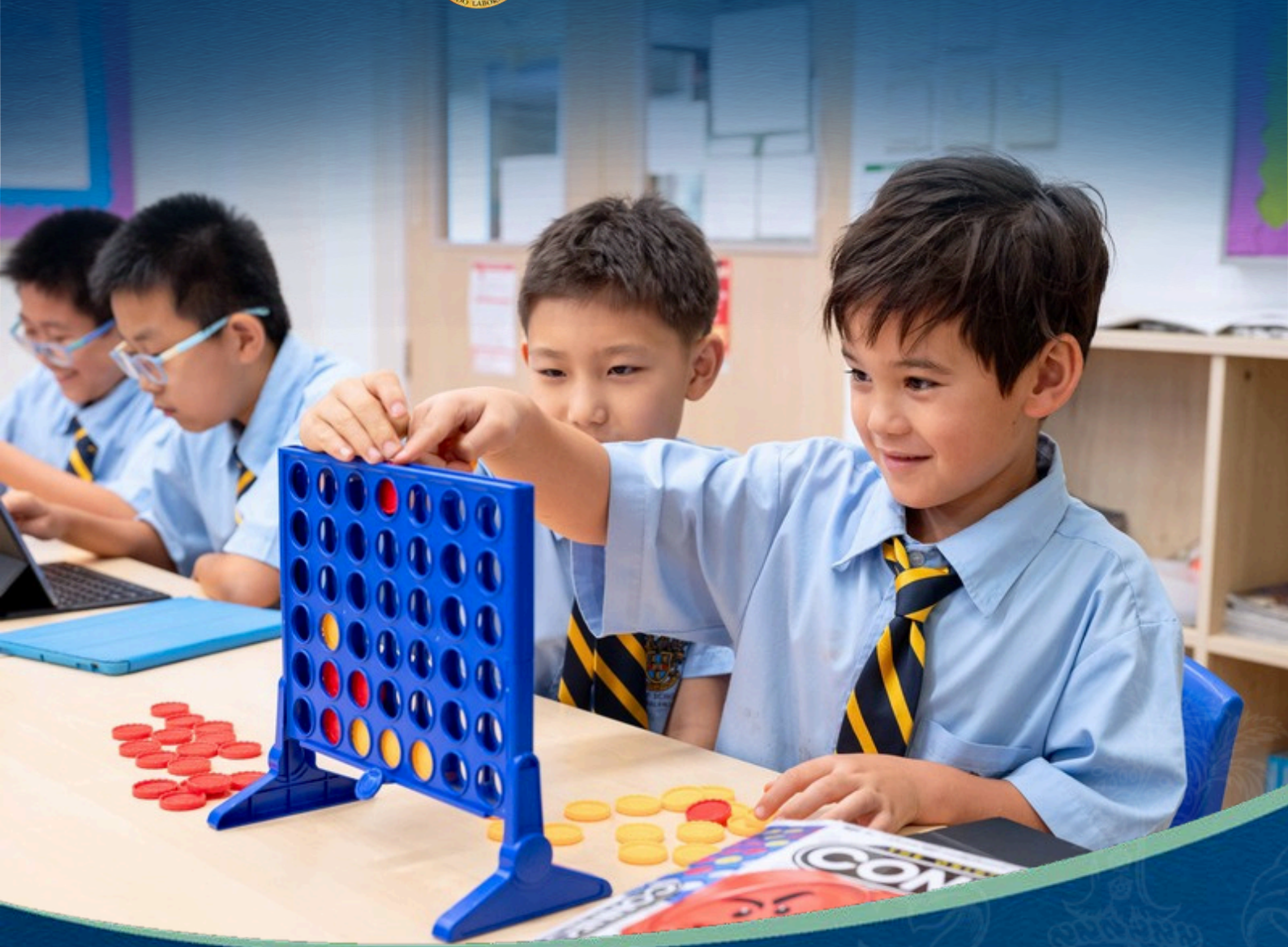




RUGBY SCHOOL
THAILAND



YEAR 3

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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 Retrieve and record information Asking questions to improve understanding	Comprehension 1:1 Reading with Teacher/TA Inference and implied meaning Predictions	Comprehension 1:1 Reading with Teacher/TA Summarising Structuring answers correctly
Develop positive attitudes to reading, reading a range of texts for a range of purposes, identifying themes and conventions, preparing and performing oral presentations (including poetry recitals), participating in book discussion, discussing words and phrases from model texts.		
<u>Talk For Writing.</u> Writing focus: If I Could Fly, Grandma Kranky, Jack and the Beanstalk Familiarisation with T4W model Poetry Character Description	<u>Talk For Writing.</u> Writing focus: The Enormous Crocodile, Letter writing, The Clever Monkey Reading Letter writing Narrative: speech punctuation	<u>Talk For Writing.</u> Writing focus: Firework Maker's Daughter, Non-fiction Narrative: language development Persuasive Writing
Grammar, Punctuation and Spelling: The alphabet Cursive handwriting Coordinating conjunctions (Fanboys) Word classes Basic punctuation Pronoun Fluency	Grammar, Punctuation and Spelling: Homophones and homonyms Synonyms and antonyms (thesaurus work) Subordinating conjunctions Fronted adverbials Present and past tense Proofreading and uplevelling	Grammar, Punctuation and Spelling: Apostrophe and possessive apostrophe Speech marks Terminating punctuation Consolidation Sentence length and structure
Phoneme and grapheme competency: Reading eggs/fast phonics Discrete 'phonics' lessons	Phoneme and grapheme competency: Reading eggs/fast phonics Discrete 'phonics' lessons	Phoneme and grapheme competency: Reading eggs/fast phonics Discrete 'phonics' lessons

Purpose of Study

The English curriculum aims to develop students' reading, writing, and speaking skills. It focuses on enhancing comprehension, encouraging a love for reading, and improving writing abilities through various genres. Students are taught to analyse texts, express themselves clearly, and engage in discussions and presentations.

