

*Our Guide to*

# Early Years Foundation Stage

2017-18



**THE BRITISH SCHOOL  
OF BEIJING, SANLITUN**  
A NORD ANGLIA EDUCATION SCHOOL

*Our mission is to  
be ambitious for  
every student in  
our school*

## *Welcome from the Principal*



Dear Parents,

Welcome to the Early Years Foundation Stage (EYFS) at The British School of Beijing, Sanlitun (BSB Sanlitun).

The EYFS handbook will introduce you to the specific policies and procedures which will help you to support your child in quickly becoming integrated into their life at our school. Please take the time to read it through carefully and keep it on hand for future reference.

It is widely accepted that it is within the Early Years that the foundations of a successful education are laid. We acknowledge the importance of this stage within BSB Sanlitun by adopting the best practice of the UK EYFS Framework to provide your children with the best possible introduction to their school life.

I have been proud to see the development of this important stage of the school over the last couple of years under the direction of Kirsten Harding, our Head of Early Years. Ms Harding has a wealth of experience at this stage, both in the UK and internationally, and, supported by her committed team, she has created a department which reflects her own well-organised and caring approach to the educational development of children.

As you would expect, the emphasis at this age is on learning through direct experience, with a focus on playbased activities and particular attention being given to children's personal, social and emotional development to help them develop the confidence they need to become independent learners. Classrooms are lively places, full of the joy of learning with children supported by class teachers, teaching assistants, cleaning support assistants (ayis) and specialist teachers in music, performing arts, PE and Chinese to ensure that they are provided with the experiences to match the full range of their talents and abilities.

The facilities provided at BSB Sanlitun for our EYFS children really do provide an ideal environment to support their educational development. Our children enjoy a safe and caring environment with specialist areas for role play, reading, dance, music and indoor and outdoor play areas.

I have no doubt that you will see your child grow in confidence and ability in a learning environment where they can feel respected and can learn to respect others.

Welcome to our community.

David Laird  
Principal

Welcome to  
Early Years

## Welcome from the Head of Early Years



Dear BSB Sanlitun Community,

We are delighted that you have chosen The British School of Beijing, Sanlitun for your son or daughter. We look forward to a happy partnership with both yourself and your child.

During their time with us, we aim for children in the Foundation Stage to develop their independence and confidence in all areas. We aim to create an environment where children feel safe, secure, happy and motivated to learn. This is through a variety of stimulating and challenging experiences, which develop the whole child in line with our school ethos of meeting the individual needs of every child.

At BSB Sanlitun, the Foundation Stage incorporates Tadpoles (1 & 2 year olds), Pre-Nursery (2 & 3 year olds), Nursery (3 & 4 year olds) and Reception (4 & 5 year olds). In this stage, children in each class are supported by at least two teaching staff, a fully qualified teacher and teaching assistants, as well as a cleaning support assistant (ayi). Throughout the year, we are also joined by many other adults who enrich the school experience of your child, for example, we have visitors that include parents, nurses, doctors, dentists, policemen, etc.

In the Foundation Stage, we follow the British Early Years Foundation Stage framework (EYFS) currently being taught in all Early Years settings in the UK. The EYFS framework is based on the philosophy that young children learn best through a play-based curriculum, with a balance of adult-led and child initiated activities. Children are continually assessed to ensure they are being suitably challenged. Assessments are carried forward to the child's next class and ultimately to Key Stage 1, to ensure a smooth transition for each child.

Our mission is to be ambitious for every student in our school, academically, socially and personally whilst fostering a love of life long learning. We help your child to identify their personality, talents and abilities, enabling them to develop a strong sense of self, feel positive about their abilities as a learner, form constructive relationships and become confident communicators.

Welcome to our school! If you require further information or have any questions, please feel free to contact me at [kirsten.harding@bsbsanlitun.com](mailto:kirsten.harding@bsbsanlitun.com)

I hope the following information gives you an insight into life in the Foundation Stage at BSB Sanlitun.

Kirsten Harding  
Head of Early Years



*Creating a lifelong  
love of learning*

### *BSB Sanlitun Baby Group*

We understand the needs of young children and parents to have an environment that invites social interactions and stimulating play opportunities. Every Tuesday morning (except school holidays), from 9:00am to 10:30am at our Early Years building, we invite you to come along, meet new friends, and join in our singing and storytelling at the end of each session.

