

# Curriculum Guide

## 2018-2019

### *Year 6*

## **Contents**

Our School in Context

Our Aims and Objectives

Primary School Organisation

Primary School Year Groups

Early Years

How Can I Help My Child Learn?

Key Stages 1 and 2

What Do the Children Learn?

Core Subjects

Foundation Subjects

Co-Curricular

Themed Weeks

How do Children Learn at ISB?

Educational Visits

Assessment and Reporting in the Primary School

## Curriculum Overviews Years 1-6

### **The School in Context**

The International School of Bucharest was founded in 1996 to serve a Turkish expatriate community of 17 students. The curriculum was taught in English. From this very small beginning the school quickly evolved. In 2001 the school qualified as a CIE exam centre in order to offer IGCSE examinations; by achieving this status and including the IGCSE and A level program the school's reputation grew. By 2003 the number on role had increased to 350. This forced the school to look for new premises. The site in Pantelimon was decided upon and with generous support from the school community the new campus was finally completed in 2008.

The school was awarded full accreditation with CIS (Council of International Schools) in August 2012, and was successfully registered as a member of COBIS (Council of British International Schools) in October 2013.

The ISB campus has developed into a highly regarded and well respected international school among the wider community in Bucharest and worldwide. The school campus benefits from a large gymnasium, field, 3 basketball courts, and additional play space. The Primary school has a well-equipped Early Years playground and two separate playgrounds for Key Stages 1 and 2; both with adventurous play facilities. Today the

number on role has increased to 783. There are two forms per year in KS1 and 3 forms per year group from Years 4-11 and two form entry in Years 12 and 13.

As the school is growing the dynamic of the student population is also changing. Today there has been a significant shift in the primary school community; currently Romanians account for 60% of the number on role, 9.8% Chinese Turkish students 9.5% and the remaining 20.7% of the school community draws from 35 different nationalities.

### **School Aims and Objectives**

The school motto - LEARN -RESPECT -SUCCEED encompasses the school's mission statement, philosophy and objectives and is fully incorporated within the taught curriculum, hidden curriculum and co-curricular activities.

### **Mission Statement and Aims**

The International School of Bucharest provides each student with a broad, balanced education in a safe and supportive environment.

We promote an enjoyment of learning, creativity and excellence whilst working in close harmony with our diverse community.

We enable students to reach their full potential and develop skills to become independent, respectful and caring adults who will be successful and contribute to global society.

## **Philosophy**

At the International School of Bucharest:

- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- We value truth, freedom, justice, human rights, the law and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members, and as the basis of a society in which people care for others. We believe we should respect the people, places and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfilment of ourselves and others, and for the good of both the local and wider international community.

## **Objectives**

- We aim to develop a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum which will include all pupils of different abilities and needs, from the Early Years Foundation Stage to Secondary.
- We offer a range of extracurricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.

- We will encourage cross-curricular learning, supported by advancements in technology wherever possible to enhance the learning of our pupils.
- We will provide our pupils with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child's education and development.
- We aim to reward achievement of all members of our school community for their successes.
- Our pupils are members of their local community and of our host country, Romania. We recognise our students come from a multitude of cultural, religious and ethnic backgrounds. We therefore seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and responsible citizenship.

### **Primary School Organisation**

The aim of this curriculum Guide is to inform parents about the curriculum we follow at ISB; the subjects your children will learn at ISB, the teaching and learning strategies we use to deliver lessons in the classrooms, the methods of assessment we use to measure the progress the children have made. The details of the topics and learning objectives taught in each year group can be found in the final section.

The International School of Bucharest follows the English National Curriculum and the Cambridge Curriculum. The school is divided into 6 developmental stages. The Early Years Foundation Stage, and Key Stages 1 and 2 form the Primary School. Key Stages 3, 4 and 5 form the Secondary School and Sixth Form.

As the children move up through the school they will pass through 6 stages of Education:

#### **Primary**

Early Years Foundation Stage (EYFS): consists of Pre –Foundation, Foundation 1 and Foundation 2 classes



Key Stage 1: Years 1 and 2



Key Stage 2: Years 3, 4, 5 and 6



### **Secondary**

Key Stage 3: Years 7, 8 and 9



Key Stage 4: Years 10 and 11



Key Stage 5: Years 12 and 13

The Early Years Foundation Stage Framework, the English National Curriculum Programmes of Study, The Cambridge Curriculum and Chris Quigley's Progression in Skills provide the framework for the skills and Content we teach at ISB. The Content of the Programmes of Study are adapted to ensure ISB is culturally inclusive, maximises internationalism and meets the needs of all the children we teach in the context in which we live.

