



SBS International School
Bangkok

AN ARTHIT OURAIRAT INSTITUTION



YEAR 3 & 4

Curriculum Handbook 2026-27



Cambridge International School

sbsbangkok.ac.th

MISSION

Inspire Academic Success, Nurture Holistic Wellbeing, Cultivate Curiosity & Passion

VISION

To provide a future-focused world-class international education, inspired by innovation and high quality teaching and learning, and a commitment to nurture both the heart and mind.

VALUES

Courage
Open-mindedness
Respect
Excellence

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1. WELCOME & INTRODUCTION



Rachel Crossland

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Welcome to the vibrant learning community of Year 3 and Year 4 at SBS Bangkok.

We believe that education should be as dynamic and unique as the children themselves. My philosophy, and that of our dedicated faculty, is rooted in the belief that learning is not a spectator sport. We strive to create an environment where students are encouraged to take risks, ask “why,” and see challenges as opportunities for growth. In these formative years, we focus on the ‘Whole Child’. This means while we maintain high expectations for academic rigour, we are equally committed to nurturing emotional intelligence, resilience, and a global mindset. We aim to foster a love for learning that extends far beyond the classroom walls.

To provide our students with a world-class foundation, our curriculum is largely aligned with the Cambridge International Primary Framework. This globally recognised programme ensures that our students are meeting international benchmarks while developing skills that are essential for the 21st century. The core Cambridge programme includes English, Mathematics, and Science as well as other foundational subjects described in this document. The Cambridge pathway emphasises active learning developing the ability to analyse, communicate, and solve problems creatively. Our ‘spiral curriculum’ ensures that concepts are introduced and then revisited in greater depth, ensuring that student understanding is reinforced and expanded as they progress through the Key Stages.

We recognise that parents are a child’s first and most enduring educators. This booklet is designed to provide you with a clear roadmap of the milestones your child will navigate this year. By working together, we can ensure that every child at SBS Bangkok feels supported, inspired, and empowered to reach their full potential.

Please read this document in conjunction with our Parent & Student Handbook.

I look forward to a year of wonderful achievements and watching your children flourish.

Warm regards,

2. MISSION & CORE VALUES

It our mission to:

Inspire Academic Success

A culture of high performance and achievement.

Nurture Holistic Wellbeing

Well-rounded people who thrive with a strong sense of holistic wellbeing (social, emotional, physical, spiritual and cognitive)

Cultivate Curiosity and Passion

A desire to know more, find fulfilment and make a difference.

Our core values are appropriate for all members of our school community:



COURAGE

Seeking challenge with determination and resilience.



OPEN-MINDEDNESS

Embracing diverse thinking and inclusivity to enrich our perspective.



RESPECT

Being mindful, compassionate and kind.



EXCELLENCE

Striving for the highest standards with principle and integrity.

3. HIGH QUALITY TEACHING & LEARNING

We believe that high quality education includes the following:

A. Learning Culture and Environment

- Behaviour for learning - children's behaviour is managed well, and over time they learn to self-regulate their own behaviour.
- Student wellbeing and care is the core responsibility of teachers and staff at SBS Bangkok.
- Relational practices - we value high quality relationships between all people at our school.
- Routines and expectations - learning is familiar and fun when we establish clear routines and expectations.
- Values driven approach to learning - we believe that our core values should guide the behaviour and expectations that great learning requires.

B. Purpose, Preparation and Planning

- Lesson objectives/desired outcomes are important for children to understand the purpose of each lesson.
- Sequence and structure helps children learn progressively and developmentally.
- Resourcing (human and other) is an important consideration for staff so that children can access learning activities and concepts.

C. Teaching Skills and Practices (pedagogy)

- Secure content knowledge and understanding of how students learn is a prerequisite for high quality learning experiences.
- Active engagement is preferred over passive learning.
- The skills of communication, collaboration, critical thinking, and creativity should be developed intentionally during learning experiences.

D. Assessment for Learning

- A variety of formative and summative assessment strategies should inform learning.
- High order questioning and feedback is a great way to check-in on understanding.
- Actionable feedback from teachers gives students an opportunity to improve their work and understanding.

E. Differentiation and Challenge

- Scaffolded learning tasks are important for teachers to support and personalise learning.
- Accommodation for students with learning, language and behavioural needs is a natural part of teaching

individuals within the class.

- Awareness of capability from prior learning and understanding is essential in developing students progressively.
- Extension opportunities for the more able, including the transfer of new learning to new contexts, is an opportunity to stretch the minds of young learners.

F. Innovation in Teaching and Learning

- Learning is enhanced through innovative pedagogical practice.
- Subject understanding is enhanced through technological or environmental innovation.
- Students should be encouraged to demonstrate innovative thinking.

4. THE CAMBRIDGE CURRICULUM & SBS INSPIRE PROGRAMME

In Years 3 & 4 students follow the Cambridge International syllabus in most subjects, but in others we have the freedom to innovate and inspire our students with enhanced learning opportunities - we call the enhanced programme 'SBS Inspire'.

Classes are taught by 'Homeroom teachers' for some subjects, and specialist teachers in others.

The Year 3 and Year 4 the curriculum framework is as follows:

Curriculum	Yr3 & Yr4	Taught by:	Curriculum
English or English as a Second Language	4	Homeroom Teacher	Cambridge
Mathematics	5	Homeroom Teacher	Cambridge
Science	3	Homeroom Teacher	Cambridge
Art & Design	1 (or 2 in Yr 3)	Specialist Teacher	Cambridge
Computing	1	Specialist Teacher	Cambridge
Humanities	3	Homeroom Teacher	Cambridge
Music	1	Specialist Teacher	Cambridge
Design Innovation	1 (Yr 4 only)	Specialist Teacher	SBS Inspire
Physical Literacy	2	Specialist Teacher	SBS Inspire
Language 2 (Mandarin or Thai)	4	Co-Teacher	SBS Inspire
Language 3 (English Extension or Mandarin)	2	Specialist Teacher	SBS Inspire
Drama/Oracy	1	Specialist Teacher	SBS Inspire
Thai Studies	1	Specialist Teacher	SBS Inspire
Wellbeing	1	Homeroom Teacher	SBS Inspire
Total lessons	30		

5. CAMBRIDGE INTERNATIONAL CURRICULUM SUBJECTS

This section of our curriculum guide introduces you to an overview of the Cambridge curriculum for each subject and the age appropriate learning objectives that guide teaching and learning.

A. CAMBRIDGE ENGLISH

English learning in Years 3 and 4 (Stage 3 and 4) focuses on developing the student's capability and confidence in Communication, Reading, and Writing. This framework forms the cornerstone of our students' ability to access the wider curriculum and achieve global fluency.

Communication (Spoken Language)

Students will learn to speak clearly and convey ideas confidently using Standard English. Following the Cambridge framework, they will learn to:

- Justify their ideas with reasons and ask clarifying questions.
- Develop vocabulary through active listening and negotiation.
- Evaluate and build on the ideas of others using appropriate registers.
- Give well-structured descriptions and explanations while speculating and hypothesising.
- Use oral rehearsal to clarify their thinking before moving to written tasks.

Reading and Writing

Our approach emphasises the acquisition of knowledge through a balance of fiction, non-fiction, poetry, and drama.

