

THE JUNIOR SCHOOL

CURRICULUM INFORMATION BOOKLET

2010 - 2011

JERUDONG INTERNATIONAL SCHOOL



I would like to take this opportunity to welcome you to the Junior School. This is the first stage in a child's journey through school and we aim to give our students the best possible start to their education.

The Junior School comprises children from Nursery to Year 5. It is organised into year groups and children are placed in the appropriate year according to their age unless there are exceptional circumstances. Each class has a teacher and many of the classes also benefit from the support of our excellent team of teaching assistants. Some lessons (ICT, Art, Physical Education, Design and Technology, Music and the languages) are taught by subject specialist teachers. We are also supported by a strong EAL and Learning Support faculty.

As well as the Head of School, there are four Deputy Heads in the Junior School; Mrs. Rickell, Mr. Williamson, Mr. Jolly and Mrs. Hobday. They each have different roles within the school. They will be your first point of contact should any issues arise and they will do their best to resolve them to everyone's satisfaction. The subject areas are coordinated by a team of experienced teachers who make sure the curriculum we offer is up to date and reflective of current good practice. Standards in the school are high and there are many events throughout the year which enrich the curriculum and provide

opportunities for new and exciting activities.

We pride ourselves on the pastoral support that our children receive and the parents are a very important part of this. Staff and parents work together to ensure a positive experience for the children. Parents are welcome visitors to the school and support us in many ways, from helping out with trips and assemblies to organising events. We have a thriving Parent Liaison Group whose particular role is to welcome new families and make them feel at home.

The Junior School is a member of IAPS, the Independent Association of Preparatory Schools. In our last ISI Inspection report the Junior School came in for much praise. The report, which was released in September 2007, noted that, "The students' experience in the Junior School is of significantly high quality."

In the following pages you can find out about the curriculum that is offered in the different year groups and further information about school procedures. I hope you find it useful and informative.

Welcome to the Junior School.

Karen Lewis
Head of Junior School

General Information

IMPORTANT CONTACTS

Mailing address:

PO Box 1408
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Brunei

Street address:

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Kampong Tungku
Bandar Seri Begawan BE2119
Brunei

Telephone: + 673 241 1000

Website: www.jis.edu.bn

Facsimile: + 673 241 1010

Email: enrol@jis.edu.bn or office@jis.edu.bn

Head of Junior School

Karen Lewis karen.lewis@jis.edu.bn ext 1118

Deputy Heads of Junior School

Julia Rickell julia.rickell@jis.edu.bn ext 2221

Michael Jolly michael.jolly@jis.edu.bn ext 2103

Paul Williamson paul.williamson@jis.edu.bn ext 2212

Jan Hobday jan.hobday@jis.edu.bn ext 2218

Junior School secretary

Esther Tang esther.tang@jis.edu.bn ext 1109

Principal's secretary

Nor Abdullah nor.abdullah@jis.edu.bn ext 1115

Accounts Department

Karen Yong karen.yong@jis.edu.bn ext 1314

Admissions Office

Lynn Payne lynn.payne@jis.edu.bn ext 1214

Adinah Salleh adinah.salleh@jis.edu.bn ext 1206

Catherine Liew catherine.liew@jis.edu.bn ext 2208

Stationery and Uniform Shop

Liza Sheriff liza.sheriff@jis.edu.bn ext 1302

TIMES OF THE DAY

Nursery (Age 2-3)

7:30 – 11:30 am (with two snack times)

Kindergarten (Age 3-4)

7:30 – 12:30 pm

Snack time: 9:30 – 9:45 am and 11:30 – 11:45 am (approx)

Reception

7:40 am – 2:00 pm

Snack time: 9:00 – 9:15 am

Morning break: 10:15 – 10:35 am (Monday to Wednesday)

10:00 – 10:20 am (Thursday to Friday)

Lunch: 11:55 am – 12:45 pm (Monday to Thursday)

12:10 – 1:00 pm (Friday)

Years 1 and 2

7:40 am – 2:15 pm

Snack time: 9:00 – 9:15 am

Morning break: 10:15 – 10:35 am (Monday to Wednesday)

10:00 – 10:20 am (Thursday to Friday)

Lunch: 11:55 am – 12:45 pm (Monday to Thursday)

12:10 – 1:00 pm (Friday)

Years 3, 4 and 5

7:40 am – 2:15 pm

Morning break: 10:15 – 10:35 am (Monday to Wednesday)

10:00 – 10:20 am (Thursday to Friday)

Lunch: 11:55 am – 12:45 pm (Monday to Thursday)

12:10 – 1:00 pm (Friday)

Reception, Year 1 and 2 children eat their lunch in a supervised area. Children from Year 3 to 5 can purchase their lunch from the canteen or eat their own packed lunch there.

