



*Primary
Curriculum
Guide*



NORD ANGLIA
INTERNATIONAL SCHOOL
SHANGHAI, PUDONG

Be Ambitious

The Primary Curriculum



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A Note to Parents

Welcome to Nord Anglia International School Shanghai, Pudong. This guide is about our primary school, which is a community of children aged from 5 to 11, of approximately 60 different nationalities.

We aim to give you an introduction to what your child will learn during their time in the primary school. More than this, we hope it will give you a sense of our educational philosophy, which allows children to take risks, question and learn in an environment that enables them to be happy, to thrive, to grow and to progress. We encourage our students to be academically, personally and socially ambitious.

A guide like this can only tell you so much; and therefore we very much look forward to being able to meet you in person and talk more fully about how we might be able to be part of your child's education.



Overview

In welcoming your child into the NAIS Pudong community we aim to ensure that all children in our care are happy, confident, motivated, enthusiastic and excited about learning. One of our key goals is to develop within our students a desire to learn that will remain with them for life, and help them to meet future challenges confidently and successfully.

The school offers a stimulating and supportive setting, defined by its sound balance of academic excellence and opportunities for personal development. Our educational model encourages every student to achieve their very best. This is accomplished through our highly proficient delivery of the **English National Curriculum** (ENC) and **International Primary Curriculum** (IPC). We provide a curriculum of quality - one that is

team-planned, enquiry based and draws upon the energy, imagination and talents of all. We offer a curriculum that recognises the importance of experiential learning and provides wholeheartedly for the needs of individual children.

We foster a learning environment in which respect for the individual, as well as diverse cultural backgrounds and belief systems, are of equal importance. In addition to this social awareness, we aim to engender in our students a broad understanding of global issues; ultimately, both will be vital in establishing a fairer and more peaceful world. As a whole school we acknowledge that good relationships are essential to develop our children's self-image, confidence and independence. As a result, all members of our staff work together to advance this caring and supportive atmosphere.

Philosophy

We aim to:

Enable students to achieve at the highest academic levels. We will create an atmosphere that is purposeful, where learning is valued.

Demonstrate to our students the value and importance of good manners, personal values, and self-reflection. We will instil in students a sense of decency, commitment, self-reliance, responsibility, respect for others and healthy self-esteem.

Encourage students to engage with the 'big questions' of the world around them in a constructive, critical and

reflective manner. We will show students the skills and attitudes they will need to take their place in society.

Facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and our wider school community.

We are concerned with the development of the 'whole child', ensuring that we provide opportunities for all students to excel and be successful.

We want children to enjoy school and to make the best use of their time here.

Values and Precepts

We would like our students to achieve their full potential and to become good members of the community by embracing, with us all, the following precepts:

- To tell the truth
- To keep promises
- To respect the rights and property of others
- To act considerately towards all living things
- To help those who are weaker and less fortunate than ourselves
- To take personal responsibility for all our actions
- To develop self-discipline
- To have good manners and social graces
- To respect nationalities and cultures of others



Our Task



To have a happy school, an orderly and supportive atmosphere is necessary. School rules are based on the need for a large community of children and adults to work together. Children should be able to come to school happy and free of fear, knowing that their rights will be respected, and prepared to respect the rights of others. Such rules that exist do so to ensure mutual respect and to prevent injury or accident. We aim for a caring, orderly school based on self-discipline.

Parental support is sought in ensuring that school rules are respected. The school's emphasis is placed

on encouraging and rewarding the positive aspects of children's work and behaviour throughout the school. The learning environment is organised, stimulating and challenging for all children. Classroom areas are imaginatively laid out and contain displays which assist learning, engage children in their learning process and celebrate children's achievements.

Parents are recognised and warmly welcomed in school. Their full involvement and contribution is sought consistently across the school in a partnership that enhances the children's education and welfare.



Our Curriculum

NAIS Pudong recognises that a successful curriculum needs to promote the four aspects of achievement, these are:

The ability to express oneself in oral and written form and, where appropriate, to remember facts accurately and use them constructively.

The ability to apply knowledge through practical tasks, problem solving, investigation skills and

through the use of oral and written language.

The development of personal and social skills, such as the ability to work with others and to be able to take on a leadership role within a group.

The ability to develop confidence that comes with self-discipline and the commitment to learn and persevere even when tasks seem difficult.

English

English teaching concentrates on the four key skills that your child needs to get the most out of all their learning at school – **reading, writing, speaking and listening**.

These four areas are supported by the specific teaching of spelling, punctuation, grammar and handwriting.

At NAIS Pudong we use the most up to date English National Curriculum for teaching English, which provides clear objectives for all aspects of the curriculum mentioned above. Our teachers ensure these objectives are incorporated into their planning and where possible, linked to the theme or topic being taught across other subject areas. We offer a range of different activities during English lessons utilising both

indoor and outdoor spaces. These may include using the Interactive White Board, playing games, taking part in a guided reading or writing activity, using computer programs, drama activities, role play, or using the outdoors in relation to a book covered within class.

