



KING'S COLLEGE INTERNATIONAL SCHOOL  
BANGKOK

<b>Reference number</b>		<b>Policy name</b>	Curriculum Policy: Early Years
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<b>Person(s) responsible</b>	Alys Leighton-Rahman Deputy Head of Early Years	<b>Date of next review</b>	May 2024
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<b>Vision, mission and values</b>	<p><b>Mission</b> To produce well-rounded, academically successful, happy young men and women.</p> <p><b>Vision</b> To engage, inspire and extend our students, our staff and the wider community.</p> <p><b>Values</b> To create a community where everyone mirrors our values of good manners, kindness and wisdom.</p>
<b>Curriculum Statement</b>	We aim to provide a rich, relevant and dynamic curriculum which engages, inspires and extends all pupils in line with the King's Bangkok Mission, Vision and Values.
<b>Purpose</b>	<p>“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experience between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”</p> <p>EYFS 2021</p> <p>In the Early Years at King's Bangkok, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences which enable children to become thinkers who are confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential, ensuring that all children have the opportunity to learn and make progress. Throughout the EYFS our vision to Engage, Inspire and Extend through our values of Kindness, Good Manners and Wisdom are central to our teaching, curriculum central and do with the children.</p>

<b>Approved by</b>	Raj Ladva, Head of Early Years Alys Leighton-Rahman, DH of Early Years Gemma Parkinson, Assistant Head of Early Years,	<b>Date</b>	02/02/2024
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## Terminology

Child-initiated Learning (CIL)	Learning that has been initiated by the child; this is usually expressed through child-initiated play, however, could also look like group activities, singing, cooking, listening to/retelling stories and interacting with those around them.
Adult-directed Learning Adult-led Learning Adult-supported Learning	Learning that is being directed by an adult; examples of adult-directed learning include group times (including Tales Toolkit, Circle Time and Story Time), 1:1 reading, target work, snack times and lunch times. Adult-directed learning can be influenced by the child's choices, likes and led by the children. The expectation at King's is that Adult-directed Learning falls on the continuum of play.
Basic Provision	Provision that is based on average attainment for their age or provision based on your historic knowledge of the cohorts that enter our setting. This is used at the beginning of the year before baseline assessments have been completed. Once a baseline assessment has been completed, Basic Provision must be updated into your Continuous Provision.
Continuous Provision	Continuous Provision continues the provision for learning in the absence of an adult. Resources that are provided are planned for and are a reflection of prior knowledge of the children, for example, their current assessment and learning preferences.
Enhancements	Enhancements are resources that supplement your continuous provision. They consist of invitations and provocations.
Invitations	An invitation is an enhancement that encourages something to happen. Invitations usually have an intended outcome, however, they may be played with in a different manner if an adult does not lead the play. Examples: <ul style="list-style-type: none"> <li>• Flowers on a table with oil pastels.</li> <li>• Padlocks with numbers on and keys with number sentences on.</li> <li>• Writing a letter for the Jolly Postman.</li> </ul> Often invitations will be linked to a Group Time or previous learning.
Provocations	A provocation is something that provokes interest, exploration, awe, wonder, creativity and therefore learning. Provocations are open-ended, low-threshold, high-ceiling and children can direct the play as they wish. Provocations can be linked to anything, such as children's interests or the season. They are to spark exploration; they are fully flexible and have no intended outcome. Examples: <ul style="list-style-type: none"> <li>• Found items, such as a shell or bird's nest.</li> <li>• Invisible ink pens</li> <li>• A treasure map</li> </ul>
ArcPathway	The platform used at King's Bangkok Early Years to collect data, track progress and inform planning and next steps for each child.
B25M	Developed by the Early Years Coalition, non-statutory guidance for the Early Years Foundation Stage.
Group Time	An adult-directed time together as a whole group. In Early Years this time usually

	takes place on the carpet. These are short, focussed and impactful sessions.
Circle Time	A smaller, more intimate Group Time, used as a tool to build and improve relationships and behaviour.
Continuum of play	The continuum of play shows the scale play, from child-directed, through adult-guided and then adult directed including free-play, collaborative play and learning games. Throughout the day, student's play and learning will take place at different points on the continuum depending of the context and the need.

## I. The Early Years Foundation Stage

At King's Bangkok, the Early Years Foundation Stage is used to describe children who are in our pre-nursery, nursery and reception classes.