After school activities run on most days from 2:30 – 4:00 pm.

TERM DATES

TERM 1

Tuesday 31 August – Friday 15 October 2010

Monday 25 October – Friday 10 December

MID TERM BREAK

Saturday 16 October – Sunday 24 October

TERM 1 BREAK

Saturday 11 December 2010 – Monday 3 January 2011

TERM 2 (provisional)

Tuesday 4 January – Wednesday 2 February 2011

Monday 7 February – Friday 18 March

MID-TERM BREAK

Thursday 3 February – Sunday 6 February

TERM 2 BREAK

Saturday 19 March – Sunday 3 April

TERM 3 (provisional)

Monday 4 April – Friday 27 May

Monday 6 June – Friday 8 July

MID TERM BREAK

Saturday 28 May – Sunday 5 June

UNIFORM

The uniform is available from the Stationery and Uniform Shop on the school site. The shop only accepts cash or cheque purchases.

GIRLS

Kindergarten to Year 3

Blue, maroon or white polo shirt - \$25

Tartan skort - \$30

Tartan pinafore - \$30

Year 4 and 5

White collar blouse - \$25

Tartan pinafore - \$35

Short tartan skirt - \$40

Long tartan skirt - \$45

Black school shoes and white socks

BOYS

Kindergarten to Year 3

Blue, maroon or white polo shirt - \$25

Navy blue shorts - \$25

Year 4 and 5

White open necked shirt- \$25

Navy blue shorts - \$25

Navy blue trousers - \$35

Black leather belt - \$18

Black school shoes and white socks

Physical Education uniform (for both girls and boys)

Polo shirt (white) - \$25

Blue knit shorts - \$25

Polo sweatpants - \$35

Appropriate footwear (ie trainers)

Note: There is a long sleeved navy jacket (\$26) available by order at the shop. Children are not allowed to wear their own long sleeved cardigans.

Enrolment Information

ADMISSIONS POLICY

Students are admitted to Jerudong International School on the basis of an interview with the relevant Head of School and the Head of Admissions and performance in a Cognitive Ability Test (CAT). This occurs from Year 6 only; Junior School students have an assessment with the Head of Junior School. From Nursery to Year 11 the school is generally not selective. However, applicants not suited to the broad academic curriculum offered by the school are unlikely to be offered a place. Students in the Upper School are expected to be capable of following GCSE courses to completion at the end of Year 11. At Sixth Form level it is a requirement that students have achieved a good standard in their GCSEs, O-levels or other equivalent examinations. Limited special needs support is available. Support is also given, where necessary, to pupils whose first language is not English.

APPLICATION PROCESS

The first stage in enrolling your child is to collect and complete an application form. You can download the necessary forms from our website, collect them from the Admissions Office anytime from 8:00 am – 3:30 pm, Monday to Friday or request that we facsimile, mail, email or courier the forms to you.

To complete the application you will need to fill out a Health History form, a Language Option form and include a photocopy of your child's latest school report. We also require three passport sized photographs, a copy of the student's identity card (IC) (if applicable) and a copy of their passport details. If these documents are not available, then a copy of the student's birth certificate is required. If you are a Bruneian citizen or permanent resident and qualify for a Brunei government subsidy, then we also require a copy of the qualifying parent's IC card.

It is important that all relevant questions are answered on the application form, particularly about the extent of your child's tuition in an English medium school and information about any special learning needs that your child has (with accompanying reports and assessments).

Both parents are required to read and sign the last page of the Application for Admission form. Parents will receive a copy of the Terms and Conditions of Admission and the Term and Conditions of School Fees (corporate or non-corporate). A copy of the school regulations will also be provided. It is important that these are read carefully.

Forward the application form to the Admissions Office once it has been completed.

There is a B\$200 application fee to be paid when the forms are submitted. A receipt will be issued for you to claim reimbursement from your employer (if applicable). Overseas applicants can pay the application fee upon arrival in Brunei or arrange a bank transfer.

ASSESSMENT AND TESTING

Parents of Nursery and Kindergarten children are required to meet the class teacher and discuss their child's interests and development. There is a brief questionnaire that parents need to complete prior to this meeting.

Reception aged children (4 years) are assessed by the Head of Junior School. Parents are present during this assessment.

Students in Year 1 to 5 complete a forty five minute assessment with the Head of Junior School that determines their basic literacy and numeracy skills. Students in Years 4 and 5 undertake a CAT test prior to this meeting and there may be follow up assessments by the English as an Additional Language or Learning Support faculties if necessary.

