



Curriculum Overview

2023-2024

Taipei European School
British Primary Section



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TAIPEI EUROPEAN SCHOOL

VISION, MISSION AND CORE VALUES

As the European School in Taipei, we created 'One School' from three schools: British, French and German, to focus on developing European Culture and Values in order to achieve our shared vision and mission.

Vision

To be a flourishing, multilingual and multicultural community of lifelong learners that embraces independence, curiosity and empathy to make a positive difference in local, national and global environments.

Mission

Through world class curricula, Taipei European School cultivates lifelong learners and responsible global citizens who are ready to rise to the challenges of the future. We nurture independence, embrace diversity, and encourage all to “do well by doing good”. We embrace holistic education programmes that value academic accomplishment while prioritising the social and emotional wellbeing of each learner.

Graduate Attributes

We strive for each graduate to be

- A Lifelong Learner
- A Critical Thinker
- Independent
- Empathetic
- Socially Responsible
- Interculturally Aware
- Globally Minded

Community Values

We expect each member of our community to exhibit

- Respect
- Participation
- Responsibility
- Creativity
- Perseverance



THE BRITISH PRIMARY SECTION

Introduction

The British Primary Section (BPS) of the Taipei European School covers Nursery through to Year 6 in a child's education. These years are crucial to the foundation of a child's academic and social development. The Early Years and Primary Curriculum, in addition to the pastoral framework, aim to maximise each student's talents and potential.

The Early Years Foundation Stage Framework reinforces the notion that 'play is children's work' (Susan Isaac) and that young children learn most effectively through the medium of play. We aim to help children acquire vital life skills, which will increase their understanding of themselves, of others, and of their environment. The Framework was revised in September 2021, with more focus on the things that matter most. The revised Framework focuses not only on what children learn, but how they learn. There is a greater emphasis on parents as partners, by involving them as much as possible in their child's learning and development.









The National Curriculum for England is organised into blocks of years called 'Key Stages'. Key Stage 1 includes Year 1 and 2, while Key Stage 2 incorporates Years 3 to 6. The curriculum focuses on learning key concepts and understanding these at greater depth. It is filled with skills and prioritises reasoning and application in all areas. The English National Curriculum for Primary Schools is world-renowned and respected. In the British Primary Section we have tailored the curriculum to include a set of standards, or age-related expectations, for all the subjects and year groups. These standards are in line with the National Curriculum for England.

Woven into the curriculum are our School Values and Learner Profile. It's not enough for children to just keep learning more information at the expense of learning how to use that information and work with others. As well as learning about a variety of subject areas, children need to learn how to learn, how to think for themselves, think alongside others, and be motivated to keep on learning throughout their lives. Our School Values and our Learner Profile help your child to learn these things.

The TES Primary Learner Profile

The TES Learner Profile was developed by staff, students, and parents and is a precursor to the International Baccalaureate (IB) Learner Profile. It is a distinctive set of attributes that we aim to instill in our students before they exit the EPC. The attributes are a sound base for students to launch into the IB Learner Profile that is used across our ESC.

The Learner Characteristics are:

Characteristic	Description
<p>We are</p>  <p>Thinkers</p>	<p>TES students have the ability to think creatively, critically, and analytically. They are inquisitive about their learning and the world around them. They seek to solve problems, apply strategies, and adapt to new situations presented to them.</p>
<p>We are</p>  <p>Adventurers</p>	<p>TES students are confident to take risks and committed to their learning journey. They take risks to experience new opportunities in learning and in life. They are resourceful in new situations and face challenges with optimism and an open mind.</p>
<p>We are</p>  <p>Communicators</p>	<p>TES students are effective communicators. They can select and use multiple modalities of communication to express, justify, and reason their learning. They are articulate and fluent, and know when to collaborate and when to work alone.</p>
<p>We are</p>  <p>Global Citizens</p>	<p>TES students are globally aware. They understand international culture and have a secure identity of their place in the world. Their learning is with an international perspective and prepares them for life on the world's stage. They take responsibility for their behaviour in the world and to those who share it with them. They make considered decisions based on sustainability and environmental impact, protecting what they have for their future and for those that follow.</p>
<p>We are</p>  <p>Healthy</p>	<p>TES students are aware they need to have a healthy mind and a healthy body in order to achieve their full potential. They are socially and emotionally intelligent, reflective and supportive. They understand that their bodies and minds need care and stimulation in order to grow.</p>
<p>We are</p>  <p>Future Focused</p>	<p>TES students are aware of their future and take an active role in shaping its design. They are responsible citizens and are able to set goals, plan for, and implement actions for the benefit of themselves and others.</p>
<p>We have</p>  <p>Values</p>	<p>TES students have a core set of values at the heart of their learning and are expected to model these behaviours at all times. In addition, TES students are expected to be polite, honest, and respectful. They are resilient, and despite difficulties, they will move forward and learn from challenges they face.</p>
<p>We have</p>  <p>Empathy</p>	<p>TES students are empathetic towards people, creatures, and situations. They show kindness to those in need, and care without hesitation. They give their kindness, care, and time with no expectation of receiving anything in return. They seek fairness and equality for our community.</p>
<p>We have</p>  <p>Integrity</p>	<p>TES students are honest and have high moral principles. They have a unique sense of self and are proud of who they are, what they know, and what they believe in. They are role models for their peers, and are encouraged by their own success. They are loyal to their learning.</p>

TES Community Values

The Community Values are essentially our school rules. They are a set of values developed by all Sections in consultation with staff, students, and parents. They are important to the way we function and work within our curriculum, school, and across our campus.

The Values are:



	Age 3-5	Age 6-8	Age 9-11
	Respect We care.	We take care of our world and the people in it.	We are honest, considerate, and tolerant global citizens.
	Participation We join in.	We join in and are active learners who share our thinking.	We take an active role in our learning and encourage others to do the same.
	Responsibility We think.	We think about our actions and we make good choices.	We are trustworthy, independent, and act as positive role models.
	Creativity We create.	We are creative and solve problems in different ways.	We use our imagination, explore ideas, and express ourselves freely.
	Perseverance We try.	We keep trying and do our best.	We show persistence and strive to do our best.



HIGH QUALITY LEARNING AND TEACHING AT TAIPEI EUROPEAN SCHOOL

Definition of High Quality Learning and Teaching (HQLT)

High Quality Learning and Teaching (HQLT) at our school engages our community of learners in acquiring knowledge, skills and understanding with authentic and aspirational experiences within the school.

TES promotes a broad range of competencies and aptitudes which are both academic and social-emotional, such as: collaborative skills; creativity; critical thinking; communication; interpersonal skills; empathy; problem solving; leadership; entrepreneurship; digital and media literacy; and resilience.

HQLT at TES provides a truly holistic experience for our students through the influence of our Graduate Attributes and Community Values, and by encouraging our learners to have a positive impact, and to make ethical decisions and choices.

A Framework for High Quality Learning and Teaching (HQLT)

Our commitment to high quality learning and teaching (HQLT) is embodied in our ethos: Learn and Flourish. This ensures that our school culture and environment encourage each community member to be guided, supported and challenged holistically as they strive towards their full potential.

High Quality Learning and Teaching is realised through the following key principles:

Global Citizenship

We celebrate our own identity and heritage while embracing diversity through our taught curriculum, service and community engagement, and beyond.

Opportunities

Within and beyond the classroom, we provide our community members with highly engaging experiences that develop: collaboration, curiosity, creativity, independence, inquiry, interdisciplinary thinking, and a thirst for lifelong learning.

