



LEARNING TO EXCEL
SINCE 1969

PRIMARY SCHOOL CURRICULUM

QUALITY BRITISH EDUCATION IN MILAN

THE BRITISH SCHOOL OF MILAN

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During the BSM Primary School years the pupils receive an education which encourages creativity and leadership, and which inspires a commitment to learning.

The National Curriculum is divided into the following subject areas:

ENGLISH



Reading

To develop:

- ✓ Excellent phonics knowledge and skills
- ✓ Fluency and accuracy in reading in a wide range of contexts throughout the curriculum
- ✓ Knowledge of an extensive and rich vocabulary
- ✓ An excellent comprehension of texts
- ✓ The motivation to read for both study and for pleasure
- ✓ Extensive knowledge through having read a rich and varied range of texts



Writing

To develop:

- ✓ The ability to write fluently and with interesting detail on a number of topics throughout the curriculum
- ✓ A vivid imagination which makes readers engage with and enjoy their writing
- ✓ A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description
- ✓ Well-organised and structured writing, which includes a variety of sentence structures
- ✓ Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neatly
- ✓ A love of writing and an appreciation of its educational, cultural and entertainment value



Speaking and Listening

- ✓ To listen attentively for comprehension
- ✓ To use a rich and varied vocabulary that gives clarity and interest to conversations
- ✓ To use clear speech that can be easily understood by a range of audiences
- ✓ To develop an excellent grasp of the rules of English in conversation, such as tenses and grammatical structures
- ✓ A developed ability to tell stories that capture interest and imagination of the audience
- ✓ To be able to initiate and participate in conversations
- ✓ Respect for others when communicating even if views differ



MATHEMATICS

The national curriculum for mathematics aims to ensure that all pupils:



Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately



Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language



Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Pupils will be taught:

- ✓ Number and place value
- ✓ Addition and subtraction
- ✓ Multiplication and division
- ✓ Fractions including decimals and percentages
- ✓ Measurement
- ✓ Geometry
- ✓ Statistics
- ✓ Algebra
- ✓ Ratio and Proportion

SCIENCE

The National Curriculum for Science aims to ensure that all pupils:



Develop Scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics



Develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them



Are equipped with the specific knowledge required to understand the uses and implications of science, today and for the future

Pupils will be taught:

- ✓ How to work scientifically
- ✓ About plants
- ✓ About animals including humans
- ✓ About everyday materials
- ✓ About seasonal changes
- ✓ About living things and their habitats
- ✓ About rocks and soils
- ✓ About light
- ✓ About Forces and Magnets
- ✓ About States of matter
- ✓ About sound
- ✓ About electricity
- ✓ Earth and space
- ✓ About evolution and inheritance



ART AND DESIGN

The National Curriculum for Art and Design aims to ensure that all pupils:

- ✓ Produce creative work, exploring ideas and recording experiences
- ✓ Become proficient in drawing, painting, sculpture and other craft and design techniques
- ✓ Evaluate and analyse creative works using the language of art, craft and design
- ✓ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



COMPUTING

The national curriculum for computing aims to ensure that all pupils:

- ✓ Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- ✓ Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- ✓ Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- ✓ Are responsible, competent, confident and creative users of information and communication technology



GEOGRAPHY

Pupils develop knowledge about the world, relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key areas of study include:

- ✓ Locational knowledge
- ✓ Place knowledge
- ✓ Human and physical geography
- ✓ Geographical skills and fieldwork





HISTORY

Pupils gain a coherent knowledge and understanding of the past, locally and in the wider world. It inspires pupils to think critically, weigh evidence, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils will be taught about:

- ✓ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ✓ Events beyond living memory that are significant nationally or globally
- ✓ The lives of significant individuals in the past who have contributed to national and international achievements.
- ✓ Significant historical events, people and places in their own locality
- ✓ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- ✓ Ancient Greece or Ancient Rome - a study of Greek life/Roman life and achievements and their influence on the western world
- ✓ A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



LANGUAGES

Learning a language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for pupils to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. This provides the foundation for learning further languages, equipping pupils to study and work across the globe.

*For further details see Italian section of the BSM website:
www.britishschoolmilan.com/primary/key-stages-and-curriculum*



MUSIC

The national curriculum for music aims to ensure that all pupils:



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



Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence



Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations



PHYSICAL EDUCATION

Through Physical Education pupils develop fundamental movement skills, become increasingly competent and confident in extending their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught about:

- ✓ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ✓ Participate in team games, developing simple tactics for attacking and defending, perform dances using simple movement patterns
- ✓ Use running, jumping, throwing and catching in isolation and in combination
- ✓ Play competitive games, modified where appropriate (for example, badminton, basketball, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- ✓ Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)



- ✓ Perform dances using a range of movement patterns
 - ✓ Take part in outdoor and adventurous activity challenges both individually and within a team
 - ✓ Compare their performances with previous ones and demonstrate improvement to achieve their personal best
 - ✓ Swim competently, confidently and proficiently over a distance of at least 25 metres
 - ✓ Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
 - ✓ Perform safe self-rescue in different water-based situations
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RELIGIOUS EDUCATION

Our Curriculum for Religious Education aims to ensure pupils can:

- ✓ Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them
- ✓ Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them
- ✓ Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them
- ✓ Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community
- ✓ Observe and recount different ways of expressing identity and belonging
- ✓ Notice and respond to some of the similarities between different religions and worldviews
- ✓ Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry
- ✓ Find out about and respond to examples of cooperation between people who are different
- ✓ Find out about questions of right and wrong and begin to develop and express their own opinions





PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE):

Subject matter in PSHE is taught in response to world and school events, whilst also focusing on teaching the pupils:

- ✓ About different types of relationships, including friendships, family relationships, dealing with strangers and other relationships
- ✓ How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- ✓ How relationships may affect health and wellbeing, including mental health
- ✓ Healthy relationships and safety online