



THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

EARLY YEARS FOUNDATION STAGE CURRICULUM GUIDE



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OUR APPROACH

Our children benefit from a friendly, caring, child-centred start at our school. We know that when children are happy they will learn more. Right from the first day, our children discover that learning is fun. Our facilities allow for a wide range of physical and creative play, they encourage exploration and self-discovery. Your child will find learning is irresistible.

Children learn by playing and exploring, being active, and through creative and critical thinking. In our setting, therefore, children are provided with many and varied purposeful play opportunities, both indoors and in our outdoor learning environment, too. Children have the

opportunity to follow their own interests, initiate activities and be self-directed with the support of their teachers. Teachers will interact to extend the children's thinking and will also provide focus activities to facilitate learning of core skills.

Through this approach, our children become more independent, being able to show initiative and have the confidence to take risks, knowing that there is not always a right or wrong way. Play-based learning focuses on the process not the product and is enhanced by skilled interactions from the adults in the class. It is the learning that is taking place that is the all important factor.



OUR CURRICULUM

In this booklet, you will read about the curriculum we provide for children between the ages of 3 to 5. Our Curriculum Framework comes from the UK Early Learning Goals, which summarises developmental expectations across this age range.

Enrolling your child into their first school is a big step, and as parents you have to make sure it is the right place for your child. At BISB we provide a welcoming, caring environment which promotes exploration, cooperation, creativity and friendship. We communicate with parents to understand the needs of each child before they start, to ensure they settle into their new environment quickly and easily. We capture moments of learning to share with parents so you too can see the progress your children make.

Our teaching and learning is based on a curriculum framework implemented through planned purposeful play activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and to relate to others. Children learn by leading their own play and by taking

part in play that is guided by adults. Our skilled practitioners respond to each child's emerging needs and interests, guiding their development in a creative and positive way. They assess the balance needed between activities led by children and those guided by adults. Every play experience acts as a building block for learning.

Our children come from all over the world and use English to communicate together and with their teachers. It is wonderful to see how quickly children who arrive with little or no English develop their understanding when they are immersed in our language-rich environment. It is a privilege to work in the Early Years Foundation Stage; we are dedicated to nurturing all the children in our care and to capture their excitement in learning. BISB is a happy place to be, where learning is fun!

The pictures in this guide will give you a sense of the learning taking place but it is only as you step through the door that you will hear the songs, music, chattering and laughter that fill our days.

Location	WILLOWS	WILLOWS
Ages	3-4	4-5
Year Group	Nursery	Reception
Specialist Lessons		
Music	✓	✓
PE	✓	✓
Swimming		Term 3
Skating		Term 2
Gymnastics		Term 1
Forest School	✓	✓

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage is based at our Willows Campus, with children from the ages of 3 to 5. At BISB, our Early Years provides a caring and nurturing environment for our youngest pupils, whilst laying the foundations of early learning skills. Within a safe environment, children will have the opportunity to follow their own interests and their natural desire to explore, communicate, create and learn.

The curriculum is built on the Nursery and Reception development goals from the Early Years Foundation Stage. The classes are split into EY1, EY2 and EY3 to ensure learning is tailored towards each individual.

EY1

The EY1 class is made up of all Nursery age children, and therefore has our youngest pupils. The focus begins by ensuring that a child's first experience of separation from parents is positive and constructive. Following this, creative and exploratory learning is used to develop 'school ready' skills, including pre-reading and early Maths.

EY2

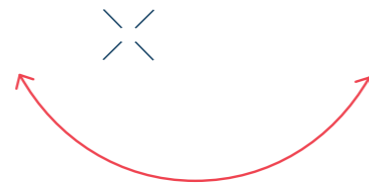
The EY2 class is a mixed age class with the oldest Nursery age children and the youngest Reception age children. Children will learn through purposeful play and those children who are ready for it will learn to read simple sentences and irregular words through our Phonics programme. They will also develop their fine and gross motor skills to support writing, as well as developing mathematical skills in line with the curriculum. Those children who turn 4 during the academic year will continue into EY3 next year, whereas those who turn 5 will move into Year 1.

EY3

The EY3 class is made up of children who are all turning 5 during the academic year. Using the development goals for Reception, children learn through creative and meaningful play, guiding the learning by their interests. They participate in regular Phonics sessions to support reading and writing, as well as developing mathematical skills through a fun and engaging way.



