

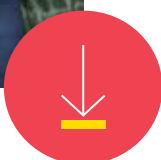


BRITISH INTERNATIONAL SCHOOL
OF CHICAGO, LINCOLN PARK
A NORD ANGLIA EDUCATION SCHOOL

CURRICULUM HANDBOOK

2023
2024

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INTRODUCTION

Our Curriculum Handbook is a comprehensive guide that outlines the key learning goals, topics, and skills that our students throughout their time at BISC-LP are taught throughout each stage of their educational journey. This handbook is designed to provide information for you, our families, regarding the curriculum framework for each year group, how we meet the needs of each of our students and ensure they are on track to achieve their full potential. We base our teaching in the foundations of the British National Curriculum and draw influence from the International Primary Curriculum for our Topics taught throughout all ages in school, from 15 months to 11 years old.

Here at BISC-LP, we aspire for our students to become Thinkers, Creators and Future Makers, which is the core of our ethos here and drives our curriculum. What makes BISC-LP unique is the extraordinary breadth and depth of our Pre-nursery, Early Years and Primary curriculum: our teaching covers a wide range of subjects, including English, Math, PSHE, History, Geography, Social Studies, STEAM (Science, Technology, Engineering, Art and Math), Performing Arts (Drama, Dance and Music), PE and Games and World Languages (French and Spanish). Not only do we have outstanding class teachers and learning assistants, but we also offer exceptional subject specialists to expose our students to a range of skills and knowledge at even our youngest age. Our specialist curriculum is for all our students, from Pre-Nursery through until Year Six. By the end of their primary education, we strive for our students to have a solid foundation in all subjects taught here, which will prepare them for the next stages of their educational journey and beyond.



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PURPOSE & PHILOSOPHY

BISC-LP PURPOSE

Our purpose is to empower our students to Create Their Future, enabling them to achieve beyond their perceived limits. We believe in nurturing not only their academic excellence but also their confidence, resilience, and creativity, ensuring their success in any path they choose.

BISC-LP PHILOSOPHY

Our philosophy for our students is to foster the next generation of Thinkers, Creators, and Future Makers. Through our positive and inspiring educational philosophy, we strive to ignite their imagination, encourage questioning, and immerse them in transformative learning experiences.

As an accredited school offering the International Early Years Curriculum (IEYC) and the International Primary Curriculum (IPC), we provide our children with opportunities to build knowledge, skills, and understanding at local, national, international, and global levels. Through a diverse range of themes, such as cultural traditions, environmental sustainability, government, technology, and innovation, our students gain insights and perspectives in all subjects and topics. We celebrate cultural diversity as an international school, fostering an environment where children can share and teach others about their personal lives and heritage. From school-wide events like International Day to weekly lessons across various subjects, our students consistently express themselves and expand their understanding of the world around them.

OUR STUDENTS ARE:



THINKERS

They have a love of learning that motivates them to be happy, open-minded, and inquisitive.



CREATORS

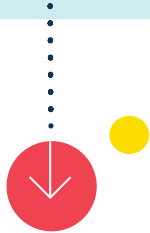
They are resilient problem-solvers who thrive when faced with challenge and intrinsically recognize their own success.



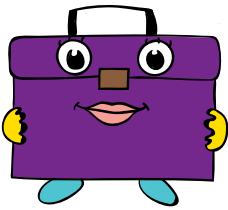
FUTURE MAKERS

They are self-aware, confident global citizens whose holistic values empower them to make an impact.

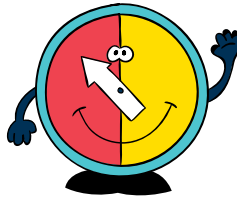
VALUES



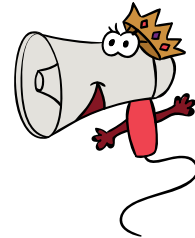
At BISC-LP, our commitment to shaping well-rounded individuals lies at the core of our bespoke Values curriculum. We know the significance of fostering positive characteristics alongside academic subjects. Our utmost goal is to guide our students towards becoming the best versions of themselves, and we firmly believe that explicit teaching of values is essential in achieving this. Through a holistic approach encompassing PSHE lessons, weekly assemblies, thoughtful responses to real-life situations, and ongoing dialogue, we equip our students with the skills and knowledge necessary for their happiness, safety, success, and confidence. Our values curriculum embodies our deep-rooted aspiration for each child to embody adaptability, effective communication, cooperation, curiosity, morality, resilience, respect, empathy, and thoughtfulness, thus molding them into conscientious and empathetic global citizens.



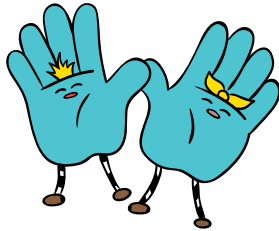
MRS. ADAPTABLE



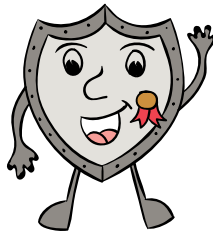
DR. MORAL



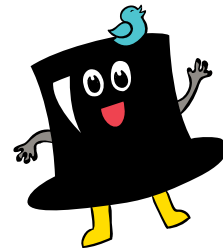
**PRINCESS
COMMUNICATION**



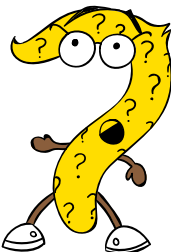
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COOPERATION**



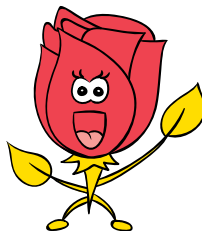
SIR RESILIENT



MR. RESPECT



MASTER CURIOSITY



MISS THOUGHTFUL



M. PATHY

YEAR GROUP EQUIVALENCY CHART

PRE-NURSERY
NURSERY
RECEPTION

Pre-K

YEAR ONE

Kindergarten

YEAR TWO

First grade

YEAR THREE

Second grade

YEAR FOUR

Third grade

YEAR FIVE

Fourth grade

YEAR SIX

Fifth grade



A woman with blonde hair in a braid, wearing a black long-sleeved shirt, is smiling and supporting a young boy with dark hair. The boy is wearing a bright blue polo shirt and dark blue shorts, and he is smiling while holding onto a light blue vertical pole of a wooden climbing frame. The background shows more of the wooden play structure with star-shaped cutouts. Overlaid on the image are graphic elements: a large pink circle in the upper left containing the text 'EARLY YEARS CURRICULUM', a smaller red circle with a white arrow pointing right, and a teal circle containing the years '2023' and '2024'. A dotted line extends from the teal circle across the right side of the page.

EARLY YEARS CURRICULUM

2023
2024

EARLY YEARS CURRICULUM



In the Early Years (15 months – 5 years) at BISC-LP, we follow the UK Early Years Framework. The framework is split into seven areas of learning and development which shape the learning experiences in our setting. For each area of learning there is an Early Learning Goal which encompasses the knowledge, skills, and understanding children should have by the end of the year that a child turns 5 (Reception). All prior learning is sequenced to facilitate this end goal.

The framework has been built upon four overarching principles which guide the practice in our Early Years Department:

- ✓ Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- ✓ Children learn to be strong and independent through **positive relationships**.
- ✓ Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- ✓ The importance of **learning and development** and recognizing that children develop and learn at different rates.

PRIME AREAS

Though the seven areas of learning are all important and inter-connected, three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for forming relationships and thriving in learning.

COMMUNICATION & LANGUAGE

PERSONAL, SOCIAL & EMOTIONAL

PHYSICAL DEVELOPMENT

SPECIFIC AREAS

The following four areas are deemed to be those through which the three prime areas are strengthened and applied. Skills acquired within the Prime Areas of learning support the development of knowledge, skills, and understanding within the Specific areas.

LITERACY

MATHEMATICS

UNDERSTANDING THE WORLD

EXPRESSIVE ARTS & DESIGN

THE CHARACTERISTICS OF EFFECTIVE LEARNING

In planning and guiding what children learn, teachers reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning defined in the Early Years Curriculum are:

✓ **Playing & Exploring**

Children investigate, experience things, and 'have a go'

✓ **Active Learning**

Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements

✓ **Creating & Thinking Critically**

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The development of these characteristics is supported within each interaction both with adults and peers and is enhanced and encouraged by the stimulating and purposeful environments we create for the children in each classroom. These transferable skills not only enhance children's learning during their time in the Early Years but crucially throughout their learning journey.