### *The Foundation Stage Curriculum*

We must always remember that 'play' is a young child's work and that the ground we cover will lead automatically to a readiness for reading, writing and mathematical concepts.

Our well-balanced, carefully-planned Foundation Stage curriculum will enable your child to progress towards the English National Curriculum. Work is planned through the seven areas of learning, where language, numeracy, social, physical, scientific and technological skills are provided for and developed through conversation, discussion, questioning, reasoning, stories, rhymes, books, social play, games and outdoor activities.

The seven areas of the Foundation Stage curriculum are:

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

At BSB Sanlitun, we aim to provide a caring, relaxed and happy atmosphere, which will allow your child to enjoy the learning experiences offered while developing their potential in their own time and at their own pace. Work is carefully differentiated to cater for individual needs. Praise will be given to celebrate successes and support provided in areas for development. Learning experiences are play-based to ensure wide-ranging and first hand experiences for all.

Assessments are made continually throughout your child's education to ensure they are progressing at expected levels and are suitably challenged.

Cultural awareness is promoted throughout the year through songs, rhymes, class celebrations and festivals. Time is given for expression through art, music, dance and drama, often integrated with singing sessions and school assemblies.

As children who attend BSB Sanlitun are living in China, we feel it is very important that they learn about the customs and language of their host country. Children in the Foundation Stage take part in the Chinese language programme, which is taught by native-speaking Chinese teachers. In Nursery and Reception, children receive three 1-hour madarin lessons every week.

English is the language of instruction and it is expected that children from Reception-age upwards have an acceptable level of English to ensure they can successfully access the curriculum.

We pride ourselves on being able to offer children specialist teachers to teach in the areas of PE, drama, choral and Chinese. Parents will get the opportunity to meet specialist teachers at parent-teacher consultations.

Taking the children into the community is part of our curriculum. We aim for each class to have a field trip each term. Parents will be notified of field trips throughout the year.

A guideline to the main objectives of the Early Years programme is included on the following page. For further information about the Early Years Foundation Stage, please go to below website and search EYFS: [www.education.gov.uk](http://www.education.gov.uk)

At the beginning of each term, a curriculum overview will be given to all parents to inform you of the teaching and learning that will take place in your child's class during that term. A 'Week at a Glance' emails are sent to parents on Fridays, and teachers also provide a home learning tip sheet.

*We believe strongly  
in working  
together with home*

## Classes

Learning across the EYFS classes takes a play-based approach, whilst ensuring that all children are challenged at the right level for their age and stage of development. All classes have attractive environments and outside space to play.

### Communication & 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 must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

### 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.

### 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.

### Literacy

Development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

### Expressive Arts & 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. This is through a variety of activities in art, music, movement, dance, role-play and design and technology.

### Personal, Social & Environment 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.



### How can parents support

We encourage your support with your child's learning at home. The enjoyment and knowledge that young children get from books is invaluable at this age and we encourage parents to read with their child as often as possible at home.

Once children are in Reception, they will start to do homework and will need their parents support to meet the expectations of the homework programme until they develop a greater level of independence. At BSB Sanlitun, we consider homework to be an excellent way to review or reinforce work taught in school rather than a way to extend learning.

# A thematic Approach

Our teachers adopt a thematic approach to teaching and learning in Tadpoles class, Pre-Nursery, Nursery and Reception. Children will learn by participating in a variety of carefully-planned and structured play-based activities for each theme, with slightly more formal activities beginning in Reception.

In the Foundation Stage, we have a flexible approach to learning; often we incorporate mini-topics into our curriculum based on children's interests and their natural curiosity about the world around them. In Nursery and Reception each child has an opportunity to be a learning leader, where they decide on the topic that they would like to present.

## Tadpoles Themes

### AUTUMN TERM

Me!  
Changes  
Celebrations

### SPRING TERM

China In Your Hands  
Once Upon A Time  
Down At The Bottom Of The Garden

### SUMMER TERM

Helping Hands  
Commotion In The Ocean  
Transport and Transition

## Pre-Nursery Themes

### AUTUMN TERM

How Do You Do?  
What Would Happen If?  
Have You Made A List?

### SPRING TERM

Did You Hear That?  
Who Lives Here?  
What Can We Do In The Garden?