Progress

We are committed to ensuring that all community members achieve progress through high expectations, differentiated goal setting, meaningful and timely feedback, and personalised interventions.

Relationships

We foster personal connections that allow each community member to be included, respected and heard, safe, and valued.

Technology

We embrace technology and innovation to enhance learning and teaching and to nurture responsible digital citizens.





BPS CLIMATE STATEMENTS

In the British Primary Section we believe that there is a direct relationship between the way we function together and the quality of learning and productivity of all members of our community. A positive school climate enables both students and adults to flourish in our learning, personal growth and development. A collective commitment is needed to foster this, through:

- Relationships/Connection: We develop relationships where we interact in a positive, caring, supportive and transparent manner to enhance effective communication.
- Safety: We create learning and work spaces that are safe, inspirational and challenging where learning from mistakes is encouraged in order to build resilience.
- Engagement: We create fit-for-purpose, fun and engaging environments, promoting agency, rigour and a focus on strengths.
- Inclusion: We create a sense of belonging that is inclusive, embraces diversity and strives for equity. This is supported by our Primary Learner Profile and Community Values.
- Purpose /meaning: We focus on both the process and product of our learning to develop pride and an understanding of our place in the world as global citizens.





REPORTING

Feedback on progress and achievement is reported to parents and students in a range of ways. Parents receive an Individual Learning Record (ILR) at three points throughout the academic year. This record indicates how a child is progressing in relation to the standards or age-related expectations for their year group in all curriculum areas. The ILR uses the following scale:

NYT (NOT YET TAUGHT)

This area of the curriculum has not been taught to your child yet. Your child will receive this teaching at a later time in the year.

D (DEVELOPING)

Your child is developing understanding in this area. Independence is beginning, although learning still requires some consolidation, fluency, and consistency. Your child has mastered less than half of the key objectives in that area.

C (CONSOLIDATING)

Your child is developing a secure base in this area. Independence is usually evident, but learning still requires further consolidation, fluency, and consistency. Your child has mastered more than half of the key objectives in that area.

M (MASTERY)

Your child is secure and has a thorough understanding of the age-related target area. They demonstrate consistency, fluency, independence, and reason their thinking. Mastery students are able to apply and transfer age-related learning. Your child has mastered all of the key objectives in that area.

GD (GREATER DEPTH)

Your child has achieved Mastery and is now able to create, evaluate, and analyse using the age-related concepts. This is above the expected standard depth of application and understanding required in this age-related area.

In addition to the Individual Learning Record, academic reports are issued in December and June. These report on all the areas taught and have personal comments and targets related to individual students. At three points during the academic year, parents will be invited to attend parent-teacher conferences. The initial meeting will be with the classroom teacher to discuss how the child is settling into their new year group and to set targets. The following two meeting points include classroom teachers and specialists. The purpose of these meetings is to discuss progress.

ENGLISH LITERACY

Overview

Although this is a subject in its own right, it is also the dominant medium the BPS uses for teaching. The aim of English is to develop spoken language, reading, writing, and vocabulary. Understanding the language provides access to the whole curriculum. Fluency in English is an essential foundation for success in all subjects.

The overarching aims in our teaching of English are that students will:

- read with fluency and have a sound understanding of different texts, including fiction, non-fiction and poems
- develop a love of reading, both for enjoyment and as a way to gain knowledge across the curriculum
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions
- write clearly, accurately, and coherently, while adapting language for appropriate contexts
- use discussion in order to learn – students should be able to elaborate and explain clearly and convincingly their understanding and ideas
- be competent at speaking and listening, making formal presentations, demonstrating to others, and participating in debate

Spoken Language

Spoken language underpins the development of reading and writing. The quality and variety of language that students hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. With this in mind, the BPS has divided the statutory requirements for Years 1-6 into Speaking and Listening and assigned progressive standards to each year group. These can be found in the Individual Learning Record. Students are offered speaking and listening opportunities on a daily basis and across all subjects. In addition, more formal situations are organised and explicitly taught at appropriate intervals over the year for all year groups. Opportunities are given to work in groups of different sizes including pairs, small groups, large groups, and as a whole class. This allows students to develop confidence and competence in spoken language and listening skills.



Reading

Reading in the BPS is broken into seven essential areas: decoding, knowledge, comprehension, analysis, synthesis, evaluation, and application. For every essential area, there is a set of standards for each year group in Key Stage 1 and Key Stage 2, based on the objectives from the English National Curriculum. These can be found in the Individual Learning Records. In Reception and Key Stage 1, students are taught how to decode texts through phonics lessons. These daily lessons teach pupils how to read by associating a letter or a group of letters (called graphemes) to the sound they make (phonemes). In this way, students are able to sound out and read words. The other essential areas are taught through Guided Reading sessions, small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. In Key Stage 2, students continue to learn the seven essential areas of reading through small-group Guided Reading sessions, although these will be balanced with Whole Class reading sessions, where the whole class will be supported to read and explore the same text together. Texts chosen in these sessions will be of a difficulty level higher than students can access on their own. In addition to the above, teachers will read to their classes regularly and oversee that students take a book home to read with their parents. We encourage all parents to read with their children regularly and record this reading, along with any comments, in their child's Reading Diary. As part of their weekly homework, upper Key Stage 2 students will write a weekly reading reflection in their Home School Diaries on their independent home reading.

Writing

In the BPS this area is divided into seven strands:

- composition and effect
- structure and organisation
- grammar/sentence structure/vocabulary
- punctuation
- drafting/editing/proofreading
- spelling
- handwriting

The standards for each year group that accompany these areas can be found in the Individual Learning Record. The teaching of writing is usually carried out through exposure to varied genres that are explicitly taught for periods of time. These genres generally cover: expository, persuasive, descriptive, and narrative text-types as well as poetry. As far as possible, writing is contextualised within our Integrated Curriculum in order to make for a richer, more authentic learning experience. Additional, incidental writing opportunities are created in many other learning areas, across the curriculum. Independent writing is embedded in the programme, allowing students regular opportunities to practice their writing skills. Parental involvement in the Big Talk homework is crucial, allowing students to orally rehearse what they will write about ahead of time. In Key Stage 1 and 2, students are encouraged to spell using their phonic knowledge as a basis.

Assessment

Students are assessed in a range of ways, including:

- teacher questioning and observation
- peer observation
- Seesaw feedback
- self and peer assessment
- oral fluency assessments
- PTE external test
- NGRT test
- Comparative judgment



MATHEMATICS



Overview

This creative and interconnected area of the curriculum is essential to everyday life, and critical to science, technology, and engineering, in addition to financial literacy and most forms of employment. For these reasons, mathematics is characterised as a core curriculum area.

The aims are that students will become:

- fluent in the fundamentals of numeracy, underpinned by deep conceptual understanding
- able to reason mathematically by following a line of enquiry, conjecturing relationships and forming generalisations
- confident at developing an argument, justification, or proof, using mathematical language
- able to problem-solve by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including being able to break down questions into simple steps and persevering in seeking solutions

The programmes of study are organised into distinct key areas; however, learners should make rich connections across mathematical ideas to develop the above aims.

In the BPS, teachers use a specific 'mastery' learning approach when delivering the curriculum. This means:

- emphasis is placed on deep conceptual understanding as opposed to rote learning and memorised calculations
- skills are developed systematically
- children have concrete and pictorial experiences in addition to learning the abstract notation needed, for instance when calculating
- we believe all students have the ability to learn the concepts of numeracy, and as a result, we actively promote having a growth mindset and learning from mistakes

- pupils who grasp concepts rapidly are challenged through being offered sophisticated extension problems before any acceleration through new content

Teaching for mastery is not a new idea. In fact, the notion originates from educational psychologist Benjamin Bloom. Other renowned educators have further developed the theory since then and many maths teachers now use it as their main pedagogical approach.