Teachers prepare differentiated work for their students, ensuring each child can be challenged in their learning and achieve their individual learning targets. The teacher and TA ‘focus teach’ the students in smaller groups, hence personalising their learning. In this way, both support and challenge can be provided, allowing children to make the best possible progress and understand what they need to do next to improve further.



English

We encourage our students to become independent readers by exposing them to an attractive and stimulating array of books. These represent a wide variety of genre, formats and levels of difficulty. We provide book corners in each class, both as a means of learning to read and as a means of nurturing a love and enthusiasm for reading, creating competent and avid readers. We have a large, well-stocked Learning Centre that all the children use on a regular basis. They are encouraged to borrow a wide variety of books and take a few risks with their choices. We teach reading during English lessons in 'shared reading' sessions, in group 'guided reading' sessions and on a one-to-one basis; the teaching of reading happens every day.

We help our students to seek meaning and enjoyment from books by showing them how reading works; this is done by example and

encouragement, with direct teaching about words and letters. We do not view reading as a competition or a race, but wish to encourage and develop readers for life. With our younger children we teach phonics on a daily basis to build the foundations of reading.

The children read a broad range of materials and use their knowledge of words, sentences and texts to understand the meaning. Children continue their progress in reading by using reading scheme books (with coloured book bands to show their level) which provide students with the support, repetition and simple story plots that we know are both of benefit and enjoyable to young readers. As they get better at reading, challenging lengthy texts are introduced for personal reading and they discuss the meaning of more mature fiction and nonfiction with others.

English

It is important for children to become confident, independent writers. To help them achieve this, we provide a tremendous variety of stimuli for writing. This might include listening to a wide range of stories, poems and film clips. The children discuss such texts in talking partners and larger groups to use their responses to help structure and improve their writing. We also use role-play and drama to help children to generate ideas which they can use in their writing. We build upon the context, connections and skills that children already have when they come to school.

The children in Year 1 to Year 6 have extended writing opportunities where the larger process of writing is modelled for them. Working walls are evident in each classroom which demonstrate the stages of development of a piece of work and

act as a toolkit for writing. They write in a range of ways to explore feelings, explain, persuade, review and comment. They plan and draft their work, checking it for spelling, punctuation and grammar.

Children need to have the opportunities to experiment, improvise and take risks. To encourage this we do not correct every spelling mistake a child makes in their free writing; we provide support and opportunities to show them the correct model, emphasising how well they are doing and guiding them in their next attempt.



English: Handwriting

At NAIS Pudong we consider handwriting to be very important and we teach the children to write using a cursive (joined) handwriting style. Children are encouraged to form a joined hand from the start; handwriting with the teaching of spelling often goes hand in hand, as this helps children's spelling enormously.

Children demonstrating consistently cursive handwriting are awarded a pen licence which allows them to write in pen.



English: Speaking & Listening

A child's ability to listen actively and their capacity to express themselves effectively in a variety of speaking and listening activities, is essential to their development across the curriculum. We realise the importance of this, especially in an international setting. Children are therefore given a variety of opportunities to develop their speaking and listening skills. We provide opportunities for children to talk together in pairs, known as 'talk partners' or small groups; we encourage children to speak about their family, hobbies, pets and other areas of interest and provide opportunities through role-play and drama activities. In addition to English lessons, we practise our speaking and listening skills in other curriculum areas too.

Children speak to different audiences and use language for effect. They shape what they say with a clear beginning and ending. They listen carefully, picking out the main points of what people say, and ask questions or make comments. They work flexibly in groups, making different contributions. In drama, children write scripts or improvise plays and comment on how successful their performances are. They readily record their performances on film, assessing their presentation skills and reviewing their effectiveness. They learn about how language changes in different situations and the differences between speech and writing.

English: Our Expectations

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Reading:

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and reading Year 2 common exception words, automatically and without undue hesitation.

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.

Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, and recognising simple recurring literary language within these.

Continue to learn some poems learnt by heart, performing these with appropriate intonation to make the meaning clear.

Locate and retrieve relevant information from texts, using the known structure of stories to answer comprehension based questions.

Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done. Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far.

Develop pleasure in reading, vocabulary and understanding by discussing their favourite words and phrases.

Access, understand, and draw explanations from nonfiction books that are structured in different ways.

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

English: Our Expectations

Writing:

Apply their knowledge of alternative graphemes, and add suffixes both to spell longer words, and to turn adjectives into adverbs e.g. ment, -ness, -ful, -less, -ly, -er, -est, -ly.

Learn how to use sentences with different forms: statement, question, exclamation, command.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Write poems, nonfiction texts about real events and narratives, both real and fictional.

Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.

Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

Learn how to use expanded noun phrases to describe and specify: e.g. the blue butterfly.

Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but), and maintain consistent use of tense within individual sentences.

Use commas to separate items in a list and apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).

Choose adjectives and verbs for effect, using word banks to support their work.

English: Our Expectations

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Reading:

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.

Read and discuss books that are structured in different ways and reading for a range of purposes, making comparisons within and across these.

Continue to identify and discuss themes and conventions, including morals and messages, in a wide range of writing.

Learn and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read independently by identifying main ideas drawn from more than one paragraph and summarising these. Understand what they read, in books they can read independently by

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read, in books they can read independently by predicting what might happen from details stated and implied.

Identifying how language, structure and presentation contribute to meaning.

Retrieve and record information from nonfiction, clearly distinguishing between fact and opinion.

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

English: Our Expectations

Writing:

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Draft and write by using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.

In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

In narrative describe settings, characters and atmosphere and integrate dialogue to convey character and advance action.

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Develop using expanded noun phrases to convey complicated information concisely.

Use the perfect form of verbs to mark relationships of time and cause.

Continue to build on their use of punctuation by using the semi-colon, colon and dash to mark the boundary between independent clauses, the colon to introduce a list and use of semi-colons within lists, bullet points to list information and hyphens to avoid ambiguity.

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Mathematics

Our aim is to develop the children's ability to make use of mathematical skills that enable them, as individuals, to cope with the numerical demands of everyday life. Throughout KS1 and KS2, we endeavour to make our mathematics as practical and as much fun as possible by using a multitude of resources.

The children work in ability groups for maths, from Year 3 to Year 6. This enables teachers to focus on ensuring all students are both supported and challenged in their learning.

Children are helped to acquire mathematical concepts and understanding through a variety of activities and are given the opportunity to cover number, calculating, shape, space and measurement. Although maths is taught as a discrete, separate subject, we also use and apply these skills in context as much as possible by integrating maths across the curriculum. A good example would be practising measuring in science lessons. Where possible, we plan many practical activities using the variety of resources available as well as using interactive whiteboards, which are present in all classes. We use the English National

Curriculum for teaching mathematics. This contains clear aims and objectives for each year group. The curriculum is designed so that all topic areas are revisited frequently over the course of the year, in order to strengthen and deepen mathematical understanding over time.

The main strands of learning are:

- Number (place value, addition, subtraction, multiplication, division, fractions)
- Measurement
- Geometry (shape, position and direction)
- Statistics
- Ratio
- Proportion



A key element of being successful in Maths is the children's ability to apply their mathematical understanding to different situations. They decide how to tackle problems. They record what they do using mathematical language, symbols and diagrams, and explain their reasoning. Children are taught how to use a calculator to solve certain problems, but are also expected to do maths in their heads and on paper.

Mathematics

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Read and write numbers up to 100 in numerals and in words

Compare and order whole numbers up to 100

Count from zero in multiples of 2, 3 and 5

Count in tens from any number, forwards and backwards

Add and subtract numbers including a two-digit number and ones, a two-digit number and tens, two two-digit numbers, and three one-digit numbers

Derive addition and subtraction facts to 100 using known facts to 20

Write multiplication and division statements using correct symbols

Understand that addition and multiplication of two numbers can be done in any order (commutative) and subtraction and division cannot

Recognise and name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$

Tell the time to the nearest five minutes using an analogue clock, including 'quarter past' and 'quarter to'.

Use a ruler to measure lengths in millimetres and centimetres

Identify and describe 2D and 3D shapes

Use mathematical vocabulary to describe position, direction and movement

Mathematics

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Multiply and divide numbers with up to three decimal places by 10, 100, and 1000

Use long division to divide numbers up to four digits by a two-digit number

Use simple formulae expressed in words

Generate and describe linear number sequences

Use simple ratio to compare quantities

Write a fraction in its lowest terms by cancelling common factors

Add and subtract fractions and mixed numbers with different denominators

Multiply pairs of fractions in simple cases

Find percentages of quantities

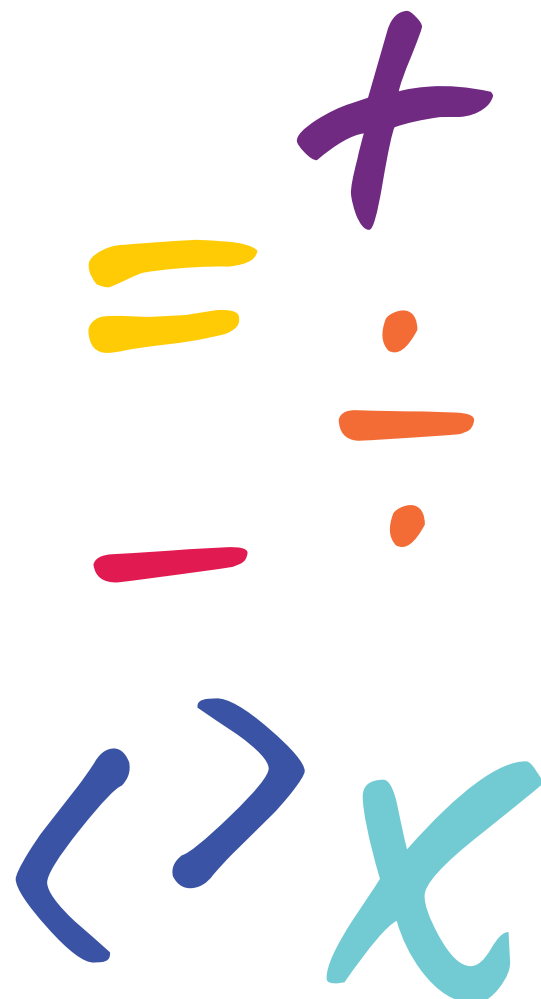
Solve missing angle problems involving triangles, quadrilaterals,