### SUMMER TERM

Who Helps Us?  
Can You Hold Your Breath?  
Where Are We Going?

## Nursery Themes

### AUTUMN TERM

All About Me  
Bears  
Celebrations  
Christmas

### SPRING TERM

Be Curious  
Superheroes  
Nursery Rhymes  
Farm And Spring

### SUMMER TERM

Pirates  
Billy Goats Gruff  
Jaspers' Beanstalk  
Wheels And Machines  
Beach And Holidays

## Reception Themes

### AUTUMN TERM

We Are Family; Going On A Journey  
Going On A Bear Hunt; The Gruffalo  
Let's Pretend - Under The Sea; Castles  
Let's Pretend - We Are Zoo Keepers; Christmas

### SPRING TERM

Arctic Explorers; Penguins  
Chinese New Year  
Houses And Homes  
Dinosaurs; Space

### SUMMER TERM

Plants, Flowers And Mini Beasts  
Amazing Us  
People Who Help Us  
Police; Ambulance; Fire Service  
Up, Up And Away





## Life in Early Years

Early Years classrooms are very busy and active places. Your child may initially feel a little overwhelmed. This is normal and to be expected. With your help and with close cooperation between parents, your child will soon become confident and happy. Here is some general information that you may find useful before your child begins school:

### Settling-in Period

We understand fully that every child settles at an individual pace. Teachers will discuss with individual parents if they feel their child would benefit from such an arrangement for an extended period.

### Quiet Time

As part of the school routine, children in the full-day Pre-Nursery classes will have time to nap for one and a quarter hours and the Nursery children can choose to take a nap during their 30-minute quiet time each afternoon. The quiet time takes place in the classroom (which is both air-conditioned and heated) and soft music and lighting are provided to create a relaxing environment.

### Expressive Arts

In our Early Years classes, children are exposed to music on a daily basis and also enjoy singing sessions from our Choral Specialist.

### The School Day

The school day is from 8:30am until 3:30pm. Tadpoles and half-day Pre-Nursery children typically go home at 11:45am.

There are flexible breaks, a lunch break and an afternoon break, where children are given time to eat their snacks/lunch and take advantage of the facilities (sandpit, climbing frames, bikes and trikes, play equipment, etc) provided on the playground and we also incorporate outdoor learning sessions into the school day. Playtimes are supervised by members of the teaching staff at all times.

### Physical Education

Physical education plays a large part in the day. In Todpoles and Pre-Nursery, the children are given lots of opportunity to engage in physical activities. In Reception the children receive their PE lessons from our PE specialists.

An important aspect of physical education is swimming. Children in Pre-Nursery, Nursery and Reception take part in our swimming programme. As PE is such an important part of your child's development, all children are expected to participate in these lessons.

All PE and swimming lessons are taught by a PE specialist and fully-qualified swim instructors.

### Health and Absences

Regular daily attendance is expected, though sometimes absence is unavoidable. Please telephone the school on the day if your child is not able to attend. If your child has had vomiting or diarrhoea, please keep them at home for 24 hours. If they have a contagious illness, such as flu or chicken pox, please keep them home until a doctor certifies that they are no longer contagious.

Please advise us of any medical problems your child may have, particularly when there is a contagious condition or an allergy to materials or food.

Medicines will only be given in special circumstances and then the medicine must be clearly labelled with your child's name and dosage. If you would like us to administer medicine to your child at school, you will be required to sign a 'medicine approval form' obtainable from the school administration staff.

During particular times of the year, there are often mosquitoes around the school grounds. If your child suffers from a strong reaction to mosquito bites, please apply mosquito repellent patches on your child's clothing each day.

We have a qualified nurse on the school premises at all times in case of accidents or illness. In addition there is a trained first aider in each year group. The school nurse deals with day to day matters such as cuts, bruises and those children who feel unwell whilst at school.

## Air Quality

To ensure the air within the school is as clean as possible, we have air purifiers throughout the Early Years building. You can find full details on our Air Quality Policy in our School Information Handbook.

## Food and Drink

A hot lunch is served to all children in school every day. School lunches are paid for in advance along with tuition fees. If your child has dietary restrictions (whether for health, religious or allergy reasons), please inform the school immediately if you have not already done so. We will inform the school kitchen and special arrangements will be made to provide suitable alternatives. A balanced meal including water is served and there is a choice of yoghurts.