We adhere to the statutory framework of the EYFS and the four guiding principles that shape practice within early years settings:

- 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 with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates.

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

### I.1 The Prime Areas of Learning and Development

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 are the **prime** areas:

- **Communication and Language:** providing an environment for young children to express themselves and to speak and listen in a range of situations, which allows them to develop their language and communication skills.
- **Physical Development:** young children need, and often love, to be active, but they also need to understand that continued physical activity, as well as healthy food choices, are important and understand why they are important.
- **Personal, Social and Emotional Development:** this area helps to shape children's social skills and develops respect and an understanding of theirs and their peers' different feelings, as well as developing emotional self regulation skills.

## 1.2 The Specific Areas of Learning and Development

Children are supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

- **Literacy:** it's important for children to discover phonemic awareness, the ability to hear and identify different words and sounds, and also to start reading and writing.
- **Mathematics:** children need to be guided in developing skills with numbers and calculations, as well as being able to describe shapes, spaces, and measures.
- **Understanding the World:** this involves children making sense of things by observing and exploring everything from the places they spend time to the technology and other things that they use.
- **Expressive Arts and Design:** activities like drawing, playing with paint, instruments or technology all give children the chance to express themselves and learn new things and skills.

## 2. A Unique Child

*“Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.”*

*EYFS Statutory Framework, Department for Education, 2023*

At King’s Bangkok we understand that every child is unique and tailor our curriculum to the needs of the child. We respect and value all children and their families equally and believe each child is deserving of their own learning journey regardless of their curriculum needs.

### 2.1 Characteristics of Effective Learning

The Characteristics of Effective Learning underpin good learning in all seven Areas of Learning and Development as, to learn well, children must approach opportunities with curiosity, energy and enthusiasm. The Characteristics of Effective Learning are broken down into three: 1. Playing and Exploring, 2. Active Learning and 3. Creative and Critical Thinking.

1. Playing and Exploring	2. Active Learning	3. Creative and Critical Thinking
Engagement	Motivation	Thinking
<ul style="list-style-type: none"> <li>- Finding out and exploring</li> <li>- Using what they know in their play</li> <li>- Being willing to have a go</li> </ul>	<ul style="list-style-type: none"> <li>- Being involved and concentrating</li> <li>- Keeping on trying</li> <li>- Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>- Having their own idea</li> <li>- Using what they already know to learn new things</li> <li>- Choosing ways to do things and finding new ways</li> </ul>

### 2.2 A tailored curriculum

As every child and their prior experiences are unique to each cohort, Class Teachers use assessment to inform their planning; deciding on the pitch of their lesson and which children may need additional teaching strategies in place to support or extend them. Planning follows the children’s interests, sometimes resulting in multiple strands of learning within one classroom.

Class Teachers are expected to:

- Observe the students during their learning
- Understand each student's next steps in their learning and development
- Assess the progress of each student
- Plan based on the students' prior knowledge, skills and shown interests

### 2.3 Children with Additional Learning Needs

Students with additional learning needs are identified through a process of observation and evaluation and communicated between the Class Teacher and key members of the Early Years Leadership Team and Learning Enrichment throughout the student's time in the school.

Each term, pupil progress meetings take place where all student progress is reviewed and next steps are identified for students with additional learning needs.

When students are identified with an additional learning need, evaluation takes place to identify how best to support the student through a Teacher Action Plan (TAP) initiated by the teacher and collaborated on by the class team. TAPs are shared with parents to establish common goals in the short term and SMART targets are set to ensure that students are enabled to make progress. TAP's are evaluated by the Early Years Leadership Team to determine whether further referrals need to be made, including Learning Enrichment, counselling support, play therapy, speech and language therapy or out of school services such as an Educational Psychologist's assessment. Children with a 1:1 Educational Assistant (EA) are supported by an Individual Support Plan (ISP) that is reviewed on a half termly basis by the lead member of the LE team, Head of Early Years and class teacher.

All students identified with LE needs are added to the EY Learning Enrichment register, and the Head of EY holds regular review meetings with members of the LE team, including counsellors, LE teachers and the SENDCO.

For further information, please see the ***Learning Enrichment Policy***.

