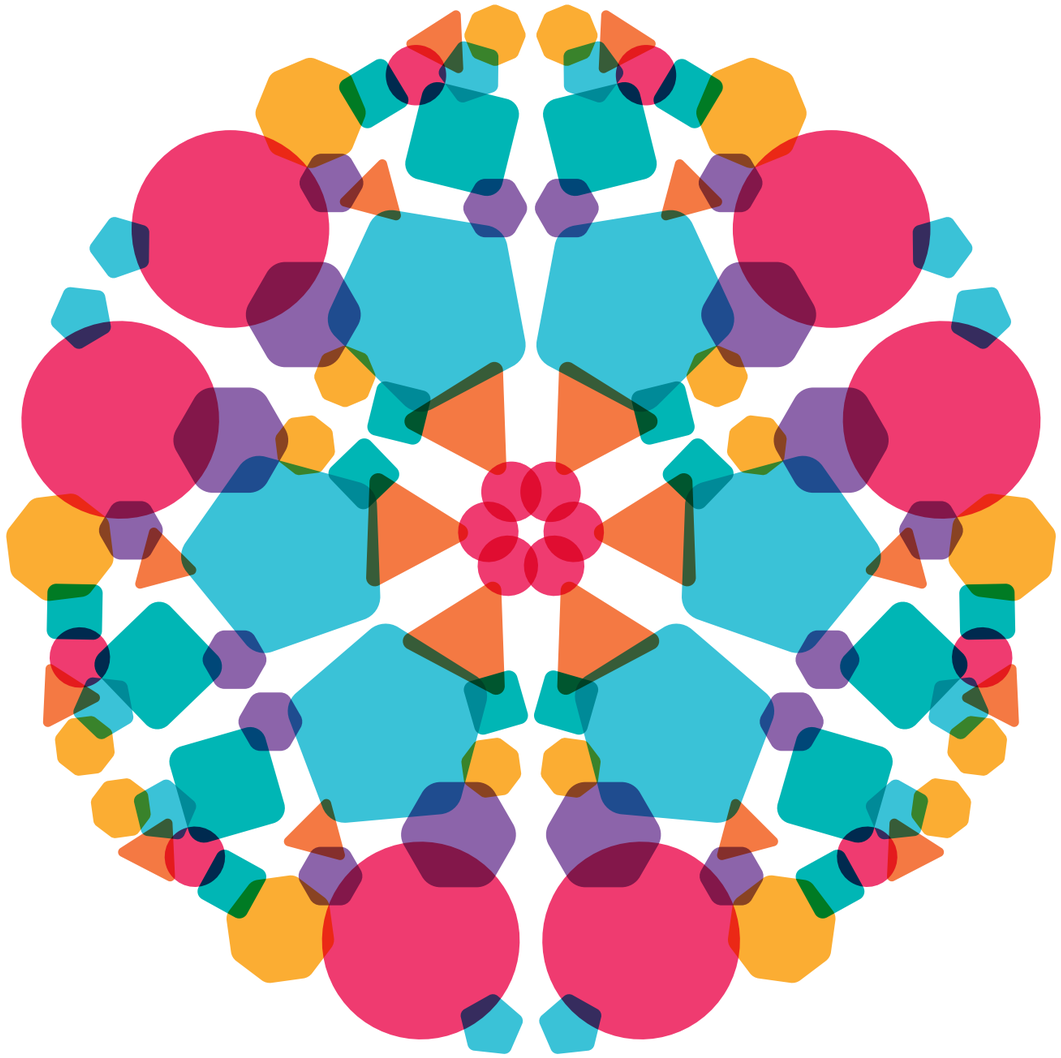
Oxford
International
Curriculum

Curriculum Guide



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Contents

Introducing a curriculum for teachers and learners with a vision

The Oxford International Curriculum offers a new approach to teaching and learning, placing joy at the heart of the curriculum by fostering wellbeing and developing real world skills for students' future academic, personal and career success.

This all-through curriculum integrates curriculum materials, continuous professional development, assessment and world-class resources, building the foundations to prepare every student for academic success in international GCSEs, AS and A-levels, including in OxfordAQA examinations.

Through six subjects – English (or English as a Second Language), Maths, Science, Computing, Wellbeing and Global Skills Projects – the Oxford International Curriculum offers your school a coherent and holistic approach with year-on-year progression. This spiral approach deepens students' knowledge and ensures a smooth transition across every stage of their educational journey, equipping them with the skills to shape their own future.

Through this approach, we can help your students discover the joy in learning and develop the skills they need to thrive in a changing world.

What do you see?

I see a way of learning like no other

OXFORD IMPACT EVALUATED

"There is strong evidence internationally that whole-school approaches to promoting wellbeing can have a positive effect on academic attainment."

Dr. Ariel Lindorff, Department of Education, Oxford University, drawing on research undertaken as part of an impact study conducted across a wide range of countries.

Find out more at: **www.oxfordimpact.oup.com/wellbeing-impact-study**

The Oxford International Curriculum enables students to succeed by recognising that lasting success is contingent on both academic performance and emotional wellbeing. It has been designed to bring wellbeing to all teaching and learning and to develop global skills through all core subjects.

Wellbeing supports the practice of healthy habits of body and mind to enhance the lives of teachers and learners, giving them skills they can apply in their lives today and in the future.

This focus on wellbeing aims to promote good mental health to enhance students' lives inside and outside of the classroom. The curriculum addresses:

- Taking care of the body
- Taking care of the mind
- Taking care of relationships
- Taking care of the self and the world

Global Skills Projects combines project-based and interdisciplinary learning to develop thoughtful, innovative change-makers who are equipped with the skills to succeed in an ever-evolving world.

The curriculum aims to foster a classroom environment where students develop the skills for success:

- Creative thinking skills
- Real-world skills
- Interpersonal skills
- Self-development skills

I see an exciting pathway through subjects and levels

One, all-through curriculum

The Oxford International Curriculum offers coherence, continuity and consistency, to ensure a smooth transition at every stage of the educational journey, from Early Years to Year 9.

It builds the foundations to prepare every student for academic success in international GCSEs, AS and A-levels, including in OxfordAQA examinations.

What does the Oxford International Curriculum offer you?

- a trustworthy and flexible route to equip all learners with the lifelong skills they need to fully engage with a changing world
- a structured guide to shape learning, starting with simple tasks and becoming more challenging to develop skills further
- clear guidance on what to teach with the ability to adapt it to suit students' own experiences and their local context
- teacher support to provide the richest possible learning environment for your students

Supports the English National Curriculum

Six subjects, one approach

Wellbeing supports the practice of healthy habits of body and mind to enhance the lives of teachers and learners.

English develops the spoken and written communication skills that underpin all learning, enabling students to express themselves creatively. Choose an English option to support your school's needs.

English as a Second Language: Coming Soon

Maths covers the interconnected learning that deepens understanding and problem-solving skills.