Lunch is self-service in the school dining hall and is offered in year-group order. Reception children are served directly at their table. Nursery, Pre-Nursery and Tadpoles children eat their lunch in their own dining hall.

Healthy snacks are served both in the morning and afternoon in Early Years stage. Children in Year 1 and above are welcome to bring in a suitable healthy snack from home (fruit, dry biscuit) to eat mid-morning if they wish.

Please note that the school is a nut-free zone.

On their first day at school, all children with special lunch requirements will be issued with a special brightly coloured badge to wear at lunchtime and a red tray to use to help the kitchen staff identify them easily and make sure they are given the correct meal.

## Buses

Here at BSB Sanlitun, we view the school buses as an extension of school and the same high expectations are in place for all the students using them. There is often a range of ages present on a bus, and the older children are encouraged to take care of the younger children and act as role models.

If your child is not taking their usual bus home, then parents must inform our bus coordinator, who coordinates the bus system at BSB Sanlitun, and the class teacher the day before. All our buses have a bus monitor, who is responsible for monitoring safety on the bus and who will contact parents if the bus is delayed for any length of time.

## Reading & Library Facilities

We have an Early-Years-specific library, which is used to enhance the curriculum. All children are given the opportunity to choose a library book each week to take home to share with parents. This book should be returned to school each week to enable your child to change it for another.

In addition, Reception children will start to bring home levelled reading books. To help support their early reading skills, we ask parents to read with their child as often as possible. The reading books will be changed regularly and should therefore be kept in your child's book bag to enable the teacher to change it as necessary. At the beginning of the year, we hold a curriculum workshop, which gives parents information about how we teach reading and how you can support them at home.

## Behaviour

We have very high expectations of behaviour and always encourage children from a very young age to be helpful and show respect for others. However, we do understand that from time to time, children sometimes make mistakes or misbehave. This will always be dealt with in a sensitive way and the child will be reminded of acceptable behaviour. If a problem persists, you will be notified and an appointment will be made for teachers and parents to discuss any issues or concerns.

## Reward System

Early Years has a reward system, which encourages good behaviour, academic achievement and effort, including the Spotted and Star Citizen certificates.

Once your child has been accepted they will be allocated a 'House' (Normans-Red, Saxons-Green, Vikings-Yellow, Romans-Blue). Throughout the year, we have a variety of house events, in which your child will participate. For these events, your child should come to school in their house colour t-shirt (which can be purchased from our uniform shop). You will be notified of your child's house colour once your child enters the school. Siblings will be assigned to the same house.





### Communication with Parents

Parents receive a daily email, updating parents on important school events, what lessons the students had that day and any homework that was set.

Please keep staff informed of major changes in your child's life, such as moving house, new siblings or parents travelling on business, as all of these events may affect the well-being or behaviour of your child. If the teacher is aware of changes, they will observe your child's behaviour and therefore give you valuable feedback to alleviate any issues.

### Role of Parents

We acknowledge the importance of involving our parents in their child's education, and we encourage the support of parents throughout the school. Our Parents' Association (PA) organises events such as International Day and a variety of other fun activities. Each year, the PA asks for parent representatives from each class. If you feel you would like to be a class rep then please feel free to contact your child's class teacher.

### Special Events

Throughout the year, we have many special events, where the children are asked to come to school in costume or fancy dress. We have a Book Week, where we invite guest readers (parents and other teachers) into classes to read their favourite stories. During Book Week, the children come to school on one of the days dressed as a character from a book. We also have International Day, where the children come to school dressed in the national costume of their country or choose to 'adopt' a country's national costume if preferred. A popular event is Halloween, as the children can come to school dressed as their favourite character or as something scary! We also celebrate Chinese New Year, where once again the children come to school in traditional Chinese costumes and participate in a variety of Chinese activities.

There are a variety of other curriculum events throughout the year, including a Sports Day. Another highlight of the year is the Reception Christmas Performance, in which all children perform for parents in our festive show. As you can imagine, this creates a very broad and vibrant curriculum and each year we add into this mixture a number of curriculum information presentations, workshops and open days to give our parents an opportunity to gain a better understanding of exactly what the Early Years Foundation Stage curriculum is all about. We also have an end of year production for Pre-Nursery and Nursery.

