RUGBY SCHOOL
THAILAND



YEAR 5

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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

Fantasy Fiction — Varjak Paw

- Character description using Alan Peat 2Ad and BOYS sentences
- Building tension with DADWAVERS adverb openers and 'the more, the more' sentences
- Comparing settings using multi-sensory description
- Inference from word choice and characters' actions
- Writing in role: letter/postcard home, fact vs belief
- Dialogue punctuation and BOYS compound sentences
- Villain description; dialogue conveying character through speech verbs and adverbs
- Relative clauses (who, whose, which, that)
- Planning an adventure narrative, 'if, if, if, then' sentences
- Varied sentence length for suspense; evaluating story endings
- VIPERS comprehension throughout

RWI Spelling Y5

TERM 2

Instructions and Explanations — Changing Technology

- Following written instructions to complete a task; comparing outcomes
- Writing simple instructions using time adverbs for cohesion
- Evaluating instruction texts and identifying features (escalators, using a telephone safely)
- Introducing explanations; adverbs for cause and contrast
- Explanation text features; researching and note-taking
- Using parenthesis — brackets, commas and dashes — for extra information
- Explaining a process so the reader understands how/why something happens
- Revising explanation features; planning and performing product pitches
- Writing formal explanations: present tense, 3rd person, technical/impersonal language
- Stories from Faraway
- Cloud Tea Monkeys: inferring a faraway setting, predicting plot events, analysing character through vocabulary choices, researching fair-trade issues
- Expanded noun phrases to convey complicated information concisely
- The Mysterious Traveller: persuasive language, tension, evaluating story endings
- Relative clauses to build powerful, detailed description

RWI Spelling Y5

TERM 3

Reports — Survivors (Chronological Reports)

- Reading and discussing survival tales; identifying what makes a report 'extraordinary'
- Recapping chronological report features (time order, past tense, technical language, cohesive devices)
- Comparing personal vs impersonal report writing
- Summarising main events using a timeline
- Writing a personal chronological report
- Cohesion within and across paragraphs — adverbials and conjunctions
- Identifying and collecting cohesive devices from a model text
- Editing for cohesion
- Planning and writing a cohesive group report for a children's newspaper

RWI Spelling Y5

Purpose of Study

The Year 5 English curriculum aims to develop students' ability to express ideas creatively and analytically through various genres. It focuses on enhancing comprehension, writing skills, and literary analysis, encouraging students to engage with texts in diverse and meaningful ways.

Aims

The goal is for pupils to:

- Entertain: Create engaging narratives using descriptive writing and myth-making.
- Inform: Conduct research, take notes, and summarise information effectively.
- Analyse: Understand and analyse literary features, including character motivation, figurative language, and narrative structure.

How Parents Can Help

- Reading and Analysis: Encourage reading a variety of genres and discussing themes, characters, and plot structures. Engage in activities that explore different perspectives and narrative styles. Help build independent reading habits where students are reading for personal enjoyment and to gather information.
- Writing Practice: Support creative writing exercises and provide feedback on narrative and descriptive writing. Practice summarising and note-taking skills.
- Spelling and Grammar: Review spelling and grammar using programs like 'No-nonsense' and ensure that students understand and apply these skills in their writing.



MATHEMATICS

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Place value numbers to 1,000,000 Roman numerals Read and write numbers to 1,000,000 Powers of 10 10, 100, 1000, 10000, 100000 more or less Partition; number lines; compare and order Round within 1,000,000 **Add and subtract with more than four digits** Mental strategies; round to check answers Inverse operations; multi-step problems Compare calculations; find missing numbers **Multiply and divide** Common multiples; common factors Prime, square and cube numbers Multiply and divide by 10, 100 and 1000 Multiples of 10, 100 and 1000 **Fractions** Equivalent fractions Convert improper fractions and mixed numbers Add and subtract proper fractions Add and subtract mixed numbers	**Multiply and divide 4-digits by 2-digits** Chaperon Rouge **Fractions** Mixed numbers and improper fractions Number sequences; compare and order Add and subtract fractions Multiply fractions by an integer Multiply mixed numbers by an integer Fraction of an amount; use fractions as operators Problem solving **Decimals and percentages** Decimals up to 3 decimal places Rounding decimals; order and compare Understand percentages FDP equivalence **Perimeter and area** Estimating area, area of rectangles and compound shapes Perimeter of polygons and rectilinear shapes **Statistics** Read, interpret and draw line graphs Read and interpret tables; two way tables Timetables	**Poetry** Measure and draw angles with a protractor Angles on a straight line and around a point Lengths and angles in shapes Regular and irregular polygons Reasoning about 3D shapes **Position and direction** Position in the first quadrant Translate and reflect with coordinates **Decimals** Add and subtract decimals; decimal sequences Multiply and divide by 10, 100, 1000 **Negative numbers** **Converting units** Kilograms and kilometres; millimetres and millilitres Metric and imperial units Converting units of time; timetables **Volume** Estimate and compare volume and capacity

Purpose of Study

The Year 5 Maths curriculum aims to expand students' knowledge of numbers, including decimals and percentages, and enhance their understanding of fractions, ratios, and proportions. Pupils will develop proficiency in more advanced arithmetic, geometry, and statistical concepts. The curriculum emphasises critical thinking and application, preparing students for increasingly complex mathematical challenges.