ARRANGING A TOUR

The Admissions staff are happy to show you the school site at any time during office hours (8:00 am – 3:30 pm, Monday to Friday). A tour takes approximately twenty five minutes. Please phone to make an appointment.

FINALISING THE ENROLMENT

You will be notified by the Head of Admissions either at the end of the interview process or a few days later regarding the enrolment of your child. Successful applicants receive a formal letter of offer, car passes to enter the school grounds and an endorsed Student Pass* application (for non-Bruneian students). There is an acceptance form attached to the offer letter that needs to be signed and returned to the Admissions Office to formally complete the enrolment process.

All enrolments into the Junior School are provisional for an academic term.

STUDENT PASS*

All foreign students are required by the Brunei Government to have a Student Pass in order to study in Brunei. The form has to be endorsed by the school and countersigned by the Principal. The form is available from the Admissions Office or directly from the Ministry of Education.

Curriculum Information

Students in the Junior School broadly follow the UK National Curriculum, new frameworks in Maths and English. We use baseline assessment, SATs and the Optional SATS as part of our assessment programme along with our own internal assessments. We have adopted the International Primary Curriculum incorporating this cross curricular, international minded approach and topics into the curriculum for Science, Humanities, Art, Design and Technology, Information Communication Technology (ICT) and Music. In the older year groups Science is taught as a separate subject.

The children also work towards personal goals which form the core of our PSHE curriculum. These are.

Enquiry	Resilience	Communication	Cooperation
Adaptability	Morality	Thoughtfulness	Respect

The children are taught the majority of their lessons by their class teacher in their own classroom, although we benefit greatly from the support of specialist teachers in subjects such as Physical Education, Information Communication Technology (ICT), Music, Modern Foreign Language, Design and Technology and Art. We have setting for Maths from Year 2.

We have a comprehensive languages programme where children have the following options from Year 1 – Bahasa Melayu, Foreign Language Malay, Foreign Language Chinese, Foreign Language French or First Language Urdu. Children in Kindergarten and Reception have the option to join a Malay or Chinese group.

Some children who are identified as needing additional learning support or who have English as an Additional Language may not join the languages programme immediately and instead receive specialist teaching from the Learning Support or English as a Second Language faculty.

ORGANISATION

Children entering the Junior School need to purchase a stationery pack from the Uniform and Stationery Shop.

It is important that all personal items are clearly named so that lost items can be readily located. From Year 2 students are provided with a locker in which they are expected to store their school bags. We encourage students to develop positive organisational practices and ensure they take responsibility for storing their personal possessions in the correct place.

HOMEWORK

Teachers monitor homework and deal with instances of homework not being completed on an individual basis. We encourage good practice through clear expectations and procedures so that both the students and their parents are informed about what to do with each piece of homework and when it has to be returned to school. The idea is that the homework is relevant, linked to school work and achievable within a reasonable amount of time across the week to allow the children time to do extra curricular and social activities and have time to rest after a busy day at school. The use of homework books and the blue JIS bags help to ensure that work is kept tidy.

The use of a homework diary is expected in Year 4 and Year 5. Parents are encouraged to help their children with their homework. Occasionally, extra homework will be set at the discretion of the teacher.

Nursery and Kindergarten

The Nursery and Kindergarten years are a unique part of the Junior School. Educating students from two to four years old, the Nursery and the Kindergarten establishes a sound foundation for learning, equipping our youngest children with the essential learning skills and experiences needed for Reception. These years are an important first step into learning, discovery and play at Jerudong International School.

Young children learn through active exploration and example. Children deepen their understanding of the world by playing, talking, observing, planning, questioning, experimenting, testing and responding to adults and each other. We provide children with the skills to grow as competent and confident learners and communicators in an environment that is safe, happy and secure.

Monitoring individual children's progress is essential so that particular difficulties in any of the areas of learning are identified and addressed.

PLAY

Through structured play, children learn about teamwork, decision making, problem solving and communication, while also forging strong friendships and respecting others. Through play, in a secure environment with adult support, children can:

- Explore experiences that help them make sense of the world.
- Practise and build up ideas, concepts and skills.
- Learn how to control impulses and understand the need for rules.
- Be alone, be alongside others or cooperate as they talk or rehearse their feelings.
- Take risks and make mistakes.
- Think creatively and imaginatively.
- Communicate with others as they investigate or solve problems.
- Express fears in controlled and safe situations.

SETTLING IN

Settling into school and separation from parents can often be difficult. This is not unusual and many children find it difficult to say goodbye to parents and caregivers at the start of the day.

