

SIH Year 1: Curriculum Overview 2025/2026

Term 1a	Term 1b	Term 2a	Term 2b	Term 3	
English					
Fiction: Lost and Found Spoken language: <ul style="list-style-type: none">• Listen and respond• Ask relevant questions• Build vocabulary• Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: <ul style="list-style-type: none">• Retell stories and consider their particular characteristics• Discuss words meanings, lining new meanings to those already known	Fiction: Nibbles the Monster Spoken language: <ul style="list-style-type: none">• Listen and respond• Ask relevant questions• Build vocabulary• Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: <ul style="list-style-type: none">• Become familiar with key stories, fairy stories and traditional tales• Retell stories and consider their particular characteristics	Fiction: The Lion Inside Spoken language: <ul style="list-style-type: none">• Build vocabulary• Give well-structured descriptions, explanations and narratives• Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: <ul style="list-style-type: none">• Link what is read or heard to own experiences	Non-Fiction: The Curious Case of the Missing Mammoth Spoken language: <ul style="list-style-type: none">• Ask relevant questions• Build vocabulary• Articulate and justify answer• Use spoken language: speculating, hypothesising, imagining and exploring ideas Reading comprehension: <ul style="list-style-type: none">• Retell stories and consider their particular characteristics• Learn to appreciate rhymes and poems	Fiction: The Toys in Space Spoken language: <ul style="list-style-type: none">• Build vocabulary• Articulate and justify answers• Give well-structured descriptions, explanations and narratives• Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: <ul style="list-style-type: none">• Learn to appreciate rhymes and poems• Recite some rhymes and poems by heart	Fiction: Goldilocks and Just the One Bear Spoken language: <ul style="list-style-type: none">• Listen and respond• Ask relevant questions• Build vocabulary• Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: <ul style="list-style-type: none">• Become familiar with key stories, fairy tales and traditional tales

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<ul style="list-style-type: none"> • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Writing Composition:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Writing Composition:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • Retell stories and consider their particular characteristics • Discuss word meanings, linking new meanings to those already known • Draw on what they already know • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them • Explain clearly understanding of what is read to them <p>Writing composition:</p>	<ul style="list-style-type: none"> • Recite some rhymes and poems by heart • Draw on what they already know • Check that the text makes sense • Make inferences on the basis on what is being said and done • Predict what might happen on the basis of what has been read so far <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Discuss word meanings, linking new meanings to those already known • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them • Explain clearly understanding of what is read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Sequence sentences to form short narratives • Re-read what they have written and check that it makes sense 	<ul style="list-style-type: none"> • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Re-read what they have written and check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher
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<ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher <p>Writing outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal</p> <p>Greater depth writing outcome: To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting</p>	<ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher <p>Writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story</p> <p>Greater depth writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story To add a new adventure based on a previous text i.e. Lost and Found, Naughty bus, The Gingerbread Man.</p>	<ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words <p>Writing outcome:</p>	<ul style="list-style-type: none"> • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words <p>Writing outcome: To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character.</p> <p>Greater depth writing outcome:</p>	<ul style="list-style-type: none"> • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words <p>Writing outcome: To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story.</p> <p>Greater depth writing outcome:</p>	<ul style="list-style-type: none"> • Spell words containing phonemes already taught • Spell common exception words <p>Writing outcome: To write a new version of the story with a new character or new setting.</p> <p>Greater depth writing outcome: To write a new version of the story with a new character and a new setting.</p>
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		<p>To write a story about a small animal (mouse) who befriends a large animal in the African savannah.</p> <p>Greater depth writing outcome: To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal).</p>	<p>To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting.</p>	<p>To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story.</p>	
Maths					
<p>Place Value</p> <p>Count to 50, forwards and backwards</p>	<p>Addition and Subtraction</p> <p>Use the language and symbols for addition, subtraction and equality</p>	<p>Measurement</p> <p>Compare lengths/heights, masses/weights, capacities/volumes and times</p>	<p>Repeating Patterns</p> <p>Recognize and continue patterns with number and shapes</p>	<p>Multiplication and Division</p> <p>Count in multiples of 2, 5, 10 and other small multiples</p>	<p>Money</p> <p>Recognize and know the value of notes and coins</p> <p>Geometry: Position and Direction</p>

