

*Curriculum and
Assessment Guide for
Parents 2017-18*

Year 7



REGENTS INTERNATIONAL SCHOOL
PATTAYA
A NORD ANGLIA EDUCATION SCHOOL

Life After Levels

In June 2016 Regents International School decided to review and adapt our assessment policy to reflect current research related to the impact of assessment on progress.

The school decided to remove away from National Curriculum levels as we believe that they weren't transparent enough for parents and didn't allow students to understand how to improve their own learning.

Each department developed 20 'End of Year Learner Profile' statements. Subject teachers were asked to look at the IB Diploma and iGCSE courses and decide which skills needed to be developed in Key Stage 3 in order to fully prepare students for these courses. The 20 'End of Year Learner Profile' statements' form a map of how students will progress through Key Stage 3 and is focussed on allowing students to fully master all knowledge, understanding and skills in preparation for the next stage of their education.

Assessment Scale

For Key Stage 3 student data is recorded using a four-point scale

Each point on the scale can be loosely equated to Bloom's taxonomy of thinking skills (see overleaf).

1. Working below year group expectations	2. Working towards year group expectations	3. Achieving year group expectations	4. Exceeding year group expectations
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Assessment decision are based upon each department's 'End of Year Learner Profile'. The Learner Profile outlines 20 subject specific skills that all students within the year group should be able to do by the end of the academic year.

Assessment of each unit of work focuses on a small number of statements within the learner profile and most statements are assessed more than once each year so allow students to demonstrate progression.

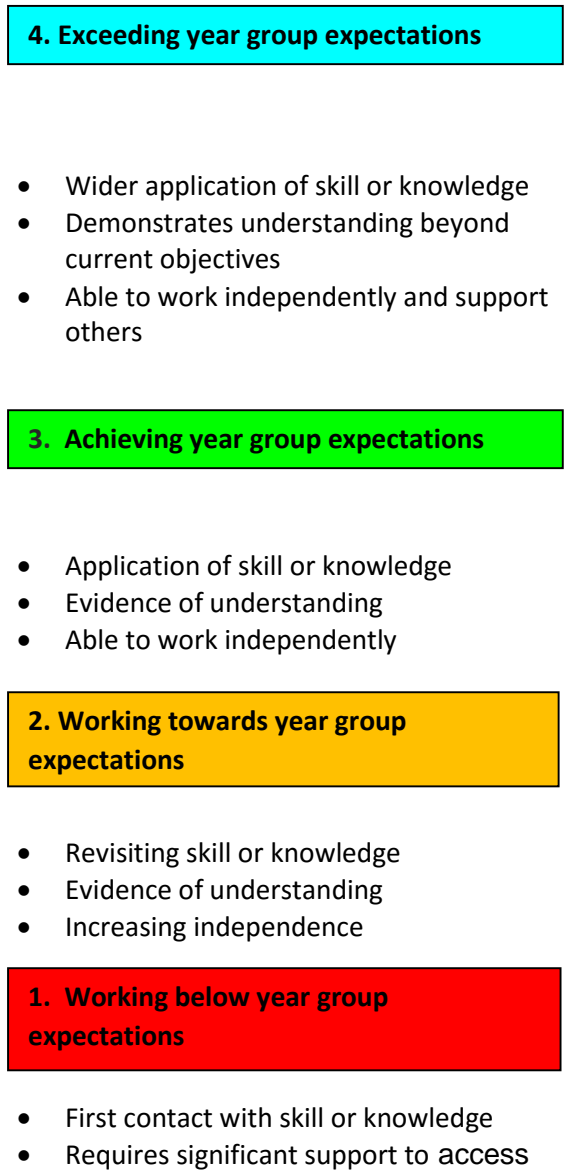
Feedback

In lessons students are given specific feedback that relates to one of the 'End of Year Learner Profile' statements that is currently being assessed. This allows students to receive very specific and personalised feedback, which will allow them to progress at their own pace.

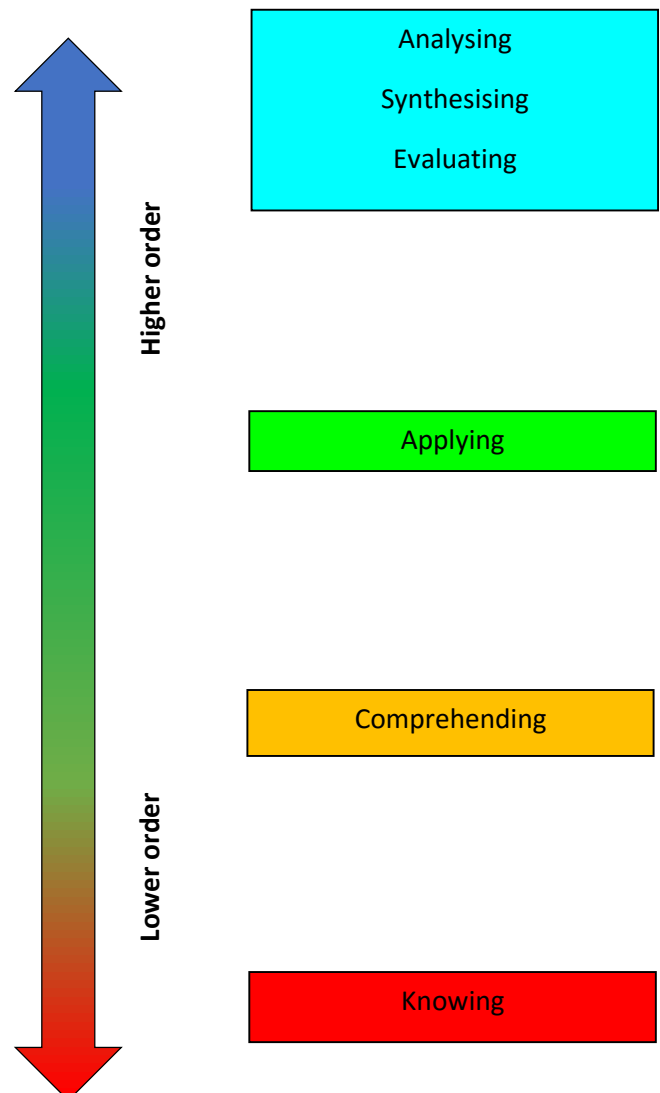
Teachers will not label students using the assessment scale. Instead they will be given written or verbal feedback linked only to the 20 'End of Year Learner Profile' statements.

Although this is a sizeable change in how students receive feedback we believe that it allows students to explore their own learning and understand the key topics, skills and knowledge within each subject.

