

# ACADEMY INTERNATIONAL BRITISH SCHOOL

## PROSPECTUS 2024-25



# Table of Contents

Welcome to AIBPS	3
AIBPS Objectives	4
Curriculum Framework	5
Broader Curriculum	7
Rights & Responsibilities	9
Assessment & Reporting	11
<b>Early Years Foundation Stage</b>	
Nursery	11
Pre-school	12
Reception	13
<b>National Curriculum of England</b>	
Year ONE	14
Year TWO	15
Year THREE	16
Year FOUR	17
Year FIVE	18
Year SIX	19
Year SEVEN	20
Year EIGHT	21
Year NINE	22
Year TEN	23
Year ELEVEN	24
Structure of the School Week	25
Uniform Requirements	26
School Fees	27
AIBPS School Calendar	28
Enrolment Form	29

# Welcome to AIBPS

On behalf of the Management, staff and pupils, I am delighted to welcome you and your child to the Academy International British Primary School (AIBPS), a place where children matter.

We aim to provide a happy learning environment that delivers an exciting and inspiring curriculum.

Our vision is determined through the values and belief of every child's entitlement to quality education in a caring environment. All children are special and should be made to feel so; they should be valued, respected and nurtured.

As citizens of the future, they must be made aware of the vital contribution they can make to society. At AIBPS we want our children to reach their potential and become 'well rounded' and 'well adjusted' adults.

AIBPS has high expectations for all its learners. In the Primary School, we pride ourselves on knowing children as an individual in order to help them make progress. Teachers in the Primary School scaffold success for all learners from their point of entry. Learning opportunities are planned so that all students are stimulated appropriately, by providing work that is challenging and then providing support systems to enable students to work through those challenges to achieve success.

Above all, we are interested in the learning process – learning how to learn and how to apply skills and knowledge across an ever-increasing spectrum of experiences. From the earliest age, we ensure that children have an enjoyable school experience and are motivated to learn and improve.

A team of highly motivated teachers who model positive learning processes and who are themselves engaged in lifelong learning supports this positive attitude.

The curriculum is based on that of the National Curriculum for England, adapted to reflect the needs of an increasingly international and multicultural student body and to capitalise upon the opportunities of being in the Republic of Congo. We aim to build on the children's background knowledge and experience to equip

them with the skills and strategies, and a love of learning that will inspire them to succeed on the next step on their educational journey.

In every school year, the children of our school will have a host of "firsts" to celebrate. Some will proudly write their own names for the first time. Others will solve their first multiplication problems or conduct their first science experiments. Others will be introduced to a new language. Education at our school is a team effort where children, parents and teachers alike can share in the sense of accomplishment and the joy in celebrating these "firsts". Next to supportive parents, the most important factor in student achievement is a qualified, experienced and caring teacher. Our teachers care and they go the extra mile to provide our students with the best possible educational environment.

Please contact us and arrange a visit. We would be delighted to talk to you about our school and why it is so special.

Welcome to our community!

Connie Reza



# AIBPS Objectives

The Academy International British Primary School of Pointe-Noire (AIBPS) is an independent, fee-paying, international school, which meets the needs of internationally mobile, expatriate and local families who want an international education for their children.

- The AIBPS is an inclusive, international learning community. All students who can benefit from the AIBPS experience are welcomed and are expected to be fully committed in their approach to learning
- The School welcomes children from all over the world from Nursery to High School, aged between 2 to 18 years
- English is the language of instruction
- All students follow the English National Curriculum for England
- In its Governance and Management and in all its activities, the School will aspire to the highest ethical and legal standards

## Student Objectives

An AIBPS education will:

- Challenge and inspire students to fulfill their academic and personal potential
- Encourage and celebrate success in all areas of school life and ensure that achievement is acknowledged, rewarded and recorded
- Develop open-minded, self-confident and outward looking young people
- Broaden students' experience and improve their life skills by providing a wide range of activities and opportunities in and out of the classroom
- Cultivate tolerance and respect and the ability to work successfully both with others and as independent learners
- Encourage a strong social conscience, a sense of responsibility and active involvement in issues confronting the world in the 21st century
- Create an appetite for lifelong-learning, an appreciation of other languages and other cultures

## School Objectives

AIBPS will provide:

- A welcoming, safe, friendly and multicultural learning environment for all students with a focus on learning and establishing positive relationships
- Pastoral care and support for all students to ensure each of them is developing, learning and progressing
- Stimulating, rich and inspiring learning opportunities and experiences in an educational environment of high expectations
- A wide range of extra-curricular opportunities, open to all and, where possible
- Teaching of the highest possible standard in small class sizes
- School staff who are skilled, dynamic and committed to continuous improvement with highly effective leadership throughout the School
- An educational experience which exploits to the full the School's international and multicultural nature
- An emphasis on learning French as a second language from Year 3 upwards and an appreciation of other languages, including the mother tongues of students
- A vibrant, extended community revolving around the School and reaching out both in the Congo and internationally.

# Curriculum Frameworks

## Curriculum Aims at AIBPS

The AIBPS aims to provide a broad, balanced curriculum that inspires commitment to learning of each individual child's needs. It has a strong focus on Literacy, Numeracy, Science and Information Communication Technologies (ICT), providing a meaningful context for learning. It ensures progression and smooth transition to empower the student to become an independent learner, academically, personally and holistically.

Commitment to small class sizes ensures students receive implicit instruction to later transition seamlessly to their future learning environment.

## Curriculums at AIBPS

The *Early Years Foundation Stage* (EYFS) and the *National Curriculum of England* (NCE) are the TWO curriculums that drive the mandated content at AIBPS. In addition, *Enrichment Programmes* (some of which are embedded with mandated content) largely operate within the structure of the school timetable.

## Early Years Foundation Stage

The *Early Years Foundation Stage* is a curriculum specifically designed to cater for the developmental stages from birth to five years of age. The document was written in coordination with *the National Curriculum of England* to provide a smooth transition from the early years of a child's development through to primary school. The EYFS is organised under *Seven Areas of Understanding*:

- Personal, Social & Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At AIBPS, three dedicated classes operate to cater for the developmental abilities of the student cohort:

- Nursery                      Ages 2-3
- Pre-school                    Ages 3-4
- Reception                     Ages 4-5

## National Curriculum of England

The *National Curriculum of England* draws upon the latest pedagogical research and mandates very specific outcomes across five Key Stages of learning. It focuses on the importance of being educated citizens and engenders an appreciation of human creativity and achievement. There are three *Core Subjects* (English, Mathematics and Science) for Key Stages One to Four, that are complimented by a host of *Foundation Subjects* at each of the five Key Stages. Key Stages One and Two account for students in the primary years. An example of the curriculum for each year group is as follows:

National Curriculum Mandated Subjects		PRIMARY		SECONDARY - HIGH SCHOOL		
		Key Stage 1 Years 1-2	Key Stage 2 Years 3-6	Key Stage 3 Years 7-9	Key Stage 4 Years 10-11	Key Stage 5 Years 12-13
		Ages 5-7	Ages 7-11	Ages 11-14	Ages 14-16	Ages 16-18
CORE	English	✓	✓	✓	✓	ANY 3 SUBJECTS CAN BE CHOSEN FROM THE AVAILABLE SUBJECTS
	Mathematics	✓	✓	✓	✓	
	Science	✓	✓	✓	✓	
FOUNDATION	Art & Design	✓	✓	✓	✓	
	Computing	✓	✓	✓	✓	
	Languages		✓	✓	✓	
	Geography	✓	✓	✓	✓	
	History	✓	✓	✓	✓	
	Music	✓	✓	✓	✓	
	Physical Ed.	✓	✓	✓	✓	
	Creative Media			✓	✓	
	Drama			✓	✓	
	Film Studies			✓	✓	
	STEM			✓	X	
	Business				✓	
	Economics				✓	
	English Literature				✓	
Further Maths				✓		
Psychology				✓		

At AIBPS a thematic based approach to compliment the National Curriculum is implemented. There are five themed units of work, individually delivered in each of the five teaching periods. This aids the child's depth of enquiry and ultimately leads to deeper and more meaningful learning. These themes are known as *Integrated Learning Themes* (ILT) whose cross-curricular topics centre on teacher/student generated questions, building from what students already know and have experienced. These themes (ILT) are based on key concepts and central ideas that excite awareness of the 'global village', making cultural inclusivity and internationalism implicit. They propose to provide a connectedness across all curricular content, contrary to the subject-by-subject approach of past paradigms.

# The Broader Curriculum

AIBPS acknowledges the development of the total child and as such offers a range of enrichment programmes that supplement the statutory content of the *Early Years Foundation Stage Curriculum* and the *National Curriculum of England*. During their time at AIBPS students will engage in the following programmes: *Dance & Movement, ICT, Phonics Screening, Swim to Survive, Food & Nutrition, French, Drama, Art and Design* and other activities including: *Choral, instrument, sporting and outdoor experiences*.

## Food & Nutrition

This programme is implemented to satisfy part of the mandatory components of the *Design & Technology and Science* courses of the National Curriculum, which includes the principles of nutrition and healthy eating. Protocols around cleanliness standards (microbes and contaminants) and workplace safety are addressed. Students will be exposed to a variety of international cuisines and practices.

## ICT

As 21<sup>st</sup> Century learners the students of AIBPS are focused to become proficient, not only as recreational users of technology but responsible managers of all ICT devices. Surfing the Internet involves ethical awareness and responsibility for one's digital thumbprint. Educational programmes are introduced at an early age, followed by keyboard and word processing skills that are built upon throughout the cyclic programme. Students receive dedicated ICT classes from Year 1 upwards.

## Swim to Survive

*Water Safety* is a commitment of AIBPS and is offered across two consecutive rotations (approximately 12 hours of training). It is intended that all students that graduate from this programme, in the very least, can manage deep water and be able to swim competently in one of the following accredited styles: *freestyle, breaststroke, butterfly, backstroke or sidestroke*. This programme is a component of the mandatory *Physical Education* course embedded in the *National Curriculum of England*.

## Art and Design

Whilst this programme provides an expressive outlet for students, it also intends to demystify the art and design processes that are so often attributed, only to the *talented student*. Through a logical analysis of the *Elements of Art* and the *Principles of Design*, students can learn to manage and control artistic intent. This programme largely constitutes the *Art and Design* courses mandated by the *National Curriculum of England*.

## French

As a former francophone colony, Congo's native languages and French are predominant. AIBPS commits to the study of French and offers it at three entry levels: *Beginners, Intermediate and Advanced*. Whilst it is not mandated at Key Stage One of the *National Curriculum of England*, ALL students from Year One upward will engage in a programme of French study and/or cultural immersion, to either secure basic foundations or improve upon existing knowledge. It will be taught as a listening, speaking, reading and writing discipline.

**NB:** *Students who present other foreign languages can, at the discretion of the Principal, be exempt from the study of French should there be more pressing agendas.*

## Dance and Movement

*Dance and Movement* provides both physical exercise and a creative platform for expression. It complies with the requirements of the subject of Physical Education of the National Curriculum. Body awareness is a focus of this programme, which exposes students to a diversity of expressive forms across the world including local Central African rhythm and movement.

## Drama

When children approach a topic through drama, they experience it first-hand. Drama Classes take a cross-curricular approach to literacy and class topics, enabling children to develop their confidence and performance skills while gaining an in-depth understanding of stories, characters and topics.

Drama enables students:

- To think critically about the story or topic by experiencing it first-hand.
- To expand vocabulary and develop a stronger command of spoken English.
- To explore different ways of communicating, both verbally and physically.
- To develop creative ownership and imagination

## Physical Education

Physical Education (P.E.) at AIBPS gives students the opportunity to develop the competence to excel in a broad range of physical activities; to be physically active for sustained periods of time; to engage in competitive sports and activities and to lead healthy, active lives.



## AIBPS Broader Curriculum Rights & Responsibilities of Teachers and Students

Criterion	Rights of Teachers/Providers	Responsibilities of Teachers/Providers	Rights of Children/Students	Responsibilities of Children/Students
Formative Assessment	Administer unannounced formative assessment to collect data	Ensure assessed areas have been broached at some point prior to the assessment date (Unless a diagnostic tool is being implemented).	Expect assessed areas to have been explained at some point prior to the assessment	To apply themselves in assessment so that the data collected is reflective of their true ability
Summative Assessment	Administer advised summative assessment to collect data	Ensure notice of NO LESS than TWO weeks has been given to students for impending Summative assessment and that ALL assessed material has been broached at some point prior to the assessment	Not attempt work that has NOT been taught (unless administered as a diagnostic).	To apply themselves in assessment so that the data collected is reflective of their true ability
Homework	Administer homework (to be completed off-site) proportionate to the age of the student and in accordance with the suggested guidelines	Ensure work given to students to be completed off-site, is relevant and not onerous (in accordance with their age) Homework will be given to Year 3/4 students based on specific needs for standards and generally NOT on days where Study Periods have been factored onto the school timetable	<b>SUGGESTED GUIDELINES</b> To engage in no more than:  Pre-school - 30 minutes/weekend  Reception - 60 minutes/weekend  Year 1 & 2 - 60 minutes/weekend Year 3 & 4 - 60 minutes/evening Year 5 & 6 - 60 minutes/evening Years 7 to 12-90 minutes/evening	Ensure homework (where the due date is more than 24 hours away) is time managed.
Emotional Support	Expect students who receive relevant emotional support to be engaged and able to contribute to the AIBPS programme	Provide experiences & support for students so they develop a strong sense of self & a positive disposition to learn. Students of concern MUST be referred	To have various level of support available within the hierarchy of AIBPS before external intervention becomes necessary	Overcome emotional obstacles where possible and to seek support
Broader Curriculum	To request children be actively involved in ALL activities offered by AIBPS	To provide encouragement & support to assist student engagement	To abstain from activities that engender genuine fear in the student or cultural/religious compromises	To engage in ALL activities around the broader curriculum-to exhibit resilience and the will to try
Physical Challenge	Expect students engage in physical activity for the purpose of health, well-being and body awareness	To challenge children physical to develop motor skill, flexibility, balance, strength and body awareness	To abstain from physical activities that may pose a health risk to individuals or challenge them beyond their physical capacity	To attempt physical activities that are within the realms of the student's physical capacity
Educational Challenge	Set educational challenges, including problem solving activities, quizzes and extension work	Ensure educationally challenging material is relevant and age appropriate.	To request concession should the educational challenge prove to be overwhelming or just "too difficult" to grasp or achieve	To accept challenge as a fair request for academic development and to foster resilience in the face of adversity
Absenteeism Missed School Work	Expect students in Upper Stage TWO and beyond to request missed work and enquire about impending assessment	Ensure students from Nursery up to and including Lower Stage TWO receive missed work on the first day on return from an absence	Request any missed work or worksheets on the first day of their return to school OR request work in advance for known impending absences	To seek advice around impending assessments and ensure missed school work is caught up at their earliest convenience
Absenteeism Missed Assessment	Expect students are ready to take any missed formative assessment or advised summative assessment as early as the first day of return to school	To provide assessment conditions as close to the initially hosted assessment event or recreate a dynamic/situation for formative observation purposes	Expect simulated assessment conditions and equal allocations of time for completion	Be willing to take assessment as early as the first day of return to school
Emerging Students	To expect students who have NOT been diagnosed with special learning difficulties to continue with the mainstream programme (with support)	Ensure various avenues have been exhausted to raise students to the <b>EXPECTED</b> level. Have communicated to the principal and significant others (parents) of concerns for underachievement before reporting the student as <b>EMERGING</b> at the end of a course	To communicate as best they can of their learning concerns and expect an attentive audience when lodging their pleas for assistance.	To be willing to engage in intervention strategies that may assist the child in 'moving forward' in their learning
Variation to Routine OR Extra Curricular Activities	To expect students engage whole-heartedly in ALL extra-curricular programmes	Design/facilitate programmes that do not contravene the religious and/or cultural beliefs of the student cohort	To abstain from activities that contravene religious/cultural beliefs	To attend and engage whole-heartedly in extra-curricular activities
Reading for Comprehension	To expect students will read no less than 15 minutes each evening	Guide students to suitable reading material that is age appropriate	To be exposed to appropriate reading material and given the opportunity to borrow books on a weekly basis.	To source a diversity of reading materials that are age appropriate (with assistance if needed)

# Assessment-Modes of Collecting Data

ALL programmes that are taught at AIBPS will be monitored through a formal process of registration. Teachers will sign and date against components of each unit throughout the academic year. For these programmes, a member of staff will countersign registers at the end of each teaching period.

