

**Meridian International School s.r.o.**



**Meridian International School Curriculum**

**Pre-School / Year 1**

**2019**

# Framework for the Meridian International School Curriculum

## Pre-School/Year 1 (Key Stage 1)

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## Disclaimer

To ensure the very best standards of learning and a quality education for our students, Meridian International School, Prague, aims to offer an up-to-date, comprehensive, unique, as well as a thoroughly modern curriculum. Combining the high level of British academic standards with a forward-thinking, international outlook, our curriculum intends to be innovative and challenging, whilst also being accessible in addition to making a challenging learning environment enjoyable for any student that is already enrolled or is thinking of joining our school.

In keeping with these high academic standards, the Meridian International School curriculum for Pre-School has been developed from the following national government and private educational authorities:

- ❖ Her Majesty's Government Department for Education
  - <https://www.gov.uk/government/organisations/department-for-education>
  
- ❖ National Curriculum in England (Primary Education)
  - <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
  
- ❖ Cambridge International Examinations (Primary)
  - <http://www.cie.org.uk/programmes-and-qualifications/cambridge-primary/cambridge-primary/curriculum/>
  
- ❖ Czech Republic Ministry of Education, Youth and Sports – Framework Educational Programme for Basic Education
  - <http://www.msmt.cz/areas-of-work/basic-education-1>

## **Subjects of Study**

During Pre-School, students at Meridian International School focus on the following subjects of study.

- \* English
- \* Mathematics
- \* Science
- \* Social Science
- \* Information Technology
- \* Art and Design
- \* Design Technology
- \* Music
- \* Modern Languages
- \* Physical Education

Each subject is taught in full compliance with the National Curriculum of England.

## **English (Course Description)**

During the Pre-school year, materials should be used which build on work from the Kindergarten year, making sure that pupils can blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Pupils are to continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programs of study for such words.

Alongside this knowledge of GPCs, pupils need to develop the skill of blending sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during the Pre-school year will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organize their ideas in writing.

Pupils entering Pre-school who have not yet met the Kindergarten goals for literacy should continue to follow the Kindergarten curriculum to develop their word reading, spelling and language skills. However, these pupils should follow the Pre-school program of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to this urgently through a rigorous and systematic phonic programme so that they catch up rapidly. The program coordinator may recommend extra private lessons for pupils in such situations.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

## English (Course Objectives)

### i) Reading – Word Reading:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting usual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings
- Read other words of more than one syllable that contain taught GPSs
- Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonetic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence in word reading

### ii) Reading – Comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - Being encouraged to link what they read or hear read to their own experiences

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - Recognizing and joining in with predictable phrases
  - Learning to appreciate rhymes and poems, and to recite some by heart
  - Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
  - Checking that the text makes sense to them as they read and correcting inaccurate reading
  - Discussing the significance of the title and events
  - Making inferences on the basis of what is being said and done
  - Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

### **iii) Writing – Transcription:**

#### **1. Spelling:**

- Spell:
- Words containing each of the 40+ phonemes already taught
  - Common exception words
  - Days of the week

- Name the letters of the alphabet:
  - Naming the letters of the alphabet in order
  - Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
  - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
  - Using the prefix -un
  - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example: helping, helped, helper, eating, quicker, quickest)
  - Apply simple spelling rules and guidance, as listed in Appendix 1
  - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

## **2. Handwriting:**

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these

### **iv) Writing – Composition:**

- Write sentences by:

- Saying out loud what they are going to write about
  - Composing a sentence orally before writing it
  - Sequencing sentences to form short narratives
  - Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher and other pupils
  - Read aloud their writing clearly enough to be heard by their peers and the teacher

v) **Writing – Vocabulary, Grammar and Punctuation:**

- Develop their understanding of concepts (**word**: regular plural noun suffixes, suffixes, prefix *un-*; **sentence**: how words combine to make sentences, joining words and joining clauses using *and*; **text**: sequencing sentences to form short narratives; **punctuation**: separation of words with spaces, introduction to capital letters, full stops/periods, question marks and exclamation marks to demarcate sentences; **terminology**: letter, capital letter, word, singular, plural, sentence, punctuation, full stop/period, question mark, exclamation mark)
  - Leaving spaces between words
  - Joining words and joining clauses using *and*
  - Beginning to punctuate sentences using a capital letter and a full stop/period, question mark or exclamation mark
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun “I”
- Use the grammatical terminology in Appendix 2

