



Green Shoots
INTERNATIONAL SCHOOL

PRIMARY PROGRAMME

1 INTRODUCTION

Our Primary School educates children who, at the beginning of the school year, are between five and ten years old. In lower primary, we include Years 1 & 2 (ages five and six) and refer to them, using the UK national curriculum terminology as *Key Stage 1*. We provide our students with a smooth transition into more formal learning, building upon what they developed in the Early Years (Nursery and Reception). They learn through inquiry and discovery, developing their social-emotional skills through guided play and building a greater sense of independence. *Key Stage 2* covers the next four years of primary education - Years 3, 4, 5, and 6 (ages seven to ten) - when students begin to focus more on inquiry, independence and an understanding of what it means to be a responsible global citizen. They are encouraged to take risks, develop critical thinking skills, and build a greater sense of independence in their learning.

2 PROGRAMME OVERVIEW

Our programme is designed to meet the learning standards of the *UK's National Curriculum*, delivered using the *International Primary Curriculum (IPC)*, which offers multidisciplinary learning through the study of age-appropriate themes and topics. Because we combine these two systems, we also combine their terminology: where *Key Stage 1* is synonymous with the IPC's *Milepost 1* and *Key Stage 2* is divided into *Milepost 2* (Years 3 and 4) and *Milepost 3* (Years 5 and 6). This structure provides parents with a clear picture of what their children should know and be able to do by the time they are seven years old (*Milepost 1*), nine years old (*Milepost 2*) and eleven years old (*Milepost 3*).

Through our Core Values programme, students are encouraged to be their best while developing their social and emotional skills. We promote respect and understanding of the natural environment, and students learn practical and relevant ways to be sustainable and to foster a sense of responsibility for our world.

3 SUBJECT OVERVIEW

Core Subjects

Mathematics

Where possible, mathematical ideas are introduced within an IPC concept or theme, which helps children see the relevance of maths to real-life situations. What cannot be introduced through the IPC is taught using 'stand alone' maths lessons to ensure coverage of the full range of UK standards. The mathematical competencies that are covered in primary school create a broad and balanced foundation for later study. These are:

- **Number:** Number systems, place value, addition and subtraction, multiplication and division, fractions, decimals and percentages, ratio and proportion.
- **Measurement:** Linear, lengths and heights, mass/weight, capacity and volume, time.
- **Geometry:** Properties of shapes, position and direction, angles, rotation.
- **Statistics:** Graphical representation of data, finding a mean etc.
- **Algebra:** Using formulae, linear number sequences, and expressing problems algebraically.

English

The overarching aim for the curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

- **Spoken language** underpins the development of reading and writing, and the quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar as well as their reading and writing comprehension.
- **Reading** requires word recognition skills and comprehension. Underpinning both is the understanding that letters on a page represent sounds. Phonics are emphasised early on, and comprehension draws from knowledge of the world and of linguistics.
- **Writing** similarly has two strands; writing swiftly and legibly (transcription) and composing (forming, articulating and communicating ideas, then organising them coherently for a reader).
- **Spelling, vocabulary, grammar, and punctuation** are integral components of the writing process and addressed throughout our programmes of study.

Science

The curriculum for science has three broad aims. To ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics.
- develop an understanding of the **nature, processes and methods of science** through different types of scientific inquiry that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Non-Core Subjects

Humanities

Our humanities programme is designed to build a broad conceptual knowledge and understanding that children can build upon later in their school career. Topics within IPC units are customized to suit our location in central Vietnam and the opportunities that exist for first-hand, authentic learning.

The *history programme* draws upon the ideas of chronology and change; interpreting events in the past using evidence and artefacts. We do not specifically teach the history of one nation, or from one perspective, but the interdisciplinary nature of IPC units allows historical facts to be used for building a conceptual understanding of the world we live in.

The *geographical component of the IPC* teaches children to identify and categorize the physical features of the world's geography, mapping and measuring to understand similarities and differences and to learn how mankind has interacted and adapted to life in different parts of the world.

The *international goal* combines human geography and history to help students understand the lives of people in both their host society and their own (or parents) home society. They are encouraged to develop an understanding of how societies impact one another in different parts of the world and how people work together for mutual benefit.

Art & Design

This programme develops artistic skills and techniques as well as an appreciation of visual arts from around the world. Students develop their artistic skills by producing work in the style of selected artists. Where possible, the programme is linked to a current IPC unit, which offers context for the art project. Where this is not possible, an art project will have its own expressed purpose.

Music

Our music programme builds skills in reading music, performing (voice and instrument), and music appreciation. Where possible it is linked to themes in a concurrent IPC unit. All students are encouraged to perform in vocal or instrumental ensembles before an audience and have the opportunity to play instruments and learn to play with rhythmical accuracy. They are exposed to different genres of music from a variety of international composers.

Information & Communication Technology (ICT)

The ICT programme introduces students to different information and communication technologies and how they relate to the gathering, interpretation, manipulation and presentation of data. The material is usually set in the context of research in other subject areas and includes a significant amount of student-generated material which is contained in each child's Seesaw portfolios. Formal ICT skills, including coding, are taught and utilised as an integral part of other curriculum areas, using mobile devices in the classroom and the wider school environment.

Health & Physical Education (HPE)

Students participate in *team games* and are taught rules and tactics to improve participation and sporting effectiveness. *Individual sports*, including gymnastics and athletics, are also taught with a view to developing physical self-control and coordination. During the Summer term swimming and water-safety activities are taught. In addition to practical sports, students learn the importance of a healthy and active lifestyle.

Personal, Social, Health & Economic Education (PSHE)

Our PSHE programme reflects the rapidly changing world in which our pupils live and learn. It identifies key concepts, skills and attributes developed to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. Three core themes overlap within the programme: Health and Well-being, Relationships, and Living in the Wider World ('Internationalism').

Languages

Green Shoots offers English as an Additional Language (EAL), as well as French and Vietnamese as Mother Tongue or foreign language options. Students who require extra English learning will be placed in our EAL programme, which combines in-class and pull-out support, until their English level enables them to participate in full classroom learning. All other students choose French or Vietnamese and, depending on their background, join either the Mother Tongue or Foreign Language class.

4 ASSESSMENT

Assessment is a process that takes place in two distinct ways: *Formative assessment* is ongoing by the teacher and informs what teaching and learning will happen next and the effectiveness of what has just been taught. Types of formative assessment include quizzes and conversations, presentations by students and written assignments. *Summative assessment* usually marks the closure of a programme of study, evaluating student performance at a particular time and against certain benchmarks.

Green Shoots makes widespread use of both types of assessment through the IPC. This starts with a 'Knowledge Harvest' of what the children already know and often culminates with a final presentation of their new-found skills and understanding.

Green Shoots teachers can provide regular verbal feedback to parents at any time during the school year. In addition, we send home two written school reports each year: a *Student Progress Report* in January and a comprehensive *End-of-Year Report* in June. Each report includes an opportunity to bring your child(ren) to a three-way conference where progress can be discussed and goals set for future learning. The reports evaluate both your child(ren)'s attainment (performance against set learning objectives) and effort (attitude toward learning and development). They cover core and foundation subjects and give feedback on each child's personal and social development.