

Curriculum policy

The British Embassy School Ankara



British Embassy School
Ankara

Approved by: Andrew Ryan

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1. Aims

1.1 Introduction

At British Embassy School Ankara (BESA) we are totally committed to the development of children who are safe and happy, who are respected and who respect others, and who want and are able to learn. An effective curriculum which offers enough flexibility to balance the learning experience to address personal needs where appropriate. This curriculum policy reflects the aims and values of the BESA and details how these are planned for, and delivered through our formal taught curricula.

1.2 Definition

The curriculum is the formal means by which BESA translates its aims and values into practice. It is comprised of all those activities and experiences encouraged within its framework to promote the intellectual, personal, social and physical development of learners. BESA also recognises that the curriculum does not only occur in the classroom but also in extra-curricular activities, the quality of relationships, the concern for equal opportunity, and the values that contribute to the ethos of the school. The wider curriculum is therefore the totality of these learning experiences.

1.3 Aims and Values

The quality of learning, the breadth and balance of our programme and its suitability for pupils at BESA are all underpinned by our endeavours to provide a curriculum that:

- Offers a broad and balanced curriculum based on the National Curriculum for England, and the International Early Years Curriculum (IEYC) the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) curricula, but is not bound by them.
- Encourages pupils to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
- Develops knowledge, understanding and skills necessary
 - (i) To progress with confidence to the next stage of their education through a process which encourages them to engage in lifelong learning
 - (ii) To participate as internationally-minded citizens in a multi-ethnic and global society.
 - (iii) To develop for themselves a healthy lifestyle.
- Enables children to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- Develops the key skills of literacy, numeracy and ICT.
- Promotes our personal goals of Adaptability, Cooperation, Communication, Creativity, Enquiry, Morality, Respect, Resilience, and Thoughtfulness
- Helps children acquire the study skills necessary to realise their learning potential.
- Helps children become receptive to new ideas and to make independent and informed decisions on subjects and issues which affect themselves and others.
- Helps children acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.

- Develops an appreciation of the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude to the environment.
- Develops an appreciation of human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

BESA recognises and takes into account that all pupils are entitled to and should be offered a range of educational opportunities and experiences in the following areas: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative. Additionally, BESA, recognises and that the curriculum should cater for differences in abilities, aptitudes, interests and other characteristics that pupils may need. These include co-curricular and extracurricular activities such as school productions, fund raising activities and residential trips and BESA recognizes that these all contribute to the total learning experience. The learning environment and the quality of teaching and learning are key factors in determining whether or not some of these aims are achieved.

BESA aims to address 3 fundamental areas for evaluating curriculum achievement:

- * Sufficiency of learning
- * Appropriateness of learning
- * Engagement in learning.

This policy should therefore be viewed in the context of the BESA Learning Policy, the BESA Assessment Policy and the Monitoring of Learning Policy which provide further details of how BESA delivers the aims and values stated in this policy.

2. Legislation and guidance

BESA is committed to providing an inclusive quality education through a broad and balanced curriculum which encourages respect for everyone regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

This curriculum policy reflects the requirements of provision of quality of education as stated in the *Standards for British Schools Overseas 2016*. This policy also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disabilities Code of Practice 2014* and the *Equality Act 2010*.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*. For the purpose of clarity **school** refers to BESA as the educational establishment that is using this policy and **Board of Governors** or **governor** to the accountable body for a school and representatives on that body, respectively.

3. Roles and responsibilities

3.1 The Board of Governors

The Board of Governors will monitor the effectiveness of this policy and hold the headteacher, *Andrew Ryan*, to account for its implementation. The Board of Governors will also ensure that:

- A robust framework is in place for setting curriculum priorities and development priorities.

- Enough teaching time is provided for pupils to cover the curriculum and other statutory requirements
- The school is complying with its funding agreements, in terms of school fees, and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum and other BESA curricula, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Governors
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the curriculum
- Requests to withdraw children from curriculum subjects, where appropriate is managed effectively.
- The school's procedures for assessment meet all statutory requirements.
- The Board of Governors is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Board of Governors is advised on whole-school development priorities in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND, EAL needs and More Able provision (See SEND and More Able Policies for further detail).

3.2 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Though this includes all teaching and teaching support staff specific leadership responsibilities are as follows:

Deputy Head Teacher

The Deputy Head Teacher, *Katie Vincent*, has whole school responsibility for supporting the Assistant Head Teacher (Academic) and Head Teacher in achieving the Aims and Values of BESA, and assuming the responsibilities of the Head Teacher in his absence. Additionally, the Deputy Head has responsibility for ensuring that this policy is adhered with regards to promoting the requirements for the learning and development of pupils in the EYFS, under the EYFS framework and IEYC.

