Bjørn's International School

Subject	Global Perspectives
Class	English B
School Year	2025-26
Teacher	Adrián Estévez Cebreiro
Learning objectives What do we want to learn this year?	Learning objectives for stages 3 & 4: **Research** Constructing research questions. • Construct own questions to aid understanding of a topic. Information skills. • Locate relevant information and answers to questions within sources provided. Conducting research. • Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements. Recording findings

	• Select, organise and record information from sources and findings from research in simple charts or diagrams **Analysis** Identifying perspectives: • Recognise that people think or believe different things about a topic. Interpreting data: • Draw simple conclusions from graphical or numerical data. Making connections: • Talk about simple causes of personal actions and consequences on others. Solving problems: • Suggest personal actions that could make a positive difference to an issue affecting others. **Evaluation** Evaluating Sources: • Discuss a source, recognising that the author has a clear viewpoint on the topic Evaluating arguments: • Express an opinion about another person's viewpoint, giving reasons for opinion.

	Reflection Personal contribution: • Identify strengths and limitations of personal contribution to teamwork. Teamwork: • Identify how working together improved the shared outcome achieved. Personal viewpoints: • Talk about what has been learned during an activity and consider how personal ideas have changed Personal learning: • Identify which types of activities support learning Collaboration Cooperation and interdependence: • The team allocate given tasks to team members to achieve a shared outcome. Engaging in teamwork: • The team member introduces ideas and works positively with other team members to achieve a shared outcome **Communication**

	Communicating information: • Present information about a given topic clearly and with an appropriate structure. Listening and responding: • Listen to others in class discussions and respond with relevant ideas and questions
Teaching Strategies How will we learn?- Organisation and practice	Cambridge Primary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives. A two-year program is planned in order to cater for the BIS system whereby pupils spend two years in the English B class. These are labelled Year A and Year B, and alternate from year to year, as follows: 2024-25 Year A 2025-26 Year B 2026-27 Year A 2027-28 Year B Year A Topics: Social Justice, Peace and Conflict, Sustainable Development.

	Year B Topics: Globalisation and Interdependence, Human Rights, Power and Governance. Teaching Strategies: -Cooperative Learning. -We'll be using the different backgrounds of the students as frames of references. -The different materials used in the classroom will be designed/selected according to the student's experiences & interests. -Students will work in groups, complete project reports together and participate in field work outings. Students will focus on using each other's life experiences and respecting opinions and differences to enhance the learning experience for all. -Differentiation. Useful principles for active learning include: • identify prior learning and build on this • use a variety of individual, pair and group work • promote high-quality talk • use success criteria so that learners are responsible for their own progress • encourage regular self-reflection and peer feedback.
Cross-curricular activities: Connections with other subjects?	The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.
Assessment	To gauge our learning progress, we will utilise a variety of assessment methods, including ongoing formative assessments, self-reflections, and peer feedback. Additionally, the Cambridge Primary Checkpoints will be a key tool in evaluating our understanding and skills. These checkpoints provide a comprehensive measure of student progress,

How will we know what we have learned?	allowing us to identify strengths and areas for improvement. By using these checkpoints alongside other assessment strategies, we can ensure a well-rounded understanding of the material and track our growth effectively throughout the course.
Materials/ other remarks:	Oxford Global Perspectives, iPrimary Global Citizenship, etc.

Subject	English
Class	English B
School Year	2025-26
Teacher	Erica Renneberg
Learning objectives What do we want to learn this year?	**Phonics, spelling and vocabulary.** -Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context. -Use and spell compound words. -Know irregular forms of common verbs. -Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.

	-Learn rules for adding -ing, -ed, -s to verbs. -Extend earlier work on prefixes and suffixes. -Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave. -Use a dictionary or electronic means to find the spelling and meaning of words. -Organise words or information alphabetically using first two letters. -Identify misspelt words in own writing and keep individual spelling logs. -Consider how choice of words can heighten meaning. -Infer the meaning of unknown words from the context. -Explore vocabulary for introducing and concluding dialogue, e.g. said, asked. -Generate synonyms for high frequency words, e.g. big, little, good. **Grammar and punctuation.** Reading: -Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.

	-Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't. -Collect examples of nouns, verbs and adjectives, and use the terms appropriately. -Identify pronouns and understand their function in a sentence. -Understand that verbs are necessary for meaning in a sentence. -Understand pluralisation and use the terms 'singular' and 'plural'. Writing: -Maintain accurate use of capital letters and full stops in showing sentences. -Learn the basic conventions of speech punctuation and begin to use speech marks. -Use question marks, exclamation marks, and commas in lists. -Continue to improve consistency in the use of tenses. -Ensure grammatical agreement of pronouns and verbs in using standard English. -Use a wider variety of sentence types including simple, compound and some complex sentences. -Begin to vary sentence openings, e.g. with simple adverbs.