### Transition

Towards the end of the year, the children participate in a variety of 'transition' activities and where possible, meet their new teacher. This is to ensure the move from one year to the next is as stress free and smooth as possible for the children.



#### *DENTA Inspection Report (March 2016)*

“ Pre-Nursery and Nursery provision is outstanding in all aspects.

EYFS parents are offered excellent information about their children's development and progress through the online learning journal 'Tapestry'. Parents share progress made at home with the class teacher, using a range of initiatives including 'Wow Steps' and 'Learning Leaves'.





# *End of Year Expectations*

*Early Years Foundation Stage*

## LITERACY

### Reading

- I like to share stories with you and can find my favourite stories for you to read to me.
- I have favourite rhymes and songs and join in with the actions and songs.

### Writing

- Toddlers need to hear words and learn to use these.
- Toddlers need to explore what happens when they use their hands and/or feet.
- I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

## COMMUNICATION AND LANGUAGE

### Listening and Attention

- When you read me a story I like to join in with the sounds that different characters and things make.
- When you sing rhymes I join in with the actions and sounds that different characters and things make.
- When I play with my favourite toys I am enjoying myself so much I don't always hear you when you talk to me.

### Understanding

- I can tell you the names of toys or things that I want.
- If you tell me to find a toy or thing from a basket or box I can find the right things.
- I can understand what to do when you tell me to do something, such as 'Throw the ball' or 'Put the baby to bed'.

### Speaking

- I use words that I have heard you say, such as 'Oh dear' or 'All gone'.
- I am starting to say two word phrases such as 'want ball' or 'more juice' to tell you what I want or need.
- I use lots of everyday words that are important to me, such as 'banana', 'go', 'sleep' or 'hot' to tell you things.
- I am beginning to ask you questions, like 'What's that?' and 'Why?'.
- Sometimes when I am playing with toys or sharing a story with you, I will talk to you about things that the toys and pictures remind me about.

## PHYSICAL DEVELOPMENT

### Moving and Handling

- I can walk upstairs when a grown up holds my hand.
- I come downstairs backwards on my knees, holding on to the steps and come down one step at a time.
- I know that when I move a chunky crayon or pen round, up and down and across, the marks I make on the paper look the same as the way I moved my hand.

### Health and Self Care

- I can tell you what I like and don't like to eat and drink.
- I like to try new things to eat.
- I can hold a lidded cup in both hands and not spill too much drink as I put the cup to my mouth.
- I can tell you when I need my nappy or pants changed.
- I can tell you when I need to sit on the potty or go to the toilet.
- I like to help you when you get me dressed and undressed by finding my clothes and trying to put them on. When you change me I can find my wipes and new nappy and give them to you.

## PSED - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### Making Relationships

- I like to play next to other children.
- I can go and play by myself or with other children but when I am feeling tired, worried or upset I will find a grown up that I know.
- I can play turn taking games, like rolling a ball back and forth, with a grown up.

### Self Confidence and Self Awareness

- I can go and play with new toys by myself but like to find a grown up that I know when I need them.
- I am beginning to use my toys to pretend they are something else, such as pretending my teddy is a baby.
- I try to do things for myself, such as putting my boots on, and will tell you 'no' if you try to help me.

### Managing Feelings and Behaviours

- I will look worried if I hear someone I know crying or happy and excited if I hear a grown up that I know.
- Sometimes I will get cross when I want to do things for myself and I can't do them.
- Sometimes, when you tell me what to do, rather than 'no' I am able to do it.
- I know which toys are mine, which toys are my friends and that sometimes I have to share toys with my friends.

## MATHS

### Numbers

- I know that when you hide a toy under a blanket I will find it under the blanket.
- I can sort out my toys and things so that all the same ones are together.
- When I am playing with my toys or singing songs I will say number names in a mixed up order.

### Shape, Space and Measure

- I try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.
- I can build towers and long lines across the floor with bricks.
- I know the order I need to use things to help me get ready at bedtime or to get dressed.
- I know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.



## LITERACY

### Reading

- I have some favourite rhymes and songs.
- When you read my favourite stories I can join in with words and phrases that appear over and over again.
- I can tell you the missing word or phrase in stories and rhymes that I know really well, such as ‘Humpty Dumpty sat on a.....’