Aims

Students will;

- Comprehension: Retrieve and record information, make inferences, summarise texts, ask questions to enhance understanding, predict outcomes, and structure answers effectively.
- Talk for Writing (T4W): Develop writing skills through familiarisation with the T4W model, focusing on narrative, information texts, persuasive writing, poetry, and setting descriptions.
- Grammar, Punctuation, and Spelling: Master alphabet recognition, punctuation (including apostrophes and speech marks), grammar rules (such as conjunctions and word classes), and spelling.

How Parents Can Help

- Reading: Encourage regular reading at home and discuss texts to improve comprehension.
- Writing: Support writing activities by discussing and practising various genres. Help with letter writing, narrative, and persuasive pieces.
- Grammar and Spelling: Reinforce grammar and spelling rules through practice and review of homework. Engage in activities to understand punctuation and sentence structure.
- Phonics: Use programs like Reading Eggs and participate in phonics lessons to reinforce phoneme and grapheme knowledge.



MATHEMATICS

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Place value; numbers to 1,000 Represent and flexibly partition numbers; number lines Find 1, 10, 100 more or less Estimate; compare; order Count in 50s Add and subtract 2-digit and 3-digit numbers Apply number bond for mental arithmetic fluency; Exchange; complements to 100 Estimate; inverse operations; formal written methods Multiply and divide by 2, 3, 4, 5, 8, 10 Sharing and grouping; times-tables	Multiply and divide 2-digits by 1-digit Divide 100 into 2, 4, 5 and 10 equal parts Divide with remainders; scaling Length and perimeter Measure length; equivalent lengths Add, subtract and compare lengths Measure and calculate perimeter Fractions Unit and non-unit fractions Mass and capacity Measure; compare; add; subtract; temperature	Fractions Making the whole; tenths; number lines Fractions of a set of objects; equivalent fractions Money Thai baht and other money Pounds and pence; add and subtract; give change Time Months; years; hours in a day Telling the time; am and pm; 24-hour clock Measure time in seconds; problem solving Shape Turns; angles; right angles; compare angles Measure and draw lines;horizontal; vertical; Parallel; perpendicular; recognise 2D and 3D shapes Statistics Pictograms bar charts and tables

Purpose of Study

The Year 3 Maths curriculum aims to establish a solid foundation in essential mathematical skills, including addition, subtraction, multiplication, and division. Students will explore fractions, measurement, and geometry while developing critical thinking and problem-solving abilities. Through engaging activities and practical applications, the curriculum fosters a positive attitude towards mathematics and builds confidence for future learning.

Aims

- **Develop Fluency in Arithmetic:** Ensure students gain confidence and accuracy in basic operations, including addition, subtraction, multiplication, and division, with a focus on understanding and applying place value.
- **Explore Fractions and Measurement:** Introduce and develop students' understanding of fractions and their ability to measure and compare lengths, weights, and volumes.
- **Understand Geometry:** Enhance students' spatial awareness and geometric reasoning by exploring shapes, their properties, and simple angles.

How Parents Can Help

- **Encourage Daily Practice:** Regularly practise basic arithmetic with your child, including addition, subtraction, multiplication, and division, using everyday objects or online games to make it engaging. This will help them build fluency and confidence in their calculations.
- **Explore Fractions in Real Life:** Use everyday activities to teach fractions, such as dividing food items like pizzas or cakes into equal parts. This practical approach will help your child understand fractions and their applications better.



SCIENCE

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Plants Parts of a plant and their functions, Plant dissection; Plant growth (plan and do); The stem and water transportation; Looking at seeds; Reproductive parts in plants; Pollination; Seed dispersal; Life cycle of plants	Rocks / fossils / soils Identify rocks; Group rocks; Test rocks; Local rock survey / Explore fossils; Fossil formation / Explore soil; The importance of soil; Soil experiment	Forces / magnets Explore forces; Friction; Friction experiment / Magnets; Magnetic and non-magnetic materials; Investigate metals; North and South Poles
Skeletons / movement / nutrition and diet Identify and name bones in the human body; Functions of the skeleton; Identify and name bones in a range of animals; Animals with and without a spine; Are all skeletons the same? / Joints; How we move / Food groups; Understand the five food groups; Balanced diets; Compare diets; Animal diets	Light Light sources; The Sun; How we see; Shadows; Opaque, translucent or transparent?; Opaque, translucent or transparent?; Shadow experiment	Sustainability Projects to complete the year.

Purpose of Study

Science education aims to spark curiosity about the natural world and develop students' understanding of fundamental scientific concepts. Through investigation and experimentation, students learn to observe, question, and explain how things work, fostering a lifelong interest in science.

