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**Foundation Stage Syllabus**

Children in Pre-School follow a syllabus that is guided by the requirements of the **Foundation Stage**. (For further reference contact: www.qca.org.uk). The Foundation Stage begins when children reach the age of three (Early Years 1 and 2), continuing through to the age of five (+) to the final year, which is described as the Reception year. The Foundation stage also plays the important role of transition in preparing children for learning in Key Stage 1.

The foundation stage syllabus sets out six areas of learning covering children’s physical, intellectual, emotional and social development. Each of these areas includes several aspects of learning which have been listed below:

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Aims and objectives of the Early Years Syllabus at ISB

One of the main aims is to offer opportunities for all children to succeed in an atmosphere of care and feeling valued. Within this framework, children in Early Years should be able to build on what they already know, extend their skills and develop their confidence.

With the added international element present in the school the children are also helped to become aware of, explore and question issues of differences in ethnicity, language, religion and culture.

The structure of the Early Years syllabus allows for the children to be monitored and assessed by adhering to the stepping stones and early learning goals as set out in the Curriculum guidance for the foundation stage for each of the six learning areas.

The early learning goals are presented as a set of 13 assessment scales, each of which has nine points, and of which the first three points are described as stepping stones. The stepping stones reflect the different stages at which a child is progressing towards the final early learning goal. The foundation stage syllabus for Early Years aims to help children make good progress towards, and where appropriate beyond, these goals.

Organisation of the Early Years Syllabus

To allow children to learn more holistically and to enable learning to be reinforced across many different linked Areas, work is organised within Themes and Topics so that all six Areas of Learning are brought together cohesively. The themes and topics vary from year to year and on occasions are child initiated but generally they are drawn from the list below which however is not exhaustive:

1. Ourselves
2. Homes
3. Places
4. Journeys
5. Seasons
6. Festivals
7. Weather
8. People who help us
9. Food and Health
10. Animals and Plants
11. Materials
12. Light and Sound
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The aims and purposes of this Learning Area are to help children learn how to behave and take responsibility for their actions and how to relate to others productively as well as have experiences which help them to grow in confidence. In Early Years children will learn to:

**Autumn Term**

- Show an interest in classroom activities through observation or participation.
- Dress, undress and manage own personal hygiene with adult support.
- Display high levels of involvement in self-chosen activities.
- Play alongside others
- Build relationships through gesture and talk
- Take turns and share with adult support.
- Separate from main carer with support
- Communicate freely about home and community
- Express needs and feelings in appropriate ways.

**Spring Term**

- Dress and undress independently and manage own personal hygiene.
- Select and use activities and resources independently
- Maintain interest, motivation and be excited to learn
- Work as part of a group or class, taking turns and sharing fairly
- Form good relationships with adults and peers
- Understand that there are agreed codes of behaviour for groups of people to work together harmoniously.
- Respond to significant experiences, showing a range of feelings when appropriate
- Develop awareness of own needs, views and feelings and to be sensitive to the needs and feelings of others.
- Develop respect for own culture and beliefs and those of other people.

**Summer Term**

- Be confident to try new activities, initiate ideas and to speak out in a familiar group.
- Maintain attention and concentrate.
- Sustain involvement and persevere, particularly when trying to solve a problem to reach a satisfactory conclusion.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Consider the consequences of words and actions for self and others.
- Understand what is right and wrong.
- Display a strong sense of self-identity and is able to express a range of emotions fluently and appropriately.
COMMUNICATION, LANGUAGE AND LITERACY

The effective development of communication and language skills lie at the heart of young children’s learning, enabling them to make sense of all other areas of their experience and leading to understanding. In Early Years children will learn to:

**Autumn Term**
- Listen and respond.
- Initiate communication with others, displaying greater confidence in more formal contexts.
- Talk activities through, reflecting on and modifying actions.
- Join in with rhyming and rhythmic activities.
- Show an awareness of rhyme and alliteration.
- Link some sounds to letters.
- Experiment with mark-making, sometimes ascribing meaning to the marks.
- Use some clearly identifiable letters to communicate meaning.
- Represent some sounds correctly in writing or emergent writing.
- Develop an interest in books.
- Recognise that print conveys meaning.
- Recognise a few familiar words.

**Spring Term**
- Listen with enjoyment to stories, songs, rhymes and poem, to sustain attentive listening and to respond with relevant comments, questions or actions.
- Use language to imagine and recreate roles and experiences.
- Interact with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.
- Link sounds to letters, naming and sounding letters of the alphabet.
- Hear and say initial and final sounds in words.
- Hear and say short vowel sounds within words.
- Write own name and others.
- Hold a pencil and use it effectively to form recognisable letters, most of which are correctly formed.
- Recognise that in English, print is read from left to write and from top to bottom.
- Show an understanding of the elements of stories.
- Read a range of familiar and common words independently.

