

# Curriculum Handbook: Years 1 to 6



**ENGLISH**

**MATHS**

**TOPIC**

**SCIENCE**

**FRENCH**

**KISWAHILI**

**SWIMMING**

**PE**

**MUSIC**

**ICT**

**HOME  
ECONOMICS**

**ART & DESIGN**



## **INTRODUCTION**

All children in Years 1 to 6 pursue an adapted version of the British National Curriculum. They follow a broad curriculum that is designed to build upon previous learning and in turn prepare them for the next stage of the school curriculum.

This booklet is designed to provide you with information about the academic curriculum. It contains descriptions of the subjects taught and the way the course is assessed.

The school day begins with children taking part in pastoral activities that includes Assemblies, Service Learning Projects, Citizenship and Circle Time.

Children are expected to attend Clubs. There are a range of free and fee paying activities every lunchtime. Brochures will be sent home in the first week of each term and we recommend that they choose at least two clubs. Sport team practice should be included as a club.

When children enter Year 1 at Brookhouse Prep, they will be placed in one of the four Houses: Amboseli, Mara, Samburu and Tsavo. Each term there are a range of competitive activities that children take part in. This enriches your child's educational experience and provides opportunities for your child to develop a broad range of skills.

Children will have the opportunity to take part in school trips throughout this phase of schooling. All trips are linked to the curriculum. At the end of Year 3 your child will have their first overnight trip experience that takes place within the school. In Year 4 and Year 6, children will also have the opportunity for overnight trips outside of the school.

Throughout the year there are a wide range of Music, Art and Sporting experiences that your child can be involved in. There will be school performances, assemblies and various music concerts giving all children an opportunity to perform in front of an audience. Your child may be selected for the school sports teams and can attend practices and trials accordingly. There are also many Inter-house sporting events throughout the year which every child participates in.

I look forward to working closely with you as we prepare your child for the next stage in their academic journey.

**Ms Natasha Roblin**

Deputy Head-Prep School

## **AIMS**

The aim of the curriculum is to build upon the basic skills and concepts learned during their time in the Early Learning Years. Children are expected to work with increasing independence and to develop their ability to be problem solvers and inquiring thinkers. Our curriculum supports our children throughout their learning journey, encouraging a thirst for learning, an enjoyment of school as well as preparing them for next stage of their education.

## **BRIEF DESCRIPTION OF COURSE CONTENT**

The National Curriculum provides students with an introduction to the essential knowledge that they need to be educated citizens. It is made up of core subjects; English, Mathematics and Science; and foundation subjects; History, Geography, ICT, Art & Design, Music and PE.

Language is also a foundation subject offered in the United Kingdom from Year 3, but as Brookhouse is an international school, we start language appreciation from Reception with French.

The National Curriculum provides an outline of core skills and knowledge in each subject and our teachers can develop exciting and stimulating lessons to promote the development of understanding. Topic lessons from Year 1 to Year 3 are designed to cover the content of Science, History and Geography. Creative planning allows students to make links between subjects and is an effective way to secure their understanding of the world around them. In Years 4, 5 and 6, Science becomes a separate lesson in order to develop the required skills necessary for transition into Senior Prep.

Some subjects are taught by specialist teachers and we are delighted to draw upon their expertise.

|                     |   |
|---------------------|---|
| <b>Years 1 - 3</b>  | PE, Swimming, Music, ICT, Home Economics, French, Art |
| <b>Years 4 to 6</b> | All subjects are taught by specialist teachers        |

# MATHEMATICS

Mathematics Curriculum contains topics that are built upon in content and concept from the previous term.

Once a week a lesson will be dedicated to Mental Mathematics in order to learn and develop strategies.

|                      | <b>Curriculum Content</b>  |
|----------------------|--|
| <b>Years 1 and 2</b> | <ul style="list-style-type: none"> <li>• Counting, properties of numbers and sequences</li> <li>• Place value and ordering</li> <li>• Understanding + and –</li> <li>• Grouping and sharing (x and ÷)</li> <li>• Mental calculations</li> <li>• Money</li> <li>• Real life problems</li> <li>• Measure – non standard units</li> <li>• Shape, space and positioning</li> <li>• Time</li> <li>• Handling Data</li> <li>• Fractions</li> </ul>   |
| <b>Year 3 and 4</b>  | <ul style="list-style-type: none"> <li>• Counting, properties of numbers and sequences</li> <li>• Place value and ordering</li> <li>• Understanding +, -, x and ÷</li> <li>• Mental calculations</li> <li>• Money</li> <li>• Real life problems</li> <li>• Measure – standard units</li> <li>• Shape, space, symmetry and positioning</li> <li>• Time</li> <li>• Handling Data</li> <li>• Fractions and Decimals</li> </ul>  |
| <b>Year 5 and 6</b>  | <ul style="list-style-type: none"> <li>• Counting, properties of numbers and sequences</li> <li>• Place value and ordering</li> <li>• Understanding +, -, x and ÷</li> <li>• Negative numbers</li> <li>• Mental calculations</li> <li>• Money</li> <li>• Real life problems</li> <li>• Measure – standard units</li> <li>• Shape, space, symmetry and angles</li> <li>• Coordinates</li> <li>• Time</li> <li>• Handling Data</li> <li>• Fractions, decimals, percentages</li> <li>• Algebra</li> </ul> |