- **Reading:** Students learn to read fluently and with expression. We encourage "Reading for Pleasure" through regular visits to our library and participation in the Razz kids programme, focusing on both word recognition (phonics) and language comprehension.
- **Writing:** Students develop the stamina to write at length with increasingly accurate spelling and punctuation. They learn to apply grammar and punctuation rules to expand the variety of their writing.
- **Application:** Writing tasks include narratives, explanations, and evaluations, helping students consolidate what they have heard or read across all subjects.

Vocabulary Development

Acquiring a wide command of vocabulary is key to progress. Students build systematically on their current knowledge, making links between known and new words and discussing "shades of meaning" (synonyms and nuances). We place a high priority on Language for Learning, ensuring students master the technical language of each subject, such as specific mathematical and scientific terminology.

Learning Objectives (exemplars only)

The Cambridge English Curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 3 and 4:

Stage 3 / Year 3

Reading	Writing
Word structure (phonics) 3Rw.04 Extend the range of common words recognised on sight, including homophones and near-homophones. Vocabulary and language 3Rv.05 Explore and comment on how a writer's choice of verbs to introduce and conclude dialogue enhances the meaning. Grammar and punctuation 3Rg.09 Explore the different purposes of prepositions. Structure of texts 3Rs.03 Explore and recognise different ways that information is organised in texts, including paragraphs, sections and chapters, and bulleted and numbered lists. Interpretation of texts 3Ri.12 Make inferences from texts, including about the feelings, thoughts and motives of story characters. Appreciation and reflection 3Ra.04 Make choices about books to read for pleasure, including based on blurbs and reviews	Word structure (spelling) 3Ww.02 Use recognition of long and short vowel sounds and spelling rules to add -s, -ed and -ing to verbs, including omitting -e before -ing, and doubling consonants where necessary. Vocabulary and language 3Wv.05 Choose and use words and phrases (including noun phrases) to strengthen the impact of writing. Grammar and punctuation 3Wg.05 Write multi-clause sentences using simple connectives of time, place and cause. Structure of texts 3Ws.03 Use sentence openings that establish links between ideas in different sentences, e.g. Later that day, ... Creation of texts 3Wc.06 Develop writing of a range of text types for a specified audience, using appropriate content and language. Presentation and reflection 3Wp.05 Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools.

Speaking and Listening

Making yourself understood 3SLm.05 Show awareness of an audience, e.g. by adapting language and tone to engage them. Showing understanding 3SLs.02 Ask questions about what is heard or read that demonstrate understanding of the main points. Performance 3SLp.03 Use knowledge of punctuation and grammar to read familiar texts with accuracy. Reflection and evaluation 3SLr.02 Begin to comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.
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Stage 4 / Year 4

Reading	Writing
Word structure (phonics) 4Rw.01 Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information. Vocabulary and language 4Rv.04 Use as many initial letters as necessary to organise words in alphabetical order, and to locate words in dictionaries and glossaries. Grammar and punctuation 4Rg.08 Identify adverbs in texts. Structure of texts 4Rs.04 Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs. Interpretation of texts 4Ri.10 Predict what happens next in a story based on previous events in the story Appreciation and reflection 4Ra.04 Comment on how fiction reflects the time or context in which it is set.	Word structure (spelling) 4Ww.04 Explore and build words with related roots and meanings, e.g. medical, medicine; sign, signal, signature. Vocabulary and language 4Wv.04 Choose and use words (including verbs, e.g. rushed instead of went) to strengthen the impact of writing. Grammar and punctuation 4Wg.08 Use the verb to be accurately, including subject-verb agreement for different verb forms Structure of texts. 4Ws.03 Use connectives to establish links between paragraphs, e.g. if, although. Creation of texts 4Wc.08 Develop writing for a purpose using language and features appropriate for a range of text types. Presentation and reflection 4Wp.02 Make short notes to record information from a text and use them to inform writing.

Speaking and Listening
Making yourself understood 4SLm.03 Use vocabulary precisely to make the meaning clear. Showing understanding 4SLs.01 Listen and respond appropriately, including asking and answering questions to develop ideas Group work and discussion 4SLg.03 Extend a discussion by contributing relevant comments and questions. Performance 4SLp.03 Adapt speech, gesture and movement to portray a character in drama. Reflection and evaluation 4SLr.02 Comment on the ways that meaning can be expressed verbally and non-verbally in different contexts.

B. CAMBRIDGE ENGLISH AS A SECOND LANGUAGE

Whilst the majority of our learners follow the Cambridge English course some language learners are assessed to be more suitable for our English as a Second Language pathway. The assessment process and outcome to determine this is shared with parents.

There can be mobility between English and the English as a Second Language pathway dependent on progress and level of English acquisition. This is regularly assessed and reported to parents.

Our English as a Second Language teachers utilise the framework of the Cambridge programme as the core frame of reference, but it is also supplemented and adjusted to develop bespoke content, assessment and learning resources.

Learning Objectives (exemplars only)

The Cambridge English as a Second Language curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 3 and 4:

Stage 3 / Year 3	Stage 4 / Year 4
LISTENING Listening for global meaning 3Lm.01 Understand, with support, some of the main points of short talk. Listening for detail 3Ld.01 Understand a limited range of familiar instructions. Listening for opinion 3Lo.01 Recognise, with support, the opinions of the speaker(s) in short talk.	LISTENING Listening for global meaning 4Lm.01 Understand, with support, most of the main points of short talk. Listening for detail 4Ld.02 Understand, with support, an increasing range of questions which ask for information. Listening for opinion 4Lo.01 Recognise, with little or no support, the opinions of the speaker(s) in short talk.
SPEAKING Communication 3Sc.01 Give basic information about themselves using sentences. Express opinion 3So.01 Express, with support, basic opinions and feelings	SPEAKING Communication 4Sc.05 Pronounce some familiar words and phrases clearly; others may need to ask for repetition from time to time. Express opinion 4Sor.01 Link, with support, a short sequence of simple sentences using a limited range of connectives
WRITING Communicative achievement 3Wca.01 Use legible handwriting in written work. Organisation 3Wor.01 Use basic punctuation (e.g. exclamation mark) with some accuracy during guided writing of sentences. Content 3Wc.02 Write, with support, short sentences which describe people, places and objects, and routine actions and events.	WRITING Communicative achievement 4Wca.03 Plan, write, edit and proofread a short sequence of sentences in a paragraph, with support. Organisation 4Wor.02 Link, with support, a short sequence of simple sentences using a limited range of connectives to create a paragraph. Content 4Wc.01 Write, with support, a short sequence of instructions. 4Ug.01 Begin to use tag questions to seek agreement or clarify.