Aims

- Enhance Numerical Skills: Develop proficiency with larger numbers, including operations with decimals and percentages, and strengthen understanding of place value and rounding.
- Explore Fractions, Ratios, and Proportions: Deepen knowledge of fractions, including addition and subtraction, and introduce concepts of ratios and proportions.
- Advance in Geometry and Data Handling: Explore complex properties of shapes, volume, and angles, and develop skills in interpreting and presenting data through various graphs and charts.

How Parents Can Help

- Practice Decimals and Percentages: Work with your child on converting between fractions, decimals, and percentages using real-life examples, such as calculating discounts during shopping or understanding prices and quantities.
- Solve Word Problems Together: Encourage your child to solve word problems by discussing the steps involved and working through problems together. This will improve their problem-solving skills and ability to apply mathematical concepts in context.





SCIENCE

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Properties of materials / changes to materials Test materials (magnetic, transparency and hardness; electrical conductivity); insulating heat experiment; Uses of everyday materials - plastic, wood and metal / Dissolving; Separate materials - filtering and sieving; Solutions and evaporating; Reversible changes; irreversible changes - burning and acid.	Animals including humans The human life cycle; Babies and children; Adolescence and puberty; Adults and the elderly; Gestation periods of mammals; Gestation periods and lifespan	Earth and space The Solar System; The planets; Modelling; Motion of the Earth and planets; The Solar System - ideas over time; Planet Earth; Night and day; The Moon
Life cycles Life cycles of mammals; Life cycles of amphibians (frogs); Life cycles of insects; Life cycles of birds	Forces Friction; Air resistance; Parachute experiment; Water resistance	Light and sight (Y6) How we see; Light and straight lines; Shadow formation; Shadow experiment; Refraction; Explore light

Purpose of Study

The Year 5 Science curriculum aims to deepen students' understanding of the natural world through exploration of life cycles, forces, materials, and changes. It encourages scientific inquiry, critical thinking, and practical skills in conducting experiments and interpreting results.

Aims

- Students test materials' properties, explore dissolving, separating, reversible and irreversible changes, linking these to everyday uses of materials.
- Students study life cycles of mammals, amphibians, insects, and birds, recognising patterns and differences in growth, development, and reproduction.
- Students explore human life stages, from birth to old age, and compare gestation periods and lifespan across different mammals.
- Students investigate friction, air and water resistance through experiments, developing understanding of forces and their effects on motion.
- Students explore planets, Earth's motion, Moon phases, and day and night, while learning how models and ideas about the Solar System have changed.
- Students learn how light travels, how shadows form, and how refraction affects vision, using practical experiments to support understanding.
- Students develop deeper scientific understanding through experiments, inquiry, and critical thinking, exploring forces, life, materials, space, and light in meaningful contexts.

How Parents Can Help

- Properties of materials / Changes to materials: Encourage children to notice different materials at home, discuss why they're chosen, try safe dissolving or filtering experiments, and talk about reversible and irreversible changes such as melting butter or burning toast.
- Life cycles: Observe animals, insects, or plants together, discuss their life stages, compare similarities and differences, and link to pets or wildlife documentaries.
- Animals including humans: Talk about human growth and change in a supportive way, compare baby photos, discuss healthy lifestyles, and explore how different animals grow and reproduce.
- Forces: Notice forces in action during play or sports, test friction on different surfaces, make simple parachutes, and discuss air or water resistance.
- Earth and space: Stargaze together, use apps or books to explore planets, notice the Moon's phases, and talk about why we have day and night.
- Light and sight: Explore shadows indoors or outdoors, use a torch to test light paths, try simple refraction with water and glass, and discuss how we see.

Prior knowledge is not essential but last year students in Year 4 learned about: the variety of living things; caring for the environment; food chains; teeth and digestion; states of matter.



WHOLE ME

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Choosing What Supports My Wellbeing Coping positively with change Basic life support Bullying and being an upstander Stereotypes, equality and inclusion Strengths, identity and belonging Understanding and supporting mental health Sun safety Body confidence and online media	Relationships, Boundaries and Growing Up Healthy and inclusive friendships Empathy and compassion Peer influence and assertive communication Changing friendships Privacy and personal boundaries Physical and emotional changes during puberty Human reproduction	Media, Rights and Responsible Choices Setting realistic goals Making balanced media choices Screen use and wellbeing Digitally altered images and videos Children's rights and online privacy Advertising, influencers and spending Reflection and transition

Purpose of Study

The Year 5 'Whole Me' curriculum focuses on empowering students to understand their personal strengths, set realistic goals, and navigate the challenges of growing up, including physical changes during puberty. The curriculum also covers topics related to digital health and wellbeing, human reproduction, mental health, and maintaining positive relationships. Through discussions and activities, students learn to form healthy friendships, understand empathy and compassion, and make informed choices about their digital and personal lives.



Aims

Students will;

- Set realistic goals and understand how personal qualities and strengths support achievement.
- Learn about puberty and human reproduction, using correct terminology to understand differences between male and female bodies.
- Recognise the impact of screen time on wellbeing and apply strategies to balance online and offline activities.
- Understand how photos and videos can be digitally altered and why people may edit images.
- Learn what information is safe to share online and how to protect privacy in digital spaces.
- Develop empathy and compassion in relationships. Build healthy, inclusive friendships based on mutual respect.
- Recognise peer influence and practise strategies, such as assertive communication, to manage peer pressure.
- Understand the importance of mental health, self-care, and sun safety, maintaining both physical and emotional wellbeing.
- Prepare for transitions by connecting with Year 6 tutors and taking part in health and safety activities, including World First Aid Day and Anti-Bullying Week.