### 3. Positive Relationships

*"Children learn to be strong and independent through **positive relationships**."*

*EYFS Statutory Framework, Department for Education, 2023*

Starting the process of successful personal, social and emotional development is essential for young children in all aspects of their lives. It helps them to relate well to other children and adults; to make friends and get on with others; to feel secure and valued; to explore and learn confidently; and ultimately to feel good about themselves. Early personal, social and emotional development has a central impact on later wellbeing, learning, achievement and economic circumstances. There is a biological basis to a child's engagement with others; infants are highly attuned to making contact with those around them, and the nature of the interactions has profound effects on the developing brain (Meltzoff, 2004, Gopnick et al, 1999). Inborn characteristics include temperament, which is affected by the quality of interactions in the process of social development. Babies are vulnerable and totally dependent on others for survival. When they learn that they can depend on and trust one person (usually, but not always, their mother) who is consistently responsive and sensitive to their physical and emotional needs they have what is called a secure attachment. The quality and security of attachments experienced by a young child can impact on

her/ his wellbeing either positively or negatively, and a secure attachment can enhance early conscience development, emotional understanding, pro-social understanding and self regulation. This supports resilience and provides a strong defence against vulnerability. Conversely, children classified as having disorganised/disorientated attachments have been found to have 'substantial problems at school, show extreme levels of aggression and (be) more likely to express substantial fear and dysphoria/ miserable-ness' (Svanberg, P.O, PPT presentation, 2010). In this area, the nature of a child's relationship with a key person in early years settings is crucial: 'children's development is influenced by rich relational experiences that take place both at home and at settings', with research identifying key facets of warmth, contingency, use of talk, recognition of the uniqueness and agency of the child, and mutually responsive relationships (Evangelou, 2009: p76).

*The Early Years: Foundations for life, health and learning, An Independent Report on the Early Years Foundation Stage to Her Majesty's Government by Dame Clare Tickell, pp. 92-98) 2011*

This statement from the Tickell review (2011) is the basis by which we approach our formation of positive relationships in Early Years at King's Bangkok. To promote positive relationships in Early Years, children are transitioned into Pre-nursery with a thorough induction programme to support families when students are their youngest. This includes a tailored settling in program that meets the needs of students and families, which extends to new starters in both Nursery and Reception. Key to this are parent teacher meetings that take place at the beginning of the term, social stories shared with families before they arrive as well as regular check ins with families on their children's progress.

### **3.1 The Role of the Adult**

The role of the adult is to work with their teams to provide a well-resourced, safe and open landscape to support children's learning through exploration, experimentation and play, whilst taking into consideration the learner's needs and interests. In the setting the adult will scaffold learning opportunities within the Characteristics of Effective Learning and Prime Areas during one-to-one and group interaction in both adult-led sessions and child-initiated learning, providing healthy challenges to build resilience and independence in their learning.

All adults are supported to develop their role with the Support Staff training program and handbook to guide practice.

### **3.2 Parents as Partners**

We strive to create and maintain partnerships with parents and carers as we recognise that, together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to confidently participate in their child's education. In order to do this:

- All classes have an open door policy in which parents can visit their child's classroom and teacher at drop off and pick up time each day
- In Reception, parents are invited to 'Soft Start' weekly; 20 minutes to engage in playful academic activities with their children
- Individual children's learning is shared on Seesaw at least half termly.
- Group activities completed by the class are shared on Seesaw
- Offer optional Parent Information Meetings showcases different aspects of the curriculum

- Provide two interim and two formal written reports each year
- Hold two formal parent-teacher meetings each year
- Invite parents to in-school events, such as sing-a-longs, art exhibitions and Celebrations of Learning
- Work with our PTA: Parents of King's Bangkok,
- Display student's family on the classroom door
- Share 'Me and My World' books with home
- Send home a weekly EY Parent Bulletin

#### **4. Enabling Environments**

*"A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces."*  
*Early Years Foundation Stage, Department for Children, Schools and Families, 2007.*

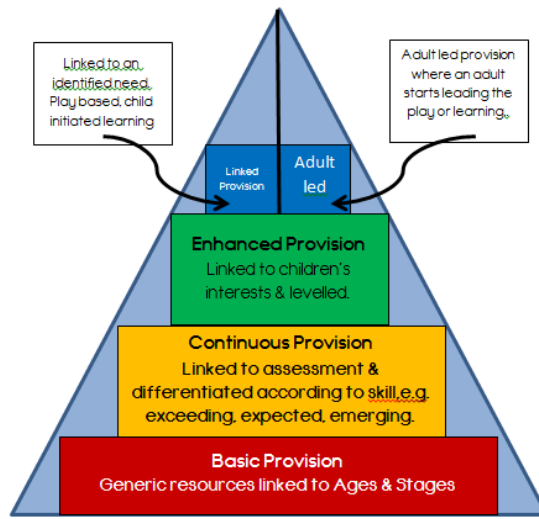
We understand and respect the importance that the Learning Environment has in supporting children to learn and develop. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experiences whilst feeling secure and developing their independence.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. They have free choice of which resources they wish to use and how they use them.

