



2024-2025

YEAR 1 CURRICULUM HANDBOOK





TABLE CONTENTS

- Welcome Message from Principal
- About Primary
- Our Mission and Vision
- Meet The Year 1 Team
- Curriculum Overview
- English
- Mathematics
- IPC learning
- PSHCE
- STEAM (including Computing)
- Drama
- PE
- Music
- Art
- MFL



Lanna Student Profile

WELCOME MESSAGE

Ms Sarah Reynolds

Deputy Head of School and Primary Principal



On behalf of the staff, children and parents, I would like to welcome you to Lanna International School. As a member of staff, you are joining a team committed to our school motto of 'Academic Excellence. Caring Community.'

Lanna International School has been educating the local community since 1993 and was founded by Paul DeMuth and Khun Surin. Sadly, Paul passed away before the opening of Lanna International School, yet Khun Surin and her family have worked tirelessly to build the school and its reputation over the years.

The school has grown quickly and in 2018 Primary moved into the Hang Dong campus. Currently we have 468 students from 17 different nationalities in Primary with 23 classes, 4 in Year 1,2 and 3 and 3 classes from Years 4 to 6. We also have a class of AEP students. Next year, we will have 25 classes as we plan on opening 3 new classes in August 24/25. We are growing our staff to nearly 70 members in the Primary department and over 180 across the three different departments (Early Years, Primary and Secondary) It is an exciting time to be joining the school as we are ONE SCHOOL, ONE CAMPUS! We welcome you wholeheartedly to the school. Integral to our success is our international, diverse, and talented community – a community which you have now strengthened.

I hope you will find in this community kindred spirits who share your desire to gain new knowledge and ideas, and who will support you to develop your skills and pursue work that interests you. Above all, I wish you every success and hope, like me, you will find Lanna International School an inspiring place to grow and learn.

With best wishes



Sarah Reynolds
Deputy Head and EY/Primary Principal





ABOUT PRIMARY



Lanna International Primary School (ages 5 -11) builds on the foundations of our Early Years programme, with the emphasis on the development of the whole child: supporting the social and intellectual development of each individual student. Encompassing a wide range of academic and extra-curricular opportunities, Lanna Primary brings out the best of each child with small class sizes, experienced and dedicated teachers and virtually non-existent discipline problems. Lanna students truly enjoy going to school!

The curriculum in Lanna International Primary School is based on the National Curriculum of England and taught through both the Cambridge Primary Curriculum for English, Mathematics and the theme based, cross curricular International Primary Curriculum.

Lanna International Primary School recognises that English and Mathematics are core subjects and form the foundation for lifelong learning. Our qualified international teachers, adapt the Cambridge Primary Curriculum which aligns with the learning objectives as set in the UK National Curriculum. In each of these curriculum areas, every child is valued and receives positive encouragement to develop their skills. Where appropriate we ensure that lessons are multi-sensory and interactive and therefore encourages the development of well rounded learners.

We have also adopted the International Primary Curriculum (IPC) approach to augment the solid academic framework of the National Curriculum, recognising that our students come from a wide variety of international and cultural backgrounds and that the pace of change in the world in which they are growing up is fast.

To address the challenges that this entails the IPC curriculum was developed to prepare children to be independent 21st century learners; experienced and equipped to work in cooperation with others, seeing connections between different subject matters, and motivated to ask questions and seek answers using a variety of approaches. Linking subjects means that children can make different connections in their learning. The more connections the brain can make, the more effectively a child can learn.

OUR MISSION AND VISION

Our Vision Statement

We aim to provide academic excellence within a caring community.

Our Vision Statement

We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens

Why should you choose Lanna?



British education has rightly earned a reputation for academic excellence, traditional values and sportsmanship.

The British education system is more academically rigorous than most other systems. If enrolled at LANNA, your child will be educated to a high academic standard, which in turn will open up opportunities to study at some of the best universities in the world. In recent years LANNA students have gone on to study at universities all over the world. LANNA is not just about scholastic achievement and tradition. It is also about what is on offer outside the classroom. LANNA is a particularly busy and vibrant school with flourishing sports and co-curricular activities. You can read all about them in the co-curricular section of this website.



The LANNA Advantage

- Graduates attending top universities worldwide.
- Widest range of A Levels and IGCSE in Chiang Mai.
- Proven track record of IGCSEs, A Level, SAT, IELTS, TOEFL success
- Primary high ISA success
- Class sizes are small with an average class size in Y12/13 of just 6 students.
- LANNA athletes participate in a wide range of inter-school sports events. LANNA sends teams every school year to over 30 local and international tournaments in Thailand, to compete against schools from across the country, as well as from Myanmar, Malaysia, China, Singapore and Australia.
- LANNA provides many stimulating opportunities for students to explore and enhance their individuality, creativity and teamwork through drama and music.
- Leadership and teamwork are continually developed through timetabled Leadership Programmes as well as a full range of extra curricular activities and experiential learning.
- Extra support to students including; teacher mentors, academic tutorials, student tutors, study groups and individual tuition.
- All teaching staff have ongoing programmes of professional development in order to stay at the forefront of their subject specialisation
- 30 years of experience
- A Cambridge, WASC, IEYC/IPC and EARCOS school



OUR SCHOOLWIDE LEARNER OUTCOMES



At Lanna, our students will be:

EXPLORERS & LEARNERS

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.



COMMUNICATORS

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.



GLOBAL CITIZENS

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognizing how the actions of individuals and society have consequences.



CONFIDENT & HEALTHY INDIVIDUALS

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

MEET THE YEAR 1 TEAM



Mr Philip Labuschagne

Year One Year Group Leader - Mango Class

I am from Johannesburg, South Africa. I graduated from the University of South Africa with a BEd in Early Childhood Development, Foundation Phase (Cum Laude). I have lived and worked in Chiang Mai since 2012, where I have held various roles, including teaching ELL for K3 - Grade 6 and being a homeroom teacher at an IB (International Baccalaureate) school. My teaching philosophy is centred around cultivating a classroom that offers a strong sense of community, belonging, and endless possibilities, which allow for curiosity and an invitation to explore.



Ms Bee

Year One Assistant Teacher - Mango Class

I have worked as a Teaching Assistant in international schools for 9 years. I started my job with Year Seven for 3 years in a different school, and then I came to work at Lanna. Here at Lanna, I have been teaching Early Years for the past 4 years. This year will be my fourth year teaching Year One and I am very excited to be part of this academic year.