At the BPS, our priority is also to ensure that learning is both engaging and memorable and we therefore provide ways for students to appreciate concepts using regular real-life examples. This allows deep conceptual understanding that can then be transferred across maths topics and other subject areas.

In addition, we believe in the power of the word 'yet'. This means we develop students who know that although a concept may be challenging and they may not have grasped it 'yet', they are in fact nevertheless capable and expected to understand it with the right teaching and time.



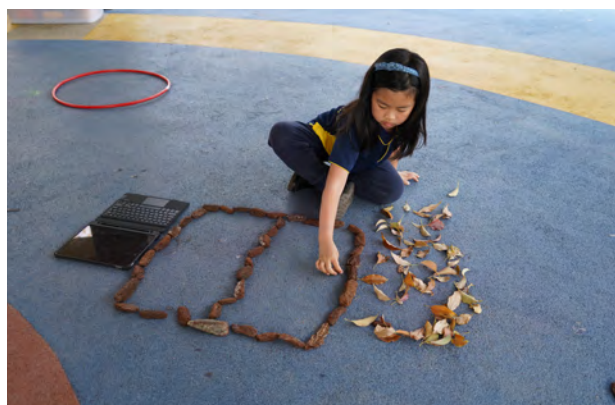
Course Content

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value (within 10)	Place Value	Place Value	Place Value	Place Value	Place Value
Addition & Subtraction (within 10)	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	The Four Operations
Shape	Shape	Multiplication & Division	Multiplication & Division	Multiplication & Division	Fractions
Place Value (within 20)	Multiplication & Division	Measurement (Length, Perimeter, Mass & Capacity)	Fractions	Statistics	Proportion & Ratio
Addition & Subtraction (within 20)	Measurement (Length, Height, Mass, Capacity & Temperature)	Fractions	Decimals	Fractions	Algebra
Place Value (within 50)	Fractions	Measurement (Money & Time)	Statistics	Position & Direction	Decimals
Measurement (Length, Height, Mass & Volume)	Measurement (Money & Time)	Shape	Shape	Decimals & Percentages	Position & Direction
Multiplication & Division	Statistics	Statistics	Position & Direction	Measurement	Measurement
Fractions	Position & Direction		Measurement (Length, Perimeter & Area)	Shape	Shape
Position & Direction			Measurement (Money & Time)		Statistics
Place Value (within 100)					
Measurement (Money & Time)					

Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw feedback
- unit quizzes
- self and peer assessment
- question and answer sessions
- anecdotal notes
- the Progress Test in Maths (PTM) assessment for Years 1-6



INTEGRATED CURRICULUM

Overview

Science, History, Geography and Technology are taught across all year levels in the British Primary Section. We follow the National Curriculum for England for our year level objectives, and ensure a balance of skills and knowledge are learned and applied within exciting integrated units of study. Our objectives have relevance and importance to our school Vision, Mission, Values and Learner Profile.

We define these subject areas under the umbrella of 'Integrated Curriculum'. This is because research has shown the best way to teach these subject areas is not in isolation, but through authentic and meaningful contexts which connect and complement other areas of study. These connections cut across subject-matter lines and learning is emphasised through unifying concepts.

For example, within an Integrated Curriculum unit, 'Adventurous Mind and Spirit', children inquired into the impact that sea, land, air and space exploration has had upon the world as we know it. To start units, we look at the pre-existing knowledge that the children already have and find out what they might want to learn about (this means we can adjust our curriculum based upon the student's interests and needs). This was followed by front loading necessary information about famous explorers. To get the students started, we presented them with a jigsawing activity where they had to identify different images of explorers, matching them up to time periods and key findings thus creating a timeline on our 'working wall' (a space to share knowledge) in our classrooms. These were then linked with important themes in exploration such as the British Empire, the Triangular Slave Trade and Colonisation. To help teach some of these themes 'hook activities' were utilised. For example, children had the opportunity to build model boats to transport goods or taste and identify the spices that were sold on the Silk Road.

As children continued to work on their classes' working walls, more knowledge was gathered and shared throughout our learning communities. This led to the children inquiring about one explorer whose ideals



particularly resonated with their own. To start with, the students mapped out a diary of how they would complete their project and then began to study and collect ideas onto a lotus board (a research template that is used to drive inquiry through higher order questioning). They were then given a choice board with different options of tasks they could complete with three compulsory tasks (a diary entry, a speech and a map). This ensured that we could teach specific genres, encouraging academic rigour, whilst allowing children the chance to explore and utilise their passions. To help the children with self-assessment, a rubric was given to the children for what they must, should and could include in their work. This was then showcased through display boards and presentations to enhance the students' soft skills, whilst allowing them to have the opportunity to celebrate their success for the unit. Feedback was gathered from peers and other members across the school and used in a reflective process to help the children identify what worked well and what could be improved for their next unit.

Course Content

History is divided into four key strands from Year 1 to 6. They are: History Skills, Historical Understanding, Historical Enquiry, and Periods in History. Progression in these areas is built over the 6 years of Key Stage one and two.

Geography is also divided into four key strands. They are: Enquiry and Investigation, Location and Place Knowledge, Human and Physical Geography, and Geographical Skills and Fieldwork.

Science is divided into specific areas for each year group in line with the recommendations from the National Curriculum. In addition, Working Scientifically skills are woven through all the units of Science, however, in years 2, 4 and 6, these specific skills are assessed and reported on.

Design Technology is divided into four key strands. They are: Design, Make, Evaluate and Technical Knowledge. These strands allow for students to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. As well as critique, evaluate and test their ideas and products and the work of others. Finally they begin to understand and apply the principles of nutrition and learn how to cook.

Our planning allows for important events, special occasions, and topical news that may spark a child's interest or require some explicit teaching and dedication of time. Even with the best foresight, unforeseen circumstances arise and by maintaining flexibility and an open mind, we ensure that no opportunity is wasted!

Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw feedback
- self and peer assessment
- question and answer sessions
- anecdotal notes

Integrated Technology

We are living in a world where we are surrounded by computers. Our homes are full of devices that are controlled by a computer; from the washing machine to the games console to the ever present mobile device. As a consequence it is imperative we give our children an understanding of how these devices work; how they communicate with each other and how they can influence our lives. To this end 'Computing' is very much at the heart of our curriculum, reflecting our belief that the learning opportunities of those who are not confident users of computer technology would be severely diminished, as would be their job prospects and the extent of their participation in today's society. We recognise the enormous potential of leveraging modern technology to enhance and enrich learning, and are committed to preparing our children to be successful in a society permeated with technology.

Our goal is to provide our students and teachers with access to a range of Education Technology that allows for the seamless integration of technology into the learning & teaching process in order to deliver genuinely transformational learning opportunities which are innovative and provide for an enhanced learning experience across the curriculum, very much a STEAM ethos.

Learners at TES BPS use technology and the process of design, make and evaluate to inquire, create, collaborate, communicate and safely take risks in order to arrive at solutions to meaningful, real world problems. When they move on from TES BPS, they are confident users of technology in a range of contexts, understanding the benefits, limitations and risks associated with its use.

