



EARLY YEARS

Curriculum Booklet

MISSION

Inspire learning, nurture wellbeing,
ignite passion

VISION

Maximise student potential by
delivering the highest standards of
teaching and learning to an
international community emphasising
wellbeing and passion, on a green,
well equipped campus

VALUES

Respect

Be mindful, considerate
and inclusive

Compassion

Be caring, empathetic
and reflective

Integrity

Be honest, principled
and accountable

Contents

4	Introduction
5	The Overarching Principles of The Early Years Curriculum
5	The Early Years Curriculum
6	Areas Of Learning and Development
6	Personal, Social and Emotional Development
7	Communication and Language
8	Physical Development
10	Handwriting
10	Phonics in Early Years
11	Mathematics
12	Mathematics Understanding The World
13	Expressive Arts and Design
13	Thai Studies
14	Music
14	Physical Education (PE)
14	Swimming
15	Assessment for Learning
15	Learning Environments
15	Outdoor Learning Environment

Introduction



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I am delighted to welcome you to British International School, Phuket (BISP) Early Years, where the children are at the very heart of everything we do. Our primary aim is to nurture creative, resilient and happy young learners who are curious and confident to take risks, to explore and to develop their independence as they start to form their own understandings of the world around them and build strong foundations for their future learning.

The Early Years phase here at BISP comprises of Little Ducks (2-3 years), Nursery (3 to 4 years) and Reception (4 to 5 years) classes.

We follow the Early Years Foundation Stage Curriculum of England ([HERE](#)) which is supported by the Development Matters curriculum guidance for the early years foundation stage ([HERE](#)) and enrich learning opportunities by adapting them to meet the diverse needs of all the children in our international context and celebrate our location here in Phuket, Thailand. We recognise that children learn in different ways and at different rates and we accommodate this in the provision we offer. Learning is supported through a play-based pedagogy that follows the interests of the children and is progressive in nature as children move through the Early Years phase of the school.

We believe that all children have an innate curiosity which, when intentionally and carefully nurtured, can blossom into a lifelong love of learning. Our priority is to get to know every child as a unique individual and build strong, positive and productive relationships as we provide irresistible, child-centred and personalised learning opportunities for them all, knowing that children learn best when they feel secure, happy, curious and excited about their learning.

We are extremely proud of our school and what we offer the children and I am excited to welcome you to BISP Early Years.

The Overarching Principles of The Early Years Curriculum

There are five guiding principles which shape practice in our Early Years setting. These are taken from the statutory framework for the early years foundation stage and are as follows:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured. Children learn to be strong and independent through **positive relationships**.
2. Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time.
3. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. The importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.
5. Children in our Early Years benefit greatly from **play-based learning strategies** where they have the freedom to experiment, make mistakes and try again, develop their self-esteem and confidence, and collaborate while developing social, cognitive, and emotional skills.

The Early Years Curriculum

The Early Years learning experience here at BISP is based on the EYFS 2021 framework and is supported by the non-statutory guidance of 'Birth to 5 Matters'. It includes:

1. The seven areas of learning and development
2. Assessment through high-quality, age-appropriate observations and discussions with the children
3. A strong focus on English language development through quality interactions in a language-rich environment
4. A strong focus on self-regulation and executive function to build strong foundations for learning and development
5. The early learning goals, which summarize the knowledge, skills and understanding that all young children should have gained by the end of the Reception year
6. Specialist teaching and learning in Music, Physical Education (PE) and Swimming, and Thai
7. Regular visits to the Library to listen to a story and choose a book to develop their love for books and storytelling

Areas Of Learning and Development

There are seven areas of learning and development that shape our Early Years curriculum. All areas of learning and development are important and inter-connected.

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Three 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 areas, the Prime Areas, are:

1. Personal, Social & Emotional Development
2. Communication & Language
3. Physical Development

The level of development children should be expected to have attained by the end of their Early Years education (at the end of Reception) is defined by the early learning goals (ELGs). Each of the seven areas of learning and development are set out below.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, along with support from programmes like 'My Happy Mind', the Zones of Regulation approach and the learning of Makaton sign language, the children learn how to look after their bodies, including healthy eating, regulate their emotions and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes provide a secure platform from which children can achieve at school and in later life.

The Early Learning Goals the children are expected to achieve for Personal, Social & Emotional Development by the end of Reception are as follows:

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, our teachers and teaching assistants build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, gives children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. The Early Learning Goals the children are expected to achieve by the end of Reception for Communication & Language are as follows:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, teachers and teaching assistants support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow the children to develop proficiency, control and confidence.

The Early Learning Goals the children are expected to achieve by the end of Reception for Physical Development are as follows:

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

The additional four areas of learning as part of the Early Years Curriculum are strengthened and influenced by the Prime Areas above. The Specific Areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The Early Learning Goals the children are expected to achieve by the end of Reception for Literacy are as follows:

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

Handwriting
































In the Early Years, the children start to move from mark making to learning letter formation. In Reception, children learn to hold a pencil correctly in a tripod grip, between the thumb and first two fingers when they are ready and able to.

Phonics in Early Years













Children start to learn phonics in Nursery. We follow the Read Write Inc. (RWI) phonics programme to support early success in reading, writing and spelling. Children in Nursery start a pre-phonics programme which leads them into learning the 44 common sounds in the English language as they move into Reception. They then start learning how to sound-blend to read words.