How Parents Can Help

- Support Goal Setting: Encourage your child to set realistic goals, link them to their strengths, and celebrate progress, big or small.
- Promote Digital Wellbeing: Discuss healthy screen time using the What? When? How Much? framework, and explore ways to balance online and offline life.
- Open Conversations about Puberty: Talk openly about physical changes, using correct terminology, and reassure your child as they ask questions and share feelings.
- Model Positive Online Behaviour: Teach the value of privacy, safe sharing, and recognising the risks of edited or misleading online content.
- Encourage Positive Relationships: Model empathy and compassion, and guide your child in building inclusive, supportive friendships.
- Discuss Peer Influence: Help them understand peer pressure and practise assertive strategies, such as exit plans and confident communication.
- Support Mental Health: Normalise conversations about mental health, encourage self-care and mindfulness, and show them how to seek help when needed.

MANDARIN

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Mandarin Programme A First		
观察奠基·读写启航 "核心：字词进阶 + 段落理解 + 观察写作 标志课文：《大青树下的小学》《不懂就要问》《山行》《秋天的雨》《总也倒不了的老屋》《一块奶酪》《搭船的鸟》《富饶的西沙群岛》《鹿柴》《大自然的声音》" " **【字词进阶】** • 形声字归类：晨（日+辰）、绒（纟+戎）、汉（氵+又）、渔（氵+鱼）、辈（车+非） • 多音字/近义词辨析：背（bēi / bèi）、例（lì / lèi）、扇（shān /shàn）、乐（yuè / lè） • 动词积累：搬、抬、推、舔（团队协作动词）、冲、飞、衔、吞（连续动作描写） • 修辞词汇：拟声词（哗哗、啾啾、沙沙）、比喻词 • 成语/四字词：吱吱呀呀(AABB)、自言自语(ABAC)、五光十色、成群结队" " **【段落理解】** • 中心句定位：总结句、总起句 • 结构分析：总分结构、由远及近 • 逻辑关系："因为…所以…"、"虽然…但是…" **【观察写作】** • 句式仿写：比喻+颜色；"有的…有的…有的…"（排比句）	表达深化·文化浸润 "核心：复述策略 + 说明文写作 + 文化探究 标志课文：《司马光》《绝句》《燕子》《守株待兔》《清明》《纸的发明》《花钟》《我变成了一棵树》" " **【复述策略】** • 情节排序：砸缸救人事件（起因→经过→结果）。 • 人物语言复述：模仿司马光冷静的语气。 • 寓言复述模板：农夫偶得兔子→放弃耕种→饿肚子（用"因为…所以…"连接）。 • 道理总结：复述后补一句"这个故事告诉我们_____"。 • 想象类复述：按"变形→遭遇→解决"顺序。" " **【说明文写作】** • 流程说明：用"首先…接着…最后…"写造纸步骤。 • 对比说明：对比龟甲、竹简、纸的特点。 • 时间顺序说明：按开花时间列表。 • 拟人化说明：仿写"花朵____时，仿佛在___"。 • 外形分段说明：羽毛→翅膀→尾巴。"	思辨应用·综合提升 "核心：语言思辨 + 生活写作 + 复习专项 标志课文：《肥皂泡》《我们奇妙的世界》《海底世界》《慢性子裁缝和急性子顾客》《漏》" " **【语言思辨】** • 辩论议题："慢性子和急性子谁的做法更合理？"（结合生活实例分析利弊） • 成语拓展：联系"欲速则不达""三思而后行"等。 • 逻辑推理：分析"漏"的误会链（老虎→贼→老婆婆的话），绘制因果关系图。 • 科学思辨：对比"课文中的海底"与"现实海洋污染现状"（培养环保意识）。" " **【生活写作】** • 实验记录：按"准备→操作→结果"写《吹泡泡实验报告》（用"先…然后…最后…"）。 • 观察日记：记录家庭或校园中的"奇妙发现"（如"雨后蜘蛛网上的水珠"）。 • 对话写作：设计"快与慢的冲突"情景对话（如"催促慢吞吞的同学"）。" " **【复习专项】** • 易错字巩固： 1)形近字辨析 2)多音字强化

• 观察迁移：仿写"我观察到_____的_____"(动物外形+动作)；用"听到...看到..."记录校园一角的声音与光影 • 生活实践：设计"公平分配班级任务"方案（表格+规则)；制作"自然声音收集卡"(地点+声音+拟声词) • 创意表达：写"第N个求助者"故事情节；用落叶拼贴"我的自然之书"并配文"	**【文化探究】** • 传统文化：体验古法造纸， 讨论"没有纸的时代如何记录"。 • 科技影响：联系现代电子书，辩论"纸会被取代吗？"。 • 品德教育：从"砸缸"探讨中国传统智慧与临危不乱。 • 成语演变：拓展"刻舟求剑""缘木求鱼"等同类型寓言。"	• 段落理解与阅读策略复习： 1) 中心句定位 2) 说明文结构 3)寓言/童话逻辑 • 写作专项复习 1) 观察日记格式 2) 想象类作文框架 3) 说明文技巧"
Mandarin Programme A First		
Greetings & Ask for permission Time Daily Routine **MMX Reading books:** 1.Number race 2.Birthday party 3.Sit down 4.Monkeys on an outing Recognising and writing Chinese characters	School Bag Items & Colours Classroom Items & Furniture **MMX Reading books:** 5.Little horse takes a photo 6.washroom 7.Halloween Recognising and writing Chinese characters	Professions Money and Price **MMX Reading books:** 8.Where is little mountain goat 9.Naughty Hamster 10.Big boy Recognising and writing Chinese characters
Culture Mid-Autumn Festival	Culture Lunar New Year	Culture Dragon Boat Festival
Mandarin Programme B Foreign		
Greetings & Ask for permission Formal and informal greetings Asking for permission and favours using 可以……吗? Responding using 可以 / 不可以 Time Numbers and time Telling the time to minute Usage of "two两, minutes, half an hour, now" Daily Routine Common daily activities Sentence structure [Subject + Time + Verb]	School Bag Items & Colours Identifying and naming common school bag items Describing school bag items using colours Using 书包里有…… to say what is inside the school bag Using 笔在书包里 to describe the location of an object Classroom Items & Furniture Identifying and naming common classroom items and furniture Describing classroom items and furniture Using prepositions 在、上、下、里面 to describe the location of objects	Professions Identifying and naming common jobs Asking and answering questions using the [A 不 A] structure Describing someone's profession using the 是 sentence structure Money and Price To know about Chinese currency Asking and answering "How much?" Numbers and measure words Simple shopping conversations
Culture Mid-Autumn Festival	Culture Lunar New Year	Culture Dragon Boat Festival

