

Shrewsbury
International School

PHNOM PENH

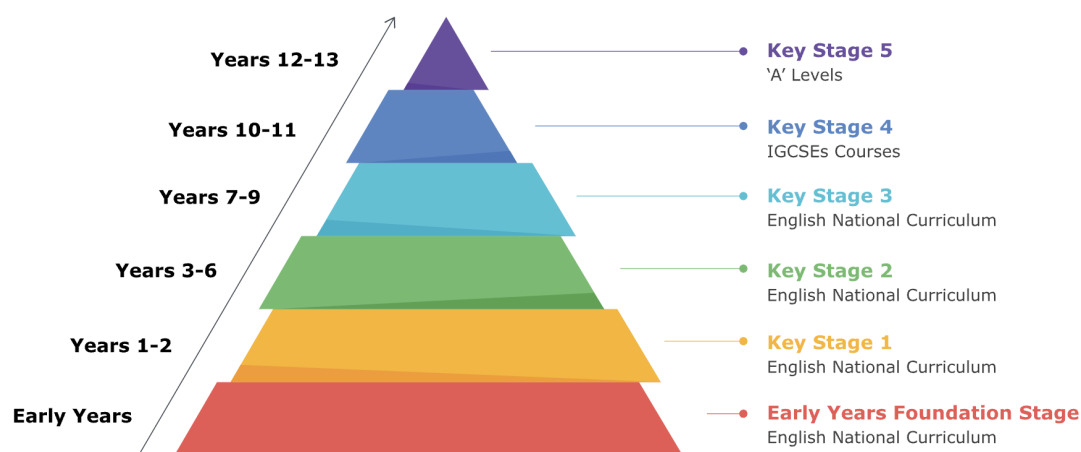
Key Stage 1 Curriculum Guide

Contents

Overview	Page
Ethos and Aims	Page
Curriculum Areas	Page
Subject Summaries	Page
English	Page
Spoken Language	Page
Reading	Page
Writing	Page
Mathematics	Page
Science	Page
Art and Design	Page
Computing	Page
Design and Technology	Page
Geography	Page
History	Page
Languages	Page
Music	Page
Physical Education	Page
PSHE	Page
A Typical Day in Key Stage 1	Page
Example Weekly Timetable	Page
Teacher-Led Sessions: Weekly Weightings	Page
Reporting and Feedback	Page
Homework and Supporting at Home	Page
Key Stage Outcomes	Page

Overview

Key Stage 1 is the next stage after the Early Years Foundation Stage (EYFS). Key Stage 1 comprises Year 1 and Year 2.



Year 1 is the academic year in which a pupil turns six years of age, and Year 2 is the academic year in which the pupil turns seven.

The curriculum in Key Stage 1 is based on the National Curriculum in England. The curriculum goals and the way in which they will be delivered for the pupils of Shrewsbury International School Phnom Penh are detailed below.

Ethos and Aims

Shrewsbury International School Phnom Penh provides an ambitious, holistic education underpinned by Shrewsbury's distinctive ethos of 'Floreat'. The Key Stage 1 children's development is facilitated by highly qualified and passionate teachers, within an enabling, inspiring environment.

At Shrewsbury International School Phnom Penh, the curriculum in Key Stage 1 is based on the National Curriculum in England. In our Cambodian context, we also take into account the local language, culture and traditions, and these help to shape our curriculum offer for the children.

Access to a wide range of local trips and visits are also important for our Key Stage 1 children to access an exceptional, broad curriculum that sets them on the path to flourishing both at school, and in wider life.

Curriculum Areas

In Key Stage 1, the children study the Core Subjects of English, Mathematics and Science, as well as a range of additional Foundation Subjects and Specialist Subjects, as detailed in the Subject Summaries.

Core Subjects	Foundation Subjects
English	Art and Design
Mathematics	Computing
Science	Design and Technology
	Geography
	History
	Languages
	Music
	Physical Education
	PSHE

At Key Stage 1, the languages taught, Khmer and Mandarin, as well as Music, and Physical Education, are all taught by Specialist Teachers.

In all subjects, our expert, qualified teachers are free to select and utilise texts or textbooks which suit the needs of the cohort and the curriculum context; there are no texts or textbooks which constitute the curriculum in any area.

Subject Summaries

English

The greatest proportion of curriculum time in Key Stage 1 is given to English, due to the complexity of the subject and the demands of the Key Stage 1 objectives across curriculum elements including spoken language, phonics, reading comprehension, writing composition, handwriting, spelling, grammar and punctuation. The overarching aim for the English curriculum is to promote high standards of language and literacy, by equipping our pupils with a strong command of the spoken and written word in English, and to develop their love of literature through reading for enjoyment.