**Summer Term**
- Revisit all the areas worked on in the previous terms.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Speak clearly with confidence and control, showing awareness of the listener.
- Read more complex words.
- Use knowledge of letters, sounds and words when attempting to read and write.
- Retell narratives in the correct sequence, drawing on language patterns of stories.
MATHEMATICAL DEVELOPMENT

The aims and purposes of this Learning Area in Early Years, is to provide a wide range of activities which will enable young children to use and experiment with numbers and engage in counting, sorting, pattern making and matching, comparing and ordering, and to look at shapes and measures. In Early Years children will learn to:

**Autumn Term**
- Say some number names in familiar contexts, such as number rhymes.
- Count reliably up to 3 everyday objects.
- Count reliably up to 6 everyday objects.
- Respond to the vocabulary involved in addition and subtraction in rhymes and games.
- Recognise differences in quantity when comparing sets of objects.
- Find one more and one less when comparing objects from a group of up to 5 objects.
- Experiment with a range of objects and materials showing some mathematical awareness.
- Sort or match objects and to talk about sorting.
- Describe shape in simple models, pictures and patterns.

**Spring Term**
- Say number names in order.
- Recognise numerals 1-9.
- Count reliably up to 10 everyday objects.
- Relate addition to combining two groups.
- Relate subtraction to taking away.
- Begin to use the vocabulary involved in adding and subtracting in activities and discussions.
- Talk about, recognise and recreate simple patterns.
- Use everyday expressions to describe position.
- Use language such as ‘circle’ or ‘bigger’ to describe the shape and size of solids and flat shapes.

**Summer Term**
- Revisit all the areas worked on in the previous terms.
- Order numbers up to 10.
- Use developing mathematical ideas and methods to solve practical problems.
- Begin to recognise numerals up to 20.
- Find one more or one less than a number from 1-10.
- Use a range of strategies to help with basic addition and subtraction.
- Use language such as ‘bigger’, ‘smaller’, ‘heavier’, or ‘lighter’ to compare quantities.
- Use mathematical language to describe solid (3-D) objects and flat (2-D) shapes.
KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The aims and purposes of this Learning Area in Early Years are to enable children to develop the knowledge, skills and understanding to make sense of the world.

In Early Years children will learn to:

**Autumn Term**

- Show curiosity and interest by exploring their surroundings.
- Observe, select and manipulate objects and materials.
- Identify simple features and significant personal events.
- Identify obvious similarities and differences when exploring and observing.
- Construct in a purposeful way, using simple tools and techniques.
- Investigate places, objects, materials and living things, by using all the senses as appropriate.

**Spring Term**

- Identify some features of places, objects, materials and living things expressing likes or dislikes.
- Ask questions about why things happen and how things work.
- Look closely at similarities, differences, patterns and change.
- Find out about past and present events in his/her own life and those of family members and other people he/she knows.
- Know about own culture and beliefs and those of other people.

**Summer Term**

- Revisit all the areas worked on in the previous terms.
- Find out about and identify the uses of everyday technology.
- Discover the different range of objects used in information and communication technology.
- Build and construct with a wide range of objects, selecting appropriate resources, tools and techniques and adapt own work where necessary.
- Make simple records and evaluations of his/her work.
PHYSICAL DEVELOPMENT

The aims and purposes of this Learning Area in Early Years is to enable children to gain confidence in knowing what they can do and to help them develop a sense of well-being through being physically active, as well as improving their skills of coordination, control, manipulation and movement. In addition to improving both fine and gross motor skills this learning area also aims to promote an understanding of a healthy lifestyle.

In Early Years children will learn to:

**Autumn Term**

- ✓ Move spontaneously, showing some control and coordination.
- ✓ Move with confidence in a variety of ways, showing some awareness of space;
- ✓ Usually show appropriate control in large and small-scale movements.
- ✓ Move with confidence, imagination and in safety.
- ✓ Travel around, under, over and through balancing and climbing equipment.
- ✓ Show awareness of space, of self and of others.

**Spring Term**

- ✓ Demonstrate fine motor control and coordination.
- ✓ Use small and large equipment, showing a range of basic skills.
- ✓ Handle tools, objects, construction and malleable materials safely and with basic control.
- ✓ Learn from mistakes and refine their movements.
- ✓ Engage in physical tasks in the outdoor environment, exploring the natural world and using a wide range of made resources.

