Mandarin, sport, drama, music, DT, art, and computing.

Setting for Targeted Learning

To further enhance the learning experience, we employ settings in English, maths, Thai, and Mandarin. By grouping students according to their abilities, we create smaller class sizes and enable teachers to deliver tailored instruction that meets the specific needs of each student. This approach ensures that every child receives the support and challenge they require to reach their full potential.



Philosophy of Reading

At RST, we believe that fostering a love of reading is crucial for our students' academic success and personal growth. We have designed a comprehensive reading program that encourages engagement and provides support for all learners. Key aspects of our approach include:

- **Reading Beyond Silent Reading:** We recognise that different students have varied reading preferences. Our reading culture extends beyond silent reading to include activities such as shared reading, paired reading, and read-alouds.
- **Adult Engagement and Support:** Teachers and staff actively participate in reading sessions, providing guidance, feedback, and encouragement. Form tutors and specialist English teachers play a vital role in monitoring reading progress and fostering a sense of ownership and collaboration.
- **Reading Records:** Reading records are used to track students' reading habits and facilitate communication between teachers, parents, and students. Regular comments and feedback are provided to acknowledge progress and set reading goals.
- **Library session:** All students have a specific library session timetabled every week with their English teacher where they choose at least two library books. The library is open all week and during breaks students should want to use it.



ENGLISH

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Comprehension 1:1 reading with teacher/TA Retrieving and recording information from a text Making predictions from illustrations and visual clues Understanding characters' thoughts and feelings Discussing how poetic language affects the reader	Comprehension 1:1 reading with teacher/TA Retrieving and understanding information from a story Asking and answering questions about a text Understanding the key features of non-fiction texts (travel brochures)	Comprehension Summarising what has been read Structuring longer written answers Following and evaluating step-by-step instructional texts
Creative Writing Writing an imaginative story about a magical journey, with a clear beginning, middle and end Writing a sensory poem, using the senses to describe a place Writing a persuasive poster or invitation	Creative Writing Writing a narrative chapter inspired by How to Train Your Dragon, including setting description and dialogue Writing a non-fiction travel brochure about the Aztecs, linked to our Humanities topic, with headings, information and persuasive language	Creative Writing Writing a science-fiction story with an imaginative setting Writing a set of clear instructions, using commands and time words to sequence steps
Grammar, Punctuation and Spelling: Poetic devices (such as repeated sounds for effect) Making sure verbs match their subject and tense is consistent Joining words and sentences together (and, but, so, because, although) Starting sentences in different ways Basic punctuation (full stops, commas, exclamation marks, colons) Using a thesaurus to find synonyms and antonyms Building descriptive vocabulary Describing nouns in more detail using multiple adjectives Choosing strong, precise verbs Punctuating conversations between characters	Grammar, Punctuation and Spelling: Describing nouns using two adjectives Describing nouns using three adjectives ending in "-ed" Punctuating conversations between characters Varying sentence length to build tension Using a range of different sentence openers Choosing strong adjectives and verbs Persuasive language features (exaggeration, rhetorical questions, command words) Checking and correcting punctuation	Grammar, Punctuation and Spelling: Apostrophes (for shortening words and showing ownership) Punctuating conversations between characters Consolidating end-of-sentence punctuation Varying sentence length for effect Building descriptive vocabulary Choosing the right tone and formality for the writing task
Phonics and Spelling RWI spelling	Phonics and Spelling RWI spelling	Phonics and Spelling RWI spelling

Purpose of Study

The Year 4 English curriculum aims to develop students' reading, writing, speaking, and comprehension skills. Through a variety of texts and writing exercises, students will enhance their ability to analyse literature, express ideas clearly, and understand the nuances of language. The curriculum fosters a love of reading, encourages creativity, and builds a strong foundation in grammar, punctuation, and spelling.

Aim

By the end of Year 4, students should:

- Develop strong comprehension skills, including the ability to retrieve, infer, and summarise information from a range of texts.
- Cultivate positive reading habits by exploring a variety of literary genres, understanding themes, and engaging in discussions.
- Improve writing skills through structured approaches like Talk for Writing, focusing on character and setting descriptions, persuasive writing, and narrative techniques.
- Enhance grammatical accuracy, mastering punctuation, sentence structure, and the use of descriptive language.
- Prepare and perform oral presentations, including poetry recitals, to build confidence in public speaking.



How Parents Can Help

- Reading Comprehension
 - Encourage daily reading and discuss content to promote deeper understanding and inference.
 - Share opinions on books and characters to foster discussion habits at home.
 - Help identify themes, conventions, and authorial language choices.
- Writing Practice
 - Support drafting character or setting descriptions and persuasive letters at home.
 - Encourage varied vocabulary and sentence structures, discussing the impact of language choices.
 - Review writing together, focusing on grammar, punctuation, and spelling, suggesting improvements.
- Spelling and Grammar
 - Engage in spelling games and exercises to reinforce homophones, conjunctions, and possessive apostrophes.
 - Use everyday examples to discuss punctuation and sentence structure.
 - Encourage using a thesaurus to expand vocabulary.
- Speaking and Listening
 - Practise oral presentations, poetry recitals, and book discussions.
 - Support clear, confident articulation and provide feedback.
 - Discuss phonics lessons to reinforce understanding of phonemes and graphemes.
- Phonics and Reading Fluency
 - Use phonics-based resources like Reading Eggs or Fast Phonics.
 - Regularly review phonics rules and practise reading aloud to build confidence in reading and spelling.

By integrating these practices at home, parents can reinforce the skills being developed in the classroom and contribute to their child's success in English.