## Appendix 1

### Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of Pre-school, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as ‘example words’ for Pre-school and Grade 1, including almost all those listed as ‘exception words’, are used frequently in pupils’ writing, and therefore it is worth pupils learning the correct spelling. The ‘exception words’ contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for Grades 2 and 3 and Grades 4 and 5 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1 (grade 1); teachers should still draw pupils’ attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter ‘c’. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have

been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

**In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.**

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

## **Spelling: Work for Pre-School**

### **Revision of Kindergarten Work**

The boundary between revision work covered in Kindergarten and the introduction of new work may vary, but basic revision should include:

- All letters of the alphabet and the sounds which they most commonly represent
- Consonant digraphs which have been taught and the sounds which they represent
- Vowel digraphs which have been taught and the sounds which they represent
  - The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- Words with adjacent consonants
- Guidance and rules which have been taught

<b>Statutory Requirements</b>	<b>Rules and Guidance</b>	<b>Example Words</b>
-tch	The /tʃ/ sound is usually spelt as <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> usually needs to be added after the ‘v’.	have, live, give

Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> .	cats, dogs, spends, rocks, thanks, catches
Adding the endings <b>-ing</b> , <b>-ed</b> and <b>-er</b> to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt <b>-ed</b> . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on	grander, grandest, fresher, freshest, quicker, quickest

## Vowel Digraphs and Trigraphs

Some may already be known, depending on the programmes used in Kindergarten, but some will be new.

Vowel Digraphs and Trigraphs	Rules and Guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	<b>ay</b> and <b>oy</b> are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week

ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo (/u:/)	Very few words end with the letters <b>oo</b> , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph <b>oa</b> is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in <b>ou</b> is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . If words end in the /oo/ sound, <b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (e.g. <i>fat, fill, fun</i> ).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as <b>k</b> rather than as <b>c</b> before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix <b>un–</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils’ attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

## Appendix 2: Vocabulary, Grammar and Punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example ‘modal verb’], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier

years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in bold should be understood with the meanings set out in the Glossary.

### Pre-school: Detail of Content to be introduced (statutory requirement)

<b>Word</b>	Regular <b>plural noun suffixes</b> <i>-s</i> or <i>-es</i> [for example, <i>dog</i> , <i>dogs</i> ; <i>wish</i> , <i>wishes</i> ], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping</i> , <i>helped</i> , <i>helper</i> ) How the <b>prefix</b> <i>un-</i> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i> , or <i>undoing</i> : <i>untie the boat</i> ]
<b>Sentence</b>	How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>
<b>Text</b>	Sequencing <b>sentences</b> to form short narratives
<b>Punctuation</b>	Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun</b> <i>I</i>
<b>Terminology for pupils</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

## **Mathematics (Course Description)**

As the start of Key Stage 1 curriculum, the purpose of Mathematics in Pre-School is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. A firm grounding in these areas will ensure that Meridian pupils are ready for the increased challenges of Grade 1, as well offer preparation for the Key Stage 2 level.

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use related mathematical vocabulary. Teaching also involves using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

## Mathematics (Course Objectives)

### i) Number and Place Value

Pupils practice counting (1, 2, 3 ...), ordering (for example, first, second, third ...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent in the following:

- Count to 100 by ones and by tens.
  - Count on in tens from zero or a single-digit number to 100 or just over.
  - Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
  - Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0)
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
  - Read and write numerals from 0 to 20.
- Understand the relationship between numbers and quantities; connect counting to cardinality.
  - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - Understand that each successive number name refers to a quantity that is one larger.

- Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.
  - Count on in twos, beginning to recognize odd/even numbers to 20 as ‘every other number’.
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- Count objects up to 20, recognising conservation of number.
  - Order numbers to at least 20 positioning on a number track; use ordinal numbers.
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Use more or less to compare two numbers, and give a number which lies between them.
- Compare two numbers between 1 and 10 presented as written numerals.
- Read and write numerals from 0 to 20.