angles at a point and angles on a straight line

Calculate the volume of cubes and cuboids

Use coordinates in all four quadrants

Calculate and interpret the mean as an average of a set of discrete data



Topics



At NAIS Pudong we use the International Primary Curriculum to deliver subjects such as: Geography, History, Art and Technology to ensure our topics are relevant for an international body of students.

The global context of the specific learning goals for each subject enables us to develop international mindedness alongside achieving the outcomes of the English National Curriculum.

The IPC has been successfully supporting schools in the U.K. and British Schools Overseas to achieve the outcomes of the English National Curriculum for over a decade.

Topics

There is a distinct learning process with every topic, providing a structured approach to make sure that children's learning experiences are as stimulating and rigorous as possible.

We begin each topic with an Entry Point. The aim of this is to 'hook' the children and engage them in the topic from the very beginning. The Entry Point is often a surprise for the children, whereby teachers have planned a variety of activities quite different to a normal school day, but focused around what the children will be learning.

We finish each topic with an Exit Point. These are an opportunity to share and celebrate what the children have learned and we regularly invite our parents to come and experience these. The children take great pride in presenting their work to their parents. Past Exit Points have included performances; museum exhibits; a pop up café and a reconstruction of going to the airport.

Throughout an academic year our children will cover five or six different IPC topics which incorporate the subjects:

Science, History, Geography, Art, technology, Society and International Organising topics around a particular theme helps children to see how subjects are both 'independent' and 'interdependent' enabling them to see the 'big picture' of their learning, make connections through and across different subjects and talk about a theme from multiple perspectives. Learning tasks for each subject provide children with the opportunity to work collaboratively, practically, in and out of the classroom using role play and learning from each other.

When planning each topic we ensure it covers all the required skills, knowledge and understanding for each year group according to the English National Curriculum plus the subject learning goals and that there is a clear progression of challenge as children move throughout the school.

KEY STAGE 1:

Topics in Year 1 and 2 have included: I'm alive; People of the Past; The Magic Toymaker, The circus is coming to town and Who am I?

Science, History, Geography, Art, technology, Society and International Organising topics around a particular theme helps children to see how subjects are both 'independent' and 'interdependent' enabling them to see the 'big picture' of their learning, make connections through and across different subjects and talk about a theme from multiple perspectives. Learning tasks for each subject provide children with the opportunity to work collaboratively, practically, in and out of the classroom using role play and learning from each other.

Topics

KEY STAGE 2:

Topics in Year 3 and 4 have included: Chocolate; Active Planet; Temples, Tombs and Treasures; Inventions that Changed the World and Gateways to the World

Topics in Year 5 and 6 have included: The Great, the Bold and the Brave; Investigators; Being Human; Out of Africa and Mission to Mars

Example of a topic and which subject learning goals are covered: Chocolate (Year 4)



Topics

Art

- Know how a number of artists - including some from their home country and the host country - use forms, materials and processes to suit their purpose
- Be able to use art as a means of self expression
- Be able to choose materials and techniques which are appropriate for their task
- Be able to explain their own work in terms of what they have done and why
- Be able to talk about works of art, giving reasons for their opinions

Geography

- Know how particular localities have been affected by human activities
- Know how the nature of particular localities affect the lives of people
- Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
- Be able to use geographical terms
- Be able to use maps at a variety of scales to locate the position and geographical features of particular localities

- Be able to use secondary sources to obtain geographical information
- Be able to express views on the features of an environment and the way it is being harmed or improved
- Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
- Understand how places fit into a wider geographical context
- Understand that the quality of the environment can be sustained and improved

History

- Know about the main events, dates and characteristics of the past societies they have studied
- Know about the lives of people in those periods
- Know about the main similarities and differences between the past societies they have studied
- Be able to give some reasons for particular events and changes
- Be able to gather information from simple sources
- Be able to use their knowledge and understanding to answer simple questions about the past and about changes

Topics

International

- Know about some of the similarities and differences between the different home countries and between them and the host country
- Know about ways in which these similarities and differences affect the lives of people
- Be able to identify activities and cultures which are different from but equal to their own