MATHS

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Place value numbers to 10,000 Represent and partition numbers Find 1, 10, 100, 1000 more or less Number lines Estimate; compare; order Roman numerals Round to 10, 100 or 1000 Add and subtract two 4-digit numbers Exchange Efficient subtraction Estimate answers; checking strategies Area Count squares; make shapes; compare areas Multiply and divide by 3, 6, 7, 9, 11, 12 Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers	Multiply and divide 3-digits by 1-digit 11 and 12 times-table; multiply 3 numbers Factor pairs; efficient multiplication Correspondence problems Length and perimeter Kilometres; perimeter of rectilinear shapes Fractions Equivalent fractions; fractions greater than 1 Count in fractions; add and subtract 2 fractions Subtract from whole amounts Calculate fractions of a quantity Decimals Tenths and hundredths Place value grids Divide by 10 and 100	Decimals Make a whole; compare, order and round Halves and quarters Money Pounds and pence; order and estimate money Four operations Time Hours, minutes, seconds; years, months, weeks Analogue to digital - 12 hour and 24 hour Shape Identify angles; compare and order angles Triangles; quadrilaterals; symmetry Statistics Interpret charts; comparison, sum and difference Line graphs Position and direction Describe position; move and draw on a grid Describe movement on a grid

Purpose of Study

The Year 4 maths curriculum is designed to build a solid foundation in mathematical concepts, fostering problem-solving abilities and logical thinking. Students will deepen their understanding of number sense, arithmetic operations, geometry, fractions, decimals, and data interpretation. This knowledge equips them with the skills necessary for everyday life and prepares them for more advanced mathematical learning.

Aim

The goals for pupils in Year 4 are to:

- Understand place value in numbers up to 10,000, including partitioning, comparing, and rounding numbers.
- Develop proficiency in addition and subtraction of four-digit numbers, with a focus on exchanging and efficient strategies.
- Explore concepts of area, using counting and comparison methods.
- Gain fluency in multiplication and division, particularly with times tables up to 12, and apply this knowledge to solve problems involving multiple factors and operations.
- Work with fractions and decimals, understanding equivalency, performing operations, and applying these concepts in practical contexts like money and measurement.
- Strengthen understanding of geometry, including angles, shapes, symmetry, and perimeter.
- Learn to interpret and create statistical representations like charts and graphs.
- Explore position, direction, and movement on a grid, fostering spatial awareness.



How Parents Can Help

- Number Sense and Calculation:
 - Practice number skills by using everyday examples, such as comparing prices, calculating change, or estimating totals while shopping.
 - Use number lines or place value charts to help with understanding large numbers and rounding.
 - Play games that involve rapid mental addition, subtraction, multiplication, or division to reinforce arithmetic skills.
- Practical Applications:
 - Measure items around the house to discuss concepts of length, area, and perimeter, making these topics relatable.
 - Encourage your child to help with cooking or baking, using fractions and measurements in recipes to develop their understanding of these concepts.
- Geometry and Shapes:
 - Discuss the shapes and angles of objects in the environment, such as identifying symmetry in leaves or buildings.
 - Use building blocks or drawing tools to explore different shapes and their properties.
- Time and Money:
 - Practice telling time with analogue and digital clocks. Discuss the concept of elapsed time during daily routines.
 - Involve your child in budgeting activities, such as planning a small shopping trip or saving allowance money, to strengthen their understanding of money management.
- Data and Statistics:
 - Analyse simple data sets together, like comparing family preferences in a survey or tracking weather patterns over a week.
 - Encourage your child to create their own charts or graphs based on data they collect, such as counting items or recording daily temperatures.
- Problem-Solving:
 - Encourage your child to explain their thinking when solving problems, help them articulate their reasoning and develop a deeper understanding of mathematical concepts.
 - Provide puzzles or brain teasers that challenge them to think critically and apply their maths skills in different contexts.

SCIENCE

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Group and classify living things / Habitats / Food chains Group animals; Vertebrates and invertebrates; Classification keys (animals); Group plants; Classification keys (plants) / Living things and their habitats; Classification keys (animals); Classification keys (plants); Human impact on habitats / Data collection and analysis	Electricity Common appliances that use electricity; Build and draw series circuits; What has gone wrong?; Conductors and insulators; Conductivity within a circuit	Sound Vibrations; The ear; Investigate sounds; Explore volume; Explore pitch; Volume experiment / Data collection and analysis
Digestive system / Food chains Teeth - carnivores, herbivores and omnivores; Human teeth; Layers of the teeth; Tooth decay experiment; The digestive system / What is a food chain?; Interpret food chains; Draw food chains; What would happen if?	States of matter Explore solids, liquids and gases; Think differently - solids, liquids and gases; Change states; Use equipment; Melting experiment; The water cycle; Evaporation experiment	Sustainability (energy) What is energy?; How can we reduce our energy use?

Purpose of Study

The Year 4 science curriculum aims to ignite curiosity about the natural world and develop a deeper understanding of scientific concepts. Through hands-on activities and experiments, students learn to observe, classify, and understand various phenomena, laying the groundwork for scientific inquiry and critical thinking.

Aims

- Students classify animals and plants, use keys, explore habitats, analyse human impacts, and collect data to understand ecosystems and food chains.
- Students learn about teeth, tooth decay, and the digestive system, then apply this to food chains, interpreting energy transfer in living systems.
- Students explore appliances, construct and draw simple series circuits, investigate conductors and insulators, and identify problems in circuits through practical work.
- Students investigate solids, liquids, and gases, observe changes of state, use equipment, and explore evaporation, condensation, and the water cycle.
- Students study sound as vibrations, explore volume and pitch, investigate hearing, and collect data through experiments to understand how sound travels.
- Students learn what energy is, explore how it is used, and investigate practical ways to reduce energy consumption in daily life.
- Students build curiosity and understanding through experiments, learning to classify, observe, and explain natural phenomena, supporting inquiry, reasoning, and critical thinking.