Aims

Students will;

- Life Processes: Identify and categorise living and nonliving things, understand basic life processes, and learn how living organisms are classified.
- Rocks: Explore the types of rocks and their formation, including rocks made from crystals and grains, and understand the structure of the Earth's layers.
- Friction and Movement: Investigate forces in action, compare surfaces to understand friction, and explore how friction affects movement.
- Green Plants: Study the parts of a plant, how plants grow, what they need for nutrition, and their reproductive processes.
- Soils: Learn what soil is made from, compare different types of soil, and understand the role of soil in supporting life.

- Magnets: Explore magnetic forces, differentiate between magnetic and non-magnetic materials, and test the strength of magnets and magnetic fields.
- A Healthy Diet: Understand the importance of a balanced diet, how different foods fuel our bodies, and how diet impacts health.
- Light: Learn about the sources of light, how we use light to see, the formation of shadows, and the principles of mirrors and reflection.
- Skeleton and Movement: Study the human skeleton, its function, and compare it with the skeletons of other animals to understand movement.

How Parents Can Help

- Life Processes: Discuss characteristics of living and non-living things and explore these concepts through observations at home or in nature.
- Rocks: Collect and examine different types of rocks, discuss their properties, and explore their origins.
- Friction and Movement: Conduct simple experiments with various surfaces to see how friction affects movement, such as sliding objects on different materials.
- Green Plants: Grow plants at home and observe their growth. Discuss the role of different plant parts and how plants need food and water.
- Soils: Examine soil samples from different places, discuss their composition, and investigate the life found within soil.
- Magnets: Use magnets to explore their properties and effects on various materials. Conduct simple experiments to test magnetic strength.
- A Healthy Diet: Involve children in meal planning and preparation, discuss the benefits of different foods, and practice making balanced meal choices.
- Light: Use everyday situations to discuss light sources, create shadows, and explore reflections with mirrors.
- Skeleton and Movement: Explore how bones support movement in the human body and compare with other animals' skeletons through videos or interactive resources.

Prior knowledge is not essential but last year students in Year 2 learned about Animals including humans, Use of Everyday Materials, Living Things and their Habitats and working scientifically.



WHOLE ME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Knowing and Looking After Me Recognising and managing feelings Identity and positive self-talk Digital and physical wellbeing Healthy routines Personal and emergency safety	People, Boundaries and Growing Families and caring relationships Friendship, kindness and empathy Personal boundaries and permission Privacy and safe touch Trusted adults Growing and changing	Making Wise Choices Difference, respect and belonging Contributing to our community Personal information and online safety Safe searching Needs, wants and spending Reflection and transition

Purpose of Study

The 'Whole Me' curriculum is designed to meet students where they are in their lives, supporting their academic, social, and pastoral development. It aims to provide an inclusive, progressive program that enhances student growth through engaging discussions and meaningful experiences. Through this curriculum, students explore essential aspects of self-image, identity, relationships, and decision-making, helping them navigate the modern world with confidence and responsibility.

Aims

Students will;

- Understand the importance of self-image and identity, promoting a positive and healthy self-concept.
- Develop awareness around online safety, including navigating risky situations and managing online relationships responsibly.
- Encourage balanced decision-making, both online and in real life, through lessons on screen time, spending money, and smart choices.
- Promote kindness and empathy through discussions on relationships, personal space, and respectful communication.
- Build resilience through the development of a growth mindset, mindfulness, and the ability to stay calm in challenging situations.
- Understand health and wellbeing through activities like Healthy Eating Week and World First Aid Day. Encourage students to care for themselves and others.

- Foster an understanding of global citizenship, allowing students to consider wider societal and personal issues, and develop critical thinking, global perspectives, and awareness to make safe and informed decisions.
- Align with the school's Learner Profile Characteristics, supporting the holistic development of students.

How Parents Can Help

- Engage in Open Discussions: Encourage regular conversations with your child about their thoughts and experiences related to self-image, online safety, and healthy relationships. Being open to their feelings and ideas will help them process their learning.
- Promote Global Awareness: Help your child stay aware of global issues and encourage them to think critically about their role as a global citizen. Discuss topics such as environmental conservation, societal responsibilities, and current events.
- Model Decision-Making: Show your child how to make informed and responsible decisions in everyday situations. Whether it's managing screen time or making smart spending choices, demonstrating good habits can help reinforce their learning.
- Encourage Volunteerism: Get your child involved in community service or volunteering. This helps them understand the importance of contributing to society and builds a sense of responsibility.
- Support Emotional and Digital Well-Being: Discuss the importance of mental health, mindfulness, and maintaining a balance between screen time and other activities. Help your child navigate digital spaces safely and ensure they understand the importance of kindness online and offline.