The use of technology to support learning is embedded across all curriculum areas from EYFS to KS2 beginning with the use of specialised cloud based software and apps to support specific skills development. As children progress through the school they learn to use an increasing range of devices, software, skills and applications. Our curriculum is designed to give children the opportunity to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

TES BPS provides an impressive technology rich learning environment for our students and teachers. All classrooms are equipped with Flat Screen Technology with access to both wired and wireless networks. All of our teachers are provided with Lenovo Thinkpad laptops and an iPad whilst our students have access to iPads. Our Key Stage 2 classes operate with student owned 1:1 iPads which creates further opportunity for tech integration in the classroom environment. In addition the school is extremely well resourced with teachers and children having access to a wide range of age and developmentally appropriate software and hardware to enhance the curriculum including drones, GoPro cameras, handheld video cameras, VexIQ robots, Lego Robotics kits, floor robots, Microbit devices, digital microscopes, hand held data logging devices, vinyl cutting machines, a laser cutter and 3D printers to name a few.



The specific computing and Design Technology skills of the National Curriculum for England are taught in conjunction with the learning objectives of the other major curriculum areas. When taught in this context, children use technology as a vehicle or a powerful tool to solve problems and develop digital wisdom, as well as allowing our teachers to embed the use of technology as a learning tool across the curriculum. Our class teachers are supported in this integrated approach by a Digital Coach as well as a dedicated Technology Enrichment Teacher.

At TES BPS all children in the school create a digital portfolio of their schoolwork using the Seesaw App which is shared live with parents to provide an insight into their child's learning and progress.

Through our three areas of computing; Algorithms and Programming, Information Technology and Digital Literacy, which are integrated across our curriculum, we ensure that students are provided with opportunities to tinker, create, debug, solve problems, evaluate and create solutions to relevant and real world problems using technology whilst learning to keep themselves safe online.

Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw and Google Classroom feedback
- self and peer assessment
- question and answer sessions
- anecdotal notes



Technology Enhancement/Enrichment

Students will have the opportunity to enter a range of competitions during the year including Robotics and Coding competitions as well as a range of STEAM Co-Curricular Activities (CCAs) such as building flying aircraft, creating stop motion animations and wearable technology using the Microbit platform. Students are also encouraged to become members of the Tech Crew who model good behaviour with technology, support teachers, develop their skills and become a showcase for what is achievable. The Tech Crew are also trained to carry out specific jobs such as charging devices, keeping robot firmware up to date, testing new apps and trialling new technology and equipment.



PHYSICAL EDUCATION



Overview

The vision and mission of the British Primary School Physical Education Department is to have a programme which inspires every child to find joy in physical activity, within a safe, supportive, and vibrant learning environment. Inclusion, participation and enjoyment are the underlying principles of a “sport for all” ethos, which is designed to offer all the chance to discover new skills. Our goals are to engage every child and to cultivate a love for physical activity. Our child-centred approach to PE and Sport seeks to develop agility, balance, coordination as well as developing game strategy and the promotion of healthy competition, and cooperative learning. The PE programme also promotes the importance of health and fitness and the broader implications of staying fit and healthy not just in school, but as part of a healthy lifestyle. We aim to develop the building blocks of physical literacy but equally as important, we also seek to develop the emotional and thinking skills to achieve in PE, sport, and in general life.

Assessment

We approach assessment from a holistic perspective by looking at a collection of core skills we call ‘Multi-Abilities’. These multi-abilities are physical, personal, social, cognitive, creative and swimming. These qualities are at the core of our assessment process and enable all children to achieve at various levels.

Through appropriate and consistent praise of positive learning behaviours, pupils maintain a positive attitude and can understand their personal areas of strength and weakness. We also encourage children to take responsibility for their learning with goal setting and tracking their progress with the use of ICT. Children will learn the benefits of participating, cooperating, communicating, and persevering. Through this approach, resilience and the attitude of ‘never give up’ can be nurtured and this provides all pupils with a sense of ownership over their learning and the opportunity to flourish.

Students are assessed in a range of ways, including:

- teacher observation
- Self and peer review
- Video analysis
- Group discussion
- Question and answer sessions

Early Years

Pupils will explore fundamental movement skills and develop their confidence through a range of fun engaging activities. Towards the end of the year, they will start to play basic team games to gain experience and understanding in working together and following simple rules.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.



Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Co-curricular Activities (CCAs) and Competitive Sports

We have an extensive CCA programme, which allows our students to apply the concepts and skills they are learning in PE lessons to a more sport-specific and competitive environment. Some students will have the opportunity to represent TES and compete in sports tournaments both domestic and international. TES is a founding member of the Taiwan International Schools Sports Association (TISSA) which provides competitive sport across Taiwan. Additionally, we are a member of the Federation of British International Schools in Asia (FOBISIA) and attend the annual FOBISIA Games in Phuket Thailand. Each academic year there is also the possibility of other international sports trips in various countries. These various events provide our more talented sports students with the opportunity to test themselves against their peers from other international schools across Asia.

Tribe Matches

Tribe matches will take place at the end of each unit of work. This is a wonderful opportunity for all children to represent their tribe and compete against other tribes in various sports. Each tribe competition is usually a tournament format and mirrors the learning of the curriculum.



EYFS (Nursery and Reception)

Fundamental Movement

This unit spans the length of the school year as fundamental skills form the basic building blocks of movement and are an essential part of everyday life. The movement skills to be developed throughout the year may be learned and acquired in a stand alone context or integrated into various units (as listed below) where they best fit. Once these skills are mastered, the students can progress in developing specialized movements that relate to sport.

Creative Movement	This unit supports the development of essential fundamental movement skills, body awareness, technical and expressive skills to communicate through movement confidently, creatively and cognitively. Students will be provided with opportunities to become aware of their bodies and explore the body bases, parts and zones used safely in dance. Through dance students will experience how to move their bodies in different ways and be exposed to learning that allows them to experience space, time, dynamics and relationships as they are supported to participate in, create and observe dances.
Athletics	Throughout this unit the children will learn about the different running, jumping and throwing events in athletics. Students will be exposed to experiences that develop an awareness of space, develop movement with control and coordination. Students will begin to use small and large equipment, handle themselves, their environment, the equipment and use of objects with safety and control. This unit culminates with Sports Day and enables all children to compete in these disciplines to win points for their tribe.
Games	In this unit, students will work on their teamwork skills. Learning experiences will support fundamental movement skills, fitness and social development, independence and risk-taking as students take on a variety of group roles to effectively work with and interact with each other. There will be a focus on the development of tactical awareness and decision-making within the framework of age appropriate games as students will play a variety of small-sided games with a focus on the ability to understand rules and follow basic strategies.
Gymnastics	This unit promotes all-round body control, spatial awareness, physical development, muscular strength, flexibility, balance, coordination and the core strength required for everyday living. There is a focus on the mastery of correct gymnastic skill development and technique to ensure safety and skill competency. There is sequential learning of gymnastic skills that are selected and appropriate for age and ability. Students are exposed to and experience a wide range of gymnastics core skills on different apparatus.

Key Stage 1 (Year 1 and Year 2)

Fundamental Movement

This unit spans the length or the school year as fundamental skills form the basic building blocks of movement and are an essential part of everyday life. The movement skills to be developed throughout the year may be learned and acquired in a stand alone context or integrated into various units (as listed below) where they best fit. Once these skills are mastered, the students can progress in developing specialized movements that relate to sport.