How Parents Can Help

- Exploration and Observation:
 - Encourage outdoor exploration to observe different living organisms and discuss how they might be classified (e.g., vertebrates or invertebrates).
 - Discuss everyday phenomena, such as the states of matter (solid, liquid, gas) in cooking or the weather, to help them relate science to real life.
- Hands-On Activities:
 - Engage in simple science experiments at home, such as exploring how sound travels with different materials or building basic circuits with a battery, wires, and a bulb.
 - Create a small garden or plant area to observe plant growth and discuss the role of producers in food chains.
- Healthy Habits:
 - Talk about the importance of dental hygiene and how different foods affect teeth and digestion, reinforcing what they learn in school.
 - Encourage discussions on environmental conservation, such as recycling or reducing waste, to instil a sense of responsibility towards the environment.
- Learning Tools:
 - Use educational apps or videos that explore topics like the water cycle, sound, or electricity to supplement their learning.
 - Visit science museums or interactive exhibits to provide practical exposure to the concepts they are studying.
- Scientific Thinking:
 - Encourage them to ask questions and make predictions about everyday events, fostering a mindset of inquiry and curiosity.
 - Help them record observations from simple experiments at home, discussing what they learned and how they could improve their experiments.

Prior knowledge is not essential but last year students in Year 3 learned about: life processes; green plants; diet; skeleton and movement; rocks and soils; light; friction and movement; magnets.



WHOLE ME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Understanding and Managing Me - Recognising triggers and body clues - Managing strong emotions and worries - Self-confidence and realistic self-talk - Online comparison and digital wellbeing - Healthy routines and resilience - Medicine and first-aid safety	Healthy Relationships, Boundaries and Change - Healthy friendships and trust - Responding to exclusion - Communication and misunderstandings - Personal boundaries and permission - Safe and unsafe touch - Trusted adults - Growing and changing	Making Wise Choices - Difference, respect and belonging - Contributing to our community - Personal information and online safety - Safe searching and clickbait - Needs, wants and spending - Reflection and transition

Purpose of Study

The 'Whole Me' curriculum in Year 4 emphasises personal growth, relationships, digital health, and living in a diverse society. It aims to equip students with the knowledge and skills they need to maintain their wellbeing both online and offline, while fostering an understanding of global citizenship, inclusion, and diversity. Through engaging lessons, students explore healthy relationships, online safety, and the physical and emotional changes of growing up.



Aims

Students will;

- Understand the importance of maintaining a healthy relationship with technology, including how to manage online behaviour and relationships safely and responsibly.
- Learn about discrimination and how to promote inclusion and celebrate diversity, promoting respect for all individuals.
- Explore changes during puberty, both physical and emotional, with a focus on understanding personal growth and body changes in boys and girls.
- Develop problem-solving skills for managing conflicts in friendships and relationships in a positive, peaceful way.
- Learn about drugs and medicine safety at home, emphasising the importance of being responsible for one's own wellbeing.
- Foster resilience and mindfulness, preparing students for transitions and challenges, such as getting to know new tutors.
- Understand the concept of personal space, appropriate touch, and how to seek help when needed.
- Participate in discussions and activities related to anti-bullying and understanding the value of positive and healthy friendships.
- Support students' digital health and wellbeing by teaching them to become responsible digital citizens and understand the impact of altered media such as photos and videos.

How Parents Can Help

- Encourage Digital Health: Help your child establish healthy online habits, including managing screen time, recognising healthy and unhealthy online behaviours, and discussing the importance of being a responsible digital citizen.
- Promote Inclusivity: Discuss diversity and inclusion at home, encouraging your child to respect differences and stand up against discrimination. Explore ways to celebrate diversity in your community or through media.
- Support Growing Up Discussions: Have open conversations about puberty and the changes your child will experience, both physically and emotionally. Reassure them that growing up is a natural process and help them understand their unique development.
- Engage in Safe Behaviour Discussions: Talk with your child about the safe use of medicines and household substances. Reinforce the importance of asking an adult before taking any medicine and practising safety at home.
- Foster Mindfulness: Encourage mindfulness activities and ways to manage stress, especially before major events like performances or transitions between school years. Help them understand the value of staying calm and focused during stressful times.
- Prepare for Transition: Talk with your child about upcoming transitions, such as meeting new teachers or adjusting to changes in their routine. Help them feel confident and excited about new challenges by providing support and encouragement.
- Build Positive Relationships: Model healthy relationships at home and encourage peaceful problem-solving when conflicts arise. Discuss the importance of seeking support when needed and recognising trustworthy adults to talk to, such as teachers or family members.

LANGUAGES (MANDARIN, SPANISH)