Ms Rachel Howells

Year One Class Teacher - Dragon Fruit Class

I am from the UK where I trained and qualified as a primary and early years specialist teacher in 2012. I taught English in France for two years and have lived in Thailand for nine years, where I have been teaching in International Schools on Koh Phangan island, in Bangkok and in Chiang Mai. I am a children's book author and illustrator and have certifications in counselling, yoga and meditation; I believe that supporting the health and holistic wellbeing of children boosts their academic success for a fantastic, fulfilling future ahead of them. In my spare time you will probably find me surrounded by my cats, sewing, painting or gardening!

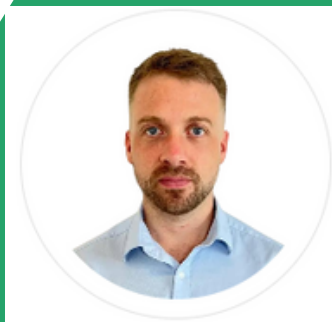


Ms Awe

Year One Assistant Teacher - Dragon Fruit Class

My name is Awe, and I am from Thailand. I hold a Bachelor's degree in Business Administration with a focus on Digital Business Computing. I am passionate about keeping myself engaged through studying and teaching. Over the past 10 years, I have taught at an international school in Chiang Mai, where I have thoroughly enjoyed working with children. This experience motivates me to strive for excellence every day. I am thrilled to be part of Lanna International School, where I am surrounded by a wonderful environment and fantastic people.

MEET THE YEAR 1 TEAM

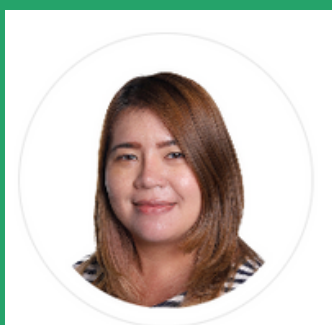


Mr Marc Ross

Year One Class Teacher - Pineapple Class

I joined Lanna in the 2023/24 school year as a trainee teacher and am pleased to now be returning this year as a fully qualified teacher. Lanna has been the perfect place for me to grow and develop as a teacher and I'm excited for the year ahead.

I'm passionate about instilling a love of learning in my students and creating a classroom environment that fosters curiosity, critical thinking, and independence. I believe that building positive relationships with students based on mutual respect and trust is an essential part of creating a classroom full of flourishing learners.



Ms Nam

Year One Assistant Teacher - Pineapple Class

My name is Nam, I have over 5 years of experience teaching children, and I am excited to join Lanna International School. I love traveling both within Thailand and overseas, where I enjoy experiencing new cultures and tasting local foods. In my free time, I enjoy watching movies and spending time with my daughter.

CURRICULUM OVERVIEW

We feel that English and Mathematics together form the foundation for all further school work. Therefore, we give most emphasis to English and Mathematics in our Primary curriculum.

In the Early Years (Nursery and Reception), students develop the awareness of Language and Mathematics which we then build upon in our academic years (Year 1 through to Year 6). The Foundation Years follow the Curriculum guidance for the foundation stage, published by the Qualifications and Curriculum Authority of the United Kingdom. In our Primary division, we follow the framework set out by Cambridge International Primary Program (CIPP) for English, Mathematics and Science. CIPP closely follows the objectives set out for the British National Curriculum. The advantage of following CIPP offers the school a tried and tested framework in which to base all core subjects of education.

English as a Second Language is a very important aspect at Lanna. Standards and learning objectives have been taken from CIPP to create schemes of work for ESL classes. ESL uses the "Oxford Discover" series as basis to the ESL programme, however other publications and resources are also used to strengthen the support given to students, in the aim for students to be able to function in mainstream English classrooms.

For all other subjects, Lanna International Primary school uses the International Primary Curriculum (IPC) where students learn through thematic units. Students in the Primary school study five specialist lessons: Art, Drama, Music, Physical Education (P.E) and Thai. As of August 2020 Modern Foreign Languages in the form of Chinese and French will be offered to non-Thai nationals to enhance Modern Foreign Languages in the Primary School. With the exception of Thai, French and Chinese, all specialist subjects taught at Lanna use the learning objectives and in some cases schemes of work based on the British National Curriculum.



YEAR ONE ENGLISH

In English, we adapt the National Curriculum for England to suit the international demographic of our students. From Years 1-6 we focus on teaching the four main areas of English: reading, writing, speaking and listening.

As a school, we recognise that the skill of reading is required to access all areas of the curriculum, therefore a passion and love for reading is something we strive to instil in all our students here. One of the ways in which we encourage this is by embedding rich texts into our planning. This helps to expand our children's vocabulary and deepen their understanding of the mechanics of the English language.

It is these high quality models that provide a scaffold for all children to access, encouraging them to view themselves as aspiring authors.

We also feel that children should learn within a context, therefore our units of work are directly linked to the overarching themes studied within a term. This approach creates many opportunities for our children to write for a purpose, delivered through an engaging and challenging stimulus.

Our overall aim is to support each child along their journey with language acquisition, through a nurturing and challenging environment.

Reading

Develop broad reading skills

- Hear, read and write initial letter sounds.
- Know the name of and most common sound associated with every letter in the English alphabet.
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.
- Use knowledge of sounds to read and write single syllable words with short vowels.
- Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.
- Demonstrate an understanding that one spoken word corresponds with one written word.
- Join in with reading familiar, simple stories and poems.
- Know that in English, print is read from left to right and top to bottom.
- Read a range of common words on sight.
- Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.
- Make links to own experiences.
- Retell stories, with some appropriate use of story language.
- Learn and recite simple poems.
- Join in and extend rhymes and refrains, playing with language patterns.
- Read aloud independently from simple books.
- Pause at full stops when reading.
- Identify sentences in a text.

Demonstrate understanding of explicit meaning in texts 1Rx1 Read labels, lists and captions to find information.

YEAR ONE ENGLISH

Demonstrate understanding of implicit meaning in texts

- Anticipate what happens next in a story.
- Talk about events in a story and make simple inferences about characters and events to show understanding.

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.
- Recognise story elements, e.g. beginning, middle and end.

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams.
- Know the parts of a book, e.g. title page, contents.