Spoken Language

Spoken language in English underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for

developing their vocabulary and grammar, and their understanding for reading and writing. Our Key Stage 1 teachers therefore ensure the continual development of pupils' confidence and competence in their listening skills, and their spoken English language capabilities. Pupils develop greater abilities to listen effectively and respond appropriately, to both teachers and peers. Children in Key Stage 1 are assisted in making their thinking clear to themselves, as well as to others, through increasingly accurate and effective spoken communication. Key Stage 1 pupils are further encouraged to increase their range of spoken abilities via the use of drama. Pupils are taught to adopt, create, sustain and respond to a range of dramatic performance roles.

Reading

Reading feeds pupils' imaginations, and opens up a wide-ranging treasure-trove of wonder and joy for our children's naturally curious young minds. Continuing on from the Early Years Foundation Stage, promoting the joy of reading, for life, is the focus for this aspect of the curriculum. Therefore the Key Stage 1 teachers will spend significant time reading to the children, as well as encouraging the children to read for themselves. Key Stage 1 children will become increasingly familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. All pupils are encouraged to read widely across both fiction and non-fiction, to develop their knowledge of themselves, and the world in which they live. The children will be encouraged to link what they read, or hear read, to their own experiences.

Reading comprehension skills develop further through pupils' experience of high-quality discussion about their reading with their teacher. Key Stage 1 children will read and discuss a wide range of stories, poems and non-fiction texts in class. To further develop their skill in the mechanics of reading, Key Stage 1 teachers will build on the work of the Early Years to aid children to further practise, improve and hone their ability to decode to read. Daily Phonics sessions will ensure that children increase their knowledge of grapheme-phoneme correspondences and common exception words, in order for pupils to read with increasing speed, accuracy and confidence. With Phases One to Four of Letters and Sounds having typically been covered in the Early Years, in Year 1, Phases Five to Six of Letters and Sounds are the foci for Phonics sessions, with then all six phases being reviewed and drawn upon in Year 2.

Writing

Writing down ideas fluently depends on effective transcription. A continuation of daily Phonics sessions in Year 1 ensure that writing transcription skills are constantly increased. Children in Key Stage 1 learn to spell more quickly and accurately, through knowing the relationship between letters and sounds (phonics), as well as an emerging understanding of the morphology (word structure) and orthography (spelling structure) of words. Effective writing composition in Key Stage 1 involves learning to form, articulate and

communicate ideas, and then organise those ideas coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Successful writing in Key Stage 1 also depends on fluent, legible and, eventually, speedy handwriting, which is therefore also a focus from Year 1.



Literacy development is a priority at Shrewsbury International School Phnom Penh

Mathematics

A large proportion of time is also allocated to the study of Mathematics, with daily discrete instruction beginning in Year 1. The principal focus of Mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, number words, and the four operations. Similarly to in the Early Years, in Key Stage 1 this includes frequent use of practical resources, such as concrete counting objects and shape and space measuring tools. At Key Stage 1, pupils will develop their ability to recognise, describe, draw, compare and sort different shapes, and use the related vocabulary. The teaching of Mathematics at Key Stage 1 will also involve using a range of measures to describe and compare different quantities, using concepts such as length, mass, capacity, volume, time, and money.

Moving from a secure knowledge of the numbers to ten in the Early Years, by the end of Year 1, pupils will be able to count to and across one hundred, and by the end of Year 2, they will know the number bonds to twenty, and be precise in the use and understanding of place value. In Key Stage 1 also, children will learn to further recognise, and confidently utilise, the inverse relationship between addition and subtraction, using this knowledge to check their calculations and solve missing number problems; as well as solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.

Pupils will also learn to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1. An emphasis on practice at this early stage, and the use of real-life contexts, will aid our children's mathematical fluency.

Science

The principal focus of Science teaching in Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. Children will be encouraged to be curious and ask questions about what they notice. They are helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

Following on from the Early Years Foundation Stage, Key Stage 1 children will learn more about living things and their habitats, and the use of everyday materials for different purposes. Key Stage 1 pupils will begin to use simple scientific language to talk about what they have found out, and communicate their ideas. Most of the Science learning in Key Stage 1 will be facilitated through the use of first-hand, practical experiences.

Art and Design

At Key Stage 1, our children will be taught how to use a range of materials creatively to design and make products. The pupils will learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Key Stage 1 children will develop a wider range of art and design techniques, using colour, pattern, texture, line, shape, form and space in an increasingly advanced and skilled manner. By the end of the Key Stage, the pupils will also study the work of a range of artists, craft makers and designers; learn to describe the differences and similarities between different practices and disciplines; and make links to their own work.