MANDARIN

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mandarin Programme A First		
拼音萌芽·字词初探 "核心：拼音基础 + 独体字认知 + 简单句式 标志课文：《天地人》《秋天》《江南》" 【拼音基础】 23个声母 (b p m f → zh ch sh r) 24个韵母 (单韵母 a o e → 复韵母 ai ei ui → 前鼻韵母 an en → 后鼻韵母 ang eng ing) 16个整体认读音节 (zhi chi shi ri → ye yue yuan) 四声调规则及标调位置 (如"i u 并列标在后") 【独体字认知】 数字类：一、二、三、十 人体类：口、耳、目、手 自然类：日、月、水、火 【简单句式】 陈述句："我是小学生。" 存在句："书包里有书。" 简单问句："你到哪里?"	阅读启航·表达发芽 "核心：偏旁识字 + 儿歌朗读 + 一句话写话 标志课文：《春夏秋冬》《小青蛙》《静夜思》" 【偏旁识字】 氵 (河、江)、艹 (花、草)、木 (树、林)、讠 (说、话) 能用偏旁归类法识记30个合体字 【儿歌朗诵】 正确流利朗读《四季》《比尾巴》等8首儿歌 背诵《悯农》《春晓》并理解大意 【一句话写话】 观察写话："我看见一只小鸟。" 想象写话："我想变成太阳。" 能正确使用"，""。"写15字以内句子	生活运用·自信绽放 "核心：生活识字 + 短文理解 + 口语交际 标志课文：《动物儿歌》《荷叶圆圆》《打电话》" 【生活识字】 交通：站、车、路、灯 家庭：爸、妈、姐、妹、哥、弟、妹、奶 文具：笔、铅笔、尺子、书 各生活场景主题汉字 【短文理解】 提取《小壁虎借尾巴》中"谁→干什么"信息 回答《要下雨了》中"燕子为什么低飞"等浅层问题 【口语交际】 自我介绍："我叫XX，今年七岁。" 礼貌请求："请问我可以借你的铅笔吗?"
Mandarin Programme A Foreign		
Numbers & Introductions Writing and pronouncing numbers from 1 to 10 Using common phrases 你好 Hello, 谢谢 Thank you, 再见 Bye Writing and pronouncing months and days Saying today's date (年、月、日) Say how old you are (你今年几岁/多大?) Greetings inside the classroom (老师你好! etc) Recognising and writing Chinese characters	Family Talking about family members (爸爸、妈妈、哥哥、姐姐、弟弟、妹妹 etc) Using personal pronouns (我 I, 他 he, 她 she) Common verbs '是 be (am, is, are), 有 have/has' Using measure word (个, 口) Compound Finals (ai, ei, ui, ao, ou, iu, ie, üe, er) Recognising and writing 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?" Single-Component Chinese character writing Recognising and writing Chinese characters
Culture Mid-Autumn Festival	Culture Lunar New Year	Culture Dragon Boat Festival

Mandarin Programme B Foreign		
Greetings & Introductions Using common phrases 你好 Hello, 谢谢Thank you, 再见 Bye Introducing oneself with " 我叫 My name is..." Writing and pronouncing numbers from 1 to 10 Asking and telling age Chinese Phonetics: Simple Finals (a, o, e, i, u, ü) and Tones Chinese basic strokes (一, 丨, 丿, 丶)	Family Talking about family members Using personal pronouns (我I, 他he, 她she) Common verbs '是be (am, is, are), 有have/has' Using measure word (个, 口) Compound Finals (ai, ei, ui, ao, ou, iu, ie, üe, er) Chinese basic strokes (丶, 丿, ㇏, ㇚)	Body Parts Talking about body parts (focus on the face) Using adjectives : 长long, 大 big, 小small, 高tall, 矮short Chinese Compound Finals (an, en, in, un, ün, ang, ong, ing, ong) Chinese character writing rules/stroke orders
Culture Mid-Autumn Festival	Culture Lunar New Year	Culture Dragon Boat Festival

Purpose of Study

A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read great literature in the original language.

Aim

- Understand and respond to spoken and written language from various authentic sources.
- Speak with increasing confidence, fluency, and spontaneity, finding ways to communicate effectively and improving pronunciation and intonation.
- Write at varying lengths for different purposes and audiences, using a range of grammatical structures.
- Develop an appreciation of a range of writing in the target language.

Mandarin Curriculum

Greetings & Introductions

- Using common phrases like greetings and farewells.
- Introducing oneself with basic phrases.
- Write and pronounce numbers 1 to 10.
- Asking and telling age.
- Learning Chinese Phonetics: Simple Finals and Tones.

Family

- Talking about family members using appropriate vocabulary.
- Using personal pronouns and common verbs.
- Understanding and using measure words.
- Learning Chinese Phonetics: Compound Finals.

Body Parts

- Talking about body parts, focusing on the face.
- Using adjectives to describe body parts.
- Learning about Chinese Compound Finals and basic strokes.
- Practising Chinese character writing rules and stroke orders.

Culture

- Mid-Autumn Festival
- Lunar New Year
- Dragon Boat Festival

How Parents Can Help

- Speaking and Listening Skills: Encourage your child to practise speaking Mandarin phrases at home. Engage with their learning by asking them to teach you what they know, and practise together through songs and stories to support vocabulary acquisition.
- Writing and Reading Skills: Encourage your child to practise writing Mandarin phrases. Read together in Mandarin and discuss the meanings of words and expressions.
- Supporting the RST Learner Profile: Globally Minded: Discuss the importance of language learning and cultural diversity. Explore Mandarin-speaking cultures, and use language learning apps like Duolingo to practise the language together.