# ENGLISH

## Letters and Sounds

In Year 1 and 2, children will begin their literacy lessons with a short Letters and Sounds starter. This is to allow children to revise and learn new sounds in order to support their development in spelling and reading.

## English

Throughout the year all classes will explore the different genres of fiction, non-fiction and poetry.

Children will read a variety of examples of text then analyse the structure and investigate techniques used by the authors. Through activities such as drama and role play children can immerse themselves into the text and look deeper at how the structure and techniques work.

By the end of the unit the children will independently write their own version of the text using all the skills they have been working on in all areas of the English Curriculum.

As with Mathematics, each area is built upon in content and concept from the previous year.

**Guided Reading** allows children to work in small groups in order to develop their reading and comprehensive skills such as deduction, inference and analytic skills.

**Guided Writing** is a weekly lesson that focuses on and develops grammar and spelling skills.

**Big Writing** has been introduced to give children an opportunity to write for a sustained period of time. We believe if a child can talk they can write and so every week the children will have a creative stimulus to write about and then time will be spent discussing ways to 'up level' and make improvements in their writing.

**Handwriting** is taught from the Early Years and by Year 1 we would expect all children to write using the joined up cursive style. From Year 4 children can work towards their Pen License. This would entitle children to complete some of their work in pen. From Year 6, all children should be writing using pen.

## TOPIC/SCIENCE

This curriculum covers all the targets for Science, History and Geography and up to Year 4 it is taught within a theme.

|               | <b>Term 1</b>  | <b>Term 2</b>  | <b>Term 3</b>   |
|---------------|--|--|---|
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>• Ourselves</li> <li>• Festivals</li> </ul>             | <ul style="list-style-type: none"> <li>• Growth</li> <li>• Homes</li> </ul>  | <ul style="list-style-type: none"> <li>• People who help us</li> <li>• Nairobi National Park</li> </ul> |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>• Our Environment</li> <li>• Creepy Crawlies</li> </ul> | <ul style="list-style-type: none"> <li>• Dinosaurs</li> <li>• Fire!</li> </ul>   | <ul style="list-style-type: none"> <li>• Pirates</li> <li>• I'm a Scientist!</li> </ul>                 |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• Incredible Egypt</li> <li>• Space</li> </ul>          | <ul style="list-style-type: none"> <li>• Rainforests</li> <li>• Mighty Magnets</li> <li>• Karen and its History</li> </ul> | <ul style="list-style-type: none"> <li>• Sport</li> <li>• Weird Weather</li> </ul>                      |

## Year 5 and 6 Topic and Science

|                       | <b>Term 1</b>  | <b>Term 2</b>  | <b>Term 3</b>   |
|-----------------------|--|--|---|
| <b>Year 4 Topic</b>   | <ul style="list-style-type: none"> <li>• Natural Disasters</li> <li>• Indus Valley</li> </ul>  | <ul style="list-style-type: none"> <li>• Map Work</li> <li>• Kenya: Then/ Now</li> </ul>   | <ul style="list-style-type: none"> <li>• Invaders and Settlers</li> </ul>   |
| <b>Year 4 Science</b> | <ul style="list-style-type: none"> <li>• Living things and their environment</li> <li>• Feeding Relationships</li> <li>• Nutrition</li> </ul>                              | <ul style="list-style-type: none"> <li>• Sound</li> <li>• Hearing</li> </ul>   | <ul style="list-style-type: none"> <li>• States of Matter</li> <li>• Simple Circuits</li> </ul>                               |
| <b>Year 5 Topic</b>   | <ul style="list-style-type: none"> <li>• Victorians</li> <li>• Water</li> </ul>  | <ul style="list-style-type: none"> <li>• Ancient Greeks</li> </ul>   | <ul style="list-style-type: none"> <li>• Kenya</li> </ul>   |
| <b>Year 5 Science</b> | <ul style="list-style-type: none"> <li>• Properties of Materials</li> <li>• Separating Materials</li> <li>• Physical and Chemical Changes</li> </ul>                       | <ul style="list-style-type: none"> <li>• Living things and their Habitats</li> <li>• Adaptations</li> <li>• Forces</li> </ul>                                | <ul style="list-style-type: none"> <li>• Earth and Space</li> <li>• Periodic Changes</li> </ul>                               |
| <b>Year 6 Topic</b>   | <ul style="list-style-type: none"> <li>• Rivers</li> <li>• Influential African Leaders</li> </ul>  | <ul style="list-style-type: none"> <li>• Mountains</li> <li>• World War II</li> </ul>  | <ul style="list-style-type: none"> <li>• Extreme Earth</li> <li>• Britain since 1948</li> </ul>                               |
| <b>Year 6 Science</b> | <ul style="list-style-type: none"> <li>• Living things and their habitats</li> <li>• Properties of Materials</li> <li>• Acids and Alkali</li> <li>• Electricity</li> </ul> | <ul style="list-style-type: none"> <li>• Circulation</li> <li>• Breathing</li> <li>• Nutrition</li> <li>• Movement</li> <li>• Health and Exercise</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour of Light</li> <li>• Seeing</li> <li>• Evolution and Inheritance</li> </ul> |