### **Primary School Year Groups**

The English National Curriculum is carefully devised to match the level of cognitive, personal, social and emotional development of children. For this purpose children are placed in the class that matches their chronological age unless there are exceptional circumstances.

Exceptional circumstances may include:

- Children moving from another education system in which school begins post 5 years old.
- Additional educational needs.

ISB admits children into the Pre-Foundation 1 class from 2 years old. The 'cut off' date for each academic year is 31<sup>st</sup> August.

<b>Year Group</b>	<b>Age</b>
<b>Pre- Foundation</b>	<b>2-3</b> <i>The child must be 3 before the 31<sup>st</sup> August to move to Foundation 1</i>
<b>Foundation 1</b>	<b>3-4</b> <i>The child must be 4 before the 31<sup>st</sup> August of the year in Foundation 1</i>
<b>Foundation 2</b>	<b>4-5</b> <i>The child must be 5 before the 31<sup>st</sup> August of the year in Foundation 2</i>
<b>Year 1</b>	<b>5-6</b> <i>The child must be 6 before the 31<sup>st</sup> August of the year in Year 1</i>
<b>Year 2</b>	<b>6-7</b> <i>The child must be 7 before the 31<sup>st</sup> August of the year in Year 2</i>
<b>Year 3</b>	<b>7-8</b> <i>The child must be 8 before the 31<sup>st</sup> August of the year in Year 3</i>
<b>Year 4</b>	<b>8-9</b> <i>The child must be 9 before the 31<sup>st</sup> August of the year in Year 4</i>
<b>Year 5</b>	<b>9-10</b> <i>The child must be 10 before the 31<sup>st</sup> August of the year in Year 5</i>
<b>Year 6</b>	<b>10-11</b> <i>The child must be 11 before the 31<sup>st</sup> August of the year in Year 6</i>

### The Early Years Foundation Stage

The Foundation Stage establishes patterns and attitudes for the whole of your child's school life. It is vital that your child has a positive and fulfilling experience to prepare them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure and support their development, care and learning needs.

The EYFS framework sets out welfare and developmental goals for children from birth to five years old. It is a comprehensive programme which includes:

- The requirements recommended to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the Skills and Objectives: year; these expectations are called the 'Early Learning Goals (ELGs)'

### **Learning and Development**

The Early Years Foundation Stage is a framework for children up to the age of five, setting out 7 key areas of learning around which activities should be based.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These 7 areas are incorporated into the planning of your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are meeting the requirements of the curriculum but also suited to your child's unique needs, suitable for very young children, and designed to be really flexible so that staff can follow your child's individual needs and interests.

Children in the EYFS learn by playing and exploring, being active, and questioning the world around both indoors and outside.

### **How can I help my child?**

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a difference to them as a learner.

- Read stories and talk about the pictures
- Talk about the things around them - the weather, in the park, at the shop
- Talk about how they feel - happy, sad, excited, angry, help them to express themselves

It is important to talk in their native language. Communicating in the native tongue will support learning in English.

## **Key Stage 1 and 2**

Key Stage 1 incorporates Year One and Year Two and Key Stage 2 includes Years 3, 4, 5 and 6.

During this phase of education children make the transition from learning through play to a more formal style of teaching and learning.

### **What Subjects Do the Children Learn?**

Teachers plan the curriculum based upon the English National Curriculum, the Cambridge Primary Curriculum and the Progression in Skills.

The English National Curriculum is comprised of twelve subjects and these are classified as core subjects and foundation subjects. Each subject has a programme of study which sets out the Content, skills and processes to be taught to all pupils. Integral to all learning in the Primary School is the development of critical and creative thinking.

### **Core Subjects:**

ISB teaches the core subjects using the English National Curriculum and Cambridge Curriculum. The Cambridge Curriculum Programmes of Study provide a second language option for second language children. It also provides an opportunity for children to complete a standardised assessment at the end of each year. For more information on assessment please refer to the Assessment in Primary section. The curriculum is dynamic and teachers adapt the topics each year to address the needs and interests of the class they are teaching. The curriculum is taught through an enquiry based approach. The programmes of study provide a comprehensive set of objectives; the objectives are progressive and describe in detail what the learner should know or be able to do by the end of each year of their primary education.