## ii) Operations and Algebraic Thinking

Pupils will learn how to memorise and reason with number bonds to 10 and 20 in several forms (for example,  $9 + 7 = 16$ ;  $16 - 7 = 9$ ;  $7 = 16 - 9$ ). They should realize the effect of adding or subtracting zero. This establishes addition and subtraction as relevant operations.

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.
- Recognise the use of a sign such as to represent an unknown, e.g.  $6 + \square = 10$ .

- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
  - Know all number pairs to 10 and record the related addition/subtraction facts.
- Decompose numbers less than or equal to 10 into pairs in more than one way.
  - Use objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
  - Begin to know number pairs to 6, 7, 8, 9 and 10.
  - Add more than two small numbers, spotting pairs to 10, e.g.  $4 + 3 + 6 = 10 + 3$ .
- For any number from 1 to 9, find the number that makes 10 when added to the given number.
  - Use objects or drawings, and record the answer with a drawing or equation.
  - Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g.  $8 + 3$ , add 2, then 1.
- Fluently add and subtract within 5.
  - Begin to add single- and two digit numbers.

### iii) Number and Operations in Base 10

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
  - Begin partitioning two-digit numbers into tens and ones and reverse.

#### **iv) Measurement and Data**

Describe measurable attributes of objects, such as length or weight.

Describe several measurable attributes of a single object.

- Compare lengths and weights by direct comparison, then by using uniform non-standard units.

Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

- Example: Directly compare the heights of two children and describe one child as taller/shorter. Use comparative language, e.g. longer, shorter, heavier, and lighter.

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

- Answer a question by sorting and organising data or objects in a variety of ways, e.g. using block graphs and pictograms with practical resources; discussing the results; in lists and tables with practical resources; discussing the results; and in Venn or Carroll diagrams giving different criteria for grouping the same objects.

#### **v) Geometry**

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

- Use everyday language of direction and distance to describe movement of objects.
- Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.

Correctly name shapes regardless of their orientations or overall size.

- Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.

Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

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

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations.

- Use informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.

Model shapes in the world by building shapes from components (e.g, sticks and clay balls) and drawing shapes.

- Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.

Compose simple shapes to form larger shapes.

- Example: “Can you join these two triangles with full sides touching to make a rectangle?”

Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features such as number of sides, curved or straight. Use them to make patterns and models.

Find halves of small numbers and shapes by folding, and recognise which shapes are halved.

## **Science (Course Description)**

Beginning in Pre-School, Science forms an integral part of the curriculum for Meridian International School, Prague, across all grade levels.

During the first year of Key Stage 1, working scientifically will be introduced to younger pupils through studying and exploring the immediate world around them. Students will think and develop their own questions, via interaction and encouragement from their class-teacher, in the following key areas of scientific study: plants, animals and humans, everyday materials, and seasonal changes.

In Science lessons, different types of scientific enquiry will be explored and experienced. Pupils will be introduced to practical scientific methods, processes, and skills. They will be taught how to ask simple questions as well as to recognise how different answers to the same question can be formed.

## Science (Course Objectives)

### i) Plants

Pupils are encouraged to use the local environment throughout the year to explore, answer, and create questions about plants growing in their habitat. Using the school and local area, pupils will observe the growth of flowers and vegetables through practical activities and directed classroom learning, students will be taught how to:

- Identify, name, and become familiar with a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Become familiar with common names of flowers and their individual structures (leaves, blossom, petals, fruit,
- Work with plants scientifically via, close observation of plants using a magnifying lens; comparing and contrasting familiar plants; describing how plants can be identified and grouped; drawing diagrams showing different parts of plants and trees.
- Record scientific data: how to keep and record information of changes in plants overtime, as well as how to compare results.

### ii) Animals and Humans

Using what was learned in the study and scientific exploration of plants, pupils will advance on their studies by exploring and answering questions about animals in their habitat. Further exploring the local environment, as well as being offered the opportunity to learn through games, actions, songs, and rhymes, following the completion of this unit students will be able to:

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each

sense (head, neck, arms, elbows, legs, knees, face, ears, hair, mouth, and teeth).

- Understand how to take care of animals taken from their local environment and how to return them safely to their natural habitat.
- Use videos and photographs to identify and group animals according to what they eat, in addition to helping pupils use their own senses to compare different textures, sounds, and smells, of animals.