	Reading. Fiction and poetry: -Read aloud with expression to engage the listener. -Answer questions with some reference to single points in a text. -Begin to infer meanings beyond the literal, e.g. about motives and character. -Identify different types of stories and typical story themes. -Identify the main points or gist of a text. -Consider words that make an impact, e.g. adjectives and powerful verbs. -Understand and use the terms ‘fact’, ‘fiction’ and ‘non-fiction’. -Read a range of story, poetry and information books and begin to make links between them. -Read and comment on different books by the same author. -Read play-scripts and dialogue, with awareness of different voices. -Practise learning and reciting poems. Non-fiction:

	-Scan a passage to find specific information and answer questions. -Locate information in non-fiction texts using contents page and index. -Read and follow instructions to carry out an activity. -Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points. -Locate books by classification. -Identify the main purpose of a text. -Use ICT sources to locate simple information. **Writing.** Fiction: -Write first-person accounts and descriptions based on observation. -Develop descriptions of settings in stories. -Write portraits of characters. -Write simple play-scripts based on reading.

	-Plan main points as a structure for story writing. -Begin to organise writing in sections or paragraphs in extended stories. -Develop range of adverbials to signal the relationship between events. -Use reading as a model for writing dialogue. -Write and perform poems, attending to the sound of words. -Choose and compare words to strengthen the impact of writing, including noun phrases. Non-fiction: -Write book reviews summarising what a book is about. -Establish purpose for writing, using features and style based on model texts. -Write letters, notes and messages. -Make a record of information drawn from a text, e.g. by completing a chart. Presentation: -Ensure consistency in the size and proportion of letters and the spacing of words.

	-Practise joining letters in handwriting. -Build up handwriting speed, fluency and legibility. -Use ICT to write, edit and present work. Speaking and listening: -Speak clearly and confidently in a range of contexts, including longer speaking turns. -Adapt tone of voice, use of vocabulary and non-verbal features for different audiences. -Take turns in discussion, building on what others have said. -Listen and respond appropriately to others' views and opinions. -Listen and remember a sequence of instructions. -Practise to improve performance when reading aloud. -Begin to adapt movement to create a character in drama. -Develop sensitivity to ways that others express meaning in their talk and non-verbal communication.
Teaching Strategies	Group work, pair work and independent work.

How will we learn?- Organisation and practice	Children will have an English notebook to complete work in. Children will give short presentations of completed work and items from home. Parents will be encouraged to work together with the teachers to develop the individual child's languages. Peer teaching and learning
Cross-curricular activities: Connections with other subjects?	English is integrated in every curricular area.
Assessment How will we know what we have learned?	Feedback will be given on all writing assignments. Children's copies will be monitored, and ongoing feedback will be given. Reading comprehension quizzes will be given to assess children's understanding of what is being read. Spelling corrections in work will continue throughout the year. Teacher Observations
Materials/ other remarks:	Books: Oxford “International English 3 & 4”. Oxford Owl Reading book sets and Little Wandle Fluency Reading book sets. Audio-visual resources: Animation movies, songs, etc. Fiction and poetry: real life stories, myths and legends, adventure stories, historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery.

	Non-fiction: letters, reports, instructions, newspapers and magazines, reference texts, explanations, persuasion including advertisements.

Subject	Danish
Class	English B
School Year	2024-25
Teacher	Merete Brydensholt
Learning objectives What do we want to learn this year?	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Broaden vocabulary and develop ability to understand new words • Describe people, places, things and actions orally and in simple writing
Teaching Strategies How will we learn?- Organisation and practice	- Engage with small texts and multimedia resources. - Phonics teaching to improve literacy.

	- Interactive activities for basic vocabulary and grammar. - Role-playing, dialogues, and interactive exercises for real-life scenarios.
Cross-curricular activities: Connections with other subjects?	
Assessment How will we know what we have learned?	**Formative Assessment:** Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.
Materials/ other remarks:	Web based materials Easy Danish texts Songs Work sheets

Subject	Maths
Class	English B
School Year	2025-26
Teacher	Erica Renneberg
Learning objectives What do we want to learn this year?	To develop mathematical skills allowing each pupil to become confidently numerate, making and understanding the mathematical connections that exist between numbers and the number system, calculations, problem solving, handling data, measures, shape and space. Topics: **<u>Numbers and the number system.</u>** **Year 4:** -Read and write numbers up to 10 000. -Count on and back in ones, tens, hundreds and thousands from four-digit numbers. -Understand what each digit represents in a three- or four-digit number and partition into thousands, hundreds, tens and units.