Science

- Be able to carry out simple investigations
- Be able to prepare a simple investigation which is fair, with one changing factor
- Be able to predict the outcome of investigations
- Be able to use simple scientific equipment
- Be able to test ideas using evidence from observation and measurement
- Be able to link evidence to broader scientific knowledge and understanding
- Be able to use evidence to draw conclusions
- Be able to gather information from simple texts
- Understand the importance of collecting scientific evidence

- Know about the principles of nutrition, growth, movement and reproduction
- Know about the function and care of teeth in humans and other animals
- Know about the effect of exercise on the human body
- Know about the effect of diet on the human body
- Be able to compare common materials and objects according to their properties
- Understand that different materials are suited for different purposes

Technology

- Know that the way in which products in everyday use are designed and made affects their usefulness
- Be able to design and make products to meet specific needs
- Be able to make usable plans
- Be able to use simple tools and equipment with some accuracy
- Be able to identify and implement improvements to their designs and products
- Be able to identify the ways in which products in everyday use meet specific needs
- Be able to suggest improvements to products in everyday use



Computing

The school follows the English National Curriculum for computing. A high-quality technological education is vital in our ever-changing world. Computing has strong links with maths, science, and design and technology. Children in KS1 and KS2 will focus on the principles of information and computation, how digital systems work and how to put this knowledge to use through simple programming. In addition the curriculum aims to ensure that students become digitally literate as active participants in a digital world.

This is achieved through the children's use of an exciting range of hardware including interactive whiteboards, desktops, and mobile technologies. We also have dedicated computer aided design and music suites.



iPads

Students in Year 5 and Year 6 will receive an iPad. The use of iPads in school will further students' learning in an increasingly technological world and will:

- Increase opportunities to research independently
- Reinforce learning through a range of approved apps
- Encourage communicate safely electronically
- Enable the sharing of their learning with others
- Help learn about the important practices that keep them safe online

We ask that parents regularly check that the iPads are being used responsibly and safely at home. The school iPads should be used for educational purposes and will become a useful individualised learning tool as your child moves through the school. The students are given a list of education apps to download and are not permitted to download any games on their iPad. Teachers will check the children's iPad regularly to ensure they are being used for learning. We ask for

parents' support in checking their child's iPad at home as well. To keep the iPad safe in school during break, lunch or when it is not in use all the children have a locker outside their classroom. All children are responsible for looking after their iPad and charging it at home.

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Understand what algorithms are and how they are implemented on digital devices.

Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.

Use technology purposefully to create, organize, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

Use technology safely and respectfully.

iPads

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Design, write and debug programs that accomplish specific goals including control and simulations.

Use sequence, selection and repetition in programs; work with various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors.

Understand computer networks including the Internet.

Use search technologies effectively, appreciating how results are selected and ranked.

Select, use and combine a variety of software on a range of digital devices to create a range of programs, systems and content that accomplish given goals (including collecting, analysing, evaluating and presenting data and information).

Use technology safely, respectfully and responsibly. Know how to identify and report concerns about content and contact.





Personal, Social & Health Education (PSHE)

In PSHE children learn not only about their own rights, duties and responsibilities but also about the rights and responsibilities of others. Teaching aims to help them respect and value the richness and diversity of our society.

PSHE often appears through other subjects and through special time set aside (i.e. Circle Time and assemblies) and by creating special opportunities for children to take responsibility.

Children are taught personal skills, such as how to:

- Be more independent, confident and mature.
- Recognise their own achievements and mistakes.
- Share their views and discuss what's fair and unfair, what's right and wrong.
- Set themselves goals and try to achieve them.
- Keep themselves safe and healthy as they grow.
- They think about how the choices they make affect other people and the environment.
- They consider the different groups in society and how to get on with them.
- They think about how and why rules are made.

Music

A powerful and unique form of communication, music can change the way children feel, think and act. Music brings together intellect and feeling, enabling personal expression, reflection, collaboration and emotional development.

Our collaboration with The Juilliard School maximises student engagement within the performing arts. The embedded curriculum is based around twelve 'Core Works' which students come into contact with in various year groups, acting as a framework for twenty-first century arts learning, prioritising creativity, reflection, inquiry and success for all.

Class Music Lessons

In KS1 and KS2 class lessons, children express themselves through singing and performance on both tuned and untuned percussion instruments. An important element of the Juilliard-Nord Anglia Arts Programme is learning musical skills through the keyboard. This is used as a tool to teach music theory and key concepts, relating to the core works being studied. This includes rhythm, duration, notation, dynamics and musical language. They create and explore musical patterns and find various ways to notate them,

choosing and organising a range of sounds. Children rehearse and perform with their peers, developing insight into how their part and other parts fit into the overall ensemble sound, promoting cooperative learning. As they compose and improvise their own music, children demonstrate and further enhance their own understanding. Children use musical language, movement and dance to explore and express ideas about the music they hear or perform.