By the end of their Reception year, children are developing confidence in being able to read, sound out and write the sounds listed below:

Set One Sounds

 m	 a	 s	 d	 l	 h	 sh	 r
 t	 i	 n	 p	 j	 v	 y	 w
 g	 o	 c	 k	 th	 z	 ch	 qu
 u	 b	 f	 e	 x	 ng	 nk	

Set Two Sounds

 ay	 ee	 igh	 ow
 oo	 oo	 ar	 or
 air	 ir	 ou	 oy

Spelling

By the end of the children's Reception year, we expect them to be able to read and know how to spell the following words:

I	we	you	g
the	he	your	o
said	she	my	so
to	me	of	no
was	be	are	

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We actively encourage children to develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to their teachers, teaching assistants and peers about what they notice and not be afraid to make mistakes.

The Early Learning Goals the children are expected to achieve by the end of Reception for Mathematics are as follows:

ELG: Number

Children at the expected level of development will:

- 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 including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Understanding The World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting areas inside and outside of school, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The Early Learning Goals the children are expected to achieve by the end of Reception for Understanding the World are as follows:

ELG: Past and Present

Children at the expected level of development will:

- 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: People, Culture and Communities

Children at the expected level of development will:

- 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: The Natural World

Children at the expected level of development will:

- 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

The development of children's artistic and cultural awareness supports their imagination and creativity. We provide children with regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The Early Learning Goals the children are expected to achieve by the end of Reception for Expressive Arts & Design are as follows:

ELG: Creating with Materials

Children at the expected level of development will:

- 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: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Thai Studies

After settling into the school routines in Terms 1b and 2, Reception children have the option of 2 lessons of Thai each week, with specialist Thai teachers immersing themselves into the children's environment, introducing the Thai language to the children's self-directed play. Thai nationals and half Thai students follow a prescribed curriculum, whilst non-Thai students follow a programme of Thai studies which includes language learning as well as historic and cultural learning.

By the end of their Reception year, Thai students following the compulsory curriculum for Thai nationals, and those students studying Thai language, are able to:

- Name most of the learned alphabet letters;
- Recognise Thai digit numbers;
- Arrange the alphabet in alphabetical order;
- Sing the Thai alphabet song;
- Write their nickname and recognise their full name;
- Listen to a storytelling session and respond by answering questions correctly.

Music

In music, our specialist music teachers come into the Nursery environment to support the musical learning of the children, whilst Reception children visit the music rooms for their lessons. Through a mixture of musical games and the singing of simple songs, the children start to understand pitch, dynamics, tempo and rhythm.

By the end of their Reception year, children are able to:

- Sing songs in unison;
- Develop a foundational understanding of beat and rhythm;
- Experience playing a range of untuned percussion instruments.

Physical Education (PE)

To support the children's physical development our specialist PE Teachers plan regular activities in the environment to engage the children and support the improvement of their coordination, strength and movement through running, jumping and skipping. Children improve their balance and control of their bodies, and understand that physical activity is an important part of a healthy lifestyle.

By the end of their Nursery year, the children are expected to be able to:

- Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles;
- Balance on one foot or in a squat momentarily, shifting body weight to improve stability;
- To throw and catch a large ball, bean bag or object with two hands;
- Climb stairs and steps and move across climbing equipment using alternate feet; maintaining balance using their hands and body to stabilise themselves.

By the end of their Reception year, the children are expected to be able to also:

- Negotiate space and obstacles safely, with consideration for self and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically by running, jumping, dancing, hopping, skipping and climbing.

Swimming

By the end of their Nursery year, the children are expected to be able to:

- Be at ease and comfortable in the water and the surrounding environment;
- Be confident blowing bubbles and submerging the head underwater;
- Attempt and/or execute independent movement using the arms and legs.

By the end of their Reception year, the children are expected to be able to:

- Be confident and safe in deeper water;
- Float on their back competently with or without an aid - a key personal survival skill;
- Travel independently on the front and back.

Assessment for Learning

Teachers and Teaching Assistants work together in close partnerships in the learning process, modelling learning attitudes and supporting children as learners. Ongoing assessment through child-specific observations, discussions and work sampling ensures that we understand how each child is thinking, learning and developing. These observations are used to plan teaching and learning experiences for each child building on that knowledge.

Learning Environments

The learning environments in our Early Years plays a key role in our approach to supporting the best possible learning for the children. Children thrive in environments that are suited to their interests and developmental stages. At BISP, our environment is welcoming, authentic, aesthetically pleasing, culturally representative of our unique community, embraces nature and is filled with purposeful materials. We believe that young children learn and engage most effectively when they are free to explore in an environment that supports their individual passions and interests. At BISP, children are encouraged to initiate play activities such as creative art, imaginative role-play, inquiry-based investigations, physical development, both gross and fine motor skills, and musical play within our open learning space of inter-linked classrooms. The layout of our environment promotes positive relationships, open communication, collaboration, and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem solving skills, questions, experimentation and open-ended play.

Outdoor Learning Environment

The outdoor environment is as important as the indoor environment when it comes to supporting learning. At BISP we believe that young children benefit from a close connection with nature and the outdoors, especially when careful planning supports purposeful play and exploration. Our outdoor area, complete with overhanging trees, garden plants, a grassy hill and cheeky Mynah birds provides the perfect place for the children to explore and learn as they find worms, conduct treasure hunts in the sand pit, ride bikes on the track, play on the swings and climbing frame, tend to the herb garden or play in the mud kitchen.