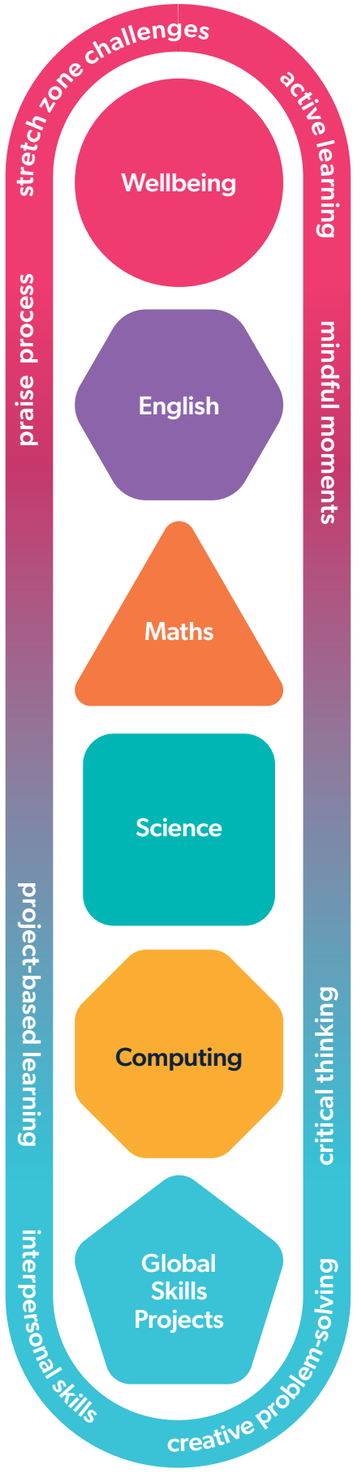
Science encourages students to question the world around them with a sense of excitement and curiosity.

Computing equips all learners with the lifelong skills they need to fully engage with the digital world.

Global Skills Projects combines project-based and interdisciplinary learning to develop thoughtful, innovative change makers.

The Oxford International Curriculum helps to develop learners who are:

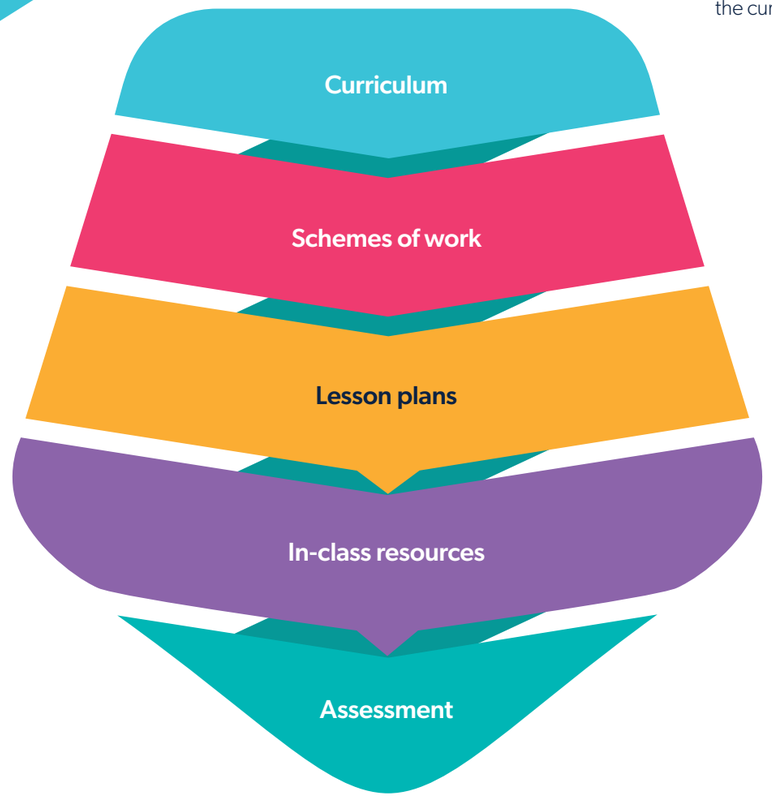
- Ambitious and proactive
- Ready for the future
- Inventive with a sense of curiosity and wonder
- Empowered and autonomous



I see end-to-end teaching and learning support

The Oxford International Curriculum offers end-to-end teaching and learning support, alongside continuous and robust professional development. Each comprehensive subject curriculum is composed of:

- **Curriculum at a glance:** a year-on-year progression of learning outcomes for every year group
- **Schemes of work:** overview and detailed schemes of work provide timetabling options by year group and week-by-week teaching suggestions
- **Lesson plans:** provide a blueprint for each lesson, ensuring coverage of specific learning outcomes; the plans link to recommended and required resources and worksheets where relevant
- **Worksheets:** accompany lesson plans where appropriate to aid teaching
- **Assessment framework:** assessment criteria linked to every learning outcome in the curriculum.



Oxford International Curriculum and professional development materials are hosted on the Oxford Owl platform.

Oxford OWL

Curriculum at a glance

Sample curriculum content taken from the curriculum overviews for **Wellbeing and Global Skills Projects.**

Comprehensive curriculum overviews exist for each Oxford International Curriculum subject, covering nine years, with multiple strands/themes.

Oxford *International Curriculum*

Wellbeing & Global Skills Projects

Curriculum at a glance

Strand	Year 1	Year 1	Year 3
	Students can:	Students can:	Students can:
Wellbeing **1 Taking care of the body** ■ **Sleep and nutrition** ■ **Exercise** ■ **Growth mindset** **Global Skills Projects** **1 Creative skills** ■ **Problem solving** ■ **Curiosity and wonder** ■ **Risk taking**	**1.1a:** Understand what helps them get to sleep **1.1b:** Discuss the foods they like to eat **1.1.c:** Move their bodies in different ways	**1.1a:** Solve puzzles **1.1b:** Ask questions about causes and consequences **1.1c:** Participate in free play	**3.1a:** Explain what helps them sleep well **3.1b:** Measure the sugar content in various foods **3.1c:** Measure the effects of exercise on their bodies **3.1d:** Understand that the brain is like a muscle
Wellbeing **2 Taking care of the mind** ■ **Mindfulness** ■ **Understanding emotions** ■ **Thinking optimistically** **Global Skills Projects** **2 Real life skills** ■ **Project management** ■ **Functional literacy** ■ **Research**	**1.2a:** Start to name common feelings **1.2b:** Share the activities that make them feel good **1.2c:** Identify people that they trust and who help them feel safe	**1.2a:** Plan a simple individual project, such as a meal **1.2b:** Follow simple instructions, such as a simple recipe or game instructions **1.2c:** Choose a simple project to follow, such as a recipe to follow from a selection	**3.2a:** Express gratitude and appreciation for good things in their lives **3.2b:** Challenge themselves by stepping outside the comfort zone **3.2c:** Identify activities to reduce stress levels
Wellbeing **3 Taking care of relationships** ■ **Positive relationships** ■ **Kindness and gratitude** ■ **Communication** **Global Skills Projects** **3 Interpersonal skills** ■ **Communication** ■ **Leadership** ■ **Relationship building**	**1.3a:** Understand what a family is, and explain who is in their family **1.3b:** Practise taking turns and sharing in games **1.3c:** Describe the qualities they like about their friends	**1.3a:** Feel able to share their ideas with others and listen to their ideas **1.3b:** Notice when others are left out **1.3c:** Know how to be kind and make new friends	**3.3a:** Understand that moods can be contagious between people **3.3b:** Discuss how to share positive emotions **3.3c:** Recognize what empathy is and how it helps people understand each other
Wellbeing **4 Taking care of the self and the world** ■ **Identifying strengths** ■ **Finding meaning** ■ **Appreciating nature** **Global Skills Projects** **4 Self-development skills** ■ **Critical thinking** ■ **Ethics** ■ **Motivation**	**1.4a:** Discuss activities that are important to them **1.4b:** List which things in life they wouldn't want to be without **1.4c:** Name the natural settings they enjoy visiting	**1.4a:** Reflect on their emotional reactions to information **1.4b:** Model respect and courtesy to classmates **1.4c:** Discuss likes and dislikes of certain activities	**3.4a:** Understand their place within and connection to the natural world **3.4b:** Experience awe when witnessing an inspiring natural setting **3.4c:** Look after and maintain a natural setting