	-Use decimal notation and place value for tenths and hundredths in context, e.g. order amounts of money; convert a sum of money such as $13.25 to cents, or a length such as 125 cm to metres; round a sum of money to the nearest pound. -Understand decimal notation for tenths and hundredths in context, e.g. length. -Find multiples of 10, 100, 1000 more/less than numbers of up to four digits. -Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; -Begin to multiply numbers by 100 and perform related divisions. -Recognise multiples of 5, 10 and 100 up to 1000. -Round three- and four-digit numbers to the nearest 10 or 100. -Position accurately numbers up to 1000 on an empty number line or line marked off in multiples of 10 or 100. -Estimate where three- and four-digit numbers lie on empty 0–1000 or 0–10 000 lines. -Compare pairs of three-digit or four-digit numbers, using the > and < signs, and find a number in between each pair. -Use negative numbers in context, e.g. temperature. -Recognise and extend number sequences formed by counting in steps of constant size, extending beyond zero when counting back. -Recognise odd and even numbers. -Make general statements about the sums and differences of odd and even numbers.

	-Order and compare two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths). -Recognise the equivalence between: 1/2, 4/8, and 5/10; 1/4 and 2/8; 1/5 and 2/10. -Use equivalence to help order fractions, e.g. 7/10 and 3/4 . -Understand the equivalence between one-place decimals and fractions in tenths. -Understand that 1/2 is equivalent to 0.5 and also to 5/10. -Recognise the equivalence between the decimal fraction and vulgar fraction forms of halves, quarters, tenths and hundredths. -Recognise mixed numbers, e.g. 5¾, and order these on a number line. -Relate finding fractions to division. -Find halves, quarters, thirds, fifths, eighths and tenths of shapes and numbers. **Year 3:** -Recite numbers 100 to 200 and beyond. -Read and write numbers to at least 1000. -Count on and back in ones, tens and hundreds from two- and three-digit numbers.

	-Understand what each digit represents in three-digit numbers and partition into hundreds, tens and units. -Find 1, 10, 100 more/less than two- and three-digit numbers. -Multiply two-digit numbers by 10 and understand the effect. -Round two-digit numbers to the nearest 10 and round three-digit numbers to the nearest 100. -Place a three-digit number on a number line marked off in multiples of 100. -Place a three-digit number on a number line marked off in multiples of 10. -Compare three-digit numbers, use < and > signs, and find a number in between. -Order two- and three-digit numbers. -Give a sensible estimate of a number as a range (e.g. 30 to 50) by grouping in tens. -Find half of odd and even numbers to 40, using notation such as 13½. -Understand and use fraction notation recognising that fractions are several parts of one whole, e.g. ¾ is three quarters and 2/3 is two thirds. -Recognise equivalence between 1/2, 2/4, 4/8, and 5/10 using diagrams. -Recognise simple mixed fractions, e.g. 1½ and 2¼. -Order simple or mixed fractions on a number line, e.g. using the knowledge that ½ comes half way between ¼ and ¾, and that 1½ comes half way between 1 and 2.

	-Begin to relate finding fractions to division. -Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers). **<u>Calculation:</u>** **Year 4:** -Derive quickly pairs of two-digit numbers with a total of 100, e.g. 72 + = 100. -Derive quickly pairs of multiples of 50 with a total of 1000, e.g. 850 + = 1000. -Identify simple fractions with a total of 1, e.g. 1⁄4 + = 1. -Know multiplication for 2x, 3x, 4x, 5x, 6x, 9x and 10x tables and derive division facts. -Recognise and begin to know multiples of 2, 3, 4, 5 and 10, up to the tenth multiple. -Add three or four small numbers, finding pairs that equal 10 or 20. -Add three two-digit multiples of 10, e.g. 40 + 70 + 50. -Add and subtract near multiples of 10 or 100 to or from three-digit numbers, e.g. 367 – 198 or 278 + 49.

	-Add any pair of two-digit numbers, choosing an appropriate strategy. -Subtract any pair of two-digit numbers, choosing an appropriate strategy. -Find a difference between near multiples of 100, e.g. 304 – 296. -Subtract a small number crossing 100, e.g. 304 – 8. -Multiply any pair of single-digit numbers together. -Use knowledge of commutativity to find the easier way to multiply. -Understand the effect of multiplying and dividing three-digit numbers by 10. -Derive quickly doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5000, and corresponding halves. -Add pairs of three-digit numbers. -Subtract a two-digit number from a three-digit number. -Subtract pairs of three-digit numbers. -Double any two-digit number. -Multiply multiples of 10 to 90 by a single-digit number. -Multiply a two-digit number by a single-digit number. -Divide two-digit numbers by single digit-numbers (answers no greater than 20).

