



British International School
of Ljubljana
an Orbital Education School



EARLY YEARS CURRICULUM GUIDE 2020 - 2021

RESPECT · EMPATHY · EXCELLENCE · CHALLENGE

Introduction

Welcome to the BISL Early Years Curriculum Guide. This document is intended to support parents' understanding of our approach to education in the Early Years Foundation Stage for children aged 2 - 5. Please refer to the **Primary Student Handbook** for more information about general school routines and policies.

This version of the Handbook is dated **1st September 2020**.

Please check [online](#) for the latest version, as it may be updated periodically throughout the year. Printed copies will *not* be issued by the school, and in the interests of environmental sustainability, please think twice before you click "Print" at home.

Our Vision

We aim to inspire **lifelong learners** and caring global citizens, in a **community** where everyone feels encouraged, supported and challenged.

Our Mission

We provide a **high quality British style international education** in English, balancing tradition and innovation.

Our passion is creating a **positive, safe and nurturing learning environment** in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people.

We will endeavour to **create opportunities** to develop creativity, collaboration and critical thinking skills through an **inclusive and personalised experience**.

Our Values

RESPECT

We learn at school by showing respect to everyone in the community.

EXCELLENCE

We strive for excellence in everything we do.

EMPATHY

We develop empathy for those around us.

CHALLENGE

We embrace a challenge as it enriches our learning.

Academic Calendar 2020 - 2021

Orientation Day	Friday, 21 August 2020
Block 1 Begins	Monday, 24 August 2020
Block 1 Ends	Friday, 25 September 2019
Block Break (School Closed)	Monday, 28 September - Friday, 2 October 2020
Block 2 Begins	Monday, 5 October 2020
Block 2 Ends	Friday, 6 November 2020
Block Break (School Closed)	Monday, 9 November - Friday, 13 November 2020
Block 3 Begins	Monday, 16 November 2020
Block 3 Ends	Friday, 18 December 2020
Block Break (School Closed)	Monday, 21 December 2020 - Friday, 1 January 2021
Staff Training Day (School Closed)	Monday, 4 January 2021
Block 4 Begins	Tuesday, 5 January 2021
Block 4 Ends	Friday, 5 February 2021
Block Break (School Closed)	Monday, 8 February - Friday, 12 February 2021
Block 5 Begins	Monday, 15 February 2021
Block 5 Ends	Friday, 26 March 2021
Block Break (School Closed)	Monday, 29 March - Friday, 2 April 2021
Public Holiday	Monday, 5 April 2021
Staff Training Day (School Closed)	Tuesday, 6 April 2021
Block 6 Begins	Wednesday, 7 April 2021
Public Holiday	Tuesday, 27 April 2021
Block 6 Ends	Friday, 14 May 2021
Block Break (School Closed)	Monday, 17 May - Friday, 21 May 2021
Block 7 Begins	Monday, 24 May 2021
Block 7 Ends	Thursday, 24 June 2021
Public Holiday	Friday, 25 June 2021
Staff Training Day (School Closed)	Monday, 28 June 2021
Staff Training Day (School Closed)	Tuesday, 29 June 2021

Early Years Foundation Stage (EYFS): Framework

Learning in EYFS for children aged 2 - 5 is based on the English National Curriculum Early Years Foundation Stage framework with a topic-based approach, enhanced by free-flow learning.

This exciting and challenging curriculum based on the observation of the children's needs, interests and stages of development across seven areas of learning to enable the children to achieve and exceed their Early Learning Goals.

Our Pedagogical Approach: Topics and Free Flow Learning

At BISL, we believe in a cross-curricular approach to learning. To facilitate this, we focus areas of learning around Topics to stimulate the children's imagination, allowing them to build links between individual areas and, later on, discrete subjects, as this topic-based approach continues in Primary school.

We are flexible with the topics covered, to reflect and follow the children's interests. As such, sometimes we may spend longer or shorter on a topic than we originally planned, and will likely cover different topics from one year to the next.

Topics covered may include:

- All about me
- Animals
- Homes and Houses
- Once Upon a Time
- Patterns
- Plants and Flowers
- Shopping
- Superheroes
- Transportation

A successful Free Flow environment offers a rich play and learning experience for children. It allows them to progress at their own individual pace, and practice in choosing and in dealing with the consequences of their choices.

It also encourages a more flexible and open-ended use of the group's resources both indoors and outside.



The outstanding Free Flow provision at BISL affords children the opportunity to extend their learning experience by immediately being able to take it from the indoor environment to the outdoor one, where it takes on additional meaning, enhanced context and above all, brings the natural elements of the world around them into their learning experience.

Early Years Practice: Overarching Principles

Four guiding principles shape practice in our Early Years. These are:

- 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**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs, with a strong partnership between home and school
- children develop and learn **in different ways** and **at different rates**.



The EYFS Framework: Areas of Learning

The 7 Areas of Learning covered by the EYFS framework are broken down into 3 Prime Areas and 4 Specific Areas of Learning:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Creative Development (Expressive Arts & Design)

These areas are, of course, interlinked and overlapping, and are enhanced by our Topic-based and Free-Flow learning approach.

Prime Areas of Learning: Communication and Language

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



How it's linked

Here are a few examples of how Communication and Language connects to other prime areas of learning.

Personal, Social and Emotional Development

A child who can communicate feelings, needs and ideas develops a strong sense of self and is increasingly able to relate to others in rewarding and appropriate ways.