SPANISH

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Me and School Describing how I am feeling Self-Introductions - name, age, greetings Saying my age and birthday - Using 'tengo' Learning about phonics and pronunciation Describing what's in my pencil case (hay/tengo) Using colours as nouns and adjectives Learning about different events around the world	Poetry Unit Poems, poets and reciting poetry Brown Bear - Family, Animals & Colour Learning about animals - Using gender and number of nouns Describing animals - Using adjectival agreements Talking about my family and pets - Using negatives Learning to tell the Brown Bear Story	The Very Hungry Caterpillar Learning about healthy food - Using 'como / come' Saying what I eat in different days of the week Using articles 'el/los' Talking about unhealthy foods - Using 'un/una' Learning to tell the Hungry Caterpillar Story



Purpose of Study

A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read great literature in the original language.

Aim

- Understand and respond to spoken and written language from various authentic sources.
- Speak with increasing confidence, fluency, and spontaneity, finding ways to communicate effectively and improving pronunciation and intonation.
- Write at varying lengths for different purposes and audiences, using a range of grammatical structures.
- Develop an appreciation of a range of writing in the target language.

Spanish Curriculum

Me & School

- Describing how I am feeling using appropriate phrases.
- Self-introductions including name, age, and greetings.
- Saying age and birthday using "tengo".
- Describing what's in my pencil case using "hay/tengo".
- Using colours as nouns and adjectives.
- Learning about phonics and pronunciation.

Poetry Unit

- Exploring poems, poets, and reciting poetry.
- Learning about family, animals, and colours through the "Brown Bear" story.
- Describing animals using gender and number of nouns, and adjectival agreements.
- Talking about family and pets using negatives.
- Learning to tell the "Brown Bear" story.

The Very Hungry Caterpillar

- Learning about healthy food using "como / come".
- Saying what I eat on different days of the week.
- Using articles "el/los" correctly in sentences.
- Talking about unhealthy foods using "un/una".
- Learning to tell "The Very Hungry Caterpillar" story.

How Parents Can Help

- Speaking and Listening Skills: Encourage your child to practise speaking Spanish phrases at home. Engage with their learning by asking them to teach you what they know, and practise together through songs and stories to support vocabulary acquisition.
- Writing and Reading Skills: Encourage your child to practise writing Spanish phrases. Read together in Spanish and discuss the meanings of words and expressions.
- Supporting the RST Learner Profile: Globally Minded: Discuss the importance of language learning and cultural diversity. Explore Spanish-speaking cultures, and use language learning apps like Duolingo to practise the language together.

HUMANITIES

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
How do I find and describe places? Using cardinal directions and coordinates Continents and oceans Using maps to locate and describe places Identifying human and physical features Case study: Asia Introduction to fieldwork: sketch maps and land-use surveys Using geographical vocabulary to describe places	What was the ancient world like? Understanding BCE/CE and chronological order Locating ancient civilisations in time and place Ancient Egypt: society, beliefs and everyday life The Shang Dynasty: society, beliefs and everyday life Comparing Ancient Egypt and the Shang Dynasty Using artefacts and other historical sources to investigate the past Identifying similarities and differences between ancient societies	How diverse are the Americas? Locating North and South America Comparing the diverse landscapes of the Americas Identifying and comparing physical and human features Exploring climate, environments and natural resources Understanding how people use environments and resources Exploring Indigenous cultures and connections to place Significant people: Sacagawea and Juana Azurduy de Padilla

Purpose

In Humanities, we want pupils to explore how people and places are connected across time and space. By studying both history and geography, pupils learn to ask questions, weigh up evidence, and understand how ideas, power and environments shape human experience. Our aim is to develop critical and curious thinkers who can see the importance of responsibility, justice and sustainability in today's world.



Topic 1: Where do we live?

- Aims: To develop early geographical understanding of place, space and environment, and begin exploring scale, physical and human processes. Pupils practise geographical enquiry, communication and use of data.
- Key learning: Pupils begin to understand their local and global surroundings, using maps, symbols, scales and coordinates to make sense of place. They explore continents, oceans, and Asia in particular, developing an awareness of how physical and human processes interact.
- How parents can help: Encourage map-reading at home, identify locations on a globe, discuss different types of landscapes or places they visit.

Topic 2: What was the ancient world like?

- Aims: To introduce pupils to historical enquiry, chronology, and the study of early civilisations, exploring similarities and differences across time.
- Key learning: Pupils compare Ancient Egypt and the Shang Dynasty, studying artefacts, religion, and social structures. This helps them understand how societies develop, the importance of innovation, and how historical evidence can be interpreted.
- How parents can help: Visit museums, explore stories from ancient civilisations, discuss the role of artefacts and what they tell us about daily life.

Topic 3: How diverse are the Americas?

- Aims: To explore trade, cultural exchange and social justice in different landscapes; develop understanding of place and human-environment interaction.
- Key learning: Pupils investigate physical features, natural resources, and cultural identity across the Americas. They begin to understand the significance of trade and how societies adapt to their environment, fostering early critical thinking about diversity.
- How parents can help: Look at maps together, discuss different cultures, explore local or global trade examples.