Assistant Head Teacher (Academic):

The Assistant Head Teacher (Academic), *Robert Unsworth*, has whole school responsibility for leading curriculum and ensuring that this curriculum policy is followed and represented in teaching and learning throughout the school and supports the Head Teacher in achieving the Aims and Values of BESA.

Assistant Head Teacher (Pastoral):

The Assistant Head Teacher (Pastoral), *Stuart Downing*, has whole school responsibility for leading the spiritual, moral, social and cultural development of pupils and fostering inclusion, respect and equality through the pastoral elements of the both the taught PSHE curriculum and the wider ethos of the school and supporting the Head Teacher in achieving the Aims and Values of BESA.

English Subject Leaders

The English subject leaders, *Julie Male* and *Amy Goodwin*, have responsibility for supporting the SLT in ensuring that this policy is followed with respect to the Primary English curriculum and the Middle School English curriculum respectively.

Maths Subject Leaders

The Maths subject leaders, *Sarah Tutal* and *John Turkdogan*, have responsibility for supporting the SLT in ensuring that this policy is followed with respect to the Primary Maths curriculum and the Middle School Maths curriculum respectively.

IPC and IMYC Subject Leaders

The IEYC / IPC subject leader, *Frederique Henley*, and IMYC subject leader, *Timothy Wilson*, have responsibility for supporting the SLT in ensuring that this policy is followed with respect to the Primary school and Middle school respectively.

Learning Support Leader

The learning support leader, *Sarah Sener*, has responsibility for supporting the SLT in ensuring that this policy is followed with specific responsibility for SEND provision, including the more able.

4. Organisation and planning

The following is a guide to the amount of time teachers aim to allocate to each subject area when planning the delivery of the curriculum. In our primary and middle schools, English and Maths are based upon the National Curriculum for England. All other subjects use the IPC and IMYC. Though these curricula are the taught curricula, teaching and learning is not bound by these. Where necessary the school day is adapted to meet the needs of our learners (e.g. residentials and day trips, guests, school events and cultural and societal days).

Additionally, Turkish and P.E are taught throughout the school by specialist teachers, as well as French from Year 2 upwards. Further, all EYFS and Primary pupils receive weekly library sessions with our librarian, and BESA delivers a progressive programme of musical instrumentation.

BESA follows the Early Years Foundation Stage Framework for England supported by the International Early Years Curriculum (IEYC) Early Years units of work. A model of indoor and extensive outdoor learning is embedded in the Early Years stage. Forest Schools is taught by a trained specialist and offered from Nursery to Year 1 to enrich the learning experience of our younger pupils and support the transition from EYFS to Primary.

In the primary school the class teacher is responsible for teaching the whole curriculum to their class with the exception Turkish, PE, Music, ICT and French. All subjects in our middle-school are taught by specialist teachers. Each Middle Years class has a form tutor with primary responsibility for pastoral support and parental communication for pupils in that form. Form time offers the main allocated teaching and learning time for our Middle Years PSHE curriculum.

4.1 School Curriculum Organisation

The school and curriculum are divided into 5 stages for different age-groups. The term ‘Milepost’ references the language and the learning framework of the IPC.

EYFS		Nursery and Reception	Ages 3 – 5
Primary	Milepost 1	Years 1 and 2	Ages 5 – 7
	Milepost 2	Years 3 and 4	Ages 7 – 9
	Milepost 3	Year 5	Ages 9 – 10
Middle Years		Years 6 – 9	Ages 10 – 14

4.12 Primary Years

The primary day contains approximately 5 teaching hours, thus 25 teaching hours within the school week. Hour allocations and directed time percentages, as listed below, exclude assemblies and Golden Time which are part of BESA’s behavioural and pastoral systems.

Subject Area	BESA Hours	Percentage of directed teaching time (%)	
English / Phonics	5:00	20	
Mathematics	5:00	20	
IPC	6:00 – 8:00	24 - 32	
P.E.	2:00	8	
Library	1:00	4	
MFL	Turkish	1:00	4
	French (Y2 +)	1:00	4
Instrumentation	0:30	2	
PSHE	1:00	4	
Forest School (Nursery – Y1)	2:00	8	

4.13 Middle Years

The Middle Years day consists of 30, 55 minutes learning session per week. The Middle Years timetable recognises research on cognitive load and the differing learning needs of different subjects. The curriculum timetable therefore balances learning sessions where more frequent shorter, learning (e.g. English or Maths) benefit pupils learning needs with longer learning sessions where learning processes require more time (e.g. Technology or Art).