Computing

Formal learning for Computing begins in Year 1. Pupils in Key Stage 1 will be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Children will also learn how to create and debug simple programs of their own. By the end of Key Stage 1, our children will use their developing logical reasoning to predict the behaviour of simple computer programs. They will also use technology purposefully to create, organise, store, manipulate and retrieve digital content and will recognise common uses of information technology beyond school. There is also an emphasis on using technology safely and respectfully, keeping personal information private, and identifying where to go for help and support when children have concerns about content, or contact, when on the internet.

Design and Technology

Through a variety of creative and practical activities, pupils in Key Stage 1 will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing, making and evaluating. Children will increase technical knowledge as they build more complex structures, and explore how their constructions can be made stronger or more stable. Children in Key Stage 1 will also explore and use mechanisms, for example, levers, sliders, wheels or axles, in their products. The children will learn to evaluate their ideas and products against their design criteria, and existing products. As well as constructing and woodworking, in Key Stage 1, cooking and nutrition also forms part of the Design and Technology curriculum. Children will learn more about where food comes from, as well as the basic principles of a healthy and varied diet, as well as following recipes, preparing their own dishes, and developing a love of cooking.

Geography

In Geography in Key Stage 1, the pupils will develop increased knowledge about the world around them. They will learn specifically about both the United Kingdom and their locality of Phnom Penh and Cambodia. The Key Stage 1 children will come to understand basic subject-specific vocabulary relating to Human and Physical Geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

History

In History at Key Stage 1, our pupils will develop an awareness of the past. They will be taught the use of common words and phrases relating to the passing of time. The children will come to know where the people and events they study fit within a chronological framework, and identify similarities and differences between ways of life in different periods. In Key Stage 1, children will begin to use a wider vocabulary of everyday historical terms. The pupils will have opportunities to ask and answer questions about the past. They will learn to choose and use parts of historical sources to find out about, and come to understand, the key features of events from the past.

Languages

Children in Key Stage 1 will continue to learn both Khmer and Mandarin, either as a mother tongue programme where applicable, or as a Modern Foreign Language. The children will learn to speak each language with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. The pupils will work on continually improving the accuracy of their pronunciation and intonation. Children will study vocabulary in topics such as Numbers, Family, Colours, Animals, Transportation and Food in both languages. The lessons will also include learning about Chinese and Cambodian traditions, stories, songs, and rhymes.

Music

At Key Stage 1, the children will be taught to use their voices expressively and creatively, by singing songs and speaking chants and rhymes. The pupils will learn to play both tuned and untuned instruments musically. The Specialist Music teacher will also encourage Key Stage 1 pupils to listen with concentration, and develop their understanding of a range of high-quality live and recorded music. The children will also learn to experiment with, create, select, and combine sounds, using the inter-related dimensions of music.

Physical Education

Pupils in Key Stage 1 will further develop fundamental movement skills, become increasingly competent and confident in their movements, and access a broad range of opportunities to extend their agility, balance and coordination. The children will engage in both competitive and cooperative physical activities. Key Stage 1 children will learn to master the basic movements they began to develop

in the Early Years, including running, jumping, throwing and catching, as well as further developing balance, agility and coordination, and begin to apply these in a range of new physical games and activities. The children will learn to participate in a wider range of team games, developing simple tactics for attacking and defending, as well as perform dances using simple movement patterns. Children in Key Stage 1 will also further develop their Swimming skills. During their Swimming lessons, children will learn to swim more competently, confidently and proficiently. They will learn to use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. The children will also learn to perform safe self-rescue in different water-based situations.

PSHE

PSHE refers to learning regarding personal, social, health and economic topics. The aim of this subject is to further widen the children's educational experience and to offer every child an opportunity to develop vital life skills and knowledge that they need to truly flourish, both in Key Stage 1, and into their life in the future. The learning under the PSHE curriculum includes helping our Key Stage 1 pupils to deal with issues they face every day, such as friendships, emotional wellbeing, and change. This will be done via discrete, class-teacher led sessions, and well as in the moment throughout the day, as issues and points of learning in these aspects of the curriculum occur. The PSHE curriculum facilitates the children to establish a wider and more solid foundation for overcoming whatever challenges lie ahead, as well as embracing future opportunities, so that they can face a world full of potential uncertainties with hope and confidence.



Happy children learn better and reach development goals sooner.

A Typical Day in Key Stage 1

In Key Stage 1, the children arrive at school between 7:30am and 8:00am. Their parents or guardians will bring them to their classroom. The children will then

self-register, put their belongings away independently, and take part in morning activities in their classroom until the registration period ends at 8:05am.

The morning's learning will then commence with a Mathematics lesson with their class. At 8:30am, the Key Stage 1 children will either take part in child-led learning in the Early Years and Year 1 environment at Flatiron, or go to a Specialist lesson such as Physical Education, Swimming, or Music, which will be taught by a Specialist Teacher.