The ability to apply knowledge and understanding is developed through listening, focused on various musical elements with the goal of internalising and recalling sounds. Throughout KS1 and KS2 student learning utilises a range of musical activities that integrate performing, composing and appraising in a variety of group and individual settings. Starting points include both musical and nonmusical and feature a range of recorded music from different times and cultures.



Music

Individual Music Lessons

Students who wish to have further instrumental or vocal tuition may opt for an additional paid lesson each week. Individual lesson sign up information is available to download on the website.

Co-curricular Music

Students with an interest in music making and singing have the option of signing up for musical Co-curricular Activities.

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically (to include the keyboard).

Actively listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Use and understand basic music notation.

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Play and perform in solo and ensembles.

Use their voices and play musical instruments with increasing accuracy, control and expression.

Improvise and compose music. Listen with attention and recall sounds.

Use and understand musical notations.

Appreciate a wide range of live and recorded music drawn from different traditions.

Develop an understanding of the history of music.



Modern Foreign Languages

We provide all our primary students, from beginners to native speakers, the opportunity to learn Chinese (Mandarin). In addition, students are able to choose from French, German or Spanish in Year 5 and 6.

Aims and purposes of learning languages:

Key Stage 1

To enable students to:

Develop an interest and basic linguistic competence in Mandarin

Develop elementary listening comprehension of class instructions and simple dialogues related to daily routines

Build on a range of oral vocabulary associated with school and home life

Prepare for the next stage of language learning where words or characters will be further developed

Learn about traditional festivals and customs.

Key Stage 2

To enable students to:

Develop an interest and linguistic competence in Modern Foreign Languages

Follow class instructions and understand daily conversations

Respond to questions in complete sentences and take part in dialogues in different situations

Read and write commonly-used words, characters and phrases

Develop reading and writing skills

Build an understanding of culture and culture-related language items.

Activities

Students learn and develop their speaking, writing, reading and listening skills in MFL by taking part in a variety of activities such as role-play, listening to and singing songs, watching and interacting with videos and learning games based on various ICT-based activities. They also are challenged to use MFL whilst completing writing and reading activities.

Modern Foreign Languages

Teaching Materials

Teaching materials are carefully selected to ensure they are age-appropriate, adapted to the international environment and to meet the various requirements from students of different learning backgrounds.

Assessments

New students are evaluated on arrival at the school before being placed into levels. Existing students are streamed according to their previous performance and academic records. Individual needs and differentiation are carefully taken into consideration when placing students into groups. Students are tested regularly throughout the year and will have other assessments which are also related to report writing.

Teaching Methodology

MFL teaching in the primary school is conducted in a vivid way. A variety of curriculum-based activities are adopted in the MFL class to ensure that the languages are delivered not only in a student-friendly environment but also through

a rather serious systematic and consistent curriculum.

How to help at home

There are various ways for parents to help your child in MFL study, whether it is to lead your child through the first stage of learning or is to encourage your child in continuing enhancement in literature.

Your attention, encouragement and participation are a great support to your child's MFL learning, especially when they are having difficulties. You may show your interest in language and culture by learning MFL together with your child or in the target language by watching a television programme together.

Check your child's MFL homework regularly. Ask your child to explain to you what he/she did. Spend some time shopping for MFL books and read them together with your child. For a more advanced learner, you can encourage your child to write for a variety of purposes under certain circumstances, such as cards for holiday seasons, letters for families, e-mails to friends, notes for teachers or recipes for different uses, etc.

Physical Education

Whether regular exercise is swimming or a Saturday afternoon kick around, we know keeping fit is important. In Physical Education (PE), children learn that it's fun to stay in shape. They learn how to prepare for and recover from exercise and what happens to their body when they work out in a variety of ways. It's a vital foundation to help them lead active and healthy lives as they grow up.

PE lessons are based on the English National Curriculum. The children have twice weekly PE lessons. During the course of the year, the children work on 4 main areas: athletics, gymnastics, games and swimming. Through the course of the year the children experience a variety of activities designed to improve physical fitness, strength and coordination as well as balance and agility.

Games: they play and invent games to score points or goals against others - either on their own, or in small teams.

Gymnastics: they make up and perform sequences of movements, still shapes and balanced poses, both on the floor and using apparatus.

Swimming activities and water safety: they float and move in water using skills such as sculling and

treading water and strokes such as front and back crawl. They learn safety rules so that they can be confident when in or on water. As children progress through they will have regular opportunities to train and compete.

Athletics: they run, jump and throw, trying to beat their own records and competing against others.

Children learn how to use skills for different purposes - for example, to score points in a game or to be as accurate as possible in performing a sequence. They begin to play adapted versions of adult games such as hockey, cricket or netball. As they grow in confidence, they learn how to improve their performance and see what type of physical activity they could enjoy in their own time.