To help we have several suggestions that you may find useful:

- Prepare your child by explaining how long you will stay in the morning before the day begins.
- Go when you have finished what you have told your child you will do.
- Tell them what time you will be back.
- Say goodbye to your child before leaving, no matter what the circumstances.
- Realise that your child may take several weeks to settle into the environment.
- Arrive on time to collect your child.

HOMEWORK

No homework is given to students in the Nursery and the Kindergarten, but parents are encouraged to discuss things or bring in objects from time to time. Library books are taken home each week. Towards the end of the year some Kindergarten children will be able to take home appropriate reading books. This is only for students who the teacher deems are ready to read.

Reception

Learning for young children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes. During the Reception year, many of these aspects of learning are brought together effectively through playing and talking.

In Reception, we use the eprofile to record a child's attainment in the Early Learning Goals using a combination of assessment tools. The assessments provide us with information and evidence to guide our planning and enable us to set individual targets. These assessments are incorporated into the normal classroom timetable and are completed in a relaxed and non-threatening way.

ENGLISH

Children take home guided readers, own choice texts and library books to read together and to talk about. We encourage parents to listen to your child and share books, rhymes or songs for approximately ten to fifteen minutes each day. It is helpful to the class teacher if you sign your child's reading record book to indicate that they have shared the book at home. Helpful hints for assisting your child with reading are available in the front of this book and further advice can be obtained from the class teacher. Although library books are changed on a weekly basis, parents are encouraged to visit the library with their child before or after school to change books.

Throughout the first term children read, write and identify all initial sounds through the use of the Jolly Phonics programme. They then move onto linking sounds together and identify end and middle short vowel sounds, such as the 'a' in cat. As the children progress through the year they move onto recognising long vowel sounds, such as the 'ai' in rain, and blending sounds together (bl, fr). Throughout the year the children are encouraged to use this phonetic knowledge in their writing. The children experience writing for a range of purposes in a variety of settings, for example writing lists during role play. They are provided with emergent writing opportunities throughout their English and are also given more directed word and sentence building activities. Throughout the year, correct pencil grip, seating posture and letter formation are established and reinforced.

MATHEMATICS

The majority of our mathematical lessons do not require children to write or record in books. The emphasis is on practical, 'hands on' learning and developing an understanding of the mathematical concepts and vocabulary. The children experience a variety of activities to develop their counting, number knowledge as well as the ability to apply this knowledge in simple mathematical investigations. They experiment and explore the use of shape, measures and space using concrete materials and learn to share ideas with class members. Children work at their own level or are grouped with others of a similar ability.

HOMEWORK

In Reception, homework is given twice a week but it is not considered to be a compulsory activity. The homework may consist of a practical activity to do at home, a song sheet to reinforce letter sounds, a simple poem or rhyme to learn or a simple worksheet that reinforces classroom activities. Reading books are sent home daily after the first half term and are changed at least twice a week. The classroom teacher will hear the children read on a one to one basis at least twice each week and the children may also experience reading to other children or adults.

The reading record diary is used to communicate information about your child. Each week parents receive a *What are we doing in Reception?* sheet that lists the Maths and Early Language goal topics for discussions at home. Parents are encouraged to share this with your child and to use the book as a means of communication with the teacher.

Year 1

Children progress at different rates throughout their childhood and the teaching and learning undertaken in Year 1 reflects this and is designed to cater for each child's individual needs. Communication between home and school is held in the utmost importance and is made through each child's reading diary, class noticeboards/whiteboards or face to face discussions (as and when appropriate). A weekly reminder sheet is provided at the start of each week highlighting both homework activities and school events.

ENGLISH

During 1:1 and group guided reading activities children learn to apply and reinforce word-level skills. They identify and compare basic story elements and become aware of character and dialogue, as well as learning the differences between non-fiction and fiction texts, and the use of organisational features such as contents pages and indexes.

In writing activities children begin to write captions, labels and simple sentences with emphasis on the use of full stops and capital letters. As they progress they learn to use nouns, adjectives and verbs, as well as connectives and a wider range of vocabulary related to the tasks. Spelling is taught using the 'Look, Say, Cover, Write, Check' method as well as encouraging children to use their phonetic understanding. Formal handwriting sessions are held during the week where the children are taught to use the correct letter formation and work towards producing a neat style of writing and presentation.

MATHEMATICS

Each mathematics lesson begins with a group session where the children are encouraged to make mental calculations and consolidate their understanding of previously taught concepts. The children are then given guided instruction before having the opportunity to use what they have just learned in practical activities. At the end of the lesson the learning objectives are consolidated and children are given the opportunity to share what they have learned and how they worked it out.

By the end of Year 1 children are expected to be able to count, read and write numbers to a minimum of twenty; to add two numbers within twenty and three numbers within ten; to identify one more/less as well as ten more/less than a given number; to be able to sequence a series of numbers in the correct order.