OUR STAFF



Our teachers and assistants are highly experienced Early Years specialists who are passionate about what they do. Excellent support is given to families whose children are coming into an English setting for the first time. You will be amazed at how your children absorb the language and how quickly they learn to communicate in English.

OUR CURRICULUM

Our Early Years Foundation Stage curriculum is based on the UK Foundation Stage Curriculum where the children's learning is carefully planned within seven areas of learning. All areas of learning and development are important and inter-connected. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Practitioners also provide for learning in four specific areas through which the prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Under the 7 areas of learning, we provide activities and experiences for children as follows:

- **COMMUNICATION AND LANGUAGE** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **PHYSICAL DEVELOPMENT** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **LITERACY** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- **MATHEMATICS** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **UNDERSTANDING THE WORLD** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **EXPRESSIVE ARTS AND DESIGN** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, roleplay, and design and technology.

For more information about the developmental stages and Early Learning Goals, please see the back of this book.

We recognise that every child has unique skills and attributes, every child has different interests and motivations and each child will learn at a different rate. We aim to nurture each individual and capture their natural curiosity, and provide them with a curriculum that challenges and excites.

ASSESSMENT IN EARLY YEAR

As your child learns and develops, practitioners take photos and record observations; this forms part of their ongoing assessment record and e-portfolio. This assessment is based on staff observations and evidence gathered over a period of time. All of the information collected is used to judge how your child is progressing in the 7 areas of learning and the characteristics of their learning (how they learn). This information is used to help us plan the 'next steps' of learning for each individual and ensure that all our children get a broad range of learning opportunities.

Teachers update your child's assessment record and regularly send you a copy of their e-portfolio. This gives you an up-to-date picture of how your child is progressing and this replaces the more traditional written academic report.

PHYSICAL EDUCATION

We have our own indoor soft play area where children can develop their physical skills in a safe and imaginative environment. Children are encouraged to build their own pathways to wriggle through tunnels, climb bridges, balance on soft blocks and work in a cooperative manner with the other children. Specialist teachers deliver PE lessons for Nursery and Reception which can take place in the gym or outside when more space is needed.

Reception aged children will have offsite gymnastics sessions in the Autumn term. Gymnastics is a sport that develops balance, strength, flexibility, agility, coordination and endurance. It encourages self-discipline and self-confidence. At our offsite location the more advanced students will also be able to develop acrobatic skills using aerial skills. Lessons will be led by experienced teachers of gymnastics.

Reception children also go ice skating in the spring term and swimming in the summer term. We follow a developmental swimming program that encourages confidence in the water through the teaching of skills and the playing of games. Children benefit from specialist teachers for all PE activities. This way we can ensure that your child gets the very best opportunities to excel.

MUSIC

Music lessons provided by music specialists enhance our children's listening skills, encourage participation, develop language through songs and help children recognise patterns in music. We plan for performances throughout the year to help give our children confidence in front of an audience.

OUTDOOR LEARNING

We consider the outdoors as an essential component of young children's learning and we are very lucky to have access to a large outdoor area. This is where the children demonstrate high levels of engagement, incorporating the natural resources around them into their play. It is when they are outdoors that children often learn to collaborate and develop crucial social and communication skills.

FOREST SCHOOL

Our designated 'Forest School' sessions to the local forest encourage children to enjoy the world around them. It enables children to appreciate the outdoors and develops concentration, cooperation and consideration for the environment.

TRIPS

The children will sometimes go on trips out of school to have new experiences with their friends and teachers. This might be a visit to a local park, a farm, a ride on a horse and cart or simply a walk to the icecream parlour.