Assessment Framework



Bloom's Taxonomy



Art

Curriculum Outline

Term 1.1

Tone and Mark

Through a range of drawing activities and a ceramics final outcome students will:

- Develop skills in applying tone using shading and mark making
- Begin to use tonal modelling to create 3d form in drawing
- Explore mark making to create texture in drawing and ceramics
- Make links to the work of other artists such as Van Gogh and Chris Theiss

Term 1.2

Students will create a second outcome for the tone and mark making project in paint and related media

Term 2.1

Colour theory and Art History

Through a range of colour media students will

- Learn to mix colours, tints and shades
- Learn to use subject specific vocabulary to talk about colour in art
- Develop control in handling a wide range of painting and drawing tools and materials
- Make links to the work of other artists such as the Fauves, Expressionists, Kandinsky, Delaunay

Term 2.2

NAE Visual Art Competition

Students will produce a piece of work in response to a short story from the creative writing competition. Our focus will be on applying understanding of colour developed in term 2.1

Term 3.1 and 3.2

Print making

Through an exploration of basic printing techniques students will

- Learn the basic types of print making: relief, stencil, intaglio
- Consider printing onto a range of grounds and incorporate print into mixed media work
- Develop designs for their own print making learning key vocabulary and principles
- Make links to the work of related artists

NB: This is subject to change, exact media and outcomes may vary due to availability of materials and as a department we feel it is important to be able to respond to topical events and global campus opportunities

Art Assessment Criteria

1	Begin to make observational drawings from direct observation learning to use line, tonal shading and mark making to explore shape, form, space and surface qualities. Learn to use drawing media.
2	Take own photographs as research on given themes
3	Recognise the key qualities /characteristics of a subject with guidance
4	Find visual source materials as directed (eg find an interesting patterned paper for HW)
5	With guidance start to relate visual elements to key qualities or characteristics of a subject characteristics (eg tone- metallic/ reflective surfaces)
6	Learn how to handle basic drawing equipment to sketch, shade, create marks
7	Experience basic techniques in using a range of 2D and 3D media (paint, print, ceramics)
8	Learn about the qualities of different art media through handling materials
9	Make choices about which materials to use for which task with support
10	Make some choices about the imagery and / or media you work with
11	Make some aesthetic choices to explore your developing understanding of the visual elements
12	Communicate personal ideas/ interests in visual forms
13	Understand that art works need planning and decision making
14	Make simple comparisons of given artists work finding similarities and differences in the ideas, methods and approaches
15	Acquire and learn some subject specific vocabulary when looking at art works in class
16	With guidance produce own work which shows the influence of a given artist's characteristics and techniques
17	With support self and peer assess to develop your understanding of the success criteria
18	Review work as you progress
19	Keep your work in your sketchbook to show your progress
20	Share materials and space and learn to look after art resources and equipment

Computing

Curriculum Outline

Topic 1

Digital Literacy

Students will use a range of skills including spreadsheets and presentation software. Students will also learn how to organise their work and search the internet effectively.

Topic 2

Web Awareness

Students will learn how the internet works and how to stay safe using online services including searching the internet and social media.

Topic 3

Sound Editing

Students create a radio advertisement using sound editing software. They will learn how to record, edit and the different file types to export.

Topic 4

Computing Basics

Students will learn the basics of how computers work. They will investigate different types of computers, inputs, outputs, binary operating systems.

Topic 5

Data Handling

Students will learn how to create and effectively search a database. They will learn how a database is used everyday life.

Computing Assessment Criteria

1	Determine the ethical issues surrounding the application of IT and the existence of legal frameworks governing its use (DPA, CMA, Copyright, Computers at work Act etc)
2	Outline a range of ways to use technology and online services securely and safely, and identify and report inappropriate conduct.
3	Explain and justify how the use of technology impacts society
4	Show a clear sense of audience and purpose when creating IT solutions
5	Search effectively using different search engines and recognise how search engines rank results
6	Evaluate the reliability and trustworthiness of information sources, effectively citing sources.
7	Create multimedia products that involve designing, selecting, using and combining multiple applications across a range of devices.
8	Evaluate and justify the appropriateness of digital devices by designing criteria to critically evaluate the quality of solutions.
9	Gather and analyse user feedback, identifying improvements to refine the solution
10	Determine the hardware and software components that make up computer systems, and how they communicate with one another and other systems
11	Recognise data transmission between computers over networks including the internet.
12	Create webpages using key HTML tags, HEX codes and CSS, applying them appropriately.
13	Create, design, manipulate and test computer models, describing how they represent real world problems.
14	Design and use software tools to create an appropriate database, understanding the need to manipulate data to perform calculations within a database
15	Explain how instructions are stored and executed within a computer system
16	Solve Boolean logic problems and describe some of its uses in programming.
17	I can solve a computational problem
18	Use two or more programming languages to solve a variety of computational problems
19	Describe several key algorithms that reflect computational thinking, use logical reasoning to compare the utility of alternative algorithms for the same problem.
20	Evaluate a computer programme that models the behaviour of real-world problems.

Design and Technology

Curriculum Outline

Term 1.1

Material Science Foundation (Core Unit)

In this unit, students learn about how materials are categorised, their differences, and how this relates to their form (macro, micro and atomic). Student must be able to demonstrate and apply their understanding of material categories, subcategories, properties, and behaviour when discussing a range of materials used in everyday products (coffee table, glass, non-absorbent material).

Term 1.2

Material Project

In this unit, students apply their understanding of materials by making a child's toy. The design is first communicated graphically by hand and then dimensionally, using computer aided design.

Graphical Representation – Students learn how to use graphical communication to show a 3rd person a drawing of a product in isometric.

Computer Aided Design – Student learn how to create 3D geometry using a professional CAD Package (Solidworks). They create parts, and assembly and technical engineering drawings to use for manufacture.

Make - Students apply the understanding of their previous unit in a practical manner to solidify their understanding of how materials are cut, shaped and finished, becoming a product for an end user.

Term 2.1

Manufacturing Foundation Unit (Core Unit)

This unit teaches students about the world of manufacturing, how manufacturing processes are categorised and how and why they are different. Students learn to show discrimination when selecting and using manufacturing processes based on knowledge about manufacturing categories, the desired outcome and the scale of production.

Term 2.2

Design & Innovation Project (Core Unit)

In this unit, students learn about the importance of design innovation and get the opportunity to apply this in the real world by designing and making prototype products for clients within the school. Students use the design process, in a fluid and iterative manner, to solve a design problem which is related to a need within the local environment. Students are placed in groups and are given design briefs, collected from teachers, parents, managers around the school and are asked to develop

marketable solutions. Ideas are developed into products and these products are then sold to clients and customers around the school.

Term 3.1

Specialist Skills Testing (Core Unit)

In this unit, students develop a high degree of competence in the use of tools and equipment. Students are taught and tested on their ability to use a full range of machines and portable equipment to develop their skill base and prepare them for the real world of work. All students are given the opportunity to develop competence on tools and machinery in line with the requirements of the Design & Technology Association and are assessed to BSI Standards.

Term 3.2

Examination preparation and revision. Students spend time preparing for their End of Year Examination by creating and sharing revision materials and creating micro teaching lessons.