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mandarin Programme A First		
字词夯实·阅读萌芽 "核心：字词积累 + 短文理解 + 写话启蒙 标志课文：《小蝌蚪找妈妈》《我是什么》《场景歌》《树之歌》《曹冲称象》《古诗二首》《黄山奇石》《坐井观天》《寒号鸟》" 【字词积累】 动词学习：游、跳、蹦、蹲 多音字：没 (méi没有/mò淹没) 量词学习：一 (头) 大象、一 (块) 石头、一 (条) 船 比喻词：瀑布像“银河” 反义词：大—小、对—错、好—坏 【短文理解】 小蝌蚪变青蛙的过程。 动物成长规律，以及“遇到困难主动询问”的态度。 水的三态变化及其对人类的影响。 曹冲利用“等量替换法”称出大象重量。 古诗中比喻和想象的运用。 青蛙和小鸟对“天的大小”的争论，揭示“眼界局限认知”的道理。 喜鹊和寒号鸟对做窝的不同态度、不同表现和不同结果，告诉我们美好的生活要靠勤劳来创造。 " 【写话启蒙】 用“先...然后...最后...”描述蝌蚪的变化 (以及后面复述称象步骤)。 用“有时候...有时候...”造句。 列举家中“水的用途”。 通过夸张手法展现事物的特点。 补充青蛙和小鸟的对话。 列举其他寓言成语。 "	表达进阶·思维拓展 "核心：复述训练 + 句型运用 + 文化浸润 标志课文：《狐假虎威》《找春天》《一匹出色的马》《传统节日》《中国美食》《彩色的梦》" 【复述训练】 按顺序描述狐狸如何借老虎的威风吓跑百兽，角色扮演时注意语气。 用“春天像...”的比喻句串联课文内容 (结合视觉、听觉、触觉)。 用“一开始...接着...最后...”复述故事情节。 按时间顺序介绍节日。 分类描述美食。 用“我有一大把彩色的梦，有的...有的...”开头续编梦境。 " 【句型运用】 动作+神态描写：“神气活现地走着”。 结果补语“得”字句：“大大小小的野兽吓得撒腿就跑”。 固定句式：“____像____。” 本体+喻体+相似点：“路边的柳枝像一匹出色的马”。 并列句式：仿写“端午到，...，...，...。” 烹饪动词：炒、烤、烧、爆、炖。 排比句：仿写“画笔掠过的地方，...，...；...，...。” 【文化浸润】 理解寓言的道理。 结合“立春”习俗，理解自然与人文的关联。 对比现代家庭出行方式。 强调团圆 (中秋)、纪念 (端午)、敬老 (重阳) 等文化精神。 八大菜系简单认知。 结合国画“留白”、水墨色彩，对比课文中西式彩色铅笔的浓烈风格。	综合运用·思辨成长 "核心：语言思辨 + 生活语文 + 复习专项 标志课文：《亡羊补牢》《揠苗助长》《小马过河》《大象的耳朵》《羿射九日》《黄帝的传说》" 【语言思辨】 讨论“小错误不及时改正的后果”。 讨论“为什么农夫的方法错了？”(自然规律不可违背)。 辩论：“小马该听谁的？”(老牛、松鼠、妈妈)。 讨论“大象为什么最后不改变耳朵？”(适合自己的才是最好的)。 现代视角：“如果太阳消失，科技如何替代？”(如人造光源)。 辩论：“远古发明更重要vs现代科技更重要”。 " 【生活语文】 学习“劝告句式”：“你应该____，不然____。” 学习“变化描述”：“叶子____了，茎____了。” 写“第一次尝试____”日记 (如第一次骑自行车)。 学习“用途句式”：“的____可以。” 写“我心中的英雄”短句 (如“英雄应该____”)。 设计“未来发明”草图并描述功能。 " 【复习专项】 补语结构：“急得直哭”“疼得打滚”。 关联词：“如果...就...”“既...也...”。 比喻句：“耳朵像扇子”。 动词搭配：“____太阳”“____弓箭”。 关联词：“不仅...还...”“因为...所以...”。 "

Mandarin Programme A Foreign

Body parts Talking about body parts (focus on the face) Using adjectives : 大big, 小small, 高tall, 矮 short, 长long Chinese Compound Finals (an, en, in, un, ün, ang, ong, ing, ong) Chinese character writing rules/stroke orders Asking and telling time with "几点了? " Recognising and writing Chinese characters	Animals and Pets Common animals and pets Using possessive pronouns: 我的my, 他的his , 她的her Expressing preferences: like 喜欢, do not like 不喜欢 Chinese Phonetics: Simple Finals (a,o,e,i,u,ü) and Tones Ask and answer simple questions Recognising and writing Chinese characters	Food and Drinks Food items and food habits Drinks Talk about food preferences Ordering food Ask and answer simple questions using longer phrases Recognising and writing Chinese characters
Culture Mid-Autumn Festival	Culture Lunar New Year	Culture Dragon Boat Festival

Mandarin Programme B Foreign

Animals and Places Common animals and pets Using possessive pronouns: 我的my, 他的his , 她的her Expressing preferences: like 喜欢, do not like 不喜欢 Common daily places (e.g., 学校, 家, 商店) Using the sentence structure "我要去 I am going to..." Chinese Phonetics: 23 Initials Writing 4 Single- Component Chinese characters	Days of the Week and Time Writing and pronouncing numbers from 11 to 20 Learning days of the week and their sequence using "星 期" Describing time using "点" for hours Asking and telling time with "几点了? " Review and practice of finals, initials and tones Single-Component Chinese character writing	Food and Drinks Introduction to the theme of food and eating habits in Chinese culture Learning new vocabulary related to food items (e.g., 面 条, 米饭) Asking and answering questions about food preferences Review and practice of finals, initials and tones 2 Writing 4 Single-Component Chinese characters
Culture Mid-Autumn Festival	Culture Lunar New Year	Culture Dragon Boat Festival

Spanish		
About me Understand and follow basic classroom instructions. Use the target language for classroom communication. Recognize and use the verbs llamarse and tener in the context of introductions. Express feelings and ask others how they are. Use the verb estar with adjectives to describe emotions. Use numbers and the months of the year to express dates.	Pets, classroom items and nationalities Talk about pets you have or don't have using the verb tener. Identify and describe items in a backpack or pencil case. Use tener and hay to express possession and existence. Ask and answer questions about nationality and where you live. Using the verb vivir to ask and say where you and other people live?	Weather and town/city Talk about weekend activities and free-time activities in different weather conditions. Talk about where you live using the verb vivir. Express opinions about your city using gustar and adjectives. Describe what is in your town using hay.

Purpose of Study

Language education should spark curiosity and deepen world understanding. It enables pupils to express ideas in another language, understand and respond in speech and writing, and communicate for practical purposes. It also introduces them to new ways of thinking and great literature in the original language.

Aim

The goal for pupils to:

- Understand and respond to spoken and written language from authentic sources.
- Speak with confidence, fluency, and spontaneity, improving pronunciation and intonation.
- Write for different purposes and audiences, using a range of grammatical structures.
- Appreciate diverse writing in the studied language.

How Parents Can Help

- Speaking and Listening: Encourage practising language phrases at home, engage in discussions about their learning, and watch songs and stories together to boost vocabulary. Challenge students by encouraging them to watch cartoon series or films in the target language.
- Writing and Reading: Support writing practice, read together, and discuss word meanings.
- Globally Minded: Highlight the importance of language learning, explore cultures where the language is spoken, and use apps like Duolingo to practise together.