Writing

- Develop a comfortable and efficient pencil grip.
- Form letters correctly.
- Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory.
- Read own writing aloud clearly and talk about it with teachers and other pupils.
- Write simple storybooks with sentences to caption pictures.
- Record answers to questions, e.g. as lists, charts.
- Begin to use some formulaic language, e.g. Once upon a time.
- Write for a purpose using some basic features of text type.
- Write simple information texts with labels, captions, lists, questions and instructions for a purpose.
- Write a sequence of sentences retelling a familiar story or recounting an experience.
- Compose and write a simple sentence with a capital letter and a full stop.
- Write sentence-like structures which may be joined by and.
- Use rhyme and relate this to spelling patterns.
- Spell the days of the week.
- Name the letters of the alphabet in order.
- Write sentences from memory dictated by the teacher.
- Say sentences out loud before going to write it, compose sentences orally before writing it.
- Re-reading what they have written to check it makes sense.
- Sequence sentences to form short narratives.
- Handwriting- sit correctly at the table, hold a pencil comfortably and correctly.
- Handwriting- form lowercase/uppercase letters correctly, starting/finishing in the right place.
- Handwriting- understand which letters belong to which handwriting families and practice these.

YEAR ONE ENGLISH

Speaking and Listening

- Speak clearly and choose words to express feelings.
- Converse audibly with friends, teachers and other adults.
- Show awareness of the listener through non verbal communication.
- Answer questions and explain further when asked.
- Speak confidently to share an experience with a group.
- Take turns speaking.
- Listen and respond to others.
- Listen carefully to questions and instructions.
- Engage in imaginative play, enacting simple characters or situations.
- Understand that people speak in different ways for different purposes and meanings.

Grammar and Punctuation

- Use finger spaces, punctuate sentences with a capital letter and a full stop, question mark or exclamation mark.
- Recognise common word endings, e.g. -s, -ed and -ing.
- Know that a capital letter is used for I, for proper nouns and for the start of a sentence.
- Adding -s or -es to make plurals (for nouns or as a third person singular marker for verbs).
- Using the prefix 'un'.
- Using -ing, -ed, -er and -est where no change is needed of the root word.
- Joining words and clauses using 'and'.

Phonics, Spelling, and Vocabulary

- Develop strategies to build vocabulary and use relevant vocabulary.
- Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.
- Use capital letters for people, places, days of the week and personal pronoun 'I'.
- Use relevant vocabulary.
- Spell familiar common words accurately, drawing on sight vocabulary (sight words).
- Spell words containing each of the 40+ phonemes already taught.
- Using letter names to distinguish between alternative spellings of the same sound.

YEAR ONE MATHEMATICS

Our aim, is to provide a depth of learning that enables all children to develop a full conceptual understanding of Mathematics, rather than to merely memorise abstract solutions. We strive to create experts.

We follow the English National Curriculum, using the Cambridge Mathematics Scheme of work, supported by White Rose and have adapted this to suit the needs our children, providing greater opportunities for mastery.

All children within each Year Group are on the same journey together; a journey where no one races ahead and no one is left behind. We understand that children have different abilities, but instead of driving the more able forward, with a fleeting abstract knowledge, we encourage them to look deeper. Our teaching is not about 'ticking a box' to show that an element has been covered, but about cementing and applying a greater intensity of knowledge of a particular area of Mathematics. It is not about how quickly they get there, but the depth of understanding they experience along the way.

Number

Numbers and the number system

- Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).
- Read and write numerals from 0 to 20.
- Count objects up to 20, recognising conservation of number.
- Count in tens from zero or a single-digit number to 100 or just over.
- Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'.
- Begin partitioning two-digit numbers into tens and ones and reverse.
- Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.
- Use more or less to compare two numbers, and give a number which lies between them.
- Order numbers to at least 20 positioning on a number track; use ordinal numbers.
- Use the = sign to represent equality.
- Give a sensible estimate of some objects that can be checked by counting, e.g. to 30.
- Find halves of small numbers and shapes by folding, and recognise which shapes are halved.

Calculation

Mental strategies

- Know all number pairs to 10 and record the related addition/subtraction facts.
- Begin to know number pairs to 6, 7, 8, 9 and 10.
- Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$.
- Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$, add 2, then 1.
- Know doubles to at least double 5.
- Find near doubles using doubles already known, e.g. $5 + 6$.
- Begin to recognise multiples of 2 and 10.

Addition and subtraction

- Understand addition as counting on and combining two sets; record related addition sentences.
- Understand subtraction as counting back and 'take away'; record related subtraction sentences.
- Understand difference as 'how many more to make?'
- Add/subtract a single-digit number by counting on/back.
- Find two more or less than a number to 20, recording the jumps on a number line.
- Relate counting on and back in tens to finding 10 more/less than a number (< 100).

- Begin to use the +, – and = signs to record calculations in number sentences.
- Understand that changing the order of addition does not change the total.
- Add a pair of numbers by putting the larger number first and counting on.
- Recognise the use of a sign such as to represent an unknown, e.g. $6 + = 10$.
- Begin to add single- and two-digit numbers.

Multiplication and division

- Double any single-digit number.
- Find halves of even numbers of objects up to 10.
- Try to share numbers to 10 to find which are even and which are odd.
- Share objects into two equal groups in a context.

Geometry

Shapes and geometric reasoning

- Name and sort common 2D shapes using features such as number of sides, curved or straight. Use them to make patterns and models.
- Name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models.
- Recognise basic line symmetry.

Position and movement

- Use everyday language of direction and distance to describe movement of objects.

Measure

Organising, categorising and representing data

Answer a question by sorting and organising data or objects in a variety of ways, e.g.

1. using block graphs and pictograms with practical resources; discussing the results
2. in lists and tables with practical resources; discussing the results
3. in Venn or Carroll diagrams giving different criteria for grouping the same objects

Handling Data

Money

- Recognise all coins and work out how to pay an exact sum using smaller coins.

Length, mass and capacity

- Compare lengths and weights by direct comparison, then by using uniform non-standard units.
- Estimate and compare capacities by direct comparison, then by using uniform non-standard units.
- Use comparative language, e.g. longer, shorter, heavier, lighter.

Time

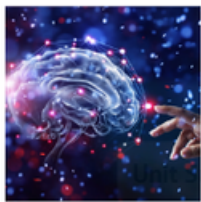
- Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years.
- Read the time to the hour (o'clock) and know key times of day to the nearest hour.
- Order the days of the week and other familiar events.