**English:** Children in Key Stages 1 and 2 have one fifty minute session of English per day. In Key Stage 1 children also have a 20 minute phonics lesson per day and a 20 minute guided reading session per day. In Key Stage 2 children have a 30 minute guided reading session per day; phonics is incorporated into guided reading activities. Lessons are planned to include a balance of all elements of the English curriculum. Learning is divided into 5 strands: Phonics, Spelling, Vocabulary, Grammar, and Punctuation. Grammar and Punctuation is further divided into Reading and Writing to reflect the different ways grammar and punctuation can be applied. Reading, Writing and Speaking and Listening encourage the development of thinking skills and intellectual engagement. Curriculum objectives are taught through the 'Talk for Writing' approach.

Follow these links to find out more:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

<http://www.talk4writing.co.uk/>

**Mathematics:** Children in Key Stages 1 and 2 have one fifty minute session of Mathematics per day. Learning is divided into 5 strands: Number, Geometry, Measure, Handling Data, and Problem Solving. The first four content strands are underpinned by problem solving, providing opportunities for children to apply the skills they are learning to real problems. Mental strategies (calculation) are also a key part of the number strand. Teachers use 'Abacus' an online teaching and learning toolkit to support the teaching and learning process.

Follow this link to find out more:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

**Science:** Science is divided into units of study and throughout every year in Primary children cover units with a Biology, Chemistry or Physics focus. Scientific Enquiry is integrated into all the units, children are expected to give ideas and evidence, plan investigative work, obtain and present evidence and evaluate and analyse evidence.

Follow the link to find out more: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

### **Foundation Subjects:**

Art and Design: Design Technology: Computing: Geography: History: Modern Foreign Languages: Music: Physical Education

ISB follow the English National Curriculum objectives for the foundation subjects. We also follow Chris Quigley's 'Progression in Skills' to supplement our planning and ensure that subjects are taught with a skills focus. The skills are sequential and become increasingly complex as children progress through the school. The curriculum in the Primary School forms the foundation for studies in the Secondary School. (*NB Words in italics are taken directly from the National Curriculum*) Foundation subjects are taught through a topic which will last for 5-7 weeks. Topics are cross curricular and taught through an enquiry based approach. Children will also prepare projects as part of their topics (*PBL- project based learning*)

### **Art and Design**

Art lessons in the Primary School are taught through the topic. The Teacher provides opportunities for the children to experiment with a variety of media- pencil, watercolour, charcoal, clay, textiles and collage. Children learn how to use tools correctly and develop their skills through a variety of contexts and applications. Art lessons aim to provide opportunities for children *'to produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other design techniques. To analyse and evaluate creative works using the appropriate language. To know about great artists, craft makers and designers and understand the historical and cultural development or their art forms.'*

For further information follow this Link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

## **Design Technology**

Design Technology at ISB is taught through the topic in a cross curricular way. Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils design and make products that solve real and relevant problems within a variety of contexts. Throughout the year the Design Technology lessons aim *'to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We aim to give the children the experience of building and applying a repertoire of knowledge, understanding and skills in order to design and make high quality proto-types and products for a wide range of users. We aim to teach children to be able to evaluate and test their ideas and products and the works of others. We also aim to give children the opportunity to understand and apply the principles of nutrition and learn how to cook.'*

For Further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239041/PRIMARY\\_national\\_curriculum\\_-\\_Design\\_and\\_technology.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf)

## **Geography**

Geography topics may be taught as a main focus for the term or as a supplementary subject in a Science or History based topic. In all our Geography teaching our goal is to inspire in pupils a curiosity and fascination about the world. We aim to achieve this by developing knowledge of their location, eg Bucharest, but also to compare and contrast with other locations, where possible including the students' native countries and other globally significant places on the planet and in the sea. We aim to foster a respect for the environment and encourage a sense of responsibility in safeguarding the planet for future generations. We aim to develop an understanding of the processes that give rise to key

physical and human geographical features of the world and how these are interdependent and change over time. We will also give children the opportunity to develop the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork. Children will be taught the skills to interpret a range of sources of geographical information including maps, globes and photographs and communicate geographical information in a variety of ways including maps, charts and written reports.

For further information follow this link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

## **History**

At ISB History topics may be taught as a main focus for the term or as a supplementary subject in a Science or Geography based topic. Our goal is to inspire children's curiosity to know more about the past and understand the complexity of people's lives and the process of change. We aim to equip children with the skills to evaluate sources of evidence, ask perceptive questions, think critically, weigh evidence, sift evidence and develop perspective and judgement. Although we use the history curriculum for guidance. We teach the skills as required but the content is adapted to ensure it is appropriate for the context in which we live.