Design and Technology Assessment Criteria

1	To be able to use the design cycle, iteratively, to produce a user centred, marketable product, sold to an end user at school.
2	To be able to build and programme an electronic circuit capable of measuring and responding to an analogue and digital input.
3	To be able to name 4 main material categories and explain how they are processed from raw materials to a final product.
4	To be able to apply Life Cycle Assessment (LCA) to a product and understand its impact on the environment.
5	To be able to describe how materials are used to support loads within a range of structures.
6	To be able to use range of workshop machines and power tools to a competent standard as described by BS 4163:2014.
7	To be able to differentiate the advantages/disadvantages, end users and application of 6 different drawing standards.
8	To be able to use 6 drawing techniques to effectively communicate an idea.
9	To be able to apply the design process (iteratively) to an open ended engineering based problem within a range of constraints using holistic education (STEAM).
10	To be able to successfully work as a team, understanding key roles, responsibilities and demonstrating effective communication.
11	Students need to demonstrate an understanding of the range of career opportunities in D&T relating to a range of fields.
12	To demonstrate skills on how to conduct primary research to find real problems with real marketable opportunities.
13	To demonstrate a range of design thinking skills which are used to stimulate creativity in support of the design process.
14	To be able to demonstrate a disassembly of an existing product, which contains at least 3 different material categories, and describe the materials and processes used to create it.
15	To be able to demonstrate knowledge of the main manufacturing categories of forming, cutting, joining and finishing, the advantages/disadvantages and application.
16	To be able to demonstrate knowledge and practice of a range of physical and computational modelling techniques used to effectively test and communicate an idea to solve a problem.
17	To be able to apply usability testing to gain feedback and improve an existing design.
18	To be able to create their own revision materials for end of topic/year exams.
19	To show evidence of reflexive practice regarding how the student has developed their own learning practice within the subject and how this has manifested itself within their own flight path.
20	To show evidence of developing others by supporting their ideas, knowledge, skills and practice or through encouragement to exceed their own flight path.

Drama

Curriculum Outline

Term 1.1

Introduction to Drama skills using Ancient Greece and its myths as a context.

Term 1.2

Theatre history – an introduction to the changing conventions of performance from Commedia dell'Arte, through Renaissance British theatre to Victorian Melodrama.

Term 2.1

Shakespeare – an introduction to the varying demands of acting Shakespeare's plays.

Term 2.2

An introduction to Physical Theatre – communicating through movement.

Term 3

Puppetry – an introduction to the skills involved in hand puppetry, muppetry and bunraku.

Drama Assessment Criteria

1	Be able to deliver lines so they can be heard.
2	Be able to deliver lines with some expression
3	Be able to use my voice with creativity.
4	Be able to select and control appropriate vocal skills with some subtlety.
5	Be able to use physical expression in performance.
6	Show awareness of proxemics in my positioning on stage.
7	Be able to use my face and body creatively.
8	Be able to select and control appropriate physical skills with some subtlety.
9	Be able to perform work that shows understanding of dramatic techniques.
10	Be able to plan and structure performances that make use of a range of techniques.
11	Be able to create a piece of performance within a given dramatic form.
12	Be able to successfully communicate meaning and achieve effect through my use of the dramatic medium.
13	Be able to make adjustments to my voice or physicality to suggest character.
14	Be able to experiment with my voice and movement to create or present different characters.
15	Be able to characterise with clarity and imagination.
16	Be able to sustain a physical and vocal characterisation throughout a short performance.
17	Be able to discuss and give reasons for my preferences in the drama I have seen.
18	Be able to reflect positively on my own and others' work, identifying strengths and suggesting improvements.
19	Be able to make good use of dramatic terminology.
20	Be able to make thoughtful insights when I reflect on performances.

English

Curriculum Outline

Term 1.1

Speech Competition:

Students use persuasive language techniques to write a speech on a topic of their choice.

Term 1.2

Novel:

Students study a novel as a whole class, developing understanding of character, themes and techniques used by the writer through close analysis. They then apply this understanding to their own piece of writing.

Term 2.1

Drama:

Students are introduced to Shakespeare by looking at brief scenes from some of his plays and using their knowledge to create their own drama piece. Non-fiction writing skills are developed by creating an informative leaflet.

Term 2.2

Poetry:

Students study a range of different forms of poetry such as haiku, sonnet and narrative. They examine how writers use the poetic form to present ideas through written work and discussion.

Term 3.1

Assessment Week Preparation:

Students look at a variety of non-fiction texts and review how to answer a range of comprehension and analysis questions. They also revise different writing forms and practise answering questions in exam conditions.

Term 3.2

Media:

As a final review of the year, students bring all of their skills together to create an informative video about secondary school for new Year 6 students.

English Assessment Criteria

1	Read and understand texts, selecting material appropriate to purpose and collating from different sources
2	Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader
3	Develop and sustain interpretations of writers' ideas and perspectives, and making comparisons and cross-references as appropriate
4	Understand texts in their social, cultural and historical contexts
5	Use a range of effective and imaginatively selected, appropriate vocabulary
6	Use a range of accurately spelt, challenging words
7	Use a range of sophisticated punctuation accurately
8	Use a range of sentence structures for clarity, purpose and effect
9	Organise your sentences to form a clearly structured paragraph
10	Organise your paragraphs using structural features to support cohesion across a whole text
11	Use and adapt forms appropriate to task and purpose in ways which engage the reader
12	Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content
13	Listen to and respond to others, including in pairs and in groups, shaping meanings through suggestion, comments and questions
14	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues

NB: Due to the nature of the English Curriculum this subject use 14 Core Statements and then break them down into subject specific categories, i.e. speaking and listening, writing, etc.

English as a Second Language

Curriculum Outline

Term 1.1

Students will learn to both speak and write to inform and explain persuasively. They are practicing on developing grammar and vocabulary. Individual speaking and listening.

Term 1.2

Studying a novel. *Skellig*. Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion.

Term 2.1

Drama. Fables and Fairy tales.

Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion. Acting out sections and discussions.

Term 2.2

Drama Continuation.

Understanding key events, character and themes. Cont. developing grammar and vocabulary. Reading aloud, conversation and discussion. Acting out sections and discussions.

Term 3.1

Wall-E

Use film as stimulus for developing vocabulary, grammar and writing. Focus on developing listening comprehension skills. Further development on grammar, vocabulary and sentence structuring.

Term 3.2

The Hobbit 1

Film studies continued

Developing vocabulary, grammar and writing. Focus on developing listening comprehension skills. Further development on grammar, vocabulary and sentence structuring.

Geography

Curriculum Outline

Term 1.1

Introduction of the nature of Geography, focusing upon Environmental, Human and Physical descriptions of contrasting localities.

Term 1.2

Development of Geographical skills required for the subject including those associated with Map Skills and presentation of data such as GIS systems

Term 2.1

To study the physical processes and associated landforms associated with the water cycle and rivers. To appreciate the requirement to manage rivers for different locations depending upon the requirements. To focus upon the possibilities and difficulties posed by these processes.

Term 2.2

To study the physical processes and associated landforms associated with the water cycle and rivers. To appreciate the requirement to manage rivers for different locations depending upon the requirements. To focus upon the possibilities and difficulties posed by these processes.

Term 3.1

The study of an ecosystem, including its physical processes, and its uses and possibilities for humans and the difficulties of management.

Term 3.2

As above plus internal examinations

Geography Assessment Criteria

1	Record some information about places and environments across scales.
2	Understand environmental and human geographical ideas and can apply understanding to concepts.
3	Identify the main continents, major countries and capital cities.
4	Locate environmental regions including deserts and tropical rainforests.
5	Understand some differences (Human and Physical) between two distinct regions in different continents.
6	Use map skills and GIS accurately with confidence.
7	Use 4 and 6 figure grid references with confidence.
8	Interpret a range of maps of different scales using topographical or other thematic mapping.
9	Interpret aerial and satellite images clearly.
10	Demonstrate processes and relationships between people and environments.
11	Understand physical processes such as rivers and clearly explain their formation using relevant diagrams.
12	Clearly explain the processes of river erosion, transport and deposition.
13	Demonstrate a sound knowledge of the processes of rivers and can understand different management techniques in different localities.
14	Understand with river processes and how these impact a range of people and places.
15	Demonstrate knowledge of the process of urbanisation and its impacts.
16	Explain the causes of settlement change and why there are different strategies required to manage this in different localities.
17	Demonstrate understanding that human activity impacts the environment.
18	Demonstrate an ability to undertake an enquiry in which skills, knowledge and understanding are applied.
19	Analyse evidence with some conclusions.
20	Use geographical terms which extend written work and SPaG is good.