**Summer Term**

- ✓ Revisit all the areas worked on in the previous terms.
- ✓ Use their senses in physical activities.
- ✓ Recognise the importance of keeping healthy and those things which contribute to this.
- ✓ Recognise the changes that happen to his/her body when she/he is active.
- ✓ Repeat links and adapt simple movements, sometimes commenting on her/his work.
CREATIVE DEVELOPMENT

The aims and purposes of this Learning Area in Early Years are to enable children to make connections across different elements of learning and extend their understanding by providing practical first-hand experience and involvement for the child. To resume; Creative Development is often the vehicle for further learning- or reinforcement of other Learning Areas.

In Early years children will learn to:

**Autumn Term**

- Explore different media and respond to a variety of sensory experiences.
- Engage in representational play.
- Create simple representations of events, people and objects.
- Engage in music making.
- Capture experiences using a variety of different media.
- Sing simple songs from memory.
- Explore colour, texture, shape, form and space in 2 or 3 dimensions.

**Spring Term**

- Recognise and explore how sound can be changed.
- Recognise repeated sounds and sound patterns and match movements to music.
- Use imagination in art, design, music, dance, imaginative and role play and stories.
- Respond in a variety of ways to what he/she sees, hears, smells, touches and feels.
- Express and communicate ideas thoughts and feelings using a range of materials.

**Summer Term**

- Revisit all the areas worked on in the previous terms.
- Express ideas, thoughts and feelings using suitable tools, imaginative and role play, movement, designing and making, and a variety of songs and musical instruments.
- Express feelings and preferences in response to artwork, drama and music.
- Respond to own work and that of others when exploring and communicating ideas, feelings, and preferences through art, music, dance, role-play and cookery.
Aims and objectives of the Reception Syllabus at ISB

In Reception class, the day is more structured and children begin to conform to routines and attempt more formal work.
The Reception class is a transition class between Early Years and Key Stage 1.

Reception children continue working towards the Foundation Stage learning goals, building on the work done in Early Years and extending it. Time is spent each day on language and literacy activities. Children learn about letters and letter-sounds and start to learn the basics of reading. They begin to write in English and show awareness of some of the different purposes of writing. Phonics are taught daily through games and fun activities.

There are many opportunities for developing speaking and listening skills during discussion sessions, singing and stories.

The children are encouraged to write alone and they make some excellent attempts using their word building skills.

We introduce reading books when we feel that the children are ready and they take these books home with them as often as possible.

In Mathematics the emphasis is still on practical activities, helping the children to understand the use of appropriate mathematical language to describe shape, position, size and quantity. Children recognise and recreate patterns. They are familiar with number rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognise and use numbers to 10 and beyond and begin to use their developing mathematical understanding to solve practical problems.

Individual subject areas are named below alongside the teachers responsible for planning and delivering that part of the curriculum.

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<tr>
<td>Mathematics</td>
<td>Class teacher</td>
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<tr>
<td>Topic work</td>
<td>Class teacher</td>
</tr>
<tr>
<td>ICT</td>
<td>Specialist ICT teacher</td>
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<tr>
<td>Music</td>
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<td>Art</td>
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<td>French as a mother tongue</td>
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<td>English as a second language</td>
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<td>Physical Education</td>
<td>Class teacher</td>
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<tr>
<td>Drama</td>
<td>Specialist Drama teacher</td>
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

In Reception, children will learn to:

**Autumn Term**
- Tackle their own challenges.
- Operate independently within the environment and show confidence in linking up with others for support and guidance.
- Share experiences and feelings during Circle Time and discussions
- Become aware of different cultures.

**Spring Term**
- Interact with other children and teachers will allow them to learn from their experiences, including their mistakes.
- Manipulate materials accessed and used them independently.
- Ask questions, seek answers, make decisions and solve problems through activities.

**Summer Term**
- Share knowledge from different parts of their life experiences.
- Show an awareness of other cultural differences.
- Be curious, enthusiastic and busy during activities resulting in confident, independent learners
COMMUNICATION, LANGUAGE AND LITERACY

In Reception, children will learn to:

**Autumn Term**

- Develop an emerging self-confidence to speak, and listen to others about needs and interests.
- Develop a comfortable and efficient pencil grip.
- Extend their vocabulary to explore the meanings and sounds of new words.
- Recognise letters sounds and introduce blends.
- Form lower case letters correctly and to recognise upper case letters. Write their name.
- Recognise initial sounds and letters in word and writing.
- Show an interest in illustrations and print in books.
- Look at simple non-fiction texts, including recounts.
- Recognise high-frequency and familiar words. (Use of Jolly Phonics Books)

**Spring Term**

- Listen to and join in stories and poems one to one and also in small groups.
- Continue to consolidate work from the previous term.
- Continue to practise handwriting, learning correct letter formation.
- Become aware of the need to use punctuation.
- Show an interest in illustrations and print in books.
- Begin to be aware of how stories are structured and make predictions in their stories.
- Write labels captions and simple sentences.
- Identify sound blends in words.