### Writing

- I can tell you about the different marks I make in my writing and drawing.
- I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.
- I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.

## COMMUNICATION AND LANGUAGE

### Listening and Attention

- I listen to stories when you make different noises and use different voices as you read to me.
- I can recognise sounds by finding or going to the thing or place.
- I join in with singing songs and rhymes.
- I stop what I am doing, look at you and listen to you when you say my name.

### Understanding

- When you ask questions like ‘Who’s jumping?’ or ‘Who’s sleeping?’ I can point to the right picture to show you that I understand action or ‘doing’ words.
- I understand longer instructions or questions such as ‘Put the bricks away and then we’ll read a book.’
- I can show you that I understand ‘who’, ‘what’ and ‘where’ when you use short questions such as ‘Who’s that?’, ‘What’s that?’ or ‘Where is?’ as we look at pictures in a book or play with toys.
- I can point to the right picture or object to show that I understand describing words such as ‘big’ or ‘small’.

### Speaking

- I can use simple sentences with 3-4 words to talk about what I am doing or what is happening.
- When I am talking with you, I talk about lots of different things - what I am doing, what I like or what I have done.
- I use objects and gestures to help me explain what I mean when I am talking.
- I can ask questions such as ‘what’, ‘where’ and ‘who’ when I am sharing a book or playing with toys.
- I am beginning to use word endings, such as ‘I am going’ instead of ‘I go’ and plurals, such as ‘babies’ when talking about more than one object or person.

## PHYSICAL DEVELOPMENT

### Moving and Handling

- I can run without bumping into things or tripping up.
- I can squat down on my knees to play and can get up without using my hands.
- I can climb up a ladder on a small slide or climbing frame or onto a sofa or armchair.
- I can kick a large ball.
- I can turn the pages in a book. Sometimes I might turn over more than one page at a time.
- I can hold a small jug and pour my own drink.
- I can hold a chunky crayon, pencil, pen or paint brush and make lines that go across, up and down or round and round.
- When I walk up and down stairs or steps I hold onto the hand rail and move one foot at a time on to the next step until both my feet are on. Then I do the same to get to the next step.
- I am beginning to hold pens and pencils with three fingers instead of my whole hand.

### Health and Self Care

- I am beginning to choose to hold objects in one hand more than in the other.
- I can hold a spoon to pick up my food and put it into my mouth to feed myself.
- I can drink from a cup with no lid and not spill my drinks as I put the cup to my mouth.
- I can tell you when I need to use the potty or toilet.
- I know how far I can climb up the stairs, the slide or the climbing frame on my own before I need to ask you for help.
- I can put on my hat, unzip my coat and take off my unfastened shoes/boots and cardigan/shirt by myself.
- I am beginning to be able to wash and dry my hands by myself.
- I can sit on the toilet by myself.

## PSED - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### Making Relationships

- I watch what other children are doing before I join in with them.
- I will go to grown ups I know when I want a cuddle, when I am upset and/or when I am excited.
- I am beginning to make friends.

### Self Confidence and Self Awareness

- I can say ‘goodbye’ to you when I have a grown up I know to help me.
- I can show you what I want to play with, eat and/or wear.

### Managing Feelings and Behaviours

- I will go to a grown up I know when I’m feeling sad, scared or worried.
- I will do or say something when someone I know looks sad, cross, scared or worried.
- I know that if I take my friend’s toy or shout at them they might get upset or cross.
- I will give my friend a hug if they are upset.
- I can sometimes stop myself from doing something that I know I shouldn’t do.
- Sometimes I choose to play with toys I like to stop me from feeling upset.
- I can follow simple routines to help me do things by myself.
- If you tell me what to do, rather than ‘no’ I am able to do it.

## MATHS

### Numbers

- I can give you the right number of objects from a collection when you say ‘please give me one’, ‘please give me two’.
- I can say some number names in order.
- I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.
- I can show you which group of toys or plate of food has ‘more’.
- I can use words like ‘more’ and ‘a lot’ to describe amounts of objects.
- I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don’t have as much.

### Shape, Space and Measure

- I can point to shapes and patterns in pictures and clothes.
- I can sort a collection of objects so that ones that are the same shape or size are altogether.
- I can use words such as ‘big’ and ‘little’ to describe toys, clothes and pictures in a book.
- I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.