For Further information follow this link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

## **Computing**

Primary students have one 50 minute session of computing per week. They are taught in the computer lab with a specialist teacher. The teacher plans closely with the class teacher to include cross curricular links with topics where possible. Children learn the skills of word processing, build databases and design presentations using PowerPoint. Children in KS2 are also taught how to stay safe on the Internet. Computing lessons ensure pupils will be able *'to understand and apply the fundamental principles of computer science, including algorithms, abstraction, logic and data representation. They will be expected to analyse problems in computational terms and have repeated practical experience of writing computer programmes to solve such problems. We aim for the children to be responsible, competent, confident and creative users of information communication technology'*.

For further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239033/PRIMARY\\_national\\_curriculum\\_-\\_Computing.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf)

## **Modern Foreign Languages:**

The importance and value of learning languages is heightened in the international school setting and at ISB the teaching of languages is given a high priority. Our MFL lessons are divided into two groups.

**MFL 1** - Native speaker lessons. Children in Years 1-6 will take two lessons of Romanian, Mandarin, Arabic or Turkish in their native tongue. All children with no native language from these options will have two sessions of second language Romanian.

**MFL 2** - Second language Lessons. Children in Years 1-6 will take an additional language for one lesson per week. The additional language lesson must be different to the native language lesson. The languages available for the MFL2 programme are Romanian second language, Mandarin, Arabic, Turkish, French and English

In addition to this These lessons are taught by specialist language teachers and follow the programmes of study of the National Curriculum of England and Wales. The aims of which are; *'to ensure children understand and respond to spoken and written language from a variety of authentic sources. To enable children to speak with increasing confidence, fluency and spontaneity and to continually improve their pronunciation and intonation. We will give children opportunities to write at length for different purposes and audience.'*

For further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)

## **Music**

Music is taught by specialists at ISB. Early Years children have two sessions of Music a week. Children from Year 1 to Year 6 have one session of Music a week. Children have the opportunity to sing, compose music and appreciate music from different cultures around the world. Children may also benefit from peripatetic music tuition. Instrumentalists visit the school every week to offer private tuition for the piano, guitar, drums, voice and violin. Children may opt for an hour's lesson or 30 minute lesson per week. Throughout the year activities are planned to meet the following National Curriculum aims; *'to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Children will learn to sing and use their voices and to create and compose music independently and in groups. They will also have the opportunity to learn a music instrument; to use technology appropriately and have*

*the opportunity to progress to the next level of excellence. Children will understand and explore how music is created, produced and communicated through pitch, dynamics, tempo, timbre, texture, structure and appropriate musical notations.'*

For further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

### **Physical Education**

Children from Foundation 1 to Year 6 have two sessions of PE per week. These lessons are taken with specialist PE teachers. The lessons aim *'to develop competence to excel in a broad range of physical activities, provide the opportunity for children to be physically active for sustained periods of time, enable engagement in competitive sports and activities, to encourage children to live healthy, active lives. Teachers plan to fulfil these aims, planning a different focus for each term: games, dance, gymnastics, swimming, athletics and outdoor adventurous activities.'* All KS2 children follow a swimming programme for 10 weeks during the year. Children are transported to the pool and taught by professional swimming instructors. The level of coaching is differentiated. All costs are covered within the school fees.

For further information follow this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239040/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf)

### **Citizenship and PSHE** (*personal, social and health education*)

The personal and social wellbeing of our children is paramount in all our actions at ISB. To supplement this implicit curriculum we also follow the English National Curriculum programme of study for PSHE. Children are taught PSHE for one session a week. The lessons provide opportunities for children to discuss issues that concern them with their peer group in a safe and secure environment. Each term has a theme. The theme is introduced as a whole school assembly, teachers plan activities in the classroom which may involve a circle time. The PSHE curriculum is available to discuss with your child's teacher. In Year 6 there will be an opportunity for parents to view materials and discuss the Personal Wellbeing scheme of work with the teacher; if there is any content you would prefer your child not participate in due to cultural sensitivity we do operate an opt out clause for pupils during these sessions.

**Term 1:** New Beginnings

**Term 2:** Dealing with Difficult Situations

**Term 3** Friendship and Bullying

**Term 4** Active member of Society

**Term 5** Personal Wellbeing

### **Co-curricular (Enrichment activities)**

We recognise the importance of co-curricular activities. They are an integral part of our students' holistic education. Through participating in co-curricular activities students discover their interests and talents while developing values and skills that will prepare them for a rapidly changing world. Co-curricular activities also promote friendships with children outside their normal peer group, but with children who have similar interests and aptitudes. Participation in such activities fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school and community. Co-curricular activities take place after school every day from 3:15 pm until 4:15 pm. On Wednesday afternoon enrichment activities take place within the school day. 2.40pm to 3.30pm. Enrichment activities are compulsory for everyone on this day and school ends at 3.30pm.