Year 1 children are also introduced to a range of problem solving, measure, shape and data handling activities, such as telling the time to the hour/half past and naming or describing 2D/3D shapes. Mathematical vocabulary is introduced and continuously reinforced throughout each lesson.

HOMEWORK

Homework in Year 1 takes the form of daily reading of either library books, reading books or other texts. Spelling words are introduced in Term 1 where every child will receive a list of words to learn and a suggested activity to complete with the spelling words. One additional piece of homework is provided each week. This is either related to our English, Mathematics or the IPC unit of work.

Year 2

As the child nears the end of Year 2 they also approach the end of the first phase in the JIS Curriculum Framework. At the end of Year 2 a child's attainment is measured and reported through a combination of ongoing teacher assessments and more formal tasks and tests in English and Mathematics.

ENGLISH

Children have daily English lessons covering a wide range of activities. This includes speaking and listening activities which incorporates role-play, drama and emphasises presentation skills; reading activities such as guided reading, individual reading and phonetic awareness; writing which incorporates various genres of writing such as story writing, poems, instructions, letters, lists, invitations and explanation texts. Children are also introduced to cursive writing which they begin to apply to their work. Additionally the children are taught basic grammar and punctuation rules. Children are given specific spelling words to learn and, more importantly, they are taught to use them in context.

MATHEMATICS

Children have a daily maths lesson. A systematic approach is followed based on daily lessons that include a mental starter, a main teaching input, a series of activities related to the teaching and a plenary. The children are regularly assessed to check their understanding of the areas of mathematics that are taught. During Year 2 the children are grouped to ensure that their mathematical needs are met. The areas covered in Year 2 include shape and space, number, data handling, problem solving and measures. Emphasis is also put on mathematical vocabulary such as units of measurement (metres, kilogrammes and litres).

IPC

The IPC curriculum incorporates a number of varied units that has components of history, geography, science and an international theme. The units that are covered in Year 2 are Transport, Food, Senses, Structures, Clothes, The Environment and Our World.

HOMEWORK

Homework in Year 2 is split into the following areas:

Mathematics - fifteen minutes per week.
Reading - ten to fifteen minutes daily.
Spelling - five to ten minutes daily.
English or IPC - fifteen minutes per week.

The homework tasks are not meant to be an onerous activity for the children or their parents.

Year 3

Year 3 offers many varied learning experiences for all students. During the year they consolidate work carried out in the previous year groups and are introduced to new skills, concepts and experiences.

ENGLISH

In Year 3 we recognise that speaking and listening is fundamental to a child's language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. Students are regularly asked to explain their thinking and tell others how they derived their answers. This enables them to clarify and develop their thinking as well as reinforcing the approaches used to other listeners. In Year 3 we plan for opportunities to encourage speaking and listening across a range of situations, such as getting along with others, communicating information and entertaining others, in both planned and unplanned situations. Writing is taught in daily literacy lessons through whole class teaching and independent work where children apply their knowledge and skills. Teaching and learning is reinforced and extended as children write for a range of purposes and audiences across the curriculum.

MATHEMATICS

Mathematics lessons include work on number, measurement, data handling and developing fast recall of number facts and time tables. The Abacus Programme forms the basis of our curriculum, although a wide variety of resources are utilised when teaching mathematics.

In Year 3, students are expected to develop quick recall of addition and subtraction facts to twenty, which are then extended to two and three digit addition and subtraction. They also need to learn the instant recall of the multiplication tables (at least the 2, 3, 4, 5 and 10 timetables). Parental assistance in helping each child learn these vital number facts and skills is appreciated.

SCIENCE

Science is taught within the IPC where possible, but is also taught discreetly as necessary. Topics covered include Light and Shadow; Plants; Materials; Magnets and Springs; Rocks; and Healthy Foods and Teeth.

IPC

The International Primary Curriculum sets out very clearly what children will learn (learning goals) in three different areas:

- The subjects of the curriculum.
- Personal development - the characteristics which helps children become responsible and independent learners.
- International understanding - helps children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

HOMEWORK

In Year 3, children are set homework on a weekly basis in Mathematics, English and an additional IPC or science based activity. This is always given out on a Wednesday to be returned the following Tuesday. Each week students are expected to read and learn a list of spelling words. Parents are asked to check the homework book and sign the reading and spelling log before it is handed in.

Year 4

In Year Four we aim to develop children who are more independent both in their learning and personal organisation. The children experience a number of specialist teachers. To ensure students have the opportunity to reach their maximum potential in mathematics there are three ability groups. Students are assessed at the end of the year using the QCA Optional SATs units in English and Mathematics. Other assessments are carried out on an ongoing basis.