Subject Area	Number of learning sessions	Percentage of directed teaching time (%)
Art	2	6%
Directed Time	~1.5	~4.5%
Dispositions	2	6%
English (Inc. drama)	5	12%
Humanities (Inc. JUMN)	4	9%
ICT	2	6%
Mathematics	4	12%

MFL (French and Turkish)	3	9%
Music (Inc. Instrumentation)	2	6%
PE	3	9%
Science	4	12%
Technology	2	6%
TOTAL	34	~100%

4.2 Curriculum Planning

The following section provides an overview of planning in the key phases at BESA.

4.21 EYFS Planning

The Nursery and Reception classes follow the Early Years Foundation Stage Framework for England supported by the International Primary Curriculum (IEYC) Early Years Units of work.

The Early Years Foundation Stage framework sets out 7 areas of learning and development essential for enabling children to reach their potential. All areas of learning are important and interdependent. The three prime areas are Communication and Language, Physical Development and Personal, and Social & Emotional Development. These are strengthened and applied through four specific areas; Literacy, Mathematics, Understanding the World and Expressive Arts & Design. Planning is documented through annual, medium-term and short-term planning. Daily planning is responsive to the needs of the children reflecting good formative practice and individualised learning.

4.22 Primary Planning

English and Maths are taught based upon the National Curriculum for England and Wales. Where possible both English and Maths are linked to thematic units in the IPC and IMYC. Phonics is taught from the Early years into Years 1 and 2, but may be taught in later years depending on the needs of the class cohort, group or individual learner. Subject Leaders in Maths and English, in collaboration with the curriculum and assessment Assistant Head, take responsibility for leading these areas of the curriculum.

The IPC is used to deliver the remaining subjects at BESA, through inquiry-based thematic units. The focus of the IPC is on development of skills, knowledge and understanding over three two-year periods: Milepost 1 (Years 1 and 2), Milepost 2 (Years 3 and 4) and Milepost 3 (Years 5). The IPC is planned over two-year periods with one to two units taught each term depending on the length of the unit. The overall coverage and tracking of IPC subjects over these two-year periods are monitored by the IPC subject leader in collaboration with the curriculum and assessment head.

Whole school overviews of the taught curriculum are reflected in subject curriculum maps for English, Maths and IPC. These show whole school progression from Year 1 – 5. Annual, long-term plans offer a break-down of the taught curriculum by year group. Medium-term plans and short-term plans form the central documents that guide learning sequences over units of work and weekly learning in English, Maths and IPC. Medium-term plans provide the key reference for appropriate consistency and progression of learning. Both medium-term and short-term planning are viewed as working documents and the expectation is that these plans are adapted where necessary to reflect good formative practice.

4.23 Middle Years Planning

All learning in Middle Years is taught by specialist teachers. English and Maths are taught based upon the National Curriculum for England and Wales. Modern Foreign Languages include French, Turkish speakers and Turkish learners. These use a curriculum based upon the National Curriculum adapted to the needs of our pupils.

All other subjects are delivered through the IMYC through discreet rigorous teaching units connected by a conceptual idea promoting deeper understanding that links subject learning and metacognition. The IMYC is designed to take into account the needs of the teen-age brain and offer relevance and lateral links between subjects. Subject curriculum maps demonstrate skills and knowledge and understanding progression across Middle Years and ensure transition into GCSE certification demands. Medium-term plans sequence learning and offer schemes of work to detail teaching and assessment opportunities. As working documents these are expected to reflect the needs of students and responses to formative practice.

4.24 Relationship and Sex Education

The Staff and Governors of BESA support the teaching of relevant sex education. In partnership with parents and as part of the entitlement to the curriculum, great care is taken in matching the teaching of sex education to the maturity of the children.

The Governors, in partnership with BESA and having regard to representations made to them by the DfES Circular 5/94 and under statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996 ensure that parents are informed of the sex education policy and the essential principles under which it will be developed:

- Sex education will be delivered sensitively
- Sex education will be discussed with parents prior to SRE teaching and learning on an annual basis. Whilst currently optional, BESA is in line with DfES requirements to deliver statutory SRE from September 2020.
- Sex education will be discussed with the children in the context of a stable relationship
- Where appropriate, children's questions will be answered honestly and factually as they arise. Particularly difficult questions will be referred to parents in consultation with the class teacher
- Sex education with older children (Years 5 - 9) will be discussed in terms of mechanics and emotions and progressively recognize the role of media, body image, sexual health and encourages respect for everyone regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.
- Parents with views as to the suitability of sex education should in the first instance discuss the matter with the Head teacher.