Problem Solving

- Using techniques and skills in solving mathematical problems
- Choose appropriate strategies to carry out calculations, explaining working out.
- Explore number problems and puzzles.
- Find many combinations, e.g. combinations of three pieces of different coloured clothing.
- Decide to add or subtract to solve a simple word problem (oral), and represent it with objects.
- Check the answer to an addition by adding the numbers in a different order.
- Check the answer to a subtraction by adding the answer to the smaller number in the question.
- Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70.
- Identify simple relationships between numbers and shapes, e.g. this number is ten bigger than that number.
- Make a sensible estimate of a calculation, and consider whether an answer is reasonable.



YEAR 1 IPC UNITS OF INQUIRY



Brainwave: The Brain



Super Humans



Green Fingers!



Freeze It!



The Magic Toymaker



Learning Safely Online

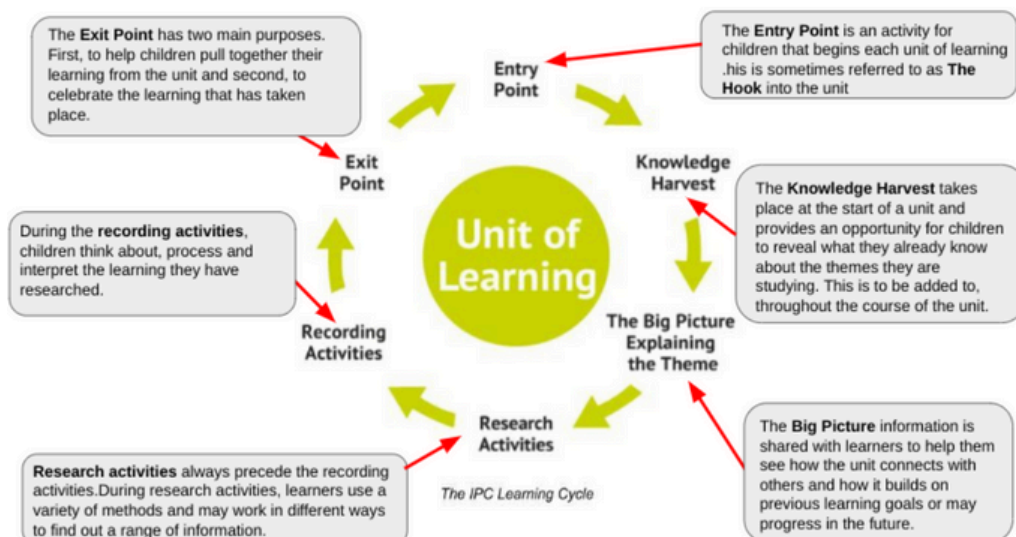


From A to B

The International Primary Curriculum

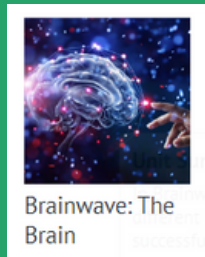
The IPC was introduced into the Primary curriculum in 2019. The IPC is used to support the Cambridge Curriculum from Years 1 to 6. The curriculum is brain and research based, using multiple intelligences and various learning theories. It not only covers curriculum, but also personal development and promotes international mindedness. The curriculum focuses on Geography, Art, Science, History, Music and Technology. It focuses on a skills-based approach, developing adaptable and resilient globally-minded learners, prepared for the fast-changing world that they'll be living and working in. The IPC has been designed for children of all abilities and all learning styles, and encourages learning in groups as well as individual learning

The IPC learning Journey



IPC UNITS OF INQUIRY

BRAINWAVE-UNIT 1



Unit Summary

In Brainwave: The Brain, we will be exploring the ways in which we can use our brains to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us.

Health and Wellbeing Learning Goals

- Understand that there are many factors that influence health and wellbeing
- Know that there are many different influences on our identity
- Understand that active participation in the Learning Process leads to progress
- Know that emotions impact on learning
- Know that the brain is a complex organ
- Be able to apply metacognitive strategies to improve their own learning

Science Learning Goals

- Be able to connect movements in a sequence
- Know how to prepare for physical activity
- Understand the connection between the eyes and the hands/feet
- Understand that the rules are different for different games
- Be able to send and receive a variety of objects

Design, Technology and Innovation Learning Goals

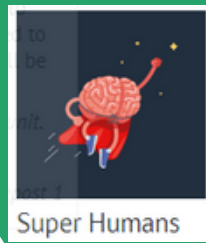
- Know that design is driven by a purpose
- Be able to define a main need of a context/situation
- Be able to generate a design 1.05 Be able to explore ways of constructing parts of a design
- Understand that the design of products is impacted by material availability

International Learning Goals

- Be able to articulate where you consider home and why
- Understand that the human race is diverse
- Know that individuals belong to different groups (e.g. family, school, nation)

IPC UNITS OF INQUIRY

SUPER HUMANS-UNIT 2



Unit Summary

In Super Humans, we will be learning about how our bones, muscles, senses and nerves all connect to make us human. As scientists, we will be investigating the ways in which these body parts interact with our brain, enabling us to see, hear, smell, taste and touch.

Health and Wellbeing Learning Goals

- The role of exercise in being healthy
- How and why we use medicines

Science Learning Goals

- The names of the main external parts of the body
- The five human senses and their related organs
- Memories and the senses
- How the brain connects to the senses
- Testing our senses
- Nutrition and healthy eating

Design, Technology and Innovation Learning Goals

- How to plan and prepare a healthy meal or snack

International Learning Goals

- The Sustainable Development Goals that focus on health
- Taking action to support children's health worldwide

IPC UNITS OF INQUIRY

GREEN FINGERS-UNIT 3



Green Fingers!

Unit Summary

We will be learning about plants and how important they are to our world. Plants are living things – they grow when we give them enough sunlight, food and water. Plants give us food to eat, clean air to breathe and materials to build our houses and furniture. We can use plants to make clothes and medicines, and to decorate our gardens. To fully engage with this unit, we will need to be scientists, geographers and international learners. How important are plants to our world?