Physical Development

Through describing actions (which increases conscious control) and through talking about health and the factors which influence it.

Prime Areas of Learning: Physical Development

Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be supported to understand the importance of physical activity, and to make healthy choices in relation to food for example.

How it's linked

Here are a few examples of how Physical Development connects to other prime areas of learning.

Personal, Social and Emotional Development

Increasing physical control provides children with an experience of the self as an active agent in the environment, promoting growth in confidence and awareness of control.

Communication and Language

A child who can effectively use the large movements and gestures, as well as the fine movements involved in speech, is able to convey messages to others.



Prime Areas of Learning: Personal, Social and Emotional Development

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop a 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.

How it's linked

Here are a few examples of how Personal, Social and Emotional Development connects to other prime areas of learning.

Physical Development

A child who feels secure and safe is confident to expand the boundaries of exploration and is motivated to reach, move and test physical capacities.

Communication and Language

Communication and language within relationships that establish turn-taking or joint activity, develops a desire to communicate and builds an understanding of shared meanings of words.

Specific Areas of Learning: Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write.



Children learn how to read and comprehend simple sentences, using phonic knowledge. As they advance, they will be able to understand some of the more commonly used irregular words and to converse with others about what they are reading.

Using phonic knowledge, children should learn how to write down words based on the sound of the word when it is spoken, including some irregular words. They work towards writing simple sentences that can be understood and read out.

At BISL, we use Jolly Phonics to learn the sounds of the alphabet and move on to digraphs, which are two letters together which make a sound, such as 'ai'.

Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Each week children take home a reading book to share with adults at home.

Specific Areas of Learning: Mathematics

Mathematics involves providing children with opportunities to develop their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces, and measure.

Under the framework, children will be able to count from 1 to 20 and beyond and carry out basic addition and subtraction.

When looking at shape, space and measures, children should be able to problem solve and compare quantities using measurements such as size, weight, capacity, position, distance, time and money.

Children will also develop their understanding of different patterns.



Specific Areas of Learning: Understanding the World



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.

As such, there are three segments to this section:

- **People and Communities** – talking about events in both the past and the present, children will be able to describe things that have happened to themselves and family members and recognise that there can be differences in what other people enjoy doing, including different traditions.
- **The World** – children will be able to recognise similarities and differences in their own living environment and that of others, whether place, object, material or living things, such as plants and animals.
- **Technology** – children will have a basic grasp of how and where technology might be used.

Specific Areas of Learning: Creative Development (Expressive Arts & Design)

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 the sharing of thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Whilst exploring and using different media, children will sing, make music and dance, as well as use different materials, tools and techniques to experiment with colour, design, texture, form and function.

Being imaginative is also very important. Children are encouraged to represent their own ideas, thoughts and feelings using media and materials through creative activities such as art and design, music, dance, role play and storytelling.



Progress & Development:

Early Learning Goals

The Early Learning Goals are the goals or targets for children to achieve at the end of their EYFS Reception year. They will be working towards these goals throughout their time in Early Years.

EYFS outcomes are the result of ongoing observations and assessments of individual children, ensuring that they are developing at the rate expected and spotting any areas where the child may need further support.

Area	Aspect	Early Learning Goal
Personal, Social and Emotional Development	Making Relationships	Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the World	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Creative Development	Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Our School Day: Timetable

During the school day, the children will participate in a variety of timetabled activities to guide their learning, spending as much time outdoors as possible.

	7:50 - 8:05	8:05 - 08:45	08:45-09:25	09:25-10:05	10:05-10:45	10:45-11:25	11:25-12:05	12:05-12:45	12:45-13:25	13:25 - 14:05	14:05 - 14:45
MONDAY		Performance	Phonics	Show & Tell	Free flow	Outdoor					
TUESDAY		PE	Phonics	Maths	Solve						
WEDNESDAY	Registration	Performance	Phonics	Free flow	Solve	Outdoor	Lunch	Story	Sleep	Rest/ Quiet time	Snack
THURSDAY		PE	Phonics	Maths	Free flow						
FRIDAY		PE	Phonics	Solve	Assembly						

Healthy Eating: School Lunch & Snacks

Lunches are prepared by an external catering company, [SuperCatering d.o.o.](#) The menu for each month is sent out by the 23rd of the previous month.

Packed lunches may also be brought in from home each day, labelled with the student's name.

Fresh fruit is available for students daily. We encourage children to bring a healthy snack with them, as well as a water bottle, labelled with their name.

Snacks might include:

- Sandwiches
- Cubes of cheese
- Fruit
- Cereal bars

- Savoury biscuits
- Small pieces of cooked meat
- Cut-up carrots/cucumber/cherry tomatoes
- Small plain cake
- Small tubs of yogurt (better just in cooler weather)
- Fresh juice or water

Please **do not** pack any:

- Sweets (candy) or chocolate.
- Food that needs to be reheated or refrigerated.
- Drinks in cans or glass bottles for safety reasons.
- PEANUTS because of allergies of other students.
- Sugary or energy drinks, e.g. Red Bull, Coke.

OUR SCHOOL AT A GLANCE

Exams offered -
IGCSE & A LEVEL

(Cambridge/AQA)



English
National
Curriculum



250

Number
of students



Languages
taught

- English
- Slovene
- French

2-18 Current
age range



40+

Nationalities

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