Stage 3 / Year 3	Stage 4 / Year 4
READING Reading for global meaning 3Rm.01 Understand, with little or no support, the main point of short, simple texts. Reading for detail 3Rd.01 Understand, with support, most specific information and detail in short, simple texts. Reading for opinion 3Ro.01 Recognise, with support, the opinions of the writer(s) in short, simple texts. USE OF ENGLISH Grammatical forms 3Ug.01 Use question words and structures to ask questions. Vocabulary 3Uv.02 Use by and with to indicate agent and instrument and from [origin] and with/without [inclusion]. Sentence structure 3Us.01 Use a limited range of quantifiers (e.g. no, some, any, many, much, a lot of) to refer to familiar objects.	READING Reading for global meaning 4Rm.02 Read, with support, an increasing range of short, simple fiction and non-fiction texts with confidence and enjoyment Reading for detail 4Rd.01 Understand, with little or no support, most specific information and detail in short, simple texts. Reading for opinion 4Ro.01 Recognise, with little or no support, the opinions of the writer(s) in short, simple texts. USE OF ENGLISH Grammatical forms 4Ug.01 Begin to use tag questions to seek agreement or clarify. Vocabulary 4Uv.01 Use like to describe things and about to denote topic. Sentence structure 4Us.07 Use infinitive of purpose.

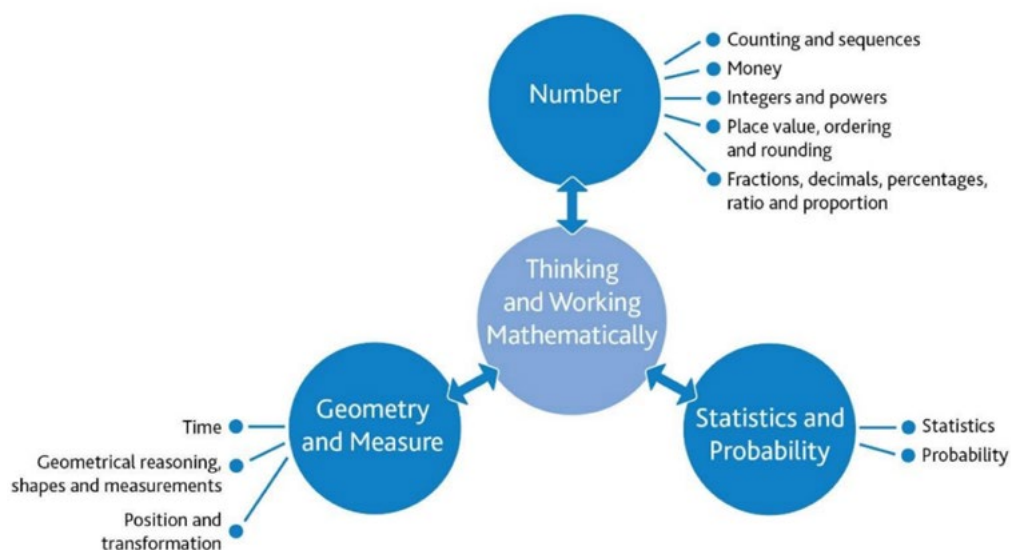
C. CAMBRIDGE PRIMARY MATHEMATICS

Mathematics is a creative and highly interconnected subject. Our curriculum, based on the Cambridge Primary Mathematics framework, is designed to build a holistic understanding of number, shape, and data.

A unique feature of the Cambridge program is the emphasis on “Thinking and Working Mathematically.” Students do not just learn rote procedures; they learn to:

- **Fluency:** Become confident in the fundamentals of mathematics through varied practice, developing the ability to recall and apply knowledge rapidly.
- **Reasoning:** Follow a line of enquiry, conjecturing relationships and developing arguments or justifications using precise mathematical language.
- **Problem Solving:** Apply mathematics to routine and non-routine problems, breaking them down into simpler steps and persevering toward solutions.

Cambridge learning objectives are divided into three main areas called ‘strands’ which run through every Primary Stage: Number, Geometry and Measure, and Statistics and Probability. Each strand is divided into ‘sub-strands’ and these sub-strands are listed in the diagram below.



Students who grasp concepts rapidly are challenged with “low threshold, high ceiling” tasks - rich, sophisticated problems that extend their deep understanding of mathematical methods in different contexts.

The MylMaths programme is utilised as a resource to support and extend the Maths curriculum.

Learning Objectives (exemplars only)

The Cambridge Primary Mathematics curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 3 and 4:

Stage 3 / Year 3	Stage 4 / Year 4
Thinking and Working Mathematically	
TWM.01 Specialising TWM.02 Generalising TWM.03 Conjecturing TWM.04 Convincing TWM.05 Characterising TWM.06 Classifying TWM.07 Critiquing TWM.08 Improving	
Number - Counting and sequences	
3Nc.01 Estimate the number of objects or people (up to 1000).	4Nc.01 Count on and count back in steps of constant size: 1-digit numbers, tens, hundreds or thousands, starting from any number, and extending beyond zero to include negative numbers.
Number - Integers and powers	
3Ni.03 Recognise complements of 100 and complements of multiples of 10 or 100 (up to 1000).	4Ni.01 Read and write number names and whole numbers greater than 1000 and less than 0.
Money	
3Nm.01 Interpret money notation for currencies that use a decimal point.	N/A

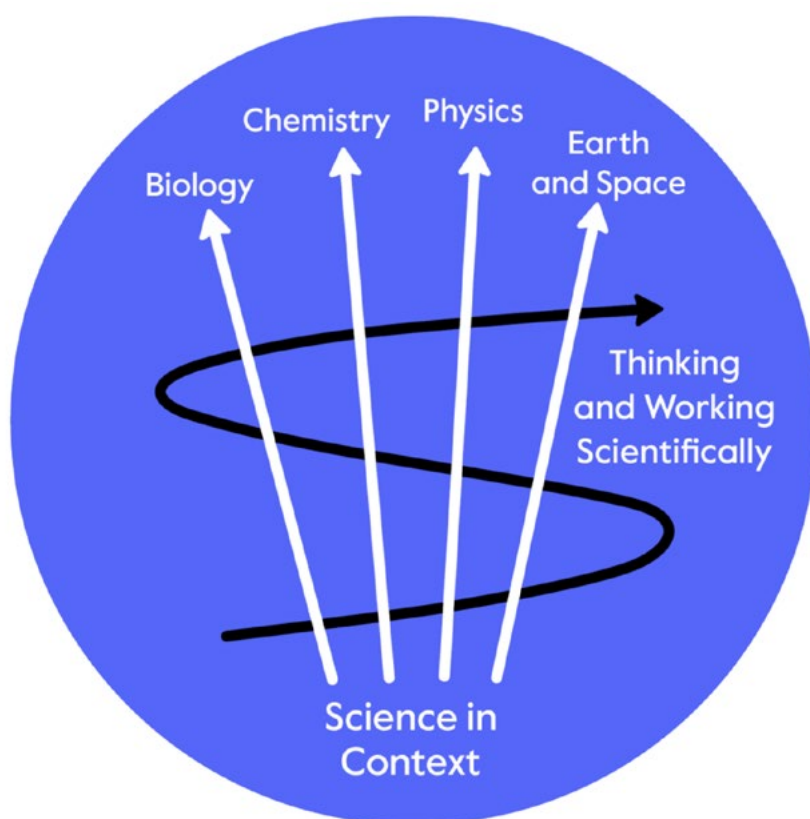
Stage 3 / Year 3	Stage 4 / Year 4
Place value, ordering and rounding	
3Np.01 Understand and explain that the value of each digit is determined by its position in that number (up to 3-digit numbers).	4Np.05 Round numbers to the nearest 10, 100, 1000, 10 000 or 100 000.
Fractions, decimals, percentages, ratio and proportion	
3Nf.01 Understand and explain that fractions are several equal parts of an object or shape and all the parts, taken together, equal one whole.	4Nf.01 Understand that the more parts a whole is divided into, the smaller the parts become.
Geometry and Measure - Time	
3Gt.04 Understand the difference between a time and a time interval. Find time intervals between the same units in days, weeks, months and years.	4Gt.02 Read and record time accurately in digital notation (12- and 24-hour) and on analogue clocks.
Geometrical reasoning, shapes and measurements	
3Gg.01 Identify, describe, classify, name and sketch 2D shapes by their properties. Differentiate between regular and irregular polygons.	4Gg.03 Draw rectangles and squares on square grids, and measure their perimeter and area. Derive and use formulae to calculate areas and perimeters of rectangles and squares.
Position and transformation	
3Gp.01 Interpret and create descriptions of position, direction and movement, including reference to cardinal points.	4Gp.03 Reflect 2D shapes in a horizontal or vertical mirror line, including where the mirror line is the edge of the shape, on square grids.
Statistics and probability	
3Ss.01 Conduct an investigation to answer non-statistical and statistical questions (categorical and discrete data).	4Ss.03 Interpret data, identifying similarities and variations, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation.
	4Sp.02 Conduct chance experiments, using small and large numbers of trials, and present and describe the results using the language of probability.