PLAYING & EXPLORING

Realize that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.

Make independent choices.

Respond to new experiences that are brought to their attention.

ACTIVE LEARNING

Participate in routines.

Begin to predict sequences because they know routines.

Show goal-directed behavior.

Begin to correct their mistakes themselves.

Keep on trying when things are difficult.

CREATING & THINKING CRITICALLY

Take part in simple pretend play.

Use pretend play to think beyond the 'here and now' and to understand another perspective.

Know more, so feel confident about coming up with their own ideas.

make more links between those ideas.

Concentrate on achieving something that's important to them - they are increasingly able to ignore distractions.

Review their progress as they try to achieve a goal.



PLAY BASED LEARNING

The Characteristics of Effective Learning are deeply rooted in play. This is why, throughout the Early Years at BISC-LP, in line with the Early Years framework, we use a play-based approach to teaching and learning.

When children are engaged in play, they are continually developing a range of skills that form the foundation of all future learning. They experiment with cause and effect, make independent choices, select appropriate resources, guide their own thinking, and learn to collaborate and compromise among many other crucial skills.

By observing children in play, it enables teachers to understand more about each individual child including their interests, strengths, and areas for development to inform how they can best support their needs in an engaging and purposeful way.

Our classrooms are carefully considered and set up with intent to provide developmentally appropriate, open-ended opportunities that present challenge and promote independence across the seven areas of learning. As you enter a classroom, you will likely see defined areas for construction, role play, and art for example. These areas are fluid and resources may move from one area to another as children are encouraged to resource their own play.

The way the areas are set up and resourced progress as children move through the Early Years and, likewise, develop throughout the year to address both the needs and interests of the children and the current skills being planned for. As children reach Reception age, you will notice more purposefully placed reading, writing, and mathematical opportunities in each area to encourage the application of newly learned skills within a familiar context.

It is highly motivating for children to be given independence to take a lead in their own play. To supplement this, playful experiences will also be provided for the children. This may be an invitation to play set up for children to access independently whilst, at other times, it may be an adult-led task to provide a greater scaffold or adult modelling. As children get older, the regularity of adult led activities will increase in order to address the progressing skills in the curriculum in the most productive and supportive way. It also forms a key part of the transition into Phase 1 where adult directed tasks increase over the phase.

PLAY IS THE
HIGHEST FORM
OF RESEARCH.

- Albert Einstein

COMMUNICATION & LANGUAGE (PRIME)

The development of children's spoken language underpins all seven areas of learning and development. Language acquisition is the most important skill a child learns in their early years, with children's back-and-forth interactions forming the foundations for language and cognitive development.

At BISC-LP, we believe a language rich environment is crucial to facilitate this. Children's interests are central, and adults ensure they use these to have meaningful conversations with children to deepen their understanding. The power of imaginative play is also utilized with small world and role play opportunities planned for throughout the environment. Here, children can share their ideas with support and modelling from their teachers who use focused questioning that encourages them to elaborate. This forms a scaffold for subsequent conversations.

At all ages, adults will often be heard echoing back what children say with new vocabulary added, in order to build children's language effectively. Sharing stories forms a regular part of the daily routine in all classrooms. Engaging children actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, enables children to thrive in their communication.

This is further enhanced by the work of our World Languages Department, who work with children on a weekly basis from 15 months through to the end of their journey at our school in Year 6. Through initial exposure in the youngest years leading into the explicit teaching of French and Spanish, they begin to recognize and respect other languages.

EARLY LEARNING GOALS

LISTENING, ATTENTION & UNDERSTANDING

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

SPEAKING

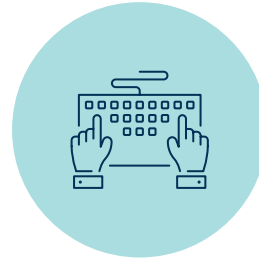
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Please see overleaf to see the development of some skills within this area of development from Pre-Nursery to Reception.

COMMUNICATION & LANGUAGE



PRE-NURSERY	NURSERY	RECEPTION
Listen and respond to a simple instruction.	Pay attention to more than one thing at a time.	Understand how to listen carefully and why listening is important.
Start to say how they are feeling, using words as well as actions.	Use a wider range of vocabulary.	Learn new vocabulary and use it throughout the day and in different contexts.
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Ask questions to find out more and to check they understand what has been said to them.
Listen to simple stories and understand what is happening, with the help of the pictures.	Enjoy listening to longer stories and can remember much of what happens.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Start to develop conversation, often jumping from topic to topic.	Start a conversation with an adult or a friend and continue it for many turns.	Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.
Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	Use talk to organize themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen.
Make themselves understood but can become frustrated when they cannot.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Connect one idea or action to another using a range of connectives.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT (PRIME)



Children's personal, social, and emotional development is crucial for them to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others, as well as provide a model for forming successful relationships with other children. All adults in the school support this area of development and this is strongly supported by reference to our Goal Squad.

Children are supported to manage their emotions using the Zones of Regulation as well through stories and discussions relating to the interactions they have day-to-day. The environment is set up to enable children to develop their independence and make choices through self-selecting resources in the classroom. This naturally leads to collaboration and authentic opportunities for negotiating turn taking. Within this, children must find ways to express their own ideas and opinions. Over time they become less reliant on adult support to navigate these interactions.

Adults ensure appropriate challenge is provided to children at all ages to ensure they develop the resilience and perseverance necessary in all learning, whilst being supported to maintain a positive sense of self when things do not always go the way they have planned.

Through adult modelling and guidance, children at BISC-LP will learn how to look after their bodies, including healthy eating, and managing personal needs independently. These attributes will provide a secure platform from which children can achieve both at school, and in later life.

EARLY LEARNING GOALS

SELF-REGULATION

Show an understanding of their own feelings and those of others and begin to regulate their behavior accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

BUILDING RELATIONSHIPS

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

MANAGING SELF

Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

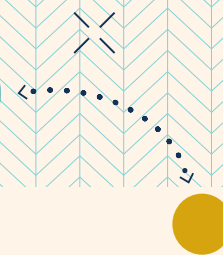
Please see overleaf to see the development of some skills within this area of development from Pre-Nursery to Reception.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT



PRE-NURSERY	NURSERY	RECEPTION
Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions.	Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Identify and moderate their own feelings socially and emotionally.
Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Show resilience and perseverance in the face of challenge.
Talk about their feelings in more elaborated ways: "I'm sad because..."	Understand gradually how others might be feeling.	Express their feelings and consider the feelings of others.
Develop friendships with other children.	Play with one or more other children, extending and elaborating play ideas.	Build constructive and respectful relationships.
Learn to use the toilet with help, and then independently.	Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.	Manage their own needs – personal hygiene.
	Make healthy choices about food, drink, activity and toothbrushing.	Know and talk about the different factors that support their overall health and wellbeing:
Begin to show 'effortful control'. For example, waiting for a turn	Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive.	Think about the perspectives of others.

PHYSICAL DEVELOPMENT (PRIME)



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination, and positional awareness.

Opportunities for play, both indoors and outdoors using our Physical Development spaces are provided to support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility through moving at speed and in a variety of ways. These gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.

Fine motor control and precision helps with hand-eye co-ordination which is later linked to early Literacy. There are repeated and varied opportunities planned for to develop manipulative skills through exploring and playing with small world activities, puzzles, arts and crafts and the practice of using small tools. Feedback and support from adults enables children to develop proficiency, control, and confidence.

Our PE teachers further enhance this by sequentially planning skill development to support the needs of the children during their weekly sessions which begin in Pre-Nursery with a focus on their gross motor movements, spatial awareness, balance, and co-ordination. The length of sessions increases as children move through the Early Years and become more focused on the development of key skills within different disciplines.

EARLY LEARNING GOALS

GROSS MOTOR SKILLS

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

FINE MOTOR SKILLS

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paintbrushes and cutlery.

Begin to show accuracy and care when drawing.

Please see overleaf to see the development of some skills within this area of development from Pre-Nursery to Reception.