### **(iii) Everyday Materials**

Moving from an outdoor to an indoor environment, pupils will explore, name, discuss, raise, and answer questions about everyday materials so that they become familiar with different names of materials and their properties. Pupils will be taught how to:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties (stretchy/stiff; hard/soft; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/no absorbent; opaque/transparent, etc.).
- Experiment with a wide variety of materials, including brick, paper, different types of fabric, elastic, and foil.
- Conduct scientific enquiries and simple tests through questions about materials. For example: ‘What is the best materials for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast’s leotard?’

#### **(iv) Seasonal Changes**

Pupils will observe and talk about changes in the weather and the seasons, as well as taught:

- How to interact with different types of weather safely.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons
- How and why the length of day varies throughout the year

## **Social Science (Course Description)**

Preschool Social Studies introduces students to the concept of history and geography and very general terms. The class focuses on making students aware of the past and common words associated with passing of time. In addition, students are introduced to the world around them. The class gives students an awareness of maps and directions. In addition, students examine the local environment them including climate and weather of the Czech Republic and familiar countries around the world. The class also teaches students about rules and responsibilities related to the world and being a good student.

## **Social Science (Course Objectives)**

### **Geography**

#### **i) Location Knowledge**

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

#### **ii) Place Knowledge**

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### **iii) Human and Physical Geography**

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to:
  - i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **iv) Geographical Skills and Fieldwork**

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## History

### **i) Living Memory**

- Changes within living memory
- Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally  
*e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*

### **ii) Significant Individuals**

- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  
*e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell*
- Significant historical events, people and places in their own locality.

## **Information Technology (Course Description)**

The purpose of the course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the early years. The course will further prepare students to use ICT to learn and demonstrate their learning in all senior years courses.

## Information Technology (Course Objectives)

### i) Elements in Preschool ICT

Students are expected to:

- Identify information technology tools that are useful in their daily lives
- Use information technology tools independently and in groups
- Demonstrate an awareness that information can be collected, organized, and presented in a variety of ways
- Consistently apply suitable and safe use of information technology tools
- Understand that computer as a machine that has many uses.
  - Identify some places where a computer is used
  - List the various uses of a computer
  - Decide when a computer cannot be used
  - Paint simple pictures on a painting program (Tuxpaint)
- Realize that computer has different parts.
  - List the parts and functions of the main parts
- Learn correct way of using computers.
  - Keeping the computer clean
  - Correct postures
  - Be safe while using computers
  - Follow safety rules while using computers
  - Be sensitive to the needs of other users
- Functions of mouse.
  - Enter words and numbers using a keyboard
  - Use special keys to enter text
- Use a Paint application in a computer

- Icons, Tools and Toolbar (through example of paint application)
  - Open, draw and save Paint files
  - Describe what a file is
  - Opening a new or existing file
  - Saving a file
  - Close an application
- Use a music player
    - Open music player application
    - Open a music file
    - Use control buttons: play, pause, and stop
  - Explore the Desktop
    - Elements of windows, desktop on a computer.
    - Open activities on a desktop.
    - Maximize, minimize and close windows.
    - Change wallpaper.
    - Run multiple activities from the Desktop and switch between them.

## ii) Uses of a Computer

- Discuss about the places where a computer have been seen
- Discuss how computer help people in those places
- Mention other interesting uses
  - Computers are used in the making of cartoon films
  - Designing various things such as toys, books, buildings
- Demonstrate some simple applications of computers
  - Listening to music
  - Watching video clips
  - Drawing a picture
  - Playing games
  - Writing

Prior knowledge	New words	
<ul style="list-style-type: none"> <li>Assumes that learners know how to move mouse.</li> </ul>	<ul style="list-style-type: none"> <li>TuxPaint</li> <li>Tools</li> <li>Brushes</li> </ul>	

### iii) Parts of a Computer

- Discuss commonly used machines
- Explain that a computer is also a machine
- Show the various parts of a computer and explain their functions
- Demonstrate the function of each part of the computer
- Teach them about mouse pointer
- Play some music file, ask learners where the sound is coming from
- Point at the CPU, and ask “Why does the CPU have many wires?”