D. CAMBRIDGE PRIMARY SCIENCE

In Years 3 and 4, students begin to broaden their scientific view of the world. The Cambridge Science framework is divided into specific strands underpinned by the “Thinking and Working Scientifically” strand.

Our curriculum covers six main holistic areas:

- Biology – living things and how they interact.
- Chemistry – the study of matter.
- Physics – the interaction of matter and energy.
- Earth and Space – planet Earth, the wider Solar System and beyond.
- Thinking and Working Scientifically – develops understanding and skills of scientific models and representations, scientific enquiry and practical work.
- Science in Context – helps teachers demonstrate the relevance of science to learners and unique to our science curriculum.



Learning Objectives (exemplars only)

The Cambridge Science curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 3 and 4:

Stage 3 / Year 3	Stage 4 / Year 4
Thinking and Working Scientifically	
Scientific enquiry: purpose and planning 3TWSp.01 Ask scientific questions that can be investigated.	Models and representations 4TWSm.01 Know that models are not fully representative of a real world situation and/or science
Carrying out scientific enquiry 3TWSc.01 Use observations and tests to sort, group and classify objects or living things.	Scientific enquiry: purpose and planning 4TWSp.01 Ask scientific questions that can be investigated.
Scientific enquiry: analysis, evaluation and conclusions 3TWSa.01 Identify whether results support, or do not support, a prediction.	Carrying out scientific enquiry 4TWSc.01 Use observations and tests to sort, group and classify objects or living things.
	Scientific enquiry: analysis, evaluation and conclusions 4TWSa.01 Identify whether results support, or do not support, a prediction.

Stage 3 / Year 3	Stage 4 / Year 4
Biology	
Structure and function 3Bs.01 Describe the function of the major parts of flowering plants (limited to roots, leaves, stems and flowers). Life processes 3Bp.04 Describe and compare how the offspring of different animals grow into adults, including humans, birds, frogs and butterflies. Eco Systems 3Be.01 Identify and describe simple food chains, where plants are producers and animals are consumers of plants and/or other animals.	Structure and function 4Bs.01 Identify some of the important bones in the human body (limited to skull, jaw, rib cage, hip, spine, leg bones and arm bones) Life processes 4Bp.01 Know that medicines can be used to treat some illnesses, and describe how to use them safely. Ecosystems 4Be.01 Know that different animals are found in, and suited to, different habitats.
Chemistry	
Materials and their structure 3Cm.01 Know that materials can be solids, liquids or gases. Properties of materials 3Cp.01 Describe differences in the properties of solids and liquids.	Materials and their structure 4Cm.01 Describe the particle model for solids and liquids. Properties of materials 4Cp.01 Use the particle model to explain the properties of solids and liquids Changes to materials 4Cc.01 Describe solidification/freezing and melting, using the particle model to describe the change of state.
Physics	
Forces and energy 3Pf.01 Know that forces can be measured with a forcemeter and the standard unit of force is the newton (N). Light and sound 3Ps.01 Investigate and describe how light can pass through some materials and is blocked by others, and use the terms transparent, translucent and opaque. Electricity and magnetism 3Pe.01 Describe magnets as having a north pole and a south pole	Forces and energy 4Pf.01 Know that energy is present in all matter and in sound, light and heat. Light and sound 4Ps.01 Know that light travels in straight lines and this can be represented with ray diagrams. Electricity and magnetism 4Pe.01 Know that an electrical device will not work if there is a break in the circuit.
Earth and Space	

Stage 3 / Year 3	Stage 4 / Year 4
Planet Earth 3ESp.01 Know that planet Earth is the source of all the materials we use and that many useful materials, including oil, natural gas and metals, come from or are found in rocks. Earth in space 3ESs.01 Describe the regular change in the position and appearance of the Moon.	Planet Earth 4ESp.01 Describe the model of the structure of the Earth which includes a core, a mantle and a crust. Earth in space 4ESs.01 Explain why the spinning of the Earth on its axis leads to the apparent movement of the Sun, night and day, and changes in shadows.
Science in Context	
3SIC.01 Talk about how some of the scientific knowledge and thinking now was different in the past.	4SIC.01 Describe how scientific knowledge and understanding changes over time through the use of evidence gained by enquiry.

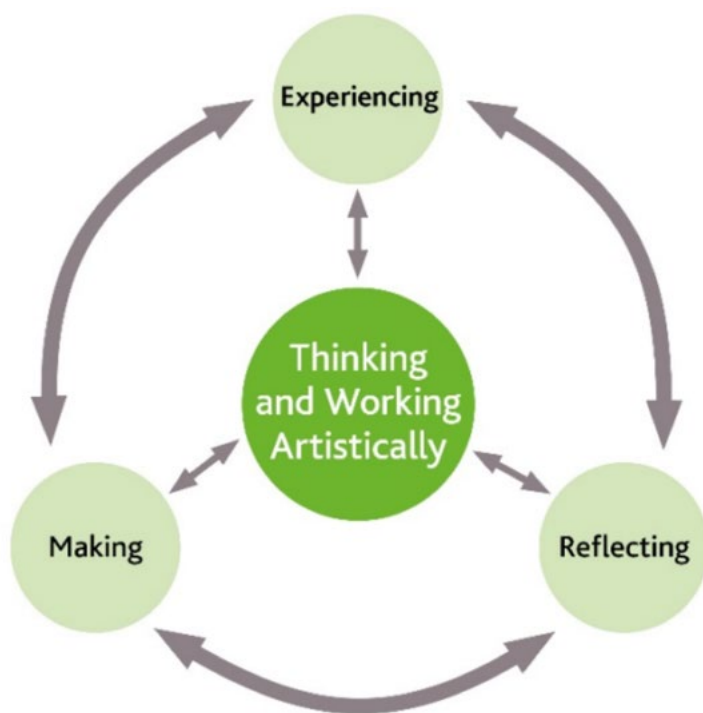


E. CAMBRIDGE PRIMARY ART & DESIGN

We genuinely value creativity and our Primary Curriculum is designed to inspire and challenge the students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

During their time in the Primary School, students will be given the opportunity to produce creative work, explore their ideas and record their experiences. They will learn to think critically and develop a more rigorous understanding of art and design and become proficient in drawing, painting, sculpture and other art, craft and design techniques and evaluate and analyse creative works using the language of art, craft and design. They will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The Cambridge learning objectives for both Year 3 and 4 are the same as follows:



Learning Objectives (exemplars only)

The Cambridge Art & Design curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 3 and 4:

Experiencing

E.01 Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures.