**Formative Assessment** will be used to gauge the acquisition of skills, understanding and knowledge on a daily basis and thereafter inform students and teachers alike of necessary interventions to further the learning journey.

**Summative Assessment** will be reserved for students in Grade THREE and higher, where they will be formally assessed at critical points during the learning process.

AIBPS Assessment Strategies									
CLASS	Nursery & Pre-school	Reception	Year ONE	Year TWO	Years THREE to FOUR	Years FIVE and SIX	Years SEVEN to NINE	Years TEN and ELEVEN	Years TWELVE and THIRTEEN
<b>Formative Assessment (Announced or Unannounced)</b>									
Observation	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spot Tests			✓	✓	✓	✓	✓	✓	✓
Class Work	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Summative Assessment (TWO week notification period MUST be given)</b>									
Examinations					✓	✓	✓	✓	✓
Presentations					✓	✓	✓	✓	✓
Submissions					✓	✓	✓	✓	✓
<b>Diagnostics (Confidential Scored Tests)</b>									
Various Modes	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Mandated End of Course or Stage Formal Assessments</b>									
Various Modes	Written Report 13 Scales End of Age 3 Report to Parents	Early Learning Goals to be Reported on in the final months of Reception before child turns FIVE	Phonics Screening Test END of the Year	SATs End of Year TWO Literacy and Numeracy	SATs (Internal) End of Year FOUR	SATs End of Year SIX Literacy Numeracy & Science	School-based exams	IGCSE	AS and A-LEVELS

## Reporting

The Knowledge, Skills and Understanding across various components of the curriculum will be reported to parents twice in EACH academic year. Data collected from various modes of assessment along with teachers' professional judgments will be officially recorded in school reports as one of three criteria:

**Emerging:** Knowledge, memory & skills are still being processed. The student will require continued support to consolidate new knowledge and skills.

**Expected:** the student has processed knowledge, begun to apply it to new situations, and acquired new skills typical of the chronological age.

**Exceeding:** The student has grasped and can apply new knowledge and confidently perform learned skills proficiently. They are working above the expected standards of the current class.

**NB:** Students who continue to perform at the **Emerging** level will come under review. Parents will be contacted to discuss possible interventions. A report MUST reflect the student's suitability for promotion to the next Key Stage of learning. AIBPS reserves the right to repeat students where a report is deemed academically and socially advantageous.

<p><b>Personal Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Portray characteristics, preferences and interests</li> <li>• Develop self-confidence</li> <li>• Be assertive and self-assured</li> <li>• Recognise danger and seek help</li> <li>• Develop pride in personal achievements</li> <li>• Develop social skills around all people</li> <li>• Seek to share experience</li> <li>• Respond to the feelings and wishes of others</li> <li>• Awareness that actions can hurt or harm others</li> <li>• Awareness of outcomes for choices taken</li> <li>• Personal hygiene awareness including toileting</li> <li>• Demonstrate a strong sense of self within their community</li> <li>• Show affection and concern for significant people</li> </ul>	<p><b>Literacy Language Communication</b></p> <ul style="list-style-type: none"> <li>• Acquire and communicate with new words</li> <li>• Use actions concerned with the “here and now”</li> <li>• Use language to share feelings, experiences</li> <li>• Distinguish one sound from another</li> <li>• Show interest in plays, songs and rhymes</li> <li>• Repeat words or phrases from familiar stories</li> <li>• Develop favourite stories, rhymes, poems, songs or jingles</li> <li>• Distinguish between different symbols and marks</li> <li>• Begin to show control with handwriting tools</li> <li>• Obtain an understanding of the alphabet and phonics</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Gradually gain control over their bodies and sense of space</li> <li>• Respond to rhythm, music and story through gesture and movement</li> <li>• Combine and repeat a range of movements</li> <li>• Communicate their need for food, drinks and a sense of uncomfortable</li> <li>• Show emerging autonomy in self-care</li> <li>• Balance blocks to create simple structures</li> <li>• Increased control in holding hammers, books, beaters and mark-making tools</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explore and seek meaning in experiences</li> <li>• Question why things happen</li> <li>• Curiosity in making things happen</li> <li>• Show an interest in ICT by turning on/off certain equipment</li> <li>• Recognise special times in their lives and others' lives</li> <li>• Understand immediate past and future</li> <li>• Anticipate specific time-based events</li> <li>• Play with small world models-<i>farm sets etc.</i></li> <li>• Show interest in others and their families</li> <li>• Develop sense of own family and relations</li> <li>• Develop their own network of friends</li> </ul>	<p style="text-align: center;"><b>Nursery Ages 2-3 Early Years Foundation Stage Curriculum Focus</b></p> <p style="text-align: center;">NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Seek to make sense of what they hear, see, smell, touch and feel</li> <li>• Begin to use representation as a form of communication</li> <li>• Begin to combine movement, materials, media and marks</li> <li>• Join in singing favourite songs</li> <li>• Create sounds by banging, shaking, tapping and blowing</li> <li>• Show an interest in musical instruments</li> <li>• Begin to make-believe by pretending</li> </ul>
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Develop awareness of at least numbers (1 and 2) and potentially up to 5</li> <li>• Recite some number names in sequence</li> <li>• Utilise mathematical language-<i>more, lot</i></li> <li>• Comparisons between quantities and changes when things are added or subtracted</li> <li>• Identify simple shapes in pictures and patterns</li> <li>• Begin to understand variation in size</li> <li>• Categorise according to shape and size</li> </ul>		

## Personal Social and Emotional Development

- Seek and delight in new experiences
- Positive approach to activities and events
- Confidence to seek support from others
- Independence in selecting and performing activities
- Develop confidence in new situations
- Speak freely about home and community
- Aspire to gain more complex skills
- Sense of personal identity
- Feel safe and develop trust
- Form friendships with other children
- Practise adaptive measures
- Accept the needs of others
- Care and concern for all living things
- Embrace problem solving
- Develop a sense of pride
- Life experience connections

## Literacy Language Communication

- Use statements and questions linked to gestures
- Use intonation, rhythm and phrasing for clarity
- Actively engage an audience in story telling
- Communicate in small group situations
- Question why things happen and explain
- Utilise vocabulary about significant objects/people and develop a wider vocabulary around
- Utilise the spoken word to explain present, immediate future and recent past events
- Develop heightened awareness to rhythm and rhyme
- Develop greater intrigue in stories and the protocols around reading a book and word concepts
- Ascribe meaning to marks and symbols
- Develop handwriting skills and manage tools

## Physical Development

- Move freely with pleasure and confidence-*slithering, crawling, skipping etc.*
- Use movement to express feelings
- Negotiate space for safety
- Balance using various parts of the body
- Operate equipment by means of pushing and pulling
- Show respect for others' personal space
- Perseverance to acquire new skills
- Acceptance of rules in game play
- Awareness of needs for eating, sleeping and hygiene
- Hand-eye coordination
- Use one-handed tools
- Increasing control used for climbing, scrambling, sliding and swinging
- Increasing control for making implements-*blocks, construction sets and small world activities*
- Awareness of safety

# Pre-School Ages 3-4

## Early Years Foundation Stage Curriculum Focus

NB: This is a summary of the mandated curriculum and captures the essence of the learning journey

## Understanding the World

- Show curiosity and interest in objects and living things
- Describe and speak about what they see
- Curiosity around why things happen and how things work
- Understanding of cause/effect relationships
- Investigate construction materials
- Utilising tools for purpose
- Construction for building and balance
- Explore a range of tools and techniques safely
- ICT-know how to operate simple equipment
- Recall and talk about significant events
- Show interest in the lives of familiar people
- Growth, decay and change over time
- Interest in the world around them
- Question their environs and the natural world
- General interest in people

## Expressive Arts and Design

- Use language and other forms of communication to share things created
- Explore using a range of senses and movement
- Capture experiences and responses with music, dance, paint and other materials or words
- Explore and differentiate colours, marks and movements on paper
- Use their body to explore texture and space
- Use line to create enclosed spaces-countable objects
- Create 3D structures
- Construct by stacking, making encloses and creating spaces
- Join in with dancing and ring games
- Sing a few familiar songs
- Sing simple songs and tap rhythms
- Imitate and create movement
- Use resources for props play and sequences

## Numeracy

- Use some number names and language spontaneously-*bigger than, enough*
- Develop curiosity around numbers and problems
- Begin to match number and quantity correctly
- Recognise groups with one to four objects
- Compare two groups of objects
- Number bonds of up to four objects
- Show interest in shape and space and arrange objects
- Awareness of similar shapes in the environment
- Observe and use positional language
- Construction activities around shapes, utilizing shapes for tasks
- Talk about the shapes of everyday objects

## Personal Social & Emotional Development

- High levels of involvement in activities
- Persist at activities
- Interested, excited & motivated to learn
- Confidence in trying new activities
- Express needs & feelings appropriately
- Pride and self-identity
- Portray a range of feelings
- Develop awareness of own needs as well as those of others
- Respect for their own culture
- Develop a sense of well-being & self-control
- Form good relationships
- Work with others harmoniously
- Sense of righteousness
- Behavioural boundaries
- Understand right/wrong
- Consequences of actions
- Operate independently
- Appreciate hygiene needs
- Dress & undress independently
- Use resources independently
- Interest in cultural & religious difference
- Positive self-image & engage in family customs routines

## Literacy Language Communication

- Develop an increasing confidence to communicate with the spoken word about wants & interests
- Develop vocabulary inspired by experiences with reading
- Use language for an increasing range of purpose with simple grammatical structures
- Interact with others to negotiate plans
- Develop a keen interest in various text types
- Use language effectively to recall past experiences & to create imaginary situations
- Develop a heightened awareness of sounds & employ phonics to write simple words
- Recount narratives in sequence
- Use writing to record & communicate
- Use a pencil to form recognizable letters

## Physical Development

- Combinations of movement to express ideas
- Jump and land accordingly
- Awareness of safety issues
- Construct with physically large materials-*cartons*
- Move with control & coordination
- Travel around, under & through climbing equipment
- Awareness of space
- Awareness of hygiene, eating, nutrition & exercise
- Explore in a tactile way malleable materials
- Gain increasing control over objects-*balls*
- Use simple tools to affect change in materials
- Be able to transport and store equipment safely
- Awareness of safety
- Use a range of small & large equipment
- Handle tools, objects, construction & malleable materials safely

# Reception

## Ages 4-5

## Early Years Foundation Stage Curriculum Focus

**NB:** This is a summary of the mandated curriculum and captures the essence of the learning journey

## Understanding the World

- Notice similarities & differences in patterns
- Employ the senses to explore materials
- Identify features of living things, objects & events
- Why things happen & how things work
- Construct with purpose using a variety of resources
- Use simple tools safely & competently
- Select tools for shaping, assembling and joining
- Complete a simple programme on a computer
- Use ICT to perform simple functions incorporating mouse & keyboard
- Differentiate past/present
- Understand the seasons
- Past & present events in their lives
- Differences in the local environs & the natural world
- Awareness of cultures

## Expressive Arts & Design

- Speak about personal intentions-respond to comments
- Respond in a variety of ways using what they see, hear, smell, touch & feel
- Express & communicate ideas using an increasing range of materials, suitable tools, imaginative & role play ideas, movement, design & a variety of songs & musical instruments
- Explore colour mixing, colour for purpose & feeling.
- Explore colour, texture, shape, form & space in two & three dimensions
- Build a repertoire of songs & dances
- Explore the different timbres of instruments
- Move rhythmically
- Changing sounds-sing simple songs from memory
- Use imagination in art & design, dance & music

## Numeracy

- Recognise numerals of personal significance
- Count and name objects up to incl. four
- Begin to count beyond ten
- Represent numbers using fingers/pictures
- Numeral recognition to represent groups
- Count irregular arrangements up to ten
- Estimation then count to verify
- Use of ordinal numbers
- Use developing mathematical ideas to solve problems
- Add two groups of objects for a total
- Explore preliminary addition & subtraction
- Properties of shapes-similarities & differences
- Mathematical names for shapes & solids