Swimming	The unit for KS1 is focused on developing water safety skills and water confidence; to understanding water survival and basic stroke techniques. Students will be exposed to learning both in and around swimming pool environments that promote both safety and confidence on the pool deck and in the water.
Creative Movement	This unit supports the development of essential fundamental movement skills, body awareness, technical and expressive skills to communicate through movement confidently, creatively and cognitively. Students will be provided with opportunities to become aware of their bodies and explore the body bases, parts and zones used safely in dance. Students will experiment with simple technical and expressive skills and through dance, students will experience how to move their bodies in different ways and be exposed to learning that allows them to experience space, time, dynamics and relationships as they are supported to participate in, create and observe dances.
Athletics	Throughout this unit the children will learn about the different running, jumping and throwing events in athletics. Students will be exposed to experiences that develop an awareness of space, develop movement with control and coordination. Students will begin to use small and large equipment, handle themselves, their environment, the equipment and use of objects with safety and control. This unit culminates with Sports Day and enables all children to compete in these disciplines to win points for their tribe.
Games	Cooperation and teamwork skills are nurtured in this unit. Learning experiences will support fundamental movement skills, fitness and social development, independence and risk-taking as students take on a variety of group roles to effectively work with and interact with each other. There will be a focus on the development of tactical awareness and decision-making within the framework of age appropriate games as students will play a variety of small- sided games with a focus on the ability to understand and follow rules and having game strategies.
Gymnastics	This unit promotes all-round body control, spatial awareness, physical development, muscular strength, flexibility, balance, coordination and core strength required for everyday living. There is a focus on the mastery of correct gymnastic skill development and technique to ensure safety and skill competency. There is sequential learning of gymnastic skills that are selected and appropriate for age and ability. Students are exposed to and experience a wide range of gymnastics core skills on different apparatus.



KS2 (Year 3, 4, 5, 6)	
Football	Students will develop their football skills and game understanding. During this unit, the children play small-sided games and activities that help to build the skills necessary for football. There is also a focus on strategy and teamwork, keeping possession, using space and the principles of attacking and defending.
Swimming	In KS2 swimming we continue to work on water confidence but also refine stroke technique and aim to ensure that students understand what it means to be an efficient swimmer. Breathing technique is a focus in this unit and students will also learn about the basics of survival swimming and pool enhanced pool safety knowledge.
Dance	Our dance unit will help students to understand the concept of transition and linking different movements. Also, the students will develop their use of space, rhythm & expression and become more confident with their performance and also their ability to combine various movement patterns.
Gymnastics	This unit promotes all-round body control, spatial awareness, physical development, muscular strength, flexibility, balance, coordination and core strength required for everyday living. There is a focus on the mastery of correct gymnastic skill development and technique to ensure safety and skill competency. There is sequential learning of gymnastic skills that are selected and appropriate for age and ability. Students are exposed to and experience a wide range of gymnastics core skills on different apparatus.
Athletics	In this unit, students will be introduced to the running, jumping, and throwing events of athletics. Students will learn about the rules and the key movement skills of each discipline and offer opportunities for competitive instances for the application and assessment of these skills. This unit culminates in Sports Day where students have the opportunity to showcase their learning and development in this whole school event.
Striking and Fielding	These are games in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play. The focus of this unit is usually, t-ball, softball and cricket. All of these games follow the core striking and fielding principles and are an excellent opportunity for students to develop their hand-eye coordination, sending and receiving skills as well as multiple opportunities for strategy and game-sense.
Net Games	The focus of this unit is usually volleyball, badminton and/or table tennis. These types of games are great for developing all key skills - Hand-eye coordination, movement skills, strategy, cognitive ability and teamwork. A major focus throughout this unit is to identify and apply effective tactics to use, shot selection and the concept of outwitting the opponent or opposing team.
Basketball	Students will develop their basketball skills and game understanding. During this unit, the children play small-sided games and activities that help to build the skills necessary for basketball. There is also a focus on strategy and teamwork, keeping possession, using space and the principles of attacking and defending.



MUSIC

Overview

In Primary Music, we expand our musical learning through musical activities. Students from Nursery to Year 6 have the opportunity to sing, play instruments, perform, compose, and listen to various musical genres. Our unit plans engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they continue to develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.

Overall, TES Primary Music provides required and elective components:

- The required component (Class Music) is taught based on two modules:
 - Theory: Elements and Structures
 - Music Making/Responding
- The elective component – school Music Groups. These may be elected on the basis of student and teacher interest:
 - Beginner Band, Flute Ensemble, Jazz Band, Lower Choir, Orchestra, Upper Choir and Harp Ensemble

Course Content

The requirements for Music in Key Stage 1 and Key Stage 2 of the English National Curriculum require students to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music



Early Years

Students will be encouraged to sing songs, explore and play classroom instruments, develop their listening skills, respond to music and express their own ideas.

Key Stage 1

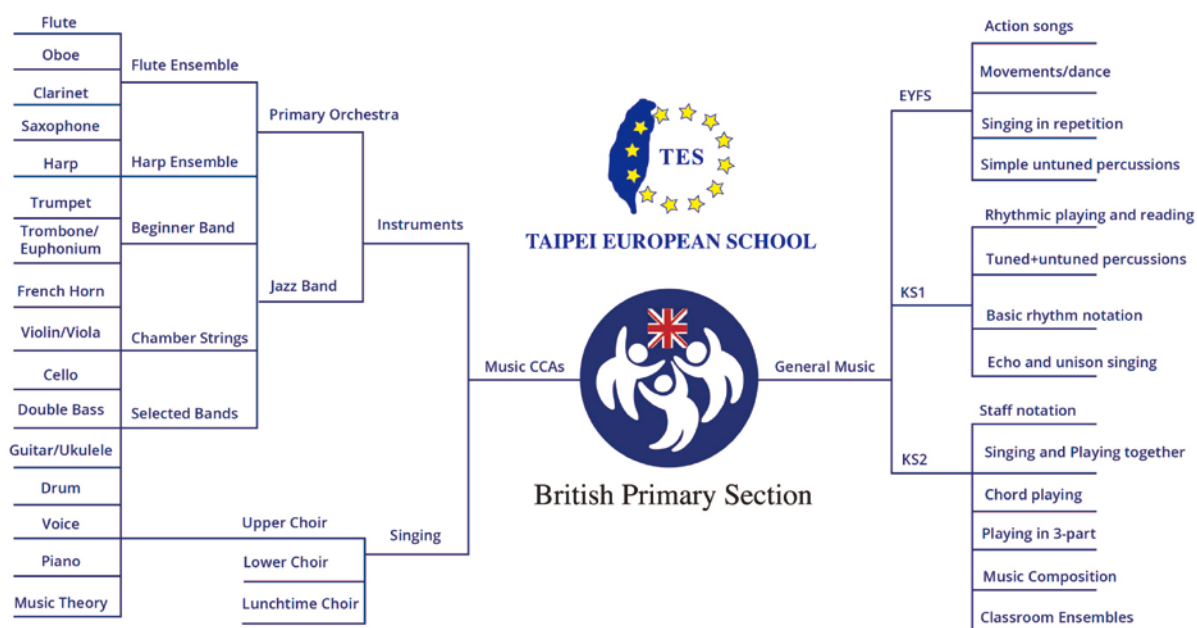
Students will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They play tuned and untuned instruments musically. They will learn to listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select, and combine sounds using the inter-related dimensions of music.