MUSIC

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Keep the Beat: Unit Summary This unit explores fundamental musical concepts through movement, singing, and playing. Key Ideas: Beat vs. Rhythm: Understanding the steady pulse (beat) and the patterns of sound (rhythm) and metre. Tempo: The speed of music, using terms like Allegro (fast) and Adagio (slow). Dynamics: The volume of music, using Forte (loud) and Piano (soft). Unison: Playing or singing together at the same time. Musical Phrases: Using Call and Response. Students will develop a strong sense of rhythm and gain confidence in their musical abilities through hands-on activities.	Pitch Perfect: Unit Summary This unit uses the recorder to help students understand musical notation and how to read music. Building on their skills from the "Keep the Beat" unit, students will discover how pitch and rhythm work together to create melodies. Key Ideas: Pitch: understanding high, low pitch. Students will learn to recognize high, low, rising, and falling notes. Visually and aurally. Reading Music: Students will learn to read and play music from a staff. Drone: A steady, continuous tone that stays the same, used to support other melodies. Used to support improvisation and ensemble pieces. Musical Performance: Students will have opportunities to play solos, echo other players, and play together as an ensemble. Through playing the recorder and classroom percussion and engaging in hands-on activities, students will build confidence in reading and performing music.	Instruments of the Orchestra: Unit Summary This unit explores the instruments of the orchestra, focusing on how they're classified, how they produce sound, and their place in musical history. Key Ideas: Instrument Families: Students will learn to group instruments into families (e.g., strings, woodwind, brass, percussion) based on their sound production. Timbre: We'll explore this musical concept, which refers to the unique sound quality or "color" of each instrument. Aural & Visual Identification: Through listening and visual examples, students will learn to identify a wide range of orchestral instruments by both sight and sound. Musical Analysis: Students will begin to develop skills to analyze orchestral music and understand how different instruments are used to create specific effects. History: We'll learn about the development of the orchestra, from its early beginnings to the large ensembles of the 20th century. Practical Application: The unit includes hands-on activities, such as playing melodies from famous orchestral pieces and building simple instruments to explore different sound-making techniques.

Purpose of Study

Music is a universal language that fosters creativity, self-confidence, and achievement. A high-quality music education inspires a love of music, enabling pupils to compose, perform, and critically engage with music across various genres and traditions.

Aims

- Perform, listen to, and evaluate music from diverse historical periods, styles, and cultures.
- Sing, use voices, compose, and learn musical instruments, progressing in musical excellence.
- Understand and explore music creation, production, and communication through pitch, dynamics, tempo, and notation.

Curriculum Overview

Singing

- Sing unison songs of varying styles.
- Explore dynamics (forte, piano) and use solfa, time names, and lyrics.
- Maintain a steady beat through movement or clapping.

Listening

- Develop skills in listening, singing, and score analysis.
- Recognise and notate music heard.

Composing

- Improvise and compose using untuned percussion and rhythmic notation.
- Create original melodies, ternary compositions (ABA), and rhythmic ostinatos.

Performing

- Perform melodies following staff notation.
- Copy melodic phrases accurately and explore tempos (Allegro, Adagio).
- Perform in groups or individually.

Notation

- Introduce basic musical notation (stave, clef, crotchets, quavers).
- Read, write, and sing short melodic phrases.
- Work within the Key of F, progressing to G.

How Parents Can Help:

- Enrol your child in choir or music lessons.
- Encourage singing and playing songs learned at school.
- Attend and discuss live music events.
- Explore diverse music styles and cultures together.

ART

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Theme: Mexican Day of the Dead Clay, mixed media Focus: Day of the Dead, traditional Mexican arts and crafts	Theme: Basquiat Mixed media, Oil Pastels, painting Artists/focus: Basquiat	Theme: Collaborative Art Mixed-media Artist: Various Contemporary artists

Purpose of Study

Art serves as a therapeutic outlet, promoting self-reflection, resilience, and a sense of identity. It fosters collaboration, communication, and cultural awareness, helping students succeed in a globalised world.

Aims

Art education nurtures creativity, critical thinking, and emotional intelligence. It empowers students to become lifelong learners and engaged citizens, who appreciate beauty, think critically, empathise deeply, and contribute meaningfully to their communities.

Curriculum Overview

Theme: Mexican Day of the Dead

- Focus on clay, collage, pattern,
- Artists: Traditional Mexican folk art

Theme: Basquiat

- Explore oil pastels, collage, mixed media
- Artists: Basquiat

Theme: Castles and Dragons

- Exploring drawing and book illustrators
- Focus: Illustration

How Parents Can Help

Encourage and celebrate your child's interest in art to enhance their creativity and overall development. Providing a sketchbook and basic drawing materials can help them explore, experiment, and express their imagination freely.

DRAMA

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Introduction to Drama Confidence building Whole class drama Responding, Making, Performing, Evaluating Still Image Narration Director Actor	Movement and Mime Mime (simple, precise, exaggerated, clear, slow) Mirroring Cannon Choreography Movement/dance	The Forest Child Exploring a story through drama Plot Developing characters Creating mood/atmosphere Soundscape

Purpose of Study

Year 3 drama fosters creativity, imagination, and self-expression, developing students' confidence, communication skills, and collaboration in a fun, engaging environment.

Aims

- Create and perform improvised and scripted scenes.
- Use voice and movement to express ideas.
- Collaborate on original drama pieces.
- Understand basic theatrical elements (character, plot, setting).
- Analyse and respond to performances.
- Appreciate drama as communication and entertainment.

Curriculum Overview

Introduction to Drama

- Confidence-building through whole-class activities.
- Responding, making, performing, and evaluating.
- Techniques: Still image, narration, actor and role of the director.