Throughout primary PE, the children will build on their natural enthusiasm for movement, using it to explore and learn about their world. They will start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they will begin to develop their skills and their coordination and enjoy expressing and testing themselves in a variety of situations.

Physical Education

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination.

Begin to apply basic movements to a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Learn to use space safely when they work alone and with others, showing increasing control over their movements.

Swim competently, confidently and proficiently over a distance of at least 15m.

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Use running, jumping, throwing and catching in isolation and combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively.

Perform safe self-rescue in different water-based situations.

Sport and Competitive Opportunities

The primary school actively encourages all children to join our various sports teams. From swimming to football, netball to rugby, students at NAIS Pudong are encouraged to join competitive events in Shanghai and beyond against international schools. NAIS Pudong teams have a reputation for competing very fairly and with great sportsmanship, winning trophies and competitions regularly. You can read more about our teams in our brochure 'NAIS Pudong Tigers – Sports Teams Programme'

Assessment & Tracking Progress

Students in Years 1 to 6 are assessed on an ongoing basis using End of Year Age Related Expectations (EOYARE) which appear in the form of curriculum statements. These curriculum statements represent the work that each child will cover over the course of the year in the key subject areas of Reading, Writing and Mathematics. Teachers will assess students throughout the year to establish what they know, understand and are able to do as they make progress. This means that each term parents can expect to see more of the curriculum statements on the assessment sheets completed.

A child's attainment will be recorded on the End of Year Age Related Expectations (EOYARE) sheet each term using the levels outlined below. Where no level is given, this means that we haven't covered this objective yet, but we will expect to cover it later in the school year. If a child is unable to access a particular curriculum statement, we will record this on the sheet as U.

We expect most children to be working at the Expected level in many areas by the end of the year but all children are at a different stage in their learning and so each child's EOYARE sheets will reflect their personalised learning journey. Some children may still require support while a few children will have a deeper understanding and may be working at

the Mastering level by the end of the year. It is likely that during the first term many children will be working at Beginning and Developing as they are being introduced to new skills and understanding in their relative year groups.

Teachers are always available to discuss the End of Year Age Related Expectations sheets with parents to help them understand what they mean, what the next steps are in their child's learning and how they can be supported at home.

B – Beginning

The student has been introduced to this learning, and at this stage he/she requires support to be able to work on it.

D – Developing

The student has been introduced to this learning and is now developing their understanding so he/she can work independently on it some of the time.

E – Expected

The student is secure in this aspect of their learning and in context can work on it independently and with confidence.

M – Mastering

The student is very secure in their learning in this area and he/she can consistently apply and transfer this learning to new situations and other subjects, often without prompting.



Primary Student Council

Each class from Years 2 to 6 elects a representative and deputy who meet as the Primary School Council once a week. The Council gives a voice to students on many school matters and provides important leadership opportunities to our motivated and articulate students.

The Council either bring up their own issues to be discussed or ones which have been raised by their classmates through questionnaires. Improvements to play-time and lunch breaks are among the issues that are hotly debated! One of their brilliant ideas was to run lunch-time clubs for KS1 and KS2, led by children from Years 3 to 6. Our current clubs are maths, origami, homework, drama and computing. They have been so successful and very well led by the children, that further clubs are in the pipeline - a Friendship Club, where they can make new friends through board games and play and also a Global Campus Challenge Club.

Another wonderful idea overseen by School Council is Play Pals. About 50 primary children, from Year 3 upwards, generously volunteer at least one lunchtime a week to be a Play Pal. Giving out play equipment, playing with children, teaching new games and making sure children walk during an Amber day are just several of the many jobs they perform to ensure children have an enjoyable and safe lunch break. With the help of Play Pal leaders and children in their class, School Council will be making a Playground Charter so children are more aware of sensible and safe play.

The Primary School Council is led by the Primary Head Boy, Head Girl and their deputies, who sometimes have important meetings with the Head of Primary and STEAM Leadership Team to pitch the School Council's brilliant ideas. Future plans for School Council are to join forces with Secondary School Council to help with fund-raise for charity and to work together with our Community Group volunteers to assist with the running of school events.

Primary Assemblies



Once a week the primary school meets for an assembly in our auditorium. In each assembly we celebrate our 'Stars of the Week' from each class, who receive a certificate for their special achievement from the Head of Primary. We also announce the week's House Point totals with our Head Boy and Head Girl and House Captains.

Throughout the year each class has the opportunity to showcase some of their recent work from their current topic. Parents are very welcome to attend these class assemblies.

Throughout the year there are also large-scale productions with full scripts, music and dancing. These shows provide moments (and videos!) to treasure for a lifetime.

Global Campus



Our Global Campus connects our all students from Nord Anglia schools all around the world, enabling them to collaborate, discuss and learn together every day. Our Global Campus helps our students explore the world and develop a truly international perspective through outstanding online, in school and worldwide experiences.