Purpose of Study

A high-quality Mandarin education should ignite curiosity and deepen pupils' understanding of the world. It aims to enable students to express their ideas and thoughts in Mandarin, understand and respond to native speakers, and communicate effectively for practical purposes. It also provides opportunities for pupils to engage with Mandarin literature and explore diverse ways of thinking.

Aims

The goal is for pupils to:

- Understand and Respond: Comprehend and react to spoken and written Mandarin from various authentic sources.
- Speak with Confidence: Communicate with increasing fluency and spontaneity, improving pronunciation and intonation.
- Write Effectively: Write for different purposes and audiences using learned grammatical structures.
- Appreciate Mandarin Writing: Discover and appreciate a range of writing in Mandarin.

Curriculum Overview

- Dates and Birthdays: Learn to talk about dates, months of the year, and birthdays.
- Countries and Nationalities: Name different countries, introduce one's nationality, and discuss the languages spoken in various countries.
- Transportation and Travel: Identify different transport vocabulary, describe how you got to school, and use the verb for taking vehicles "坐".

How Parents Can Help

- Speaking and Listening Skills: Encourage practising Mandarin phrases at home. Engage in discussions about their learning, ask them to teach you what they know, and practice songs and stories together to enhance vocabulary.
- Writing and Reading Skills: Support writing practice by having your child write Mandarin phrases. Read together and discuss meanings to build comprehension.
- Globally Minded: Highlight the importance of learning languages and cultural diversity. Explore Mandarin-speaking regions, learn about their cultures, and use apps like Duolingo for additional practice.

Additional Focus

Mandarin-Specific:

- Ask for Permission: Practise using question particles like '吗' and phrases like "Can I……? May I……? 我可以……吗？".
- Daily Conversation: Engage in daily conversation practice and respond to requests with "yes" or "no" (可以，不可以).
- Cultural Aspect: Learn about Chinese culture, including celebrations like Lunar New Year.
- Chinese Basics: Revise Chinese finals and initials, and practise basic strokes.

SPANISH

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Review - Self and In the classroom Introductions and greetings Basic: Self, age Classroom (language and items) Talking about my family What do you look like? Describing my character and others - Using intensifiers Describing my hair and eyes - using 'tengo / tiene' Describing myself and others - using 'ser' Christmas traditions	What do you wear? Describing the clothes I wear - Using the verb 'llevo' Using the connective 'when' Talking about free time activities - Using 'hago/juego/práctico' Describing my clothes for different sports I practise - using adjectives ending in -o/-a and plurals Using 'salir / hacer'	Routine and home Explaining what you normally do -reflexive verbs. Rooms in the house, saying what you do in different parts of the house.

Purpose of Study

A high-quality Spanish education should spark curiosity and deepen pupils' understanding of the world. The teaching aims to enable students to express their ideas and thoughts in Spanish, understand and respond to native speakers, and communicate effectively for practical purposes. It also offers opportunities to explore new ways of thinking and read great literature in the original language.



Aim

The goal is for pupils to:

- Understand and Respond: Comprehend and react to spoken and written Spanish from various authentic sources.
- Speak with Confidence: Communicate with increasing fluency and spontaneity, improving pronunciation and intonation.
- Write Effectively: Write for different purposes and audiences using learned grammatical structures.
- Appreciate Spanish Writing: Discover and appreciate a range of writing in Spanish.

Curriculum Overview

- Introductions and Greetings: Basic self-introduction, age, and classroom language.
- Describing Daily Routine: Using sequencing words to describe daily activities.
- Classroom Items: Language related to classroom items and interactions.
- Clothing and Personal Appearance: Describing clothes using 'llevo' and physical appearance using 'tengo / tiene'.
- Talking About Mealtimes: Using time markers to discuss meal times.
- Family and Personal Characteristics: Describing family members, personal characteristics, and using intensifiers.
- Daily Activities: Talking about daily activities with 'voy al / a la' and free-time activities with 'hago/juego/practico'.
- Christmas Traditions: Using adjectives and plurals to describe Christmas traditions and other cultural aspects.
- Sports and Hobbies: Describing clothes for sports and discussing hobbies using 'salir / hacer'.