Movement and Mime

- Explore mime: simple, precise, exaggerated, clear, slow.
- Techniques: Mirroring, cannoneering, choreography.
- Develop understanding of an actor's movement and dance.

The Forest Child

- Explore a story through drama.
- Focus on plot, character development, and mood creation.
- Techniques: Soundscape and atmosphere building.

How Parents Can Help

- Encourage participation in drama activities at home and school.
- Attend live theatre performances and discuss them.
- Engage in role-play games and storytelling to spark imagination.

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: Swimming 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	In Season Sports	In Season Sports	In Season Sports
Football	Basketball	Netball	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.

THAI PROGRAMME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Thai Language Usage This term, students will learn basic consonants and long vowels. They will focus on groups of consonants and their tones, and practice reading and writing words with those vowels, understand vocabulary, and develop reading comprehension.	Thai Language Usage This term, students will learn short and combined vowels. They will practise reading and writing words with those vowels, understand vocabulary, and develop reading comprehension.	Literature: แก้วหน้าม้า In this term, students will learn about the children's folk tale called "Kaew Naa Maa", learning about analysing main characters and morals from the story. We will focus on key grammatical structures such as transformed vowels, special words and final letters. They will practise reading a short story and writing a simple paragraph.
Literacy focus Based sound consonants Tones of 3 groups of consonants Long vowels 1 (อา อี อุ โอ ออ) and final letters Long vowels 2 (เอ แอ เอ) and final letters	Literacy focus Short vowels (อะ,เอะ,แอะ,อุ,อี,โอะ,เอะ,อำ,โอ,ใ,เอา) Combined vowel (เอีย,เอือ,อัว) Transformed vowels and final letters Special vowel: ss Special words: มัน/บส Reading a story book: หมาป่าไม่รู้จักพอ	Literacy focus Morals from the story -Characters (good/bad) -Consequences Learn about Thailand in the past -Thai way of life The King and his power Characteristics of Thai people
Thai culture and events Wai Kru Loy Krathong	Thai culture and events Songkran	Literacy focus Leading consonant (ค นำ, อ นำ ย) The group of the final letter (น, ด, บ, ก) Silent sound
Thai for Non-Thais		
Thai Culture Wai Kru ceremony Loy Krathong festival	Thai Culture Songkran Festival	Myself Talk about myself Family Introducing others
Sawasdee! Introduce yourself Sawasdee, Khorbkhun, Khorthod Greeting, taking leave Numbers (1-20)	Colours and Classroom commands Colours Classroom commands Useful verbs	

Purpose of Study

Year 3 Thai education focuses on teaching students foundational skills to read and write simple sentences fluently and correctly, with an emphasis on proper spelling, tone marks, and basic sentence construction.

Aims

- Read and write short sentences correctly and fluently.
- Learn proper spelling and tone marks usage.
- Enhance communication skills and creative thinking through journal writing.
- Develop comprehension by reading short stories.

Curriculum Overview

Term 1: Thai Language Usage

- Focus: Base consonant sounds, long vowels, tones, and final letters.
- Literacy: Practice reading and writing words with long vowels (อา อี อุ โอ ออ, เอ แอ เอ).

Term 2: Thai Language Usage

- Focus: Short vowels, combined vowels, transformed vowels, and special words.
- Literacy: Practice with short vowels (อะ, เอะ, แอะ, อุ, อี, etc.) and combined vowels (เอีย, เอือ, ัว).

Term 3: Literature - แก้วหน้าม้า

- Focus: Analysing main characters, morals, and grammatical structures from the folk tale "Kaew Naa Maa".
- Literacy: Practise reading short stories and writing simple paragraphs.

Thai Culture and Events:

- Wai Kru, Loy Krathong, Songkran.

How Parents Can Help

- Reading: Engage with simple stories, read together daily, discuss the stories to ensure comprehension.
- Spoken Language: Use simple phrases, encourage daily conversation, and practise polite greetings.
- Writing Practice: Encourage writing short sentences, maintain a daily journal, and practise Thai letters and vowels regularly.



COMPUTING

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Tech setup Setting devices to be secure, appropriate and time efficient	Hopper & Lovelace: Stories in Blocks Conclusion of Stories in Blocks	Jobs & Wojcicki: Pixels on Pages Conclusion of Pixels on Pages
Hopper & Lovelace: Stories in Blocks Introduce basic algorithms with a creative purpose	Jobs & Wojcicki: Pixels on Pages Introduces desktop publishing and the role AI can have as a creative assistant	Hopper & Lovelace: Best in Blocks Introduces sequencing, selection and iteration for the first time in a block based coding environment

Purpose of Study

Computing education develops technical skills, problem-solving abilities, and creativity in digital contexts.

Aims

Students will;

- Securely set up devices.
- Create and conclude stop motion animations.
- Program and debug animations.

How Parents Can Help

- Encourage safe and appropriate use of technology.
- Support creativity in animation projects.
- Discuss coding concepts and encourage problem-solving in digital tasks.