History

Curriculum Outline

Term 1.1

Students will explore a range of historical skills such as chronological order and source enquiry. These skills are developed through studying life in the Middle Ages, with a particular focus on the Battle of Hastings.

Term 1.2

Students will explore a range of historical skills such as change and continuity alongside causation. These skills are developed through studying life in the Middle Ages, with a particular focus on the development of castles in Medieval Britain.

Term 2.1

Students will build upon their understanding of cause and consequence by focusing on the causes and impact of the Black Death. In addition, students will start to consider how history can be interpreted in different ways.

Term 2.2

Students will engage with the historical concept of significance through the study of key historical individual. They will have the opportunity to undertake independent research of a person of their choosing.

Term 3.1

Students will return to the concept of change and continuity through a study of Native Americans and the American West.

Term 3.2

Students will continue to improve their paragraph writing and source analysis skills in preparation for the end of year exams.

History Assessment Criteria

1	To be able to use one piece of evidence to back up points
2	To be able to write a paragraph using PE (point, evidence)
3	To be able to write a clear introduction
4	To reference with the author or title
5	To understand what an inference is and to start to identify them within sources
6	To understand that sources cannot be taken on face value
7	To be able to explain how the author and context of a source affect its value to a historian
8	To be able to recognise similarities between sources
9	To understand that views have changed over time
10	To identify different representations of the past
11	To understand what is meant by context
12	To understand what is meant by an interpretation
13	To understand what causation is and be able to recognise cause and effect
14	To recognise that different causes have different levels of importance
15	To understand the influence of people (i.e. historical actors) in causing change
16	To be able to identify unintended consequences and explain their importance
17	To understand that change can occur gradually over time and give examples
18	To be able to recognise examples of change and continuity in history
19	To be able to identify key, significant events and people within history
20	To understand that change does not always flow in the same direction or at the same speed

Maths

Curriculum Outline

Term 1.1

Students will work on improving their number skills. Topics being covered include BODMAS, prime factors, working with fractions, ratio and percentages.

Term 1.2

Students will work primarily on Shape in term 1.2. This will include finding the area and volume of 2D and 3D shapes, and learning terminology connected to different shapes and parts of a circle.

Term 2.1

Students will work on data handling and probability in this term. They will use scatter graphs to find correlation of bivariate data and the probability of mutually exclusive outcomes.

Term 2.2

Students will develop their algebraic understanding. They will find the n th term of a linear sequence, as well as forming equations and factorizing expressions.

Term 3.1

Students will work on their algebraic graphing skills in Term 3.1. They will not only draw and extract information from graphs of real-life situations, but also find equations of straight lines.

Term 3.2

Students will learn how to construct bisectors and triangles, as well as transforming shapes using rotation and reflection.

Maths Assessment Criteria

1	Able to use Bodmas to efficiently perform calculations with and without a calculator.
2	Carry out the four operations with fractions and mixed numbers, and to be able to convert to recurring decimal form using short division.
3	Calculate prime factors and using them to find lowest common multiple and highest common factor.
4	Understand ratio and proportion, being able to simplify, share amounts, problem solve and convert between units.
5	Calculate percentage increase and decrease, simple interest and percentage change.
6	Able to draw and interpret simple data display diagrams including bar charts, tally charts, pie charts, pictograms and scatter graphs.
7	Understand probability scale and the idea of chance, being able to calculate the probability of an event happening and not happening.
8	Able to find the area and perimeter of 2d shapes including rectangles, compound shapes and parallelograms.
9	Recognise and recall names of 2D and 3D shapes, and key terminology such as face, edge and vertex.
10	Able to find the surface area and volume of a cuboid and the volume of right prisms.
11	Label key parts of a circle and be able to draw and measure angles to the nearest degree.
12	Understand and draw tessellation.
13	Able to construct bisectors, triangles and regular polygons.
14	Able to perform transformations including reflection and rotation, being able to identify a line of symmetry and rotational symmetry.
15	Able to generate the terms of a sequence using both term-to-term and position-to-term rules, and to calculate and use the nth term of a linear sequence.
16	Able to plot and read coordinates and use coordinates to give equations of horizontal and vertical lines.
17	Able to sketch and interpret real life graphs, including speed-time graphs and conversion graphs.
18	Recognise and use straight line graph equations in the form $y=mx+c$, understanding the conditions for lines to be parallel or perpendicular.
19	Able to expand, factorise and simplify algebraic expressions, with single brackets.
20	Able to construct, use, substitute, and solve simple linear equations and formulae.

Modern Foreign Language

Spanish Curriculum Outline

Term 1.1

Students study the basics of Spanish to reinforce the language skills acquired in Primary school. The main vocabulary areas are adjectives of personality, numbers, animals, colours and brothers and sisters. The skills foci are the use of basic irregular verbs, linking words and adjectival agreement.

Term 1.2

Students study the topic of free time including vocabulary related to sports, hobbies, weather and frequency words. The skills foci are their ability to offer their opinion and to use both regular and irregular verbs.

Term 2.1

Students study the topic of school including vocabulary related to school subjects, school facilities and break time activities. The skills foci are giving complex opinions and proof reading their written work.

Term 2.2

Students study the topic of family and friends including vocabulary related to describing people physically and rooms of the house. The skills foci are the use of the irregular verb *estar* and possessive pronouns.

Term 3.1

Students study the topic of home town/city including vocabulary related to the facilities found in a city, telling the time and visiting a café. The skills foci are the use of the irregular verb 'ir', the future tense and conventions of politeness.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and the Art department about the use of colour in Spanish art.

French Curriculum Outline

Term 1.1

Students consolidate their grammar knowledge from Primary by studying the vocabulary associated with introducing themselves. The skills foci are on the use of basic regular and irregular verbs, giving simple opinions and adjectival agreement.

Term 1.2

Students study the topic of school including vocabulary relating to school subjects, telling the time and describing the school day. The skills focus in on expressing more complex opinions.

Term 2.1

Students study the topic of free time including vocabulary relating to sports and hobbies. The skills foci are using two verbs in a sentence and the irregular verb faire.

Term 2.2

Students study the topic of their local area including vocabulary related to describing a town and giving directions. The skills foci include understanding politeness conventions in French and using the impersonal construction 'on peut'.

Term 3.1

Students study the topic of holidays including vocabulary related to holiday activities and plans. The skills foci are using reflexive verbs and forming the future tense.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and art about the use of colour in French art.