THAI

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Children Novel: แก้วจอมแก่น This term, students will learn about the children's literature book "Kaew Jom Kaen." The goal is to develop their reading comprehension skills, enabling them to identify main ideas and extract knowledge from the story. Students will practise narrative writing, particularly focusing on telling personal experiences. Analysis Character Setting Messages from the story Useful language Thai ways of life: children's life in the past Creative writing focus Narrative writing: personal experiences Literacy focus 3 groups of Thai consonants - Complicated letters Vowels (simple and transformed) Tones Leading consonants Clusters Thai culture and events Wai Kru Loy Krathong	Non-fiction: ของดีในตำบล This term, students study the non-fiction text Khong Dee Nai Tam Bon to develop reading comprehension and identify main ideas. In Thai culture lessons, they explore Southern Thailand, including the Similan Islands, local food, and products. Thai wisdoms and intellectual products Tambon and its products Analysis Knowledge from reading Creative writing focus Lesson reflection Journal entries Literacy focus Final letters (n, d, b sounds) Pravisnanchanee Special vowels (ฤ, ฤๅ) Punctuation marks Thai culture and events Geography of Thailand Thai craft / Famous Thai Products Songkran	Literature: โสนน้อยเรือนงาม This term, students study the folk tale Sano Noy RuenNgam, analysing plot, characters, and morals. They also practise reading, spelling, and writing descriptive paragraphs, focusing on initial consonants, noun classifiers, and consonant clusters. Morals from the story Characters (good/bad) Consequences Learn about Thailand in the past Thai way of life Society and belief Etiquette and tradition Creative writing focus Moral reflection Journal entries Literacy focus Silent sound Sentence structures Identity of Thai language: คำซ้อน Thai culture and events Thai cuisine Thai games / Thai dance
Thai for Non-Thais		
Thai culture and events Thai flag Thai handicraft Wai Kru Loy Krathong Numbers, Colours and Sizes Numbers (20-50), basic colours and sizes	Thai culture and events Geography of Thailand Thai craft/Thai cuisine Songkran Our school is the best People in school School Question: who, where Who is your teacher?	Thai culture and events Thai famous products Thai dance "Ram Wong" Thai games Pets and Animals Pets Animals I have a dog.

Purpose of Study

In Year 4, a high-quality Thai education focuses on enhancing reading and writing skills. Students delve into more complex texts, improving their comprehension, analytical abilities, and sentence construction, while also gaining a deeper understanding of Thai culture and traditions.

Aim

The goal for pupils in Year 4 is to:

- Strengthen their reading comprehension and fluency by engaging with children's literature, non-fiction texts, and folk tales.
- Develop their writing skills, focusing on narrative, descriptive, and essay writing, with an emphasis on clear and grammatically correct sentences.
- Analyse characters, settings, and morals within stories, fostering critical thinking and cultural awareness.
- Explore Thai culture, including regional traditions, famous products, and historical insights, to deepen their understanding of their heritage.

How Parents Can Help

- Reading:
 - Provide a variety of reading materials, such as short stories and simple chapter books.
 - Discuss the main ideas, characters, and settings in the stories with your child to strengthen their comprehension.
 - Encourage daily reading, even if only for ten minutes, to build fluency and a love for reading.
- Spoken Language:
 - Engage in discussions on various topics, encouraging your child to express their thoughts and ideas in Thai.
 - Play word games to expand their vocabulary and make learning fun.
 - Listen to and discuss simple Thai stories or audiobooks together to enhance their understanding and conversation skills.
- Writing Practice:
 - Encourage your child to write short essays on topics they enjoy, focusing on clear sentence construction and proper grammar.
 - Help them keep a daily journal to express their thoughts and reflect on their experiences.
 - Review their writing together, providing constructive feedback to improve coherence and structure.
 - Continue practising Thai letters, vowels, and tones to reinforce their literacy skills.
- Cultural Engagement:
 - Discuss Thai cultural events like Wai Kru and Loy Krathong, and explore Thai cuisine, crafts, and traditional games together.
 - Relate the literature they study to Thai historical knowledge, fostering a deeper connection with their cultural heritage.

HUMANITIES

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Why should we protect the rainforests? Locating the world's tropical rainforests Understanding rainforest climate Exploring the layers of the rainforest Plant and animal adaptations Understanding rainforest ecosystems Causes and impacts of deforestation Case study: The significance of the Amazon Considering different perspectives on rainforest protection	How was it to be an Aztec? Locating Mesoamerica and the Aztec Empire on a map. Placing the Aztecs in chronological context Aztec society and social hierarchy Religion, beliefs and rituals Daily life and roles within Aztec society Aztec achievements and Tenochtitlan Using sources and artefacts to investigate Aztec life The Spanish invasion and the end of the Aztec Empire	Why was Sara Forbes Bonetta significant? Understanding historical significance Introducing Sarah Forbes Bonetta and her life West Africa and the world Sarah was born into The transatlantic slave trade and abolition Sarah Forbes Bonetta and Queen Victoria Life in Victorian Britain Exploring diversity and inequality in Victorian society Evaluating why Sarah Forbes Bonetta is historically significant



Purpose of Study

In Humanities, pupils explore how people and places are connected across time and space. By studying history and geography, they learn to ask questions, evaluate evidence, and understand how ideas, power, and environments shape human experience. Our aim is to develop critical, curious thinkers who value responsibility, justice, and sustainability.

Topic 1: Why Should We Protect the Rainforests?

- Aims: Understand environmental responsibility, physical and human processes, and develop explanation and communication skills.
- Key Learning: Explore rainforests, climate, and adaptations; examine deforestation and sustainability; understand ecosystems and human impact.
- How Parents Can Help: Discuss recycling, energy use, and conservation at home; explore documentaries or books about wildlife and forests.

Topic 2: What Was It Like to Be an Aztec?

- Aims: Develop historical enquiry, understanding of significance, and use of artefacts and evidence.
- Key Learning: Investigate daily life, religion, achievements, and challenges of the Aztecs; reflect on events like the Spanish invasion; understand change, continuity, and perspective.
- How Parents Can Help: Encourage research on Aztec culture; discuss life in different societies; compare past and present daily life.

Topic 3: Why Was Sarah Forbes Bonetta Significant?

- Aims: Explore power, society, and social justice through an individual's life; understand significance, change, and continuity.
- Key Learning: Study Sarah Forbes Bonetta's life, her link to Victorian England, and the transatlantic slave trade; reflect on diversity, inequality, and how one story illuminates wider historical themes.
- How Parents Can Help: Discuss significance using history or family examples; explore biographies; encourage pupils to consider why some lives have lasting impact.