Year 3	Year 6	Year 6	Year 9	Year 9
Students can:	Students can:	Students can:	Students can:	Students can:
3.1a: Identify opportunities for change **3.1b:** Create questions they want to answer **3.1c:** Judge possible risks in new environments and activities	**6.1a:** Design a healthy sleep hygiene routine **6.1b:** Design and taste recipes using unfamiliar healthy foods **6.1c:** Describe the body's stress response and understand why it exists **6.1d:** Explain how neural connections strengthen and weaken	**6.1a:** Understand different perspectives on a problem **6.1b:** Use creativity to improve the natural environment **6.1c:** Develop tools to support risk-taking	**9.1a:** Explain what circadian rhythms are, and how to positively affect them **9.1b:** Identify unprocessed wholefoods to increase in their diets **9.1c:** Use a variety of techniques to help relax the body (yoga, body scans, deep breathing) **9.1d:** Identify times when they have exhibited a growth mindset in challenging circumstances	**9.1a:** Understand the interaction between local, national and global problems **9.1b:** Find a creative way to look at a problem **9.1c:** Develop ways to manage failure
3.2a: Clarify the goal of a project **3.2b:** Write simple social notes, such as invitations and thank you cards **3.2c:** Find information in more than one resource	**6.2a:** Be flexible with thoughts and beliefs about challenging events **6.2b:** Recognize how thoughts and emotions show up in the body **6.2c:** Move their bodies mindfully	**6.2a:** Create a timeline for a project **6.2b:** Understand the basic financial ideas behind setting up a business **6.2c:** Evaluate research questions	**9.2a:** Understand how difficult experiences can help them grow **9.2b:** Journal to help them make sense of their experiences **9.2c:** Design a routine that incorporates healthy habits of body and mind	**9.2a:** Create a proposal for a plan to improve a national problem, including measurements of success **9.2b:** Know how to present skills for employment purposes **9.2c:** Understand different research methods
3.3a: Explain a story plot clearly **3.3b:** Follow the instructions of peers and give peers instructions **3.3c:** Describe how someone might feel in different situations	**6.3a:** Explain what 'rupture and repair' is in relationships and why it is important **6.3b:** Forgive others **6.3c:** Understand how to resolve conflicts more effectively	**6.3a:** Understand rhetorical devices and their uses **6.3b:** Find ways to ensure teammates feel valuable **6.3c:** Understand the roles of reliability and commitment in relationships with others	**9.3a:** Identify how to nurture important relationships **9.3b:** Handle difficult conversations with others more skilfully **9.3c:** Express gratitude to important people in their lives	**9.3a:** Share messages in a plethora of media **9.3b:** Understand how to demonstrate good leadership **9.3c:** Understand that tensions can occur in relationships and need to be addressed
3.4a: Synthesize information **3.4b:** Understand how to be a good friend and neighbour **3.4c:** Describe self and priorities	**6.4a:** Describe achievements that they are proud of **6.4b:** Set goals for the future **6.4c:** Plan steps to help achieve their goals	**6.4a:** Analyse counter-arguments **6.4b:** Reflect on justice in local and global contexts **6.4c:** Identify some personal goals	**9.4a:** Find meaning in difficult experiences **9.4b:** Make responsible and ethical decisions **9.4c:** Describe the meaningful work they would like to do in the future	**9.4a:** Evaluate arguments for logic and bias **9.4b:** Consider their role as global citizens **9.4c:** Discuss local and global issues that affect personal motivation

Assessment frameworks

Oxford *International Curriculum*

MATHS ASSESSMENT FRAMEWORK

YEAR **ONE**

Introduction

The Year 1 syllabus is designed to introduce the early skills and understanding that will support further learning over the years to come. The understanding of mathematical language is key and students should be encouraged to talk about their maths in activities that encourage application in problem solving and reasoning. These skills should be taught through student-initiated tasks as well as teacher-directed learning.

Learning outcomes

These learning outcomes set out a programme of study in mathematics for Year 1. During the year, every student will:

1.1a: Count to 50, forwards and backwards
1.1b: Count in multiples of 2, 5, 10 and other sm
1.1c: Read and write numbers to 50 in numera
1.1d: Compare numbers and quantities to 50 i representations
1.1e: Identify one greater/fewer than any num
1.1f: Order numbers to 50
1.1g: Use the early ordinal numbers
1.1h: Use the language of simple fractions
1.1i: Understand the relationship between wh

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

1.1a: *Count to 50, forwards and backwards*
- **Developing:** The student can count forwards and backwards to 10.
- **Secure:** The student can count forwards and backwards to 50.
- **Extended:** The student can use their understanding of counting forwards and backward to 50 to identify missing numbers on grids and number lines.

1.1b: *Count in multiples of 2, 5, 10 and other small multiples*
- **Developing:** The student can count to 10 in multiples of 2.
- **Secure:** The student can count to 50 in multiples of 2, 5, 10 and other small multiples.
- **Extended:** The student can use their understanding of the patterning when counting in 2s, 5s and 10s to predict numbers in the sequence and identify missing numbers.

1.1c: *Read and write numbers to 50 in numerals and to 20 in words*
- **Developing:** The student can read and write numbers to 10 in numerals and in words.
- **Secure:** The student can read and write numbers to 50 in numerals and to 20 in words.
- **Extended:** The student can read and write numbers in their work across the curriculum.

1.1d: *Compare numbers and quantities to 50 including the use of objects and pictorial representations*
- **Developing:** The student can compare numbers and quantities to 10 using objects and pictorial representations.