PHYSICAL DEVELOPMENT



PRE-NURSERY	NURSERY	RECEPTION
Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling, and walking.	Use large-muscle movements to wave flags and streamers, paint and make marks.	Revise and refine the fundamental movement skills they have already acquired such as rolling, crawling, walking, jumping, running, hopping, skipping, or climbing.
Walk, run, jump and climb – and start to use the stairs independently.	Go up steps and stairs, or climb up apparatus, using alternate feet.	Progress towards a more fluent style of moving, with developing control and grace.
Sit on a push-along wheeled toy, use a scooter, or ride a tricycle.	Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.	Develop overall body strength, co-ordination, balance, and agility.
Clap and stamp to music.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Combine different movements with ease and fluency.
Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them. Spin, roll, and independently use ropes and swings.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items, such as moving a long plank safely, or carrying large hollow blocks.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Explore different materials and tools. Start eating independently and learning how to use a knife and fork. Develop manipulation and control.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Develop the foundations of a handwriting style which is fast, accurate, and efficient.

LITERACY (SPECIFIC)



Children are developing literacy skills which will feed into their reading and writing long before they pick up a book or a pencil. Language acquisition, holding conversations, sharing songs and rhymes, and even playing with playdough all contribute to a child's later reading and writing. Development of these skills is markedly different at the different ages throughout the Early Years due to the increasing cognitive and physical demands.

Every conversation and book shared with a child from birth impacts their literacy development. It demonstrates language, and more so, printed language being a form of communication and holding meaning. Over their time in the Early Years, children at BISC-LP will be becoming familiar with books and the concepts of print. This is enhanced by weekly visits to the school Library in Nursery and Reception and visits from our librarian over to Pre-Nursery.

This is a crucial phase for developing phonological awareness, the foundation for the application of Phonic knowledge to reading and writing. We use rhymes and songs as a stimulus for vocabulary development as well as providing opportunities to experience rhythm and rhyme. It is crucial for children to develop a life-long love of reading and we ensure engaging, high-quality texts are always available and shared with the children daily to nurture this.

Early mark making opportunities at age-appropriate levels are provided throughout classrooms to encourage children to ascribe meaning to the marks they make before these are recognizable letters. Opportunities to develop hand-eye coordination, fine motor strength and bilateral coordination are planned for to feed into their later writing development.

EARLY LEARNING GOALS

COMPREHENSION

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

WORD READING

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

WRITING

Write recognizable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others

Please see overleaf to see the development of some skills within this area of development from Pre-Nursery to Reception.

LITERACY



PRE-NURSERY	NURSERY	RECEPTION
Enjoy songs and rhymes, tuning in and paying attention; join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo; say some of the words in songs and rhymes.	Develop their phonological awareness, so that they can: Spot and suggest rhymes. Count or clap syllables in a word. Recognize words with the same initial sound, such as money and mother.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.
Enjoy sharing books with an adult. Have favorite books and seek them out. Pay attention and respond to the pictures and words, repeating words, or phrases from familiar stories. Ask questions about the book, make comments, and share their own ideas. Develop play around favorite stories using props.	Engage in extended conversations about stories, learning new vocabulary.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, fluency and their understanding and enjoyment.
Copy finger movements and gestures. Notice some print, such as the first letter of their name, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name.	Use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy. Write some or all of their name. Write some lower-case letters accurately.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

PHONICS IN THE EARLY YEARS



Throughout the Early Years, children's phonic development is carefully considered to ensure the essential foundational skills are embedded before children move on in their learning. On their journey from Pre-Nursery to Reception, children are acquiring and rehearsing developmentally appropriate skills which will be built upon each year.

Phonological awareness is an important precursor to any Phonics program. This is the ability to discriminate between sounds and remember them. The emphasis is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills, which forms children's ability to read and write. These early phonological skills are broken down into seven key aspects which children need to be secure with before moving on to learning letter sounds.

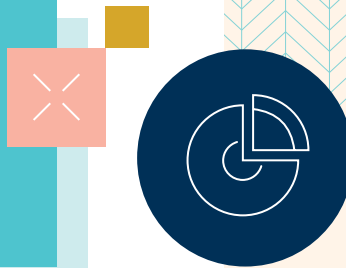
The seven aspects have been divided into age groups but are not exclusive to these as they are skills which continually need to be revisited and supported to ensure they are embedded. The more secure children are with these skills, the better they will be able to apply their learning of letter sounds to reading and writing with more immediacy.

PRE-NURSERY	Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3	Aspect 6 Voice Sounds	
NURSERY	Continuation and consolidation of Pre-Nursery aspects	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 7	Exposure to single letter sounds
RECEPTION	Continuation and consolidation of Aspects 1-7	Read Write Inc Set 1 sounds (31 sounds)	Read Write Inc Set 2 sounds (12 sounds)	Ditty/red/green books	Application in reading and writing linked to Literacy objectives

READ WRITE INC

Once children are in Reception, they begin learning through the Read Write Inc program which continues through Phase 1. Discrete, daily 30 minute sessions take place for all children, focused on the needs of each child. Children are regularly assessed to ensure they are in the correct group to meet their needs and offer them appropriate challenge. Within a session, children are taught to articulate a sound correctly, associate a sound (phoneme) with a letter (grapheme) and record this letter accurately. They are also offered opportunities to orally blend using 'Fred Talk' and, when they have learned enough sounds, to apply this to reading and building words using magnetic letters. As the year progresses, children will begin to read books within these sessions and will work on sentence writing.

MATHEMATICS (SPECIFIC)



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge and vocabulary from which the mastery of mathematics is built.

Whilst you will notice that only number is represented in the Early Learning Goal, children have rich opportunities to develop their spatial reasoning skills throughout the Early Years covering developmentally appropriate concepts and skills relating to shape, space, and measure.

Developing a positive attitude and interest in mathematics forms a core part of the work adults seek to facilitate in this area of learning. Children are encouraged to look for patterns and relationships, spot connections, communicate what they notice, and 'have a go' without fear of mistakes.

We offer a hands-on approach moving from the concrete to the pictorial to the abstract. Exposure to mathematics through authentic resources and opportunities throughout the classroom enable links to be made to its presence and necessity in the world around us. This is also promoted throughout daily routines. Rich, open-ended play activities are provided throughout classrooms and songs and stories are used as a core stimulus. A central part of children's mathematical development at BISC-LP ensures we work with children on the foundations to provide a secure base from which to build upon as they move through the school.

EARLY LEARNING GOALS

NUMBER

Have a deep understanding of number to 10, including the composition of each number.

Subitize (recognize quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

NUMERICAL PATTERNS

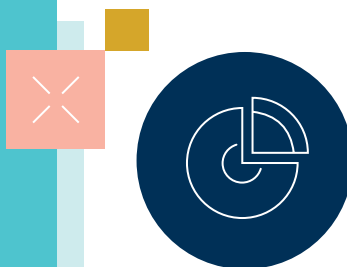
Verbally count beyond 20, recognizing the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other Quantity`.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

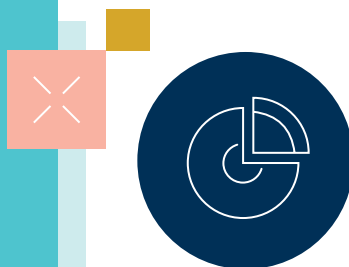
Please see overleaf to see the development of some skills within this area of development from Pre-Nursery to Reception.

MATH: NUMBER



PRE-NURSERY 	NURSERY 	RECEPTION
Develop counting-like behavior, such as making sounds, pointing, or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.	Recite numbers past 5. Say one number for each item in order.	Count objects, actions, and sounds. Count beyond 10. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0 to 5 and some to 10.
	Develop fast recognition of up to 3 objects, without having to count them ('subitizing'). Show 'finger numbers' up to 5.	Subitize
	Link numerals and amounts up to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Link the number symbol (numeral) with its cardinal number value.
Compare amounts, saying 'lots', 'more' or 'same'.	Compare quantities using language 'more than' and 'fewer than'.	Compare numbers.
React to changes of amount in a group of up to three items.	Solve real-world mathematical problems with numbers up to 5.	Understand the 'one more than or one less than' relationship between consecutive numbers.

MATH: SHAPE, SPACE & MEASURE



PRE-NURSERY 	NURSERY 	RECEPTION
Build with a range of resources. Complete inset puzzles. Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Select shapes appropriately such as flat surfaces for building or a triangular prism for a roof. Combine shapes to make new ones. Talk about and explore 2D and 3D shapes using informal and mathematical language.	Compose and decompose shapes so that children recognize a shape can have other shapes within it, just as numbers can. Select, rotate, and manipulate shapes to develop spatial reasoning skills.
	Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Draw information from a simple map (Understanding the World).
Compare sizes, weights etc. using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', or 'heavy'. Climb and squeeze themselves into different types of spaces.		Compare length, weight, and capacity.
Notice patterns and arrange things in a pattern.	Talk about and identify the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Continue, copy, and create repeating patterns.