**Summer Term**

- Continue and consolidate work from previous terms.
- Show an understanding of the elements of stories such as main characters, sequence of events and openings.
- Use writing as a means of recording and communicating.
- Retell narratives with increasing detail. Retell stories giving main points in sequence.
- Know initial, medial and final sounds in common C.V.C. words. Identify sound blends in words.
- Write captions for their work.
- Write simple lists.
MATHEMATICAL DEVELOPMENT

In Reception, children will learn to:

**Autumn Term**

- Recognise numerals 0-10.
- Count reliably up to 10 everyday objects.
- Talk about, recognise and recreate patterns.
- Use language, such as circle or bigger to describe the shape and size of solids and flat shapes.
- Say and use the number names in order in familiar contexts.
- Use non-standard measures.
- Use language of time – o’clocks.
- Experience practical capacity.

**Spring Term**

- Find one more or one less than a number from 0-10.
- Count and order numbers to twenty.
- Begin to use the vocabulary involved in adding and subtracting in practical activities and discussion.
- Show an awareness of money: count in 2s, 5s and 10s.
- Use language such as more or less, greater or smaller, heavier or lighter to compare two numbers or quantities.

**Summer Term**

- Consolidate all areas covered in previous terms.
- Begin to relate addition to combining two groups of objects and subtracting to 'taking away'.
- Read, write and order numbers from 0 to 20.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve problems.
KNOWLEDGE AND UNDERSTANDING OF THE WORLD

In Reception, children will cover some of the following topics:

**Autumn Term**

- **Myself, Food and Health** - Children will learn about the importance of food, water and exercise for humans to stay healthy and alive. Children will look at the differences between themselves and others; treating others sensitively.

- **Myself, my environment and my school/home** - In studying their environment children will learn to ask questions about where they live and the natural world. They will take notice of features in the local environment. They will use appropriate vocabulary to reinforce observations. e.g. town, park, village, city.

- **Myself, body parts and the senses** - Children will learn about their bodies and investigate the five senses.

- **Myself, families** - Children will look at their families and family trees.

- **Autumn, seasons**

- **Christmas, the first Christmas**

**Spring Term**

- **People who help us** - We will look at people who help us at home and school. Children will learn about the Emergency services and keeping safe.

- **New Year and winter** - We will look at seasonal changes and traditions and customs. Children will learn about the hibernation of animals in winter.

**Summer Term**

- **Transport** - We will learn about a variety of transport systems, looking at the history of transport and air, land and sea transport.

- **Summer** - We will investigate the outside world – minibeasts, the weather, plants and flowers and understanding that plants need light and water to grow and seaside in summertime.
PHYSICAL DEVELOPMENT

In Reception, children will learn to:

**Autumn Term**

- Respond to action songs.
- Move to words such as gallop, slither, follow, lead, etc.
- In drama children will be encouraged to move at more than one speed and use a wide range of body parts.
- Exercise increasing control over an object i.e. throwing catching, pushing.

**Spring Term**

- Initiate new combinations of movement and gesture in order to express and respond to feelings ideas and experiences.
- Understand safety on landing will be taught in gymnastics.
- Understand the creation of space, time and safe surfaces to plan their own routes indoors and out.
- Participate in role-play experiences.
- Use words such as between, through, above, etc, which will encourage their movement development.
- Understand questions which will be set to lead children towards estimating and recording.

**Summer Term**

- Develop and refine existing skills from previous terms
- Continue using a wide range of small and large apparatus both indoors and out.
CREATIVE DEVELOPMENT

In Reception, children will learn to:

**Autumn Term**

- Tap out simple repeated rhythms.
- Explore and learn how sounds can be changed through a variety of practical apparatus and activities.
- Experiment with construction kits, collages, paintings and drawings.
- Move using dance and expression.
- Experiment with materials to create different textures.
- Work creatively on a large or small scale.
- Imitate and create movement and respond to musical stimulus.

**Spring Term**

- Express their thoughts, ideas and feelings in a variety of ways such as, role-play, painting and responding to music.
- Extend their thinking through involvement and through the use of appropriate materials and media.
- Find solutions to problems.
- Recognise that we feel through our senses.

**Summer Term**

- Build their confidence and self-esteem.
- Talk about their experiences in greater depth and detail.
- Continue extending their experience and imagination through pictures, paintings, poems and stories, music and dance.
- Share their ideas and discuss and appreciate the beauty around them in nature and the environment.