Modern Foreign Languages Assessment Criteria (French and Spanish)

1	Can understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed.
2	Can record single word answers in the FL that communicate successfully, and are made up of familiar language from his/her repertoire.
3	Can ask and answer using an increased number of chunks and phrases across 3-4 topics, using formal and informal modes of address.
4	Can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously, with pauses for planning.
5	Can adapt pre-learnt classroom language for some routine classroom communication.
6	Can combine pre-learnt chunks with new elements to communicate new meanings, drawing on 3-4 topics.
7	Can read phrases and short texts aloud, slowly and carefully, applying knowledge of the sound: writing relationship with some consistency.
8	Can understand texts of approx. 50 words containing predictable information.
9	Can infer meaning from context or the surrounding language of a limited amount of unfamiliar language in more challenging fiction and non-fiction texts, with support from reference materials and/or the teacher, and can pick out and translate individual words and short phrases into English.
10	Can use a dictionary to determine whether verbs are regular or irregular.
11	Can use a verb conjugator or verb table to form more than one tense.
12	Can write short paragraphs from memory on two-three topics with good accuracy.
13	Can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions.
14	Can use a dictionary with some success to add new language, but there may be some L1 interference.
15	Can use nouns and adjectives correctly although there are still some errors and omissions in independent use.
16	Can form the simple future.
17	Can recall and use 30 verbs.
18	Can use question words with more confidence to frame questions spontaneously.
19	Can hear or read and identify the meaning of at least 50 non-cognate words.
20	Can recall promptly and say comprehensibly at least 50 non-cognate words and 80 cognate words.

Mandarin Curriculum Outline

Term 1.1

Students consolidate their knowledge from Primary and focus on the Chinese alphabet and tones, numbers and greetings.

Term 1.2

Students study the topic of dates, ages and phone numbers.

Term 2.1

Students study the topics of family members and learn to describe their family and introduce themselves.

Term 2.2

Students study vocabulary related to occupations and they learn to tell the time in Mandarin.

Term 3.1

Students focus on learning how to describe their daily routine and discuss transportation.

Term 3.2

At the end of the school year we revise all of the content from throughout the year to help the student prepare for assessment week. Following assessment feedback, students complete a short cross-curricular project between MFL and art about the use of colour in Chinese art.

Modern Foreign Languages Assessment Criteria (Mandarin)

1	Can understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed.
2	Can record single word answers in Pinyin that communicate successfully, and are made up of familiar language from his/her repertoire.
3	Can ask and answer using an increased number of chunks and phrases across 3-4 topics, using formal and informal modes of address.
4	Can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously, with pauses for planning.
5	Can adapt pre-learnt classroom language for some routine classroom communication.
6	Can combine pre-learnt chunks with new elements to communicate new meanings, drawing on 3-4 topics.
7	Can read phrases and short texts aloud, slowly and carefully, applying knowledge of the sound: writing relationship with some consistency.
8	Can understand texts of approx. 50 words containing predictable information.
9	Can infer meaning from context or the surrounding language of a limited amount of unfamiliar language in more challenging fiction and non-fiction texts, with support from reference materials and/or the teacher, and can pick out and translate individual words and short phrases into English.
10	Can use an e-dictionary to find out meanings.
11	Can use the past tense accurately, including change of situation”了“
12	Can write short paragraphs from memory on two-three topics with good accuracy.
13	Can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions.
14	Can use an e-dictionary with some success to add new language, but there may be some L1 interference.
15	Can use nouns and adjectives correctly although there are still some errors and omissions in independent use.
16	Can form the simple future.
17	Can recall and use 10 verbs.
18	Can use question words with more confidence to frame questions spontaneously.
19	Can hear or read and identify the meaning of at least 50 characters.
20	Can recall promptly and say comprehensibly at least 50 characters.

Music

Curriculum Outline

Term 1.1

Students will explore the world of the Western Classical Orchestra, identifying different instruments aurally, practically and theoretically. They will develop their pitch and rhythm reading and notation skills through their practical performance work.

Term 1.2

Students will develop their rhythm reading and ensemble skills by performing and composing polyrhythms. These skills are developed through studying world drumming.

Term 2.1

Students will develop their music notation reading in both the treble and the bass clef and will apply this to keyboard performance.

Term 2.2

Students will explore variations on a theme through a number of different styles of music. They will develop their composition and ensemble skills.

Term 3

The following module will be delivered throughout term 3 in between Assessment week preparation revision sessions, assessment week and Round Square week

Students will develop their music software skills by arranging and remixing a classical piece. They will explore and consolidate their understanding of structure and timing.

Music Assessment Criteria

The Performing Arts Learner Ambitions consists of nine areas. These nine areas and their definitions aim to explore all elements of student's learning and will be used across Music, Dance and Drama (Regents currently only deliver Music) in the Juilliard-Nord Anglia Performing Arts Programme. This profile has been developed specifically for NAE students in collaboration with the NAE Music team and The Juilliard. The learner profile is designed to take a holistic approach to assessment and will be measured as follows:

W - Overall, this student at this point in time generally works with support

D - Overall, this student at this point in time shows developing skills

I - Overall, this student at this point in time works independently

A - Overall, this student at this point in time consistently works at a high level

	Learner Ambitions	What it means
Ways of Being	Collaborative	Works well with others in artistic settings. Is willing and able to work in groups in a variety of roles (leader, supporter, consensus-seeker, negotiator, etc.). In co-creative tasks, is able to accept compromise, synthesize ideas, and objectively evaluate ideas. Seeks to both receive and offer artistic critique of performances and creative tasks. Seeks responses to his/her work by listening to the views of others. When in an ensemble, is able to balance awareness of one's individual role with that of other members.
	Expressive	Able to communicate personal ideas and feelings through the artistic medium. When creating, feels a personal investment in the process and product. When performing, is able to communicate artistic intentions to the audience. Able to effectively and creatively respond to experiences and works of art, in a variety of modalities.
	Culturally Aware	Understands that the arts provide unique perspectives on culture. Appreciates that the performing arts are an expression of groups and individuals within communities and cultures. Considers how art is created and experienced within different cultures. Is aware of multiple perspectives and reflects on one's own viewpoints and assumptions. Is open-minded and keen to exploring the arts of diverse cultures throughout his/her life.
Ways of Thinking	Creative	Is personally invested in one's own art-making. Is able to self-generate, respond to, and build on the ideas of others. Is able to take risks by seeking out original, independent, and novel ways of thinking, expressing, and making. Has flexible thought processes which enable meaningful connection making, varied perspective taking, and ways of seeing, hearing, and experiencing their environment in artistic ways.
	Curious	Is intrinsically motivated to explore artistic experiences and processes. Is keen to learn through questioning, experimenting, and trialing. Is confident working in unfamiliar contexts. Seeks out multiple interpretations and meanings, yet is able to tolerate ambiguity and abstract ideas.
	Reflective	Able to think back on learning experiences, performances, and creative processes with both flexible perspectives and clarity. Is receptive to contradicting ideas and opinions. Able to reflect using a range of response types and modalities. Is able to use reflective takeaways to stimulate future growth.
Ways of Doing	Performers	Perseveres and persists until the desired performance outcome is achieved. Is able to take direction and also work independently to solve technical and artistic problems. Experiences joy in one's own performances and understands the connections between creator, performer, and audience. Is confident and flexible with expression, interpretation, and improvisation. Understands and appreciates the variety of roles in a performing ensemble.
	Literate	Is fluent in the language of the art form (technical and vernacular) and its processes. Is aware of the various materials, professional roles, and production elements in the performing arts.
	Perceptive	Engages attentively and thoughtfully with pieces s/he encounters. Identifies technical and contextual elements of the work (theme, genre, form, etc.) and is also able to make his/her own personal meaning and interpretation. Connects the piece to one's own experiences, other pieces, or other subjects. Able to hear or see large-scale elements as well as details.