The spiral development model means that learning themes are revisited each year, building on previous achievement, and giving coherence and structure to the learning journey.

YEAR **SIX**

Introduction

In Year 6, students should consolidate their understanding of the number system and place value, including larger integers. They should continue to develop their understanding of the relationship between fractions, decimals, and percentages. Students would learn to identify and classify more complex geometric shapes and learn how to spell and use the associated vocabulary correctly.

Learning outcomes

These learning outcomes set out a programme of study in mathematics for Year 6. During the year, every student will:

6.1a: Read and write numbers to at least 10 000 000 in numerals and words
6.1b: Determine the value of each digit in a seven or 8-digit number
6.1c: Round any whole number to a required degree of accuracy
6.1d: Calculate across 0 and use negative numbers in context
6.1e: Solve problems involving number to 10 000 000
6.1f: Identify the values of all the digits in a number given to three decimal places
6.2a: Solve multi-step addition and subtraction problems in context and use estimation to check accuracy
6.2b: Add and subtract mixed numbers and fractions with different denominators
6.2c: Use long multiplication to multiply numbers up to four digits by 2-digit numbers
6.2d: Use long and short division to divide numbers up to four digits by 2-digit numbers
6.2e: Use written methods to multiply 1-digit numbers with two decimal places by a whole number
6.2f: Use written methods to perform division where the answer has up to two decimal places
6.2g: Use order of operations to carry out multi-step problems in context and use estimation to check accuracy
6.2h: Use common factors to simplify fractions
6.2i: Multiply simple fractions
6.2j: Multiply and divide numbers by 10, 100, 1000 and 10 000
6.3a: Solve problems that require conversion between different units of measure
6.3b: Convert between kilometres and miles
6.3c: Recognize that shapes with the same areas can have different perimeters
6.3d: Calculate the areas of parallelograms and triangles
6.3e: Calculate volumes of cubes and cuboids using various units
6.3f: Solve problems involving unequal sharing and grouping using knowledge of
6.4a: Use given dimensions and angles to draw 2D shapes
6.4b: Identify and build simple 3D shapes, including making nets
6.4c: Classify geometric shapes based on their properties
6.4d: Find unknown angles in any triangles, quadrilaterals, and regular polygons
6.4e: Identify vertically opposite angles
6.4f: Draw and name parts of circles, including radius, diameter and circumference
6.4g: Know that the diameter of a circle is twice the radius
6.4h: Use coordinates in all four quadrants
6.4i: Translate and reflect simple shapes
6.5a: Use simple formulae
6.5b: Write and describe linear number sequences
6.5c: Use algebra to represent missing number problems
6.5d: Find pairs of numbers that satisfy an equation with two unknowns and enumerate possibilities of combinations of two variables
6.6a: Construct, interpret and use pie charts and line graphs
6.6b: Calculate the mean from a small set of numbers and interpret the mean as an average

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

6.1a: *Read and write numbers to at least 10 000 000 in numerals and words*
- **Developing:** The student can read and write numbers to 1 000 000 in numerals and words.
- **Secure:** The student can read and write numbers to 10 000 000 in numerals and words.
- **Extended:** The student uses their reading and writing of numbers to 10 000 000 across their learning.

6.1b: *Determine the value of each digit in a 7-digit or 8-digit number*
- **Developing:** The student can determine the value of each digit in a 6-digit number.
- **Secure:** The student can determine the value of each digit in a 7-digit or 8-digit number.
- **Extended:** The student can determine the value of each digit in any number.

6.1c: *Round any whole number to a required degree of accuracy*
- **Developing:** The student can, with support, round any whole number to a required degree of accuracy.

Measurable and unambiguous assessment criteria are linked to every learning outcome in the curriculum.

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COMPUTING ASSESSMENT FRAMEWORK

YEAR **THREE**

Introduction

In Year 3, students can draw on developing literacy and numeracy skills to support their use of computers, so they can make more progress and take on bigger challenges.

Learning outcomes can be delivered in any order. Typically, one well-developed computing activity could provide evidence to confirm achievement against multiple outcomes. Students will learn to use computers to find and correct errors, to send and receive messages and to carry out calculations.

3.4a: Use technology to send and receive messages
3.4b: Describe the parts of a message
3.4c: Explain how to respond to an unsuitable communication

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

3.1a: *Describe a simple plan for a program that changes inputs into outputs*
- **Developing:** The student writes a description of what they want a program to do.
- **Secure:** The student makes a written plan of three or four short steps in a correct sequence.
  The student makes a plan that includes inputs and outputs.
- **Extended:** The student plans a program with several different inputs.

3.1b: *Create a program that produces varied outputs in response to user inputs*
- **Developing:** The student assembles some program components in sequence.
- **Secure:** The student makes a simple working program with inputs and outputs.
- **Extended:** The student makes several versions of a program that work in different ways.

3.1c: *Find and correct the errors in a program so it works the way they want*
- **Developing:** The student finds and removes at least one error from a program.
- **Secure:** The student removes all errors from a program, which then works correctly.
  t describes how they found and fixed errors in

e appearance of a document that includes text

t enters text into software such as a word-processing

t uses software tools to format, reorganize and ocument.
t produces several versions of a document by varying features.

YEAR **NINE**

Introduction

The learning outcomes in Year 9 provide a solid foundation for students who wish to move on to computing qualifications such as iGCSE Computer Science. For students who do not wish to specialize, Year 9 will ensure that they have a good understanding of what computers are, what they can do and how we use technology to shape our world. Students should conclude the year as active users rather than passive consumers of the products of technology.

Learning in Year 9 should be enjoyable, creative and fulfilling. Students will use multimedia tools to create a group project. They will use programming to model a real-life system. They will explore innovative techniques that underpin artificial intelligence (AI) and modern robotics. Students will finish the year confident and capable at using computers, whatever their future goals may be.

Learning outcomes

These learning outcomes set out a programme of study in computing for Year 9. During the year, every student will:

9.1a: Design an abstract model based on a real-world system
9.1b: Use a program to find solutions to a real-world problem
9.1c: Describe some computational techniques that enable artificial intelligence (AI)
9.2a: Use software to plan a project and track its progress
9.2b: Create and combine multimedia content
9.3a: Use or describe simple electronic logic gates (for example, AND, OR and NOT gates)
9.3b: Outline the structure of a processor, its components and how they work together
9.3c: Describe some technical innovations that enable modern robotics
9.4a: Understand how to use social media safely, responsibly and with regard to others

Assessment criteria

The assessment criteria allow the teacher to assess the level of achievement of each student.

9.1a: *Design an abstract model based on a real-world system*
- **Developing:** The student identifies some values used in an abstract model.
- **Secure:** The student creates an abstract model by identifying how values are altered or processed.
- **Extended:** The student evaluates some of the advantages and limitations of a model.

9.1b: *Use a program to find solutions to a real-world problem*
- **Developing:** The student enters values into a model and notes the results.
- **Secure:** The student creates a program to match an abstract model.
  The student uses a model to create useful results.
- **Extended:** The student changes the inputs to a model and evaluates the effects.