4.25 Spiritual, moral, social and cultural development

Religious Education is not taught as a discreet subject at BESA. However, it is recognised that a knowledge and understanding of religious faiths and beliefs are important in understanding other cultures and contributing to international-mindedness. Where appropriate and obvious learning about religion may be covered, particularly in the IPC and IMYC. Speakers from religious groups **may** be invited into school to lead whole school assemblies. Other aspects of morality and social

and cultural development are taught through the PSHCE curriculum and are promoted through dedicated assemblies in Primary and Middle Years, including the BESA personal goals.

4.26 British values

British values are promoted at BESA and recognised as part of wider values reflected in our global society and supported by BESA's commitment to international-mindedness and developing our students as global citizens.

4.27 Educational Visits

Educational Visits are used wherever possible to enrich and enhance the curriculum. A wide range of venues in Turkey and Ankara area are available for pupils across the whole age range. Residential visits feature from Milepost 2 upwards and are linked to IPC and IMYC units. This helps BESA pupils make links between classroom learning and outdoor learning, connects affective and cognitive learning experiences and develops pupils as individuals. One residential visit is offered each year, usually during the summer term. The school undertakes full risk assessments of all off site venues.

4.28 Extra Curricular Activities

Extracurricular clubs take place after school between 15:00 and 17:00. Clubs are provided by staff, both in-school and off-site. There is a wide range of extra-curricular provision, including sports, games, music and more diverse subjects. Clubs typically run for a term but some clubs continue for longer periods. There is a minimal charge for children attending clubs.

4.29 Homework

Homework is a crucial element of the Home/School partnership. Our policy is research-based reflecting that the central value of homework in primary years is to develop independence, establish self-motivation, develop time-management skills and learning routines, and to offer an opportunity for families to share in their child's learning. In older years, homework becomes more rigorous to build on school-learning, rehearsing skills and developing the recall and application of knowledge. It gives parents the opportunity, from the outset, to support their children in their learning whilst enabling them to reinforce the work covered at school. There are varying tasks which are set to include learning tables and spellings, sharing reading books and also topic work. Parents who support their children with homework tasks provide a powerful reinforcement of the status of School and of their child's work and education. Some of the work will be of an investigative nature, in which other members of the family may wish to become involved.

5. Inclusion

Teachers set high expectations for every pupil, plan for learning that challenges the more able pupils, pupils with SEND, take account of the needs of pupils whose first language is not English and ensure that there are no barriers to every pupil achieving. Where necessary and appropriate additional learning support is provided to ensure that all pupils achieve.

6. Monitoring arrangements

Responsibilities for monitoring the curriculum and delivery are detailed in 3.3. Further details of how learning can be found in the Learning policy and the Monitoring Learning Policy.

6.1 Child Progress and Assessment

The School considers accurate and focused assessment as the cornerstone of high-quality teaching. Such assessment allows for work to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support. High quality feedback is part of the dialogue that exists between teacher and pupil. We see feedback as a positive and constructive activity and not merely a record of what is right and what is wrong. Further details of assessment can be found in the BESA Assessment policy and the Marking and Feedback policy.

6.2 Review

This policy will be reviewed on an annual basis by the Assistant Head Teacher (Academic). Significant changes and edits will be reviewed and agreed upon by the SLT and the Academic sub-committee of the Board of Governors when appropriate. All teaching staff will be informed of these changes.

7 Summary

Our curriculum ensures that every child develops the key learning steps defined within that documentation. We have developed a more expansive approach to its delivery that ensures our children receive experiences and opportunities to develop their knowledge, skills and attributes in ways that will guarantee learning is relevant and exciting. We ensure that learning at BESA broadens the aspirations, values and opportunities for every child as they grow and develop.

There is an emphasis on flexibility in the timetable and professional freedom to enable teachers to meet the needs of learners. This means that teaching and learning at BESA is not constrained by the curriculum but instead allows the curriculum to be utilised to offer the best learning experiences that can be achieved.

These curricula form the basis of the learning experiences that children enjoy during their time at the BESA. However, to us, the curriculum goes far beyond the legally required elements of the English National Curriculum, or the IEYC, the IPC and the IMYC documentation and involves the rich fabric of creative, cultural, sporting and intellectual opportunities children receive during their time at our school.

Written: 2007

Reviewed: 2010

Reviewed: 2011

Reviewed: 2012

Rewritten: 2016

Reviewed: 2017

Reviewed: 2018

Reviewed: 2019

A1: Planning documentation

The following documents offer examples of planning documentation used at BESA. They are intended to guide staff to the appropriate planning documents for their subject or learning area.