ENGLISH

By the end of Year 4, most students should be able to spell monosyllabic words and common polysyllabic words accurately. They should be able to structure and punctuate grammatically correct sentences. Other English targets include using a wider range of connectives, developing use of adjectives, adverbs and descriptive phrases, as well as adapting form and style for specific purposes and audiences.

MATHEMATICS

Mathematics lessons develop the children's mental strategies, written number operations and topic maths. Targets include knowing all timetables by heart, being able to round numbers to the nearest 10 or 100, and adding or subtracting double digit numbers mentally. By the end of Year 4, most children should also be able to add or subtract three digit numbers using written methods, multiply and divide numbers up to 100 and understand simple fractions. They should know how to tell time to the nearest minute, measure and convert lengths in centimetres and metres and identify the features of 2D and 3D shapes.

IPC

Children study at least six different units of work during the year. Each topic is designed to encourage independent learning. Children are asked to record their work in different ways that suit their preferred learning styles. Children are asked to explore information about their home and host country.

HOMEWORK

Homework is set to complement and consolidate the work that is being completed in class and is set weekly. It is designed to be an enjoyable experience that encourages independent study and helps to inform parents what is being taught in the classroom. Tasks in English, Mathematics and an IPC activity are set once a week.

Children are encouraged to read independently at home on a daily basis. Less confident readers should read aloud to an adult as often as possible. Children are encouraged to fill in a daily reading journal. Please fill in your child's reading record.

Year 5

Year Five is a stimulating and enriching stage of a child's education which encourages increasing responsibility and independence within the Junior School. The children take a leading role in their own educational and social development.

All students have a school diary to record general reminders and other school related issues. The diary offers the children an opportunity to develop their personal organisation as they move towards becoming more independent. This diary is also a method of communication between parents and teachers. Parents are asked to check their child's diary regularly and ensure that it is always in school.

ENGLISH

All students have English each day. Students are organised into ability groups within their own class. In Year 5 students consolidate and extend their reading skills by developing fluency and a greater understanding of texts. They are encouraged to make personal responses to plot, characters and settings. Each week they are given opportunities for independent group and shared reading activities.

MATHEMATICS

Students have Mathematics every day. At most times during the year the classes are grouped by ability, depending on the topic that is being taught. Occasionally, they will be placed in differentiated groups within their own class.

In Year 5, students become competent when using the four operations. They should also know by heart division and multiplication facts up to the ten timetables. They are encouraged to apply their knowledge to solve simple word problems, involving numbers and quantities, including time, explaining methods and reasoning. Students apply all areas of mathematics including measurements, shape, decimals, fractions, time and data handling.

Mental arithmetic is an essential element of our teaching and children are expected to learn basic mathematical facts, such as timetables and number bonds, in addition to weekly homework tasks.

IPC

In Year 5, we study exciting topics such as Myths, Legends and Beliefs, Black Gold, Global Swap Shop, The Investigators and What Price Progress? These areas encourage students to find out more about our world's history and geography. It seeks to continue to develop their skills of enquiry and research while also fostering concepts such as teamwork, responsibility and morality. Within all topics there is an element of international learning.

HOMEWORK

The Year 5 homework schedule differs from other Junior School classes to reflect the children's growing independence and to allow for the transition to the Middle School. We look for parent support to encourage and monitor all aspects of their child's homework and to help children complete all tasks appropriately. Homework is set to reinforce and extend the objectives taught within the classroom. It is essential that children complete the given tasks on time. Students are expected to use a homework diary and reading journal which they are given on entry to Year 5.

Additional Information

THE HOUSE SYSTEM AND STUDENT LEADERSHIP

There are four House groups at the school; red, blue, yellow and green. The House system is in place to provide an avenue for competition and camaraderie amongst the students. Siblings are placed in the same House upon enrolment. During the school year House points are awarded for a variety of reasons including competitions, academic or personal achievement, sportsmanship, kindness and co-operation. At the end of the year the overall winning House is presented with the House Trophy.

Students in the Junior School have the opportunity to nominate themselves and be voted in as House Captain or Deputy House Captain when they reach Year 5. The Year 5 School Captains are elected by the student body and represent the Junior School on the Whole School Student Council. This group, and the overall running of the House system, is coordinated by the appointed staff House Coordinator.

AFTER SCHOOL ACTIVITIES

Extra curricular activities offer students an opportunity to take part in a variety of activities. The promotion of essential physical and personal skills such as communication, cooperation and problem solving skills form the focus of the After School Activities (ASA) programme. All activities are designed to excite and enthuse students, encouraging them to willingly offer input, challenge their understanding and stretch their imagination. Each term students make their selections based on the activities on offer.