9.1c: *Describe some computational techniques that enable artificial intelligence (AI)*
- **Developing:** The student can describe what AI means and some of its uses or potential uses.
- **Secure:** The student can describe computational techniques used to develop AI systems (for example, heuristics, pattern matching, data mining, expert systems and learning).
- **Extended:** The student can evaluate computational techniques (for example, their uses and limitations as techniques for AI development).

9.2a: *Use software to plan a project and track its progress*
- **Developing:** The student identifies the outcomes and end date of a project.
- **Secure:** The student uses software to record the end product(s) and end date of a project.
  The student uses software to plan some tasks of a project.
- **Extended:** The student uses software to record progress against the project plan.

9.2b: *Create and combine multimedia content*
- **Developing:** The student creates multimedia digital content such as video or audio.
- **Secure:** The student combines items of multimedia digital content to meet a requirement (for example, adding an audio track to a video).

End of year tests and practical project papers help teachers assess students' achievement over the course of any full year.

Aligned to the requirements of examination syllabi, including OxfordAQA's International GCSEs, AS and A-levels.

oxfordinternationalcurriculum.com

Schemes of work

Available at both an overview (week-by-week) and detailed (lesson-by-lesson) level, for ease of planning.

A clear structure for the delivery of the curriculum in each academic year, mapping out scope and sequence, and providing a teaching route which students can follow.

Every learning outcome is mapped on to a week-by-week, lesson-by-lesson teaching plan.

Lesson titles link in to individual lesson plans.

Oxford *International Curriculum* — Science

SCHEME OF WORK: YEAR 7

	Week	Lesson	Lesson title	Learning outcomes
			Biological science: Cells	
Term 1	1	1.1.1	Introduction to cells	**7.1a:** Explain how cells are organized in multicellular plants and animals
		1.1.2	Using microscopes	**7.4a:** Estimate the risks to themselves and others
		1.1.3	Comparing animal and plant cells	**7.1a:** Explain how cells are organized in multicellular plants and animals
	2	1.2.1	Investigating animal and plant cells	**7.4c:** Identify patterns in data
		1.2.2	Specialized cells	**7.1a:** Explain how cells are organized in multicellular plants and animals
		1.2.3	Can substances move out of cells?	**7.4d:** Draw and communicate valid conclusions from investigations
	3	1.3.1	Unicellular organisms	**7.1a:** Explain how cells are organized in multicellular plants and animals
		1.3.2	Multicellular organisms	**7.1a:** Explain how
		1.3.3	Review and reflect cells	**7.1a:** Explain how
	4	1.4.1	Cells, tissues and organs	**7.1b:** Explain how protection and m
		1.4.2	Structure of the skeleton	**7.1b:** Explain how protection and m
		1.4.3	Function of the skeleton	**7.1b:** Explain how protection and m **7.4c:** Identify pat
	5	1.5.1	Joints and movement	**7.1b:** Explain how protection and m **7.4a:** Estimate th
		1.5.2	Muscles and movement	**7.1b:** Explain how protection and m **7.4a:** Estimate th
		1.5.3	Review and reflect	
			Chemical science: The particle model	
	6	1.6.1	Introduction to the particle model	**7.2a:** Use the par materials and ch
		1.6.2	The particle model	**7.2a:** Use the par materials and ch
		1.6.3	States of matter	**7.2a:** Use the par materials and ch
	7	1.7.1	The properties of solids, liquids and gases	**7.4b:** Suggest a h **7.2a:** Use the par materials and changes of state
		1.7.2	Changes of state: Boiling	**7.4a:** Estimate the risks to themselves and others
		1.7.3	Melting and freezing	**7.4c:** Identify patterns in data
	8	1.8.1	Evaporation and condensation	**7.4c:** Identify patterns in data
		1.8.2	Investigating sublimation	**7.4a:** Estimate the risks to themselves and others
		1.8.3	Investigating stearic acid	**7.4a:** Estimate the risks to themselves and others

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Oxford *International Curriculum* — Science

SCHEME OF WORK: YEAR 7

YEAR 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Term 1	Biological science: Cells					Chemical science: The particle model				Physical science: Forces		

	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Term 2	Chemical science: Separation techniques					Physical science: Energy stores				Biological science: Plant reproduction		

	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Term 3	Chemical science: Acids			Physical science: Sound waves			Chemical science: The Earth's structure					

Oxford *International Curriculum* — English

SCHEME OF WORK: YEAR 1

	Week	Lesson	Title	Learning outcomes
Term 1	1	1.1.1	Fiction: At home	**Spoken English** **1.1a:** Listen and respond appropriately to adults and other pupils
		1.1.2		**1.1c:** Participate in discussion, taking turns and listening to what others say
		1.1.3		**1.1f:** Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words **Reading**
		1.1.4		**1.4b:** *Understand the books they can read accurately and fluently, and those they listen to by:* predicting what might happen on the basis of what has been read so far
		1.1.5		**1.4e:** *Understand the books they can read accurately and fluently, and those they listen to by:* discussing the significance of the title and events
	2	1.2.1		**1.4h:** Participate in discussion about books that are read to them and those they can read for themselves **Writing**
		1.2.2		**1.5b:** Begin to form lower-case letters and numbers 0–9 in the correct direction, starting and finishing in the right place
		1.2.3		**1.5h:** Join words and join clauses using 'and'
		1.2.4		**1.5i:** Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
		1.2.5		**1.5k:** Use a capital letter for names of people, places and the personal pronoun
	3	1.3.1	Non-fiction: Show me, tell me	**Spoken English** **1.1a:** Listen and respond appropriately to adults and other pupils
		1.3.2		**1.1c:** Participate in discussion, taking turns and listening to what others say
		1.3.3		**1.1f:** Develop their Tier 1 vocabulary, exploring the meanings and sounds of new words **Reading**
		1.3.4		**1.2a:** Apply phonic knowledge and skills as the route to decode words
		1.3.5		**1.2b:** Read common exception words
				1.3b: Distinguish between fiction and non-fiction texts
				1.4c: *Understand the books they can read accurately and fluently, and those they listen to by:* explaining their understanding of what is read to them
	4	1.4.1		**1.4g:** Discuss the meaning of words, linking new meanings to those already known **Writing**
		1.4.2		**1.5a:** Sit correctly at a table, holding a pencil comfortably and correctly
		1.4.3		**1.5j:** Leave a space between words
		1.4.4		**1.5k:** Use a capital letter for names of people, places and the personal pronoun
		1.4.5		**1.6a:** Plan their writing orally **1.6d:** Begin to write for different purposes, e.g. lists, instructions and simple stories **1.6f:** Write some captions and labels and attempt other simple forms of writing

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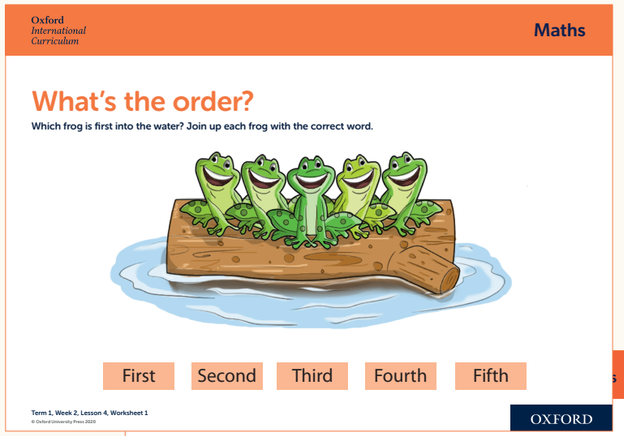
Lesson plans and worksheets

Opportunities to link to the Global Skills Projects and Wellbeing curricula are highlighted.