E.02 Explore media, materials, tools, technologies and processes.

E.03 Gather and record experiences and visual information.

Making

M.01 Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.

M.02 Select appropriate media, materials, tools, technologies and processes for a purpose.

Reflecting

R.01 Celebrate artistic experiences and learning

R.02 Analyse, critique and connect own and others' work as part of the artistic process.

Thinking and Working Artistically

TWA.01 Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting.

TWA.02 Embrace challenges and opportunities, working with growing independence. •

TWA.03 Review and refine own work.

F. CAMBRIDGE COMPUTING**Computational Thinking**

Learners understand the importance of clarity in the sets of instruction that they create, starting with simple sequences that describe tasks that they will already be familiar with. They will become increasingly aware that there is often more than one solution to a problem or task.

As learners move through the primary stages, they will begin to break tasks and problems into smaller, more manageable, parts, and identify repeated instructions to develop effective solutions.

Learners also investigate different ways of presenting sets of instruction and are able to explain that some methods are more effective than others. They also understand the value of working through algorithms systematically, to make predictions about outputs and to identify errors.

Programming

Learners understand how the sets of instructions to solve problems can be given to a computer. Their instructions may be simple and follow a linear sequence, but learners will begin to understand that the computer will only respond as expected if the instructions are precise and complete. Learners also begin to understand the benefits of testing their programs and of learning from their mistakes. They will understand that debugging errors is an important part of a computer scientist's daily work.

Learners explore the role of computer scientists in everyday life, including how the instructions that are given to computers can be used to control other machines. They will investigate how programmers often work with a range of experts to refine their programs and to create a final product.

Learners' programs will use a range of constructs, which will provide a valuable starting point for the programming they will do in their later education and, possibly, in their working lives.

Managing Data

Learners consider the role of both data and information in their lives, as well as the differences between the two. They also investigate how computers are used to gather, store, search and analyse data, so that it can be presented as information.

Learners also explore how computers convert, process and respond to the data they receive through a range of inputs and sensors. They also work with a variety of software to gather and store data from different scenarios.

Networks and Digital Communication

This strand complements Cambridge Primary Digital Literacy and enables learners to understand the technical aspects behind the connectivity of computers and related hardware, both locally and globally.

Learners consider: i) what connected computers enable us to do ii) the technology that is required to enable this to happen and iii) the safeguards that need to be in place to protect the data that is being transferred.

Learners also understand the role that global and local networks play in their lives and they draw a clear distinction between the internet and the World Wide Web.

Computer Systems

Learners understand how computers work, including how devices process inputs to create outputs. They also begin to understand how computers can be used to control other machines.

Learners explore how evolving technologies enable both individuals and entire industries to achieve new things that extend far beyond the tasks that personal digital devices are typically used for. They reflect on fictional portrayals of robots, along with the role robotics and artificial intelligence have in manufacturing and in service industries, such as health care.

Learning Objectives (exemplars only)

The Cambridge Computing curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year 3 and 4:

Stage 3 / Year 3	Stage 4 / Year 4
Computational Thinking 3CT.01 Follow, understand, edit and correct linear algorithms.	Computational Thinking 4CT.01 Follow, understand, edit and correct algorithms that use repetition, including indefinite (forever) loops.
Programming 3P.01 Understand the benefit of editing programs to make them clear and concise, including removing unused commands or combining duplicated commands.	Programming 4P.01 Know how to add comments to blocks of code and explain the benefits of these comments
Managing Data 3MD.01 Identify problems that can be solved through the collection and interpretation of data.	Managing Data 4MD.01 Understand the differences between physical (paper-based) and digital databases.
Networks and Digital Communication 3DC.01 Identify networked hardware in a familiar environment, including the school and home.	Networks and Digital Communication 4DC.01 Explain the role of servers and clients in a network.
Computer Systems 3CS.01 Know that the hardware and software components of computing devices combine to form a working system.	Computer Systems 4CS.01 Identify examples where a control system is used.

G. CAMBRIDGE PRIMARY HUMANITIES

Cambridge Primary Humanities is an international curriculum that supports learners to develop a lifelong curiosity about our world and its people. Through their studies of people, the past and places, learners develop knowledge and skills to prepare them to be informed, engaged and empathetic members of their communities.

The curriculum is organised into three strands: People, Past and Places. In the People strand, learners explore identities, communities and societies through worldviews, commonly held beliefs and practices. In the Past strand, they explore how the world has changed over time, how we construct the past, why there are different interpretations of the past and how this can inform us when making decisions in the future. In the Places strand, learners explore places, spaces and environments, locally, nationally and globally. The three strands are connected through common themes, but are distinct, as they each develop discipline-specific knowledge and skills.

Learning Objectives (exemplars only)

The Cambridge Primary Humanities curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to Year , 2 and 3:

Stage 3 / Year 3	Stage 4 / Year 4
PEOPLE Community 123PPco.06 Analyse how people in their communities try to correct something they have done wrong. Identity 123PPid.05 Develop an awareness of how their own views can change as they have new experiences. Money and trade 123PPmt.03 Analyse how people spend money and how some people do not have enough money to meet their needs. Rights and responsibilities 123PPrr.03 Explain the reasons for the rules they have to follow. Skills toolbox: People 123PPsk.02 Identify different opinions about a topic. PAST Arts and sciences 123PTas.03 From a past context, describe a treatment or set of treatments for a medical condition. Belief and culture 123PTbc.03 From a past context, retell a story or set of stories. Economy and communications 123PTec.05 From a past context, explain how messages were delivered between distant places before the invention of electronic forms of communication. Migrations and empires. 123PTme.02 From a past context, describe some features of an empire. Society and daily life 123PTsd.06 From a past context, explain the difference between a slave and a free person Skills toolbox: Past 123PTsk.04 Explain how the past helps people understand the present.	PEOPLE Community 456PPco.01 Analyse the characteristics that communities share and the benefits of being part of a community. Identity 456PPid.01 Explain the characteristics of a personal worldview. Money and trade 456PPmt.01 Analyse the role and purpose of money. Rights and responsibilities 456PPrr.01 Differentiate between what is essential for humans to live and what is desirable. Skills toolbox: People 456PPsk.01 Recognise how their worldview will impact what they see as important. PAST Arts and sciences 456PTas.02 From a past context, explain how a scientific discovery or invention resulted in social change. Belief and culture 456PTbc.01 From a past context, explain how a belief system shaped the organisation of a society. Conflict and resolution 456PTcr.01 From a past context, explain the causes and impact of one or more of the following types of conflicts: i) military ii) civil iii) religious or cultural iv) revolutionary Economy and communications 456PTec.01 From a past context, describe the tools and materials that were used to produce food. Migrations and empires 456PTme.01 From a past context, explain why people migrated from one place to another Society and daily life 456PTsd.01 From a past context, describe the social hierarchy.