ROCKETS CLUB

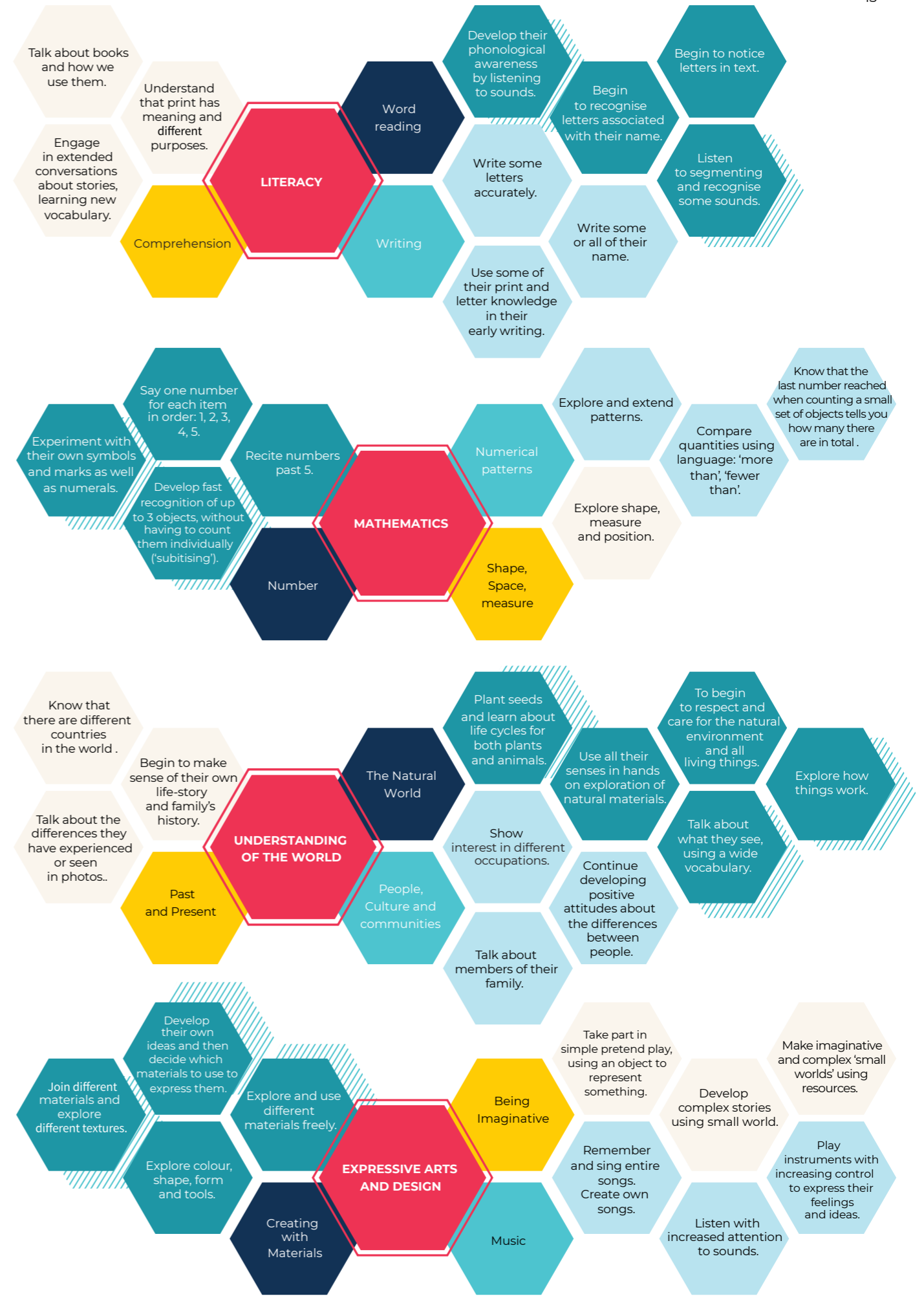
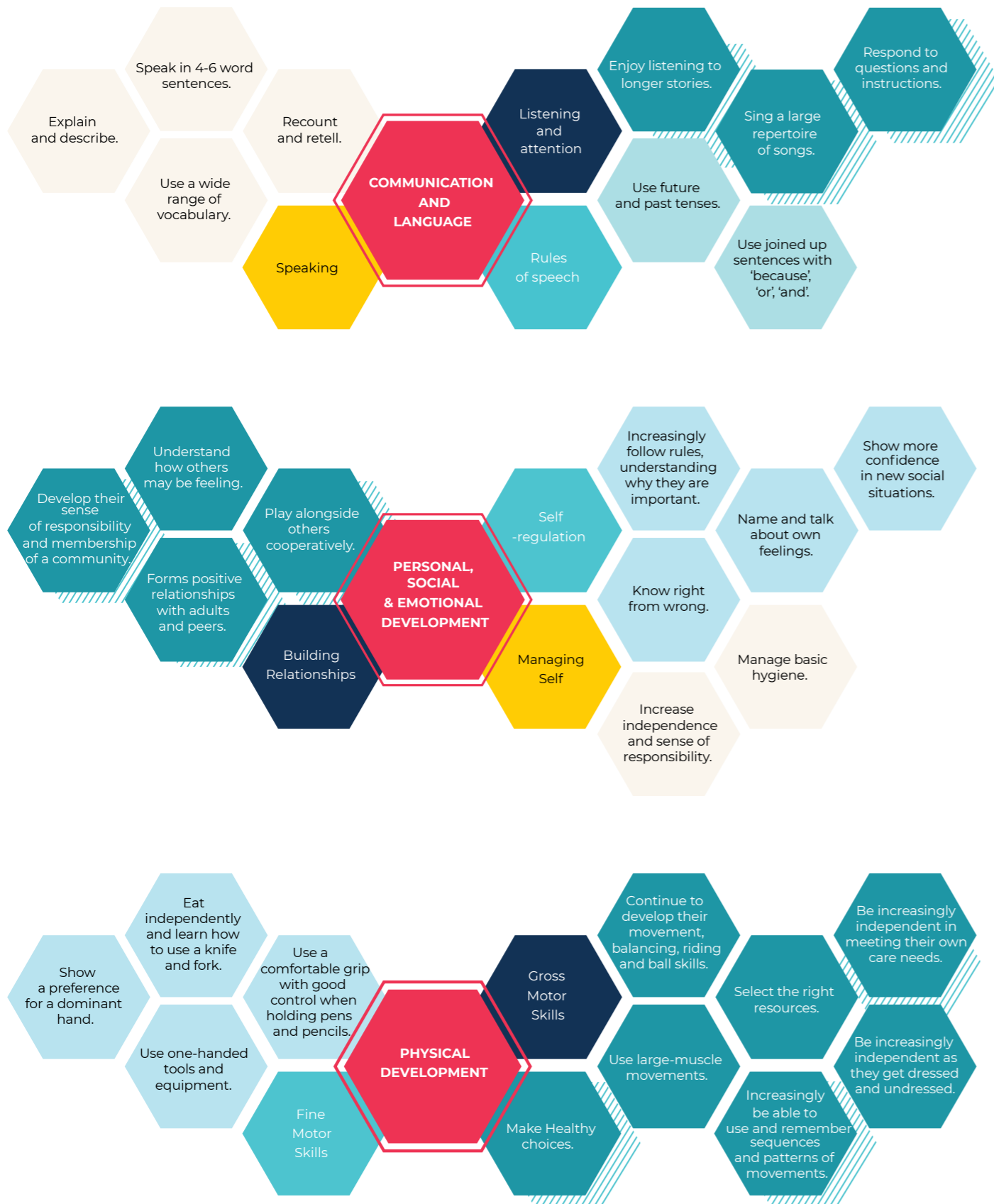
We provide an after school care facility for children in Willows from 14.45 – 16.45 (15.45 on Fridays). During this time, the children can unwind in a relaxed atmosphere, playing with friends in a well-equipped clubroom, under the care and guidance of our staff.