Children sign up for the activities on the school website at the beginning of each session. The sessions run from September to December, January to April, and April to June. Primary children also participate in a class assembly during each academic year. We aim to provide children with the opportunity to perform in front of an audience, singing, acting, narrating or playing an instrument.

### **Themed Days**

Throughout the year the Primary School incorporates themed days to add an extra dimension to learning. Health and Fitness Day, Book Day, Friendship day, Arts and Humanities and Maths all have specific days allocated. During these days teachers raise the focus of the subject. Children across the school, participate in competitions and activities and events related to a specific subject area. One of our biggest events in

the school year is International week. We celebrate our internationalism, recognising the different nationalities and cultures of the children at ISB. This culminates in the international parade and food festival.

### **How Do Children Learn at ISB?**

The Primary pupils at ISB learn through an enquiry based thematic approach. **Cross curricular links** are made across the subject areas. Topics are planned to incorporate all the subjects across the year. Some topics have a strong Science focus or History focus and others will be Geography focused. Children will not have all subjects every week. All subjects are balanced throughout the year to ensure all the objectives and skills are covered from the National Curriculum for the year group. Teachers plan each subject focusing on the skills specific to each subject; skills are taught in the context of the topic. The integrated learning themes provide children with multiple perspectives on the subject. Research has taught us this not only broadens children's understanding but helps children learn in greater depth. Topics may also provide the context to apply skills children are learning in English.

**PBL** (*Project Based Learning*) is integral to all of the topics the children learn. Children choose an area of interest to research and present with the support of the teacher. Children work towards their presentations over a number of weeks. In the Spring term parents are invited to school to share the children's learning. Projects are presented by the children. Pupils demonstrate their creativity, interest and passion for learning at this event.

Teachers plan lessons to include opportunities for enquiry, questioning and problem solving. We encourage children to be supported 'independent learners' developing the skills required for further study in the secondary school.

### **Educational Visits**

Primary students participate in educational visits in all year groups. Educational visits are integral to their learning in school and they are compulsory. Educational visits provide the real life context for the programmes of study we are teaching in the classroom. Children have the opportunity to participate in a visit to a local area of interest at least once per half term.

Residential visits also form a valuable part of the school curriculum. Children from Years 3-6 are offered the opportunity to participate in residential visits. Year 3 students currently visit Bran for a two night stay. Year 4 students visit Cheile Gradistei for two nights, Year 5 visit Predeal for three nights and Year 6 visit Brasov for three nights. Years 3, 4 and 5 residential visits take place in Term 3. We strongly encourage

ALL students to participate in the residential visits. For many children this is their first experience away from home without parents. This is a valuable experience to increase independence and develop their social skills. Every effort is made to ensure the children are safe and enjoy the visit. Risk assessments are completed before the visit and all preparations are monitored carefully by the Deputy Head. Heads of Year organise parent meetings to discuss the visits and allay any concerns you may have.

Visits also take place to enhance our physical education programme. In February we also organise a 5 day ski trip to Poiana Brasov. Trained ski instructors tutor children at their appropriate level. Ice skating trips to Cismigu Park also take place in January each year. Please note educational visits are not included in the school fees.

## **Assessment in the Primary School**

### **Early Years Foundation Stage**

In the Early Years Foundation Stage teachers use ongoing formative assessment; children are assessed continuously throughout the school year according to their age in months. The curriculum is split into 6 age bands, these age bands overlap as children's development is individual and each child develops at their own rate. Assessment of children is made through observations made during teacher led and self-chosen activities. This information is then used to inform the planning for each class to ensure all the needs of the children are met. As children progress through the Foundation Stage teachers will be assessing if they are meeting the criteria in each of the 7 areas of the curriculum and if children are working in the appropriate age band. At the end of the Foundation Stage each child in Foundation 2 will be assessed as to whether they are 'Emerging, Expected or Exceeding' the expectations for their age. During each year children spend in Early Years, class teachers will be keeping an 'individual learning journey' this will contain photographic observations as evidence of learning.

### **Key Stage 1**

Research has shown that there is little benefit derived from administering summative (end of term and end of year assessments) with students in Key Stage One. In fact it has been found to have a negative impact on students' learning at this young age. In accordance with the Cambridge Framework and English National Curriculum, teachers continuously assess the learning of the students in their classes on a lesson by lesson basis. At The International School of Bucharest our teachers employ a range of formative assessment techniques to assess the learning and progress of each child. We believe that formative assessment helps to create a positive learning environment in the classroom. It enables

teachers to set appropriate work at the level necessary for the children's continuing progress. It is also the means by which pupils understand what they have achieved and what they need to work on.