	-Decide whether to round up or down after division to give an answer to a problem. -Understand that multiplication and division are the inverse function of each other. -Begin to understand simple ideas of ratio and proportion, e.g. a picture is one fifth the size of the real dog. It is 25 cm long in the picture, so it is 5 × 25 cm long in real life. **Year 3:** -Know addition and subtraction facts for all numbers to 20. -Know the following addition and subtraction facts: multiples of 100 with a total of 1000 multiples of 5 with a total of 100. -Know multiplication/division facts for 2x, 3x, 5x, and 10x tables. -Begin to know 4x table. -Recognise two- and three-digit multiples of 2, 5 and 10. -Work out quickly the doubles of numbers 1 to 20 and derive the related halves. -Work out quickly the doubles of multiples of 5 (< 100) and derive the related halves. -Work out quickly the doubles of multiples of 50 to 500.

	-Add and subtract 10 and multiples of 10 to and from two- and three-digit numbers. -Add 100 and multiples of 100 to three-digit numbers. -Use the = sign to represent equality, e.g. 75 + 25 = 95 + 5. -Add several small numbers. -Find complements to 100, solving number equations such as 78 + = 100. -Add and subtract pairs of two-digit numbers. -Add three-digit and two-digit numbers using notes to support. -Re-order an addition to help with the calculation, e.g. 41 + 54, by adding 40 to 54, then 1. -Add/subtract single-digit numbers to/from three-digit numbers. -Find 20, 30, ... 90, 100, 200, 300 more/less than three-digit numbers. -Understand the relationship between halving and doubling. -Understand the effect of multiplying two-digit numbers by 10. -Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10. -Multiply teens numbers by 3 and 5. -Begin to divide two-digit numbers just beyond 10x tables, e.g. 60 ÷ 5, 33 ÷ 3.

	-Understand that division can leave a remainder (initially as ‘some left over’). -Understand and apply the idea that multiplication is commutative. -Understand the relationship between multiplication and division and write connected facts. **<u>Geometry.</u>** **Year 4:** -Identify, describe, visualise, draw and make a wider range of 2D and 3D shapes including a range of quadrilaterals, the heptagon and tetrahedron; use pin boards to create a range of polygons. -Classify polygons (including a range of quadrilaterals) using criteria such as the number of right angles, whether or not they are regular and their symmetrical properties. -Identify and sketch lines of symmetry in 2D shapes and patterns. -Visualise 3D objects from 2D nets and drawings and make nets of common solids. -Find examples of shapes and symmetry in the environment and in art. Position and movement. -Describe and identify the position of a square on a grid of squares where rows and columns are numbered and/or lettered.

	-Know that angles are measured in degrees and that one whole turn is 360° or four right angles; compare and order angles less than 180°. -Devise the directions to give to follow a given path. **Year 3:** -Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles. -Classify 2D shapes according to the number of sides, vertices and right angles. -Identify, describe and make 3D shapes including pyramids and prisms; investigate which nets will make a cube. -Classify 3D shapes according to the number and shape of faces, number of vertices and edges. -Draw and complete 2D shapes with reflective symmetry and draw reflections of shapes (mirror line along one side). -Relate 2D shapes and 3D solids to drawings of them. -Identify 2D and 3D shapes, lines of symmetry and right angles in the environment. -Identify right angles in 2D shapes. -Use the language of position, direction and movement, including clockwise and anti-clockwise. -Find and describe the position of a square on a grid of squares where the rows and columns are labelled.

	-Use a set square to draw right angles. -Compare angles with a right angle and recognise that a straight line is equivalent to two right angles. **<u>Measures.</u>** **Year 4:** -Choose and use standard metric units and their abbreviations (km, m, cm, mm, kg, g, l and ml) when estimating, measuring and recording length, weight and capacity. -Know and use the relationships between familiar units of length, mass and capacity; know the meaning of 'kilo', 'centi' and 'milli'. -Where appropriate, use decimal notation to record measurements, e.g. 1.3 m, 0.6 kg, 1.2 l. -Interpret intervals/divisions on partially numbered scales and record readings accurately. -Read and tell the time to nearest minute on 12-hour digital and analogue clocks. -Use am, pm and 12-hour digital clock notation. -Read simple timetables and use a calendar. -Choose units of time to measure time intervals. Area and perimeter

	-Draw rectangles, and measure and calculate their perimeters. -Understand that area is measured in square units, e.g. cm2. -Find the area of rectilinear shapes drawn on a square grid by counting squares. **Year 3:** -Consolidate using money notation. -Use addition and subtraction facts with a total of 100 to find change. Length, mass and capacity. -Choose and use appropriate units and equipment to estimate, measure and record measurements. -Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres. -Read to the nearest division or half division, use scales that are numbered or partially numbered. -Use a ruler to draw and measure lines to the nearest centimetre. -Solve word problems involving measures. -Suggest and use suitable units to measure time and know the relationships between them (second, minute, hour, day, week, month, year).