UNDERSTANDING THE WORLD (SPECIFIC)



Understanding the World involves guiding children to make sense of their physical world and community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. Books form a central part of exposing children to lives and environments different to their own to foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across areas of learning. Enriching and widening children's vocabulary will support later reading comprehension.

We prioritize children bringing and sharing their own experiences in class and welcome visits from families to share their culture and traditions. We are continually striving to seek more ways we can ensure the children can see themselves reflected in their environment with an aim to celebrate diversity within our setting.

At BISC-LP, we provide opportunities to enable children to explore, observe, and find out about people and places. This is supplemented by the weekly STEAM sessions provided by our specialist teachers and our links to MIT. Children have an in-built instinct to investigate, question, and wonder and our Early Years classrooms are set up with an array of open-ended opportunities to further promote this.

EARLY LEARNING GOALS

PAST & PRESENT

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

PEOPLE, CULTURE & COMMUNITIES

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

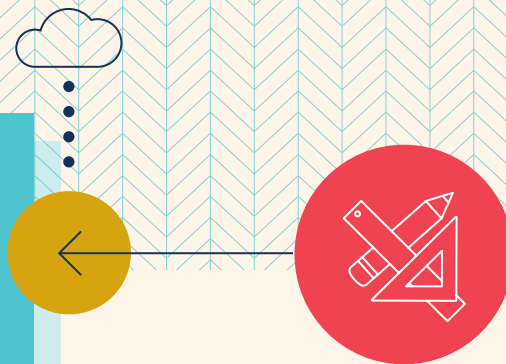
Please see overleaf to see the development of some skills within this area of development from Pre-Nursery to Reception.

UNDERSTANDING THE WORLD



PRE-NURSERY	NURSERY	RECEPTION
Explore natural materials, indoors and outside.	Use all their senses in hands-on exploration of natural materials.	Explore the natural world around them.
Explore materials with different properties. Explore and respond to different natural phenomena in their setting and on trips.	Explore collections of materials with similar or different properties. Talk about the differences between materials and changes they notice.	Describe what they see, hear, and feel whilst outside.
Make connections between the features of their family and other families.	Begin to make sense of their own life story and family history. Continue developing positive attitudes about the differences between people.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.
Notice differences between people.	Recognize that people have different beliefs and celebrate special times in different ways. Know that there are different countries in the world and talk about the differences.	Comment on images of familiar situations in the past. Recognize some environments that are different from the one in which they live.
Repeat actions that have an effect.	Explore how things work. Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.	Understand the effect of changing seasons on the natural world around them.

EXPRESSIVE ARTS & DESIGN (SPECIFIC)



The development of children's artistic and cultural awareness supports their imagination and creativity. We believe it is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe.

Children are exposed to a wide range of media and materials which have been progressively planned from Pre-Nursery through to Reception. Throughout the activities provided, children are encouraged to share their thoughts, ideas, and feelings as the arts provide an opportunity for expression.

This is further enhanced at BISC-LP as we are lucky to have the Performing Arts Department providing Music and Dance to children throughout the Early Years following the Julliard program.

EARLY LEARNING GOALS

BEING IMAGINATIVE

Invent, adapt, and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and song.

Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.

THE NATURAL WORLD

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

CREATING WITH MATERIALS

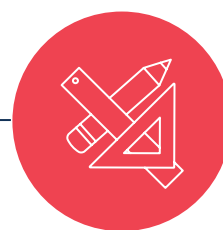
Safely use and explore a variety of materials, tools, and techniques, experimenting with color, design, texture, form, and function.

Share their creations, explaining the process they have used.

Make use of props and materials when role playing characters in narratives and stories.

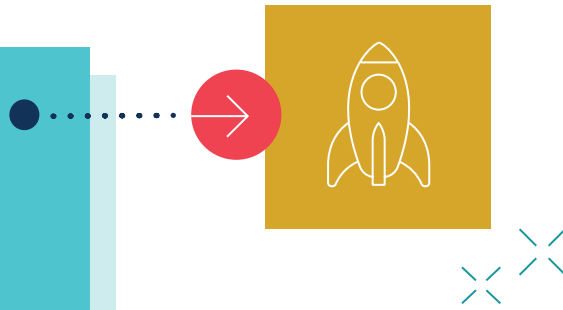
Please see overleaf to see the development of some skills within this area of development from Pre-Nursery to Reception.

EXPRESSIVE ARTS & DESIGN



PRE-NURSERY	NURSERY	RECEPTION
Start to develop pretend play, pretending that one object represents another. Use their imagination as they consider what they can do with different materials.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits.	Develop storylines in their pretend play.
Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds.	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape of familiar songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody.
Start to make marks intentionally. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
Make simple models which express their ideas. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Explore different materials freely to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills.
Move and dance to music. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways.	Listen with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas.	Listen attentively, move to, and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.

BRIGHTWHEEL



Brightwheel is an app which is the main form of daily communication in Early Years. It provides you with glimpses of your child's experiences throughout the day. Photographs of your child engaged in their activities are posted daily which form a fantastic opportunity for discussions at home about what your child has done in school that day. This offers a further opportunity to develop those fundamental communication and language skills. You may also add additional users so that family further afield can also share in these insights and be involved in these discussions.

These posts enable you to identify things you can replicate at home to continue and further the learning taking place in class. Next steps will be provided where appropriate. More detailed communication about attainment and progress will be found in the written reports and during parent consultations detailed in the Assessment and Reporting section. Any questions can be communicated to your class teacher through the app.





2023
2024

PRIMARY CURRICULUM

CURRICULUM STRUCTURE



The National Curriculum for England is widely respected globally, offering students an esteemed education. Renowned for its rigorous academic standards, comprehensive educational approach, this curriculum ensures students gain valuable skills and knowledge that can be applied universally. We also heavily focus on socialization and personal, social and emotional development throughout the school, from Pre-Nursery up to Year Six. The curriculum is supported by our Values Curriculum, which provides excellent foundations for our students to become adaptable, resilient and excellent communicators. The National Curriculum for English not only fosters transferability, but also opens doors for students to pursue higher education in reputable universities and colleges worldwide.



ENGLISH: PHONICS



Children in Phase 1 continue to be taught Phonics through the Read Write Inc™ program. Discretely taught, daily 30–40-minute sessions take place for all children, focused on the individual needs of each child. Each lesson starts with a 10-minute speed sounds lesson which teaches oral blending, new speed sounds and revision of previous speed sounds, oral blending, decoding words, reading common exception words, decoding 'alien' (pseudo) words, and spelling. Children then read and comprehend a book which is carefully matched to their phonics knowledge. Each child is regularly assessed to ensure they are in the correct group to meet their needs and offer them appropriate challenge.



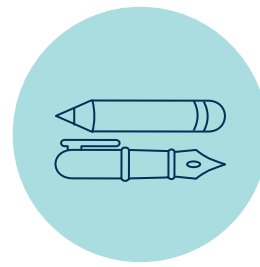
ENGLISH: READING



...is first and foremost dedicated to enhancing children's love of the written word, whether through stories, articles, blogs, poetry, or through all the other ways we consume ideas. Children are encouraged to read for pleasure and develop their interests in particular genres and authors. This is done through English lessons, guided reading, phonics sessions, library visits, shared class books, and through exposure to various texts across different subjects. Texts are selected to challenge and interest the children, and to build on their growing knowledge and skills. The learning of reading skills is divided into two key areas: word reading skills and strategies, and comprehension.