At 10:30am, the Key Stage 1 children will have an English or Phonics lesson. At 11:00am, it is lunch time for the children. They will eat a hot and nutritious lunch in the Dining Room with their friends and teachers. At 11:20am, the children will have lunchtime playtime.

At 12:00pm, the children will often have language lessons in Khmer and Mandarin, from our Specialist Language Teachers. Afterwards, the children will have a Science lesson or a Computing lesson with their class teacher, or will work on a Foundation Subjects project either individually, or with a group of their peers. There will always be further time for child-led learning, before a class carpet or circle time at 2:30pm. This will focus on something important for the class, such as a local celebration, a topic of personal, social, health or economic education, or shared storytelling.

At 2:50pm, the teacher and children will draw their day to a close. The Key Stage 1 children are then collected from their classrooms by their parents and guardians for hometime at 3:00pm.

Example Weekly Timetable

	8:05	8:30	9:00	9:30	10:30	11:00	12:00	12:30	1:00	1:30	2:30
Mon	Maths	Library	Child-Led Learning		Phonics	Lunch	Khmer	Chinese	English	Child-Led Learning	Circle Time
Tues	Maths	Music	Child-Led Learning		Phonics	Lunch	Khmer	Chinese	Science	Child-Led Learning	Circle Time
Weds	Maths	Child-Led Learning		Physical Education	Phonics	Lunch	Khmer	Chinese	Science	Child-Led Learning	Circle Time
Thurs	Maths	Child-Led Learning		Physical Education	Phonics	Lunch	Khmer	Chinese	Foundation	Child-Led Learning	Circle Time
Fri	Maths	Music	Child-Led Learning		Phonics	Lunch	Hand-writing	PSHE	Foundation	Child-Led Learning	Circle Time

Teacher-Led Sessions: Weekly Weightings

Subject/Curriculum Area	Teacher	Sessions Per Week
English	Class Teacher	8
Mathematics	Class Teacher	5
Khmer	Subject Specialist Teacher	4
Mandarin	Subject Specialist Teacher	4
Physical Education	Subject Specialist Teacher	4
Music	Subject Specialist Teacher	2
Science	Class Teacher	2
Foundation Subjects	Class Teacher	2
PSHE	Class Teacher	1

Reporting and Feedback

Shrewsbury International School Phnom Penh will formally report on each child's progress three times a year.

At Key Stage 1, this will be done by the use of the Focus Week Cycle. During each Focus Week, observations from the teachers will be collected into an individualised report, which will uniquely and accurately reflect each child's learning across the Key Stage 1 curriculum. Parents will also be invited to contribute to each of their child's Focus Weeks, prior to Focus Week feedback being collected at school. After each Focus Week, parents will be invited into school to meet with their child's class teacher, to discuss their child's report and progress, and the areas of focus for their child's learning going forward.

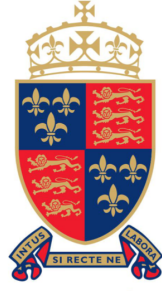
Homework and Supporting at Home

At Shrewsbury International School Phnom Penh, we ask that if you are considering acquiring a tutor outside of school for your child, that you discuss this with your child's class teacher first. Issues can occur if a tutor begins teaching children incorrect subject material, or if they confuse children with a different approach to Phonics or Mathematics, for example. The children have an active, full day at school, facilitated by teachers who are experts in their field. It is therefore not necessary to seek out an additional tutor for your child in order for them to reach their full potential across the Key Stage 1 curriculum at Shrewsbury.

Our teachers will, however, from Key Stage 1, begin to set small amounts of homework for the children. The vast majority of this in Key Stage 1 will be further reading at home. We ask that parents and guardians fill in their child's Reading Record, and return their child's Oxford Reading Tree and Library books to school each week, so that their child can bring new ones home. Fostering a lifelong love of reading, whilst increasing children's word-reading and reading comprehension skills, are the foci here. Class and Specialist teachers will also sometimes set other short homework tasks for Key Stage 1 children. Teachers will explain to the children what they need to do to be successful, and when they need to complete their homework by. If parents or guardians have any questions about reading or other homework from school, or indeed any other topic, please either speak to, or email, your child's Class Teacher in the first instance.

Key Stage Outcomes

At the end of Key Stage 1 at Shrewsbury International School Phnom Penh, the children will have met the objectives, as outlined in the 'Subject Summaries' in this document, to the best of their ability. Pupils will not 'pass' or 'fail' the Key Stage, but will be prepared for life in Key Stage 2 and beyond.