	-Read the time on analogue and digital clocks, to the nearest 5 minutes on an analogue clock and to the nearest minute on a digital clock. -Begin to calculate simple time intervals in hours and minutes. -Read a calendar and calculate time intervals in weeks or days. **<u>Problem solving.</u>** **Year 4:** -Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction. -Understand everyday systems of measurement in length, weight, capacity and time and use these to solve simple problems as appropriate. -Check the results of adding numbers by adding them in a different order or by subtracting one number from the total. -Check subtraction by adding the answer to the smaller number in the original calculation. -Check multiplication using a different technique, e.g. check 6 x 8 = 48 by doing 6 x 4 and doubling. -Check the result of a division using multiplication, e.g. multiply 4 by 12 to check 48 ÷ 4.

	-Recognise the relationships between 2D shapes and identify the differences and similarities between 3D shapes. -Estimate and approximate when calculating, and check working. Using understanding and strategies in solving problems -Make up a number story for a calculation, including in the context of measures. -Explain reasons for a choice of strategy when multiplying or dividing. -Choose strategies to find answers to addition or subtraction problems; explain and show working. -Explore and solve number problems and puzzles, e.g. logic problems. -Use ordered lists and tables to help to solve problems systematically. -Describe and continue number sequences, e.g. 7, 4, 1, –2, ... identifying the relationship between each number. -Identify simple relationships between shapes, e.g. these polygons are all regular because ... -Investigate a simple general statement by finding examples which do or do not satisfy it. -Explain methods and reasoning orally and in writing; make hypotheses and test them out. **Year 3:** -Choose appropriate mental strategies to carry out calculations.

	-Begin to understand everyday systems of measurement in length, weight, capacity and time and use these to make measurements as appropriate. -Make sense of and solve word problems, single (all four operations) and two-step (addition and subtraction), and begin to represent them, e.g. with drawings or on a number line. -Check the results of adding two numbers using subtraction, and several numbers by adding in a different order. -Check subtraction by adding the answer to the smaller number in the original calculation. -Check multiplication by reversing the order, e.g. checking that 6 x 4 = 24 by doing 4 x 6. -Check a division using multiplication, e.g. check 12 ÷ 4 = 3 by doing 4 x 3. -Recognise the relationships between different 2D shapes. -Identify the differences and similarities between different 3D shapes. -Estimate and approximate when calculating, and check working. -Make a sensible estimate for the answer to a calculation, e.g. using rounding. -Consider whether an answer is reasonable.
Teaching Strategies How will we learn?- Organisation and practice	Math's peer groups Focused learning groups of Grade 3 & 4

	Cooperative Learning. Applications of maths in everyday life.
Cross-curricular activities: Connections with other subjects?	The subject includes/connects topics from Sciences (percentages, measurement, statistics, etc.), Global Perspectives (charts/graphs, data tables, etc.) & Art (proportions, symmetry, etc).
Assessment How will we know what we have learned?	Assessment of children's achievement level of in class work and tasks Children's self-assessment using traffic lights Class quiz Teacher Observations Summative tests will be given at the end of every term.
Materials/ other remarks:	-Books: Cambridge Primary Maths Workbook 3 and 4 -Audio-visual resources: Smartboard Math Games, Videos. -Lego. -Everyday Objects.

Subject	Science
Class	English B
School Year	2025-26
Teacher	Erica Renneberg
Learning objectives What do we want to learn this year?	**Thinking and Working Scientifically** <u>Models and representations</u> • Know that models are not fully representative of a real world situation and/or scientific idea. • Use models to show relationships, quantities or scale. • Draw a diagram to represent a real world situation and/or scientific idea <u>Scientific enquiry: purpose and planning</u> • Ask scientific questions that can be investigated. • Know that there are five main types of scientific enquiry (research, fair testing, observing over time, identifying and classifying, and pattern seeking). • Make a prediction describing some possible outcomes of an enquiry. • Identify variables that need to be taken into account when doing a fair test. • Identify risks and explain how to stay safe during practical work <u>Carrying out scientific enquiry</u>