MUSIC

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Folk Music: Unit Summary This unit takes students on a musical journey around the world to explore diverse folk traditions. Through singing, dancing, playing instruments, and musical analysis, students will develop a deep understanding of what folk music is.	Choral Music & Vocal Exploration: Unit Summary This unit explores the voice as an instrument, from classical traditions to modern and non-traditional vocal techniques. Students will discover the power and versatility of the human voice through singing, improvisation, and composition.	Year Level Musical: Unit Summary This unit is centered around putting on a musical! All students will have the opportunity to participate, whether through solo singing, duets, or as part of the chorus.
Key Ideas: Musical Analysis: Students will learn to analyze music using the essential elements: pitch, duration, texture, timbre, structure, and dynamics. Reading Music: Continued development of reading rhythmic and pitch notation. Composition: Students will begin to compose their own short melodies. Ensemble Performance: We will explore singing and playing in unison and begin to introduce part work, where different groups sing or play different parts. Through hands-on activities, musical games, and exploring folk songs from various cultures, students will gain a richer appreciation for the global diversity of music.	Key Ideas: Vocal Repertoire: We'll explore famous works from Western classical traditions, such as Beethoven's 9th Symphony and Mozart's Requiem. Vocal Techniques: Students will learn about different vocal styles, including beatboxing, looping, and throat singing. We'll also explore the use of head voice and chest voice. Composition & Improvisation: Students will get to compose their own melodies and practice improvising musical phrases. Aural Skills: We'll develop skills in pitch matching and aural memory through activities like echo singing and sight-singing. Ensemble Singing: Students will gain confidence by singing as a class and begin to explore singing in duets and different parts. Through this unit, students will build confidence in using their voices and gain a new appreciation for the diverse ways people create music using their voice as an instrument.	Key Ideas: Performance Skills: Students will gain confidence and stage presence through the audition process and performing for an audience. Score Reading: Students will learn to read and follow musical scores to perform their assigned parts. Character & Emotion: We'll explore how music is used to bring characters to life and enhance the story. Students will analyze song lyrics to understand their characters' motivations and emotions. Musical Analysis: Students will study the various musical styles and techniques used in the show's songs to create different moods. Collaboration: All students will work together to create a cohesive and exciting final performance. This unit offers a fun and practical way for students to apply their musical skills while experiencing the collaborative process of putting on a musical.

Purpose of Study

Music is a universal language and a form of creativity that enhances students' self-confidence, creativity, and sense of achievement. A high-quality music education should inspire a love for music, develop musical talents, and encourage critical engagement with various musical works.

Aim

The goal is for pupils to:

- Perform, listen to, review, and evaluate music from diverse historical periods, genres, styles, and traditions, including works by renowned composers.
- Develop singing skills, use their voices, and create and compose music both individually and collaboratively. Opportunities for learning an instrument should be explored.
- Understand and explore how music is created, produced, and communicated, focusing on pitch, duration, dynamics, tempo, timbre, texture, structure, and musical notation.

How Parents Can Help

- Engagement:
 - Enrol your child in a school choir or instrumental lessons.
 - Encourage them to perform songs they are learning at school and help them practise on a piano or their chosen instrument.
- Exposure:
 - Attend live music events together and discuss the experience.
 - Listen to a variety of music styles and genres, from ancient to modern, and explore music from different countries. Create a weekly challenge to discover music from various cultures.
- Curiosity:
 - Ask questions about the music they are learning, such as its origins, the era it was composed in, and their personal opinions.
 - Discuss their thoughts on different pieces, encouraging them to articulate why they like or dislike certain music and what they find interesting.

By supporting these practices at home, parents can enhance their child's musical education and foster a deeper appreciation and understanding of music.



DRAMA

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
The Creature Spontaneous role play and improvisation skills Whole group devised work In role reflection and evaluation Creating atmosphere Soundscapes Communication without words	Fantasy Worlds Introduction to storytelling Exploring text and character Using voice, gestures and movement for effect	Year 4 Production Exploring a script Understanding roles in theatre Areas of the stage (Stage Directions) Developing performance through rehearsal

Purpose of Study

The Year 4 drama curriculum builds on previous knowledge and skills, offering students opportunities to engage deeply in drama. The curriculum aims to enhance students' confidence, communication, and collaboration through improvisation, devising, and scripting, while fostering creativity, empathy, and critical thinking.

Aim

The goal is for pupils to:

- Create and sustain a range of characters, understanding their motivations and relationships.
- Devise drama from various stimuli, such as stories and poems.
- Refine scripted drama through rehearsal, incorporating peer and teacher feedback.
- Perform for different audiences, experimenting with vocal and physical skills to express character and emotion.
- Collaborate effectively to generate ideas, solve problems, and create drama.
- Evaluate performances, offering constructive feedback to peers.

Curriculum Overview

The Creature

- Develop core drama skills including spontaneous role play, improvisation, and non-verbal communication (body movement, facial expression, vocal pace/tone) within whole-group devised work.
- Create a dramatic atmosphere using Soundscapes, Still Image/Freeze Frame, and Narration. Learn to structure stories and use pace and vocal expression to engage an audience.
- Explore character development, including status and Metamorphosis. Aim to build empathy and evoke emotional reactions through character portrayal and thought tracking.

Fantasy Worlds

- Build performance confidence through sharing ideas and mastering drama techniques such as tableau, forum theatre, mime, hot seating, thought tracking, and breaking the fourth wall.
- Creatively apply fantasy themes and storytelling by drawing inspiration from well-known stories (e.g., Alice in Wonderland, Charlie and the Chocolate Factory) and conducting independent research to develop characterisation and setting.
- Devise and present original performances by building unique fantasy worlds, experimenting with various character roles, and exploring "strange situations" like mistaken identity and superheroes.