Stage 3 / Year 3	Stage 4 / Year 4
PLACES Economic development 123PCed.02 Describe what one type of work involves Environment 123PCen.03 Describe one problem in their local natural environment and its effects. Living places 123PClp.03 Compare their local settlement with a settlement in another country Physical features and processes 123PCpf.03 Describe how people use different physical features in their country. Population and health 123PCph.03 List some ways we can look after ourselves and stay healthy Sustainability 123PCsu.02 Name different resources and describe how they are used in their local area Transport and travel 123PCtt.03 Describe how people travel around the world Weather and climate 123PCwc.04 Recognise that different parts of the world experience different types of weather Skills toolbox: Places 123PCsk.01 Use simple directional language and four-point compass to describe location	Skills toolbox: Past 456PTsk.01 Use a variety of sources to understand the past and explain some of the issues using them. PLACES Economic development 456PCed.01 Describe the basic employment structure and types of work in their country. Environment 456PCen.01 Describe the variety of biomes found in their continent Living places 456PClp.01 Describe and explain how settlements grow Physical features and processes 456PCpf.01 Use maps to describe how the landscape varies across their continent Population and health 456PCph.01 Describe and explain why national populations increase and decrease Sustainability 456PCsu.01 Suggest possible solutions to local or regional environmental issues Transport and travel 456PCtt.01 Explain how goods are transported locally and within their country Weather and climate 456PCwc.01 Explain the difference between weather and climate Skills toolbox: Places 456PCsk.01 Use four- and eight-point compass to describe location

H. CAMBRIDGE PRIMARY MUSIC

Music fosters creativity and builds confidence. It helps learners develop a deeper understanding of self-expression, and shows them the importance of communication as they learn to connect with other musicians and audiences. Music broadens learners' experiences as they make, create and explore their own music along with music from different cultures, times and places. It sparks imagination, requires problem solving and builds intellectual curiosity, as well as developing physical coordination, empathy and emotional intelligence.

The curriculum emphasises musical exploration with opportunities for learners to perform and present their music at every stage of development. The focus is on play and on responding to music which leads to an increasing awareness of self and personal musicality. Musical language is introduced gradually so that it is accessible to learners, while creating a foundation for success.

Throughout Cambridge Primary Music, learners will develop a genuine depth of understanding, so they can both make music and make sense of music. This prepares them to be lifelong makers and listeners of music while also providing a solid foundation for learners who continue to study music through the Cambridge Pathway.

Learning Objectives (exemplars only)

The Cambridge Primary Music curriculum has many learning objectives that guide the way lessons are taught and learning is acquired. The following are some basic examples of learning objectives applicable to both Year 3 and Year 4:

Stage 3 / Year 3 & Stage 4 / Yr 4

Making Music

34MM.01 Participate in unison and part singing or playing.

34MM.02 Contribute to performances with mostly accurate timing and with increasingly accurate tuning, control, and expression.

34MM.03 Experiment with and combine sounds for a given purpose.

34MM.04 Contribute short fragments to improvisations and compositions which respond coherently to a range of given or chosen stimuli.

Making Sense of Music

34MS.01 Listen and respond to music, beginning to use technical language accurately to describe features of the music.

34MS.02 Demonstrate an understanding of how work can be improved to suit intentions.

34MS.03 Explore simple ways of scribing their own and others' music, making the link between sounds and symbols.

6) SBS INSPIRE CURRICULUM SUBJECTS

This section of our curriculum guide introduces you to an overview of the SBS Inspire curriculum for each subject. The content and skills developed in these subjects are drawn from a range of curriculum and pedagogical initiatives. As an organisation we believe that innovation in a school curriculum provides an opportunity for us to develop future ready learners.

A. PRIMARY DESIGN INNOVATION (Year 4 only)

Using their creativity and imagination, along with learning from mathematics, science, computing and art, our students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They become resourceful, innovative and enterprising as they evaluate past and present design and technology, and develop a critical understanding of its impact on daily life and the wider world.

By applying the foundational principles of traditional Design & Technology with emerging technology, our young innovators learn that making mistakes is just a stepping stone to making something great.

Our curriculum is thoughtfully designed to balance structured skill-building with imaginative, hands-on exploration. It includes:

- **Safety & Hand-Tool Proficiency** - before students can build, they need to know how to handle tools safely and effectively. At this age, this isn't about power tools; it's about mastering fine motor control with everyday joining and shaping equipment.
- **Materials Exploration & Manipulation** - our programme gives students opportunities to test, manipulate, and experiment with various materials to discover their properties.
- **Traditional Design & Technology** - students learn to think like engineers and designers. They practice safely handling basic tools, selecting the right materials for a job, and understanding how simple mechanisms work (like levers, wheels, and axles).
- **Age-Appropriate 'Maker Space' Activities** - using a mix of recycled materials, low-tech components, and craft supplies, students engage in open-ended challenges. There is no single "right answer" in the Maker Space - only unique solutions to interesting problems.
- **Design Thinking & Reflection** - Year 3 and 4 students habitually develop the cycle of 'Explore - Create - Share - Try' as a consolidation of the Design Thinking process.

B. PRIMARY PHYSICAL LITERACY

It is imperative that all students develop fundamental movement skills and become increasingly competent and confident to access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. We call this physical literacy and utilise key aspects of the Cambridge International PE programme to provide a foundation for our Head, Heart and Hands approach

Younger students in Years 3 and 4 are supported in mastering basic movements including running, jumping, throwing and catching, as well as developing more sophisticated physical skills eg balance, agility and coordination. These skills are then applied in a range of competitive and non-competitive activities.

As they move through the school, they participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns. Our high quality physical education curriculum inspires students to succeed and excel in competitive and cooperative sport (both against self and against others) and other physically-demanding activities. It provides increasingly challenging opportunities for the students to become physically confident in a way which supports their health and fitness. Regular opportunities to compete in sport and other activities builds character and helps to embed values such as fairness and respect as the students develop competence to excel in a broad range of physical activities and lead healthy, active lives.

i) Head

Understanding Movement

Learners develop their understanding of how to describe movement and movement patterns. They observe, discuss and evaluate movements, rules and strategies and use success criteria to improve their own and others' movements.

Moving Creatively

Learners creatively respond to movement tasks in a wide range of individual and group activities. In expressive activities they create and explore compositions of movements that enable them to communicate a theme, mood or emotion.

ii) Heart

Taking Part

Learners participate positively in a variety of individual, pair and group activities and develop concepts of team and group work. They develop their collaborative, leadership and social skills, recognise that people have different movement strengths and give supportive feedback.

Taking Responsibility

Learners perform tasks that require them to make decisions and solve problems when sharing space and equipment, working safely and responsibly, and seeking help at appropriate times. They take part in a wide range of movement activities that promote fair play and respect others' efforts to improve.

iii) Hands

Moving Well

Learners become increasingly proficient and independent in their movement skills and are able to link them together in different ways. They learn to move with increasing control, fluency and variety in different roles, in a range of activities, on different surfaces and with different equipment.