How Parents Can Help:

- Speaking and Listening Skills: Encourage your child to practise speaking Spanish at home. Discuss what they are learning, ask them to teach you, and engage with songs and stories together to support vocabulary acquisition. Encourage them to watch series or films in the target language.
- Writing and Reading Skills: Support writing practice by having your child write Spanish phrases and read together. Discuss word meanings and expressions to build comprehension.
- Globally Minded: Discuss the importance of language learning and cultural diversity. Explore Spanish-speaking regions and learn about their cultures, food, and traditions. Use apps like Duolingo for additional practice.



HUMANITIES

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Were books more important in the past? How information was recorded and shared before books Books and learning in the ancient world Books, manuscripts and learning in the Middle Ages The development of the printing press The impact of printing on access to knowledge and ideas Books and education in Victorian Britain Comparing written and oral traditions Evaluating how the importance and accessibility of books have changed Considering the future of books in a digital world	Why do humans move around the world and what is the impact? Understanding migration and different types of movement Exploring push and pull factors Understanding voluntary and forced migration Understanding refugees and reasons people are displaced Exploring how migration spreads ideas, beliefs and cultures Cultural exchange and an increasingly connected world Environmental impacts of transport and travel	How have humans interacted with the environment throughout history? How physical geography influences where people settle Ancient Egypt: settlement and the River Nile The Silk Roads: how environments shaped routes, trade and connections How beliefs and cultures have influenced environments Industrialisation and changing human use of resources Industrialisation, fossil fuels and climate change Tourism and its impacts on people and environments Comparing how human–environment interactions have changed over time Evaluating whether human interactions with the environment have become more sustainable

Purpose of Study

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: Were books more important in the past?



- Aims: To understand religion, society, innovation and power through historical enquiry and chronological study.
- Key learning: Pupils explore how knowledge was recorded and valued in different civilisations, including Egypt, Rome, Sumer, and Viking societies. They consider medieval texts, the printing press, and compulsory education, understanding how access to information has shaped society over time.
- How parents can help: Encourage reading of historical texts or simplified primary sources, discuss how books influence learning and culture today.

Topic 2: Why do humans move around the world and what is the impact?



- Aims: To explore human processes, diversity, and the causes and consequences of migration; develop explanation and communication skills.
- Key learning: Pupils study migration, exploration, tourism, and cultural exchange. They learn to analyse push and pull factors, consider human rights, and understand the environmental and societal impacts of movement.
- How parents can help: Discuss family or community histories of migration, global travel, and cultural exchange.

Topic 3: Why Was Sarah Forbes Bonetta Significant?



- Aims: To consider interdependence, trade, religion, and society; develop inquiry and chronological understanding.
- Key learning: Pupils investigate human adaptation to and impact on the environment, including settlements, trade networks like the Silk Road, religion, and industrialisation. They reflect on responsibility and sustainability across time.
- How parents can help: Explore local environments, discuss how humans affect them, encourage pupils to compare past and present interactions with nature.

MUSIC

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Better Together This unit consolidates and elevates core music literacy, focusing on rhythm and pitch concepts through active ensemble performance, collaborative arranging, and creative improvisation. Working with voice, body percussion, and classroom instruments (such as Orff pitched percussion), students learn that music-making is an active dialogue—requiring acute ensemble listening, non-verbal communication, and dynamic responsiveness to peers. Students progress from performing established repertoire to creating their own 4-part small ensemble arrangements. By applying foundational building blocks like melodic ostinati, rhythmic patterns, and foundational basslines (borduns and drones), they transform simple given melodies into rich, multi-layered textures. Through structured improvisation and decision-making around form and structure, students gain creative autonomy while exploring the balance between individual expression and collective unity.	Musical Structure: Unit Summary This unit focuses on **musical structure**, helping students understand how music is put together by exploring patterns, repetition, and contrast. Key Ideas: **Unity & Contrast:** Students will listen for how music is built from both repeated ideas (unity) and new ideas (contrast). **Aural Recognition:** We will develop **aural memory**, which is the ability to quickly hear and remember musical ideas, to help with recognizing different structures. **Composition:** Students will compose their own music in various structures, learning how to create variety and interest using musical concepts like dynamics and tempo. **Structural Forms:** We will study a wide range of musical works—from classical pieces like Mozart's horn concerto to modern song structures like **verse and chorus.** **Ensemble Playing:** Students will learn and perform short musical pieces in a class ensemble to experience these structures firsthand.	Thai Music: Unit Summary This unit explores the history, instruments, and unique characteristics of Thai music. Students will gain an appreciation for the sounds and traditions of Thailand. Key Ideas: **Instruments**: We will explore the variety of traditional Thai instruments and how they produce sound. **Musical Structure & Techniques**: Students will learn about the specific structures and techniques that define Thai music, understanding how these create its distinct sound. **Cultural Influence**: We'll look at how music from other parts of Asia has influenced the development of Thai music. **Practical Application**: The unit includes hands-on activities, where students will play pieces based on Thai musical themes and explore various Thai instrumental pieces. **Listening Skills**: Students will develop their listening skills by identifying and analyzing a diverse range of Thai songs and instrumental works.

Music Theory: The unit will introduce formal development of concepts that align with Grade 1 ABRSM music theory.	**Music Theory:** The unit will continue developing concepts that align with Grade 1 ABRSM music theory.	**Music Theory:** The unit will continue developing concepts that align with Grade 1 ABRSM music theory.
NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.	NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.	NOTE: students currently completing ABRSM music theory either as an activity at RST or outside RST will be supported to continue working at their current level.