Year 4 Production

- Understanding and Portraying Roles: Students will explore and portray roles through characterisation.
- Utilising Performance Space: Learn to utilise performance space effectively for scripted scenes, focusing on movement, and spatial relationships, understanding formal stage directions and areas of the stage.
- Developing Performance through Rehearsal and Evaluation: Develop performances through rehearsal and practical application. Learn lines and develop characters on stage. Listen to and act upon direction.

How Parents Can Help

- Encouragement: Support your child's participation in drama activities at home and school.
- Exposure: Provide opportunities to watch a variety of live theatre performances, either in person or online, across different genres and styles.
- Practice: Encourage your child to experiment with different voices, movements, and expressions to create characters while learning lines at home.
- Engagement: Attend school drama events and celebrate your child's achievements, showing your interest in their creative efforts.



ART

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Theme: Insects Observational drawing, Pattern Artists: Jennifer Angus, Raku Inoue	Theme: Food Pop Art Artists: Wayne Thiebaud, Yayoi Kusama	Theme: Fantastical Creatures Clay Sculpture Artists: Various Contemporary artists

Purpose of Study

Art education is not just about mastering technical skills. It is a therapeutic outlet that promotes self-reflection, resilience, and a sense of identity. Learning to appreciate art as a reflection of human experience deepens empathy and cultural awareness. Art also fosters collaboration and communication, essential for thriving in a globalised world.

Aim

The goal is for pupils to:

- Develop creativity, critical thinking, and emotional intelligence through artistic expression.
- Explore and create artworks inspired by various themes, such as insects, food, and fantastical creatures.
- Engage with different art forms, including pattern design, pop art, and clay sculpture, while learning about artists like Jennifer Angus, Raku Inoue, Wayne Thiebaud, and Yayoi Kusama.
- Cultivate an appreciation for art as a lifelong practice that contributes to personal growth and community engagement.
- Collaborate on projects, give and receive constructive feedback, and participate in critiques and exhibitions.

How Parents Can Help

- Encouragement: Celebrate your child's interest in art, motivating them to explore and enhance their creativity.
- Support: Provide your child with a sketchbook to explore, experiment, and express themselves freely, allowing their imagination to flourish.
- Exposure: Discuss the artists and themes they are studying, and explore related artworks together. Encourage them to talk about their creative process and what they've learned.
- Engagement: Attend school art exhibitions or view art in galleries or museums, helping your child to appreciate different styles and techniques.

COMPUTING

OVERVIEW OF THE YEAR

TERM 1	TERM 2	
Tech setup Setting devices to be secure, appropriate and time efficient	Hopper & Lovelace: Code on Repeat Conclusion of code on repeat	Jobs & Wojcicki: Pixels in Focus Introduces privacy awareness around images, editing and AI manipulation.
Hopper & Lovelace: Code on Repeat Introduces nested loops and logic in a game environment.	Jobs & Wojcicki: Stories in Sound Introduces audio production from simple waves to AI powered podcasting.	Hopper & Lovelace: Logic for Life Introduces logical thinking within a creative code environment.

Purpose of Study

Computing education equips students with the skills to navigate and create in a digital world. It fosters creativity, logical thinking, and problem-solving through digital music production and game design. By exploring digital tools, students learn to express emotions, design engaging educational content, and understand the impact of technology on everyday life.

Aim

The goal is for pupils to:

- Explore digital tools to create music, focusing on sequencing, loops, and genre, and understand what makes for good digital production.
- Develop and refine digital music projects, learning to express emotions through sound samples and tracks.
- Design and code simple educational games, applying the principles of the 4 Cs of good game design (clarity, challenge, control, and creativity).
- Test and improve their games, fostering a deep understanding of the software development process.
- Enhance their digital literacy and creativity, preparing them to contribute to the digital world.

How Parents Can Help

- Encouragement: Support your child's interest in digital music and game design by encouraging them to experiment with digital tools at home.
- Exposure: Discuss the purpose and elements of good digital music production. Listen and analyse different genres of music to understand what makes them unique.
- Practice: Encourage your child to share their digital music projects or games with you. Offer positive feedback and discuss what they enjoyed about the process.
- Engagement: Explore educational games and apps together, discussing what makes them effective or fun. Encourage your child to think critically about game design elements and how they could improve their own creations.
- Learning Resources: Provide access to coding platforms and digital music tools to practise their skills further. Help them find online tutorials or communities where they can learn and share their work.



PE

OVERVIEW OF THE YEAR

SEASON 1	SEASON 2	SEASON 3	SEASON 4
Assessment Focus: I am a Thinker I am Engaged I am a Collaborator FMS Focus: Footwork One Leg Balance Jumping & Landing Seated Balance Lessons: Swimming Invasion Games REAL PE	Assessment Focus: I am a Problem Solver I am Physically Fit I am Resilient FMS Focus: Dynamic Balance Ball Skills Sending & Receiving Counter Balance Lessons: Basketball Athletics REAL PE	Assessment Focus: I am a Leader I am a Skilled Performer I am a Communicator FMS Focus: Ball Chasing Stance Lessons: Football Striking Games REAL PE	Assessment Focus: I am a Leader I am a Skilled Performer I am a Communicator FMS Focus: Reaction / Response Floor Work Lessons: Swimming Net and Wall Games Dance / Gym
All students in the Prep School receive 3 double PE lessons per week			
In Season Sports Football	In Season Sports Basketball	In Season Sports Netball	In Season Sports Touch
House Competitions: Cross Country, Sports Day, Swim Gala, Football, Basketball			

Purpose of Study

In PE, our aim is not only to help children enjoy being active but also to prepare them for life. Using our Hands, Head and Heart model, we support pupils to grow their confidence, teamwork, resilience and problem-solving skills, while encouraging them to stay healthy and engaged.

Aims

- We use physical education as a platform for developing thinking skills, physical literacy and social awareness.
- Our curriculum challenges students to become problem solvers, decision makers and adaptable leaders.
- Through inclusive and varied activities, we promote enjoyment, connection, and the discovery of movement that feels meaningful.
- Students learn to express themselves, physically, communicate with others, and build empathy through shared physical experiences.
- We help students explore what movement means to them, so they leave school not just able to participate, but motivated to keep moving for life.