## **SPECIALIST SUBJECTS**

### **ICT**

The aim of this subject is to understand computer science. Children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding the curriculum ensures that children are able to use, express themselves and develop their ideas through information and communication technology.

### **FRENCH**

In Year 1 and 2, the children are gradually introduced to the French language through a variety of fun activities such as role play, songs and group games. These activities enable them to begin learning and appreciate the language as well as gain enjoyment of French. From Year 3 to Year 6, children begin to write down simple phrases and vocabulary, listen to simple audio texts and read short phrases. This builds upon the interactive methods used in the younger year groups and helps children in the acquisition of vocabulary and in good pronunciation. The curriculum is designed to lay a good foundation for the study of French in Senior Prep.

### **KISWAHILI**

Swahili language as the lingua franca of East Africa is fast gaining grounds as the language of choice to most people in the region. The need to learn the language for both academic and practical purposes has seen the mode of delivery and study being updated and adjusted to suit the needs of today's learners. The course is designed to maximize developments in all four skills of language. Focus is on listening and speaking skills for the younger children before developing their reading and writing as they move up the school. The emphasis is on vocabulary and grammar that sets a solid foundation for when they reach Senior Prep.

### **PE**

Our aim of PE is 'Sport for All'. Children will gain a healthy appreciation of fitness and its importance to a healthy lifestyle. Children take part in four areas of PE: Gymnastics, Movement, Athletics and Games. Each term children learn and build upon their skills for various activities. These include: Hockey, Basketball, Netball, Rounders, Football and Rugby. From Year 2 children will begin to compete in Interhouse events and from Year 3 children may be invited to play for their school team. Children also receive one weekly swimming lesson and from Year 2 may be chosen to represent the school in various gala events.

## **ART & DESIGN**

In Art and Design, children develop skills and techniques in both 2D and 3D media in a wide range of different and exciting topics. They will be able to develop and use their imagination and gain confidence in their skills. All children will be introduced to art from around the world and gain more of an understanding of why art is important. Observational skills are a focus and are taught in a wide range of media. As they grow older they are expected to sustain a project for a greater length of time. By the end of Year 6, children will have produced exciting and original artwork that will vary in scale, media and art movement.

## **MUSIC**

All children receive music lessons every week. They have weekly singing sessions which are geared towards performance, and undertake instrumental work (percussion) to help them to learn the fundamentals of rhythm, dynamics and structure. Listening skills are honed using a wide variety of styles and genres. Children in Year Four and above also undertake keyboard work. Children are able to participate in various Music activities outside lessons such as Orchestra and Choir. Peripatetic lessons are also available for a variety of instruments. These lessons take place once a week during the school day.

## **HOME ECONOMICS**

Home Economics is an inspiring and practical subject that opens the door to one of the great expressions of creativity. Learning to cook is a crucial life skill and through these lessons we hope to instill a love of cooking. Children will learn about the different food cultures, healthy eating and become more conscious of what they put in their bodies and the consequences. Beginning with simple recipes at a younger age, children will work their way to more complex recipes and gain the ability to use various tools, measures and techniques.

## **HOMEWORK**

At Brookhouse School we adhere to the British Government homework guidelines and indeed in some areas exceed these recommendations.

Successful practice shows that homework should not be seen as a chore. We believe that it is more important that homework helps your child to learn and that it is meaningful and relevant to their class work.

Children will get daily homework that is related to the curriculum they are studying, in order to review or reinforce their learning.

*Please see the Homework Guidelines for further information.*

If you would like your child to be doing extra work at home, a learning outline is sent home weekly describing the areas your child will be learning during the week. From this you can support your child by allowing them to research topics etc. They can also access the Education City Website and complete Maths Whizz activities.

Below is a list of websites where you can access further games, activities and worksheets.