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<p>Read and write numbers to 50 in numerals and to 20 in words</p> <p>Compare numbers and quantities to 50, including the use of pictorial representations</p> <p>Find one more or less than a given number</p> <p>Order numbers to 50</p> <p>Shape</p> <p>Recognize, name and sort common 2D shapes</p> <p>Recognize, name and sort common 3D shapes</p> <p>Understand how 2D shapes are connected to 3D shapes</p>	<p>Recognize the relationship between addition and subtraction</p> <p>Add and subtract numbers to 20 including 0</p> <p>Recognize and use number bonds to 20</p> <p>Use part-whole reasoning</p> <p>Solve simple addition and subtraction problems using objects or pictorial representations</p>	<p>Measure and record lengths/heights, masses/weights, capacities/volumes and times</p> <p>Solve practical problems involving lengths/heights, masses/weights, capacities/volumes and times</p> <p>Place Value</p> <p>Count to 50, forwards and backwards</p> <p>Read and write numbers to 50 in numerals and to 20 in words</p> <p>Compare numbers and quantities to 50, including the use of pictorial representations</p>	<p>Find missing terms in sequences and calculations, and represent missing numbers with empty boxes</p> <p>Addition and Subtraction</p> <p>Use the language and symbols for addition, subtraction and equality</p> <p>Recognize the relationship between addition and subtraction</p> <p>Add and subtract numbers to 20 including 0</p> <p>Recognize and use number bonds to 20</p> <p>Use part-whole reasoning</p>	<p>Use grouping and sharing as an introduction to multiplication and division</p> <p>Double and halve simple numbers and quantities</p> <p>Solve simple multiplication and division problems using objects or pictorial representations</p> <p>Fractions</p> <p>Understand the relationship between whole numbers and parts of numbers</p> <p>Know and apply the fact that half is one of two equal parts and one quarter is one of four equal parts</p>	<p>Use positional and directional language to describe objects</p> <p>Explore and describe half, quarter and three-quarter turns</p> <p>Statistics</p> <p>Sort numbers into groups</p> <p>Sort shapes and objects into groups</p>
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		Find one more or less than a given number Order numbers to 50	Solve simple addition and subtraction problems using objects or pictorial representations	Double and halve simple numbers and quantities Time Chronologically order events Use the language of time Tell the time to the half hour Know the days of the week and months of the year	
Global Skills					
Global Skills Development Notice when others are left out. Know how to be kind and make new friends. Ask questions about causes and consequences. Model respect and courtesy to classmates. Discuss likes and dislikes of certain activities. Solve puzzles.		Global Skills Development Know how to be kind and make new friends. Reflect on their emotional reactions to information. Feel able to share their ideas with others and listen to their ideas. Model respect and courtesy to classmates. Follow simple instructions, such as a simple recipe or game instructions.		Global Skills Development Solve puzzles. Ask questions about causes and consequences Feel able to share their ideas with others and listen to their ideas. Notice when others are left out. Model respect and courtesy to classmates Plan a simple individual project, such as a meal.	