Purpose of Study

Music is a universal language that showcases one of the highest forms of creativity. A high-quality music education should inspire pupils, developing their love for music and their talents as musicians. This education boosts self-confidence, creativity, and a sense of achievement. As pupils advance, they should engage critically with music, learning to compose and listen discerningly to significant works.

Aim

The goal is for pupils to:

- Perform and Evaluate Music: Engage with music across various historical periods, genres, styles, and traditions, including works by great composers.
- Develop Musical Skills: Sing, compose, and use their voices, learn to play musical instruments, and use technology appropriately to progress musically.
- Understand Music Creation: Explore how music is created, produced, and communicated through elements like pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.



Curriculum Overview

Singing

- Sing a broad range of unison songs focusing on phrasing and stylistic features.
- Sing songs including two-part rounds and partner songs.
- Explore pentatonic repertoire and songs with verse and chorus structures.

Listening

- Develop listening skills through exploring music via singing, movement, and score analysis.
- Recognize and notate music they hear.

Composing

- Improvise freely over a drone accompaniment and simple drone grooves.
- Create melodies using specific tone sets and dynamics.
- Compose in ternary form and develop rhythmic and melodic ostinati

Performing

- Maintain individual parts within a classroom ensemble.
- Perform small group arrangements and composed pieces.
- Read, sing, and play music, focusing on notation in C Major pentatonic scale.

Notation

- Read and use musical notation, including treble clef notes and various rhythms.
- Understand and perform in simple duple, triple, and quadruple metres.

How Parents Can Help:

- Engagement: Enrol your child in school choirs or music lessons. Encourage them to play songs they learn in school.
- Music Exploration: Expose your child to live music and discuss their experiences.
- Inquisitiveness: Ask questions about the music they study, such as its origins and their personal opinions.
- Diverse Listening: Listen to a wide range of music from different styles, cultures, and time periods. Consider a weekly challenge to explore music from various countries.



DRAMA

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Melodrama (Heroes and Villains) Understanding melodrama and performance style Creating stereotypical characters Developing basic storyline Developing performance to music	Physical Theatre Explore expressive physical performance styles Employ techniques of movement exploration, reaction, and exaggeration to devise work beyond TV realism	Myths and Legends Explore Greek Theatre influence, concentrating on Choral speaking, vocal projection, characterisation, and expressive movement, while also building stage presence and rehearsal techniques

Purpose of Study

Drama education helps pupils to express themselves creatively and develop a deeper understanding of different performance styles. It enhances their ability to use voice, gesture, and body language to create and tell stories, fostering imagination and collaborative skills.

Aims

- Explore Performance Styles: Understand and use different styles, such as melodrama and physical theatre, to create and present characters and stories.
- Develop Characters and Stories: Use voice, gesture, and body language to bring characters and narratives to life.
- Enhance Performance Skills: Integrate music and physicality into performances to enrich storytelling.

Curriculum Overview

Melodrama (Heroes and Villains)

- Understanding and Creating Melodramatic Characters: Explore melodrama's characteristics and differentiate it from realism, focusing on creating stereotypical heroes and villains. This involves role-playing scenarios to highlight their traits and discussing the moral dilemmas typical of melodramatic plots.
- Mastering Exaggerated Performance Elements: Developing exaggerated gestures and movement (e.g., hand to forehead, dramatic pointing, freeze frames). Experiment with melodramatic dialogues, music, and sound effects to create atmosphere.
- Developing and Performing Melodramatic Plots: Learning about melodramatic plot structures, including dramatic tension and cliffhangers, through analysis and storyboarding. This culminates in rehearsing, refining, and performing melodramatic scenes in groups, incorporating feedback, and filming these performances.

Physical Theatre

- Be introduced to physical theatre as a performance style. Using bodies and voices creatively and discussing the advantages of performing without props or set.
- Develop mechanical movements, embodying machine qualities (repetitive, rigid) with sound collages, and performing short monologues as household objects to explore characterisation of inanimate items.
- Rehearse and perform devised physical theatre scenes, using self-assessment and peer evaluation with drama-specific criteria, focusing on effective physical and non-verbal communication

Myths and Legends

- Understand Greek mythology through the story of Pandora's Box and be introduced to Greek Theatre basics, using visual aids and simplified language.
- Develop choral speaking and synchronized movement, focusing on vocal projection, articulation, rhythm, volume control, combining movement with lines and use of mask.
- Engage in character study and expressive movement, work with a pre-written script focusing on interpretation and voice modulation, and collaboratively rehearse and perform a drama piece, using self and peer evaluation.

How Parents Can Help

- Encourage Creativity: Support your child in experimenting with different performance styles at home.
- Discuss Performances: Talk about their drama activities and encourage them to explain their characters and stories.
- Attend Performances: If possible, watch performances together and discuss the different styles and techniques used.
- Provide Opportunities: Give your child chances to practise drama skills, such as participating in local theatre groups or creating their own plays at home.



ART

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Theme: Portraits Drawing, collage, mixed media Artists: Julian Opie, Louis Jover	Theme: Still Life Painting, composition Artists: Mary Feden, Seurat, Tim Fowler	Theme: Illustration Drawing, mixed media, digital Artists: Ben Newman, Peter Brown, Flying Eye Books

Purpose of Study

Art education fosters creativity, critical thinking, and emotional intelligence. It offers a therapeutic outlet for self-reflection and identity, while promoting empathy, cultural awareness, and essential collaboration and communication skills.

Aims

The goal is for pupils to:

- The goal is for pupils to:
- Explore Various Art Forms & Genres: Develop skills in sculpture, textiles, and Surrealism.
- Understand Artistic Expression: Learn to appreciate art as a reflection of human experience.
- Enhance Creativity and Collaboration: Work on projects that involve group work, critiques, and exhibitions.