## **Key Stage 2**

### **Assessment for Learning (Formative Assessment)**

The teacher assesses your children every lesson. Teachers ask challenging questions, they discuss ideas and the concepts they are learning about to check the depth and breadth of understanding. Teachers mark books and give feedback that indicates the next steps to learning. Teachers use assessment information and adjust their planning taking into account the children's learning; additional work may be given to support learning or challenge learners as necessary. Self-assessment is a valuable part of learning and teachers often incorporate this into their plenary sessions. Self-assessment encourages children to identify what they need to improve and set realistic targets for themselves.

### **Assessment of Learning (Summative)**

Assessment of Learning takes place when children have completed a unit or units of work and the teachers wish to see how much progress has been made. Each Unit of work may last 3-4 weeks. Teachers in Key Stage 2 will assess all children in reading, writing, maths and science at regular intervals throughout the year. Parents are welcome to discuss progress with teachers at any point in the school year. If a teacher has any concerns about a child with regard to academic, social or emotional development parents will be contacted.

We communicate with parents in different ways. Educare and Class Dojo (wholeschool). If you are not receiving messages or progress reports it is important to contact the teacher or inform the school office to confirm contact details.

### **Cambridge Progression Tests**

Cambridge Progression Tests will take place in Years 3, 4, 5 and 6 at the end of the Spring Term or the beginning of the Summer Term depending on when the school holidays are set. The dates will be confirmed on the school calendar during the Autumn term. These tests will cover units of work the children have completed during the year. Children will take Progression tests in English, Maths and Science. The tests are marked by the teachers in school. The marking schemes are rigorously applied and papers are moderated; the results are then uploaded onto the Cambridge website for analysis. Children are placed into three bands; **Bronze**: working below expected level; **Silver**: working at the expected level for age group and **Gold**: working above the expected level. The children take these tests as an indicator of the attainment they have reached in one academic year. The results of the tests help teachers to understand strengths and weaknesses and help them plan to improve children's performance. **The results will not be used to decide the classes children will be placed in.**

The results of the tests will be shared with parents in the end of year reports; there will be an opportunity for you to discuss the results with the teachers. These tests are standardised and give us the opportunity to compare how our students are performing with schools in the UK and Internationally. There will be a parents' meeting in the Spring Term to provide more information about the Cambridge Progression tests.

### **Records of Assessment in the Primary School**

At ISB we maintain records of children's assessments to be able to provide evidence of the progress the children have made. We also maintain records of assessment to enable us to pass on accurate information to other teachers and other schools when children move on from ISB, and to be able to provide evidence of your child's achievement during parent consultation evenings. Records can be kept in a variety of ways.

- Parents are regularly updated with regards to the progress of their child through Educare, and Class Dojo, parent teacher consultations, open days, parent breakfasts and parent workshops take place regularly throughout the year. These meetings provide a forum for sharing information.
- Teachers use a tracking system to record progress and to identify next steps for learning in reading, writing and Maths.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- The SSS Register (*Student Support Services*) ensure that children identified with special educational needs are supported appropriately and their needs assessed regularly. Children identified may be those who are not making the expected progress or are attaining higher than expected.
- Pupil Progress Profiles and the tracking information for reading, writing and maths are kept by each class teacher, which is passed on to the receiving teacher at the end of each academic year.

### Year 6 Long Term Planning 2018-19

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 7 weeks
Topics	<b>Famous People</b>	<b>Exploration</b>	<b>Martisor Company Challenge</b>	<b>Changing Europe</b>	<b>What a Performance</b>  <b>Self study project</b>
Homework Project	Famous People Presentation	Explorer's treasure chest	Company activities		Linked to self study
Trip	Enesecu Museum	Military museum	Jumbo & school visit	Make a point Pantelimon	RESIDENTIAL
English	Unit 3A: Stories by significant children's authors  <b>Danny Champion of the World by Roald Dahl</b>  Unit 1B: Biography & Autobiography	Unit 1A: Stories with familiar settings  <b>Information Texts</b>  <b>Kenzuke's Kingdom by Michael Morpurgo</b>	Unit 2A: Traditional tales and stories from other cultures  <b>Newspapers/Blogs -</b>	Unit 2B: Argument and Discussion  Unit 3B Non-Fiction Non-chronological reports  <b>Friend or Foe by Michael Morpurgo</b>	Unit 3C: Poems by significant poets and with language play Unit 2C: Poems by significant poets Unit 1C Poems in familiar settings
Maths	Place value in relation to whole numbers and decimals, which is then used in written methods and mental strategies in	Positive and negative whole numbers, and then comparing, ordering, adding and subtracting fractions, including mixed numbers. 2D shapes,	Place value in large numbers. Understanding decimal and proper fractions and their equivalences; calculations including multiplication. 2D	Solving addition and subtraction problems involving money and decimals. Data representation and manipulation, including line graphs, pie charts and the	Place value in large numbers and in decimal fractions. Mental and written strategies in addition and subtraction; finding percentages; order of operations; and finding unknowns in equations. Written algorithms for multiplication and