Key Stage 2

Students are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Untuned instruments Tuned instrument - Xylophone	Untuned instruments Tuned instruments - Xylophone, Boomwhackers and Musical Pads	Small percussion Xylophone Metallophone Keyboard Djembe Recorder	Xylophone/ Metallophone Keyboard Atayal instruments Steel Drum 12 strings harp	Ukulele iPad	Online virtual orchestra instruments Mini-keyboard Guitar/bass Xylophone Harp Computer composition
Unison singing		Round singing		Part singing	
Exploring Sounds with singing games. Keeping Steady beat Identify fast/slow music Exploring sounds Handling tuned and untuned instruments appropriately Exploring the rhythm in the way we move Exploring pitch (high, middle and low) Length of sound – moving or singing to the sound Using big and small movements to move or dance to music	Introduce orchestra instruments Exploring orchestra instruments Playing tuned and untuned instruments musically Understanding note duration (minim, crotchet, quaver note and crotchet rest) Recognising pitch (line and space notes in treble clef) Identifying dynamics (piano and forte) Identifying tempo (Lento, Andante and Presto) Interpreting and expressing ideas and feelings about music	Sounds, symbols, and steady beat Composers and their famous Tunes Rhythm board and note Reading Pentatonic melodies and composition Djembe with call/response Basic songwriting	Structure and form with instruments in two parts Pentatonic music with chords Percussion ensemble Atayal instruments Keyboard and chords World music with Steel Drum playing	Reading with ukulele Instruments Improvising and part playing Syncopation and tab reading Ukulele chords and note picking Ensemble playing Composition for ukulele iPad Band	Musical Elements Music in different timelines Virtual Orchestra instruments Written Composition Online composition & collaboration



Assessment

Students are assessed in a range of ways, including:

- teacher observation
- peer observation
- Seesaw feedback
- self and peer assessment
- question and answer sessions
- anecdotal notes

ART



Overview

Visual Communication is a language that all people speak; it cuts across all barriers and enhances cultural appreciation and awareness. The Visual Arts exercise and develop higher order thinking and build the concentration skills and perseverance needed to succeed.

Art and craft projects aim to engage, inspire, and challenge the children at TES. The students explore a variety of art materials and techniques. They learn to plan, experiment, and evaluate their own work. Students also learn about various artists and different cultures and how to appreciate art from around the world.

Course Content

Art in year one is integrated into the year one curriculum and taught by the class teacher. Art in year two to six is taught by the art specialist teacher for the full year.

Key Stage 1

Students learn:

- to use a range of materials creatively to design and make products
- to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key Stage 2

Students learn:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artists, architects, and designers in history

Assessment

Continuous assessment occurs in art lessons. Students are evaluated based on their ideas, creativity, and art appreciation. Students are expected to demonstrate an age appropriate level of skill and ability to succeed in art. Students are assessed on both the planning process and their final work that they create. Students are required to participate in discussions to articulate their ideas and evaluate their work using the vocabulary of the visual arts.



Year 2	Year 3	Year 4	Year 5	Year 6
Use drawing to generate ideas.	Use their sketchbook to develop ideas and test materials.	Use exploratory drawing in their sketchbook to plan and investigate.	Use their sketchbook to record their observations as well as test materials and techniques.	Demonstrate different methods of visual research using sketchbooks in preparation for making artwork.
Demonstrate growth and development of ideas.	Use references and resources to support their ideas.	Select and use relevant resources and references to develop their ideas.	Engage in open ended research and exploration to develop their own personal ideas.	Independently develop a range of ideas which show curiosity, imagination and originality.
Explore a range of media, e.g. paint, collage, and oil pastel.	Experiment with various media, e.g. textiles, paint, and colour pencils.	Experiment with two-dimensional and three-dimensional media.	Experiment with a variety of media, e.g. markers, pastels, and paint.	Experiment with a wide range of media based on choice, e.g. drawing, collage, and paint.
Create an artwork at an age appropriate level that reflects considered choices, e.g. choosing which shapes to use.	Create an artwork at an age appropriate level that reflects deliberate choices, e.g. choosing which media to use.	Create an artwork at an age appropriate level that reflects reasoned choices, e.g. choosing a subject matter.	Create an artwork at an age appropriate level that reflects personal choices.	Communicate values, opinions, or personal insights through an original work of art.
Become more proficient in basic art-making processes for example cutting, gluing or tracing.	Become more proficient in art-making processes for example painting, weaving or printing.	Become more proficient in art-making processes for example constructing, rolling or mark-making.	Become more proficient in art techniques for example underpainting, blocking in or dry brushing.	Become more proficient in art techniques for example perspective drawing, visual research or computer-generated art.
Demonstrate age appropriate skill in the use of basic tools.	Demonstrate age appropriate skill in the use of tools such as scissors, textile needles or pencils.	Demonstrate age appropriate skill in the use of tools and materials such as clay, texture plates or paper maché.	Demonstrate age appropriate skill in the use of tools, materials and equipment such as a compass, paint or ink.	Demonstrate age appropriate skill in the use of tools, materials and equipment such as paper, protractors or technology.
Select something they like about their artwork and something they would change.	Describe what they wanted to achieve in their artwork and assess how they succeeded.	Identify successful and less successful aspects of their own artwork and describe what might be done to improve them	Evaluate their artwork against a given criteria and reflect on their progress.	Make an reasoned evaluation of their artwork, referring to inspiration, intent and media.
Discuss and analyse works of art using appropriate vocabulary and express preferences.	Discuss and analyse works of art using appropriate vocabulary and express clear preferences.	Discuss and analyse works of art using appropriate vocabulary and express reasoned preferences.	Discuss, analyse and interpret works of art using appropriate vocabulary and express opinions.	Discuss, analyse, interpret and make judgements about works of art using appropriate vocabulary and express reasoned opinions.
Discuss the tools and processes they are using.	Explain how to use some of the tools and processes they have chosen to work with.	Demonstrate effective understanding of the tools and processes they have chosen to work with.	Describe the techniques and media they are using and explain why they have chosen to work with them.	Discuss their use of techniques and media and give a reasoned explanation for their choices.
Identify common shapes and distinguish between organic and geometric shapes.	Identify and distinguish between different hues and colour values.	Identify a variety of different textures and forms, e.g. metallic, wooden, and cylindrical.	Identify and distinguish between different colour schemes, e.g. monochromatic, complementary, and tertiary.	Identify different methods to depict the illusion of space, e.g. overlapping, scale, and perspective.

THE FOUNDATION STAGE PROGRAMME

(Two years in duration and includes Nursery and Reception)