YEARS 1-2	YEARS 3-4	YEARS 5-6
Word Reading Skills & Strategies • Use phonics rules to decode words. • Read (and re-read) books aloud. • Read words with common prefixes and suffixes. • Sound out unfamiliar words.	Word Reading Skills & Strategies • Use phonics rules to read unfamiliar words. • Apply knowledge of root words, prefixes, and suffixes. • Read with confidence aloud and in their head. • Read aloud in performance. • Check that unfamiliar texts make sense to them as they read.	Word Reading Skills & Strategies • Build on learned strategies to improve general fluency when reading. • Confidently perform texts using a range of strategies to engage the audience. • Apply their growing knowledge of root words, prefixes, and suffixes to read fluently.
Comprehension • Use existing vocabulary to understand texts. • Discuss the meaning of new words. • Make simple inferences about characters' feelings, actions, and story events. • Make predictions. • Give opinions and explain their understanding of what has been read. • Ask and answer questions about what has happened in a text. • Remember significant events that have happened in a text. • Retell and order main events in a story.	Comprehension • Find, discuss, and explain the meaning of new words. • Discuss and understand the effects word choice can have on a reader. • Make inferences using evidence from the text. • Use evidence from the text to make predictions. • Recognize how an author's choices in structure and language affect the reader. • Explain their reading preferences. • Use skim and scan techniques to retrieve information. • Explore, retrieve, and record information from a wide range of texts. • Summarize and identify key themes from texts. • Identify and understand the main events, characters, and ideas in a text.	Comprehension • Develop a range of strategies to ensure understanding of the text. • Evaluate an author's use of language. • Explore the use of figurative language. • Use evidence to support inferences. • Make, confirm, and modify predictions. • Distinguish between fact, opinion, and bias. • Explain and analyze authorial techniques. • Explain and discuss their understanding of what they've read. • Continue to read and discuss a wide variety of fiction types. • Retrieve, record, and present information from a wide variety of non-fiction texts. • Confidently skim and scan to find information. • Summarize texts, multiple chapters, and paragraphs. • Make comparisons between texts.

ENGLISH: WRITING



...is a fundamental skill that helps children to express and share their ideas; it focuses on developing foundational writing skills and fostering a love for writing in young learners, throughout their time at school. Writing is often integrated with reading activities, encouraging students to analyze and respond to texts. This connection helps them understand the relationship between reading and writing. We know that our students are excellent communicators, and we encourage them to orally present their ideas first, through drama, debates and group work, helping students learn to communicate their ideas effectively to an audience before writing.

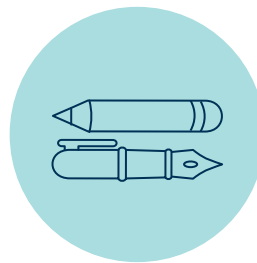
When ready, our students write to entertain, to persuade, to inform, and to discuss. The children get to explore many purposes, contexts, and forms of writing. These include stories, poems, letters, articles, biographies, and much more. Writing skills are organized into 5 key areas: Spelling, Handwriting, Grammar and Syntax, Composition and Effect, and Punctuation.

As our students develop their skills, we encourage them to write in their own voice. This can be seen in their imagination and creativity, and fosters self-expression, which is vital for them to develop a personal writing style. Once their confidence has grown, they will begin to edit and revise their work, while being encouraged that we can always improve. They are taught to review their writing for clarity, coherence, and accuracy and to self-correct spelling and grammar errors.

We focus on fiction, non-fiction and poetry throughout each year group. An essential skill for non-fiction work is learning to use technology and digital literacy to advance their research skills, including finding information from reliable sources and incorporating it into their writing.



ENGLISH: WRITING



YEARS 1-2



Spelling

- Apply simple spelling and phonics rules.

Handwriting

- Write digits and letters using the correct formation.
- Begin joining letters.

Grammar & Syntax

- Write simple sentences using conjunctions to join clauses.
- Write different types of sentences e.g., questions, statements, exclamations, etc.
- Make efforts to maintain appropriate tense throughout written work.

Composition & Effect

- Plan what they are going to write before they write it.
- Write for a range of purposes.
- Add description and detail using adjectives, adverbs and other techniques.
- Discuss what they have written with a teacher.

Punctuation

- Use simple punctuation mostly accurately e.g., full stops, capital letters, question marks, exclamation marks, apostrophes for contractions and singular possession etc.

YEARS 3-4



Spelling

- Spell accurately a wider range of words, using phonics rules.
- Use prefixes, suffixes, and common phonic patterns to spell less familiar words.

Handwriting

- Develop a neat, joined handwriting style with increasing accuracy and speed.

Grammar & Syntax

- Use a simple, compound, and complex sentences.
- Use a wide range of techniques to structure sentences.
- Organize writing into paragraphs.
- Maintain appropriate tense throughout written work.

Composition & Effect

- Plan their ideas.
- Write to entertain, inform, and persuade.
- Choose language and phrases to add detail and influence the reader.
- Build a varied and rich vocabulary.
- Develop proofreading strategies.

Punctuation

- Continue to use simple punctuation accurately.
- Use commas to separate clauses.
- Use punctuation to mark direct speech.
- Use apostrophes for possession.

YEARS 5-6

Spelling

- Use a wide range of strategies, including knowledge of morphology and etymology, to spell accurately.

Handwriting

- Write legibly and fluidly at speed.
- Choose an appropriate handwriting style for a purpose.

Grammar & Syntax

- Write a wide range of sentence types.
- Use conjunctions and various clauses accurately.
- Use subject verb agreement.
- Maintain appropriate tense throughout written work.

Composition & Effect

- Plan their ideas.
- Use a range of techniques and devices to structure their writing.
- Write to entertain, inform, persuade, and discuss.
- Make purposeful changes to vocabulary, grammar, and punctuation to influence the reader.
- Habitually proofread their writing.

Punctuation

- Continue to use taught punctuation accurately.
- Use commas to separate clauses and phrases.
- Use more advanced punctuation such as brackets, dashes, ellipses, colons, etc.
- Use punctuation to enhance meaning and avoid ambiguity.

MATHEMATICS



...is a discipline dedicated to understanding the world of number, quantity, and space. It is a core subject, and students have opportunities to explore and develop their knowledge and skills through various concrete (using objects and manipulatives), pictorial (through visual representations), and abstract methods. Mathematical challenges are developed in context, and cross-curricular links are often made to the children's learning in other areas. Our Mathematics program is curated to align with the mastery approach. The concept of mastery for Mathematics involves the following underpinning principles:

1. Mathematics teaching for mastery provides a solid foundation so that everyone can learn and enjoy mathematics.
2. Mathematical learning behaviors are developed so pupils can focus and engage fully as learners who reason and seek to make connections.
3. It is important to us at BISC-LP that we meet the learner where they are in their journey. If a pupil finds a concept or procedure challenging, this is identified quickly, and gaps in understanding are addressed systematically to prevent them falling behind.
4. Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning.
5. Our curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.

WHITE ROSE

At BISC-LP, our Mathematics program is supported by White Rose Education, a scheme that has developed with mastery in mind. Small steps in conceptual understanding are planned for with a variety of activities designed to develop fluency, reasoning, and problem-solving. White Rose Education has a number of additional resources available to use at home to support learning further. Please see the White Rose website for further information.

MATHEMATICS



YEARS 1-2



Place Value

- Count, represent, compare, and order numbers to 100.
- Recognize the place value of each digit in 2-digit numbers.

Addition & Subtraction

- Add and subtract 1-digit and 2-digit numbers to 100, using a variety of apparatus or methods.
- Solve one-step problems that involve addition and subtraction, including missing numbers.

Multiplication & Division

- Recall and use multiplication and division facts from the 2, 5, and 10 times table.
- Solve simple, multiplication and division problems.

YEARS 3-4



Place Value

- Count from 0 in a range of multiples.
- Identify and represent numbers in different ways.
- Recognize the place value of digits in numbers up to 1,000.
- Order and compare numbers up to and beyond 1,000.
- Round numbers to the nearest 10, 100, or 1,000.

Addition & Subtraction

- Use a range of methods to add and subtract 3 and 4-digit numbers.
- Solve two-step addition and subtraction problems.

Multiplication & Division

- Recall multiplication facts for all times tables up to 12x12.
- Use known facts and understanding of number when solving problems.
- Multiply 2 and 3-digit numbers by 1 number, using a formal written method.

YEARS 5-6

Place Value

- Count, read, write, order, round, and compare numbers up to 1,000,000 and then 10,000,000.
- Count backwards and beyond zero using negative numbers.
- Solve problems involving an understanding of place value, including with negative numbers.

Addition & Subtraction

- Add and subtract mentally and using increasingly large numbers.
- Solve multi-step addition and subtraction problems.

Multiplication & Division

- Identify factors, multiples, prime numbers, square numbers, and cube numbers.
- Multiply and divide up to 4-digit by 1 or 2-digit numbers using a formal written method.
- Multiply and divide numbers mentally using known facts.
- Multiply and divide whole numbers and those involving decimals by 10, 100, and 1000.
- Use the order of operations to solve problems.