	• Use observations and tests to sort, group and classify objects. • Use keys to identify objects, materials and living things. • Choose equipment from a provided selection and use it appropriately. • Describe how repeated measurements and/or observations can give more reliable data. • Take measurements in standard units, describing the advantage of standard units over non-standard units. • Carry out practical work safely. • Use secondary information sources to research an answer to a question. • Collect and record observations and/or measurements in tables and diagrams. <u>Scientific enquiry: analysis, evaluation and conclusions</u> • Identify whether results support, or do not support, a prediction. • Describe simple patterns in results. • Make a conclusion from results and relate it to the scientific question being investigated. • Present and interpret results using tables, bar charts and dot plots **Biology**

	Structure and function • Identify some of the important bones in the human body (limited to skull, jaw, rib cage, hip, spine, leg bones and arm bones). • Know that bones move because pairs of muscles that are attached to them contract and relax. • Describe some of the important functions of skeletons (limited to protecting and supporting organs, enabling movement and giving shape to the body). • Know that some animals have an exoskeleton. • Identify vertebrates as animals with a backbone and invertebrates as animals without a backbone Life processes • Know that medicines can be used to treat some illnesses, and describe how to use them safely. • Know that plants and animals can have infectious diseases, and vaccinations can prevent some infectious diseases of animals. • Know that plants and animals need energy to grow, live and be healthy, and plants get their energy from light while animals get their energy from eating plants or other animals. • Describe the importance of movement in maintaining human health. Ecosystems • Know that different animals are found in, and suited to, different habitats.

	• Know plants and animals can survive in environments other than their habitats. • Describe food chains as being made of producers and consumers, and classify consumers as herbivores, omnivores, carnivores, predators and/or prey. **Chemistry** <u>Materials and their structure</u> • Describe the particle model for solids and liquids. • Understand the difference between materials, substances and particles. • Know that particles are in constant motion, even when in a solid. <u>Properties of materials</u> • Use the particle model to explain the properties of solids and liquids. • Describe and explain how some solids can behave like liquids (e.g. powders), referring to the particle model. <u>Changes to materials</u> • Describe solidification/freezing and melting, using the particle model to describe the change of state. • Understand that the change of state of a substance is a physical process.

	• Know that some substances will react with another substance to produce one or more new substances and this is called a chemical reaction. **Physics** <u>Forces and energy</u> • Know that energy is present in all matter and in sound, light and heat. • Know that energy cannot be made, lost, used up or destroyed but it can be transferred. • Know that energy is required for any movement or action to happen. • Know that not all energy is transferred from one object to another, but often some energy during a process can be transferred to the surrounding environment and this can be detected as sound, light or temperature increase. <u>Light and sound</u> • Know that light travels in straight lines and this can be represented with ray diagrams. • Know that light can reflect off surfaces. • Describe how objects which are not light sources are seen. <u>Electricity and magnetism</u>

	• Know that an electrical device will not work if there is a break in the circuit. • Describe how a simple switch is used to open and close a circuit. • Describe how changing the number or type of components in a series circuit can make a lamp brighter or dimmer. • Know some materials are good electrical conductors, especially metals, and some are good electrical insulators. **Earth and Space** <u>Planet Earth</u> • Describe the model of the structure of the Earth which includes a core, a mantle and a crust. •Describe common features of volcanoes and know they are found at breaks in the Earth's crust. • Know that the Earth's crust moves and when parts move suddenly this is called an earthquake. <u>Earth in space</u> • Explain why the spinning of the Earth on its axis leads to the apparent movement of the Sun, night and day, and changes in shadows. • Name the planets in the Solar System. • Know that the Sun is at the centre of the Solar System.

	• Know that planetary systems can contain stars, planets, asteroids and comets **Science in Context** • Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry. • Describe how science is used in their local area. • Use science to support points when discussing issues, situations or actions. • Identify people who use science, including professionally, in their area and describe how they use science. • Discuss how the use of science and technology can have positive and negative environmental effects on their local area.
Teaching Strategies How will we learn?- Organisation and practice	Co-operative learning Child led inquiry Mixed ability groups Introduction stimulus

	KWL A two-year program is planned in order to cater for the BIS system whereby pupils spend two years in the English B class. These are labelled Year A and Year B, and alternate from year to year, as follows: 2024-25 Year A 2025-26 Year B 2026-27 Year A 2027-28 Year B Year A Topics: Plants, Animals, Human Body (Organs), States of Matter, Force, Light, Magnets, Earth Materials, The Moon Year B Topics: Human Body (Skeleton and Muscles), Medicine and Infectious Diseases, Habitats, Particle Model, Energy, Light and Electricity, Earth and the Solar System
Cross-curricular activities: Connections with other subjects?	The subject includes/connects topics from Global Perspectives, Maths & Art. Students will also develop vocabulary through listening, speaking, reading and writing.