<h3>Science</h3> <ul style="list-style-type: none"> <li>Identify &amp; name a variety of common animals: fish, amphibians, reptiles, birds &amp; mammals-compare skeletal structures</li> <li>Carnivores, herbivores, omnivores</li> <li>Identify, name, label &amp; draw the main parts of the human body incl. those parts associated with the senses</li> <li>Distinguish between an object &amp; the material from which it is made</li> <li>Identify &amp; name a variety of everyday materials: wood, plastic, glass, metal &amp; rock-compare &amp; classify physical properties</li> <li>The Four Seasons-weather patterns &amp; changes in length of seasonal day</li> </ul>	<h3>English</h3> <ul style="list-style-type: none"> <li>Sound &amp; blend unfamiliar printed words quickly &amp; accurately using phonic knowledge &amp; skills.</li> <li>Continue to learn new graphemes &amp; phonemes</li> <li>Develop a knowledge of common exception words</li> <li>Continue to develop the skill of blending sounds for reading</li> <li>Hear, share &amp; discuss a wide range of books-foster love of reading</li> <li>Develop the physical skills need for handwriting &amp; learn how to organize ideas in scripting material</li> <li>Develop vocabulary &amp; understanding of grammar</li> <li>Develop the spoken language for cognitive, social &amp; linguistic development</li> <li>Acquire the mandated spelling vocabulary and learn to use it in correct context</li> </ul>	<h3>Physical Education</h3> <ul style="list-style-type: none"> <li>Develop confidence and awareness of individual and group participation in games</li> <li>Swim to Survive Programme</li> <li>Perform dances and /or theatre using correct techniques and skills</li> <li>Develop a sense of body awareness and the importance of <i>warming up</i></li> <li>Foster resilience, trust &amp; teamwork in outdoor &amp; adventurous activities</li> <li>Analyse performance and monitor personal best (PBs).</li> <li>Understand the basic mechanics of the body with respect to the skeleton</li> <li>Develop motor skills for balancing and catching</li> <li>Gymnastics-basic skills</li> <li>Rules of engagement in Sports</li> <li>Research Project-<i>Physical Fitness &amp; Health</i></li> </ul>
<h3>Art &amp; Design</h3> <ul style="list-style-type: none"> <li>Patterns in Nature</li> <li>Geometric Shapes &amp; Organic Shapes</li> <li>Discuss the Elements of Art-Line, Shape, Form, Colour, Value, Texture &amp; Space when assessing works of Art &amp; Design</li> <li>Discuss the Principles of Design-Balance, Rhythm, Movement, Contrast, Emphasis, Patterns &amp; Unity, when assessing works of Art or Design</li> <li>Colour Theory-Primary Colours, Secondary Colours</li> <li>Focus study-<i>Line</i></li> </ul>	<h1 style="text-align: center;">Year ONE</h1> <h2 style="text-align: center;">Ages 5-6</h2> <h3 style="text-align: center;">National Curriculum of England Focus</h3> <p style="text-align: center;">NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p>	<h3>Geography</h3> <ul style="list-style-type: none"> <li>Name &amp; locate the seven continents &amp; five oceans</li> <li>Globe-locate the North &amp; South Poles and the Equator</li> <li>Climate-hot/cold regions of the world</li> <li>Identify pictorially: climatic events-storms, sunny, rainy, snowstorm, hurricane etc.</li> <li>Identify pictorially: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</li> <li>Identify pictorially: city, town, village, factory, farm, house, port, harbour, shop, office</li> <li>Geographical skills of proximity and direction-simple maps, symbols</li> </ul>
<h3>Computing</h3> <ul style="list-style-type: none"> <li>Protocols around turning digital devices ON/OFF</li> <li>Your digital thumbprint-beware!</li> <li>Word processing-accessing Toolbars to edit text-bold text, changing fonts, italics, spacing, enlarging/reducing fonts</li> <li>Using iPads</li> <li>Utilising educational programmes on the computer/iPads e.g.: <i>mathematics programmes, reading programmes, phonics programmes</i></li> </ul>		<h3>Design &amp; Tech.</h3> <ul style="list-style-type: none"> <li>Make products that are usable &amp; practical e.g.: <i>face masks, musical instruments</i></li> <li>Understand the qualities of: <i>risk taking, enterprise, resourcefulness &amp; innovation</i></li> <li>The Design Process and Colour</li> <li>How does it attract its audience?</li> <li>Apply design principles to <i>Food &amp; Nutrition</i> and engage in the practice of cuisine</li> <li>Understand how design is embedded in the cultural make-up of societies around the world</li> <li>How practical are houses?</li> </ul>
<h3>Music</h3> <ul style="list-style-type: none"> <li>Students engage in singing and rhythm percussion performances</li> <li>Students begin to understand the elements of: pitch, texture, timbre, structure, dynamics and duration</li> <li>Students compose using graphic notation and the language of symbols to represent organized sound</li> <li>Students learn to discern between organised sound and unwanted noise</li> </ul>		<h3>Mathematics</h3> <ul style="list-style-type: none"> <li>Students develop confidence &amp; mental fluency with whole numbers, counting &amp; place value</li> <li>Work with numerals, words &amp; the four operations incl. with practical resources &amp; measuring instruments</li> <li>Ability to recognise, describe, draw, compare &amp; sort different shapes</li> <li>Describe &amp; compare different quantities such as length, mass, capacity/volume, time &amp; money</li> <li>Knowledge of the number bonds to 20</li> <li>Precision with place value</li> <li>Read &amp; spell mathematical vocabulary</li> <li>Manage mental arithmetic without the use of a calculator</li> </ul>

<p style="text-align: center;"><b>Science</b></p> <ul style="list-style-type: none"> <li>• Animate and inanimate objects</li> <li>• Living things and their habitats- interdependency of plants and animals within habitats</li> <li>• Identify and name plants and animals within their habitats</li> <li>• Simple food chains</li> <li>• How seeds and bulbs grow to maturity with water, light and temperature</li> <li>• Offspring to adulthood in animals</li> <li>• Basic needs of animals</li> <li>• Balanced diet and hygiene in humans</li> <li>• Compare the uses of everyday materials: wood, metal, plastic, glass, brick, rock, paper and cardboard</li> <li>• Squashing, bending, twisting and stretching certain solids (semi-solid)</li> </ul>	<p style="text-align: center;"><b>English</b></p> <ul style="list-style-type: none"> <li>• Read all common graphemes including unfamiliar words</li> <li>• Begin to read grapheme/phoneme combinations without the need for blending</li> <li>• Secure a vocabulary of common exception words reading with ease and automation</li> <li>• Continue to develop accurate and speedy word-reading skills</li> <li>• Students discuss a wide range of reading material: stories, poems, plays and non-fiction.</li> <li>• Formation and refinement of handwriting skills in order to record oral dictation and fluid ideas.</li> <li>• Develop vocabulary and understanding of grammar</li> <li>• Develop the spoken language for cognitive, social and linguistic use</li> <li>• Acquire the mandated spelling vocabulary and learn to use it in correct context</li> </ul>	<p style="text-align: center;"><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Develop confidence and awareness of individual and group participation in games</li> <li>• Swim to Survive Programme</li> <li>• Perform dances and/or theatre using correct techniques &amp; skills</li> <li>• Develop a sense of body awareness and the importance of <i>warming up</i></li> <li>• Foster resilience, trust and teamwork in outdoor and adventurous activities</li> <li>• Analyse performance and monitor personal best (PBs).</li> <li>• Understand the basic mechanics of the body with respect to the skeleton</li> <li>• Develop motor skills for balancing and catching</li> <li>• Gymnastics-basic skills</li> <li>• Rules of Engagement in Sports</li> <li>• Research Project-<i>Olympic Sports</i></li> </ul>
<p style="text-align: center;"><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Tessellations and Patterns in Nature</li> <li>• Geometric Design and Prisms</li> <li>• Discuss the Elements of Art-Line, Shape, Form, Colour, Value, Texture and Space when assessing works of Art and Design</li> <li>• Discuss the Principles of Design-Balance, Rhythm, Movement, Contrast, Emphasis, Patterns and Unity, when assessing works of Art or Design</li> <li>• Colour Theory-Primary Colours, Secondary Colours</li> <li>• Focus Study-<i>2D to 3D Representations</i></li> </ul>	<p style="font-size: 2em; margin: 0;">Year TWO</p> <p style="font-size: 1.5em; margin: 0;">Ages 6-7</p> <p style="font-size: 1.5em; margin: 0;">National Curriculum of England Focus</p> <p style="font-size: 0.8em; margin: 10px 0 0 0;">NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p>	<p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Name and locate the seven continents and five oceans</li> <li>• Globe-locate significant line of Latitude and meridians of Longitude</li> <li>• UK-Countries and their capital cities and geographical characteristics</li> <li>• Describe climatic events-rain, sun, snow, storm, hurricane</li> <li>• Locate on maps using keys: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</li> <li>• Locate on maps using keys: city, town, village, factory, farm, shop house, port, harbour, office</li> <li>• Simple fieldwork to map the school-using compass directions</li> <li>• Human &amp; Physical Geog. of PNR</li> </ul>
<p style="text-align: center;"><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Protocols around turning digital devices ON/OFF</li> <li>• Your digital thumbprint-beware!</li> <li>• Word processing-accessing Toolbars to edit text-bold text, changing fonts, italics, spacing, enlarging/reducing fonts</li> <li>• Using iPads</li> <li>• Cutting and pasting</li> <li>• Utilising educational programmes on the computer/iPads</li> <li>• e.g.: <i>mathematics programmes, reading programmes, phonics programmes</i></li> </ul>		<p style="text-align: center;"><b>Design and Tech.</b></p> <ul style="list-style-type: none"> <li>• Make products that are usable and practical e.g.: <i>face masks, musical instruments</i></li> <li>• Understand the qualities of: <i>risk taking, enterprise, resourcefulness and innovation</i></li> <li>• The Design Process and Colour-How does it attract its audience?</li> <li>• Apply design principles to <i>Food and Nutrition</i> and engage in the practice of cuisine</li> <li>• Understand how design is embedded in the cultural make-up of societies around the world</li> <li>• How practical are clothes?</li> </ul>
<p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Students engage in singing and rhythm percussion performances and understand the difference between solo and ensemble textures</li> <li>• Students develop a greater understanding of the elements of: pitch, texture, timbre, structure, dynamics and duration</li> <li>• Students explore how each performing media has a unique quality of sound-timbre</li> <li>• Students use graphic notation and the language of symbols to represent organized sound</li> </ul>		<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Continue to develop confidence and mental fluency with whole numbers, counting and place value. Compare and order numbers</li> <li>• Work with numerals, words and the four operations incl. with practical resources and measuring instruments</li> <li>• Ability to recognise, describe, draw, compare and sort different shapes. Properties of 2D and 3D shapes</li> <li>• Describe and compare different quantities such as length, mass, capacity/volume, time and money</li> <li>• Knowledge of the number bonds to 20</li> <li>• Arrange objects in patterns and sequences</li> <li>• Read and spell mathematical vocabulary</li> <li>• Manage mental arithmetic without the use of a calculator</li> </ul>

<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Working scientifically-protocols around scientific methods, processes and skills</li> <li>Functions of different parts of flowering plants (air, light, water, nutrients, space), transportation of water, life cycle of plants</li> <li>Animals and nutrition (incl. humans), skeletons and muscles for support, protection and movement</li> <li>Classification of rocks, fossils and rocks, soils come from rock and organic matter</li> <li>Light-dark is the absence of light, reflection, dangerous UV rays from sun, shadows</li> <li>Forces and magnets-friction and surfaces, magnetic forces acting at a distance, attraction and repulsion, magnetic materials,</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read books written for an age appropriate interest level, for the purpose of comprehension and understanding. Decoding should not be necessary</li> <li>Continue to develop decoding skills for unfamiliar words</li> <li>Develop vocabulary in order to become independent, fluent and enthusiastic readers</li> <li>Develop knowledge and skills of reading non-fiction</li> <li>Script ideas with reasonable accuracy and with good sentence construction</li> <li>Develop writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology</li> <li>Discern between writing and speech</li> <li>Rehearse joined handwriting to keep pace with ideas</li> <li>Spelling common words and common exception words should be correct</li> <li>Begin to employ etymology and morphology to spell correctly</li> <li>Demonstrate an understanding of figurative language</li> <li>Develop the spoken language for cognitive, social and linguistic development</li> <li>Acquire the mandated spelling vocabulary and learn to use it in correct context</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Developing fluency with whole numbers, four operations, number facts</li> <li>Develop written and mental methods for calculations with increasingly large numbers</li> <li>Measurement of time, perimeter, capacity, length</li> <li>Simple fractions and decimal place value</li> <li>Draw with increasing accuracy-analyse the properties of shapes</li> <li>Times Table to x12</li> <li>Read and spell mathematical vocabulary</li> </ul>	
<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Define the <i>Elements of Art</i>-Line, Shape, Form, Colour, Value, Texture and Space when assessing works of Art and Design</li> <li>Define the <i>Principles of Design</i>-Balance, Rhythm, Movement, Contrast, Emphasis, Patterns and Unity, when assessing works of Art or Design</li> <li>Study the works of a significant Art Periods incl. Representative Artists</li> <li>Colour Theory-Primary Colours, Secondary and Tertiary Colours</li> <li>Focus Study-<i>Perspective-Foreground-Middle ground-Background</i></li> </ul>	<p style="text-align: center;">Year THREE Ages 7-8</p> <p style="text-align: center;"><b>National Curriculum of England Focus</b></p> <p style="text-align: center;">NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Knowledge of the Globe (Earth)</li> <li>Climate patterns</li> <li>Countries of the World</li> <li>Natural Resources (Congo)</li> <li>Seven Continents (focus on Africa)</li> <li>Water Cycle</li> <li>Rivers of the World (Congo)</li> <li>Human Geography (Settlements)</li> <li>Reading simple Maps incl. using a Key</li> </ul>	
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Educational programmes for the computer</li> <li>Responsible management of <i>Internet Surfing-Filters and Controls</i></li> <li>Your digital thumbprint-beware!</li> <li>Word processing-accessing toolbars to edit text-bold text, changing fonts, italics, spacing</li> <li>Copying and pasting</li> <li>File types</li> <li>Mobile phones</li> <li>Keyboard skills-orientation around the computer keyboard</li> <li>iPads and other digital devices</li> </ul>		<p><b>Design and Tech.</b></p> <ul style="list-style-type: none"> <li>Make products that are usable and practical e.g.: <i>face masks, instruments</i></li> <li>Develop a range of subject knowledge to engage in the creative process: <i>mathematics, art, engineering, science and computing</i></li> <li>Understand the qualities of: <i>risk taking, enterprise, resourcefulness and innovation</i></li> <li>Self-critique prototypes for evaluation with respect to size, cost, durability</li> <li>Apply design principles to <i>Food and Nutrition</i> and engage in the practice of cuisine</li> <li>Understand how design is embedded in the cultural make-up of societies around the world</li> </ul>	
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Students engage in singing, rhythmic percussion and performance on pitched instruments</li> <li>Students develop a greater understanding of the elements of: pitch, texture, timbre, structure, dynamics and duration and begin to utilise the meta-language around these elements to write critically about music</li> <li>Students explore the instruments of the orchestra with a focus on aurally identifying the families of sounds</li> <li>Students are introduced to the literacy of conventional notation</li> </ul>		<p><b>Languages</b></p> <p><b>Beginners</b></p> <ul style="list-style-type: none"> <li>Develop a conversational vocabulary</li> <li>Historical and geographical appreciation of France</li> <li>Simple verb tense-oral conjugations</li> <li>Phonetics</li> </ul> <p><b>Immersion</b></p> <ul style="list-style-type: none"> <li>Written/oral conjugations of verbs</li> <li>Development of vocabulary</li> <li>Refinement of pronunciation and phonetics-aural dictations/music</li> <li>French culture and society</li> <li>Grammar-simple sentences</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Present, past and future tense</li> <li>Key grammatical structures/spelling</li> <li>Transcription through aural dictation</li> <li>Pronunciation and intonation</li> <li>Read literary texts /music</li> </ul>	<p><b>Physical Ed.</b></p> <ul style="list-style-type: none"> <li>Develop confidence in competitive and individual sports supporting health, fitness, tactics and strategies</li> <li>Swim to Survive Programme</li> <li>Perform dances and /or theatre using correct techniques</li> <li>Develop a sense of body awareness and the importance of <i>warming up</i></li> <li>Foster resilience, trust and teamwork in outdoor and adventurous activities</li> <li>Understand the basic mechanics of the body with respect to the skeletal and muscular systems.</li> <li>Develop and refine motor skills for balancing and catching</li> <li>Gymnastics-basic skills</li> <li>Research Project-<i>Olympic</i></li> </ul>