Health and Wellbeing Learning Goals

- How plants are important to people's health
- Plants that people eat

Science Learning Goals

- Plants that grow in our local area
- The different parts of a plant
- What plants need in order to grow
- How to care for a plant
- Where flowers prefer to live and grow
- How and where seeds grow
- How to set up tests to discover how plants use water
- How to grow lots of different things
- How beans grow
- How plants and insects rely on each other

Geography

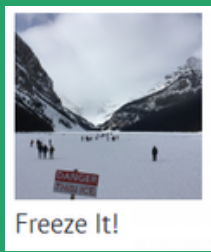
- Plants that grow in other countries
- How climate and weather patterns affect life around the world

International Learning Goals

- How people in different countries use plants
- If eating more plants could make a difference to the world
- Flowers from the host and home countries
- Flowers as emblems for different countries

IPC UNITS OF INQUIRY

FREEZE IT! -UNIT 4



Unit Summary

We are going to be looking at water and ice from different view points. As scientists we will investigate water and what happens if we cool it. Do you know that water is sometimes solid and sometimes a liquid? We will be geographers and explore cold and icy places around the world. Have you been to any cold and icy places? What makes them so cold... and what happens if they warm up?

Health and Wellbeing Learning Goals

- Staying safe in snowy and icy conditions

Science Learning Goals

- All about ice and water
- At what temperature water freezes
- How long ice takes to melt
- Insulators
- Healthy and tasty ice desserts

Design, Technology and Innovation Learning Goals

- Designing and making an ice-cooler

International Learning Goals

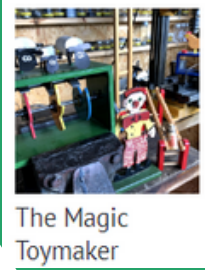
- Global warming and climate change

Geography

- Why some parts of the world are colder than others
- What it is like in cold and snowy places

IPC UNITS OF INQUIRY

THE MAGIC TOYMAKER -UNIT 5



Unit Summary

In The Magic Toymaker, we will be learning all about the world of toys and the role that they play in entertaining us, educating us, and stimulating our imagination. As historians, we will be finding out about the ways in which toys have changed over time; as scientists, we will be exploring the various materials that toys are made of; as designers, we will be learning about the different stages of the toy-making process and creating our own board games; and as programmers, we will be covering the basics of computer game coding. Toys come in many shapes and sizes, but what is it that makes a great toy?

History

- Toys and games from the past
- How to order a group of objects from old or new
- How to create our own toy museum display
- How we can learn about the past in different ways

Science

- How to sort toys based on what they are made of
- Which materials can be bent, squashed, twisted or stretched
- Why different materials have particular uses
- Pushes and pulls, and how toys move
- Using electricity in toys

Design, Technology and Innovation

- How to design and make our own board game

ICT & Computing

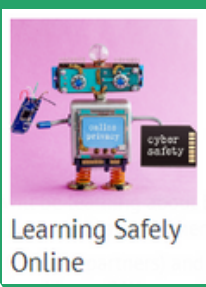
- How to control our own space sprite on a computer

International

- Popular games from other countries and teaching others to play them

IPC UNITS OF INQUIRY

LEARNING SAFETY ONLINE -UNIT 6



Unit Summary

Much of our Research and Recording activities rely on digital technology, but how do we know how to find the information we need to help our learning? How do we know if the information we find is true? We can use devices to communicate with people all over the world, but how do we know we are learning in a safe space? Have we chosen the most effective way to communicate? Is our message clear?

In this unit, we will consider these questions and arm ourselves with the Knowledge, Skills and Understanding to be effective and safe learners in the digital age.

ICT and Computing

- Online graphing tools
- Screen time
- Password safety
- Smart devices
- Effective and safe internet searching
- Using others' images respectfully in our own work
- Communication types
- Designing effective slides

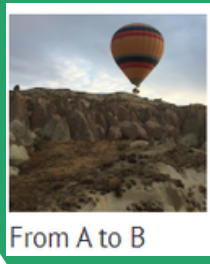
International

- Rules for staying safe online
- Being responsible when using the internet
- Being kind online

Health and Wellbeing

- Connecting with others via digital devices
- Maintaining privacy online
- Risks on the internet
- Manipulating/editing photos
- Digital citizenship

IPC UNITS OF INQUIRY FROM A TO B-UNIT 7



Unit Summary

The letters 'A' and 'B' can be used to mean anything we like. Often, we use 'from A to B' to talk about travel from one place to another. Think about all the different places you travel. In this unit we will be learning about the different types of journeys we can make, across land, sea and air. In order to do this, we will need to learn from geographers, historians and engineers. How we travel is constantly changing, so what does the future hold for travel and journeys?

Geography

- How we travel to school
- How we can use maps to record our journey
- Travel to – and around – different countries

International

- The similarities and differences between our journeys to school and those of other children around the world

History

- What journeys were like in the past by interviewing an elderly member of the community
- Interviews and eyewitness accounts as a primary historical source
- Timelines that show when different types of transport were invented

Science

- Air resistance

Design, Technology and Innovation

- How to apply what we have learned about transport to plan and make our own vehicle
- How to test our vehicles to see how well they work

ICT and Computing

- Programming using precise instructions to control a toy

Art

- How to make our own futurist painting to capture the speed and movement of transport
- How to create a boat painting or collage in the impressionist style

Music

- How to create our own sound journey using voices and instruments

Health and Wellbeing

- How to make safe journeys, both on foot and by bicycle

YEAR ONE PSHCE LEARNING GOALS

Y1 PSHCE Progression of Skills

In Society/PSHE, children learn about living as members of groups. They should be taught about:

- The main political and social institutions and systems
- The rights and responsibilities of individuals as members of groups
- The responsibilities that groups have for their members

The Knowledge, Skills and Understanding which children gain through their study of Society/PSHE can be regarded in terms of:

- Individuals and groups
- Citizenship
- Health and safety
- Celebrations

The goals in Society/PSHE will normally be achieved through children's work in other subjects. They are closely linked to the international and personal goals/SLO's.

Subject goals Milepost 1-Years 1 & 2

By the end of the school year in which they are 7, the vast majority of children will:

- Know that people have individual characteristics
- Know some of the rules of groups to which they belong
- Know about some of the factors that can harm or improve their health
- Know about some of the factors that can improve or endanger their safety
- Know about some major celebrations – including some in the host country
- Understand that they belong to a number of groups (e.g. family, school, nation)

YEAR ONE STEAM LEARNING GOALS

Our STEAM curriculum is a blended curriculum based on the ISTE Standards and the Cambridge Primary Computing Standards, and is tailored to meet our students' needs and driven by student interest. We aim to empower students with skills in creativity, critical thinking, collaboration, and problem-solving by focusing on leveraging technology for learning, ensuring digital citizenship, fostering a culture of innovation, and preparing students to thrive in a connected world. Our STEAM standards are seamlessly woven into the IPC Themes and encourage students to become empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators.

