



THE  
BRITISH SCHOOL  
IN TOKYO

# Primary Curriculum Handbook



Nursery to Year 6

# About BST

The British School in Tokyo (BST) was founded as a charitable trust in 1989 to provide a British-style education in Tokyo. The school was established on a site in central Tokyo leased from, and adjacent to the well-respected Japanese private school, Shibuya Kyoiku Gakuen.

In the early years, children were from ages 5 to 10 and the majority were British, in contrast to the situation today where the school provides education from age 3 to 18 and has over 1,100 students, from over 65 nationalities. The School continued to grow and in particular to attract substantial numbers of non-British children, especially from other European countries and from Australia.

Therefore, in 2006 the Trustees entered into an agreement with Showa Women's University to open a second school in newly renovated accommodation on their campus. Both schools continued to grow, with parents being attracted by the growing reputation for academic excellence, care for individual student needs and a happy, international environment in which to learn. In 2010 the decision was taken to expand the school to age 18 and in 2012 the first students graduated directly to university.

The purpose of the school is to provide a world class British education to English speaking students of the international community in Tokyo, and to inspire the students to thrive as global citizens.

The school aims to nurture students with the following values:

- Confidence in our ability
- Excellence in everything we do
- Responsibility to ourselves and others



# Welcome from Head of Primary

A very warm welcome to the BST Primary School. It is a great privilege to be leading this excellent School, offering an outstanding British education from Nursery at age 3 to Year 6 at age 11, with wonderful facilities in central Tokyo.

I firmly believe in the importance of providing an innovative and challenging all-round education during the Primary School years. I am therefore delighted that our recent ISI inspection report (January 2012) affirmed that BST offers an “excellent education” to students at all levels.

Our committed and highly professional staff offer outstanding teaching of a broad and contextually enriched curriculum, individualised to meet the needs of all students. Together, with the wealth of extra-curricular activities, we strive to develop potential from within, encouraging each student to grow in confidence, flourish academically and develop a life-long love of learning.

To get a real flavour of the very special experience BST offers each student academically and pastorally, please do come and visit us.

Together with the staff and students, I look forward to welcoming you.

Eleanor Loran  
Head of Primary



# EYFS Curriculum

## Early Years Foundation Stage (EYFS)

Welcome to our Early Years Foundation Stage at BST.



## Our Early Years Philosophy at BST

At BST we place a strong emphasis on building positive relationships with all members of our EYFS community. We believe in developing the whole child through a holistic and inclusive approach. We aim to nurture all our students, helping them to flourish both personally and academically. With this in mind, we encourage our children at BST Early Years to demonstrate empathy, tolerance, respect and responsibility for themselves, the community and the wider world. In cultivating a love of learning across a broad and balanced curriculum children feel valued, and develop into confident and independent learners. We are committed to supporting every child's social, emotional, and cultural awareness.

We offer an EYFS curriculum and learning experience that is child-centred, with a personalised learning approach that supports the development of the whole child. Our children are supported to take risks, develop independence and explore through play. Our EYFS children experience a vibrant learning environment where they feel valued and safe and where they embrace the process of choice and challenge and are supported in their learning. Our students make excellent progress in our happy and caring environment. Our child-led, Reggio Emilia inspired environments support opportunities for open-ended inquiry learning. It is a stimulating play-based learning environment providing plenty of opportunities for children to ask questions, to develop a sense of awe and wonder of the world and to ignite the flame of curiosity. Specialist teachers deliver music, languages and PE.

The Reggio Emilia framework is centered around the principles of respect, responsibility and community. Through the characteristics of effective learning children are encouraged to follow their interests, make independent choices about their learning and are supported to develop their thinking skills through skillful adult interactions.

**Prime areas of learning and development are:**

- Personal, Social and Emotional Development: self-confidence and self-awareness, managing feelings and behaviour, forming relationships
- Physical Development: development of gross and fine motor skills, agility, balance, coordination and strength, health and self-care
- Communication and Languages: listening and attention, understanding, and speaking (plus Japanese).

**Specific areas of learning and development are:**

- Literacy: Reading, writing and information literacy in the Library e.g. identifying key authors, understanding the basics of book design and genres
- Maths: numbers, shapes, space and measurement
- Understanding the world: investigating places, people and communities, objects, materials and living things, as well as technology
- Expressive art and design: using media and materials, being imaginative, drama, singing, playing instruments, movement and rhythm.

Our teachers are dedicated Early Years practitioners. They plan within this engaging environment by documenting all aspects of a child's learning process. Our online journals (through Seesaw) provide an opportunity for parents to engage in their child's learning experience and a chance to celebrate his or her experiences. Teachers and children alike are able to view their thinking and their learning process through observations and documentation.