YEARS 1-2 	YEARS 3-4 	YEARS 5-6
Fractions, Decimals, & Percentages Recognize and write simple fractions - $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$	Fractions, Decimals, & Percentages - Count up and down in tenths and then hundredths. - Recognize common equivalent fractions. - Add and subtract fractions with the same denominator. - Calculate quantities using fractions of an amount. - Recognize decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$. - Round and compare numbers with decimals up to two places.	Fractions, Decimals, & Percentages - Simplify, compare, and order fractions. - Recognize mixed and improper fractions. - Solve problems involving fractions and using all four operations. - Read, write, order, round, and compare numbers with up to three decimal places. - Recall and use equivalences between simple fractions, decimals, and percentages.
Ratio, Proportion, & Algebra Solve simple missing number calculations.	Ratio, Proportion, & Algebra Solve problems, including missing number calculations.	Ratio, Proportion, & Algebra - Solve problems involving the relative sizes of two quantities. - Use scale factors to solve problems. - Use simple formulae. - Express missing number problems algebraically.
Measurement - Choose, compare, and use simple units of measure. - Tell the time to 5-minute increments. - Know the number of minutes in an hour and hours in a day.	Measurement - Choose, compare, use, and convert between units of measure. - Read, write, and convert time between analogue and digital 12h and 24h clocks. - Estimate and compare durations. - Solve problems involving time. - Measure and calculate the perimeter and area of 2D shapes.	Measurement - Solve problems involving calculating and converting between units of measure. - Use, read, write, and convert between standard units of measure, including involving decimal notation. - Use approximate equivalences between imperial and metric units of measure. - Measure and calculate the perimeter, area, and volume of a range of 2D and 3D shapes and using standard units.
Geometry Recognize, compare, and sort a range of 2D and 3D shapes.	Geometry - Recognize, name, and work with a range of 2D shapes, 3D shapes, and angles. - Identify lines of symmetry. - Plot points and describe positions on a coordinates grid.	Geometry - Recognize, draw, and identify the properties of 2D shapes. - Recognize, describe, and build 3D shapes. - Estimate, measure, and draw angles. - Find missing angles using known properties of shapes. - Describe positions on a 4-quadrant grid.
Statistics - Interpret and construct simple charts and tables. - Ask simple questions about data.	Statistics Interpret, present, and solve problems involving data.	Statistics - Interpret information and construct a range of tables and charts, including pie-charts and line graphs. - Calculate and interpret the mean as an average.

SOCIAL STUDIES

...is the study of human dynamics and interactions with the world around us. Children are ever-curious about Planet Earth and the wonder it holds for us as humans; a wonder that can be fostered through a cross-curricular approach to learning, informed by the disciplines of History, Geography, and International & Society. The students explore these during Social Studies lessons, in combination, through a broad range of thematic topics, and with a strong focus in both U.S. and international studies. Such topics include the history of Chicago, where our food comes from, U.S. westward expansion, migration, U.S. conflicts, myths and legends, and much more.



GEOGRAPHY

...is exploring Earth's environments and landscapes, and how humans interact with these.

YEARS 1-2



- Interpret and create simple maps and plans.
- Collect and organize geographical data
- Learn about weather and climate in the U.S.
- Describe geographical features of the U.S.
- Find out about geographical processes and changes that occur.
- Compare localities and give their opinion on the local environment.

YEARS 3-4



- Interpret and create maps
- Identify relevant data to answer research questions.
- Explore weather and climatic conditions in different localities.
- Describe geographical features of the U.S. and other countries.
- Investigate how natural disasters can impact humans who live in these places.
- Explore how human activities can cause or reduce environmental issues.

YEARS 5-6

- Use, interpret, and create a range of maps, globes, and digital images.
- Collect and interpret geographical data to draw conclusions.
- Research how weather and climatic conditions affect human activity and economics.
- Explore how physical processes can change the natural environment.
- Identify issues caused by imbalances in production and consumption.

HISTORY

...is investigating human behaviors, events, and societies in the past, and how these influence our present and future.

YEARS 1-2	YEARS 3-4	YEARS 5-6
• Formulate questions about the past. • Collect information about the past from objects and images. • Order events and objects chronologically • Learn about significant events in their lives and how they differ from the lives of those in the past. • Suggest reasons for change. • Identify results and/or consequences of historical events.	• Formulate questions about and explore accounts of past events, societies, and civilizations. • Select and record information from multiple sources. • Organize events and societies chronologically. • Suggest reasons for events and changes. • Describe the consequences of historical events. • Develop historical knowledge of the people and places they have connections to.	• Analyze viewpoint and bias in historical sources. • Explore the features of historical periods and societies. • Classify, and organize events and societies chronologically. • Infer reasons for historical events, changes, and situations. • Understand how multiple causes contribute to change. • Develop knowledge of how one country's history may impact that of another.

INTERNATIONAL & SOCIETY

...is the consideration of how humans relate to each other at a societal level; the actions they take and how these impact one another.

YEARS 1-2	YEARS 3-4	YEARS 5-6
• Identify similarities and differences between the lives of students from different countries. • Talk about where they consider home and why. • Say how they should be contributing to positive change. • Understand that people can have an impact on the places they live and visit.	• Research commonalities between places and cultures. • Develop the knowledge that people in different countries have different traditions, values, and ways of living. • Reflect on their personal contribution to collective action. • Develop the understanding that people have rights and responsibilities.	• Categorize similarities and differences between people and places. • Identify connections between nationality, culture, and identity, and understand how stereotypes affect these. • Explore why people choose to migrate. • Understand how they as individuals, or as part of a group, can have an impact on the world and evaluate their success. • Know about forms of government and international organizations.

STEAM



...is the integrated approach to the disciplines of Science, Technology, Engineering, Art, and Math. At BISC-LP, our students explore all these through the subjects of Science, Design Engineering, and Art, with mathematical concepts applied from their class learning. This is a holistic and interdisciplinary approach to learning which aims to foster creativity, critical thinking, problem-solving, and collaboration in young learners. In addition, Nord Anglia's Education's partnership means learning is boosted by incredible challenges, activities, and resources of our world-class collaboration with the Massachusetts Institute of Technology (MIT). This allows for access to inspirational projects and advice from experts at the top of their fields.

STEAM encourages Inquiry-Based Learning, where students are encouraged to ask questions, explore curiosities, and seek answers through research and experimentation. This cultivates a sense of curiosity and a lifelong love of learning. It also provides real-world relevance, as it often connects classroom learning to real-world applications, so students understand how the skills they're developing are relevant in various professional fields.

SCIENCE

...is the focus on how our world works through observation, investigation, and the use of scientific methods.

YEARS 1-2



- Follow guided experiments to answer scientific questions, using the scientific method.
- Explore the uses and implications of science.

They will explore a range of concepts including:

- Humans, plants, and other living things
- Properties of materials
- Electricity, sound, and light
- Forces: pushes and pulls
- Earth and space

YEARS 3-4



- Plan and carry out investigations to answer scientific questions, using the scientific method.
- Explore the uses and implications of science.

They will explore a range of concepts including:

- Human and animal classification and physiology
- Parts of a plant and their functions
- Forces
- Energy and waves
- Habitats and ecosystems
- Earth and Space

YEARS 5-6

- Plan a fair test to answer scientific questions, using the scientific method.
- Explore the uses and implications of science.

They will explore a range of concepts including:

- Properties of materials
- Changes of state
- Forces
- Matter and particles
- Classifying animals
- Ecosystems and food chains
- Earth and space
- Electricity and electromagnetism
- Energy and waves

DESIGN ENGINEERING

...is creating, constructing, and improving solutions that meet desired needs or objectives.

YEARS 1-2	YEARS 3-4	YEARS 5-6
• Create designs in response to a need or problem. • Explore ways of constructing designs • Find and use tools. • Test and evaluate products.	• Create designs that meet identified needs. • Model and test designs • Explore materials. • Use a range of tools and techniques in construction. • Test, evaluate and suggest improvements to products. • Understand how designers consider issues of waste. • Respond to existing products.	• Consider designs from aesthetic and functional perspectives. • Identify the needs and wants of particular clients and/or contexts. • Use modeling and testing to improve designs. • Create and follow a plan. • Appropriately select and use a wide range of tools and techniques. • Evaluate the success of a product and make improvements. • Develop an understanding of how product design can be affected by issues of sustainability. • Use inspiration from existing designs.

ART

...is expressing ideas through different media and visual forms.