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<p>Plan a simple individual project, such as a meal.</p> <p>Participate in free play.</p> <p>Project: Creating a Class Recipe Book</p> <p>Ask questions about causes and consequences.</p> <p>Model respect and courtesy to classmates.</p> <p>Plan a simple individual project, such as a meal.</p> <p>Choose a simple project to follow, such as a recipe to follow from a selection.</p> <p>Feel able to share their ideas with others and listen to their ideas.</p> <p>Follow simple instructions, such as a simple recipe or game instructions.</p> <p>Participate in free play.</p> <p>Know how to be kind and make new friends.</p>		<p>Ask questions about causes and consequences.</p> <p>Participate in free play.</p> <p>Discuss likes and dislikes of certain activities.</p> <p>Feel able to share their ideas with others and listen to their ideas.</p> <p>Notice when others are left out.</p> <p>Project: Presenting a Rainforest Performance</p> <p>Feel able to share their ideas with others and listen to their ideas.</p> <p>Notice when others are left out.</p> <p>Ask questions about causes and consequences.</p> <p>Discuss likes and dislikes of certain activities.</p> <p>Follow simple instructions, such as a simple recipe or game instructions.</p> <p>Choose a simple project to follow, such as a recipe to follow from a selection.</p> <p>Participate in free play.</p>		<p>Follow simple instructions, such as a simple recipe or game instructions.</p> <p>Know how to be kind and make new friends.</p> <p>Discuss likes and dislikes of certain activities.</p> <p>Choose a simple project to follow, such as a recipe to follow from a selection.</p> <p>Reflect on their emotional reactions to information.</p> <p>Countries Over the World</p> <p>Solve puzzles.</p> <p>Ask questions about causes and consequences.</p> <p>Feel able to share their ideas with others and listen to their ideas.</p> <p>Notice when others are left out.</p> <p>Model respect and courtesy to classmates.</p> <p>Follow simple instructions, such as a simple recipe or game instructions.</p> <p>Choose a simple project to follow, such as a recipe to follow from a selection</p> <p>Plan a simple individual project, such as a meal.</p> <p>Discuss likes and dislikes of certain activities.</p>	
Wellbeing					
Taking Care of the Body: I Eat, I Move, I	Taking Care of the Mind: I Notice How I	Taking Care of Relationships: My	Taking Care of the Self and the World:	Taking Care of the Body: I Eat, I Move, I	Taking Care of Relationships: My

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Sleep Understand what helps them get to sleep. Discuss the foods they like to eat. Move their bodies in different ways.	Feel Start to name common feelings. Share the activities that make them feel good. Identify people that they trust and who help them feel safe.	Friends and Family Understand what a family is, and explain who is in their family. Practise taking turns and sharing in games. Describe the qualities they like about their friends.	My Special Places and Things Discuss activities that are important to them. List which things in life they wouldn't want to be without. Name the natural settings they enjoy visiting.	Sleep Understand what helps them get to sleep. Discuss the foods they like to eat. Move their bodies in different ways. Taking Care of the Mind: I Notice How I Feel Start to name common feelings. Identify people that they trust and who help them feel safe.	Friends and Family Understand what a family is, and explain who is in their family. Practise taking turns and sharing in games. Taking Care of the Self and the World: My Special Places and Things Discuss activities that are important to them. List which things in life they wouldn't want to be without. Name the natural settings they enjoy visiting.
Sustainability					
Caring for our Commons		Exploring Life in my Community		Materials Cycle	

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<p>Identify the commons they can care for in their classroom and define what a commons is.</p> <p>Describe their role and responsibility for taking care of our commons.</p> <p>Predict what happens when agreements they make are kept, and what might happen when they are not kept.</p> <p>Record strategies, with their classmates, that will help them remember what they have learned</p>		<p>Describe the relationships among the different elements that support life in their community.</p> <p>Draw a picture of a place where all living things (including people) help each other live together.</p> <p>Predict what happens when living things get too much or too little of what they need:</p> <p>Plant something and give it what it needs to grow.</p>		<p>Sort the materials they are given into two categories: ‘made by nature’ and ‘made by people.’</p> <p>Understand the difference between materials that get composted, recycled, reused, and repurposed, and materials that need to be redesigned.</p> <p>Recognize the effect their thinking has on their behaviour.</p> <p>Create a solution, with their classmates, to address waste in their class.</p>	
Humanities					
<p>My School and Me</p> <p>Explore the international school setting; integrate Thai signs/labels. Build models using local materials.</p>	<p>All About Me: My Timeline</p> <p>Personal timelines. Changes in toys, homes, school life. Time-related vocabulary.</p>	<p>People and Places</p> <p>Emphasise Thailand’s landmarks and Bangkok. Use bilingual vocabulary cards and real-life connections</p>	<p>Our Place in Time: History in Thailand</p> <p>Cultural traditions. Thai kings and queens. Historical buildings. Changes in community life.</p>	<p>Hot and Cold Places</p> <p>Include tropical Thai weather as a reference. Highlight differences with polar/desert climates.</p>	<p>Inspiring Leaders Around the World</p> <p>Learning about the following figures: Malala Yousafzai, King Rama IX and Nelson Mandela. Contributions and impact.</p>
Science					
<p>Plants</p>	<p>Using Materials</p>	<p>Animals and Humans</p>	<p>Weather and Seasonal Change</p>	<p>Plants and Animals</p>	<p>What is it made of?</p>