# KS1 Curriculum

## Key Stage 1 (KS1)

Leaving the EYFS environment behind and moving to Year 1 can seem like a big step for both children and their parents but at BST we do all we can to make this transition as seamless as possible and continue to develop our creative, child-centered approach to learning. Learning through play remains a key part of life in Year 1 but as children move through the year, their day becomes a little more structured.

In Years 1 and 2 (Key Stage One) we are committed to developing independent learners who foster curiosity, a growth mindset and embrace challenge. At BST we always endeavour to set high expectations and we support all our students to reach their potential. We believe in providing children with rich learning opportunities that stimulate and broaden their knowledge, skills and understanding instilling a lifelong love of learning.



## **BST KS1 Curriculum**

In Year 1 the teaching of phonics is an important part of the English curriculum. Children will learn how to apply their phonic knowledge and skills in order to decode words, learning how to blend the different sounds in unfamiliar words. Children will continue to experience a range of reading books. Sharing and listening to exciting stories encourages a love of reading throughout Years 1 and 2.

### **Writing**

Children will learn spelling rules and begin having a go at spelling when writing independently by phonetically sounding out words sequencing sentences in order to form short narratives. Students will also be introduced to the basics of grammar during this year. Children are motivated to read and write a wide range of genres and to express their ideas using a variety of media. Writing is an integral part of the English curriculum and children are encouraged to write imaginatively in a range of contexts, using basic punctuation and applying their phonic knowledge to spell.

### **Maths**

Our students will begin to apply their sense of number and number patterns, as well as shape, space and measure to core mathematical concepts including number and place value, often identifying and representing numbers using objects and pictorial representations. We recognise the value of equipping our young children with the skills to understand the mathematical world around them.

### **Science**

In KS1 children continue to develop their understanding of themselves (learning all about the human body) and the world around them (learning about the animal kingdom and materials).

### **Humanities**

Through exciting topics such as Marvellous Me, Africa and Paws, Jaws and Claws, children are led on a journey of awe and wonder about the world.

# KS2 Curriculum

## Key Stage 2 (KS2)

At BST we provide a broad and balanced skills based curriculum, which has its foundations in the English National Curriculum but extends well beyond its boundaries. Underpinned by the philosophy of High Performance Learning our curriculum is designed to foster curiosity, engagement and appropriate challenge. We truly believe that all children are capable of high academic and personal success. We aim to develop students who can think for themselves, who are socially confident, and who have the skills to succeed at study, work and in life.

Our broad and balanced programme focuses on the attributes of an effective learner such as collaboration, empathy and hard work with an emphasis on the acquisition of core skills in literacy and numeracy. These skills are then applied to meaningful lines of inquiry, providing exciting opportunities to explore key concepts in science, humanities and the arts. Technology and a 1:1 personal device provision is used to support all aspects of the inquiry process from research to publication and from design to construction. Technology skills are further enhanced by a weekly lesson taught by a technology specialist.



Whilst we are first and foremost a British School we are extremely proud of our Japanese context and wherever possible we make links to the culturally rich environment that surrounds us. Throughout the school year there is a range of day trips, residential expeditions and service learning opportunities that take advantage of everything Japan has to offer and challenge young, inquisitive minds.

Competency in Japanese language is an expectation for all students and specialist teachers offer bespoke classes according to language ability and experience. In addition, children have the opportunity to learn French. Children develop their knowledge and understanding of a language through a variety of interactive methods, including: role play, group work, interactive activities, singing songs and studying Japanese culture.

Physical Education and Music are taught by specialist teachers and where possible follow relevant links to the inquiry based programme. Children experience a wide range of sports and musical genres and have the opportunity to compete in sports teams and perform in musical productions and ensembles.



# Co-Curricular Programme

At BST we offer a vast array of after school clubs which cater for a wide range of interests. Our co-curricular programme is an integral part of our provision and we encourage all our students to try new activities, develop passions, and unearth their talents.



# Expeditions and Outdoor Education

In keeping with our philosophy that education should extend well beyond the confines of the classroom, BST Outdoors is an ambitious school-wide programme offering opportunities for students to develop some of the important skills and attributes that will stand them in good stead for the rest of their lives. It includes participation in a broad range of adventurous expeditions and challenges, the International Award (known as the Duke of Edinburgh's Award in the UK) and regular service-orientated activities. From Year 1 onwards our students participate in our Outdoors residential programme which generates much enthusiasm and excitement throughout the school. For some students these trips provide a first taste of life away from home and they certainly encourage the development of independence and resilience in a safe environment. We have found that such shared experiences are often the starting point for lasting friendships.





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