Prior knowledge	New words	
<ul style="list-style-type: none"> <li>Letters in Alphabet</li> <li>Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Speaker</li> <li>CPU</li> <li>Monitor</li> </ul>	<ul style="list-style-type: none"> <li>Keyboard</li> <li>GCompris</li> </ul>

### iv) Do's and Don'ts of Using a Computer

- Be safe: It works on electricity
  - Don't put your finger into any slot
  - Don't pull any wires connected to the CPU
- Be gentle: It is delicate
  - Don't bang hard on the keyboard
  - Don't pull parts away from the computer
  - Keep it clean: It is sensitive to dust
  - Keep a correct posture: It can cause injury
  - Share equally: It is for everyone

- Ask learners what would happen if water or food spills on or near the computer
- Talk about how loud sounds can damage our ears

Prior knowledge	New words	
<ul style="list-style-type: none"> <li>• Meaning of electricity and safety.</li> </ul>		

### v) Using a Mouse and Keyboard

- Begin by revising the lesson on parts of the computer
- Demonstrate how a pointer moves on the screen
- Open a Text Editor and allow them to write their names
- Explain the use of Enter key for starting an application

Prior knowledge	New words	
<ul style="list-style-type: none"> <li>• Knowledge about computer parts.               <ul style="list-style-type: none"> <li>▪ Mouse</li> <li>▪ Keyboard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet Keys</li> <li>• Number Keys</li> <li>• Special Keys</li> <li>• Space bar</li> <li>• Enter Key</li> <li>• Number Keys</li> <li>• Special Keys</li> </ul>	<ul style="list-style-type: none"> <li>• Right click</li> <li>• Left click</li> <li>• Double click</li> <li>• Scroll button</li> </ul>

### vi) Paint Using a Computer

- Draw using a computer
- Explain the canvas area is just like the paper we use for drawing
- Illustration how to color a picture
- Opening a picture and coloring it
- Emphasize the importance of saving what they paint

Prior knowledge	New words	
<ul style="list-style-type: none"> <li>• Using mouse effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Color palette</li> <li>• Tool bars</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas area</li> </ul>

## vii) Using a Music Player

- Introduce the topic by asking students how they usually listen to music
- Preparing a music player on desktop
- Using Play button to play a music
- Functions of Pause, Next, Previous, and Stop buttons
- Mute functions to turn off the volume

Prior knowledge	New words	
<ul style="list-style-type: none"><li>• Using mouse effectively.</li></ul>	<ul style="list-style-type: none"><li>• Play, Pause, Stop</li></ul>	

## viii) Exploring the Desktop

- Open more than one application
- Explain the Taskbar and how clicking on the icon in it makes the window active
- Introduce the Title bar. Show how clicking on ‘-’ minimize and ‘x’ close the window
- Change the wallpaper

Prior knowledge	New words	
<ul style="list-style-type: none"><li>• Knowledge about left click about mouse to open an application.</li></ul>	<ul style="list-style-type: none"><li>• Minimize</li><li>• Maximize</li><li>• Close</li></ul>	<ul style="list-style-type: none"><li>• Taskbar</li><li>• Title bar</li><li>• Wallpaper</li></ul>

## **Art & Design (Course Description)**

The purpose of Pre-School Art and Design is to develop learning and skills established that will be enhanced and taken further during the Grade 1 academic year.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

By the end of Pre-School, pupils should have an introductory understanding of the following: produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. They should also be able to: use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space' and to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **Art & Design (Course Objectives)**

### **i) Elements of Art - Lines**

- Diagonal
- Vertical
- Horizontal
- Zigzag
- Curly
- Looped
- Wavy

### **ii) Shape**

- Different types of shape
- Collage
- Composition
- Assembling and making shapes

### **iii) Positive and Negative Shapes**

- Rectangle
- Circle
- Creation of original art work using shapes

### **iv) Colour**

- Primary and Secondary colours
- Mixing colours
- Warm colours

- Cold colours
- Rainbow colours

**v) Elements of Art – Value**

- Texture
- Different materials and printing techniques
- Mosaic technique
- Texture with paint
- Using tools to create different forms
- Collage

**vi) Sculpture and Different Materials**

- Basic form with modelling clay and ceramic clay
- Painting ceramic clay
- Creating art with recycled materials

**vii) Picasso**

- Art history
- Basic biography of Picasso
- Funny faces
- Cubism
- Picasso self-portraits

**viii) Art from other cultures**

- Art colour

- Explanations of cultural art history
- Seasonal holiday crafting (Halloween)

## **ix) Space**

- Evidence of art space
- City space
- Basic perspectives
- Introduction to 3D

## **Design Technology (Course Description)**

During Pre-School, the purpose of Design Technology is to introduce concepts and ideas that will be taken further during Grade 1.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

At the end of the academic year, design and technology aims to ensure that all Pre-School pupils have a basic understanding of: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world; build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users; critique, and evaluate and test their ideas and products and the work of others.