<h3>Science</h3> <ul style="list-style-type: none"> <li>Working scientifically-protocols scientific methods, processes and skills</li> <li>Grouping living things in a variety of ways using classification techniques</li> <li>Explore the threat to living things of changing environments</li> <li>Digestive tract in humans</li> <li>Various functions of human teeth</li> <li>Producers, predators and prey in the food chain</li> <li>States: solids liquids or gases</li> <li>Measurement in °C of changes in when cooling or heating</li> <li>Evaporation and condensation in the water cycle</li> <li>Sound-vibrations, volume, length of vibrating object, distance</li> <li>Electricity-appliances, series circuits</li> </ul>	<h3>English</h3> <ul style="list-style-type: none"> <li>Read books written for an age appropriate interest level, for the purpose of comprehension and understanding. Decoding should not be necessary.</li> <li>Continue to develop decoding skills for unfamiliar words</li> <li>Develop vocabulary in order to become independent, fluent and enthusiastic readers.</li> <li>Develop knowledge and skills of reading non-fiction</li> <li>Script ideas with reasonable accuracy and with good sentence construction</li> <li>Develop writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology</li> <li>Discern between writing and speech</li> <li>Rehearse joined handwriting to keep pace with ideas</li> <li>Spelling common words and common exception words to be correct</li> <li>Begin to employ etymology and morphology to spell correctly</li> <li>Demonstrate an understanding of figurative language</li> <li>Oral language development for cognitive, social and linguistic skills</li> <li>Acquire the mandated spelling vocabulary and learn to use in correct context</li> </ul>	<h3>Mathematics</h3> <ul style="list-style-type: none"> <li>Refine fluency with whole numbers, four operations, number facts</li> <li>Develop written and mental methods for calculations with large numbers</li> <li>Measurement of time, perimeter, capacity, length</li> <li>Manipulate fractions and decimal place value</li> <li>Draw with increasing accuracy-analyse the properties of shapes</li> <li>Co-ordinates on a grid</li> <li>Times Table to x12</li> <li>Read and spell mathematical vocabulary</li> <li>Interpret and manipulate data</li> </ul>	
<h3>Art and Design</h3> <ul style="list-style-type: none"> <li>Define and be able to recognise Elements of Art-Line, Shape, Form, Colour, Value, Texture and Space in assessing works of Art and Design</li> <li>Define and be able to recognise the Principles of Design-Balance, Rhythm, Movement, Contrast, Emphasis, Patterns and Unity, when assessing works of Art or Design</li> <li>Gain perspective around the Chronology of Significant Art Periods and Movements from the Ancient World to the Present</li> <li>Chronology of Significant Representative Artists</li> <li>Focus Study-<i>Surrealism/Fantasy</i></li> </ul>	<div style="text-align: center;"> <h1>Year FOUR</h1> <h2>Ages 8-9</h2> <h1>National Curriculum of England Focus</h1> <p>NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p> </div>	<h3>Geography</h3> <ul style="list-style-type: none"> <li>Knowledge of the Globe (reading co-ordinates)</li> <li>Earth's structure (Volcanoes, Earthquakes)</li> <li>Climate Patterns</li> <li>Countries of the World (natural resources, fault lines, volcanoes mountain ranges and rivers)</li> <li>Seven Continents (focus on: North America, South America, Europe and Russia)</li> <li>Human Geography (Types of Settlements)</li> <li>Reading simple maps-using a Key</li> <li>In depth study of the United Kingdom</li> </ul>	
<h3>Computing</h3> <ul style="list-style-type: none"> <li>Digital Audio Devices</li> <li>Responsible management of <i>Internet Surfing-Filters and Controls</i></li> <li>Your Digital Thumbprint-Beware!</li> <li>Word Processing-accessing Toolbars to Edit Text-Bold Text, Changing Fonts, Italics, Spacing</li> <li>Saving Digital Material to Various Devices</li> <li>Digital Transfers and Email</li> <li>Copying and Pasting</li> <li>File Types</li> <li>Mobile Phones</li> </ul>		<h3>Design and Tech.</h3> <ul style="list-style-type: none"> <li>Make products that are usable and practical</li> <li>Develop a range of subject knowledge to engage in the creative process: <i>mathematics, art, engineering, science and computing</i></li> <li>Understand the qualities of: <i>risk taking, enterprise, resourcefulness and innovation</i></li> <li>Self-critique prototypes for evaluation with respect to size, cost, durability</li> <li>Apply design principles to <i>Food and Nutrition</i> and engage in the practice of cuisine</li> <li>Understand how design is embedded in the cultural make-up of societies around the world</li> <li>Profile of a famous designer</li> </ul>	
<h3>Music</h3> <ul style="list-style-type: none"> <li>Students engage in singing, rhythmic percussion and performance on pitched instruments</li> <li>Students continue to develop a greater understanding of the elements of: pitch, texture, timbre, structure, dynamics and duration and begin to utilise the meta-language around these elements to write critically about music</li> <li>Students continue to explore the instruments of the orchestra but also classify instruments in accordance with ethnomusicology.</li> <li>Students rehearse the literacy of notation including reading of the Bass and Treble Clefs</li> </ul>		<h3>Languages</h3> <p><b>Beginners</b></p> <ul style="list-style-type: none"> <li>Develop a conversational vocabulary</li> <li>Gain a geographical and historical appreciation of France</li> <li>Simple verb tense-oral conjugations</li> <li>Phonetics</li> </ul> <p><b>Immersion</b></p> <ul style="list-style-type: none"> <li>Written/oral conjugations of verbs</li> <li>Development of vocabulary</li> <li>Refinement of pronunciation and phonetics-aural dictations/music</li> <li>French culture and society</li> <li>Grammar-simple sentences</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Present, past and future tense</li> <li>Key grammatical structures/spelling</li> <li>Transcription through aural dictation</li> <li>Pronunciation and intonation</li> <li>Read literary texts /music</li> </ul>	<h3>Physical Education</h3> <ul style="list-style-type: none"> <li>Develop confidence in competitive and individual sports which support health, fitness, tactics and strategies</li> <li>Swim to Survive Programme</li> <li>Perform dances and /or theatre using correct techniques</li> <li>Develop a sense of body awareness and the importance of <i>warming up</i></li> <li>Foster resilience, trust and teamwork in outdoor and adventurous activities</li> <li>Understand the basic mechanics of the body with respect to the skeletal and muscular systems.</li> <li>Further develop and refine motor skills for balancing and catching</li> <li>Gymnastics-basic skills</li> <li>Research Project-<i>Greek Olympics</i></li> </ul>

<h3>Science</h3> <ul style="list-style-type: none"> <li>Working scientifically to ensure protocols &amp; exactitude is practiced.</li> <li>Life-cycles of animals plants and reproduction of plants and animals</li> <li>Development of humans to old age</li> <li>Properties of materials incl.: hardness, solubility, transparency, conductivity-everyday uses of woods, plastics &amp; glass</li> <li>States of matter-solid, liquid &amp; gas</li> <li>Reversible &amp; irreversible changes</li> <li>Earth and Space-movement of Earth and other planets in relation to the Sun and Solar System</li> <li>Movement of the Moon relative to the Earth-spherical bodies</li> <li>Understand day and night and the supposed tracking of the sun across the sky</li> <li>Forces-gravity and its effect, air resistance, water resistance and friction</li> <li>Mechanisms-pulleys, levers &amp; gears</li> </ul>	<h3>English</h3> <ul style="list-style-type: none"> <li>Knowledge of root words, prefixes &amp; suffixes for reading aloud &amp; silently</li> <li>Maintain positive attitudes to what is read and understood including: fiction (fairy-tales, fables), poetry (reciting by heart using intonation, tone and volume), plays, non-fiction, reference and textbooks. Books from other cultures-themes and conventions in literature-comparative texts</li> <li>Drawing inferences for understanding: inferring character's feelings, thoughts and motives from their actions-supporting evidence. Predicting future events</li> <li>Summarizing main ideas from texts</li> <li>How authors use language for fact, persuasion, figurative effects</li> <li>Develop knowledge of prefixes and suffixes, manage words with silent letters, homophones, apply knowledge of morphology and etymology, utilise dictionaries and thesaurus</li> <li>Write legibly and fluently with increasing speed</li> <li>Engage in Composition by: identifying audience &amp; purpose, developing ideas into structures, write narratives paying attention to characters and setting, atmosphere and integrated dialogue.</li> <li>Using organizational and presentational devices such as bullet points, headings and underlining</li> <li>Evaluate and edit for: effectiveness, vocabulary, grammar and punctuation, scrutinising tense, verb agreement, singular and plural</li> <li>Focus on vocabulary, punctuation and grammar through: passive voice, expanded noun phrases, modal verbs &amp; adverbs to suggest possibility, relative clauses, commas for clarity, hyphens to avoid ambiguity, parenthesis, independent clauses</li> </ul>	<h3>Mathematics</h3> <ul style="list-style-type: none"> <li>Extend understanding of the number system to include large integers</li> <li>Explore the relationships between decimals, fractions, % and ratio.</li> <li>Problem solving incl. complex properties of numbers &amp; arithmetic</li> <li>Efficient written and mental methods of calculation.</li> <li>Algebra as a means of solving problems</li> <li>Read, spell &amp; pronounce mathematical vocabulary correctly</li> <li>Complete, read &amp; interpret information in tables</li> <li>Position and direction including: translation and reflection</li> <li>Classification of shapes with increasingly complex geometric properties</li> </ul>	
<h3>Art &amp; Design</h3> <ul style="list-style-type: none"> <li>Learn to manipulate the Elements of Art-Line, Shape, Form, Colour, Value, Texture and Space when assessing works of Art and Design</li> <li>Learn to manipulate the Principles of Design-Balance, Rhythm, Movement, Contrast, Emphasis, Patterns &amp; Unity, when assessing works of Art or Design</li> <li>Gain wider perspective around the Chronology of Significant Art Periods and Movements from the Ancient World to the Present</li> <li>Chronology of Significant Representative Artists</li> <li>Focus Study-<i>Seurat and the Colourists</i></li> </ul>	<div style="text-align: center;"> <h1>Year FIVE</h1> <h2>Ages 9-10</h2> <h3>National Curriculum of England Focus</h3> <p>NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p> </div>	<h3>Geography</h3> <ul style="list-style-type: none"> <li>Globe-Mapping Co-ordinates</li> <li>Biomes/Habitats-Classification of Physical and Climatic Regions including: <i>alpine forests, tropical rainforests, deserts, tundra, savanna, marine</i></li> <li>Countries of South America-Physical and Economic Features</li> <li>Russia from East to West</li> <li>Countries of the United Kingdom</li> <li>Tectonic Plates-Earthquakes and Volcanoes</li> <li>Natural Resources and the Economy</li> </ul>	
<h3>Computing</h3> <ul style="list-style-type: none"> <li>Chronological development of the Digital world</li> <li>Digital audio devices</li> <li>Introduction to the binary system</li> <li>Responsible management of <i>Internet Surfing-Filters and Controls</i></li> <li>Your digital thumbprint-beware!</li> <li>Word processing-accessing toolbars to edit text</li> <li>Saving digital material to various devices</li> <li>Digital transfers and email</li> <li>Copying and pasting</li> <li>File types</li> </ul>		<h3>Design &amp; Tech.</h3> <ul style="list-style-type: none"> <li>Make products that solve real and relevant problems</li> <li>Develop knowledge in subjects to engage in the creative process: <i>mathematics, art, engineering, science and computing</i></li> <li>Understand the qualities of: <i>risk taking, enterprise, resourcefulness &amp; innovation</i></li> <li>Develop technical &amp; practical expertise within the context of the design product</li> <li>Self-critique prototypes for evaluation</li> <li>Apply design principles to <i>Food &amp; Nutrition</i> and engage in the practice of cuisine</li> <li>Understand how design is embedded in the cultural make-up of societies of the world</li> <li>Critique representative designers from around the world</li> </ul>	
<h3>Music</h3> <ul style="list-style-type: none"> <li>Students begin to self-assess their performances and begin to refine work using the elements of music</li> <li>Students use the elements of music to critique both aurally and on a score compositions and performances</li> <li>Students continue to explore the instruments of the orchestra and non-western music but also research the repertoire of the voice and guitar</li> <li>Students rehearse the literacy of notation including reading of the Bass and Treble Clefs and the mathematics behind time-signature</li> <li>Students begin to aurally discern between common intervals in the Western Tonal Scale</li> </ul>		<h3>Languages</h3> <p><b>Beginners</b></p> <ul style="list-style-type: none"> <li>Develop a conversational vocabulary</li> <li>Gain historical and geographical appreciation of France</li> <li>Simple verb tense-oral conjugations</li> <li>Phonetics</li> </ul> <p><b>Immersion</b></p> <ul style="list-style-type: none"> <li>Written/oral verb conjugations</li> <li>Development of vocabulary</li> <li>Refinement of pronunciation &amp; phonetics-aural dictations/music</li> <li>French culture and society</li> <li>Grammar-simple sentences</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Present, past &amp; future tense</li> <li>Key grammatical structures/spelling</li> <li>Transcription through aural dictation</li> <li>Pronunciation &amp; intonation</li> <li>Read literary texts /music</li> </ul>	<h3>Physical Ed.</h3> <ul style="list-style-type: none"> <li>Develop confidence in competitive &amp; individual sports which support health, fitness, tactics &amp; strategies</li> <li>Swim to Survive Programme</li> <li>Perform dance &amp; /or theatre using correct techniques</li> <li>Develop a sense of body awareness and the importance of <i>warming up</i></li> <li>Foster resilience, trust &amp; teamwork in outdoor &amp; adventurous activities</li> <li>Understanding basic body mechanics with respect to respiratory, circulatory and muscular systems</li> <li>Develop and refine motor skills for balancing catching</li> <li>Gymnastics-basic skills</li> <li>Research Project-<i>Rules of Engagement</i></li> </ul>