Assessment How will we know what we have learned?	Teacher Observation Monitoring of the student's work Student questioning Assessment of learning quizzes KWL for AOL & AFL
Materials/ other remarks:	Cambridge Primary Science workbook Videos Audio-visual resources, magnets, decibel meter, etc.

Subject	Physical Education
Class	English B
School Year	2025-26
Teacher	Erica Renneberg & Jonathan Bauer
Learning objectives	

What do we want to learn this year?	**Moving Well** • Move with control and coordination, using space in different ways and moving with different speeds and dynamics. • Refine and extend movement competence and confidence through responding and adapting to the demands of a range of contexts, apparatus and equipment, showing coordination and control. • Practise, refine and consolidate a broad range of movement skills. • Perform and link together a wider variety of movement skills in short sequences. **Understanding Movement** • Use simple criteria to evaluate success and identify the need for improvement in basic movement tasks and challenges. • Understand and follow simple rules and understand and use tactics and compositional ideas. • Describe own and others' movements using some activity-specific vocabulary and be able to identify more and less effective movement. • Demonstrate (through movement) and discuss understanding of language and concepts related to actions, dynamics, space and relationships. **Moving Creatively** • Explore and discover ways of interacting in movement with different situations and contexts,including a range of apparatus and equipment. • Respond to given and selected tasks and challenges in a range of movement contexts. • Discover and use a range of compositional ideas to express themes, moods and emotions.

	• Show creativity and innovation in a range of individual, group, expressive, competitive and cooperative contexts. **Taking Part** • Know their roles and start to recognise others' roles in a range of simple individual and small team/group context. • Begin to take and share the lead in team/group. • Recognise movement qualities in self and others and be able to describe own movement strengths and areas for improvement. • Listen to others and respond appropriately in a range of movement tasks and challenges. **Taking Responsibility** • Demonstrate collaboration and begin to understand what fair play is in team/group physical activities. • Understand when and how to engage the help of others during group movement tasks. • Give supportive feedback in partner/small group activities. Show appreciation of and respect for contributions and motivation to improve. • Show patience and care when working with others. Listen to others and plan together to find solutions to movement challenges. **Healthy Bodies** • Demonstrate understanding of bodily changes during physical activity and the positive benefits of physical activity for health and wellbeing.

	• Identify and name which body parts are being used during physical activity and why these are important. • Identify the required level of intensity during a range of simple physical activities and begin to work towards achieving this. • Recognise the current limits of own capacities, and understand the risks associated with different contexts and physical activities. • Understand the importance of warming up and cooling down the body when participating in physical activity. • Understand some components of a healthy diet. • Engage in and plan for a range of physical activities, evaluating and comparing the required level of intensity within each of these.
Teaching Strategies How will we learn?- Organisation and practice	Mixed ability groups Child led tasks Turn taking leaders Student helpers
Cross-curricular activities: Connections with other subjects?	English (Oral Language), Maths (Numbers, Measurement, Data)
Assessment	Teacher observations of children's participation, ability to compete objectives and tasks

How will we know what we have learned?	
Materials/ other remarks:	Variety of PE resources (cones, balls, hula hoops, hurdles, bat etc)

Subject	Art & Design
Class	EB
School Year	2025-26
Teacher	Jonathan Bauer
Learning objectives What do we want to learn this year?	Experiencing • Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different time,s and cultures. • Explore media, materials, tools, technologies, and processes. • Gather and record experiences and visual information.

	Making • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. • Select appropriate media, materials, tools, technologies, and processes for a purpose. Reflecting • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process. Thinking and Working Artistically • Generate, develop, create, innovate, and communicate ideas by using and connecting the artistic processes of experiencing, making, and reflecting. • Embrace challenges and opportunities, working with growing independence. • Review and refine own work.
Teaching Strategies How will we learn?- Organisation and practice	Self-discovery through experimentation of materials Technique through demonstrations Subject matter based on individual interest Encourage and motivate pupils Works to be kept in folders when not on display

Cross-curricular activities: Connections with other subjects?	Art combined with History and Global Perspectives with pertinent cultural and societal connections Math – parallel lines, understanding distance Science – color and light, how pigments are made Well-being
Assessment How will we know what we have learned?	Formative assessments in the classroom through discussion, observation, and lesson outputs. Discuss with learners 'what went well' and how they can improve further, so learners can reflect on, and improve, their performance.
Materials/ other remarks:	Art instruments such as pencils, brushes, plasticene, wax, paper, and a variety of online and print resources