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<p>Identify and name a variety of common wild and garden plants.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p> <p>Ask questions and use simple scientific language to describe what they find.</p> <p>Record findings using drawings and charts.</p>	<p>Distinguish between an object and the material it is made from.</p> <p>Identify and name a variety of everyday materials.</p> <p>Ask questions and use simple scientific language to describe what they find.</p> <p>Perform simple tests.</p>	<p>Identify and name a variety of common animals.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Ask questions and use simple scientific language to describe what they find.</p>	<p>Observe changes across the four seasons.</p> <p>Describe weather associated with the seasons.</p> <p>Identify and classify information.</p> <p>Record findings using drawings and charts.</p>	<p>Identify and name a variety of plants and animals in their habitats.</p> <p>Describe how different habitats provide for the basic needs of animals and plants.</p> <p>Identify and classify information.</p> <p>Record findings using drawings and charts.</p>	<p>Identify and name a variety of everyday materials.</p> <p>Describe the simple physical properties of a variety of materials.</p> <p>Compare and group materials based on their properties.</p> <p>Perform simple tests.</p>
Art					
<p>Drawing & Colour</p> <p>What is a Self-Portrait? Facial Features Line and Shape Primary Colours My Colourful Portrait Gallery Walk</p>	<p>Painting and Trees</p> <p>Autumn Colours Painting Trees Textured Backgrounds Adding Leaves Creating a Landscape</p>	<p>Texture and Printmaking</p> <p>Texture Hunt Texture Rubbings Creating a Pattern Making a Print Block Experimenting with Colour</p>	<p>Drawing and Design</p> <p>Finding Lines Shape Hunt Line and Shape Creatures Pattern Practice Decorating with Lines Evaluating My Work</p>	<p>Collage and Culture</p> <p>Exploring Patterns Cutting Shapes Layering a Collage Symbolic Art Finishing Touches World Art Show</p>	<p>Mixed Media and Texture</p> <p>Sea Life Shapes Ocean Backgrounds Tissue Paper Technique Adding Collage Final Touches</p>

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	Evaluating My Work	Print Gallery			Underwater Gallery
Physical Education					
Invasion Games -To practise basic movements including running, jumping, throwing and catching -To begin to engage in competitive activities. -To experience opportunities to improve agility, balance and coordination. -To recognise rules and apply them in competitive and cooperative games.	Gymnastic -Identify and use simple gymnastics actions and shapes. -To apply basic strength to a range of gymnastic actions. -To recognise 'like' actions and link them. E.g. Straight jump, broad jump, star jump. -To introduce turn, twist, spin, rock and roll and link these into movement patterns. -To perform a variety of basic gymnastics actions showing control.	Athletism -To learn a range of running which includes varying pathways and speeds. -Develop throwing techniques. -Increase stamina and core strength. -Cooperate with others to carry out a task. -To extend strength, balance, agility and coordination.	Net/Wall Games -Able to send an object with increased confidence using a hand or bat. -Move towards a moving ball to return it. -Sending or returning a variety of objects /balls such as balloons and beach balls. -Track, intercept and stop a variety of objects such as balls and beanbags.	Striking and Fielding games -Able to hit objects with a hand or bat. -Track or receive a rolling ball. -Throw and catch a variety of balls and objects. -Develop sending and receiving skills -Distinguish between the roles of batters and fielders.	Outdoor and Adventurous Activities -Comprehend that one thing can represent another. -Use thinking skills to follow multi step instructions. -Solve more challenging problems as an individual. -Take part in activities with increasing challenges to build confidence.