<h3>Science</h3> <ul style="list-style-type: none"> <li>Working scientifically to ensure protocols and exactitude is practiced.</li> <li>Classification of Plants and Animals based on specific characteristics</li> <li>Human circulatory system, heart, blood vessels and blood</li> <li>Impact of diet, exercise, drugs and lifestyles on body functions-ways nutrients and water are transported within animal (incl. humans)</li> <li>Evolution and Inheritance-fossils, reproduction of off-spring-identical off-spring and variance</li> <li>Adaption-evolution to environment</li> <li>Light-movement in a straight line, objects are seen through reflection of light on objects to the eye-shadow length</li> <li>Electricity- Voltage of cells in a circuit-brightness or loudness of device, on/off position of switches</li> <li>Language of symbols in circuits</li> </ul>	<h3>English</h3> <ul style="list-style-type: none"> <li>Knowledge of root words, prefixes and suffixes for reading aloud and silently</li> <li>Maintain positive attitudes to what is read and understood including: fiction (fairy-tales, fables), poetry (reciting by heart using intonation, tone and volume), plays, non-fiction, reference and textbooks. Books from other cultures-themes and conventions in literature-comparative texts</li> <li>Drawing inferences for understanding: inferring character's feelings, thoughts and motives from their actions-supporting evidence. Predicting future events</li> <li>Summarizing main ideas from texts</li> <li>How authors use language for fact, persuasion, figurative effects etc.</li> <li>Develop knowledge of prefixes and suffixes, manage words with silent letters, homophones, apply knowledge of morphology and etymology, utilise dictionaries and thesaurus</li> <li>Write legibly and fluently with increasing speed</li> <li>Engage in Composition by: identifying audience and purpose, developing ideas into structures, write narratives paying attention to characters and setting, atmosphere and integrated dialogue.</li> <li>Using organizational and presentational devices such as bullet points, headings and underlining</li> <li>Evaluate and edit for: effectiveness, vocabulary, grammar and punctuation, scrutinising tense, verb agreement, singular and plural</li> <li>Focus on vocabulary, punctuation and grammar through: passive voice, expanded noun phrases, modal verbs and adverbs to suggest possibility, relative clauses, commas for clarity, hyphens to avoid ambiguity, parenthesis, independent clauses</li> </ul>	<h3>Mathematics</h3> <ul style="list-style-type: none"> <li>Heightened understanding of the number system. Place value 10<sup>8</sup></li> <li>Consolidate relationships between decimals, fractions, percentages and ratio and proportion</li> <li>Problem solving incl. complex properties of numbers and arithmetic</li> <li>Refine written and mental methods of calculation for all operations</li> <li>Algebra as a means of solving problems using simple formulae</li> <li>Read, spell and pronounce mathematical vocabulary correctly</li> <li>Complete, read and interpret information in tables, graphs etc.</li> <li>Position and direction using full co-ordinate grid.</li> <li>Classification of shapes with increasingly complex geometric properties. Circle geometry.</li> <li>Interpret and construct pie charts and line graphs for problem solving. Mean and average</li> </ul>	
<h3>Art and Design</h3> <ul style="list-style-type: none"> <li>Learn to manipulate the Elements of Art-Line, Shape, Form, Colour, Value, Texture and Space when assessing works of Art and Design</li> <li>Learn to manipulate the Principles of Design-Balance, Rhythm, Movement, Contrast, Emphasis, Patterns and Unity, when assessing works of Art or Design</li> <li>Develop a wider perspective of the Chronology of Significant Art Periods and Movements from the Ancient World to the Present</li> <li>Chronology of Significant Representative Artists</li> <li>Focus Study- <i>Cubism</i></li> </ul>	<div style="text-align: center;"> <h1>Year SIX</h1> <h2>Ages 10-11</h2> <h3>National Curriculum of England Focus</h3> <p>NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p> </div>	<h3>Geography</h3> <ul style="list-style-type: none"> <li>Globe-Mapping co-ordinates</li> <li>Waterways throughout the World</li> <li>Flooding-natural disasters and human intervention</li> <li>Biomes/Habitats-Classification of physical and climatic Regions</li> <li>Human Geography-Land Use</li> <li>Countries of North America-Physical and Economic features</li> <li>Countries of the United Kingdom</li> <li>Economic and Rural activity in the UK</li> <li>Natural Resources in the UK</li> <li>Wales, Ireland and Scotland-Profile</li> <li>Tectonic Plates Theory- Earthquakes and Volcanoes</li> </ul>	
<h3>Computing</h3> <ul style="list-style-type: none"> <li>Chronological Development of the Digital World</li> <li>How have Cell Phones and Computers changed the world forever?</li> <li>Exploration of the Binary System</li> <li>Responsible management of <i>Internet Surfing</i>-Introduction to Ethics</li> <li>Word Processing-accessing Toolbars to Edit Text</li> <li>Saving Digital Material to various devices</li> <li>Digital transfers and Email</li> <li>Your Digital Thumbprint-Beware!</li> <li>Digitization and the Future</li> </ul>		<h3>Design and Tech.</h3> <ul style="list-style-type: none"> <li>Make products that solve real and relevant problems</li> <li>Further develop a range of subject knowledge to engage in the creative process: <i>mathematics, art, engineering, science and computing</i></li> <li>Understand the qualities of: <i>risk taking, enterprise, resourcefulness and innovation</i></li> <li>Develop technical and practical expertise within the context of the design product</li> <li>Self-critique prototypes for evaluation.</li> <li>Apply design principles to <i>Food and Nutrition</i> and engage in the practice of cuisine</li> <li>Understand how design is embedded in the cultural make-up of societies of the world</li> </ul>	
<h3>Music</h3> <ul style="list-style-type: none"> <li>Students continue to self-assess their performances and further refine their work using the elements of music as parameters</li> <li>Students use the elements of music to critique both aurally and on a score compositions and performances</li> <li>Students diversify the knowledge of repertoire by analysing music from various contexts and historical periods</li> <li>Students rehearse the literacy of notation including reading of the Bass and Treble Clefs (incl. alternate clefs) and the mathematics behind time-signature</li> <li>Students refine their aural skills by discerning between all common intervals in the Western Tonal Scale</li> </ul>		<h3>Languages</h3> <p><b>Beginners</b></p> <ul style="list-style-type: none"> <li>Develop a conversational vocabulary</li> <li>Gain a historical and geographical appreciation of France</li> <li>Simple verb tense-oral conjugations</li> <li>Phonetics</li> </ul> <p><b>Immersion</b></p> <ul style="list-style-type: none"> <li>Written/oral conjugations of verbs</li> <li>Development of vocabulary</li> <li>Refinement of pronunciation and phonetics-aural dictations/music</li> <li>French culture and society</li> <li>Grammar-simple sentences</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Present, past and future tense</li> <li>Key grammatical structures/spelling</li> <li>Transcription through aural dictation</li> <li>Pronunciation and intonation</li> <li>Read literary texts /music</li> <li>Write prose with increasing finesse</li> </ul>	<h3>Physical Education</h3> <ul style="list-style-type: none"> <li>Develop confidence in competitive and individual sports which support health, fitness and strategies</li> <li>Swim to Survive Programme</li> <li>Perform dances and /or theatre using correct techniques</li> <li>Develop and refine a sense of body awareness and the importance of <i>warming up</i></li> <li>Foster resilience, trust and teamwork in outdoor and adventurous activities</li> <li>Analyse performance and monitor personal best (PBs).</li> <li>Understand the basic mechanics of the body with respect to respiratory, circulatory and muscular systems</li> <li>Further develop and refine motor skills for balancing and catching</li> <li>Research Project-<i>Drugs in Sport</i></li> </ul>

<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Working Scientifically and objectively for accuracy-experimental skills</li> <li>Analyse and evaluate experiments</li> <li>Apply measurement using SI units and IUPAC chemical nomenclature</li> <li>Structure and function of living organisms-skeletal and muscular systems-nutrition and digestion-gaseous exchange-nutrition, health and reproduction</li> <li>Material Cycles and Energy-photosynthesis, cellular respiration</li> <li>Interrelationships-Ecosystems</li> <li>Chemistry-matter, elements, compounds, reactions, Period Table, Earth and atmosphere</li> <li>Physics-Energy, motion and forces, waves, electro-magnetism, space and matter</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read a wide range of fiction, non-fiction, short stories, poems and plays across representative genres incl. English Literature, Shakespeare and seminal world literature</li> <li>Understanding figurative language, choice of vocabulary, grammar, text structure, poetic conventions, setting, plot, critical authors, characterization, staging, critical comparisons of texts</li> <li>Writing for purpose and audience: formal expository, narrative essays, stories, scripts, poetry and other imaginative writing, notes and summaries for</li> <li>Incorporating knowledge of literary and rhetorical devices for writing</li> <li>Plan, draft, edit and proof-read</li> <li>Consolidate and build knowledge of vocabulary and grammar for coherence, analysing grammatical effectiveness of studied texts, discern and differentiate grammatical structures of spoken and written texts incl. formal and informal registers-use linguistic and literary terminology to analyse and discuss written and spoken language</li> <li>Speak confidently and effectively using Standard English in formal and informal contexts through short speeches and presentations, formal debates, improvising, rehearsing and performing play scripts and poetry to generate: role, intonation, volume, mood, silence, stillness and action for effect.</li> </ul>		<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Working mathematically-number system, reasoning, problem solving</li> <li>Place Value for decimals, measures and integers of any size-ordering real numbers</li> <li>Factorization, multiples, factors, primes</li> <li>Standard form, terminating decimals, percentages</li> <li>Algebraic formulae-equations, in equations</li> <li>Linear equations-graphing quadratics on the Cartesian plane</li> <li>Arithmetic and geometric sequence</li> <li>Ratios, proportions and rates of change</li> <li>Solving problems involving direct and inverse proportions</li> <li>Geometric reasoning-formulae for perimeter and area of all common shapes-volumes of all standard solids</li> <li>Probability-record, describe and analyse the frequency of outcomes-enumerate sets and unions (tables, grids and Venn diagrams)</li> <li>Describe, interpret and compare graphical representation of discrete, continuous and grouped data</li> </ul>
<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Elements of Art-Line, Shape, Form, Colour, Value, Texture and Space</li> <li>Principles of Design-Balance, Rhythm, Movement, Contrast, Emphasis, Patterns and Unity</li> <li>Chronology of Significant Art Periods and Movements from the Ancient World to the Present</li> <li>Chronology of Significant Representative Artists</li> <li>Focus Study-<i>Postmodernism</i></li> </ul>	<p style="text-align: center;">Year SEVEN Ages 11-12</p> <p style="text-align: center;"><b>National Curriculum of England Focus</b></p> <p><b>NB:</b> This is a summary of the mandated curriculum and captures the essence of the learning journey</p>		<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Expand Locational knowledge by exploring: Africa, Russia, Asia and the Middle East focusing on, key physical environmental regions, and human characteristics, countries and major cities</li> <li>Compare and contrast geographical features within a region of Africa and of Asia.</li> <li>The physical geography of: geological timescales-plate tectonics, rocks, weathering and soils types, weather and climate (Ice Age-Present), glaciation, hydrology and coastlines</li> <li>The Human geography of: population and urbanization, international development, economic activity, use of natural resources and the impact of interventions on the Earth</li> <li>Geographical Skills and Fieldwork-maps, atlases</li> </ul>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Chronological Development of the Digital World</li> <li>Understand key algorithms reflecting computational thinking</li> <li>Make appropriate use of Data Structures (lists, tables or Arrays)</li> <li>Boolean Logic (AND, OR, NOT) and its use in circuits for programming</li> <li>Hardware and Software components of a Computer System</li> <li>Binary System and conversion to decimal system</li> <li>Storage for portable and fixed devices</li> <li>Safe usage of Internet-ethics</li> <li>Computers and the Law</li> </ul>			<p><b>History</b></p> <ul style="list-style-type: none"> <li>The development of Church, State and Society in Medieval Britain (1066-1509) and (1509-1745)</li> <li>Ideas, political power, industry and empire in Britain (1745-1901)</li> <li>World History from 1901 (impact and involvement of Britain)</li> <li>In depth study of Britain's involvement in World History</li> <li>In-depth study of British history pre-1066</li> <li>At least study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Play and perform musically in a range of solo and ensemble contexts</li> <li>Improvise and compose-extend and develop ideas drawing inspiration from typical structures, genres, styles and traditions</li> <li>Using conventional and non-conventional notation</li> <li>Identify and use inter-related dimensions of music expressively with increasing finesse</li> <li>Listen and aural analyse with increasing discrimination a wide range of music from a cross section of representative composers</li> <li>Develop a deepening understanding of the music performed and to which students listen</li> <li>Gain a chronological knowledge of music and composers through the ages</li> </ul>	<p><b>Modern Foreign Language</b></p> <ul style="list-style-type: none"> <li>Present, past and future tense</li> <li>Key grammatical structures-mood and voice-building vocabulary for argument and reason</li> <li>Accurate spelling, grammar and punctuation</li> <li>Transcription through aural dictation</li> <li>Correct pronunciation and intonation</li> <li>Read literary texts in the language</li> <li>Write prose with increasing finesse</li> </ul>	<p><b>Physical Ed.</b></p> <ul style="list-style-type: none"> <li>Excel in competitive and individual sports which support health and fitness</li> <li>Use tactics, strategies in competition</li> <li>Perform dances using correct techniques</li> <li>Outdoor and adventurous activities to foster resilience, trust and teamwork</li> <li>Analyse performance</li> <li>Commit to community sports and/or physical fitness</li> </ul>	<p><b>Design and Tech.</b></p> <ul style="list-style-type: none"> <li>Design across various contexts: Domestic and Local, Industrial, Agricultural and Fashion</li> <li>Process of <i>Design</i>: research and exploration-cultural considerations and user needs. Creativity versus stereotypical reproduction. Annotated sketches, plans, 3D models, oral and digital presentations</li> <li>Process of <i>Making</i>: use of specialist tools and techniques. Range of materials/ingredients of composition</li> <li>Process of <i>Evaluation</i>: Knowledge of Professional designers, test and refine ideas. Test and refine ideas. Impact on environment</li> <li>Process of <i>Technical Knowledge</i>: properties of design elements-functionality. Mechanical, electronic and digital systems</li> <li>Cooking and Nutrition: principles of nutrition and health, cooking techniques</li> </ul>
<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>Understand Political Systems, Citizens and Monarchy in the United Kingdom</li> <li>The Justice System-police, courts and tribunals</li> <li>Voting, elections and democracy. Freedom of Speech</li> <li>Money, budgeting and managing risk</li> </ul>			