Every lesson highlights the learning outcomes it covers, linking back to the curriculum-at-a-glance document.


Oxford International Curriculum — Maths

What's the order?

Which frog is first into the water? Join up each frog with the correct word.

First Second Third Fourth Fifth

Term 1, Week 2, Lesson 4, Worksheet 1

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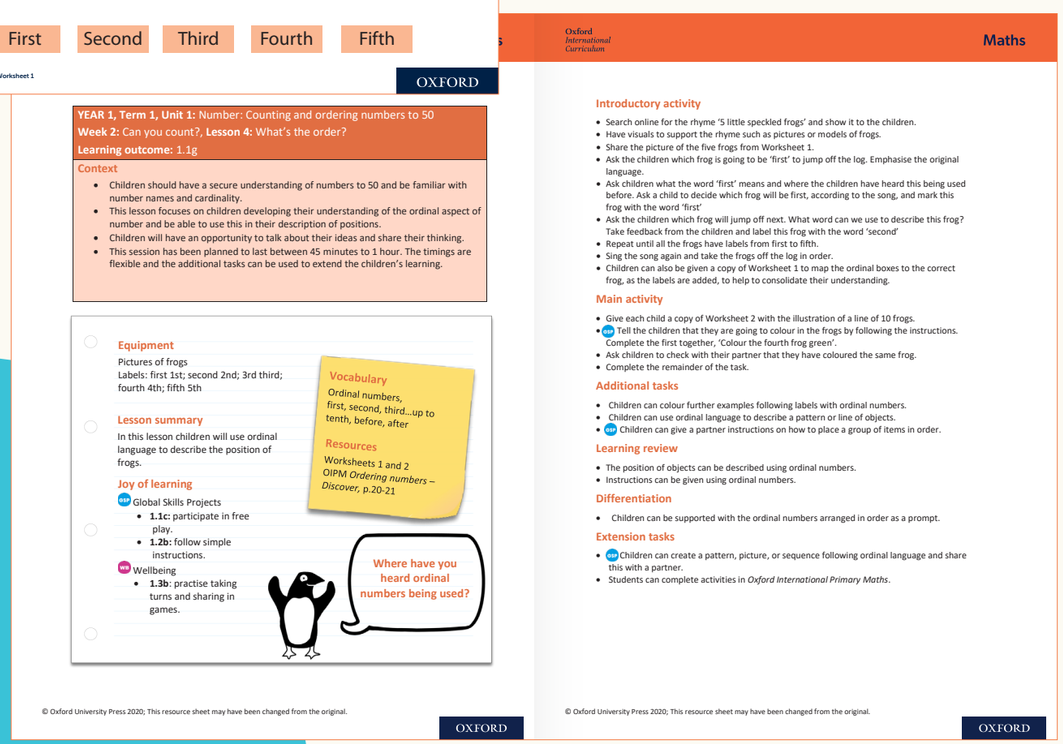
YEAR 1, Term 1, Unit 1: Number: Counting and ordering numbers to 50
Week 2: Can you count?, **Lesson 4:** What's the order?
Learning outcome: 1.1g

Context

- Children should have a secure understanding of numbers to 50 and be familiar with number names and cardinality.
- This lesson focuses on children developing their understanding of the ordinal aspect of number and be able to use this in their description of positions.
- Children will have an opportunity to talk about their ideas and share their thinking.
- This session has been planned to last between 45 minutes to 1 hour. The timings are flexible and the additional tasks can be used to extend the children's learning.

Equipment
Pictures of frogs
Labels: first 1st; second 2nd; 3rd third; fourth 4th; fifth 5th

Lesson summary
In this lesson children will use ordinal language to describe the position of frogs.

Joy of learning
GSP Global Skills Projects
- **1.1c:** participate in free play.
- **1.2b:** follow simple instructions.

WB Wellbeing
- **1.3b**: practise taking turns and sharing in games.

Vocabulary: Ordinal numbers, first, second, third...up to tenth, before, after

Resources: Worksheets 1 and 2
OIPM *Ordering numbers – Discover*, p.20-21

Where have you heard ordinal numbers being used?

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Oxford International Curriculum — Maths

Introductory activity
- Search online for the rhyme '5 little speckled frogs' and show it to the children.
- Have visuals to support the rhyme such as pictures or models of frogs.
- Share the picture of the five frogs from Worksheet 1.
- Ask the children which frog is going to be 'first' to jump off the log. Emphasise the original language.
- Ask children what the word 'first' means and where the children have heard this being used before. Ask a child to decide which frog will be first, according to the song, and mark this frog with the word 'first'
- Ask the children which frog will jump off next. What word can we use to describe this frog? Take feedback from the children and label this frog with the word 'second'
- Repeat until all the frogs have labels from first to fifth.
- Sing the song again and take the frogs off the log in order.
- Children can also be given a copy of Worksheet 1 to map the ordinal boxes to the correct frog, as the labels are added, to help to consolidate their understanding.

Main activity
- Give each child a copy of Worksheet 2 with the illustration of a line of 10 frogs.
- GSP Tell the children that they are going to colour in the frogs by following the instructions. Complete the first together, 'Colour the fourth frog green'.
- Ask children to check with their partner that they have coloured the same frog.
- Complete the remainder of the task.

Additional tasks
- Children can colour further examples following labels with ordinal numbers.
- Children can use ordinal language to describe a pattern or line of objects.
- GSP Children can give a partner instructions on how to place a group of items in order.

Learning review
- The position of objects can be described using ordinal numbers.
- Instructions can be given using ordinal numbers.

Differentiation
- Children can be supported with the ordinal numbers arranged in order as a prompt.

Extension tasks
- GSP Children can create a pattern, picture, or sequence following ordinal language and share this with a partner.
- Students can complete activities in *Oxford International Primary Maths*.