YEARS 1-2	YEARS 3-4	YEARS 5-6
• Create a work of art to serve a purpose and using given media. • Use specific techniques. • Experiment with different materials, techniques, and technologies. • Justify their reasons for choosing certain materials and techniques. • Develop knowledge of line and color • Comment on works of art.	• Plan and create an original piece of art. • Select materials and techniques to communicate their ideas. • Develop knowledge of line, color, value, shape, and form. • Identify common features of art from different cultures. • Make inferences about artists and their intentions.	• Plan, create, and refine an original piece of art. • Use, and improve on, a broad range of techniques. • Experiment with a wide range of materials, techniques, and technologies. • Evaluate the success of their choices of materials and techniques. • Know how art can be used as a tool to challenge and influence society. • Develop an understanding of how art can inspire new works. • Interpret the meaning behind artworks.

WORLD LANGUAGES

... introduces young learners to different languages and cultures, fostering a positive attitude towards language learning and intercultural understanding. Throughout their time at BISC-LP, they study both French and Spanish, continuously developing their cultural awareness, and practicing their communication skills. Our curriculum is designed to be age-appropriate, fun and engaging, aiming to develop students' abilities to understand, speak, read, and start to write in a new language. We believe that broadening their understanding of communication encourages and promotes an open and global mindset, creative thinking and confidence.



YEARS 1-2



- Participate in songs, stories, and rhymes using gestures and repetition.
- Answer simple questions.
- Engage in short conversations using familiar vocabulary.
- Explore the cultures of French and Spanish speaking countries.
- Expand their vocabulary and improve their pronunciation.
- Develop an awareness of French and Spanish grammar rules.

YEARS 3-4



- Participate in a range of activities including songs, games, rhymes, stories, etc.
- Develop a growing comprehension of phrases and sentences.
- Engage in short conversations in different ways.
- Build on an increasing vocabulary and knowledge of pronunciation.
- Explore the cultures of French and Spanish speaking countries.
- Continue to develop an awareness of French and Spanish grammar rules, including word classes and sentence structures.

YEARS 5-6

- Participate in a range of activities, songs, stories, conversations, listening challenges etc.
- Develop comprehension of words, sentences and phrases, both aurally and in written form.
- Engage in conversations with varied language and adapting intonation for different purposes.
- Explore the cultures of French and Spanish speaking countries.
- Further develop their acquisition of vocabulary and knowledge of pronunciation.
- Create extended phrases and sentences, both orally and written.

PERFORMING ARTS

...is an area of learning dedicated to enhancing the students' understanding of the ways in which people can creatively present ideas and emotions for an audience. It comprises three key subjects: Music, Dance, and Drama, all of which are delivered through Nord Anglia Education's specially designed curriculum, in collaboration with The Juilliard School. We understand the significance of performing arts in your child's growth, as creativity acts as a pivotal tool that can open the doors of imagination and greatly enhance your child's learning experience across all subjects.

The Juilliard Curriculum outlines 3 key strands of learning:

- **Ways of Being:** Students are encouraged to become collaborative, expressive, and culturally aware.
- **Ways of Thinking:** Students are encouraged to become creative, curious, and reflective.
- **Ways of Doing:** Students are encouraged to become performers, literate, and perceptive.



MUSIC

...is dedicated to developing an appreciation for music, exploring composition, performance, and instrumentation.

YEARS 1-2

- Hear and respond to a range of pieces, including those from different traditions and cultures.
- Compose and improvise simple melodic or rhythmic phrases/patterns.
- Discuss what went well with composed/performed pieces.
- Perform using simple melodies and responding to simple dynamics.
- Use non-standard and simple notation.

YEARS 3-4

- Discuss how particular pieces of music make them feel, including those from different traditions and cultures.
- Compose simple pieces using given techniques.
- Improvise and experiment with different layers of sound.
- Discuss their work and suggest improvements.
- Perform using more complex layers and responding to dynamics.
- Use standard notation.

YEARS 5-6

- Explain how music from different traditions and cultures makes them feel, using musical vocabulary.
- Compose music with a range of familiar techniques.
- Experiment and improvise with different layers and accompaniments.
- Evaluate their performance against set criteria.
- Perform with a knowledge of intonation and a sense of stylistic awareness.
- Use standard notation to effectively communicate a melody and accompaniment.

DANCE

...is a time when students learn to express ideas and emotions through physical body movements, exploring choreography, composition, and performance.

YEARS 1-2	YEARS 3-4	YEARS 5-6
• Develop an awareness of space. • Continue to develop fundamental movements skills. • View and describe dance from different cultures and traditions. • Mimic and repeat simple movement phrases and create short movement combinations. • Discuss what went well using basic dance vocabulary. • Express emotions through facial expressions, gestures, posture, and stance.	• Move safely in different spatial relationships and maintain place in a formation of multiple dancers. • Dance with control and intentionally when prompted to move, hold still, or balance. • View, describe and identify basic dance movements from different genres. • Discuss their work and suggest improvements. • Improvise using a range of dynamic, level and spatial choices.	• Perform with an awareness of emotions expressed by themselves and other dancers. • View, discuss and appreciate dance from different genres, and begin to incorporate these experiences into their own work. • Use and apply dance vocabulary specifically to the genre being covered. • Perform complex combinations. • Choreograph and improvise using a range of dynamic, level, and spatial choices. • Evaluate their performance against set criteria.

DRAMA

... is an area of learning focused on the appreciation and communication of ideas through spoken and acted means.

YEARS 1-2	YEARS 3-4	YEARS 5-6
• Explore vocal and physical choices in response to a situation. • Identify themes and big ideas within a piece of theatre. • Engage when listening to story. • Identify characters, setting and basic plot within a story. • Communicate the world of story through gestures and verbal descriptions.	• Show awareness of relationships between body and voice and other performers. • Respond to simple vocal, physical and text directions. • Use basic theatrical vocabulary. • Imagine and develop characters. • Imagine and describe how a character's inner thoughts and feelings may impact their actions. • Discuss their work and suggest improvements.	• Make basic acting choices. • Maintain focus after making mistakes and memorize lines. • Demonstrate appropriate use of staging and technical language. • Engage with dramatic works and observe and describe detailed features. • Evaluate performance against set criteria.

PHYSICAL EDUCATION (P.E.)



...is dedicated to improving students' knowledge and skills of physical development, with the aim of developing individuals who value the physical, mental, and social benefits that come from being a lifelong participant in physical activity.

Our curriculum consists of two core lessons: P.E and Games: whilst P.E focuses on fundamental movement and gross motor skills, Games is a weekly opportunity to apply these skills in specific sports contexts. Our curriculum is based around progression and challenge, ensuring that we meet each child where they are comfortable and stretching them to be the best they can be.

We highly encourage, through each lesson, that PE and Games should be a positive and fun experience, where every student here feels included and valued. This will ensure that each of our students will have the best possible start and ensure that we lay the foundations for a physically active life.



YEARS 1-2



- Continue to develop fundamental gross motor skills.
- Continue to develop basic physical movements.
- Develop an awareness of space.
- Play games following simple rules.
- Work cooperatively with a partner.

YEARS 3-4



- Continue to develop gross motor skills.
- Continue to refine basic physical movements.
- Learn to navigate space efficiently and effectively.
- Apply basic movement skills to a wide range of games, sports, and activities.
- Play games and sports with increasingly complex rules.
- Work cooperatively with a partner or in small groups, developing fair play and sportsmanship.

YEARS 5-6

- Continue to refine gross motor skills.
- Continue to refine and adjust movements in isolation and in combination.
- Develop an increasing awareness of space and positional play within a range of games, sports, and activities.
- Transfer and apply movement skills to a wide range of games, sports, and activities.
- Play games and sports with complex rules, strategies, and tactics.
- Work cooperatively with different sized groups/teams, developing fair play, sportsmanship, and conflict resolution techniques.

PERSONAL, SOCIAL, AND HEALTH EDUCATION



Personal, Social, Health Education (PSHE) curriculum is designed to promote holistic development and well-being in our students and is taught in class on a weekly basis. It encompasses a range of topics that help children develop essential life skills, make informed decisions, and navigate various aspects of their personal, social, and health-related lives. The curriculum is carefully planned, is age-appropriate and taught by your child's class teacher.

Emotional Well-being

identify and manage their emotions, self-care, cope with challenges and stress.

Friendships

building positive relationships, effective communication, conflict resolution, empathy, collaboration, respect.

Health and Hygiene

hygiene, nutrition, physical activity, healthy choices

Safety

road safety, online safety, recognize and respond potentially risky situations.