Curriculum Overview

Theme: Figure

- Study sculptors like Giacometti, Antony Gormley, and Keith Haring.
- Create sculptures focusing on form and human figures.

Theme: Pattern

- Explore textile art with artists like Yinka Shonibare.
- Design and create textile patterns and textures.

Theme: Dreams

- Delve into surrealism with artists like Salvador Dali, René Magritte, and Lola Dupre.
- Create art that explores dreamlike themes and imaginative concepts.

How Parents Can Help

- Encourage Exploration: Support your child's interest in art by providing a sketchbook and materials for experimentation.
- Celebrate Creativity: Celebrate their artistic achievements to boost motivation and creativity.
- Discuss Art: Engage in conversations about different artists and styles to deepen their understanding.
- Create Together: Work on art projects with your child to foster creativity and collaboration.

COMPUTING

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Lamarr & Von Neumann: Search to Build Introduces how systems work, including search engines and large language models through the building of safe systems.	Berners-Lee & Leibniz: Base for Data Learning what stories data tells and creating their own database around real-world topics.	Hopper & Lovelace: Sensing to Select Building a physical computer system to show how sensors, input, processing and output shape our world.

Purpose of Study

Computing education equips students with essential digital skills and understanding of technology. It encourages creativity, problem-solving, and responsible use of digital tools, preparing them to navigate and innovate in a digital world.

Aims

The goal is for pupils to:

- Understand Digital Systems: Learn how the Internet and digital tools work.
- Develop Technical Skills: Create and edit content using various digital technologies.
- Promote Digital Safety: Understand online security and protect themselves from cyber threats.
- Foster Creativity and Expression: Use digital tools to express ideas and share experiences.



Curriculum Overview

We Are Web Developers

- Understanding the Internet: Learn how the Internet functions and the basics of web development.
- HTML Coding: Edit basic HTML code to create and modify web pages.
- Cybersecurity Awareness: Identify potential threats from hackers and learn steps to safeguard against them.

We Are Creators

- Digital Art and Robotics: Explore the integration of geometry, digital art, and robotics.
- Virtual Reality and Game Development: Engage with VR and game development to create immersive digital experiences.
- Digital Citizenship: Understand responsible behaviour and digital ethics.

We Are Cryptographers

- Cryptography: Learn the basics of cryptography and practice cracking codes to understand data protection.

We Are Bloggers

- Digital Communication: Develop skills to share experiences and opinions through blogging platforms.

How Parents Can Help

- Encourage Safe Online Practices: Discuss online safety and cybersecurity with your child to reinforce what they learn.
- Support Digital Creativity: Provide tools and resources for them to explore digital art, robotics, and coding.
- Engage in Digital Projects: Work together on digital projects like creating simple websites or blogs to enhance their learning experience.
- Explore Technology Together: Use educational apps and tools to foster an interest in technology and computing.



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:** Ball Skills Reaction Dynamic Balance Counter Balance **Lessons:** Basketball Racket Games REAL PE	**Assessment Focus:** I am a Problem Solver I am Physically Fit I am Resilient **FMS Focus:** Stance Footwork Seated Balance Floorwork **Lessons:** Football Athletics REAL PE	**Assessment Focus:** I am a Leader I am a Skilled Performer I am a Communicator **FMS Focus:** Sending & Receiving Ball Chasing **Lessons:** Swimming Net & Wall Games Invasion Games	**Assessment Focus:** I am a Leader I am a Skilled Performer I am a Communicator **FMS Focus:** Jumping & Landing One Leg Balance **Lessons:** Swimming Striking 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 Cross Country	Basketball Athletics	Badminton Touch Rugby Netball	Volleyball T-Ball Tennis Touch Rugby
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

- Physical education develops thinking skills, physical literacy, and social awareness.
- Our curriculum nurtures problem solvers, decision-makers, and adaptable leaders.
- Through inclusive activities, students enjoy meaningful movement, self-expression, and collaboration, leaving school motivated to stay active 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
Children Novel: ครุฑน้อย Students explore the children's novel ครุฑน้อย, analysing characters, plot, setting, and useful language. They practise vocabulary with final and complex letters and learn to write their own imaginative stories. Analysis Character Setting Plot Theme Useful language Thai belief: imaginary world Creative writing focus An imaginary story Literacy focus Complicated letters (พยัญชนะตัวยาก) Three groups of consonants Five tones (focus on words with ไม้เอก, ไม้โท) Final letters (ไม่ตรงมาตรา) Silent sound Leading consonants Thai culture and events Wai Kru Loy Krathong	Non-fiction: สมุนไพรใบหญ้ามีคุณค่าทั้งนั้น Students study the non-fiction text Phak Samunphrai Baiyaa, exploring Thai herbs and their benefits while practising adverbs, adjectives, punctuation, and descriptive writing. Cross-curricular: science Thai herbs and its benefits Thai herbs in food Identity Thai language Name of colours Adjectives for taste and colour Analyse Knowledge from reading Creative writing focus A label of Thai herbal products Literacy focus Adjective, adverb (คำขยาย) Comparative idioms (สำนวนเปรียบเทียบ) Punctuation marks (ไม้ยมก, ฯ, ฯลฯ) Thai culture and Event Geography of Thailand Thai craft/Thai cuisine Songkran	Literature: พระอภัยมณี ตอน สุดสาครผจญภัย This term, we will study Phra Aphai Mani, focusing on characters, settings, morals, verse forms, and synonyms in Thai poetry. Students will also practise summative writing and review Thai idioms and proverbs. Morals from the story Characters (good/bad) Consequences The author Verse and its form The best of Thai verse story Learn about Thailand's history Setting in the story reflects Thai society and way of life Religion and belief Creative writing focus: Summarise a story Story board and written Literacy focus Thai idioms and proverbs (สุภาษิต/สำนวนไทย) Thai verse (กลอน 8) Thai Culture and Event : Famous Thai product Thai games and Thai dance Thai historical knowledge: Back to Rattanakosin period The greatest author: Sunthorn Phu (สุนทรภู่)