Physical Education

Curriculum Outline

Topic 1

Athletics: Students are afforded the opportunity to perform at maximum and are introduced to core athletics events in their full form developing their knowledge of key fitness components and techniques.

Topic 2

Swimming: Students will focus upon stroke development and water based buoyancy skills, water safety and water confidence are also at the forefront.

Topic 3

Basketball: Students will gain a range of core skills and begin to apply them within pressurised condition games. Students will also begin to develop and use basic strategies for attack and defense.

Topic 4

Fitness: During this unit focus is placed upon increasing the students' knowledge of health and fitness developing their understanding of key components of fitness and their wider application.

Topic 5

Invasion Games: Students develop their fundamental movement skills through game play along-side such skills as communication and teamwork.

Topic 6

Striking and Fielding: Through this unit students develop their hand-eye coordination skills and begin to select and apply tactics within competitive scenarios.

Physical Education Assessment Criteria

1	Demonstrate core skills across a variety of isolated skill practices
2	Use different core techniques and compositional ideas in a variety of situations
3	Apply core skills in competitive scenarios
4	Apply fundamental strategies, tactics or compositional ideas with proficiency, flair and originality
5	Apply a range of core skills, techniques and ideas showing precision, control and fluency
6	Express commitment and teamwork skills in isolated skill practices, group and team activities
7	Demonstrate a level of physical fitness which allows them to perform with consistency and accuracy
8	Express psychological and emotional control when performing in order to focus during isolate skill practices
9	Understand that physical activity positively impacts my physical, social and mental wellbeing
10	Demonstrate an ability to lead warm-ups that include all 3 phases
11	Identify strengths and weaknesses in their own and others performances
12	Give feedback to develop their own, group or teams performance
13	Use feedback to support their own development
14	Identify the impact of different skills, strategies, tactics and composition ideas
15	Use problem solving skills during isolated skill practices
16	Select which skill to use when under pressure in isolated skill practices
17	Identify when to use different tactics, strategies and compositional ideas in a variety of situations
18	Use appropriate terminology and language for learning during class discussions
19	Name the key muscles of the body and show the appropriate stretch it links to
20	Demonstrate knowledge of sporting concepts, rules, regulations and safety requirements

REAL

REAL Writing Curriculum Outline

Term 1.1

Students will learn to speak and write about themselves and others. This includes describing physical characteristics, our families, our backgrounds, our interest, time and daily routines etc.

We will also look at writing short stories.

The main areas of grammar that we will cover are: articles, present simple tense, subject-verb agreement, subjective and objective pronouns and past simple tense.

Term 1.2

Students will learn to speak and to write about places, where things are in those places, and to describe scenes.

The main areas of grammar that we will cover are: prepositions of place and movement, present simple tense, present continuous tense, future simple (will) tense, *there is/are*, *have/has got*.

Term 2.1

Students will learn to add descriptive detail to their speaking and writing. We will look at retelling and a series of events and story writing. We will look at space and our solar system.

The main areas of grammar that we will cover are: adjectives (comparatives and superlatives), connectives, ordering adverbs, past simple tense.

Term 2.2

Students will learn to speak and write about people, clothes, abilities, strengths and weaknesses while following the topic of superheroes.

The main areas of grammar that we will cover are: modal auxiliary verbs, present simple tense, past simple tense, articles, connectives etc.

Students will plan, write and presents their own superhero stories.

Term 3

Students will learn to speak and write about food, shopping, money and quantities etc. We will also look at animals and different environments.

The main areas of grammar that we will cover are: countable and uncountable nouns, quantifiers, imperatives, past, present and future simple tense etc.

REAL Reading Curriculum Outline

Term 1.1

Students are introduced to the online reading programme, Raz-kids. They then work through the books online that are considered their level. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Once a child has read ten or more of the levelled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text.

Students are also given reading books from the EAL library which they read in the allocated lesson time. Each book completed students must choose a guided reading activity that focuses on understanding, word acquisition, creativity and context clues.

Term 1.2

Students continue to work through the online Raz-kids programme, as above.

Students continue to read in the lesson as term 1.2 but there is also a focus on reading in a group and aloud to encourage correct pronunciation and attention to phonics and punctuation.

Term 2.1

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

Term 2.2

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

Term 3

Reading through the Raz-kids programme and reading from the EAL library. The student continues guided reading activities and reading aloud with the teacher as above.

REAL Humanities Curriculum Outline

Term 1.1

We start with some of the basic vocabulary and grammar to underpin History and Geography; for example school and the layout, telling the time, prepositions of time, place and movement, daily activities and adverbs of frequency.

The focus is on vocabulary which then can be expanded to basic SVO sentences, for example what did you do today, using time, adverbs of frequency and past tense.

Students produce a storyboard of a day in the life of a made up character.

Term 1.2

We begin to move onto vocabulary looking at countries and world geography, directions, prepositions of place and movements, and finally buildings and places in a town.

The students are encouraged to look at maps and then eventually create their own town maps. Reading and speaking focuses on requesting, giving and receiving directions.

Term 2.1

Students begin with a History unit in the first part of term 2; The Romans. They begin by looking at key terms to do with history such as sources and evidence and the validity of different sources. They then learn about the rise of the Roman Empire, the Roman army and the life of a soldier. They are expected to write a diary as a Roman soldier focusing on what they did and why they were so powerful and what led to the downfall of the Roman Empire.

Term 2.2

Students spend the last part of Term 2 doing a Geography unit on Investigating Rivers. They start with key words of the water cycle and diagram drawing. They then begin to find out why rivers are important, key terminology of rivers and lastly investigate a river in detail including the effects on the environment and landscape. Students produce a non-chronological report on a river of their choice.

Term 3

Students learn about the geography of coasts. Starting with key vocabulary, finding out what coasts are and how they are formed. Following that they look at the physical features of coasts and the process of erosion that affects them. The students are taught how to identify different types of beaches, also how to use maps and secondary sources to research and describe coastal areas.

Lastly, students learn how changes in land uses can affect people and the environment in different ways.

REAL Assessment Criteria

1	Can recognise and pronounce accurately all of the single letter phonics.
2	Can recognise and pronounce accurately all of the double and triple letter phonics.
3	Can read and pronounce all Phase 2 high frequency words (Letters and Sounds).
4	Can decode unfamiliar words using phonics knowledge.
5	Can use a bilingual dictionary or device, independently and efficiently.
6	Can use features of a text (print or online) to locate information and answer questions, e.g. a contents page, an index, a link, a sub-heading.
7	Can use class texts, picking out some known items, finding pages or chapters, reading tables and captions.
8	Can read simple sentences relating to images which have already been discussed.
9	Can guess from context (pictures and other words) what unknown words might mean.
10	Can read a range of differentiated texts with understanding.
11	Can read books on Raz-Kids and move up the levels (a,b,c+1; d,e,f=2; g,h,i=3; jkl=4)
12	Can pick out specific pieces of information from and text and use to answer questions.
13	Can retell text content with significant details, after scaffolding and rehearsal, e.g. <i>Plant takes minerals and light, then doing photosynthesis, so making energy.</i>
14	Can read aloud, pausing at full stops and commas, and intonating statements and questions correctly.
15	Can read aloud, with good pronunciation, marking inflections (e.g. plurals and –ed endings).
16	Can ask questions about the meaning of words, sentences and texts.
17	Can give and explain an opinion about a text, e.g. <i>I like it because ... it is good because.... It is right because....</i>
18	Can make independent choices about what to read, based on own interests and current topics.
19	Can read independently and enjoys reading.
20	Can perform well on a reading test (0-24%=1, 25-49%=2, 50-74%=3, 75-100%=4).