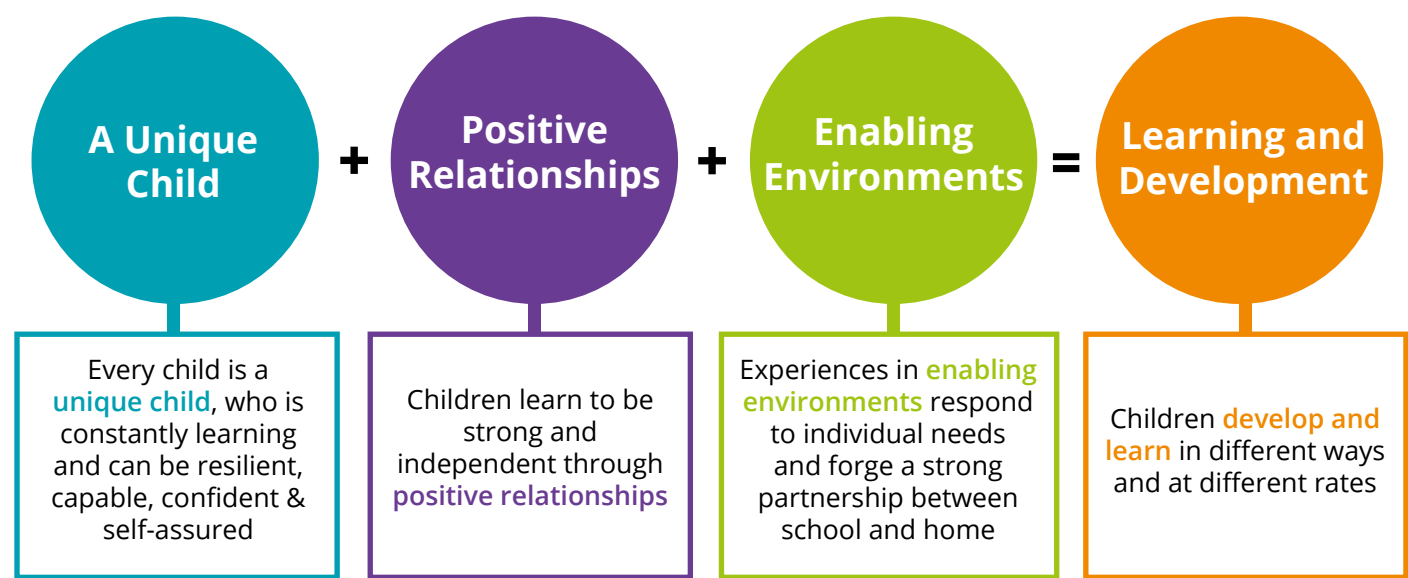


Overview

In the BPS, children can begin Nursery at three years or older. The Foundation Stage programme is two years in duration. The Nursery unit is an open, flexible learning environment made up of four class spaces, in addition to outside areas. The Reception unit consists of two pods with two classroom spaces in each pod. In addition, there is an outside space that all pods have access to.

During the Nursery year, students are enrolled in either the half-day or full-day programme. Half-day consists of five mornings (7:55-12:00). Students who enroll in the full-day programme are at school from 7:55 until 14:50 and have a compulsory one hour rest time in the afternoon. In Reception all children are full day students.

The Foundation Stage in the British Primary Section encompasses a play-based curriculum with four guiding principles (see below). In addition, the characteristics of effective teaching and learning are central to all practice. Shaping our practice and provision are these guiding principles:



In planning, providing for, and guiding children's activities, adults reflect on the different ways that children learn. Early Years Foundation Stage (EYFS) characteristics of effective teaching and learning are:

Playing and exploring

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

Active learning

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

Creating and thinking critically

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

Course Content

The curriculum is divided into seven areas of learning and development. The first three are prime areas that develop in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout all the developmental stages of the EYFS. They are Personal, Social and Emotional Development; Communication & Language and Literacy; and Physical Development (PD). Prime areas are the focus areas and priority for teaching and learning at this stage.

The prime areas underpin the specific areas. The specific areas include essential skills and knowledge. They are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.



Assessment

The Individual Learning Record (ILR) assesses students' developmental stages and learning. Seesaw is used to capture evidence of learning and used to measure students against the standards in the ILR. Seesaw is open to parents to see learning in progress.

CHINESE LANGUAGE AND CULTURE (CLC)

Introduction

In the British Primary Section (BPS) we offer Chinese lessons for all children from Year 1 to Year 6. Chinese is taught as a specialist lesson to our students across the European Primary Campus. Within their year group, children are grouped according to their language ability in speaking, listening, reading and writing, allowing for targeted teaching and learning to take place. The programme is taught using traditional Chinese characters.

In Year 1 to Year 5, the Chinese Language and Culture Programme (CLC) consists of two courses: Chinese Language and Chinese as a Foreign Language. From Year 6, the programme consists of three courses: Chinese as a Foreign Language, Chinese Language and Chinese Language and Literature.

Chinese as a Foreign Language Overview

Chinese as a Foreign Language targets students who are new to the language or have a limited background in Chinese. Students develop an ability to use the Chinese language effectively through a range of topics studied. The four main language skills of listening, speaking, reading, and writing are the focus areas of study throughout Primary.

Students have opportunities to acquire a broad range of subject knowledge and Chinese language skills, as well as to explore Chinese culture. The aim is to help students develop a positive attitude towards Chinese language learning. Students learn how to communicate in Chinese, understand Chinese culture, and to be more confident living in a country where the Chinese language is spoken.



Course Content

Through a variety of creative and practical activities, students are taught the knowledge, cultural understanding, and Chinese language skills needed to live in a Chinese speaking environment. Students have opportunities to practise their Chinese language skills in real life situations.

Students will learn to:

- speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write some paragraphs using the variety of grammatical structures that they have learned

Assessment

Students are given many opportunities to demonstrate their learning and progress in terms of the above key learning areas. They are assessed on their developing Chinese language skills in a variety of ways, including formal tests.

Year 1	Student is able to take part in a basic factual conversation on a learned topic.
Year 2	Students begin to recognise characters, read sentences with some pinyin help and understand the meaning.
Year 3	Students develop skills in writing Chinese characters and sentences.
Year 4	Students are able to interact in a simple way with repetition and a slow rate of speech.
Year 5	Students develop presentation skills, reading, and understanding short paragraphs.
Year 6	Students are able to generally identify the topic of discussion.

Chinese Language and Literature (CLL)

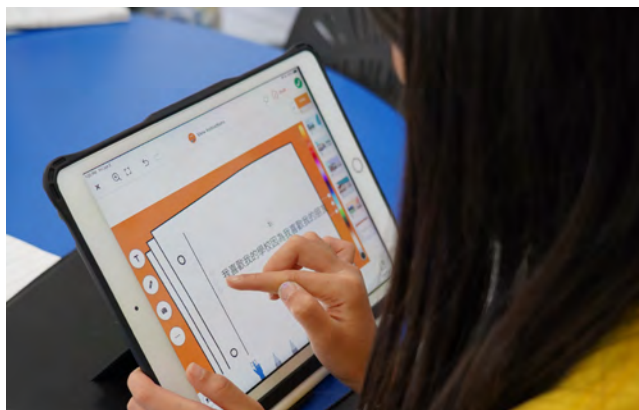
Overview

The Chinese Language and Literature course targets students who have a strong literary foundation and who are fluent in both written and spoken Chinese. The course is designed for competent Chinese speakers and readers who use Chinese at a first language level of proficiency and aim to continue their Chinese first language pursuit at secondary school and beyond. Students engage with selected classic texts and modern pieces of literature. They learn how to appreciate and evaluate the cultural and social contexts in a wide range of oral and written communications, including etiquette specific to Chinese.

Course Content

The Chinese Language and Literature course aims to ensure that all students:

- obtain the essential knowledge and skills required to facilitate their learning and understanding about Chinese literature from a variety of authentic materials
- develop the ability to think and comment critically about the literary works studied



Assessment

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on both the planning and learning process, as well as the final outcome of the work they create. The continuation of the CLL programme is dependent on the number of students qualifying in terms of their level of Chinese proficiency.

Year 6

Students develop their reading and writing to achieve a full, literal understanding of the content of many learned text types, showing a good understanding of common text structures in written communications.



Chinese Language

Overview

The Chinese Language course of study targets students who have a strong literary foundation in Chinese and are orally fluent. The focus of the course is on further enhancing students' literary and written communication skills.

Course Content

Students develop a very strong literary foundation and communication skills associated with each of the different topics.

Assessment

Summative assessments are conducted to monitor students' progress in speaking, reading, writing, and listening, as well as to ensure their accurate course placement. Formative assessments are conducted as part of day to day teaching and include class discussions, individual and group presentations, quizzes, role play, etc.