Shrewsbury
International School

PHNOM PENH

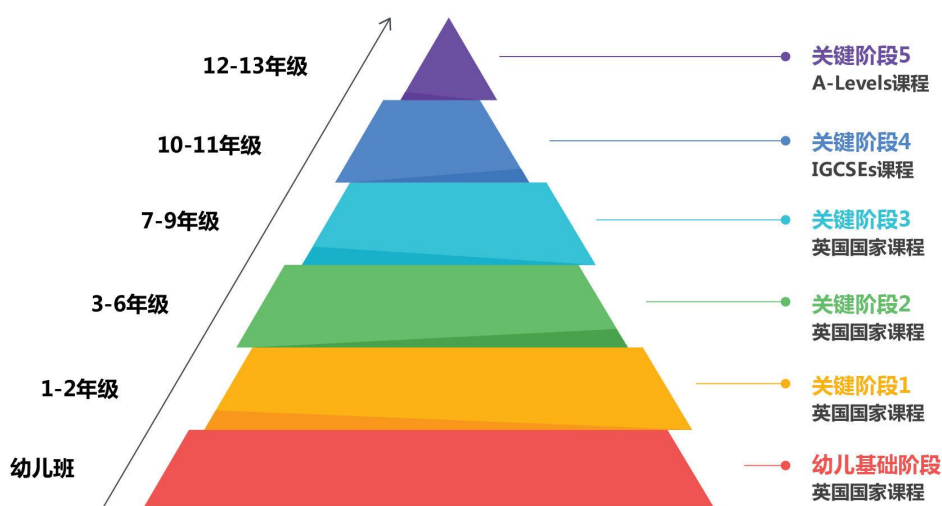
关键阶段1
课程指南

目录

课程概况	Page
课程理念与目标	Page
课程范围	Page
学科摘要	Page
英语	Page
口语	Page
阅读	Page
写作	Page
数学	Page
科学	Page
艺术与设计	Page
计算机	Page
设计与技术	Page
地理	Page
历史	Page
语言	Page
音乐	Page
体育	Page
个人、社会、健康和财商教育	Page
关键阶段1的典型的一天	Page
每周课程表示例	Page
教师为主导课程:每周课时量	Page
报告和反馈	Page
家庭作业和家庭支持	Page
关键阶段1的教育成果	Page

课程概况

关键阶段1(Key Stage 1)是继幼儿园基础学习阶段(EYFS)之后的又一个学习阶段, 包括一年级和二年级。



一年级是指学生5-6 岁的学年, 二年级是指学生6-7 岁的学年。

关键阶段1的课程以英国国家课程为基础。下面详细介绍什鲁斯伯里(金边)国际学校的课程目标和教学方式。

教学理念和教育目标

什鲁斯伯里(金边)国际学校以什鲁斯伯里独特的 "Floreat "教育模型为基础, 提供雄心勃勃的全面教育。高素质、充满热情的教师在一个有利的、鼓舞人心的环境中促进关键阶段1儿童的发展。

在什鲁斯伯里(金边)国际学校, 关键阶段1的课程以英国国家课程为基础。在柬埔寨, 我们还考虑到了当地的语言、文化和传统, 这些都有助于我们为孩子们设计合适的课程。

对于关键阶段1的孩子们来说, 参加各种本地旅行和参观活动也是非常重要的, 这可以让他们学习到卓越而广泛的课程, 为他们在学校和更广阔生活中的发展奠定基础。

课程范围

在关键阶段1, 孩子们学习英语、数学和科学等核心科目, 以及一系列额外的基础科目和专业科目, 详见以下科目概要:

核心科目	基础科目
英语	艺术和设计
数学	计算机
科学	设计与技术
	地理
	历史
	语言(柬语/中文)
	音乐
	体育
	个人、社会、健康和财商教育

在关键阶段1, 高棉语、普通话、音乐和体育均由学科专家教师教授。

在所有科目中, 我们的专业、合格教师可自由选择和使用适合学生需要或课程背景的课文或教科书, 任何课文或教科书都服从于“因材施教”的宗旨。

科目摘要

英语

由于英语课程的复杂性(口语、语音、阅读理解、写作、书写、拼写、语法和标点符号等课程内容)和关键阶段1的目标要求, 英语课程在关键阶段1总课程中所占比例最大。英语课程的总体目标是通过让学生掌握扎实的英语口语和书面表达能力, 提高语言和读写能力, 并通过阅读培养他们对文学的热爱。

口语

英语口语是阅读和写作发展的基础。学生所听、所说的语言的质量和多样性对于发展他们的词汇和语法, 以及他们对阅读和写作的理解能力至关重要。因此, 我们关键阶段1的教师致力于不断提高学生的听力技能和英语口语能力。学生在有效倾听和适当回应老师和同学的能力都将会得到提高。通过越来越准确和有效的口语交流, 帮助关键阶段1的学生向自己和他人阐