DESIGN AND TECHNOLOGY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Health and safety Introduction to machines and tools Small project based drawing and making skills, including paper, card and plywood Introduction to hand tools through flat flat-edge jigsaw project. Focus on hand tools Introduction to nets, packaging and graphics Measuring - using a ruler and units of measurement.	Introduction to project work in Design and Technology through the 'Modular Soap-dish' project Modular 3D printed soap dish and hand cast soap Design skills and introduction to digital design skills and development of product skills using a card test / prototype model Developing skills focus on manufacturing.	Continuation working towards completion of modular soap dish and soap casting Manufacture - hand tools and CAD CAM (Tinkercad and 3D printing), evidencing and evaluation Bookmark project if soap dish completed

Purpose of Study

Design and Technology is an inspiring and practical subject that encourages creativity and problem-solving. Students design and make products that address real problems, integrating knowledge from mathematics, science, engineering, computing, and art. They develop practical skills, critical thinking, and an understanding of design's impact on daily life and the wider world.

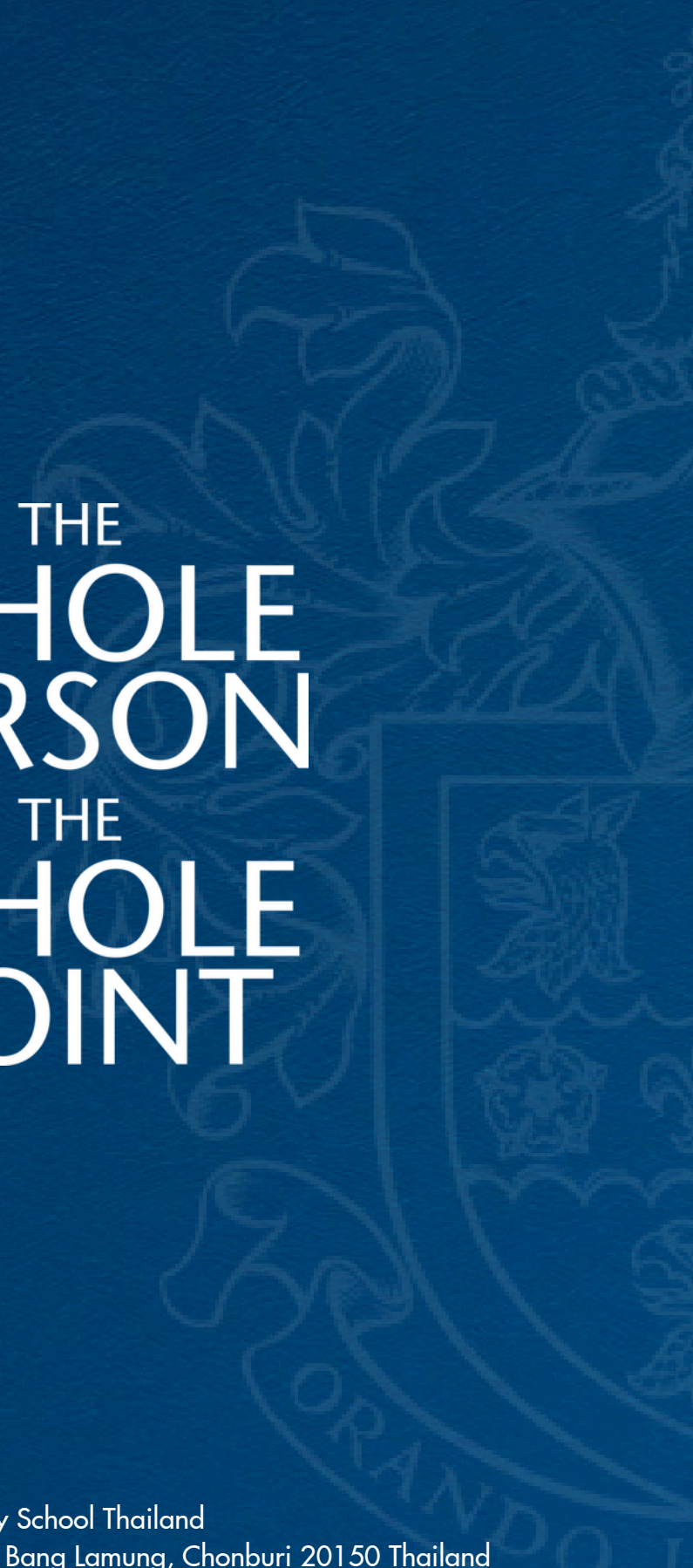
Aims

Students will;

- Develop creative, technical, and practical expertise for everyday tasks and an increasingly technological world.
- Design and make high-quality prototypes and products for diverse users.
- Critique, evaluate, and test their own and others' designs.

How Parents Can Help

- Engage with Work: Show interest in class projects, review work on Google Classroom, and discuss their designs.
- Practice Skills: Encourage sketching design ideas and using CAD apps like Tinkercad. Access resources on the D&T website for support.
- Practical Play: Promote practical activities like building with LEGO, cooking, or crafting. Engage in paper folding and other hands-on projects.
- Share Experiences: Have children create posters about their practical activities and visits to inspiring places.
- Explore the World: Discuss observations from family trips and daily experiences to enhance their understanding of design in the real world.



THE WHOLE PERSON THE WHOLE POINT

Rugby School Thailand
7/2 Moo 2, Khao Mai Kaew, Bang Lamung, Chonburi 20150 Thailand
+66 (0) 33 141 800
www.rugbyschool.ac.th