Healthy Bodies

Learners understand the importance of physical activity and diet for a healthy lifestyle. They recognise and 'put into action' muscles and body parts that enable movement and physical activity. They manage risks through warm ups, cool downs and safety rules.

C. LANGUAGE PATHWAY FROM YR 3

Students joining Yr 3 and above can choose to specialise in a second or even third language at various levels. All students learn English and all lessons are taught in English. The following language blocks allow some flexibility in terms of language study - some students will develop bilingual fluency/proficiency whilst others may develop tri-lingual fluency/competency.

All language blocks below are mandatory - students choose an option in block 2 and block 3 guided by their teacher:

Block 1	Block 2	Block 3
English (Mandatory)	Thai or Mandarin	Mandarin or English Extension or English Booster
4 lessons per week	4 lessons per week	2 lessons per week

D. PRIMARY THAI

Our international school community is made up of students from a range of nationalities, including Thailand, so we place great importance on the development of understanding and respect for Thai culture and the learning of the Thai language.

Thai Language

The Thai Language pathway in Yr 3 and 4 follow a programme based on the Thai Ministry of Education's National Curriculum for Thai students and Thai Language, Culture and History Course developed by ISAT (International Schools Association of Thailand). Students continue to develop proficiency in reading, writing, speaking and listening with focus being given to all aspects of language; communication skills, vocabulary, spelling, grammar, and language registers.

Thai Studies

All students have the opportunity to learn about our rich and beautiful Thai culture and history. They engage in activities and events that provide insights into the traditions, customs, and significant aspects of Thai culture. These special events allow students to actively participate and gain a deeper appreciation for the cultural heritage of Thailand. The emphasis is primarily on spoken language acquisition and interactive learning experiences. The students also delve into Thai culture and history, engaging in activities and special events to gain a deeper appreciation for Thai traditions and customs.

E. PRIMARY MANDARIN CHINESE

In Years 3 and 4, our Mandarin programme is designed to spark curiosity, confidence, and a love for language. We move away from rote memorization and focus on 'comprehensible input' - learning through play, rhythm, and visual storytelling.

The Mandarin programme for Year 3 and 4 students strategically draws from the Hanyu Shuiping Kaoshi (HSK) 1 to 2 standards, adapting the framework to fit a vibrant, age-appropriate Primary setting. Rather than subjecting young learners to rigid, exam-focused drilling, the curriculum uses the foundational HSK 1 to 2 vocabulary and sentence patterns as a benchmark for core linguistic milestones.

Through an immersive, story-led, and communicative approach, students are introduced to highly practical, everyday words - such as greetings, numbers, family members, and basic classroom objects - ensuring they build the structural foundations required by the global standard. Listening and speaking skills are prioritised to match the phonetic requirements of HSK, using games, songs, and interactive tasks to naturally develop accurate tonal pronunciation and fluid comprehension.

Feature	Focus Area	What Students Will Do
Oral Fluency	Listening & Speaking	Mastering the four tones through “Tone Exercises” and responding to daily classroom commands.
Character Recognition	Visual Literacy	Identifying high-frequency pictographic characters (like mountain, water, and sun) through art.
Cultural Wonder	Global Citizenship	Celebrating festivals like Lunar New Year and Mid-Autumn Festival through crafts and food.
Pinyin Intro	Phonetics	Using the Romanized alphabet to bridge the gap between speaking and reading.

F. DRAMA/ORACY

In Year 3 and 4 Drama and Oracy is integrated into the curriculum to develop students into confident, empathetic communicators during a critical window of their social and cognitive development. In Years 3 and 4 children are transitioning from imaginative play to structured logical thinking; drama provides a safe, active space to explore complex emotions, collaborate with peers, and see the world from different perspectives. Simultaneously, explicit oracy and public speaking instruction equips our students with the physical vocal tools, structural frameworks, and active listening skills needed to articulate their ideas clearly. By mastering these competencies early, students not only overcome performance anxiety and boost their self-esteem, but they also build a foundational literacy that enhances their academic writing, reading comprehension, and long-term civic engagement.

Core Pillars

- Physicality & Voice: Understanding how to use the body and voice as tools.
- Collaborative Drama: Working in groups to create, improvise, and script stories.
- Active Listening & Debate: Learning to respond to others thoughtfully.
- Structured Public Speaking: Presenting ideas clearly, managing nerves, and engaging an audience.

Curriculum overview

1) Year 3: Building Confidence and Expression

A) The Expressive Toolkit (Voice & Body)

- Drama Focus: Introduction to freeze-frames, mime, and physical theatre. Understanding how body language communicates emotion.
- Oracy & Public Speaking Focus: Vocal projection, clarity, and pacing.
- Public Speaking Milestone: The Show and Tell 2.0 – Speaking for 1 minute about a favorite object, focusing purely on eye contact and loud, clear delivery.

B) Storytelling and Character

- Drama Focus: Character development and hot-seating (interviewing a student in character).
- Oracy & Public Speaking Focus: Using vocal modulation (pitch, tone, volume) to bring a narrative to life.
- Public Speaking Milestone: The Storyteller's Guild – Reciting a short fable or poem from memory, using different voices for different characters.

C) Introduction to Persuasion

- Drama Focus: Roleplaying real-world scenarios (e.g., a town council meeting or a school council debate).
- Oracy & Public Speaking Focus: Formulating an opinion and backing it up with one clear reason. Learning to listen politely to opposing views.
- Public Speaking Milestone: The Pitch – A 90-second speech trying to convince the class to buy a fictional, useless object (e.g., a pet rock that does nothing).

2) Year 4: Developing Structure and Impact

A) Scriptwork and Collaboration

- Drama Focus: Reading from a script, understanding stage directions, and blocking (moving on stage).
- Oracy & Public Speaking Focus: The importance of pauses. Learning how to read aloud with expression without burying one's face in the paper.
- Key Activities: Public Speaking Milestone: The Newsroom – Writing and delivering a short “live” news report in pairs, using a script but maintaining audience engagement.

B) The Art of the Argument (Junior Debate)

- Drama Focus: Forum Theatre (stopping a scene to discuss how characters could handle a conflict differently).
- Oracy & Public Speaking Focus: Structuring a speech with a clear Beginning, Middle, and End. Introduction to persuasive language (e.g., rhetorical questions, rule of three).
- Public Speaking Milestone: The Great Debate – Participating in a formal, structured team debate with a panel of student judges.

C) The Passion Project (Formal Public Speaking)

- Drama Focus: Stage presence, overcoming performance anxiety, and using the stage space intentionally.
- Oracy & Public Speaking Focus: Delivering an informative, engaging speech on a topic of personal interest. Handling Q&A from the audience.
- Public Speaking Milestone: The Year 4 TED-style Talks – A formal 2-to-3-minute presentation on a chosen topic, delivered to peers (and potentially parents).

G. PRIMARY WELLBEING

Our Wellbeing curriculum is designed to provide students with strategies to foster resilience, empathy, and self-awareness. Five interconnected core pillars make up the heart of the programme

Our Five Pillars of Wellbeing:

1. Social Wellbeing:

Social wellbeing focuses on the quality of our relationships and how we interact with others. For young learners, this is about moving from “me” to “we.”