Thai for Non-Thais		
Thai culture and events Wai Kru Loy Krathong	Thai culture and events Geography of Thailand Thai craft/Thai cuisine Songkran	Thai culture and events Famous Thai product Thai games / Thai dance
Clothes and school items Clothes Describe clothes School items	Food and Fruits Food Fruits Ordering food	Taste and Feeling Feelings Question: How, why? Adverbs to use for expression
He is wearing a blue shirt	Can I please have this one?	How do you feel?

Purpose of Study

Enhance reading and writing skills through analysis of complex texts and structured, creative writing, deepening understanding of Thai literature, culture, and history.

Aims

- Advance Reading and Writing Skills: Improve comprehension and essay writing.
- Analyse Complex Texts: Study folklore and literary works for deeper insights.
- Compose Essays and Articles: Use creative and correct Thai language in formal writing.

Curriculum Overview

Children's Novel: ครุฑน้อย

- Focus: Analyse characters, plots, and settings. Practice writing an imaginary story.
- Literacy: Practise final letters and complex characters.

Non-Fiction: สมุนไพรใบหญ้ามีคุณค่าทั้งนั้น

- Focus: Learn about Thai herbs and their benefits. Study adverbs, adjectives, and punctuation. Practise descriptive writing about herbs.

Literature: พระอภัยมณี ตอน สุดสาครผจญภัย

- Focus: Analyse characters, settings, and morals. Study verse forms and Thai idioms. Practice summarising stories and writing storyboards.

Literacy Focus

- Complicated Letters: Study difficult consonants, final letters, and tones.
- Adjectives and Adverbs: Use descriptive language and comparative idioms.
- Thai Idioms and Proverbs: Explore and apply idiomatic expressions and traditional verse.

Creative Writing Focus

- Imaginary Stories: Create original narratives.
- Herbal Product Labels: Write labels for Thai herbal products.
- Summarising and Storyboarding: Practice summarising stories and creating storyboards.

How Parents Can Help

- Reading: Provide diverse reading materials and discuss themes.
- Spoken Language: Engage in discussions and practice storytelling.
- Writing Practice: Encourage journaling, essay writing, and provide feedback.

Thai Culture and Events

- Wai Kru, Loy Krathong, Songkran: Explore traditional events and cultural practices.
- Geography of Thailand, Thai Craft, and Cuisine: Study geographical and cultural aspects.
- Famous Thai Products, Games and Dance: Learn about Thai traditional activities.

Thai Historical Knowledge

- Rattanakosin Period and Sunthornphu: Learn about historical periods and renowned authors.



DESIGN AND TECHNOLOGY

OVERVIEW OF THE YEAR

TERM 1	TERM 2	TERM 3
Introduction to health and safety. Research, Introduction to material stock forms. Study of Hardwood and Softwood. Design and develop a product, working to a set specification.	CAD (Onshape). CAD (laser cutter) Manufacture of product - Flower pot using resin pouring, laser cutter, and hand tools.	Completion of flowerpot Resin pouring Finishing Assembly Focus of Evidencing work, testing and Evaluation. Investigating sheet materials. Designing with Acrylic for bending. Manufacture of gadget holders

Purpose of Study

Design and Technology (D&T) inspires students to use creativity and imagination to solve real-world problems. By integrating mathematics, science, engineering, computing, and art, students design and create products, develop critical thinking, and understand the impact of technology on daily life. The aim is to foster innovation, resourcefulness, and practical skills.

Aims

- Develop Creative and Practical Expertise: Gain confidence in performing everyday tasks and participating in a technological world.
- Design and Make High-Quality Prototypes: Build and apply skills to create products for various users.
- Critique and Evaluate: Test and assess their own and others' ideas and products.



Curriculum Overview

Introduction to Health and Safety

- Learn basic safety procedures.

Design and Development of a Flower Pot

- Design, 3D modeling and flowerpot development.
- Use of laser cutters, 3D printers, and hand tools.
- Resin is pouring.

Manufacture and Finishing of Flower Pot and Gadget Holders

- Complete flower pot and gadget holders.
- Emphasis on resin pouring, finishing, assembly, and testing.
- Investigate sheet materials and acrylic bending.

How Parents Can Help

- Support Digital Portfolios: Encourage regular updates and interest in class work.
- Practice Skills: Support sketching and using CAD apps like Onshape. Engage in practical activities like LEGO, clay modeling or cooking.
- Encourage Creative Exploration: Involve children in practical toys, games, and creative activities. Promote documenting and presenting extra projects.
- Foster Observation: Encourage an interest in the world and take photographs to inspire their designs.

By engaging with these activities, students will enhance their practical skills, creativity, and critical thinking, preparing them to navigate and contribute to a technological world.





RUGBY SCHOOL

THAILAND

THE WHOLE PERSON THE WHOLE POINT

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