<p><b>Mathematics</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Rounding</li> <li>• Factors, Multiples and Primes</li> <li>• HCF, LCM, and Prime factors</li> <li>• Angles in parallel lines</li> <li>• Transformations</li> <li>• Bearings</li> <li>• Fractions</li> <li>• Probability</li> <li>• Percentages</li> <li>• Algebra 1</li> <li>• Sequences</li> <li>• Area</li> <li>• Volume &amp; surface area</li> <li>• Straight line graphs</li> <li>• Graphs</li> <li>• Ratio</li> <li>• Interior and exterior angles</li> <li>• Scatter graphs</li> <li>• Enlargements</li> <li>• Scale drawings</li> <li>• Pythagoras theorem</li> <li>• Averages</li> <li>• Circles</li> <li>• Frequency diagrams</li> <li>• Factorising</li> <li>• Proportion</li> <li>• Problem solving</li> </ul>	<p><b>Science</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Different diets</li> <li>• Digestion</li> <li>• Energy transfer</li> <li>• Expansion &amp; contraction</li> <li>• Energy in the home</li> <li>• Elements</li> <li>• Periodic table</li> <li>• Balanced Diet</li> <li>• Classification</li> <li>• Circulation</li> <li>• Respiration</li> <li>• Colour</li> <li>• Immunity</li> <li>• Waves</li> <li>• Light</li> <li>• Rocks</li> <li>• Sound and hearing</li> <li>• Habitats and ecology</li> <li>• The Earth</li> <li>• Metal detecting</li> <li>• Microbes</li> <li>• Magnets</li> <li>• Electromagnets</li> <li>• Anaerobic respiration</li> </ul>	<p><b>Music</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Graphic scores and elements of music</li> <li>• Composing with the elements of music</li> <li>• Performing with the elements of music</li> <li>• Introduction to note values</li> <li>• Introduction to the keyboard</li> <li>• The treble clef</li> <li>• The bass clef</li> <li>• Keyboard Judo</li> <li>• Sharps and flats</li> <li>• Film music</li> <li>• Festive tasks</li> <li>• Sonority city</li> <li>• Offbeat</li> </ul>	
<p><b>English</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• 19th century detective fiction:</li> <li>• Shakespeare: Twelfth Night</li> <li>• Gothic fiction</li> <li>• Non-fiction</li> <li>• Travel writing</li> </ul>	<p><b>Year EIGHT</b> Ages 12 -13 <b>National Curriculum of England Focus</b></p> <p><b>NB:</b> This is a summary of the mandated curriculum and captures the essence of the learning journey</p>		<p><b>Geography</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Population</li> <li>• Cities</li> <li>• Rivers &amp; coasts</li> <li>• Activity week</li> <li>• Planet Earth: Use or abuse?</li> </ul>
<p><b>French</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Mes vacances</li> <li>• Les fetes</li> <li>• A loisirs</li> <li>• Le monde est petit</li> </ul>	<p><b>Film Studies</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Somebody at the door-project</li> <li>• Make a short-form documentary</li> <li>• Animation</li> </ul>	<p><b>Creative Media</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Designer Toys</li> <li>• Art skills</li> <li>• Museum Curate</li> <li>• Pen &amp; ink skills</li> <li>• Watercolour skills</li> <li>• Creepy crawlies</li> <li>• Graffiti</li> </ul>	
<p><b>STEM</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Power up</li> <li>• Science in movies</li> <li>• Food of the future</li> </ul>		<p><b>Spanish</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• De vacaciones</li> <li>• Mi vida, mi movil</li> <li>• Leisure</li> </ul>	<p><b>ADDITIONAL SUBJECTS</b></p> <ul style="list-style-type: none"> <li>➤ Computer Science</li> <li>➤ Drama</li> <li>➤ History</li> </ul>

<p><b>Mathematics</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Place Value</li> <li>• Sequences</li> <li>• Indices</li> <li>• Percentages</li> <li>• The Averages</li> <li>• Fractions</li> <li>• Algebra</li> <li>• Probability</li> <li>• Standard Form</li> <li>• Angles</li> <li>• Statistics</li> <li>• Transformations</li> <li>• Direct Proportion</li> <li>• Inequalities</li> <li>• Trigonometry</li> <li>• Time graphs and Exponential graphs</li> <li>• Pythagoras Theorem</li> <li>• Factorising</li> <li>• Construction &amp; Loci</li> <li>• Circles</li> <li>• Problem Solving</li> <li>• Area &amp; Volume</li> <li>• Surface Area</li> <li>• Ratio</li> <li>• Linear Graphs</li> <li>• Quadratic Graphs</li> <li>• Compound Measures</li> </ul>	<p><b>Science</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Growing Plants</li> <li>• Chemical reactions</li> <li>• Use of energy</li> <li>• Electricity</li> <li>• Problem with pests</li> <li>• Better growth</li> <li>• Metals and materials</li> <li>• Gravity</li> <li>• Variation</li> <li>• Selective breeding</li> <li>• Chemistry of metals</li> <li>• Plant breeding</li> <li>• Cloning</li> <li>• Making materials</li> <li>• Forces</li> <li>• Speed</li> <li>• Fighting fit</li> <li>• Diet and alcohol</li> <li>• Drugs</li> <li>• Types of soil</li> <li>• Rocks and acid rain</li> <li>• Moments</li> </ul>		<p><b>Biology</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Living organisms</li> <li>• Cell structure</li> <li>• Biological molecules</li> <li>• Movement of substances into and out of cells</li> <li>• Nutrition</li> <li>• Respiration</li> <li>• Gas exchange</li> <li>• Transport</li> <li>• Food production</li> </ul>	
<p><b>Year NINE</b></p> <p>Ages 13 -14</p> <p><b>National Curriculum of England Focus</b></p> <p><b>NB:</b> This is a summary of the mandated curriculum and captures the essence of the learning journey</p>			<p><b>Geography</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Power of the planet</li> <li>• Development and change</li> <li>• Deserts</li> </ul>	
			<p><b>History</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Slavery</li> <li>• Empire</li> <li>• Women</li> <li>• WWI</li> <li>• America</li> <li>• Rise of the dictators</li> <li>• Vietnam</li> </ul>	
<p><b>English</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Power and conflict</li> <li>• Animal Farm</li> <li>• Romeo &amp; Juliet vs Modern Love</li> <li>• Creative Writing</li> </ul>	<p><b>Art</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Communications</li> <li>• Painting skills</li> <li>• Watercolour</li> <li>• Acrylic / oil</li> <li>• Art skills</li> <li>• Presentation</li> <li>• Marking skills</li> <li>• Drawing – perspective</li> <li>• Grid drawing</li> <li>• Digital drawing</li> <li>• Pen and ink</li> <li>• Own drawing</li> <li>• Presentation</li> <li>• 3D mixed media – environment and me</li> <li>• Fabric</li> </ul>	<p><b>Creative Media</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Presentation</li> <li>• Kinetic drawing</li> <li>• Architecture and engineers</li> <li>• Sketching skills</li> <li>• Fractured identity</li> </ul>		
<p><b>French</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Mon monde a moi</li> <li>• Projets d’avenir</li> <li>• Ma vie en musique</li> <li>• Le meilleur des mondes</li> <li>• Monde francophone</li> </ul>		<p><b>Spanish</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Somos a si</li> <li>• Orientate</li> <li>• En forma</li> <li>• Jovenes en accion</li> <li>• Una aventura en madrid</li> <li>• Las fiestas/ el mundo hispanohablante</li> </ul>	<p><b>Computer Science</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• HTML</li> <li>• Data representation/ python programming</li> <li>• Python programming</li> <li>• Networks</li> <li>• Moral, social and ethical issues</li> </ul>	
<p><b>STEM</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Forensic Science</li> <li>• Engineering in a pandemic</li> <li>• Augmented reality</li> </ul>		<p><b>ADDITIONAL SUBJECTS</b></p> <ul style="list-style-type: none"> <li>➤ Drama</li> <li>➤ Music</li> </ul>		

<p style="text-align: center;"><b>Chemistry</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• States of matter</li> <li>• Diffusion and solubility</li> <li>• Elements, compounds and mixtures</li> <li>• Chromatography</li> <li>• Atomic structure</li> <li>• Electronic configuration</li> <li>• The periodic table</li> <li>• Relative formula mass</li> <li>• Reacting mass</li> <li>• Percentage yield</li> <li>• Empirical formulae</li> <li>• Gas volumes</li> <li>• Solutions and titrations</li> <li>• Ions and ionic bonding</li> <li>• Covalent bonding</li> <li>• Properties of compounds</li> <li>• Metallic bonding</li> <li>• Electrolysis - Part 1</li> <li>• Electrolysis – Part 2</li> <li>• Alkali metals</li> <li>• The halogens</li> <li>• Atmosphere gases</li> <li>• The reactivity series</li> <li>• Redox reactions and rusting</li> </ul>	<p style="text-align: center;"><b>Mathematics</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Symmetry</li> <li>• Algebra</li> <li>• Sequences</li> <li>• Mensuration</li> <li>• Fractions, decimal and percentages</li> <li>• Ratio</li> </ul>	<p style="text-align: center;"><b>Biology</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Living organisms</li> <li>• Cell structure</li> <li>• Biological molecules</li> <li>• Movement of substances into and out of cells</li> <li>• Nutrition</li> <li>• Respiration</li> <li>• Gas exchange</li> <li>• Transport</li> <li>• Food production</li> </ul>		
<p style="font-size: 2em; color: white;"><b>Year</b> <b>TEN</b></p> <p style="font-size: 1.5em; color: white;">Ages 14 -15</p> <p style="font-size: 1.5em; color: white;"><b>National Curriculum of</b> <b>England</b> <b>Focus</b></p> <p style="color: lightblue; font-size: 0.8em;">NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p>		<p style="text-align: center;"><b>English Literature</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• An Inspector Calls</li> <li>• Macbeth</li> <li>• Poetry</li> <li>• The Whale Ride</li> </ul>		
		<p style="text-align: center;"><b>Computer Science</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Data representation/ python programming</li> <li>• Logic gates/ computer architecture</li> <li>• Data storage</li> <li>• Input/Output devices</li> <li>• Validation and verification /algorithmic design</li> </ul>		
<p style="text-align: center;"><b>Physics</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Forces and motion</li> <li>• Electricity</li> <li>• Waves</li> <li>• Energy resources and energy transfer</li> </ul>	<p style="text-align: center;"><b>Art</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Communications</li> <li>• Painting skills</li> <li>• Watercolour</li> <li>• Acrylic / oil</li> <li>• Art skills</li> <li>• Presentation</li> <li>• Marking skills</li> <li>• Drawing – perspective</li> <li>• Grid drawing</li> <li>• Digital drawing</li> <li>• Pen and ink</li> <li>• Own drawing</li> <li>• Presentation</li> <li>• 3D mixed media – environment and me</li> <li>• Fabric</li> </ul>	<p style="text-align: center;"><b>Psychology</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Language, thought and communication</li> <li>• Research methods</li> <li>• Social approach</li> </ul>		
<p style="text-align: center;"><b>Business</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Business activity and influence on business</li> <li>• People in business</li> <li>• Business finance</li> </ul>		<p style="text-align: center;"><b>Spanish</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Desconectate: home and abroad</li> <li>• Mi vida en el insti</li> <li>• Mi gente/ intereses e influencias</li> <li>• Ciudades</li> </ul>	<p style="text-align: center;"><b>History</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Slavery</li> <li>• Empire</li> <li>• Women</li> <li>• WWI</li> <li>• America</li> </ul>	
<p style="text-align: center;"><b>STEM</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Forensic Science</li> <li>• Engineering in a pandemic</li> <li>• Augmented reality</li> </ul>			<p style="text-align: center;"><b>ADDITIONAL SUBJECTS</b></p> <ul style="list-style-type: none"> <li>➤ French</li> <li>➤ Drama</li> <li>➤ Music</li> <li>➤ Religious studies</li> <li>➤ German</li> </ul>	

<p style="text-align: center;"><b>Chemistry</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>Organic chemistry</li> <li>Crude oil &amp; fractional distillation</li> <li>Fossil fuels</li> <li>Alkanes</li> <li>Alkenes</li> <li>Alcohols</li> <li>Carboxylic acids</li> <li>Esters</li> <li>Assessment</li> <li>Condensation polymerisation</li> <li>Energetics</li> <li>Enthalpy</li> <li>Bond energy</li> <li>Rates of reactions</li> <li>Reversible reactions</li> <li>RR &amp; equilibrium</li> </ul>	<p style="text-align: center;"><b>Mathematics</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>Graphs</li> <li>Probability</li> <li>Standard Form</li> <li>Scale</li> <li>2D &amp; 3D Shapes</li> <li>Angles</li> <li>Algebra</li> <li>Pythagoras</li> <li>Trigonometry</li> <li>Inequalities</li> </ul>	<p style="text-align: center;"><b>Physics</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>Solids, liquids, gases</li> <li>Magnetism &amp; electromagnetism</li> <li>Radioactivity &amp; particles</li> <li>Astrophysics</li> </ul>	<p style="text-align: center;"><b>Biology</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>Excretion &amp; the kidneys</li> <li>Nervous system &amp; hormonal control</li> <li>Reproduction in humans</li> <li>Assessment</li> <li>Reproduction in plants</li> <li>Genetics</li> <li>Variation</li> <li>Ecology</li> <li>Farming and GMS</li> </ul>
<p style="font-size: 2em; color: white;"><b>Year</b> <b>ELEVEN</b></p> <p style="font-size: 1.5em; color: white;">Ages 15 -16</p> <p style="font-size: 1.5em; color: white;"><b>National Curriculum of</b> <b>England</b></p> <p style="font-size: 2em; color: white;"><b>Focus</b></p> <p style="font-size: 0.8em; color: lightblue;">NB: This is a summary of the mandated curriculum and captures the essence of the learning journey</p>		<p style="text-align: center;"><b>English Literature</b> <b>CORE SUBJECT</b></p> <ul style="list-style-type: none"> <li>An Inspector Calls</li> <li>Macbeth</li> </ul>	<p style="text-align: center;"><b>Business</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>Production</li> <li>Marketing</li> <li>Business activity and influences</li> <li>People in business</li> <li>Business finance</li> <li>Business operations</li> </ul>
		<p style="text-align: center;"><b>History</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>Industrial revolution in Britain 1750 – 1850</li> <li>France 1774 – 1814</li> <li>Russian revolution 1894 – 1921</li> </ul>	<p style="text-align: center;"><b>Computer Science</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>Algorithms / networks</li> <li>Logical shifts</li> <li>Encryption</li> <li>Software</li> <li>Types of languages</li> <li>Internet, protocols and web browsers</li> <li>Digital currency</li> <li>Automated systems</li> <li>Robotics</li> <li>AI</li> <li>Programming recap</li> <li>Databases</li> <li>Boolean logic</li> </ul>
<p style="text-align: center;"><b>Drama</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>Monologue</li> <li>Noughts &amp; crosses by Malorie Blackman</li> <li>Script creation</li> </ul>		<p style="text-align: center;"><b>German</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>School trips, events and exchanges</li> <li>Childhood</li> <li>Exam practice</li> <li>School rules and pressures</li> <li>The importance of sport</li> <li>Accidents and injuries</li> <li>The world of work</li> <li>Future plans</li> <li>Communication &amp; keeping informed</li> </ul>	<p style="text-align: center;"><b>Psychology</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>Development</li> <li>Brain and neuropsychology</li> <li>Psychological problems</li> </ul>
<p style="text-align: center;"><b>French</b> <b>ADDITIONAL SUBJECT</b></p> <ul style="list-style-type: none"> <li>Self, family and friends</li> <li>Everyday life at home and at school</li> <li>The world around us</li> </ul>		<p style="text-align: center;"><b>ADDITIONAL SUBJECTS</b></p> <ul style="list-style-type: none"> <li>➤ Film Studies</li> <li>➤ Spanish</li> <li>➤ Geography</li> </ul>	