	<p>addition. Algebra – developing the use of trial and improvement methods, knowledge of the order of operations including brackets, and the manipulation of sentences containing unknowns. Measurement in and conversion of SI and imperial units; the use of 24-hour clock and calculation of time intervals. Mental strategies and written methods in subtracting. Mental strategies and written methods in multiplying.</p>	<p>their properties, areas, and perimeters, and 3D shapes, their nets, volumes and properties. Division and fractions; mental strategies and short division, giving remainders as fractions; fractions are added, subtracted, multiplied and divided; finding percentages.</p>	<p>shapes, particularly quadrilaterals, in relation to their diagonals and interior angles; circles. Mental and written addition and subtraction methods, including solving word problems. Number patterns involving factors and multiples, and on long division.</p>	<p>use and calculation of averages. 4-quadrant coordinate grids, with polygons being plotted, translated and reflected, also angle theorems. Written algorithms in multiplying and dividing large numbers. Generalisations and simple formula, including to find the <math>n</math>th term in a sequence; then moves on to ratio.</p>	<p>division and mental strategies including the use of factors; finding fractions of amounts; and calculating mean average. Equivalence in fractions; and using this to add, subtract, multiply and divide fractions; and solving ratio problems. Properties of 2D shapes; angle types and theorems; perimeter, area and volume; 24-hour clock time intervals; and tables, graphs and charts. Binary numbers and Napier’s bones; playing with numbers, discovering patterns and solving mathematical puzzles.</p>
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<p>Science</p>	<p>1A Unit 6.1 Human organs and Systems</p> <p>Content:</p> <p>Can identify the position of major organs in the body. Can describe the main functions of the major organs of the body. Can explain how the functions of the major organs are essential. Can use scientific names for some major organs of body systems</p> <p>Skills:</p> <p><b>Obtain and present evidence</b> Make a variety of relevant observations and measurements using</p>	<p>2B - Insulators &amp; Conductors</p> <p>Content:</p> <p>Investigate how some materials are better conductors of electricity than others. Investigate how some metals are good conductors of electricity and that most other materials are not. Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches. Can predict and test the effects of making changes to circuits including length or thickness of wire and the number and type of components. Can represent series circuits with drawings and conventional symbols.</p>	<p>1B Unit 6.2 - Reversible and Irreversible Changes</p> <p>Content:</p> <p>Can distinguish between reversible and irreversible changes. Explore how solids can be mixed and how it is often possible to then separate them again. Observe, describe, record and begin to explain changes that occur when some solids are added to water. Explore how when solids do not dissolve or react with the water they can be separated by filtering, which is similar to sieving. Explore how some solids dissolve in water to form solutions and although the solid cannot be seen, the substance is still present</p>	<p>2A Unit 6.3 - Food Chains &amp; 3A Unit 6.5 - Caring for the Environment</p> <p>Content:</p> <p>Know how food webs can be used to represent feeding relationships in a habitat and present these in text and diagrams. Know and understand the terms 'producer', 'consumer', 'predator' and 'prey'. Children have explored and can construct food webs in a particular habitat.</p> <p>Explore how humans have positive and negative effects on the environment Explore a number of ways of caring for the environment</p> <p>Skills:</p> <p><b>Obtain and present evidence</b> Make a variety of relevant observations and</p>	<p>3B Unit 6.6 - Mass and Weight</p> <p>Content:</p> <p>Can distinguish between mass measured in kilograms (kg) and weight in Newtons, noting that kilograms are used in everyday life. Can recognise and use units of force, mass and weight and identify the direction in which forces act. Know and understand the notion of energy in movement. <i>(including potential energy).</i> Can recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stop things moving. <i>Can identify and explain balanced and unbalanced forces.</i></p> <p>Skills:</p> <p><b>Ideas and evidence</b> Consider how scientists have combined evidence from observation and measurement</p>
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<p>simple apparatus correctly.</p> <p><b>Consider evidence and approach</b> Make comparisons. Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others. m</p>	<p>Skills:</p> <p><b>Ideas and evidence</b> Collect evidence and data to test ideas including predictions.</p> <p><b>Plan investigative work</b> Discuss how to turn ideas into a form that can be tested. Make predictions using scientific knowledge and understanding. Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient. Identify factors that are relevant to a particular situation. Choose which equipment to use.</p> <p><b>Obtain and present evidence</b></p>	<p>Skills:</p> <p><b>Ideas and evidence</b> Collect evidence and data to test ideas including predictions.</p> <p><b>Plan investigative work</b> Discuss how to turn ideas into a form that can be tested. Make predictions using scientific knowledge and understanding. Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient. Identify factors that are relevant to a particular situation. Choose which equipment to use.</p> <p><b>Obtain and present evidence</b> Make a variety of relevant observations</p>	<p>measurements using simple apparatus correctly.</p> <p><b>Consider evidence and approach</b> Identify patterns. Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.</p> <p><b>Ideas and evidence</b> Consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena.</p> <p><b>Plan investigative work</b> Make predictions using scientific knowledge and understanding. Identify factors that are relevant to a particular situation.</p>	<p>with creative thinking to suggest new ideas and explanations for phenomena. Collect evidence and data to test ideas including predictions.</p> <p><b>Plan investigative work</b> Discuss how to turn ideas into a form that can be tested. Make predictions using scientific knowledge and understanding. Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient. Identify factors that are relevant to a particular situation. Choose which equipment to use.</p> <p><b>Obtain and present evidence</b> Make a variety of relevant observations and measurements using simple apparatus correctly. Decide when observations and measurements need to be checked by repeating to give more reliable data. Use tables, bar charts and line graphs to present results.</p>
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		<p>Make a variety of relevant observations and measurements using simple apparatus correctly. Decide when observations and measurements need to be checked by repeating to give more reliable data. Use tables, bar charts and line graphs to present results.</p> <p><b>Consider evidence and approach</b> Make comparisons. Evaluate repeated results. Identify patterns in results and results that do not appear to fit the pattern. Use results to draw conclusions and to make further predictions.</p>	<p>and measurements using simple apparatus correctly. Decide when observations and measurements need to be checked by repeating to give more reliable data. Use tables, bar charts and line graphs to present results.</p> <p><b>Consider evidence and approach</b> Make comparisons. Evaluate repeated results. Identify patterns in results and results that do not appear to fit the pattern. Use results to draw conclusions and to make further predictions. Suggest and evaluate explanations for predictions using</p>	<p><b>Obtain and present evidence</b> Make a variety of relevant observations and measurements using simple apparatus correctly. Use tables, bar charts and line graphs to present results.</p> <p><b>Consider evidence and approach</b> Make comparisons. Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others. Say if and how evidence supports any prediction made.</p>	<p><b>Consider evidence and approach</b> Make comparisons. Evaluate repeated results. Identify patterns in results and results that do not appear to fit the pattern. Use results to draw conclusions and to make further predictions. Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others. Say if and how evidence supports any prediction made.</p>
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		Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others. Say if and how evidence supports any prediction made.	scientific knowledge and understanding and communicate these clearly to others. Say if and how evidence supports any prediction made.		
Humanities	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- What makes a person famous?</li> <li>- Will the person be famous in 100 years?</li> </ul> <p>Skills:</p> <p>Use a variety of sources to find out about events, people &amp; changes. Recall, select and organize information. Communicate their knowledge and understanding in a variety of ways.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- What types of exploration are there?</li> <li>- Is there anything left to explore?</li> </ul> <p>Skills:</p> <p>Use atlases, globes maps and plans at a range of scales. Identify how and why places change. Describe and explain how and why places are similar and different from other places in the same country or other places in the world.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- What is a company?</li> <li>- What do you need to start a business?</li> </ul> <p>Skills:</p> <p>Generate ideas after thinking about who will use them and what they will be used for, using a number of information sources. Select tools, techniques and materials. Reflect on work in relation to intended use (and users') and identify improvements needed</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- How has Europe changed?</li> <li>- How will it change in the future?</li> </ul> <p>Skills:</p> <p>Identify and describe reasons for, and results of events and changes. Describe and make links between events, and changes across periods. Recognise the past is represented in different ways, and give reasons for this.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>- Pupil generated</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Pupil led</li> </ul>

Art	Drawing - Skills & portraits	Painting - Techniques, shades/tones & landscapes	3D & Textiles - Creating Martisor themed products	Printing & Collage - Country/continent themed collages.	Creating props for self study.
PSHE	New Beginnings	Dealing with Difficult Situations	Friendship and Bullying	Active Member of Society	Personal Well Being