STEAM Curriculum Objectives:

Empowered Learners

Students develop their ability to use technology to take an active role in their learning, demonstrating agency, and making informed decisions.

Digital Citizens

Students develop responsible and ethical uses of technology, ensuring the development of the skills and mindset to navigate the digital world safely and respectfully.

Knowledge Constructors

Students develop the ability to critically evaluate and use digital resources to construct knowledge and understanding effectively.

Innovative Designers

Students develop the capacity to use technology creatively to solve problems, design solutions, and explore new ideas.

Computational Thinkers

Students develop the ability to approach problems systematically, applying computational thinking concepts to develop solutions and understand complex systems.

Creative Communicators

Students develop the ability to effectively express themselves and share ideas using various digital tools and media formats.

Global Collaborators

Students develop the ability to actively engage with diverse perspectives, cultures, and communities through digital platforms, fostering collaboration and understanding on a global scale.

Y1 Computing Progression of Skills:

- Understand, create, and correct algorithms for everyday tasks.
- Convert algorithms to computer programs and ensure functionality.
- Give and follow navigational instructions using directional language.
- Develop ordered sets of instructions for task completion.
- Utilize computing devices for data organization and recording.
- Identify and address questions answerable with data tables.
- Recognize device connectivity and the global internet network.
- Differentiate between wired and wireless connections, considering internet availability.
- Understand the functions and applications of computer systems.
- Acknowledge computers' versatility in running programs, handling data, and controlling devices, including robots.



YEAR ONE

DRAMA LEARNING GOALS

Y1 Drama Progression of Skills

Welcome to Year 1 Drama! This year, students will begin their exciting journey into the world of drama. The curriculum is designed to introduce young learners to basic drama skills and techniques, fostering their creativity, confidence, and communication abilities. Through fun and engaging activities, students will explore how to express themselves, work together, and perform in front of others.

Key Areas of Focus:

Speaking Clearly and Expressively

Encourage students to choose words carefully to express their feelings and ideas.
Practice speaking clearly about matters of immediate interest.
Develop the ability to converse audibly with friends, teachers, and other adults.

Non-Verbal Communication

Introduce basic elements of body language and facial expressions.
Teach students to show awareness of the listener through non-verbal cues.
Use simple gestures and movements to convey meaning.

Questioning and Explaining

Encourage students to answer questions confidently.
Practice explaining ideas and experiences when asked.
Develop the ability to provide further details and clarification.

Speaking to a Group

Build confidence in speaking to a group.
Share personal experiences and stories with classmates.
Practice taking turns and listening to others while speaking.

Imaginative Play and Role-Playing

Engage in imaginative play, enacting simple characters and situations.
Explore different scenarios through role-playing activities.
Encourage creativity and spontaneity in play.

Understanding Different Ways of Speaking

Teach students that people speak in different ways for various purposes and meanings.
Introduce the concept of different tones and contexts of speech.
Explore basic variations in speech through simple activities.

Performance Skills

Practice speaking and performing in front of a group.
Participate in simple class performances and presentations.
Develop basic stage presence and audience awareness.

Listening and Following Instructions

Emphasise the importance of listening carefully to instructions.
Practice following directions accurately.
Develop attentive listening skills through interactive activities.

YEAR ONE DRAMA LEARNING GOALS

Sharing Feelings and Working Collaboratively

Encourage students to share their feelings and ideas openly.
Teach the value of working collaboratively with peers.
Foster a supportive and inclusive classroom environment.

Learning Outcomes:

By the end of Year 1, students will:

- Speak clearly and expressively about their thoughts and feelings.
- Show an understanding of non-verbal communication and listener awareness.
- Confidently answer questions and explain their ideas further.
- Speak comfortably in front of a group and share experiences.
- Participate in imaginative play and simple role-playing activities.
- Recognise that people speak differently for various purposes.
- Perform basic speaking and acting tasks in front of an audience.
- Listen attentively and follow instructions accurately.
- Share feelings and work both collaboratively and independently.

This curriculum aims to provide a joyful and nurturing introduction to drama, helping young learners to discover the fun and excitement of expressing themselves through performance. Let's make Year 1 a wonderful adventure in drama, full of creativity, collaboration, and confidence-building!

YEAR ONE PE LEARNING GOALS

Unit 1: Adventure Games and Swimming

- Explore and develop fundamental skills through games and working with others
- Practice collaboration and communication skills by working with others within a variety of team activities.
- Build confidence and develop understanding of water safety.

Unit 2: Invasion Sports and Athletics

- Introduce and practice a variety of individual skills related to football and basketball.
- Practice and develop athletic skills related to running, jumping and throwing.
- Discuss, design and create activities focussing on running, jumping and throwing skills.

Unit 3: Net and Striking Games

- Introduce and learn specific rules related to striking games
- Practice and develop a variety of individual and team skills required for participating in tennis, badminton, kickball, baseball and rounders.
- Discuss individual and team performance within net and striking games and how to improve next time.

Unit 4: Dance and Movement

- Introduction to different dances from around the world.
- Practice and develop variety of movements which can be related to dance, gymnastics and yoga.
- Collaborating with others, discuss and design sequence of movements.

Unit 5: Team Games and Swimming

- Build confidence and develop understanding of water safety. Practice swimming skills in a variety of different activities.
- Practice and develop individual and team skills through a variety of sports and activities

Progression of Skills:

Team skills: communication, collaboration, listening, reflection and time-management

Physical skills: attacking, defending, striking, fielding, shooting, passing, catching, dribbling, and spacing.

YEAR ONE MUSIC LEARNING GOALS



Pitch

- Identify high, medium, and low sounds.
- Recognise when melodies go up, down, or stay the same.
- Sing using solfa syllables: So, Mi, and La.

Beat and Rhythm

- Distinguish between beats and silence.
- Move to and play a steady beat.
- Perform rhythms including Titi, Ta, and Shh.