Year 1	Student can recognise characters through short rhymes, songs, and signs.
Year 2	Students develop ability to read a short paragraph with necessary help and begin to learn writing Chinese characters.
Year 3	Students develop their ability to write Chinese characters and sentences. They are able to understand texts on familiar, concrete matters, short, simple texts e.g. most everyday signs, notices and instructions, as well as some age or level appropriate advertisements.
Year 4	Students develop presentations skills, as well as independent reading and writing with necessary help.
Year 5	Students develop the reading skills necessary to be able to identify the main theme and understand the general messages conveyed by some straightforward texts. They are able to control a narrow repertoire dealing with concrete everyday writing needs.
Year 6	Students develop presentation skills and are able to speak confidently. Students are able to identify and allocate specific, predictable information in simple everyday material. Students are able to use reasonably and accurately a repertoire of frequently used 'routines' and patterns associated with more familiar reading and writing topics.



Chinese Enrichment Programme

Overview

The Chinese Enrichment Programme is an innovative approach to the teaching of the Enriched Primary National Curriculum in English and Chinese. This approach involves a variety of collaborative teacher partnerships, which ensure that students receive close teacher attention while also experiencing the two languages in a balanced and integrated way.

The CEP has been designed as a concerted effort to support Taiwan's approach in promoting and developing a flourishing, bilingual community in its effort to reach the 2030 National target. This programme is designed to ensure that all students develop lifelong learning and independence through an enriched Chinese / English language programme.

Course Content

Every CEP class is headed by a pair of highly skilled and qualified teachers with native-language abilities in English and Chinese. Throughout KS1 and KS2, teachers of the two languages collaborate to plan and teach outcomes from the school's enquiry-based and integrated programme.

The BPS has a 3+1 model (3 English Classes: 1 CEP Class per Year Group). In Primary, traditional full-form characters are used for Chinese.

The CEP is guided by the British Primary Sections Learning and Teaching Philosophy which incorporates the key factors of effective learning.



PSHE

Overview

PSHE (Personal Social and Health Education) is a programme for life (#PSHE4Life). A school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare them for their future in modern society. Children need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up. By teaching pupils key skills and knowledge to stay safe and healthy, and by building self-esteem, resilience and empathy; an effective PSHE programme can tackle barriers to learning, raise aspirations and enhance academic performance.



At BPS, the PSHE programmes of study aim to develop our students' TES values: Participation, Perseverance Creativity, Responsibility, Respect alongside the BPS Learner Profile and many other skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking in the context of learning.



These in turn are grouped into three core themes: health and wellbeing, relationships and living in the wider world (citizenship including economic wellbeing). The PSHE curriculum is delivered to all students from the Early Years Foundation Curriculum through to Key Stage 2. In the Early Years, PSHE is introduced as PSED (Personal Social Emotional Development) and delivered throughout the year as one of the 7 areas of learning; prime learning area. In Key Stage 1-2, PSHE is covered through either a weekly combination of a phase assembly and class circle time or just a class circle time. The combined timings total an hour of PSHE learning each week. The PSHE phase assembly focuses on common PSHE topics relevant to each phase as well as building awareness by celebrating international events. In addition, the scheduled, weekly circle time covers programmes of study alongside two, one week PSHE topics which are immersed via the integrated curriculum. Furthermore, to strengthen the whole-school learning, there is: a whole-school start of the year, 'All About Me' unit; a termly phase revisit, safeguarding and consent; and in Term 2, a phase wellbeing unit.



Below are the topics of learning (this is not necessarily the order of teaching and learning).

Year Group	Long Units (4-6 Weeks)				Intensive Week Long Integrated Units	
1	Understanding my Feelings	Keeping Myself Clean	Caring for My Classroom	Being Kind to Others	Road Safety	Making & Keeping Friends
2	Managing My Feelings	Making & Maintaining Friendships	Good to Be Me	Caring for My Community	Healthy Body	Anti-Bullying
3	Good Manners	Mindfulness PAWSB	It's Okay to Make Mistakes	Online Safety	Stranger Danger-Who Can Help Me?	Reduce Reuse Recycle
4	Making & Maintaining Friendships	Think Positive	Being a Responsible Citizen	Being a Gracious Winner * Loser	Personal Hygiene	Anti-Bullying
5	Be Yourself	Equality & Diversity	Being a Role Model	E-Safety	RSE: Puberty	First Aid
6	Being a Leader	Human Rights & Discrimination	Risk Management	Online Safety-Social Media	RSE: Puberty	Anti-Bullying



HOME-LEARNING



At the BPS, we refer to home-learning (not homework) to better reflect that this forms part of an extended learning experience.

Home-learning is an area that generates varying and wide views. Research is equally varied, offering convincing arguments for both sides of the debate on whether to set home-learning or not. In the BPS, we believe that home-learning should play a positive role in supporting a child's progress and their understanding of some aspects of their learning. Balance is essential and home-learning must not be onerous or too time consuming. We acknowledge the important role of play and free time in a child's growth and development.

In the BPS, home-learning is defined as anything children are asked to do outside the normal school day that contributes to their learning, in response to guidance from the school.

We place a huge value on literacy. Therefore, students are expected to read for a short time each day. We have not set out a recommended duration of time for children to read, as this will be different for each child, depending on age and ability and will vary from day to day. Class teachers will give advice on how parents can provide the most effective support in this very important learning area, along with guidance on how to make effective use of the Reading Diary.



Early Years

Children in Nursery and Reception are not set formal home-learning. We do ask that parents spend time reading with their children as set out in our Reading Guidelines. In Reception, we also ask that parents support children with a 'Talk Homework' task to help them develop speaking and listening skills.

Key Stage 1

Children in Year 1 and 2 should spend no more than one hour per week on home-learning tasks, which includes daily reading as well as a weekly spelling task. Year 1 children will be expected to complete a weekly spelling activity. In addition, Big Talk home-learning is given to Year 1 and 2 children to allow them to prepare for independent writing tasks.

Lower Key Stage 2 (Year 3 and 4)

Home-learning includes daily reading and weekly spelling and maths activities. In addition, Big Talk home-learning is assigned to allow children to prepare for independent writing tasks.



Upper Key Stage 2 (Year 5 and 6)

Home-learning includes daily reading and weekly spelling and maths activities. From time-to-time topic-based projects may require additional home-learning. At this age, many children are becoming independent readers and the role of parents changes from listening to them read to talking about their reading.

In addition, Big Talk home-learning is assigned to allow children to prepare for independent writing tasks.



Additional Home-Learning

In addition to class home-learning, children that take part in Chinese Language and Culture (CLC) lessons, also receive home-learning as part of this subject. Children participating in the EAL programme, may also be asked to complete additional home-learning.



Summary of Home-Learning Provision at BPS

EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<p>Not set formal home-learning. We do ask that parents spend time reading with their children.</p> <p>Reception : Parents support children with Big Talk home-learning</p>	Daily Reading, incorporating <i>Read Write Inc.</i> storybook reading. (Recorded in Reading Diary)	Year 3&4 Daily Reading (recorded in Home-School Link Diary with a weekly reading reflection)	Daily Reading (recorded in Home-School Link Diary with a weekly reading reflection)
	Weekly Spelling home-learning	Weekly Spelling home-learning	Weekly Spelling home-learning
		Weekly mathematics home-learning.	Weekly mathematics home-learning.
	Big Talk home-learning	Big Talk home-learning	Big Talk home-learning
	May receive additional CLC and/or EAL weekly home-learning	May receive additional CLC and/or EAL weekly home-learning	May receive additional CLC, Art and/or EAL weekly home-learning













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