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<ul style="list-style-type: none"> -Use and apply simple strategies for invasion games. -Preparing for, and explaining the reason why we enjoy exercise. 	<ul style="list-style-type: none"> -To perform longer movement phrases and link with confidence 				
Computing					
<p>IT - Mouse and keyboard skills.</p> <ol style="list-style-type: none"> 1. Move the mouse or trackpad and left click to select an object. 2. Drag and drop with mouse or trackpad to move objects around the screen. 3. Use double click or double tap 4. Find letters or numbers on the keyboard. 5. Begin touch typing with home row keys. 	<p>IT - Digital Art.</p> <ol style="list-style-type: none"> 1. Change the colour of individual pixels to accurately re-create basic artwork. 2. Make changes where required. 3. Change the colour of individual pixels to accurately re-create detailed artwork. 4. Use zoom controls to help fill small shapes. <p>- Digital Design.</p>	<p>IT - Text and Images.</p> <ol style="list-style-type: none"> 1. Change the background colour of a page. 2. Add, resize and position images (pictures) on a page. 3. Type and position text on a page, if possible using capital letters and punctuation. 4. Label pictures with text. 5. Use word-banks for writing sentences about pictures. 	<p>IT - Comic Creation.</p> <ol style="list-style-type: none"> 1. Add, resize and organise colour or picture backgrounds. 2. Add, resize, organise characters/objects to different panels. 3. Add narration using text and direct speech using speech bubbles. 4. Save comics with name and title. <p>- Music Creation.</p>	<p>Computer Science - Intro to Programming.</p> <ol style="list-style-type: none"> 1. Place instructions into the correct order (sequence) to make something work. 2. Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. 3. Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug). 	<p>Computer Science - Intro to Programming.</p> <ol style="list-style-type: none"> 4. Predict a route and sequence distance commands to program an on-screen object to achieve an objective. 5. Predict and sequence movement and pen commands to program the drawing of different 2D shapes.

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	<ol style="list-style-type: none"> 1. Change the colour and pattern of elements. 2. Position and rotate objects on a design. 3. Position objects in relation to each other. 4. Resize, rotate, flip and arrange objects behind/in front of each other. 		<ol style="list-style-type: none"> 1. Understand the advantages and disadvantages of making music on a computer. 2. Understand that different instruments make their own sound and that instruments can be divided into groups 3. Create a rhythm using a pattern of beats 4. Create digital sounds using patterns and shapes 5. Create a simple melody using patterns and adjust tempo 		<ol style="list-style-type: none"> 6. Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective. <p>Digital Literacy - E-Safety.</p> <ol style="list-style-type: none"> 1. Understand what the internet is and how people use it. 2. Understand what personal information is and why we keep personal information private. 3. Why do websites want personal information. 4. Identify when and where to go for help when concerned.
Music					
Introduction to rhythm	Rhythm and percussion	Introduction to tempo	Recognising and implementing tempo changes	Introduction to composition	Performance of a composition within an ensemble