ENRICHMENT

We also organise an afterschool enrichment program which provides 30 - 40 minutes of specialist activities. Different after school activities are on offer from Monday to Thursday as part of the Rockets club. These may vary from term to term and include a range of music, art and sports activities. Clubs are delivered by our teachers and teaching assistants. Other clubs are led by external providers and children will be accompanied by our own teaching assistants. We recommend that younger children do not stay late every day. The school day can be tiring and lots of extra sessions after school may impact on their progress and wellbeing.



DEVELOPMENT STATEMENTS FOR NURSERY



DEVELOPMENT STATEMENTS FOR RECEPTION



EYFS CURRICULUM – EARLY LEARNING GOALS

COMMUNICATION AND LANGUAGE

<p>ELG 1 LISTENING, ATTENTION AND UNDERSTANDING</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>ELG 2 SPEAKING</p> <ul style="list-style-type: none"> Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary; Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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PSED

<p>ELG 3 SELF-REGULATION</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>ELG 4 MANAGING SELF</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>ELG 5 BUILDING RELATIONSHIPS</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
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PHYSICAL DEVELOPMENT

<p>ELG 6 GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>ELG 7 FINE MOTOR SKILLS</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
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LITERACY

<p>ELG 8 COMPREHENSION</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>ELG 9 READING</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>ELG 10 WRITING</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.
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MATHEMATICS

<p>ELG 11 NUMBER</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>ELG 12 NUMERICAL PATTERNS</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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UNDERSTANDING THE WORLD

ELG 13 PAST AND PRESENT

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG 9 READING

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG 10 WRITING

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EXPRESSIVE ARTS AND DESIGN

ELG 16 CREATING WITH MATERIALS

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG 17 BEING IMAGINATIVE AND EXPRESSIVE

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



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