## LITERACY

### Reading

- I like singing nursery rhymes and songs.
- I recognise when words start with the same letter.
- I can clap my hands to match the sounds in words.
- I can join in with my favourite stories and guess what will happen next.
- I know that stories have beginnings and endings and sometimes I guess how the story will end. I can comment on the events and characters in the story.
- I like to look at the pictures and words in books. I can show you words in the environment.
- I can recognise words that are special to me.
- I can independently hold the book the right way up and turn the pages carefully when I look at it on my own.
- I know that the words in books can tell me about things that I am interested in.

### Writing

- Sometimes I can tell you about the marks I make and what it means.
- I can recognise print in the environment and tell you what I think it means.
- I can make lines and marks that I want with a pencil.
- I can copy some of the letters of my name.

## COMMUNICATION AND LANGUAGE

### Listening and Attention

- I listen to my friends when it interests me.
- I listen and join in with my favourite stories and talk about them later.
- I stop what I am doing and listen when I hear adults talking to me.
- I am able to follow instructions.

### Understanding

- I understand the purpose of some familiar tools.
- I understand positional language and am able to put objects, when requested, in a variety of places.
- I am beginning to understand simple how and why questions.

### Speaking

- I am beginning to use longer sentences which include the words, 'because' and 'and'.
- I can tell you about something that has happened in the past, present and future.
- I ask and answer lots of questions.
- I am able to use language to make myself clearly understood.
- I can use lots of words about things that interest me and I like to learn lots of new words.'
- I use my imagination when I am playing and talk about what I am doing.

## PHYSICAL DEVELOPMENT

### Moving and Handling

- I like running, walking, jumping, hopping, skipping and moving around in lots of different ways.
- I can go up and down stairs and steps like a grown up, using one foot per step.
- I can carry something I like carefully downstairs, usually stopping with two feet on each step.
- I can run around, stopping, changing direction and slowing down so that I don't bump into things.
- I can balance on one foot without falling over.
- I can catch a large ball when you throw it to me.
- I can wave my arms or ribbons to make up and down lines and circles in the air.
- I can use child scissors to make snips in paper.
- I can hold my pencil near the top, like a grown up, using my thumb and two fingers, not my whole hand.
- I can make the lines and marks that I want with a pencil.
- When you write my name, I can copy some of the letters by myself on my piece of paper.

## Health and Self Care

- I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep.
- I notice that when I am running, I get hot and I pant a bit.
- I understand that I have to be careful when I am using scissors and other tools.
- I can go to the toilet independently and take care of my own hygiene needs.
- I can wash and dry my own hands.
- I can put on my coat and with help I can zip it up.

## PSED - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### Making Relationships

- I can play in a group with my friends.
- I can make up ideas for things to do and games to play.
- I will ask my friends to play with me.
- I can watch what my friends are doing and join in with them.
- I talk to and make friends with other children and grown-ups I know.

### Self-Confidence and Self-Awareness

- I choose the toys I want to play with and what I want to do with them with help from a grown up.
- I like it when you say things like 'well done for eating all your dinner' or 'thank you for putting the toys away'.
- I like helping in the classroom, like tidying up and sorting the toys.
- I am beginning to approach and talk to unfamiliar grown-ups I don't know, when you are there. I am beginning to take on new challenges within the classroom environment.
- When we are playing, I will chat to my friends about school and my family.
- I can ask grown-ups for help when I need it.

### Managing Feelings and Behaviours

- I know when I am sad or cross and that if I shout or say unkind things I might make my friends sad or worried too.
- I know that sometimes my friends will want to have the toys I am playing with and need help from a grown up to help me share these with them.
- I am beginning to understand that when you are busy I can't always have everything I want, when I want it.
- I understand that sometimes there are things that I can't do that I want to do.

## MATHS

### Numbers

- I can use some number names and words like 'more than' and 'fewer than', when I am playing.
- I can say numbers in order from 1 to 10.
- I know that numbers tell me how many things there are altogether in a group.
- I use my fingers, pictures or marks to show you how many things there are.
- Sometimes I can match a numeral to the right number.
- I am interested in numbers and I talk about them and ask you questions.
- I can separate a group of objects and that the total is still the same.
- I show that I am interested in playing with numbers.
- I talk about the numbers I see when we are outdoors.
- I am interested in making marks and calling them numbers.
- I know that I can count claps and jumps as well as things like apples, buses and dinosaurs.