## **Design Technology (Course Objectives)**

### **i) Creation of Own Design Technology Book**

- Cover Design
- Gather and build collection of work
- Step-by-step drawing and painting
- Using different materials

### **ii) Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **iii) Make**

- Select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **iv) Evaluate**

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### **v) Technical Knowledge**

- Build structures, exploring how they can be made stronger, stiffer and more stable

- Explore and use mechanisms, in their products.

## **Music (Course Description)**

At Meridian International School, Prague, students are introduced to music for the first time in Pre-School.

For parents, this may seem like an early age to begin a musical education. However, the music department in the school feels that nurturing an interest in music, at the pre-school age, is important to help inspire pupils to develop a love for the subject.

As part of the Pre-School music curriculum, students will be introduced to different musical elements. Children perform, listen to, and learn to evaluate different types of music. In a comfortable, classroom setting, Meridian pupils will learn to sing and to use their voices. They will explore how music is created by being introduced and shown a variety of instruments, to help ensure that they can gain a familiarity with key musical tools and – most inspiringly for early learners – how sounds are made.

Pre-School pupils, through being introduced to musical elements and encouraged to develop necessary musical skills, will be given the opportunity to build up with musical skills and confidence. Ensuring regular exposure and access to group singing lessons, as well as the chance to play a variety of instruments, Meridian will help children develop a lasting love for music.

## **Music (Course Objectives)**

### **i) Elements of Music**

Through teacher-led class participation and group activities, students will be introduced to and taught to become familiar with the basic elements of music. These include – for example – rhythm, melody, harmony, form, and timbre.

Students will be taught how to:

- Recognise a steady beat and how to move to a beat.
- Move responsively to music (marching, walking, hopping, swaying, dancing, etc.).
- Recognise the difference between short and long sounds.
- Discriminate between fast and slow paces of music.
- Discriminate between obvious differences in pitch: high and low.
- Discriminate between loud and soft musical elements.
- Sing unaccompanied, accompanied, as well as in unison.

### **ii) Playing Instruments & Singing**

Developing and advancing from an introduction to the basic elements of music, students will increase their understanding of music by:

- Singing various songs, connected with elements of music.
- Undertaking cross-curricular activities: relating music to different themes taught in other subjects.
- Learning to use their voices expressively and creatively by singing songs, in addition to performing chants and speaking rhymes.
- Playing different instruments (including Orff's instruments, xylophone, drums, et al).

- Playing five-hole recorders to improve and control their breathing, dexterity, concentration, and to help promote team activities.

## **Modern Language (Course Description)**

At Meridian International School, Pre-School students have the option of Czech (for natives and foreigners), as well as French. For Czech, students follow the curriculum set out by the Ministry of Education for the Czech Republic, whilst French adheres to the guidelines arranged in the National Curriculum of England (for modern languages). As language study is not mandatory for Grade 1 pupils, as part of the National Curriculum for England and Wales, the following curriculum is closely mirrored to the curriculum for Grade 2 (French).

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

In Pre-School, students cover topics that will enable them to: understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discover and develop an appreciation of a range of writing in the language studied.

## **Modern Language (Course Objectives)**

### **i) Listening & Comprehension**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

### **ii) Speaking**

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences

### **iii) Reading & Comprehension**

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

### **iv) Writing**

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

- Describe people, places, things and actions orally\* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## **Physical Education (Course Description)**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

In Pre-School, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Additionally, pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; and perform dances using simple movement patterns.

## **Physical Education (Course Objectives)**

### **i) Sport & Games**

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

### **ii) Swimming and water safety**

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

## References

English:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Mathematics:

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Art and Design

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## Design and Technology

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## Music

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## Modern Languages

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## Physical Education

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>