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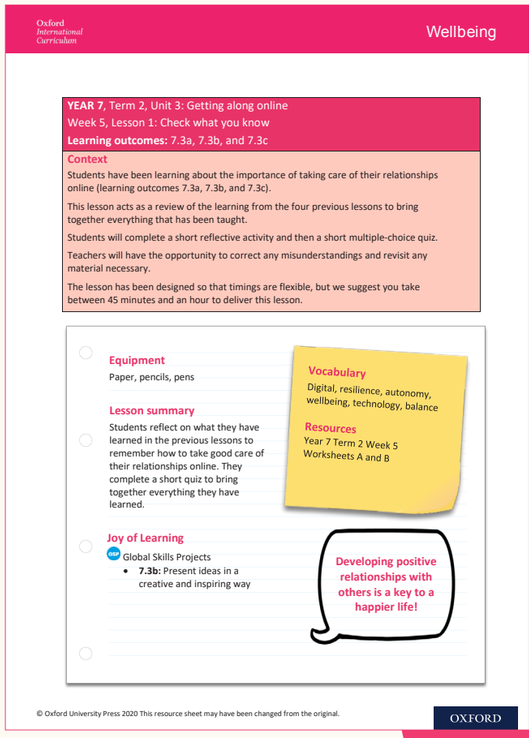
MATHS: YEAR 1, Term 1, Unit 1: Number: Counting and ordering numbers to 50


Oxford International Curriculum — Wellbeing

YEAR 7, Term 2, Unit 3: Getting along online
Week 5, Lesson 1: Check what you know
Learning outcomes: 7.3a, 7.3b, and 7.3c

Context
Students have been learning about the importance of taking care of their relationships online (learning outcomes 7.3a, 7.3b, and 7.3c).

This lesson acts as a review of the learning from the four previous lessons to bring together everything that has been taught.

Students will complete a short reflective activity and then a short multiple-choice quiz.

Teachers will have the opportunity to correct any misunderstandings and revisit any material necessary.

The lesson has been designed so that timings are flexible, but we suggest you take between 45 minutes and an hour to deliver this lesson.

Equipment
Paper, pencils, pens

Lesson summary
Students reflect on what they have learned in the previous lessons to remember how to take good care of their relationships online. They complete a short quiz to bring together everything they have learned.

Joy of Learning
GSP Global Skills Projects
- **7.3b:** Present ideas in a creative and inspiring way

Vocabulary: Digital, resilience, autonomy, wellbeing, technology, balance

Resources: Year 7 Term 2 Week 5 Worksheets A and B

Developing positive relationships with others is a key to a happier life!

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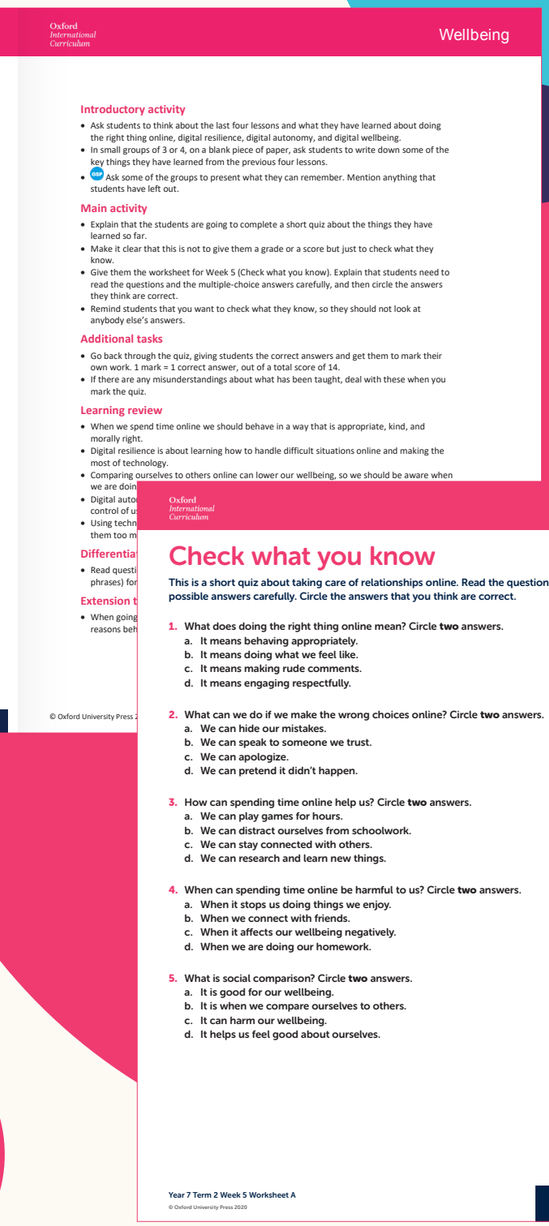
Oxford International Curriculum — Wellbeing

Introductory activity
- Ask students to think about the last four lessons and what they have learned about doing the right thing online, digital resilience, digital autonomy, and digital wellbeing.
- In small groups of 3 or 4, on a blank piece of paper, ask students to write down some of the key things they have learned from the previous four lessons.
- GSP Ask some of the groups to present what they can remember. Mention anything that students have left out.

Main activity
- Explain that the students are going to complete a short quiz about the things they have learned so far.
- Make it clear that this is not to give them a grade or a score but just to check what they know.
- Give them the worksheet for Week 5 (Check what you know). Explain that students need to read the questions and the multiple-choice answers carefully, and then circle the answers they think are correct.
- Remind students that you want to check what they know, so they should not look at anybody else's answers.

Additional tasks
- Go back through the quiz, giving students the correct answers and get them to mark their own work. 1 mark = 1 correct answer, out of a total score of 14.
- If there are any misunderstandings about what has been taught, deal with these when you mark the quiz.

Learning review
- When we spend time online we should behave in a way that is appropriate, kind, and morally right.
- Digital resilience is about learning how to handle difficult situations online and making the most of technology.
- Comparing ourselves to others online can lower our wellbeing, so we should be aware when we are doin
- Digital auto control of u
- Using techn them too m

Differentia
- Read questi phrases) for

Extension t
- When going reasons beh

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Oxford International Curriculum — Wellbeing

Check what you know

This is a short quiz about taking care of relationships online. Read the questions and the possible answers carefully. Circle the answers that you think are correct.

1. **What does doing the right thing online mean? Circle two answers.**
   a. It means behaving appropriately.
   b. It means doing what we feel like.
   c. It means making rude comments.
   d. It means engaging respectfully.

2. **What can we do if we make the wrong choices online? Circle two answers.**
   a. We can hide our mistakes.
   b. We can speak to someone we trust.
   c. We can apologize.
   d. We can pretend it didn't happen.

3. **How can spending time online help us? Circle two answers.**
   a. We can play games for hours.
   b. We can distract ourselves from schoolwork.
   c. We can stay connected with others.
   d. We can research and learn new things.

4. **When can spending time online be harmful to us? Circle two answers.**
   a. When it stops us doing things we enjoy.
   b. When we connect with friends.
   c. When it affects our wellbeing negatively.
   d. When we are doing our homework.

5. **What is social comparison? Circle two answers.**
   a. It is good for our wellbeing.
   b. It is when we compare ourselves to others.
   c. It can harm our wellbeing.
   d. It helps us feel good about ourselves.