Primary students are able to participate in a variety of different activities including:

- Creative writing competition
- Photographer of the year

- Global Debate League
- Mathematics Olympiad
- Virtual choir
- World languages challenge
- Visual arts challenge
- STEAM

Students can also participate in an annual global challenge to develop collaboration and creative skills. These have included important global issues as well as collaborations with world renowned organisations such as The Juilliard School, MIT, and UNICEF.



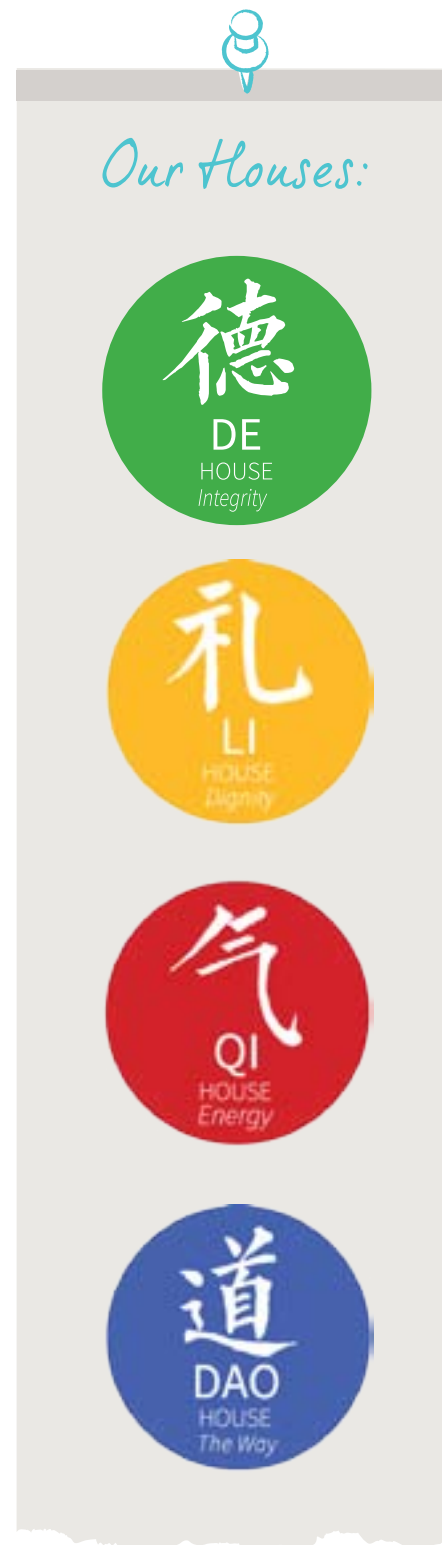
House System

On joining NAIS Pudong your child will be assigned to a 'House':

House Points are awarded to students for academic achievement and progress. They are immediate rewards and are recorded individually by students on charts in each classroom. These, in turn, are collected on a weekly basis by Year 5 and Year 6 students who have been selected by the student body to be representative House Captains. The weekly primary school House Point totals are then announced in the weekly assemblies and the House displays are updated accordingly.

House Captains

Each house elects 2 children each year to be their House Captains. The House Captains organise and motivate the members of House for events throughout the year.



Communication

In the primary school there are a variety of ways in which we communicate with our parents:

Email: We send our school letters (trips, events etc), year group messages and primary school messages via email. We find that this tends to be the quickest and most convenient form of communication for our parents. Teachers will always aim to respond to emails with 24 hours of receipt, or if over a weekend or holiday, the next working day.

Week Ahead Information: Each week we publish a 'Week Ahead Information' for each year group. This informs parents of what the students will be covering in their lessons the following week. It also provides general reminders about events at school.

Class Dojo: Each class has their own Class Dojo which is an online platform where we can record House Points, post photos and send messages. The class teachers use

Class Dojo to celebrate the learning in their class and to give parents a glimpse into the classroom of what the students have been learning. At the beginning of the term, the class teacher will invite parents to join the Class Dojo page.

Whole school newsletter: This is mailed out every Friday and provides information about the whole school as well as featured events past and upcoming.

Monthly Coffee Mornings: Each month we hold Coffee Mornings for our parents of Early Years and Primary students. We like to work with our parents on these in deciding what to cover. It could be a parent workshop on Phonics or Maths, or alternatively it could be an information session regarding a particular event.

Other Ways to Get Involved



The Community Group at NAIS Pudong gives our parents many opportunities to be involved with activities and projects at school and within the wider environment. They organise events for students, parents, the wider community and support school celebrations.

Our Class Representatives offer a direct line of communication with the rest of the parents in your class. They are active in communicating Community Group events as well as social gatherings for the class.

These are just some of the areas you can be involved we are always looking for volunteers to assist in our libraries, with art projects, during our drama productions or joining us on school visits.

If you are interested in getting involved please contact our Community Group or come along to one of our regular coffee mornings.

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