How Parents Can Help

- Ensure students are prepared with the correct kit.
- Encourage physical activity outside of school.
- Sign up for extra sporting activities.
- Reinforce the importance of staying active and living a healthy life.

DESIGN AND TECHNOLOGY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Health and safety in a workshop Set up a digital portfolio Begin Research, Design and Development of a Maze Game	Maze Game CAD (TinkerCAD) Manufacture CAM (laser cutting), assembly testing and evaluation of a manufactured product	Completion of maze game. Manufacture of presentation box packaging Marketing of a product Packaging and nets Understanding the functions of packaging in the real world Paper Vs Wood Final Photography and product presentation

Purpose of Study

Design and Technology is a dynamic and practical subject that encourages creativity and imagination. Pupils design and make products to solve real and relevant problems, considering their own and others' needs. The subject integrates knowledge from mathematics, science, engineering, computing, and art, helping students to become resourceful, innovative, and enterprising. It develops critical thinking through the evaluation of design impact on daily life and the wider world.

Aim

The goal is for pupils to:

- Develop creative, technical, and practical expertise for everyday tasks and an increasingly technological world.
- Build and apply knowledge and skills to design and make high-quality prototypes and products for a range of users.
- Critique, evaluate, and test their own ideas, products, and the work of others.

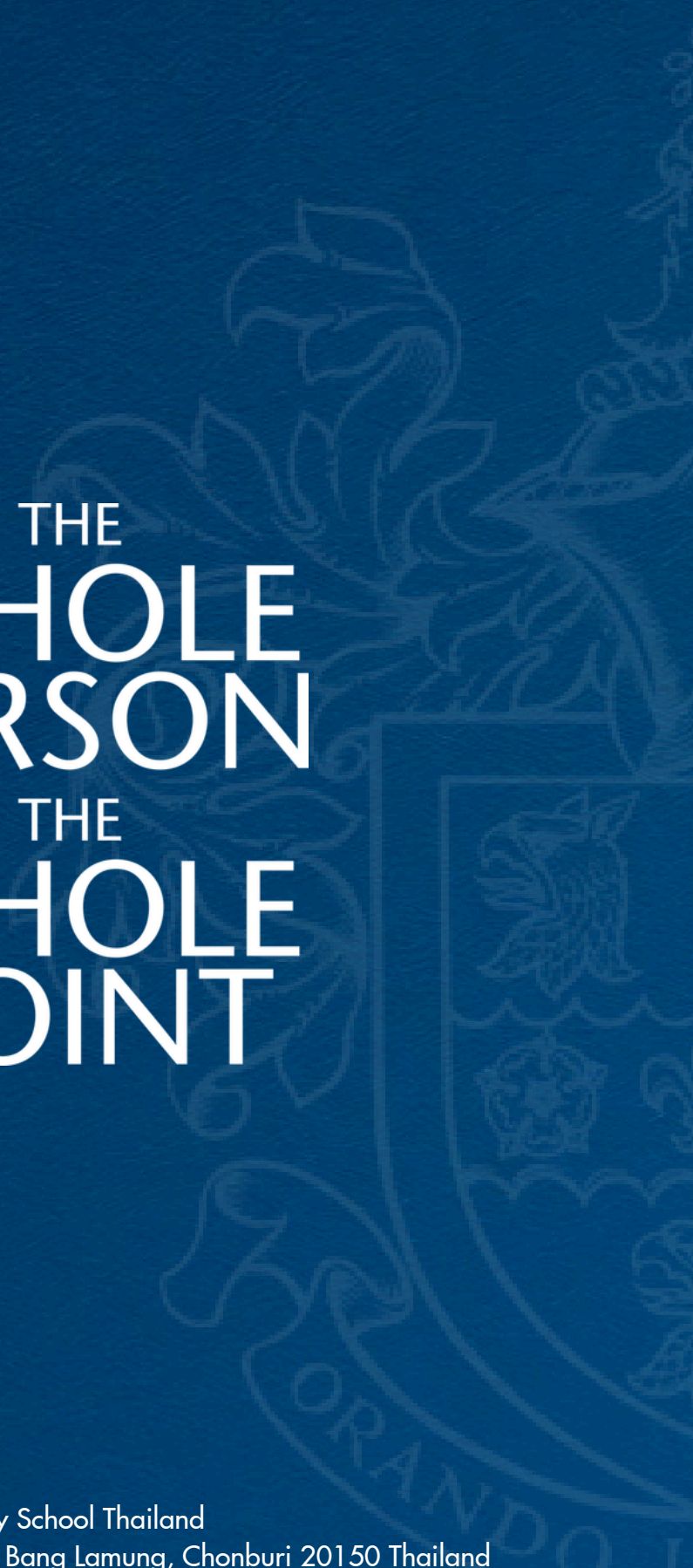


How Parents Can Help

- Digital Portfolio:
 - Encourage children to update their digital portfolios at home and take an interest in their classwork.
 - Review and discuss their digital portfolio with them, showing appreciation for their progress.
- Skill Practice:
 - Support children in practising skills learned in class, such as sketching design ideas digitally or by hand.
 - Assist them in using Tinkercad or other CAD tools, using resource Net shape and design. Printing and graphic design. Selection of materials - Ps available on the D&T website for additional support.
- Practical Activities:
 - Engage children in practical play activities like building with LEGO, clay modelling, marble runs, or cooking.
 - Encourage participation in paper folding, stitching, or other hands-on projects to reinforce design and technology skills.
- Project Presentation:
 - Support children in documenting and presenting any extra projects or activities they undertake outside of class on their digital portfolio.
 - Encourage visits to interesting places or events that inspire them, and help them include these experiences in their portfolio.
- World Observation:
 - Discuss observations about the world around them and the design and functionality of everyday objects.
 - Foster a curious mindset about how things are designed and work, and discuss their ideas and observations with enthusiasm.

By supporting these practices, parents can enhance their child's learning experience in Design and Technology, fostering their creativity and problem-solving abilities.





THE WHOLE PERSON THE WHOLE POINT

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