明他们的想法。为了进一步鼓励关键阶段1的学生通过戏剧表演来提高口语能力，学生们将学习如何扮演、创造、维持和应对各种戏剧表演角色。

阅读

阅读能激发学生的想象力，为孩子们天生好奇的幼小心灵打开一个广阔的、奇妙和快乐的宝库。在幼儿阶段的基础上，促进终身阅读的乐趣是这一课程的重点。因此，关键阶段1的老师会花大量的时间为孩子们阅读，并鼓励孩子们自己阅读。关键阶段1的孩子们将会越来越熟悉经典故事、童话故事和传统故事，复述它们并思考它们的特点。我们鼓励所有学生广泛阅读小说和非小说，以增进他们对自己、对所生活的世界的了解。我们鼓励孩子们将所读或所听的内容与自己的经历联系起来。

通过与老师进行高质量的阅读讨论，学生的阅读理解能力将会得到进一步提高。关键阶段1的学生将在课堂上阅读和讨论各种故事、诗歌和非小说类文章。为了进一步提高他们的阅读技巧，关键阶段1的教师将在幼儿教育的基础上，帮助孩子们进一步练习、提高和磨练他们的解码阅读能力。每天的语音课将确保孩子们增加对字母-音素对应关系和常见异常单词的了解，从而提高学生的阅读速度、准确性和自信心。字母和发音的一至四阶段通常在幼儿园就已经学习过了，在一年级，字母和发音的五至六阶段是语音课的重点，然后在二年级复习和学习一至六的所有阶段。

写作

流畅地写下想法取决于有效的转录。一年级学生将继续每天上语音课，确保不断提高书写转录技能。关键阶段1的孩子们通过了解字母和声音之间的关系(语音学)，以及对单词的词形(单词结构)和拼写(拼写结构)的初步理解，学会了如何更快、更准确地拼写单词。在关键阶段1，有效的写作包括学习如何形成、表达和交流思想，然后为读者连贯地组织这些思想。这就要求思路清晰，了解受众、目的和背景，并掌握越来越多的词汇和语法知识。关键阶段1的成功写作还取决于流畅、清晰和快速的书写，因此这也是从一年级开始的教与学的重点。



读写能力是什鲁斯伯里(金边)国际学校的重中之重

数学

从一年级开始，孩子们每天都有大量的时间用于学习数学。关键阶段1数学教学的主要重点是确保学生对整数、计数和位值的信心和思维流畅性。这包括数字、数词和四则运算（加、减、乘、除）。与幼儿园类似，在关键阶段1，学习内容包括经常使用实际资源，如具体的计数物体和形状与空间测量工具。在关键阶段1，学生将发展他们识别、描述、绘制、比较和分类不同形状的能力，并使用相关的词汇。关键阶段1的数学教学还包括使用一系列的测量工具来描述和比较不同的量，并使用长度、质量、容量、体积、时间和金钱等概念。

从幼儿园时对十以内数字的稳固认识开始，到一年级结束时，学生将能够数到一百和数过一百，到二年级结束时，他们将知道二十以内的数字键，并能精确地使用和理解位值。在关键阶段1，孩子们还将进一步认识并自信地利用加法和减法之间的反比关系，利用这些知识来检查他们的计算和解决缺数问题，他们还会利用材料、阵列、重复加法、心算方法和乘除法事实来解决涉及乘除法的问题。

学生们还将学习阅读和拼写数学词汇，其水平应与他们在关键阶段1不断增加的单词阅读和拼写知识相一致。在这一早期阶段强调练习和使用真实的生活环境，将有助于我们的孩子有效地学习数学。

科学

关键阶段1的科学教学的主要重点是让学生体验和观察现象，更仔细地观察周围的自然世界和人类创造的世界。我们鼓励孩子们对自己注意到的事物充满好奇并提出问题。通过使用不同类型的科学探究来回答自己的问题，包括观察一段时间内的变化、寻找规律、对事物进行分组和分类、进行简单的比较试验以及使用二手信息来源并发现问题，帮助他们加深对科学思想的理解。

继幼儿基础阶段之后，关键阶段1的孩子们将学习更多有关生物及其栖息地的知识，以及日常材料的不同用途。关键阶段1的学生将开始使用简单的科学语言来讲述他们的发现，并交流他们的想法。关键阶段1的大部分科学学习都是通过亲身实践来完成的。

艺术和设计

在关键阶段1，我们会教孩子们如何创造性地使用各种材料来设计和制作产品。学生们将学习使用素描、绘画和雕塑来发展和分享他们的想法、经验和想象力。关键阶段1的学生将发展更广泛的艺术和设计技巧，越来越熟练地运用色彩、图案、纹理、线条、形状、形式和空间。到该阶段结束时，学生们还将学习一系列艺术家、手工艺制作者和设计师的作品，学会描述不同实践和学科之间的异同，并将其与自己的作品联系起来。