Body Awareness

growth, development, and changes

Respect for Differences

understanding, appreciation of differences, culture, abilities, and backgrounds, celebrate diversity

Rights and Responsibilities

fairness, justice, and respecting the rights of others.

Citizenship and Community

responsible citizens and contributors to their communities, community values

Decision-Making

evaluate choices, consider consequences, and prioritize their values.

Global Issues

global challenges such as environmental sustainability, social justice, and humanitarian issues.



GLOBAL CAMPUS & SUSTAINABILITY

Global Campus...

is Nord Anglia's exclusive online learning platform, where students from NAE schools around the world learn and develop their problem-solving and creative thinking skills.

Through Global Campus, our students have access to one-of-a-kind learning activities from our exclusive collaborations with MIT, UNICEF and Juilliard. They are continually developing new learning activities to inspire and engage, and to discover more about the world around them – from global STEAM activities with MIT, the world's number one university, to tackling the UN Sustainable Development Goals.

Sustainability

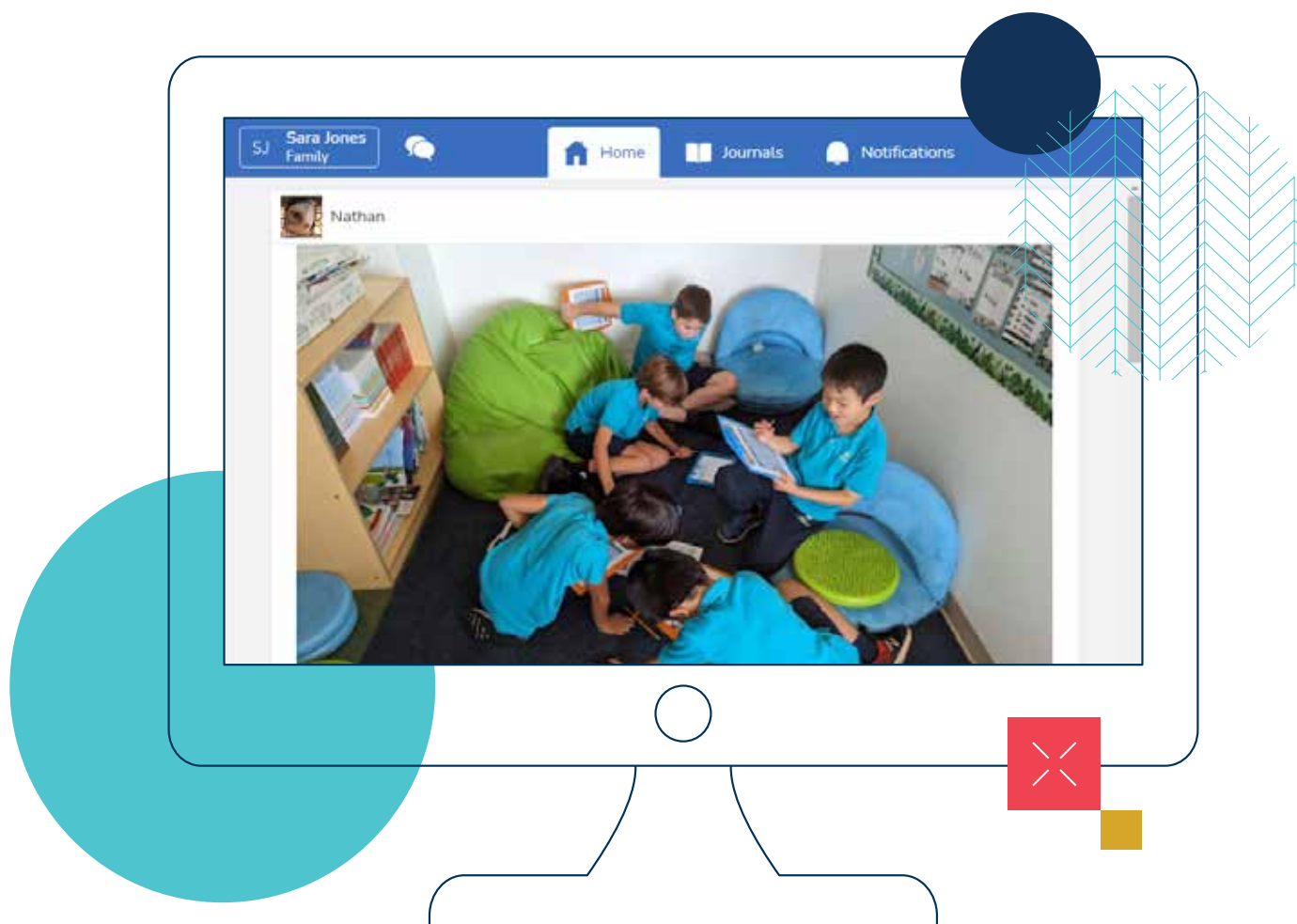
Being a part of the Nord Anglia family of schools allows for excellent opportunities for our students to think beyond the school gates, to our local and global communities. Nord Anglia Education's inspiring Social Impact Program, in collaboration with UNICEF, challenges our students to think about what they can do to make a difference. Our curriculum at BISC-LP promotes the UN Sustainable Development 2030 agenda, which is comprised of seventeen goals for our planet.



Opportunities from Global Campus and the Sustainable Development Goals strengthen the learning possibilities for our students to become digitally literate, problem-solvers and empathic to issues in our community and communities across the globe. They continue to inspire our students to truly be thinkers, creators and future-makers.

SEESAW

Seesaw is an app which is the main form of daily communication in Phase 1 and 2. This platform grants you an insight into your child's learning in the classroom. Throughout the week, you will receive updates from your child's class teacher or your child themselves to illustrate and inform you of their progress and efforts in the classroom. You can expect a range of photos, voiceovers, videos and other uploaded material for your reference. Engaging with these posts to encourage your learner and continue discussion at home is highly encouraged. A link can also be shared with other trusted adults who wish to receive more information about your child's school life. From year group to year group, homework may also be shared via Seesaw. More detailed communication about attainment and progress will be found in written reports and during parent consultations, explained in the Assessment and Reporting section. Any questions about this platform can be directed to your class teacher via the app.



REPORTING & ASSESSMENT



We think that assessments should never hold a child back from succeeding. Instead, they should be a way for us to understand how each student is learning at any moment, helping us adjust our teaching accordingly. In every class and activity, teachers use what they know about each student's strengths and areas for improvement to shape their future lessons. We're proud of our approach to make sure every child gets the right support and opportunities to excel. Our teachers use a range of tools to focus on specific goals for each student throughout the year.

Throughout each lesson, our teachers are constantly assessing and responding to children through verbal and written feedback. Our marking policy is colour co-ordinated: Go for Green! And Think Pink! Green shows our children where they have succeeded to meet their Learning Goal within the lesson, pink shows our children where they should focus and importantly, the steps to take to succeed. Children edit, both their own and where appropriate their peers' work, in purple. Editing is a skill that is vital for children to learn and master as they progress through school, so they know that mistakes are a part of learning and we're always striving to produce the very best that we can.

Beyond continuous feedback, our children are assessed in a variety of ways. In PN and EYFS, this takes place throughout every day, as you will see through your Brightwheel app. Due to the nature of continuous provision, the staff within the classrooms are assessing constantly, through both child initiated, and teacher led tasks. In Reception, short Phonics assessments take place to ensure that children, when moving into their Phonics groups, are being given the appropriate input for where they are in their learning journey. As we move into Year 1-Year 6, you will see assessment across all subjects through the Seesaw app, in Phonics/Spellings assessments on an average of every 6-8 weeks, Math assessments at the end of every unit and every term, writing assessments at the end of each unit and a formal end of year assessment in Math and English.

These results of any/all of these assessment methods are fed back into the teaching learning process, helping us to identify the different ways children learn and how lessons can be best adapted to support this. All assessment is undertaken in a supportive environment and is designed to promote bravery and confidence. Through our approach we are able to build a full picture of each child's learning journey and ensure that our children are confident learners who work alongside teachers to recognize and celebrate their strengths whilst identifying actions needed to make further progress.

For reporting and Parent conferences:

PN	1 formal End of Year Report and 3 Parent Consults (Fall, Spring, Summer)
EYFS	2 formal reports (Fall and Summer), and 3 Parent Consults (Fall, Spring, Summer)
Year 1-6	3 formal reports (3 formal reports (Fall, Spring, Summer), and 3 Parent Consults (Fall, Spring, Summer)

CREATE YOUR FUTURE



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