Timbre

- Differentiate between speaking, whispering, calling, and singing voices.
- Identify various classroom instruments by sight or sound.
- Classify instruments into categories like woods, metals, shakes/scrapes, and drums.

Form

- Demonstrate understanding of musical phrases.
- Use movement to represent different sections of music.

Expression

- Identify and perform dynamics such as loud and quiet.
- Recognise and perform tempo variations, including fast and slow.
- Differentiate between smooth and separated articulation.

Performing

- Use voice for speaking, singing, or chanting.
- Participate in group singing activities.
- Play classroom instruments during performances.
- Clap short rhythmic patterns.
- Mimic and replicate sounds accurately.

Composing

- Create different sounds using voice and instruments.
- Repeat short rhythmic and melodic patterns.

Appraising

- Respond to different moods in music.
- Express feelings evoked by music.
- Choose sounds to represent various concepts.
- Identify repeated patterns in music (ostinato)

YEAR ONE ART LEARNING GOALS

Y1 Art Progression of Skills

In Year One we embark on an educational journey that cultivates creativity, imagination, and self-expression among our students. This programme is meticulously designed to introduce young learners to fundamental artistic concepts and techniques, fostering a deep appreciation for the arts while developing essential skills.

The primary objectives of the Year One Art curriculum are to nurture each student's creative potential, enhance their fine motor skills, and acquaint them with a variety of art materials and processes. Through a series of structured activities, students will learn to articulate their ideas visually, experiment with diverse media, and understand the significance of art in various cultural contexts.

Children will be taught to

- 1.01 Be able to create a work of art to express experiences, ideas and/or emotions .
- 1.02 Be able to demonstrate a specific technique.
- 1.03 Be able to create an original artwork to serve a given purpose using given media.
- 1.05 Understand that our own experiences can provide inspiration for original artwork.
- 1.06 Be able to experiment and play with a variety of materials, techniques and technologies.
- 1.07 Be able to select materials and techniques when creating and give reasons for their choices
- 1.08 Know about line and colour.
- 1.09 Know that artwork can have a specific purpose.
- 1.10 Know that there are different types of visual art.
- 1.11 Understand that artists get inspiration from different places.
- 1.12 Understand that visual communication is all around us
- 1.13 Be able to comment on works of art Knowledge

By the conclusion of Year One, our aim is for each student to have developed a foundational understanding of art, a growing repertoire of artistic skills, and a positive attitude towards creativity and self-expression. We anticipate witnessing the remarkable artworks our students will produce and look forward to a year of rich artistic discovery and growth.

YEAR ONE MFL LEARNING GOALS

Y1 Thai language Progression of Skills

- The students' abilities of each year group according to the Lanna Thai language curriculum standard are designed as referenced from MOE Thai language Thai Culture and History curriculum
- Students will be divided into 3 levels (Advanced/Intermediate/Beginner)

Beginner

Reading and Writing skills

- Able to recognise letter sound relationship of student's name and Thai number 1-10
- Able to copy one's name and Thai number 1-10

Listening and Speaking skills

- Able to respond briefly to simple questions with single words
- Able to make a simple requests

Intermediate

Reading and Writing skills

- Can read Thai numbers from 1-10
- Able to write Thai numbers from 1-10
- Able to copy words starting with the consonants
- Able to write Thai consonants
- Able to write the name in Thai

Listening and Speaking skills

- Able to retell the story
- Able to speak according to the objectives as determined by the teacher
- Able to listen to simple commands and follow them appropriately

Thai Grammar Skills

- Able to tell the name and sound of all 44 consonants
- Able to tell words that begin with a given consonant sound

Advanced

Reading and Writing skills

- Able to read and write Thai numbers from 1-10
- Able to write the name in Thai
- Able to blend the words
- Able to read simple sentences with comprehensive

Listening and Speaking skills

- Able to retell the story
- Able to respond to questions about the stories they have read with supporting details
- Able to use the appropriate language related to social status, age and contexts

Thai grammar skills

- Recognise and able to read all the Thai consonants
- Recognise and able to read all the Thai vowels with both short and long

YEAR ONE

STUDENT SUPPORT

Student Support Vision

Every student at Lanna International School Thailand will be supported in order to fulfil their own potential.

Counselling

The Counselling Support Service aims to support students who are experiencing emotional difficulties or problems that fall outside normal day to day classroom pastoral care. This support is also extended to the student's family where provision allows and where appropriate.

The school counselling service helps students achieve their full potential and overcome difficulties which may interfere with academic achievement and socialisation within the school community. Possible counselling issues include; coping with changes, transitions, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic pressure, conflict resolution, social skills, adjustment to school or culture, anxiety, depression and problematic and challenging behaviour. These services are available as part of the school services without extra charge. However, these services are not intended as a substitute for medication, ongoing emotional and psychological counselling/ psychotherapy or psychiatric diagnosis. These are not the responsibility of the school.

Onward referrals are made where students cannot be adequately supported within our school system. These are made to appropriate agencies including external counselling services, social services and local hospitals. All referrals are made in conjunction with the student, Head of School/ Section, Counsellor and parents/guardians.

Referrals to the school counselling service can be made by teaching staff (inc the Head of School, Section Principals, School Nurse) and parents. All referrals from staff should come through the referral system within the Support Services Department.

The Lanna School Counselling Service follows the ethical framework set out by the British Association of Counsellors and Psychotherapists (BACP). Counselling Support Sessions are confidential between the counsellor and student and Head of School/ School Director/ Sections Head/ Principals. The only exception to this, as laid out by the BACP, is where there is a serious threat of danger to the student or others. This policy is in keeping with counselling good practice. A copy of the ethical framework can be found on the BACP website or from the school counsellor.

Counselling sessions are offered on a four to six session basis which usually take place once per week for a duration of 30 to 40 minutes. After this time there is a review and an option to extend counselling support appropriate to the need of the student.

Learning Support

LANNA recognises that each student is unique. Students have different learning styles and abilities. LANNA offers learning support to students who require extra help and attention to be successful in the classroom. Learning Support teachers work collaboratively with teachers and the School Counsellor to identify students with extra learning needs and to plan appropriate programmes to meet their needs.

Areas of Learning Needs

Learning Support covers a range of needs: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory/physical needs. The type of support a student receives depends on their specific difficulties. It can include help in the classroom, targeted intervention sessions for specific needs, small group lessons and progress monitoring. Parents are strongly encouraged to take an active role in the planning and implementation of learning support for their children.