- Key Themes: Sharing and turn-taking, active listening, and conflict resolution.
- Goal: Helping children build meaningful friendships and understand the impact of their actions on their peers.

2. Emotional Wellbeing:

Early childhood is a time of big emotions. This element of our programme provides a safe space for students to explore their feelings without judgment.

- Key Themes: Identifying emotions (e.g., “The Zones of Regulation”), developing empathy, and self-soothing techniques.
- Goal: To give children the vocabulary to express how they feel and the tools to manage stress or frustration.

3. Spiritual Wellbeing:

Note: This module is strictly non-religious and inclusive of all backgrounds. Spiritual wellbeing at this level is about “The Big Picture” - feeling connected to the world, nature, and one's own sense of wonder.

- Key Themes: Gratitude practices, mindfulness, and appreciating the beauty in nature and art.
- Goal: Encouraging a sense of belonging and helping children find quiet moments of reflection in a busy world.

4. Cognitive Wellbeing:

This pillar focuses on how we think and learn. We want our students to view challenges as opportunities rather than obstacles.

- Key Themes: Persistence, the “Power of Yet” (I can’t do this... yet), and focused attention exercises.
- Goal: Building the mental flexibility and confidence required to tackle new academic and personal tasks.

5. Physical Wellbeing:

A healthy mind requires a healthy “home.” This module connects physical habits to mental clarity and energy levels.

- Key Themes: Understanding the importance of sleep, “brain breaks” through movement, and identifying how different foods make our bodies feel.
- Goal: Establishing lifelong habits of movement and self-care.

To support the delivery of our wellbeing programme we utilise the resources of My Happy Mind and Zones of Regulation



7) ACTIVE8 ENRICHMENT AND EXTRA-CURRICULAR PROGRAMME

We believe that our curricular experience should be enriched with engaging activities that provide opportunity for students to further pursue their passions and interests. These activities and experiences happen during regular lessons and as part of our Extra Curricular Activity (ECA) schedule. Our programme is known as ACTIVE8. The breadth and depth of our programme reflects the following 8 key activity areas each of which offers multiple extra learning opportunities:



Residential camps and trips form an important part of our curriculum learning, supporting the holistic development of all our students. Trips or visits from outside speakers to school are a regular part of our curriculum enrichment experience, and provide students with a different kind of learning experience.

Students from Year 3 upwards, experience overnight residential camps. During these residential, students get the opportunity to develop greater independence and self-reliance whilst participating in a range of physical, cultural and team-building activities. These experiential learning opportunities enable students to make lifelong memories of their time in Primary, enriching their learning not only academically, but their personal development and growth.

8) ASSESSMENT & REPORTING

A. ASSESSMENT

The assessment of learning is a vital part of teaching as it offers feedback as to how much progress our students are making - this allows teaching and learning to be adjusted or adapted. Specific details of assessment methods, systems and processes can be obtained from the Principals as required.

Toddlers

A baseline assessment is carried out at the beginning of the Toddlers programme, followed by a Progress Check later in the year. The main goal is to provide a “snapshot” of a child’s development, celebrate their progress, identify any areas where they might need additional support or where development is less than expected, and facilitate early intervention if necessary. It also aims to strengthen the partnership between practitioners and parents.

The check specifically focuses on the three “prime areas” of learning which reflects early childhood developmental milestones

- **Personal, Social and Emotional Development:** This includes self-regulation, managing feelings and behaviour, and building relationships.
- **Communication and Language:** This covers listening and attention, understanding, and speaking.
- **Physical Development:** This involves gross motor skills, fine motor skills, and health and self-care.

Direct observation and recording provides an authentic, context-rich evaluation of our toddler’s physical, cognitive and social-emotional growth. These observations are carried out regularly to build a picture of growth and shared anecdotally on a daily basis and more formally in the reporting process and at PTC’s.

Early Years

The assessment structure in the Cambridge Early Years programme is built around the principles of continuous and formative assessment, focusing on understanding each child’s individual development and learning journey. It relies heavily on teacher observation and the collection of evidence linked to specific learning statements. This formative approach informs teaching and learning, ensuring that each child receives the appropriate support to reach their full potential

Assessment is directly linked to the learning statements within the Cambridge Early Years curriculum framework. These statements outline the expected developmental milestones and learning outcomes for children aged 3-6 across the six curriculum areas:

- Communication, Language and Literacy
- Mathematics
- Understanding the World
- Creative Expression
- Personal, Social and Emotional Development
- Physical Development

Direct observation and recording provides an authentic, context-rich evaluation of our toddler’s physical, cognitive and social-emotional growth. These observations are carried out regularly to build a picture of growth and shared anecdotally on a daily basis and more formally in the reporting process and at PTC’s.

Primary

The Cambridge International Primary Programme employs a flexible and comprehensive approach to assessment, designed to monitor student progress, identify learning needs, and provide valuable feedback to students, teachers, and parents. The assessment structure includes two main types of optional assessments that we can utilise in combination to suit our context:

1. Cambridge Primary Progression Tests: These are internal assessments that we can use to check learners' knowledge, skills, and understanding in English, mathematics, and science. Available for stages 3, 4, 5, and 6, these tests are marked by our teachers within the school.
2. Cambridge Primary Checkpoint: These are a set of external assessments taken at the end of the Cambridge Primary programme (Stage 6). These tests in English, Mathematics, and Science are marked by Cambridge International Education, providing an international benchmark of learner performance. In our first year of operation we may choose not to utilise these tests as one year is an insufficient time to assess our added value.

In addition to these formal assessments, classroom-based assessment is required. This involves ongoing monitoring of student progress through discussions, observations, and analysis of their work.

B. PARENT-TEACHER CONFERENCES (PTCs)

PTCs give us a great opportunity to share information between teachers, students and parents. Conferences may take a formal or informal approach, and will always include goal setting, action planning and reflections on learning. They happen formally twice a year in Terms 1 and 2.

Recognising parents as a child's first teacher, and knowing that strong home-school partnerships really do make a positive difference to student learning outcomes, we are always happy to meet with parents whenever needed.

C. REPORTING

SBS Bangkok aims to communicate regularly with parents and students regarding their progress and attitude to learning - our connection with you must ensure there are 'very few surprises' regarding student progress and behaviour. An essential component of this communication is the routine grades and reports produced during the year.

Informal feedback and communication is important, and we encourage staff to regularly pick up the phone or email you in relation to small or significant progress milestones. The method of formal reporting is via School Reports, and in person by Parent Conferences. The calendar of reporting is typically similar to below:

	Early Years	Primary	Secondary
Progress 1 (settling-in) • Data • Teachers Comment	October	October	October
Parent Conference	November	November	November art.
Progress 2 • Data only	February	February	February
Parent Conference	March	March	March
Progress 3 • Data • Teachers Comment	May	May	May

We hope this curriculum booklet has given you a flavour of the learning journey your child can look forward to here at SBS Bangkok. Our child-centred and personalised approach to the holistic development of every student is central in all our decision making and enables us to support the students in becoming confident, capable learners who achieve the very best outcomes socially, emotionally, physically and academically.





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