# BPS - Structure of the School Week – EYFS and PRIMARY CLASSES 2024-2025

- NURSERY, PRE-SCHOOL AND RECEPTION FINISH at 13:00 each day
- Lateness to school will be monitored and this data will be reflected on official reporting documents
- This table below reflects the usual timetable for each year group, however, variations to this will occur according to the constraints of the matrix
- Parents/Guardians are to ensure children are collected NO LATER than 15 minutes after the nominated FINISH time EACH DAY as supervision cannot be guaranteed thereafter. A fee of 5,000 CFA will be charged for every 15 minutes thereafter

EYFS		School Arrival	Session ONE	Morning Tea	Session TWO		
DAY ↓	TIME ⇨	07:45 to 08:00	08:00 to 09:30	09:30 to 10:00	10:00 to 11:30	11:30 to 12:00	12:00 to 13:00
Monday		Students are to arrive no later than 07:45 and be ready for instruction no later than 08:00	Literacy and Numeracy	Students are allocated areas in which to eat and engage in recreational activities	Integrated Learning Themes (ILT)	<b>Lunch</b>	Activity based learning
Tuesday							
Wednesday							
Thursday							
Friday							
YEARS 1 TO 4		Students are to arrive no later than 07:45 and be ready for instruction no later than 08:00	Session ONE	Morning Tea	Session TWO	Lunch	SESSION THREE
DAY ↓	TIME ⇨		08:00 to 10:15	10:15 to 10:45	10:45 to 13:15 / to 13:00 Friday	13:15 to 14:00	14:00 to 15:30
Monday			Literacy and Numeracy	Students are allocated areas in which to eat and engage in recreational activities	Foundation Subjects	<b>Lunch</b>	Integrated Learning Themes (ILT)
Tuesday							
Wednesday							
Thursday							
Friday							
YEARS 5 AND 6		Students are to arrive no later than 07:45 and be ready for instruction no later than 08:00	Session ONE	Morning Tea	Session TWO	<b>Lunch</b>	SESSION THREE
DAY ↓	TIME ⇨						
Friday						<b>Lunch</b>	Numeracy / Literacy



## Uniform Requirements, Accessories and Price List

**NB:** The following items **MUST** be purchased through the Academy  
It is recommended that students have T-shirts (x 3), Shorts (x 2), Skirts (x 2)

Article of Clothing	Price
T-Shirt (Unisex)	XAF 8,000
Boys Shorts	XAF 10,000
Girls Skirts	XAF 10,000
Library Bag	XAF 3,000
House Sport Top	XAF 4,000

Not available from the Academy	Coloured Socks for Indoor Gym (5 pairs)	Plain White Socks (5 pairs)	Blue/Black/White Shoes or Sandals	Swimming Goggles (1 pair)	Hat or Cap	Complete Spare Change of Clothes in Fabric Bag	Drink Bottle (plastic)	School Bag Back Pack
Nursery	✓	✓	✓	✗	✓	✓	✓	✓
Pre-School	✓	✓	✓	✗	✓	✓	✓	✓
Reception	✓	✓	✓	✓	✓	✓	✓	✓
Year 1	✗	✓	✓	✓	✓	✗	✓	✓
Year 2	✗	✓	✓	✓	✓	✗	✓	✓
Year 3	✗	✓	✓	✓	✓	✗	✓	✓
Year 4	✗	✓	✓	✓	✓	✗	✓	✓
Year 5	✗	✓	✓	✓	✓	✗	✓	✓
Year 6	✗	✓	✓	✓	✓	✗	✓	✓
Year 7	✗	✓	✓	✓	✓	✗	✓	✓
Year 8	✗	✓	✓	✓	✓	✗	✓	✓
Year 9	✗	✓	✓	✓	✓	✗	✓	✓

The following items are **NOT** permitted at school at any time. The Academy will NOT be responsible for the loss of valuable/personal items

- Jewellery (small circular earrings, ear studs or a necklace are permitted)
- Toys
- Rubber footwear
- Mobile phones or other digital devices
- Chewing gum
- Sharp or dangerous objects
- Money or other valuables
- Bags with wheels
- Cutlery or drink bottles made of **metal**
- Bowls or drink bottles made of **glass**

- (1) The School *Back Pack* should have the capacity to carry necessary books, texts and accessories relevant to the year level of the individual student
- (2) Drink Bottles should be replenished every day and be of an adequate volume
- (3) Please ensure the *Spare Change of Clothes Bag* is clearly labeled with the student's name
- (4) A note signed by a parent **MUST** accompany a student who is OUT OF UNIFORM



# 2024-2025 SCHOOL FEES

## Academy International British Primary School

FEE STRUCTURE (In F CFA)	Registration Terms below 1. & 1a.	Tuition Terms below 1a., 2., 2b.& 2c	Enrichment Activities	Stationery/IT Consumables	Insurance
Nursery	300,000	1,950,000	-	150,000	10,000
Pre-School	300,000	2,970,000	110,000	160,000	10,000
Reception	300,000	3,825,000	260,000	170,000	10,000
Year 1	500,000	4,275,000	260,000	200,000	10,000
Year 2	500,000	4,500,000	260,000	200,000	10,000
Year 3	550,000	4,650,000	260,000	200,000	10,000
Year 4	550,000	4,675,000	300,000	200,000	10,000
Year 5	600,000	5,100,000	300,000	235,000	10,000
Year 6	600,000	5,175,000	300,000	265,000	10,000
Year 7	700,000	5,325,000	300,000	300,000	10,000
Year 8	700,000	5,325,000	300,000	300,000	10,000
Year 9	700,000	5,325,000	300,000	300,000	10,000
Years 10-12	700,000	6,450,000	-	300,000	10,000

### MAIN TERMS & CONDITIONS

(A full transcript of the Terms and Conditions are available from the school's website [www.ConniesAcademy.co.uk](http://www.ConniesAcademy.co.uk))

**1.** For the 1<sup>st</sup> full year of the child's attendance at the school, 100% of the Registration Fee is payable

For the 2<sup>nd</sup> full year of the child's attendance at the school, 50% of the current 1st year's Registration Fee is payable. For the 3<sup>rd</sup> year, 25% of the fee is payable.

No registration fee is payable for the children for their 4<sup>th</sup> full calendar year and subsequent years of attendance

**1a.** Should a child enroll part-way through the academic year (after the beginning of the school year), the full amount of the Registration Fee is still payable but tuition fees payable for any previous **full** term(s) are not payable

**2.** Total Tuition Fee is for the Academic Year- of 5 Teaching Periods, or 3 terms. Tuition Fees paid privately, unsubsidised, can be paid in total at the commencement of the academic year OR paid at the beginning of each of the 3 terms. All other fees are payable at commencement of the school year.

**2a.** Students from Year 7 upwards are required to have a headset with microphone and a laptop with a minimum of 8GB of ram and ideally an Ethernet port.

Installed software for the laptop must include Windows 10 (or 11) and MS Office. Parents must give the school the administrative password for each non-AIBPS digital device their child uses within the school's premises.

**2b.** Where a full term's Written Notice has not been given for a child leaving; one-third of a full year's tuition fees are payable following the withdrawal term

**2c.** Additional subjects requested for Year 7 students additional to the core subjects will incur supplementary fees.

**2d.** Exam fees for year 11 students and upwards are not included.



# SCHOOL CALENDAR 2024-2025

	TERM	DURATION	WEEKS
Teaching Period 1	1	Tuesday 3 <sup>rd</sup> September 2024 to Friday 18 <sup>th</sup> October 2024	7
<b>Holiday</b>		Saturday 19 <sup>th</sup> October 2024 to Monday 4 <sup>th</sup> November 2024	2
Teaching Period 2	1	Tuesday 5 <sup>th</sup> November 2024 to Friday 13 <sup>th</sup> December 2024	6
<b>Mid-year Exams</b>		Monday 9 <sup>th</sup> December 2024 to Friday 13 <sup>th</sup> December 2024	
<b>Holiday</b>		Saturday 14 <sup>th</sup> December 2024 to Monday 6 <sup>th</sup> January 2025	3
Teaching Period 3	2	Tuesday 7 <sup>th</sup> January 2025 to Friday 14 <sup>th</sup> February 2025	6
<b>Holiday</b>		Saturday 15 <sup>th</sup> February 2025 to Monday 24 <sup>th</sup> February 2025	1
Teaching Period 4	2	Tuesday 25 <sup>th</sup> February 2025 to Friday 4 <sup>th</sup> April 2025	6
<b>Holiday</b>		Saturday 5 <sup>th</sup> April 2025 to Monday 21 <sup>st</sup> April 2025	2
Teaching Period 5	3	Tuesday 22 <sup>nd</sup> April 2025 to Friday 23 <sup>rd</sup> May 2025	5
<b>Holiday</b>		Saturday 24 <sup>th</sup> May 2025 to Monday 2 <sup>nd</sup> June 2025	1
Teaching Period 6	3	Tuesday 3 <sup>rd</sup> June 2025 to Friday 4 <sup>th</sup> July 2025	5
<b>Year-end Exams</b>		Friday 6 <sup>th</sup> June 2025 to Friday 13 <sup>th</sup> June 2025	
<b>Holiday</b>		Saturday 5 <sup>th</sup> July 2025 to Monday 1 <sup>st</sup> September 2025	9

### Pupil Free Days

Monday 4<sup>th</sup> November 2024  
 Monday 6<sup>th</sup> January 2025  
 Monday 24<sup>th</sup> February 2025  
 Monday 21<sup>st</sup> April 2025

### Public Holidays during AIBPS Teaching Periods

Friday 1<sup>st</sup> November 2024 – All Saints Day  
 Monday 21<sup>st</sup> April 2025 – Easter Monday  
 Thursday 1<sup>st</sup> May 2025 – Labour Day  
 Thursday 29<sup>th</sup> May 2025 – Ascension Day  
 Tuesday 10<sup>th</sup> June 2025 – Reconciliation Day



# Enrolment Form

## Academy International British Primary School

This application to enrol form is to be completed in English. If you need an explanation of any of the questions or help in completing this application, please ask for assistance from the school staff. You are welcome to provide further information on an attached sheet.

The school will notify you of the results of your application. The information you have provided will be used by the school for student enrolment if your application is accepted. Please do not purchase items such as uniforms until you receive confirmation of enrolment.

### STUDENT DETAILS

#### A. STUDENT DETAILS:

FAMILY NAME	FIRST GIVEN NAME	SECOND GIVEN NAME	PREFERRED FIRST NAME

GENDER		DATE OF BIRTH	COUNTRY OF BIRTH
Male <input type="checkbox"/>	Female <input type="checkbox"/>	Day/Month/Year	

Into which year are you seeking to enrol this student? (mark only one box)

N  P  R  1  2  3  4  5  6  7-8  9-12

Intended start date: \_\_\_\_/\_\_\_\_/\_\_\_\_  
day month year

#### LANGUAGES OTHER THAN ENGLISH SPOKEN AT HOME

Does the student speak a language other than English at home?

No, English only  Yes

If **Yes**, what language(s) other than English are spoken at home?

*Please write the actual language(s) used, i.e. Swahili (not African), Punjabi (not Indian)*

Main language other than English spoken at home by the student: \_\_\_\_\_

#### COUNTRY OF BIRTH

What is the country of birth of the enrolling student? : \_\_\_\_\_

#### PREVIOUS SCHOOLS

Please provide details of any school where the student has previously been enrolled starting with the most recent.

Name of school last attended: \_\_\_\_\_

Location of school last attended: (suburb/town/state/country): \_\_\_\_\_

Dates of attendance (for example: from 05/2020 to 06/2022): \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_  
month year month year



# Enrolment Form

## Academy International British Primary School

### FAMILY DETAILS

#### B. PARENT/CARER 1 with whom this student normally lives

If applicable, copies of any relevant family law or other court orders must be provided.

**Title:** (e.g. Mr/Ms/Mrs/Dr) \_\_\_\_\_ **Gender:** Male  Female

**Relationship to student:** (e.g. Mother/Father/Carer)

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

Country of birth: \_\_\_\_\_

#### OCCUPATION GROUP

Occupation: \_\_\_\_\_

Employer: \_\_\_\_\_

Phone Number: \_\_\_\_\_

#### B. PARENT/CARER 2 a second person whom this student normally lives

If applicable, copies of any relevant family law or other court orders must be provided.

**Title:** (e.g., Mr/Ms/Mrs/Dr) \_\_\_\_\_ **Gender:** Male  Female

**Relationship to student:** (e.g., Mother/Father/Carer): \_\_\_\_\_

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

Country of birth: \_\_\_\_\_

#### OCCUPATION GROUP

Occupation: \_\_\_\_\_

Employer: \_\_\_\_\_

Phone Number: \_\_\_\_\_

#### C. PARENTS/CARERS with whom this student normally lives

Name to be used for all correspondence: (e.g., Mr. and Mrs. A. Black, Ms. B. Green)

Residential address: \_\_\_\_\_

Is this the residential address of the student to be enrolled? Yes  No

Correspondence address:

*If your correspondence address is different to your residential address, please write it below:*

\_\_\_\_\_

\_\_\_\_\_



# Enrolment Form

## Academy International British Primary School

### FAMILY DETAILS

**If the school needs to contact a parent/carer, please specify, in order of preference, who to contact.** In addition, if there are any special conditions or times relevant to any contact number, please include this in the comment box next to the number (e.g., Mondays and Tuesdays only).