### Shape, Space and Measure

- I like lining up shapes and fitting shapes and different things into boxes.
- I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs.
- I can use words like 'under', and 'next to' to describe where things are.
- I choose to play with different sorts of building sets and talk about what I am making.
- When I am doing puzzles, I look at the missing shapes to see what could fit.
- I am beginning to use words like 'round' and 'straight' when I talk about the shapes I see.

## LITERACY

### Reading

- I can read short sentences that are made up of words like 'go' and 'you'.
- I can read words that I can say each of the sounds in like 'pig' or 'pen'.
- I can tell you about the characters in a story and what happens in the story after I have read it.

### Writing

- I can say the sounds I hear in a word like 'bag' and know which letters I need to match the sounds.
- I can write other useful words like 'the' and 'was'.
- I can write short sentences like 'I can skip' that my friends and grownups can read.
- I can write some words and sometimes I use what I know about sounds and letters to try and write words.

## COMMUNICATION AND LANGUAGE

### Listening and Attention

- I can listen to what my friends and grownups say as I am doing something else, like playing with toys or looking at a book.
- I can tell you what has happened and what might happen next as you share a story with me.

### Understanding

- I can follow long instructions where I have to do two or more things.
- When you ask me questions like 'Why did the boat tip over?' or 'How did the aliens get home?', I can tell you what I think by using things I have seen or heard about.

### Speaking

- I can talk and listen to my friends and grownups.
- I can use words and word endings like 'I went' or 'I am going' instead of 'I go' to tell you about things that I have done or that I am going to do.
- I can make up my own stories.
- I can tell you about things in the right order when I am telling you about something I have done.

## PHYSICAL DEVELOPMENT

### Moving and Handling

- I can slow down or change the way I am going to stop myself from bumping into my friends or things.
- I can throw, catch, roll and kick different things like large balls, hoops, beanbags and balloons.
- I can use pens, pencils and paintbrushes to make the marks and write the letters I want to.
- I can use scissors to cut paper.
- I can thread beads onto a piece of string.

### Health and Self Care

- I can tell you about different ways of keeping healthy, like doing exercises like running and jumping; eating fruit and vegetables and drinking water or milk and washing my hands.
- I am able to go to the toilet by myself.
- I can get dressed and undressed by myself.

## PSED - PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

### Making Relationships

- I can take turns when I am playing with toys with my friends.
- I listen to their ideas and use them in our play to help make it more fun or to try out a new idea.
- When my friends are sad, cross or worried I try to help them feel happy by giving them a hug or share my toys with them.
- I can make friends and like to talk and play with grownups.

### Self-Confidence and Self-Awareness

- I like to try out new things. I can tell you what things I like to do best of all.
- I can talk in a group when I am with my friends and grownups that I know.
- When I am making a picture or building a model, I can tell you what I will need or can go and get the things I need. I will ask you for help when I need it.

### Managing Feelings and Behaviours

- I can talk to my friends about feeling happy, excited, sad, cross or worried.
- I can talk to my friends about how I feel when they make me sad or cross.
- I know what I should do about sharing toys and keeping safe.
- I know that when I am playing with my friends I have to take turns and share toys and that sometimes I might have to wait for the toy I want or play with something else.
- I know that when I play with my friends I might run, be busy or be noisy and that at other times I might be quieter.
- When things change that I was not expecting to happen, I don't get worried or upset.

## MATHS

### Numbers

- I can use numbers from 1 to 20 in the right order when I am counting things or singing rhymes.
- I can tell you what 'one more' or 'one less' is when you say a number.
- I can add groups of 2 things together and tell you how many I have got altogether and take things away from a group to tell you how many things I have got left.
- I can solve problems that are important to me like sharing snacks between myself and my friends so that we all have the same number of pieces of fruit.

### Shape, Space and Measure

- I can use words like 'big', 'small', 'heavy', 'light', 'in', 'under', 'pound', 'pence', 'morning' and 'night' when I am playing with groups of things.
- I can make patterns and tell you about them.
- I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.



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