A1.1 English planning pro-forma documentation

The following planning documents are aligned, and should be used in conjunction with English annual plans and the curriculum English maps.

Year X

Week starting: XX/XX/XXXX

Weekly Theme	HANDWRITING Learning Objectives (See 'Nelson' Scheme)	Key Vocabulary	SPELLING Learning Objectives (See 'No Nonsense' spelling scheme)
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Day	Learning Objectives & Key Questions	Learning Activities	Success Criteria	SEND Provision	More Able Provision
Monday					
Tuesday					
Wednesday					
Thursday					

Friday					

Success Criteria for Extended Writing:	Evaluation / Notes
Homework:	

BESA ENGLISH MEDIUM-TERM PLANNING SHEET

Year XXXX Term X

This planning document should be the main planning document. Please state explicitly what the children will be learning in class.

Teacher:

Class

IPC topic:				
UNIT LEARNING GOALS:				
COMPOSITION	PHONICS / READING	SPEAKING AND LISTENING	SPELLING / PUNCTUATION / GRAMMAR	COMPOSITION

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A1.2 IPC planning pro-forma documentation

The following documents provide exemplars of the planning process and articulation of pupils learning in IPC units.

IPC Unit—We are what we eat Explaining the Theme

1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways

Can I show on a world map where fruit and veg come from?

1.02 Be able to use a variety of materials and processes

Can I create an Arcimboldo-style face?

In Science, we'll be finding out:

Why we need to eat food and what the best foods are

How some of our food grows

How to carry out science investigations

About our sense of taste

In Geography, we'll be finding out:

Where our food comes from

What food is eaten in our home and host country

Why different foods grow and are eaten in different countries

In History, we'll be finding out:

About the food that our parents and grandparents ate when they were young

How and why the choice of food in our shops has changed

What our ancient ancestors ate

In Art, we'll be finding out:

About artists that use food for their ideas

How to draw and paint fruit and vegetables

How artists are involved in things we see around us, including advertising

1.03 Be able to identify ways of finding out about scientific issues

How do different animals taste their food?

Science Task 2	Can I group foods?	Identify different foods by name Identify the different food groups Sort foods into different groups	Introduce the ch to different food groups – carbohydrates; protein; vitamins & minerals; fats & sugars; milk & dairy. Do they ... Etcetera
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A1.3 IMYC planning pro-forma documentation

Year X

Subject Units

Theme	RENEWAL								
Big Idea	The Big Idea: .								
Personal Goals focused on throughout scheme	Creativity	Cooperation	Resilience	Communication	Adaptability	Morality	Enquiry	Respect	Thoughtfulness
International Mindedness									
Key Words									
Assessment									
Curriculum Objectives	<u>Skills:</u> <u>Knowledge and Understanding:</u>								
Resources									

Lesson Number	Learning Objective/Intention	Lesson Sequence	Differentiation	Resources
Session 1	Learning Objectives	Success Criteria / Learning Activities	SEND / More able	Resources

A1.4 Maths planning pro-forma documentation

Maths Short-term Planning

Year X

Week starting: 02/09/2019

UNIT	Mental Maths Learning Objectives	Key Vocabulary
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Days	Learning Objectives/Tasks/Key Questions	Success Criteria	<i>SEND Provision</i>	<i>More Able Provision</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Homework:	Evaluation / Notes:
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Maths Medium-Term Planning

Rising Stars Mathematics						National Curriculum
Weekly summary	Textbook topics and page numbers	Teacher's Guide	Practice Book	Interactives and videos	Domain	Statement (On Classroom Monitor) NAHT KPIs in bold

Order, compare and round numbers to 1 000 000.	1 <i>Numbers in real life</i> , p.10–11 1a <i>Distances</i> , p.12–13	p.24–27 Homework: <i>Comparing and rounding 6-digit numbers</i> and <i>Holiday distances</i> , p.192	p.4–6	Animation: <i>Comparing 4-digit numbers</i> Interactive: <i>Place value</i> CPD: <i>Number Sense - Introduction, The Learning Journey, Key Ideas 1, Key Ideas 2, Next Steps</i>	Number - number and place value Measurement	<ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • solve problems involving converting between units of time
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A2: Links to curriculum frameworks

International Early Years Curriculum:

<https://fieldworkeducation.com/curriculums/early-years>

International Primary Curriculum:

<https://fieldworkeducation.com/curriculums/primary-years>

International Middle Years Curriculum:

<https://fieldworkeducation.com/curriculums/middle-years>

The National Curriculum for England:

<https://www.gov.uk/government/collections/national-curriculum>