Students who remain at school after 2:15 pm are asked to join the After School Care Club. Here there are a wide variety of opportunities for them to play with others, use the computers or do some cookery. To ensure the safety of all, students are supervised at all times. Students are expected to attend either the After School Care Club or After School Activities when they are on the school premises. Students may use the library until 4:00 pm.

Junior School students should not be on the premises after 4:00 pm, unless they attend Ugama lessons. They should be picked up promptly at the end of the day or after an ASA or swimming lesson.

INSTRUMENTAL MUSIC TUITION

Students can enrol in the school's Instrumental Music Programme. Students receive tuition in an instrument of their choice with a specialist music teacher. These lessons are scheduled during the school day. Individual and shared lessons are available. Parents are able to hire instruments from the Music faculty. Fees for this programme are additional to the tuition fees. For more information about this programme and the fee structure contact the Music secretary or the Head of Music on 241 1000 (extension 2105).

EXCURSIONS

An integral part of the education in the Junior School is the range of field trips and excursions which students experience. These excursions broadens a student's understanding of work that is being covered in class in a practical and enjoyable way. Parents are often invited to attend these fieldtrips.

ATTENDANCE

The attendance register is taken each morning. If your child is late to school it is important that you notify the Junior School office in order to update the roll. If for any reason your child needs to be excused from lessons or other school activities, it is important that they bring a letter of explanation and hand this to the class teacher or subject specialist.

INFORMATION COMMUNICATION TECHNOLOGY

All students have access to the school's network. Students are given a log on name and password access. The school has a website which provides information about the school and its curriculum. Students have access to the intranet and other useful websites. The address of the website is www.jis.edu.bn.

ILLNESS OR ACCIDENTS

It is important that the emergency contact information given to the school is current. This allows us to make the necessary arrangements when children are taken ill during the day.

The school should be informed of any disabilities or medical problems that are cause for concern. A list of children and relevant health issues is put on the school intranet for whole school reference.

Please let us know immediately if your child is unwell and inform us of any medical diagnosis that may result in the spread of an illness to other students or staff. **If it is something that can be passed on to others, keep your child at home.** If they are recovering from an illness and are not able to take part in Physical Education lessons, inform us by letter.

In the event of a minor accident or sickness, children are taken to the school nurse in the Health Centre and given first aid and made comfortable until they are able to return to class. They are given a note by the nurse detailing any action taken. If an injury causes us concern or hospital treatment is required we first seek the advice of the school nurse and then make every effort to contact a

parent or the listed emergency contact as soon as possible. Where this is not possible we will make arrangements to accompany and transport children to hospital and seek further medical advice. If appropriate the services of an ambulance will be used.

MEDICATION

No form of medication can be given during the day without consultation with the school nurse. Staff are not allowed to give out medication or tablets with the exception of children who require inhalers to control their asthma. Instructions in this case need to be in writing to the class teacher with details of times and dosages. If medication other than this is required parents are asked to see the school nurse before school with instructions. The medication should be marked with the child's name, class and time of administration.

SUN SAFETY

We recommend that students use sun protection on exposed skin if they are outside for an extended time. School hats are worn outside and students are encouraged to make use of available shade. All classrooms have a supply of sunscreen for the children to use.

All students must have a hat which they wear at break and lunchtimes. We operate a *No Hat, No Play* policy in the Junior School.

PARENT TEACHER COMMUNITY GROUP

The Jerudong International School PTCG is an informal, voluntary group whose purpose is to provide opportunities for social interaction between students, parents and staff. This is an active group encouraging family involvement in the school. The PTCG provides links between the home and school through a variety of informal and formal evenings.

HOME SCHOOL PARTNERSHIP

Parents and teachers together play an important role in educating children and need to support each other in order for their child to be as successful as possible. We welcome parents into the school and appreciate all offers of help. Parents work alongside staff and children in a variety of roles including student reading, assisting on school excursions and as leaders of After School Activities. We approach parents to request help with specific tasks but we welcome any skills or expertise that parents feel they can offer. The relationship between staff and parents is open and friendly.

We value good communication with parents and recognise the importance of keeping channels of communication open to ensure all students have a positive and successful experience during their time in the Junior School. Communication is regular and occurs in formal situations such as Parent Meetings, Parent-Teacher consultations and during informal situations such as a brief chat at the end of the day. Teachers are happy to make an appointment to meet with parents if there are any specific concerns or questions concerning your child.