Science

Curriculum Outline

Term 1

7A: Cells

Students study cell structure to be able to

- label a plant and animal cell
- state the names and functions of the parts of plant and animal cells
- explain the differences between plants and animal cells
- explain why cells have different shapes depending on their functions

7E: Acids and alkalis

Students learn about acids and alkalis to be able to

- identify acids, alkalis and neutral solutions by using the pH value and universal indicators
- state what Universal Indicator tells us about acids and alkalis
- describe what is meant by the pH scale
- describe what happens when an acid reacts with an alkali

7F: Simple chemical reactions

Students study chemical reactions to be able to

- state what is needed for things to burn
- describe the reactions of different metals and metal carbonates with acids
- formulate word equations for these reactions

7I: Energy resources

Students investigate energy resources to be able to

- know that our bodies need different amounts of energy and why
- describe what fossil fuels are and how they were made
- explain why fossil fuels are non-renewable and explain what is meant by a renewable fuel
- state examples of energy resources that do not come from fossil fuels

Term 2

7B: Reproduction

Students learn about reproduction to be able to

- Explain how sperm and egg cells are adapted to their functions
- Explain what happens in the menstrual cycle
- Explain what happens during fertilisation and where it happens
- Describe how an embryo develops
- Formulate the series of changes in an organism as it gets older

7G: Particle Model of solids, liquids and gases

Students study the particle model to be able to

- Describe the particle theory of matter
- Describe diffusion and recall some examples of diffusion.
- Explain why the speed of diffusion is different in solids, liquids and gasses

7H: solutions

Students investigate solutions to be able to

- Describe what a mixture and a solution are.
- Describe how to filter a mixture and explain how filtering works
- State why we cannot drink sea water and explain why filtering does not purify it.
- Recall some ways in which water is treated before it is supplied to homes
- Know how to extract salt from rock salt
- Describe how to make a chromatogram and explain how it works
- Explain how distillation works

Term 3

7K: Forces

Students learn about reproduction to be able to

- Use data to work out the relationships between gravity, mass
- Recognize that a force has both magnitude and direction and use this to identify the directions in which forces act
- Explore the forces acting on stationary objects and on objects moving at constant speed.
- Distinguish between mass and weight, giving examples.
- Describe some ways of reducing friction between an object and a solid surface and some situations in which friction is useful.

7L: The solar system

Students research the solar system to be able to

- Use a model to explain why we have day and night and years.
- Describe what a satellite is.
- Understand how we see the moon and the sun and the phases of the moon
- Describe what seasons are and explain why we have them.
- Obtain and recall information about the planets in the Solar System, asteroids and comets

Science Assessment Criteria

Scientific Skills	Plan a controlled and safe investigation to investigate a basic problem with minimal help, identifying IV, DV, stating some CV and selecting appropriate basic equipment
Scientific Skills	Follow a simple written method independently, methodically, safely, managing time effectively.
Scientific Skills	Can complete a results table writing frame which includes adding column titles with units, and recording 2 or more sets of data and the mean.
Scientific Skills	Presents simple data as a bar graph or line graph with minimal help, explaining their choice of graph. Labels axes with units and includes title which includes both IV and DV
Scientific Skills	Can identify simple patterns and draw conclusions from data and explain them using relevant basic science. Can describe errors in method and suggest improvements.
Scientific Skills	Can independently select relevant information when directed to a selection of resources and use them to complete a guided task
Scientific Skills	Can interpret examination style questions correctly and use expected level of scientific language accurately in written responses
Biology	Recall the structure and function of plant and animal cells. AND
Biology	Describe the function of cell organelles and apply this to explain features of some specialized cells
Biology	Can recall the processes and structures involved in plant reproduction.
Biology	Can recall the processes and structures involved in human reproduction.
Biology	Can relate physical changes in puberty to sexual maturity.
Chemistry	Be able to recall that acids have a pH less than 7 and that alkalis have a pH greater than 7 on the pH scale and that neutral solutions have a pH of 7.
Chemistry	Know that certain household items and common laboratory chemicals are acidic or alkaline and that they can be neutralised.
Chemistry	Be able to construct simple word equations (including combustion), and use the terms of reactants and products within a reaction.
Chemistry	Be able to describe the general properties of solids, liquids and gases; and be able to draw a diagrammatic representation of them.
Chemistry	Be able to describe how to separate simple mixtures and be able to explain the chemical and physical processes involved.
Physics	Name at least 7 different types of energy and construct an energy flow diagram for a TV.
Physics	State the effect on the current in a series circuit if a greater voltage or resistance is applied.
Physics	Correctly label force diagrams. To include weight, friction (drag, air resistance), normal contact, upthrust.
Physics	State the effect of forces, balanced and unbalanced, acting on a body.
Physics	State the order of the solar system
Physics	Explain why we have different seasons.

Thai for All

Curriculum Outline

Term 1.1

To learn about useful expression, self-introduction, countries, hobbies and Thai greetings.

Term 1.2

To learn about number (1-1,000,000), shopping, Loy Kratong festival and its significance.

Term 2.1

To learn about parts of body, illness, Songkran festival and its significance.

Term 2.2

To learn about food, Thailand facts (areas, nationality, people, religion) and the significance of Maka Bucha day.

Term 3.1

To learn about feelings, interjection words, Thai pronouns and subjects.

Term 3.2

To research and learn about places of attraction (Grand palace and wat Prakaew), Thai dance and Visaka Bucha day.

NB: Thai for All is not an assessed subject.

Thai for Thai

Curriculum Outline

Term 1.1

บทที่ ๑ จากผาแต้มสู่อียิปต์

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม ตัวเลขไทย การอ่านวัน เดือน ปี แบบ ไทย
- พยางค์และคำ
- การหาข้อคิดจากเรื่องที่อ่าน
- การนำความรู้ ความคิดจากการอ่าน การฟังไปใช้ในการดำเนินชีวิต

บทที่ ๒ ควายข้าวและชวานา

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม ประเพณีลงแขกทำนา
- อักษร ๓ หมู่
- คำเป็น คำตาย
- การผันวรรณยุกต์
- ความหมายของคำ
- การเขียนสื่อสาร

บทที่ ๓ อ่านป้ายใต้สาระ

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม คำไทย เกิดใหม่เป็นธรรมดา
- วลี
- ประโยคสามัญและส่วนประกอบของประโยค
- ภาษาพูด ภาษาเขียน

Term 1.2

บทที่ ๔ กทลิตานี

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริมกล้วยตานี
- ชนิดของคำ คำนาม คำสรรพนาม คำกริยา

บทที่ ๕ ละครย่อนคิด

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริมละครนอก
- คำวิเศษณ์ คำบุพบท
- การแบ่งประโยคเพื่อการสื่อสาร