#### NAME OF PARENT/CARER TO CONTACT FIRST:

First Name: \_\_\_\_\_ Surname: \_\_\_\_\_

Comments: \_\_\_\_\_

Phone number: \_\_\_\_\_  
(mobile) \_\_\_\_\_

Phone number: (home) \_\_\_\_\_

Phone number: (work) \_\_\_\_\_

Contact email address: \_\_\_\_\_

#### NAME OF PARENT/CARER TO CONTACT SECOND:

First Name: \_\_\_\_\_ Surname: \_\_\_\_\_

Comments: \_\_\_\_\_

Phone number: (mobile) \_\_\_\_\_

Phone number: (home) \_\_\_\_\_

Phone number: (work) \_\_\_\_\_

Contact email address: \_\_\_\_\_



# Enrolment Form

## Academy International British Primary School

### ADDITIONAL EMERGENCY CONTACTS

#### D. ADDITIONAL EMERGENCY CONTACTS

*Please nominate two people over the age of 18 years who may be contacted in the event of an emergency if the school is unable to contact the parents/carers listed in Section C. Ideally each contact should be someone who lives in the neighbourhood of the school. Please ensure that you have discussed with these people their willingness to be emergency contacts.*

##### **CONTACT DETAILS** *(first preference)*

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

Relationship to student: *(e.g., neighbour/aunt/uncle)* \_\_\_\_\_

*If there are any special conditions or times relevant to any contact number, please include these in the comment box next to the number (e.g., Mondays and Tuesdays only).*

Comments: \_\_\_\_\_

Phone number: *(mobile)* \_\_\_\_\_

Phone number: *(home)* \_\_\_\_\_

Phone number: *(work)* \_\_\_\_\_

Contact email address: \_\_\_\_\_

##### **CONTACT DETAILS** *(second preference)*

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

Relationship to student: *(e.g., neighbour/aunt/uncle)* \_\_\_\_\_

*If there are any special conditions or times relevant to any contact number, please include these in the comment box next to the number (e.g., Mondays and Tuesdays only).*

Comments: \_\_\_\_\_

Phone number: *(mobile)* \_\_\_\_\_

Phone number: *(home)* \_\_\_\_\_

Phone number: *(work)* \_\_\_\_\_

Contact email address: \_\_\_\_\_





# Enrolment Form

## Academy International British Primary School

### STUDENT DETAILS – ADDITIONAL INFORMATION

#### E. Student Medical Details AND Health Conditions

*It is essential you inform the school before your child is enrolled if he or she has any medical conditions. This must include any known allergies. You should also contact the school as soon as you are aware of any newly diagnosed allergies, other medical conditions or changes to an existing condition. This will assist the school to support the safety and wellbeing of your child and allow planning to occur to determine the best way to meet the individual health and support needs of your child. This is important information for your child's safe participation at the school.*

*Note: Where the words 'your child' are used, they should be taken as a reference to the student seeking enrolment.*

Hospital Student Attends \_\_\_\_\_

Doctor's name: \_\_\_\_\_

Doctor's address: \_\_\_\_\_

Doctor's phone number: (work) \_\_\_\_\_

*Please provide the name, address and phone number of any other doctor or medical specialist who may currently be treating your child for any allergy or other medical condition you may list when completing Section E. Attach an additional page if required.*

Allergy / medical condition	Doctor's name	Address	Telephone

*If your child has a documented plan to support any health or medical needs from a previous school or organisation, (e.g. preschool, occasional care, etc.) please provide it to the school as an attachment to this form.*

#### **ALLERGIES – THESE CAN INCLUDE ALLERGIES TO INSECT STINGS, DRUGS, LATEX, FOOD (EG NUTS, EGGS, PEANUTS) OR OTHER**

*If your child has an allergy, please specify in the box below. For this allergy, answer the 11 questions that follow (where applicable). If there is insufficient space, please attach additional pages clearly marked 'Section E'.*

*For any **additional allergies** your child has, **please answer each of the 11 questions** (where applicable) on a separate page for each allergy. Attach this additional information (clearly marked 'Section E') to the back of this form.*

Allergy to: \_\_\_\_\_

### STUDENT DETAILS – ADDITIONAL INFORMATION

1. Has a doctor diagnosed this allergy? Yes  No



# Enrolment Form

## Academy International British Primary School

2. Is this a severe allergy (anaphylaxis)? Yes  No

*Anaphylaxis is a severe, potentially life-threatening, allergic reaction.*

3. Has your child been hospitalised with a severe allergic reaction (anaphylaxis) or any other allergy?  
Yes  No

4. If yes, which hospital? \_\_\_\_\_

5. Does your child have an ASCIA Action Plan for Anaphylaxis? Yes  No

6. If yes, is this plan attached? Yes  No

7. Has your child been prescribed an adrenaline auto injector (i.e. EpiPen®/Anapen®)?  
Yes  No

*If your child has been prescribed an adrenaline auto injector, you will need to provide the school with one (and renew prior to expiry date).*

*Each time your child is prescribed a new adrenaline auto injector the doctor should issue an updated ASCIA Action Plan for Anaphylaxis. It is important that a copy of any updated plan is provided to the school.*

8. What is the expiry date of the adrenaline auto injector that will be provided to the school?  
\_\_\_\_\_/\_\_\_\_\_  
month year

*If not known at the time of completing this form, the school will require this information on enrolment.*

9. Does your child have an ASCIA Action Plan for Allergic Reactions? Yes  No

10. If yes, is this plan attached? Yes  No

*It is important that a copy of any updated plan is provided to the school.*

11. Please list below any other medication prescribed for this allergy

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*The school will require further details in relation to prescribed medication on enrolment.*

*Parents of children who require their child to be administered prescribed medication at school must complete a written request. The school can provide you with a copy of a request form.*

### **MEDICAL CONDITIONS OTHER THAN ALLERGIES AND ANAPHYLAXIS (EG ASTHMA, SEVERE ASTHMA, DIABETES, EPILEPSY)**

*Please identify and provide details below of any other medical condition for which your child is being treated. (If more than one condition or insufficient space, please attach additional pages and include answers to all 7 questions that follow).*

**Medical condition:** \_\_\_\_\_

1. Has a doctor diagnosed this condition? Yes  No

### **STUDENT DETAILS – ADDITIONAL INFORMATION**

2. Has your child been hospitalised with this condition? Yes  No

3. If yes, which hospital? \_\_\_\_\_



# Enrolment Form

## Academy International British Primary School

4. Does your child have a documented action plan from a doctor (e.g. asthma action plan)?

Yes  No

5. If yes, is this plan attached? Yes  No

6. Is your child taking prescribed medication for this condition? Yes  No

7. If yes, what is the prescribed medication?

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*The school will require further details in relation to prescribed medication on enrolment.*

*Parents of children who require their child to be administered prescribed medication at school must complete a written request. The school can provide you with a copy of a request form.*

### F. Student's history relevant to risk assessment

*The Academy International British Primary School has a responsibility to assess and manage any risk of harm to its staff and students. This application gives you the opportunity to provide the School with information that will help facilitate the smooth transition of the student into this specific school setting. This may include preparing a behaviour management plan or other appropriate strategies directed at meeting the particular needs of the student. The action taken in response to the information you provide will help ensure the safety of this student, other students and staff.*

To your knowledge, is there anything in the student's history or circumstances (including medical history not listed in Section E) which might pose a risk of any type to this student, other students, or staff at this school? Yes  No

*If yes, please provide a brief description of the student's medical or other history, which might pose a risk of any type to him or her, other students, or staff at this school.*

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Please provide names and contact details of health professionals or other relevant bodies that have knowledge of these issues.

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Does the student have any history of violent behaviour? Yes  No

*If yes, please provide the details.*

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### STUDENT DETAILS – ADDITIONAL INFORMATION

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# Enrolment Form

## Academy International British Primary School

Has the student ever been suspended or expelled from any previous school? Yes  No

*If yes, was this for:*

Actual violence to any person? Yes  No

Possession of a weapon or any item used to cause harm or injury? Yes  No

Threats of violence or intimidation to staff, students, or others at the school? Yes  No

Illegal drugs? Yes  No

**Are you aware of any other incidents of the kind listed above in which the student has been involved outside of the school setting?**

Yes  No

*If yes, please provide a brief outline of these incidents.*

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# Enrolment Form

## Academy International British Primary School

### PERSONAL INFORMATION AND DECLARATION OF INFORMATION AND ACCURACY

The personal information collected on this application is for purposes directly related to your child's education including processing this application.

Any information provided to the Academy International British Primary School will be used, disclosed and stored consistent with the privacy laws.

Certain information is required by the Academy International British Primary School to meet its duty of care and other legal obligations under public health, education and child protection legislation and for meeting data collection and reporting requirements under Government funding agreements that may involve evaluation and assessment of student outcomes.

Information may be disclosed to the Republic of Congo government agencies and other organisations for the above purposes and as authorised or required by law.

Information will be stored on a secure electronic database. You may access or correct the information by contacting the Academy International British Primary School. If you have a concern or complaint about the information collected or how it has been used or disclosed you should contact the Academy International British Primary School.

If you choose not to provide some requested information, it may have a detrimental impact on enrolling your child, resourcing of the school or meeting your child's educational needs.

Further information about the collection of information while your child is enrolled, and how we protect your privacy, is available from the Academy International British Primary School via an appointment with the Director of Education.

### **Publishing student information**

The Academy International British Primary School may publish information about your child for the purposes of sharing his/her experiences with other students, informing the school and broader community about school and student activities and recording student participation in noteworthy projects or community service.

This information may include your child's name, age, class and information collected at school such as photographs, sound and visual recordings of your child, your child's work and expressions of opinion such as in interactive media.

The communications in which your child's information may be published include, but are not limited to:

- The Academy International British Primary School website and the intranet (staff only).
- The Academy International British Primary School publications including the school newsletter, annual school magazine and school report, promotional material published in print and electronically including The Academy International British Primary School website.
- The Academy International British Primary School social media accounts on networks such as Facebook.

Parents should be aware that when information is published on public websites and social media channels it can be linked to by third parties and may be discoverable online for a



# Enrolment Form

## Academy International British Primary School

### PERSONAL INFORMATION AND DECLARATION OF INFORMATION AND ACCURACY

number of years, if not permanently. Search engines may also cache or retain copies of published information.

#### Permission to publish

I have read the information about publishing student information (above) and I give permission for the Academy International British Primary School to publish information about my child in publicly accessible communications. This permission remains effective until I advise otherwise. Authorised

#### Permission not to publish

I do not give permission for the Academy International British Primary School to publish information about my child in publicly accessible communications. This denial remains effective until I advise otherwise. Not authorised

#### Online services

The Academy International British Primary School may provide students with access to the Internet, a customised Gmail account and online applications such as Google Apps. These resources enable students to collaborate with peers, publish online and create personalised research portals.

When accessing some online services your child's data, including but not limited to, your child's name and works may be shared with and stored in a location outside of the Academy International British Primary School.

I give permission

I do not give permission

for my child to have access to online services provided by the Departments of Education and Communities. This permission remains effective until I advise the school otherwise.



# Enrolment Form

## Academy International British Primary School

### PERSONAL INFORMATION AND DECLARATION OF INFORMATION AND ACCURACY

#### Your consent and declaration

I have provided information about the learning and support needs, including health condition(s) and/or history relevant to a risk assessment, related to the student listed in Section A of this application form.

I consent to the Academy International British Primary School seeking information from previous schools, public hospitals, health professionals or other organisations that may also hold information related to this assessment for the student named on page 1.

I consent to the health professional(s) treating any medical or health condition identified in this application, to provide the Academy International British Primary School with information about any condition that has been identified in this application. This may include any other aspects of the student's health that may impact on the condition or on the health and safety of this student or other students at school or on staff at the school.

Where my child has been supplied with a digital device that is being used in the school, I consent to give the school the administrative password for the digital device.

I have read the school's Terms and Conditions, as published in French and English on the school's website, [www.ConniesAcademy.co.uk](http://www.ConniesAcademy.co.uk) and agree that I will abide by them. A copy of these Terms and Conditions are also available on request.

#### Declaration of accuracy

I have read the information on this page concerning the collection of personal information, student email access and publishing student information.

I declare that the information provided in this application is, to the best of my knowledge and belief, accurate and complete.

Where I have given personal information about other people, I have done so with their authorisation.

I am aware that if information I have given is false or misleading, any decision made because of this application may be changed.

#### Signature of parent/carer

*(at least one of the student's parents/carers must sign the application to enrol)*

Print name: \_\_\_\_\_

Date:               /        /         
                  day            month            year

#### Signature of second parent/carer

Print name: \_\_\_\_\_

Date:               /        /         
                  day            month            year

# Enrolment Form

## Academy International British Primary School

### OFFICE USE ONLY

#### Record of evidence

**Original documents must be sighted and photocopied. All students**

**Student Identity** (name and age e.g., birth certificate, passport etc.)

Yes  No

**Passport or travel documentation no.**

\_\_\_\_\_

**Country of issue** \_\_\_\_\_

#### Previous School Report

(A copy is mandatory for all students from Year 1 upwards.)

**Evidence supplied** Yes  No

**Medical/emergency plans sighted and copied** (e.g. ASCIA Plan)

Yes  Not applicable

**Immunisation Statement sighted, and a copy retained.**

Yes  No

**Immunisation History statement indicates immunisation status**

Up to date  Not up to date

**Yellow Fever Certificate received**

Yes  No

**Any family law, or other relevant court order sighted and copied**

Yes  Not applicable

#### Director of Education's checklist

**1. Enrolment interview conducted**

Yes  No

**2. Risk Assessment required**

Yes  No

If yes, risk assessment conducted Yes

**3. Is personalised support required for this student?**

Yes  No

If yes:

• Consultation with parent/caregiver conducted? Yes  No

• Behaviour Management Plan (violence) developed? \*

Yes  Not required

• Behaviour Management Plan (other) developed? \*

Yes  Not required

• Emergency Response Plan developed? \*\*

Yes  Not required

*\*It may be necessary to defer the finalisation of enrolment until this action has been taken. This may require development of an interim plan until all relevant medical or other information has been obtained. Any deferral should be no more than reasonably necessary to collect the required information.*

*\*\* Where a student has been diagnosed at risk of anaphylaxis the emergency response plan will be the ASCIA Action Plan for Anaphylaxis, which will be provided by the parent, completed and signed by the treating doctor.*

Director of Education's certification

**On the basis of the information provided on this form and gained from the required assessments,**

I accept, or

I decline *this application to enrol*

**Signature of Director:** \_\_\_\_\_

**Print name:** \_\_\_\_\_

**Date:** \_\_\_\_\_