计算机

计算机的正式学习从一年级开始。关键阶段1的学生将学习了解什么是算法，算法是如何在数字设备上以程序的形式实现的，以及程序是如何按照精确而明确的指令执行的。孩子们还将学习如何自己创建和调试简单的程序。到关键阶段1结束时，我们的孩子将利用他们正在发展的逻辑推理能力来预测简单计算机程序的行为。他们还将有目的地使用技术来创建、组织、存储、操作和检索数字内容，并认识到信息技术在校外的常见用途。此外，我们还强调安全和尊重地使用技术，保护个人隐私，以及当孩子们对互联网上的内容有疑虑时，他们会知道向哪里寻求帮助和支持。

设计和技术

通过各种创意和实践活动，关键阶段1的学生将学习设计、制作和评估等迭代过程所需的知识、理解和技能。孩子们将在搭建更复杂的结构时增加技术知识，并探索如何使他们的结构更坚固或更稳定。关键阶段1的孩子们还会在他们的产品中探索和使用机械装置，如杠杆、滑块、轮子或轴。孩子们将学会根据自己的设计标准和现有产品来评估自己的想法和产品。除了建筑和木工，烹饪和营养也是关键阶段1设计与技术课程的一部分。孩子们将进一步了解食物的来源、健康和多样化饮食的基本原则，并按照食谱制作自己的菜肴，培养对烹饪的热爱。

地理

在关键阶段1的地理课上，学生们将增加对周围世界的了解。他们将具体了解英国及其所在地金边/柬埔寨。关键阶段1的学生将了解与人文地理和自然地理有关的基本学科词汇，并开始使用地理技能，包括第一手观察，以提高他们的定位意识。

历史

在关键阶段1的历史课程中，我们将培养学生对过去的认识。他们将学习使用与时间流逝有关的常用单词和短语。孩子们将了解他们学习的人物和事件在年代框架中的位置，并识别不同时期生活方式的异同。在关键阶段1，孩子们将开始使用更广泛的日常历史词汇。学生将有机

会提出和回答有关过去的问题。他们将学会选择和使用部分历史资料来发现和了解过去事件的主要特征。

语言

关键阶段1的学生将继续学习高棉语和普通话，可以上母语课程，也可以上现代外语课程。孩子们将学会说每种语言，不断增强自信，并流利和自如地表达自己的想法，包括通过讨论和提问来表达自己的想法。学生们将不断提高发音和语调的准确性。孩子们将学习两种语言的词汇，如数字、家庭、颜色、动物、交通和食物。课程还包括学习中国和柬埔寨的传统、故事、歌曲和儿歌。

音乐

在关键阶段1，我们会教孩子们通过唱歌、朗诵和唱儿歌来表达和创造性地使用自己的声音。学生们将学习演奏有调和无调的乐器。专业音乐教师还将鼓励关键阶段1的学生专心聆听，并培养他们对各种高质量现场音乐和录音音乐的理解能力。孩子们还将学习利用音乐中相互关联的层面，尝试、创造、选择和组合声音。

体育

关键阶段1的学生将进一步发展基本的运动技能，在运动中变得越来越有自信和能力，并获得广泛的机会来提高他们的灵活性、平衡性和协调性。孩子们将参与竞争性和合作性的体育活动。关键阶段1的孩子们将学习掌握他们在幼儿园开始发展的基本动作，包括跑、跳、投掷和接球，以及进一步发展平衡、敏捷和协调能力，并开始在一系列新的体育游戏和活动中应用这些技能。孩子们将学习参加更广泛的团队游戏，发展简单的攻防战术，并利用简单的动作模式表演舞蹈。关键阶段1的孩子们还将进一步发展游泳技能。在游泳课上，孩子们将学会更有能力、更自信和更熟练地游泳。他们将学习如何有效地使用各种泳姿，例如自由泳、仰泳和蛙泳。孩子们还将学习在不同的水上情况下进行安全自救。

PSHE 个人、社会、健康和财商教育

PSHE 是指有关个人、社会、健康和财商主题的学习。该课程的目的是进一步拓宽孩子们的教育经验，为每个孩子提供发展重要生活技能和知识的机会，使他们能够在关键阶段1和未来的生活中真正茁壮成长。PSHE 课程的学习内容包括帮助关键阶段1的学生处理他们每天都要面对的问题，如友谊、情绪、身心健康和变化等，这些学习内容将通过独立的、由班主任主导的课程来实现，也可以在课程中的这些方面出现问题和学习要点时，在一天中随时进行学习。PSHE 课程有助于孩子们打下更广泛、更坚实的基础，以克服未来的任何挑战，迎接未来的机遇，从而满怀希望和信心地面对这个充满不确定性的世界。



