



# The British School in Tokyo



## Primary Curriculum Information

[www.bst.ac.jp](http://www.bst.ac.jp) | Tel: 03-5544-9160



# Message 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



# The Learner Profile

The BST Learner Profile and Teaching Framework presents our collective educational philosophy by outlining the attributes that will most likely produce life long, high performing learners. We believe that by using this shared approach we will help to achieve our vision of nurturing each student's unique potential and a strong sense of self, built around purpose and passion.



**A Thinker**  
I improve my knowledge and skills

**Ambitious**  
I take responsibility for how I learn

**Confident**  
I express my ideas

**Creative**  
I play, create and adapt

**Determined**  
I am brave

**Inquisitive**  
I search for answers

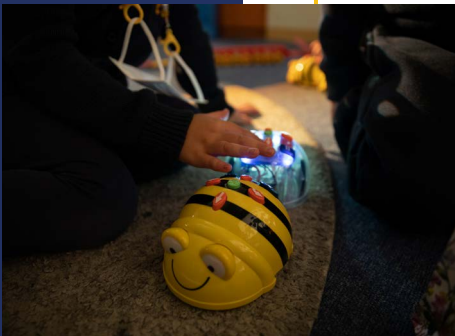
**Principled**  
I try to be the best version of myself

The BST Learner Profile Attributes						
<b>A THINKER</b>	<b>AMBITIOUS</b>	<b>PRINCIPLED</b>	<b>INQUISITIVE</b>	<b>CONFIDENT</b>	<b>DETERMINED</b>	<b>CREATIVE</b>
I improve my knowledge and skills	I take responsibility for how I learn	I try to be the best version of myself	I search for answers	I express my ideas	I am brave	I play, create and adapt
I practise skills and can recall knowledge I plan what I do and describe my goal I can find and organise information I make links with other subjects and ideas I recognise and build on my success I use my knowledge and experience to understand the world and myself	I motivate myself and others I reflect on how I think, learn and feel I value feedback and act on it I can describe my strengths, weaknesses and progress I seek advice and support I independently further my learning	I value and seek to understand myself I appreciate and value other people I can show empathy, compassion and humility I am caring when leading others I am trustworthy and responsible I help when I can and make a positive difference to my community and the world	I inquire and investigate new knowledge I ask questions to help me to understand I respectfully analyse the opinions of other people I am willing to question my own beliefs I use my imagination to explore ideas I seek out challenges and problems to solve	I can communicate my learning I listen to other people and I am open-minded I practise speaking with confidence I am clear and precise when communicating I help others to understand my ideas I test my ideas in debates	I set myself ambitious goals and have a growth mindset I explore new ideas, strategies and experiences I am unafraid of mistakes because that is how I learn I persevere and I am resilient I know mastery requires effort I am proud of how I accomplish something - not just the end result	I enjoy being engaged with a challenge I practise ways of creating and building on ideas I can generate multiple solutions I can adapt to new situations I share ideas I give helpful and positive feedback





# EYFS Curriculum



In line with UK standards, we follow the EYFS (Early Years Foundation Stage) curriculum which sets standards for the learning, development and care of children from birth to 5 years old. The curriculum is broken down into 7 areas of learning and development (3 Prime and 4 Specific areas). Each area of learning and development consists of a number of Early Learning Goals (ELG's), 17 in total, which are used to support early childhood development. The Early Learning Goals (ELGs) are the goals or targets for children to achieve by the end of the Reception year. They will be working towards these goals throughout the EYFS. Furthermore, the 3 Characteristics of Effective Learning (CoEL) are used to underpin the learning that takes place in the Early Years.

Children in the EYFS will be supported across the whole curriculum, engaging primarily in child-initiated challenges as well as targeted and well planned teacher inputs to ensure children develop across the curriculum.

By the end of Reception, a summary of your child's development and achievement in response to the Early Learning Goals (ELGs), as defined in the EYFS Curriculum is produced in the format of an EYFS Profile, alongside an 'End of Year' report. This supports their transition into Year 1 and onto the English National Curriculum.

In the EYFS Profile, your child will be given an attainment level for each of the 17 aspects of learning. Assessments take place throughout the year through teacher observation of children's learning and development, as they take part in adult-led and child- initiated activities and planned observations. Each child will be assessed as either 'emerging, expected or exceeding' against each aspect of developmental learning.

To be awarded at the 'expected' level, the class teacher will have observed them consistently achieving it independently on at least 5 occasions. The judgment of 'emerging' simply means they are working within the level but have not consistently demonstrated their ability to achieve it whilst at school.



# Enabling Environments

Our learning environments are strongly influenced by the principles of the Reggio Emilia approach, which was founded by Loris Malaguzzi, who believed the environment should be viewed as the 'third teacher' and which should be carefully designed to support and inspire children's learning and development. Our child centred environments encourage children to take ownership of their learning, with open ended opportunities for exploration and discovery.

Learning spaces are flexible and communication friendly, with opportunities for the children to work on a variety of different levels and have autonomy over how and where they work, both individually, or collaboratively with others.

Children's work and learning is documented and shared with the community through neutral displays, where the children's work brings the colour to the classroom. We promote and put value into sharing the process of learning rather than just the final product, and encourage our children to constantly reflect and collaborate in order to move their learning and ideas forward.





# Primary Curriculum



## English

The English curriculum at BST provides children with the necessary skills, knowledge and attitude to access a range of texts, as well as create their own pieces of ambitious writing. They explore high-quality texts right from Nursery to Year 6, as well as rigorously practising the skills needed to access reading and writing.

## Phonics

In EYFS and 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.

## Reading

Throughout their school life, children will experience a range of reading books. Sharing and listening to exciting stories encourages a love of reading.

All children will have taught guided reading sessions. During these sessions they will be exposed to a wide range of texts and genres, and be explicitly taught the reading skills needed to become confident, competent readers. The Guided Reading format varies depending on the year group and is decided by class teachers in discussion with their teams, considering the needs of their class.

## Writing

At the heart of our English curriculum at BST are high-quality, engaging texts. Each year group chooses these texts to fit in with the wider topics being studied across the curriculum, so that the children's writing is always contextualised. The children are exposed to a wide range of text types and explore writing a variety of texts, so that by the end of Key Stage 2 they have the skills to tackle any writing opportunity that presents itself.





## Maths

Our children are taught 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 children with the skills to understand the mathematical world around them.

## Inquiry-Science and Humanities

Our inquiry approach to learning is largely based on the Concept Based Inquiry approach (or CBI). It very much encourages learning in a way which leads to transferable understanding and ways of thinking that equip children with the knowledge to learn in the context of the modern world. Ultimately children form their own knowledge and understandings rather than being given them and they are encouraged to ask questions and explore their ideas, alongside their teachers who act as a guide to support them on this journey. Children have the opportunity to develop their understanding of themselves and the human body, as well as the world around them.





# 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.





# 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.

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 the BST Learner Profile, such as being inquisitive, showing 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. Computing skills are further enhanced by a weekly lesson taught by our digital technologies specialist teachers.

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.





# Expeditions & 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, and our upper Primary students are invited to complete the Junior Duke Award.

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.







THE  
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