Year 7 Term 2 Week 5 Worksheet A

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WELLBEING: YEAR 7, Term 2, Unit 3: Getting along online

Worksheets accompany lesson plans where appropriate to aid teaching.

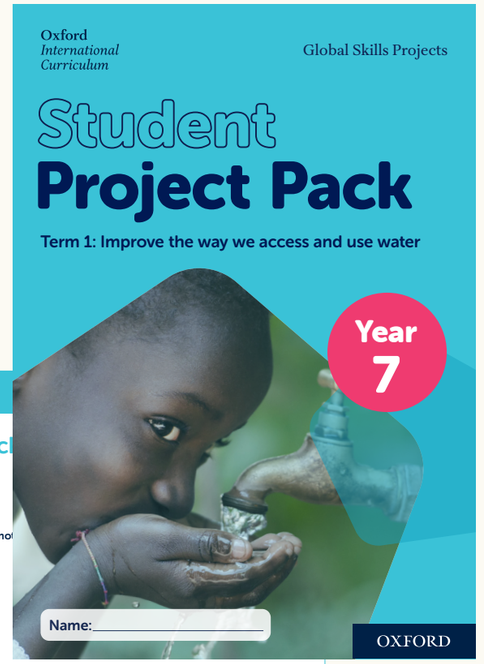
Step-by-step guidance navigates through the delivery of the lesson, with differentiation suggestions provided.

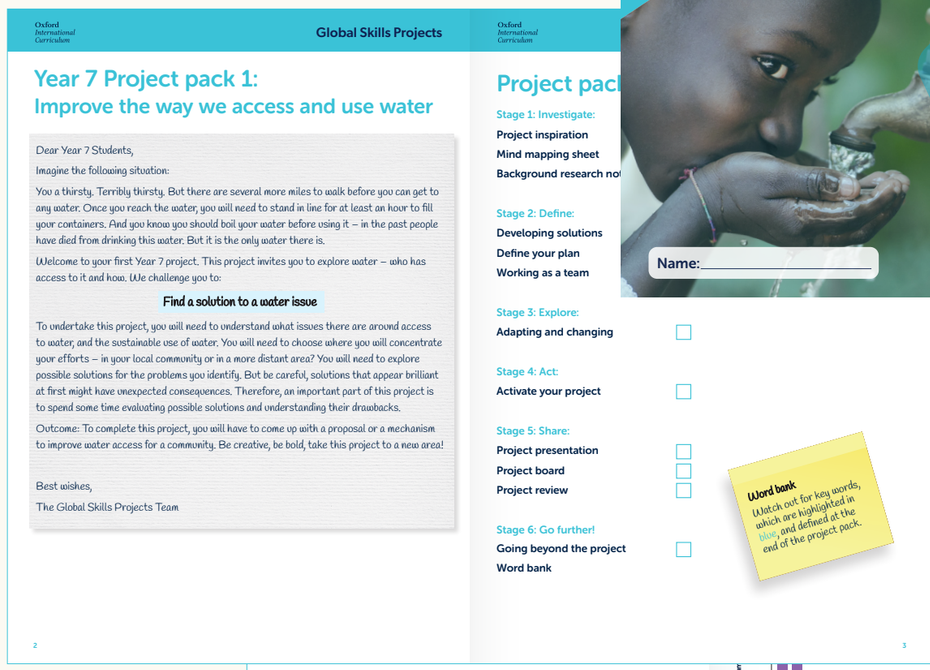
Download sample lesson plans and worksheets at **oxfordinternationalcurriculum.com**

I see a classroom culture that fosters lifelong learning and wellbeing

Global Skills Project Packs

Project Packs are designed to guide students through the process of creating a project, providing a structure within which they can express their creativity and solve real-world problems.





Sample from Student Project Pack, Year 7, Term 1: Improve the way we access and use water

I see teachers and learners who are better equipped to succeed in a changing world

Continuous and robust professional development

A continuous and robust professional learning and development programme is an integral part of the Oxford International Curriculum.

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- Opportunities to attend annual conferences and training to share best practice and to participate in a supportive, healthy and joyful community of educators

I see steady progression and sound preparation

Assessment

Oxford International Curriculum assessment provides a structured way for teachers and students to measure progress against learning outcomes. It offers fair testing for EAL learners, building the foundations to prepare every student for academic success in international GCSEs, AS and A-levels, including in OxfordAQA examinations.

Formative assessment: Create bespoke quizzes and tests using Testbase, an online test-maker tool, for ongoing, continuous assessment for learning. In addition, built-in projects can be used for certain subjects to meet all your formative assessment needs.

Summative assessment: Year-end tests and practical project papers (where applicable) serve to help teachers assess a student's achievement over the course of any full year.

The underlying structure of the curriculum has a spiral development model. Skills areas are revisited each year at higher levels of complexity and depth to build on previous achievement, making it easier for students to develop and giving coherence and structure to the learning journey.

Comprehensive assessment criteria provides the teacher with a sound framework to acknowledge the achievement of struggling students, as well as offering a route to exceptional achievement for students who wish to move more quickly and extend their skills and understanding.

testbase

Giving you the freedom to teach

Testbase's online question bank helps teachers spend less time preparing assessments and more time teaching. Get access to Testbase with the Oxford International Curriculum and tailor assessment to support the needs of you and your students.

Your subscription will give you instant access to high-quality questions that are:

- designed to save you time finding and preparing relevant teaching and assessment material
- perfect for building pupil confidence through experience and discussion
- suitable from Year 1 to Year 9

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Early Years

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Floppy's Phonics

Oxford Reading Tree

Nelson English

Primary

Oxford International Primary Maths

Oxford International Primary Science

Oxford International Primary Computing

Oxford International Primary English*

MyiMaths

Lower Secondary

MyiMaths

Activate KS3 Science

Oxford International Lower Secondary Computing

Oxford English: An International Approach*

*These resources are required for implementation of the Oxford International Curriculum for English

"The wonderful feeling that someone responsible for curriculum development has finally decided to take what we know about wellbeing and real world skills development and put it into action in the classroom."

Year 7 teacher, Heathfield International School – Vientiane, Oxford International Curriculum Pilot School

Nurturing creativity, inspiring curiosity, shaping the future

“Education is at the heart of everything we do”

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We are living in an ever-changing world, where the way we work, live, learn, communicate and relate to one another is constantly shifting. In this climate, we need to instil in our learners the skills to equip them for every eventuality so they are able to overcome challenges, adapt to change and have the best chance of success. To do this, we need to evolve beyond traditional teaching approaches and foster an environment where students can start to build lifelong learning skills for success.

That’s why we have developed the Oxford International Curriculum. A new approach to teaching and learning that focuses on wellbeing and develops the skills your learners need for their future academic, personal and career success.

We want to work with you to improve the lives of young people through education.
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Bruce Neale
Managing Director International
– Oxford Education