### **English:**

<http://primarygamesarena.com/spelling>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy.html>

<http://www.ictgames.com/literacy.html>

<http://www.bbc.co.uk/schools/spellits/parents/index.shtml>

### **Maths:**

<http://www.maths-games.org/times-tables-games.html>

[http://www.familylearning.org.uk/multiplication\\_games.html](http://www.familylearning.org.uk/multiplication_games.html)

<http://www.ilovemathsgames.com/Flashstarters/tables.swf>

<http://www.mathsisfun.com/numbers/math-trainer-multiply.html>

### **Topic:**

<http://www.bbc.co.uk/bitesize>

<http://www.crickweb.co.uk/>

There are now also many educational apps that you can download onto tablets and phones that children enjoy using. These range from practicing times tables to French vocabulary.

## **ASSESSMENT**

All assessment that takes place at this stage of your child's education is for the class teacher to inform their weekly planning. This is to support your child's development and needs. Continued assessment can take the form of:

- Class participation
- Class and group discussion
- Project work and presentations
- Class work
- Independent work
- Homework
- Self and Peer Assessments

More formal methods of assessment that take place twice a year, are designed to find out what skills and knowledge children have retained and can identify those children who need either extension or support in order to achieve their potential.

At the end of Year 6, children will sit an examination based on the Common Entrance 11+ papers in English and Mathematics.

When children enter Senior Prep (Years 7 and 8), they will be expected to revise and study specifically for formal assessments, and will learn to develop different strategies for revision.

## **REPORTING**

Children will receive the following reports:

- Half term grade sheets
- 1<sup>st</sup> and 2<sup>nd</sup> end of term concise reports
- End of year written report

At the end of every term parent consultations are held and you are invited to come and observe and discuss your child's progress at these meetings. You will also have the opportunity to meet with the specialist teachers.

Brookhouse has an open door policy. This means you are welcome to meet your child's class teacher at any time during the year. Simply make an appointment through your child's diary, email the class teacher or phone the office.

## **BROOKHOUSE SCHOOL**

### **PHILOSOPHY AND MISSION STATEMENT**

Mission Statement: *“Our mission is to give each child every opportunity to learn to excel”*

#### School Philosophy

Brookhouse is a co-educational day and boarding school for children aged 2-19, offering an adapted form of the British National Curriculum to Kenyan and international pupils. The pursuit of academic excellence is at the centre of our educational philosophy and approach.

Equally, as a global member of the Round Square association of schools worldwide, we believe that a school should foster courage, generosity, imagination, principle and resolution so that children emerge empowered with the skills and abilities to be the leaders and guardians of tomorrow's world. We endeavour to provide the security and guidance necessary for children to achieve their potential in a friendly and supportive but academically rigorous atmosphere.

As such we commit ourselves to the Round Square ethos by considering the six foundation pillars of Round Square as central to our holistic approach to education, augmenting our intrinsic commitment to academic excellence.

The six pillars or IDEALS are: **Internationalism; Democracy; Environment; Adventure; Leadership and Service.** Interpreting these pillars as the core of our school community, we believe in:

- ❖ Clear expectations in relation to academic performance, ethical standards and behaviour, combined with positive reinforcement to develop in children their self-confidence and self-esteem
- ❖ Providing the opportunity for children to learn the skills necessary to further their education and to function successfully with an international understanding and focus in the modern world
- ❖ Offering a curriculum that encourages the wider educational development of each child
- ❖ Encouraging children of all abilities to set goals which reflect the utmost of their capabilities
- ❖ Learning as a continuing process that fosters thinking and doing, exploration and experimentation, to help young people to adapt to an ever-changing environment and lead productive lives
- ❖ Maintaining regular and effective communication between parents and the school as well as parents being active partners in the learning process
- ❖ Instilling in students an appreciation of the outdoors and an awareness of the global environment and the need to conserve it as guardians of our collective future
- ❖ Nurturing tolerance, awareness and respect for oneself, others and property
- ❖ Fostering within children a desire to take responsibility for self-motivation, self-direction, self-discipline and a positive self-image
- ❖ Developing leadership skills rooted in kindness and justice, practiced individually and collectively in various leadership positions of consequence in the school
- ❖ Teaching children the values of democracy and the importance of active participation in democracy where freedom of thought and speech are encouraged and appropriate forums are in place for responsible self-expression
- ❖ Sensitising children to appreciate the richness of the spiritual and cultural experiences of life
- ❖ Preparing children for responsible lives through the expectation of service to others
- ❖ Promoting international understanding through exposure to different cultures and beliefs and through teaching children to appreciate value and respect all cultures, religions and languages
- ❖ Encouraging children to learn to see themselves as committed and responsible global citizens, who look beyond gender, class, race, nationality and culture to understand human nature
- ❖ Building self-esteem through adventure and meeting challenges, working both individually and within groups, to promote personal growth and self-discovery leading to the child's realisation that they can be so much more than they might have imagined

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