Referrals

Teachers act as the first line of support for students in the classroom. They achieve this by using a variety of teaching strategies – different approaches to presenting information and engaging students – and accommodations – adjustments to the learning environment or assessment methods to meet individual needs.

If these initial measures are not enough to help a student succeed, the teacher might recommend a referral to Learning Support to discuss more targeted strategies that address the student's specific challenges. Additionally, the team may suggest an in-school assessment to get a deeper understanding of the student's strengths and weaknesses.

In cases where progress continues to be elusive, an external assessment by a psychologist or educational specialist outside the school might be recommended. This more comprehensive evaluation can provide a clearer picture of any underlying learning difficulties and pave the way for a more personalised support plan.

Essentially, this process follows a levelled system of support, starting with adjustments in the classroom and potentially progressing to more specialised interventions outside the school setting.

Parents can also refer their child to Learning Support. There are signs that your child may need learning support:

- Difficulty keeping up in reading, writing or Maths
- Struggles with organisation, focus or following instructions
- Frequent frustration during homework
- Loses interest in school activities they used to enjoy.

Please speak with your child's homeroom teacher and discuss your concerns and observations about your child's progress.

English Support

Intensive English Support (IES) and After School English Teaching (ASET)

Students entering the school with a low level of English are eligible to receive English Support.

English Support decisions are made as accurately as possible at the point of admissions. However, once a child has started at Lanna, we may feel the need to increase/decrease support as necessary in order to ensure support is correctly targeted. Support decisions therefore may be subject to change, and are under regular review.

Tests conducted at admissions, or once pupils have started at LANNA, may indicate the need for placement in one of the following small-group programmes:

- Intensive English Support (IES)
- After School English Teaching (ASET)

Pupils in need of extra support in English will be offered IES classes.

Pupils with a more pronounced need of support in their English language learning will be offered both IES *and* ASET classes.

Intensive English Support (IES) comprises 4 lessons per week. Lessons take place during the school day, during modern foreign language time. Intensive English Support therefore takes the place of either Thai, Chinese or French.

After School English Teaching (ASET) comprises 2 lessons per week. Lessons take place after school.

The aim of both programmes is to provide support in English language learning to enable pupils to be able to cope with the school's curriculum independently. Class numbers are kept small to enable targeted, intensive support. Placement is reviewed on a semester basis, and parents will receive reports on progress. Students will be part of the programmes until it is determined that the child is able to cope independently with the demands of the mainstream school curriculum.

The IES and ASET curriculum is aligned with the reading, writing, speaking and listening elements of the Cambridge Primary English curriculum and the grammar elements of the Cambridge Primary English as a Second Language curriculum.

If you have concerns about your child's English level, or English language acquisition, please contact your child's homeroom teacher.

Accelerated English Programme (AEP)

This high quality Accelerated English Programme (AEP) is designed to provide a fast-track opportunity for students with a very low level of English to improve their language skills. The aim is to reach a level where they may be accepted into LANNA's mainstream classes, or another English speaking international school.

Children of Year 3-6 age are eligible to join the Primary AEP. Students stay in the programme for a maximum of two years, after which it is hoped that they are ready to move into our mainstream international school classes with English Support (IES and ASET as detailed above). Students who make the required progress during their time in the AEP will be offered a place in our mainstream classes, subject to availability. However, it should be noted that the rate of language acquisition varies greatly between students and progression to mainstream classes is not guaranteed.

Students will be in an AEP homeroom class, with the AEP teacher acting as their homeroom teacher and programme teacher. English language learning will make up the majority of class time, but students will receive Maths and Specialist lessons in addition to this. Termly testing will ensure the school is able to track the progress of each child. Parents are kept informed of their child's progress throughout the year with reports and parent meetings.

YEAR ONE SAFEGUARDING AND CHILD PROTECTION

Creating The Right Atmosphere

Lanna School offers a safe and nurturing learning environment. It is now well documented beyond dispute that learning takes place best in an environment where children feel safe, supported and secure. We do not hit students or punish students with any form of physical or mental abuse and do not believe that any other adults should be doing so either and will intervene if we become aware of any cruelty or abuse of children.

All adults at Lanna School work hard to create this atmosphere by:

- Treating children with respect and dignity.
- Maintaining a stable, consistent, safe and predictable environment.
- Enforcing school rules, boundaries and regulations consistently and fairly.
- Intervening if we believe a child is being abused or in danger of abuse.

Thailand has signed an agreement with the United Nations about the rights of children, (Convention of Rights of the Child, 1989) this document makes clear a range of basic needs that every child has a right to. These include:

- A right to a family life
- A right to privacy
- A right to some form of help or support if something bad has happened to them
- A right to be involved in decisions about what happens to them
- A right to be protected from all forms of abuse

It is a requirement for all Lanna School staff to report any child abuse concerns to the Safeguarding and Child Protection Group. All staff at Lanna School receive mandatory Child Protection and Safeguarding training on an annual basis. This is supported by an ongoing mandatory online training programme.

At Lanna School we do not:

- Hit children as a form of punishment or believe that anybody else should do so.
- Act in a way that is cruel or humiliating towards children.
- Ask children to do anything unsafe.
- Ridicule and demean children.
- Deliberately make children feel anguish or fear

School Photography on the School Campus

Lanna School fully recognises the Convention of the Rights of the Child (1989) and Thailand's Child Protection Act (2003) and its responsibilities for child protection, as such photographs or video footage of children by any person not part of the school staff is not allowed other than at special school events where parents/ carers have been invited to attend, such as assemblies, fancy dress parades, theatre and music performances, sports events, Thai cultural events and PTO events.

In accordance with the good Child Protection and Safeguarding practice, parents and staff are asked not to use photos of children for distribution via the internet without the permission from parents. This includes social networks such as Facebook. This is obviously difficult for the school to manage and consequently we ask all parents and staff to adhere to and be a responsible supporter of our policies and practices. Parents have every right to publish photographs of their own children, but not to publish photographs of other children.

The school will occasionally use still photographs and video material of children in its marketing and promotional materials such as brochures, advertisements, promotional video, school website and social networks such as Facebook. However, no image of a child will be used should we not have signed consent from the parents or guardians of these children. This consent is built into our application process and is reversible at any time should parents wish their children not to be used for school marketing purposes.



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