บทที่ ๖ กลอนกานท์จากบ้านไทย

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริมเรื่องไทย
- คำเชื่อม คำอุทาน
- การอรรถาภิธาน ๑๑
- การอ่านกลอนเสภา

Term 2.1

บทที่ ๗ กวาแผ่นดินจะกลบหน้า

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม ชื่อไว้ ใจเป็นสุข
- การพูด
- การวิเคราะห์สำนวนที่เป็นคำพังเพย สุภาษิต

บทที่ ๘ ไม้งามในสวนแก้ว

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม ดอกบัว ดอกกรัก ดอกไม้ในแจกัน
- ประโยคกรรม ประโยคซ้อน
- คำประพันธ์ประเภทร้อยแก้วและร้อยกรอง
- ประเภทของกลอน

บทที่ ๙ ครั้นเครื่องเพลงพื้นบ้าน

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม เพลงพวงมาลัย
- เพลงพื้นบ้าน
- ความหมายของประโยคและข้อความที่เป็นโวหาร
- การอ่านงานเขียนเชิงอธิบาย
- การอ่านคำสั่ง การดูสื่อต่างๆ

Term 2.2

บทที่ ๑๐ ซ่อนกลางสร้างสุขภาพ

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม ไวรัสตับอักเสบ
- การพูดแสดงความคิดเห็นเชิงวิจารณ์
- การพูดปฏิเสธหรือโต้แย้ง
- การสรุปความ การย่อความ

บทที่ ๑๑ สายร้ายสายลับ

- อ่านเรื่องสรุปใจความสำคัญ
- อ่านเสริม นวัตกรรมสิ่งมีชีวิต
- การเขียนและการคัดลายมือ
- การพัฒนาการเขียน
- การเขียนตามจินตนาการและสร้างสรรค์
- การอ่านแผนที่ แผนที่

Term 3.1

บทที่ ๑๒ สี่ศิษย์พระดาบส

- อ่านเรื่องจับใจความสำคัญ
- อ่านเสริมสี่ศิษย์พระดาบส
- การโฆษณา
- การเจรจาต่อรอง
- การพูดรายงาน
- การพูดโต้ว่าที่

บทที่ ๑๓ หนึ่งในประชาคมอาเซียน

- อ่านเรื่องจับใจความสำคัญ
- อ่านเสริม ประชาคมอาเซียน
- วิธีการสืบค้นข้อมูลจากสื่ออิเล็กทรอนิกส์
- คำที่มาจากภาษาต่างประเทศ
- การเขียนจดหมาย
- จดหมายกิจธุระ

บทที่ ๑๔ เสียแล้วไม่คืนกลับ

- อ่านเรื่องจับใจความสำคัญ
- อ่านเสริม รักนวลสงวนตัว
- การดู การฟัง และการอ่านข่าว
- การสนทนาและการพูดโทรศัพท์
- การอ่านกราฟและแผนภูมิ

Term 3.2

บทที่ ๑๕ นิทานแสนสนุก

- อ่านเรื่องจับใจความสำคัญ
- อ่านเสริม เจ้าแม่หลิมกอเหนี่ยว
- การวิเคราะห์เรื่องที่อ่าน ดู และฟัง
- การกรอกแบบรายการ

บทที่ ๑๖ ฟางเพียงพสุธา

- อ่านเรื่องจับใจความสำคัญ
- อ่านเสริม ความดีอันสูงยิ่ง
- คำราชาศัพท์
- การศึกษาค้นคว้า

Thai for Thai Assessment Criteria

1	ฟังและเข้าใจต่อสิ่งที่ฟัง ได้ถูกต้องและเหมาะสม Listen and respond to commands and instructions correctly and properly.
2	สรุปใจความสำคัญ วิเคราะห์ ประเมินค่าสิ่งที่ฟังและนำไปประยุกต์ใช้ในสถานการณ์จริงได้ถูกต้องเหมาะสม Summarise main ideas, analyse, and evaluate the concepts in a piece of text and apply to real life situations.
3	อ่านออกเสียงร้อยแก้วและร้อยกรองได้ถูกต้อง รวมทั้งเว้นช่วงการออกเสียงได้อย่างเหมาะสม Able to read aloud verses and prose correctly and with proper interval pronunciation.
4	บอกชนิดของคำและนำไปใช้ได้อย่างถูกต้องตามหลักไวยากรณ์ Identify part of speech and use them with the correct grammar.
5	บอกความหมายโดยตรงและโดยนัยของคำและสำนวน จากงานเขียนประเภทต่างๆ Understand direct and indirect meanings of words and idioms from a variety of texts.
6	ใช้ภาษาในการพูดสื่อสารได้ถูกต้องเหมาะสมกับสถานการณ์ สถานที่โอกาสและบุคคล Use appropriate language to communicate in a suitable situation, place and for particular audience.
7	พูดแสดงความคิดเห็นและโต้ตอบได้อย่างมีหลักการและเหตุผล Express opinions and respond logically to the opinion of others.
8	พูดโน้มน้าวและเชิญชวน รวมทั้งนำเสนอแนวคิดใหม่ด้วยภาษาที่ถูกต้องเหมาะสม Persuade as well as offer new concepts with proper use of language.
9	ระบุใจความสำคัญแล้วตอบคำถามจากเรื่องทีอ่านของงานเขียนประเภทต่างๆ Identify main ideas and answer questions on various types of texts.
10	อ่านเรื่องต่างๆแล้วเขียนกรอบความคิด บันทึกย่อความและนำเสนอถ่ายทอดได้ Read and write frameworks, summaries and present your finding.
11	วิเคราะห์ เปรียบเทียบ และแสดงความคิดเห็นต่อเรื่องที่อ่านได้ Analyze, compare and express opinions regarding the reading.
12	เขียนคำศัพท์ได้ถูกต้องและตรงความหมาย Write words correctly and use them meaningfully.
13	เขียนประโยคได้ถูกต้องตามหลักไวยากรณ์ Write sentences using correct grammar.
14	ใช้ภาษาในการสื่อสารได้ถูกต้องตรงวัตถุประสงค์ Use the appropriate language to communicate for the correct purpose.
15	เขียนบันทึกเหตุการณ์ บันทึกประสบการณ์ บันทึกความรู้จากการศึกษาค้นคว้าและนำเสนอรายงาน Write about events, experiences and knowledge gained from researching and present the findings.
16	วางแผนการเขียนในรูปแบบต่างๆ เช่น แผนภาพความคิด แยกเป็นหัวข้อหรือประเด็น Plan various form of writing such as diagrams, mind maps, bullet points and main concepts.
17	ผลิตงานเขียนได้หลากหลายรูปแบบ การเขียนบรรยาย พรรณนา โน้มน้าวและเชิญ Produce writing in a variety of styles e.g. descriptive essays, debating essays and persuasive essays.
18	ศึกษางานเขียนที่ทรงคุณค่า และใช้เป็นแนวทางในการผลิตงานเขียนของตนเอง Study the valuable writings and adopt as a framework to produce your own work.
19	ทบทวนผลงาน และนำคำแนะนำต่างๆมาปรับปรุงงานเขียน Review the written work and implement the feedback to improve writing.
20	สร้างรูปแบบงานเขียนที่เป็นเอกลักษณ์ของตนเอง Create a unique style in your own writing.