快乐的孩子学得更好，更快达到发展目标。

关键阶段1的典型的一天

在关键阶段1，孩子们早上 7:30 至 8:00 到校。他们的父母或监护人会把他们带到教室。然后，孩子们将进行自我登记，独立放好自己的物品，并在教室里参加晨间活动，直到上午 8:05 登记时间结束。

上午的学习将从班级的数学课开始。上午 8:30，关键阶段1的孩子们将在 Flatiron校区环境中参加由孩子们主导的学习，或者去上由专业教师教授的体育课、游泳课或音乐课等专业课。

上午 10:30，关键阶段1的孩子们将上英语课或语音课。上午 11:00，是孩子们的午餐时间。他们将在餐厅与朋友和老师一起享用热腾腾的营养午餐。上午 11:20，孩子们将进行午间游戏。

中午 12:00，我们的专业语言教师通常会给孩子们上高棉语和普通话的语言课。之后，孩子们将与班主任老师一起上科学课或计算机课，或者单独或与同伴一起完成基础学科项目。在下午 2:30 的班级地毯或圆圈团体时间之前，总会有更多时间让孩子们自主学习。这段时间主要是做对班级有重要的事情，如当地的庆祝活动，个人、社会、健康或经济教育，或共同讲故事。

下午 2:50，老师和孩子们将结束一天的工作。下午 3:00 家长和监护人将把关键阶段1的孩子从学校接回家。

每周时间表示例

	8:05	8:30	9:00	9:30	10:30	11:00	12:00	12:30	1:00	1:30	2:30
周一	数学	图书馆	儿童主导型学习		语音课	午餐	柬语	中文	英语	儿童主导型学习	团体时间
周二	数学	音乐	儿童主导型学习		语音课	午餐	柬语	中文	科学	儿童主导型学习	团体时间
周三	数学	儿童主导型学习		体育	语音课	午餐	柬语	中文	科学	儿童主导型学习	团体时间
周四	数学	儿童主导型学习		体育	语音课	午餐	柬语	中文	基础科目	儿童主导型学习	团体时间
周五	数学	音乐	儿童主导型学习		语音课	午餐	手写练习	PSHE	基础科目	儿童主导型学习	团体时间

教师为主导的课程:每周课时量

科目、课程范围	教师	每周课时量
英语	班主任	8
数学	班主任	5
柬语	学科专家教师	4
中文	学科专家教师	4
体育	学科专家教师	4
音乐	学科专家教师	2
科学	班主任	2
基础科目	班主任	2
个人、社会、健康和财商教育	班主任	1

报告和反馈

什鲁斯伯里(金边)国际学校将在每个学年三次正式报告每个孩子的进步情况。

在关键阶段1, 这将通过"重点周"(Focus Week)周期来实现。在每个"重点周"(Focus Week)期间, 教师的观察结果将被收集到一份个性化报告中, 该报告将独特而准确地反映每个孩子在关键阶段1的学习情况。在学校收集"重点周"(Focus Week)反馈之前, 还将邀请家长为孩子的每个"重点周"(Focus Week)献计献策。每个"重点周"(Focus Week)结束后, 家长将被邀请到学校与孩子的班主任会面, 讨论孩子的成绩报告和进步情况, 以及孩子今后学习的重点领域。

家庭作业和家庭支持

在什鲁斯伯里(金边)国际学校,如果您考虑在校外为您的孩子聘请家教,我们建议您首先与您孩子的班主任讨论此事。因为如果家教使用不正确的科目材料教孩子,或者他们用不当的方法教孩子们拼音或数学等,可能会让孩子的学习出现问题。我们老师们都是各自领域的专家,可以让孩子们在学校度过活跃而充实的一天。因此,没有必要为您的孩子寻找额外的辅导老师,他们完全可以在什鲁斯伯里的关键阶段1课程中充分发挥其潜能。

不过,从关键阶段1开始,我们的老师会给孩子们布置少量的家庭作业。在关键阶段1,绝大多数的家庭作业都是在家进一步阅读。我们要求家长和监护人填写孩子的阅读记录,每周将孩子的牛津阅读树和图书馆书籍交回学校,以便孩子将新书带回家。“培养孩子对阅读的终生热爱,同时提高他们的单词阅读能力和阅读理解能力”永远是我们工作的重中之重。班主任和专业教师有时也会为关键阶段1的孩子布置其他简短的家庭作业。教师会向孩子们解释他们需要做什么才能取得成功,以及他们需要在什么时候完成家庭作业。如果家长或监护人对阅读或学校布置的其他家庭作业或任何其他主题学科有任何疑问,请第一时间与孩子的班主任老师联系。

关键阶段1教育成果

在什鲁斯伯里(金边)国际学校关键阶段1结束时,孩子们将尽其所能达到本文件中“学科概要”概述的教育目标。学生不会“及格”或“不及格”,但会为关键阶段2及以后的生活做好准备。