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Focus on rhythm and timing - the pupils will be able to clap/play a percussion instrument in time with their classmates - focus on learning through play	Continuing the focus on rhythm and timing - pupils will be able to clap/play a percussion instrument with a different rhythm to their classmates while still staying in time	Pupils will be introduced to the concept of tempo and be able to communicate and demonstrate when a piece of music changes in tempo	Pupils will be able to play at least one rhythm in unison whilst the tempo changes	Pupils will compose their own rhythms in a 4/4 time signature and clap them in time with the beat	Pupils will perform a piece of music using their compositions keeping in time and counting throughout
Thai					
<p>การอ่านออกเสียง / reading aloud</p> <ul style="list-style-type: none"> • อ่านออกเสียงคำ/ Read words aloud • อ่านคำคล้องจอง / Read rhyming words • อ่านข้อความสั้นๆ / Read a short message 	<p>การเขียน /Writing</p> <ul style="list-style-type: none"> • คัดลายมือตัวบรรจงเต็มบรรทัด/Write a full line of calligraphy. • เขียนตัวอักษรไทย/Write Thai letters • เขียนเลขไทย /Write Thai numbers 	<p>การฟัง การดู และการพูด</p> <ul style="list-style-type: none"> • ฟังคำแนะนำและปฏิบัติตามคำสั่งง่ายๆ • จับใจความจากเรื่องที่ฟังและแสดงความคิดเห็นจากเรื่องที่ฟัง • พูดแนะนำตนเอง • พูดสื่อสารในชีวิตประจำวัน • มีมารยาทในการฟัง 	<ul style="list-style-type: none"> • บอกและเขียนพยัญชนะไทย /Tell and write Thai consonants • บอกและเขียนสระไทย/Tell and write Thai vowels • บอกและเขียนวรรณยุกต์ไทย /Tell and write Thai tones 	<ul style="list-style-type: none"> • เขียนสะกดคำและบอกความหมายของคำ/Write the spelling and tell the meaning of the word. • อ่านเป็นคำ/Read in words • มาตราตัวสะกดที่ตรงแม่/The correct spelling section 	<ul style="list-style-type: none"> • เรียบเรียงคำเป็นประโยคง่ายๆ /Organize words into simple sentences. • มาตราตัวสะกดที่ไม่ตรงแม่ /Incorrect spellings

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<ul style="list-style-type: none"> • บอกความหมายของคำและข้อความที่อ่าน/ Tell the meaning of the words and text read • ตอบคำถามเกี่ยวกับเรื่องที่อ่าน /Answer questions about the reading./ • เล่าเรื่องย่อจากเรื่องที่อ่าน Tell a summary of the story you read. • คาดคะเนเหตุการณ์จากเรื่องที่อ่าน/ Predict events from the stories you read. 	<ul style="list-style-type: none"> • เขียนคำพื้นฐานในบทเรียน /Write basic words in the lesson • เขียนคำที่ใช้ในชีวิตประจำวัน /Write words used in everyday life • เขียนคำคล้องจอง /Write words that rhyme • เขียนประโยคง่ายๆ/write simple sentences • มีมารยาทในการเขียน/Have manners in writing • เขียนสื่อสารด้วยคำและประโยคง่ายๆ/Write and communicate using simple words and sentences. 	<ul style="list-style-type: none"> • มีมารยาทในการพูด 	<ul style="list-style-type: none"> • บอกและเขียนเลขไทย/Tell and write Thai numbers 		
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<ul style="list-style-type: none"> บอกความหมายของเครื่องหมายหรือ สัญลักษณ์สำคัญที่มักพบเห็นในชีวิตประจำวัน /Tell the meaning of signs or important symbols that are often seen in daily life. มีมารยาทในการอ่าน/ Have good manners in reading สารคดี documentary 	<ul style="list-style-type: none"> มีมารยาทในการเขียน/Have manners in writing 				
Mandarin					
<ul style="list-style-type: none"> 爸爸、妈妈。(Mum and Dad) 哥哥、姐姐。(Brothers and Sisters) 眼睛、鼻子。(Part of the body 1) 头和手。(Part of the body 2) 	<ul style="list-style-type: none"> 猫和狗。(Pets) 红色、蓝色。(Colours) 苹果、香蕉。(Fruits) 万圣节文化。(Halloween festival culture.) 	<ul style="list-style-type: none"> 二十一到四十。(Numbers) 两个弟弟。(Two younger brothers) 好朋友。(Good friends) 中国春节文化。(Chinese spring festival culture.) 	<ul style="list-style-type: none"> 我的玩具。(My toys) 我爱看书。(I love reading) 我会穿衣服。(I can dress myself) 	<ul style="list-style-type: none"> 紫色、橙色。(Colours) 复习。(Review) 端午节文化。(The dragon boat festival culture.) 	

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<ul style="list-style-type: none">中国中秋节文化。(Chinese Mid-Autumn festival culture.)			<ul style="list-style-type: none">清明节文化。(The tomb sweeping day festival culture.)	
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