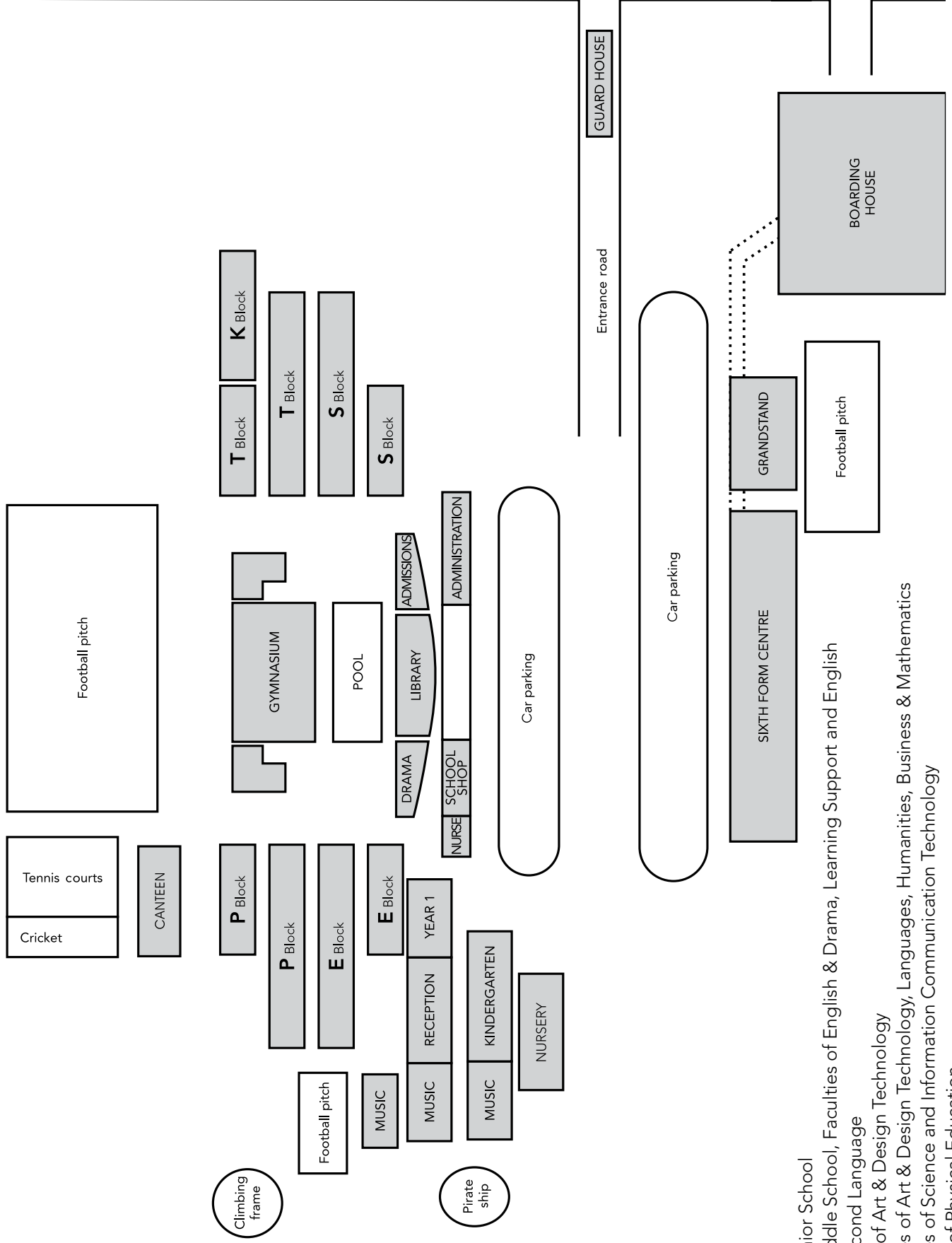
Regular letters are given to your child to bring home. These keep you informed of curriculum matters, forthcoming field trips and events. Please support us by reading them and acting upon the information if necessary. All letters are also sent by email. **Please make sure we have the correct email address for you.**

There have been very successful open evenings, open days and special events when parents and friends are invited to come and see the school in action.

PARENT LIAISON GROUP

We have an informal support network for our new families which is entirely voluntary. This provides a contact list of parents in your child's year group and opportunities for social events throughout the year.

MAP OF THE SCHOOL GROUNDS



- E Block** - The Junior School
- P Block** - The Middle School, Faculties of English & Drama, Learning Support and English as a Second Language
- K Block** - Faculty of Art & Design Technology
- T Block** - Faculties of Art & Design Technology, Languages, Humanities, Business & Mathematics
- S Block** - Faculties of Science and Information Communication Technology
- Gymnasium** - Faculty of Physical Education