Subject	Music
Class	EB
School Year	2025-2026
Teacher	Jeff Weber

Learning Objectives: What do we want to learn this year?	
Teaching Strategies How will we learn? - Organisation and practice	
Cross-curricular activities: How we will be connecting with other subjects?	
Assessment How will we know what we have learned?	
Resources: /other remarks	

Subject	Well Being

Class	English B
School Year	2025-2026
Teacher	Erica Renneberg
Learning Objectives: What do we want to learn this year?	**Understanding Myself** Identifying emotions • Identify a wide range of emotions in themselves and others using a range of vocabulary. • Understand how emotion can physically affect their bodies. • Understand that emotions can change over time due to planned and unplanned external factors. • Explore emotions related to loss and bereavement. Managing emotions • Explore triggers for different emotions. • Evaluate whether their behaviour is appropriate for a given situation. • Practise a range of strategies to support emotional self-care and identify which they find most useful. • Practise a range of strategies they can use when self-managing unpleasant or intense emotions and identify which strategies they find most useful. • Explore different facets that contribute to their identity and the importance of having a positive attitude towards themselves. • Understand that comparing themselves with others can contribute to an unhealthy mindset. Healthy habits • Explore the impact of habits on wellbeing. • Recognise signs of physical and mental ill health and know who to tell. • Understand why a balanced diet may be different for different individuals. • Understand how food and drink can affect their oral health. • Explore the benefits of movement for both body and mind. • *Identify at least one physical activity they enjoy and practise regularly. • Know why personal hygiene is important. • Explore factors that affect their ability to rest. • Explore factors that affect their ability to sleep.

	• Identify a personal sleep routine that promotes good sleep. • Explore the benefits of natural light on wellbeing. • Understand the effects of medicines and when to use them. • Understand how vaccinations protect us from diseases. • *Offer help and suggestions to others to help them manage their wellbeing. **My Relationships** Healthy relationships • Describe the role of different types of relationships in their life. • Explain the importance of friends and how they can support each other when they need help or are unhappy. • Understand that they can have different relationships with different friends. • Know how mutual compromise can be used to resolve conflict. • Explore reasons why friendships change over time. • Explore the difference between a joke and bullying. • Know what to do if they, or others, are being bullied. • Identify different types of peer pressure and know strategies to combat it. • Explore how stereotypes can have a negative effect. • Discuss different types of families and the similarities and differences between them. • Identify activities they and their family can take part in to support their wellbeing. • Recognise different ways of expressing and receiving love. • Discuss how they may become part of different communities during their lifetime. • *Communicate their own boundaries to others. • *Respect other people's boundaries. • Explain the importance of respecting others, even when they have different. • Identify home and school rules and consider why they are important and different. • *Understand and demonstrate why active listening skills are important. • Compare different types of communication. • Explore the differences between a secret and a surprise, and discuss the appropriateness of sharing each. **Navigating My World** Staying safe • *Know how to respond safely in interactions with strangers.

	• *Identify who they can ask for help if they feel unsafe or uncomfortable in some situations. • Know basic first aid techniques. • Understand the importance of passwords, PINs and safety features to keep information secure and safe. • Identify possible hazards in a range of familiar and unfamiliar contexts and know how to assess and manage them. • Understand the effects of extreme heat and cold and how to mitigate them. • Explore the different rules, regulations and restrictions that are in place to keep them safe. • Explore the ways in which websites use clickbait and advertising to encourage time online. Dealing with change • Describe the physical and emotional impact that changes can have on people. • Understand that different people respond to change in different ways. • Identify different ways of managing changes in their life and where to seek support. • *Explore how mistakes can become positive learning experiences. • *Demonstrate metacognitive strategies in their learning. Making a difference • Explore how to apply the four Rs of waste reduction to their everyday life. • Identify ways in which they can behave more sustainably. • Understand the positive impact that buying Fairtrade and ethically-sourced products has on communities and countries. • Understand the impact of plastics on our planet • Understand the importance of diversity and the benefits of living in a diverse community. • Explore their fundamental human rights.
Teaching Strategies	Teacher and student led discussions Questionnaires

How will we learn? - Organisation and practice	Cooperative learning groups Notebook for written activities Class trips Guest Speakers Videos and Music
Cross-curricular activities: How we will be connecting with other subjects?	The subject will link to English (reading, writing, discussing), Physical Education (Health and Hygenie) and Global Perspectives (Community, Peace and Conflict, etc)
Assessment How will we know what we have learned?	Children will record work in a well being notebook. Questionaires Whole class and small group discussions. Teacher will take anecdotal observations.
Resources: /other remarks	Videos Music Books