##### Our learning environment aims:

- To create purposeful and relevant learning environments
- To support and provide learning opportunities
- To motivate and challenge our pupils by promoting independent learning skills
- To create a welcoming, safe, rich and stimulating environment for the children to learn in
- To support/initiate/provide learning opportunities in and out of the classroom





The Provision Pyramid

## 4.1 Basic Provision

Basic Provision is the provision offered at the beginning of the school year before the Class Teacher has made any observations. Basic Provision must be based on the handover information and data available and must be updated once the Class Teacher has met the students in their class.

Every classroom must have:

1. Group Time mat
2. Sensory provision
3. Cosy Corner
  - a. Emotional Regulation tools
  - b. Language labelling emotions
  - c. Visual tools for supporting emotional regulation such as visual prompts or sand timers
  - d. Soft, comfy furnishings such as cushions, a rug and soft toys
4. Self-access art and creative trolley
5. Role play area
6. Mark making embedded throughout - (sound mats should be available throughout in Reception)
7. Small world area
8. Construction area
9. High quality texts embedded throughout. Staff may choose to have a book corner in addition.
10. Visual timetable using the common template for all classes. Staff may choose to add:
  - a. Real photos of activities
  - b. Photos of specialist teachers
  - c. 'Now' or 'next' arrows
  - d. A 'finished' box
11. Numicon
12. Tales Toolkit resources

## 4.2 Continuous Provision

Continuous provision in Early Years education refers to the provision of resources, materials, and learning opportunities that are available to children throughout the day, allowing them to engage in self-directed learning and exploration. The role of continuous provision is multifaceted and crucial in fostering holistic development in young children. Here are some key aspects of its role:

**Promoting Independence:** Continuous provision encourages children to make independent choices about their learning and play. By providing access to a range of resources and materials, children can select activities that interest them and take ownership of their learning experiences.

**Supporting Different Learning Styles:** Children have diverse learning styles and preferences. Continuous provision ensures that there are various types of resources and activities available to cater to different interests, abilities, and learning styles. This enables all children to engage meaningfully in learning experiences that resonate with them.

**Facilitating Child-Led Learning:** Continuous provision aligns with the principles of child-led learning, where children take the lead in directing their own learning journey. Through exploration, experimentation, and discovery within the provided resources, children can pursue their interests, ask questions, and make connections, fostering deep and meaningful learning experiences.

**Encouraging Exploration and Creativity:** By offering a stimulating environment filled with open-ended resources and materials, continuous provision encourages children to explore, experiment, and express their creativity. Children can manipulate materials, problem-solve, and engage in imaginative play, which supports the development of critical thinking skills and creativity.

**Developing Social Skills:** Continuous provision facilitates social interaction and collaboration among children. When engaging with shared resources and participating in collaborative activities, children learn important social skills such as communication, cooperation, negotiation, and sharing. These interactions contribute to the development of positive relationships and social competence.

**Scaffolding Learning:** Educators play a crucial role in scaffolding children's learning within the context of continuous provision. They observe children's interests, interactions, and play experiences, and then provide support, encouragement, and guidance as needed to extend their learning further. Educators may introduce new ideas, ask probing questions, or model skills to deepen children's understanding and promote progress.

**Creating a Stimulating Environment:** Continuous provision ensures that the learning environment remains dynamic, engaging, and conducive to learning. Regularly refreshed resources, flexible learning spaces, and opportunities for outdoor exploration contribute to a stimulating environment that motivates children to explore, inquire, and learn.

Overall, continuous provision plays a vital role in Early Years education by promoting active learning, fostering independence and creativity, supporting social development, and creating an environment where every child can thrive and reach their full potential.

### **4.3 Hooks/Provocations/Areas of interest**

These techniques are used within classroom provision to enhance student engagement and build on children's interests. These opportunities will be clear in the planning when used to enhance an area and how it is supporting student development.

### **4.4 Displays and classroom organisation**

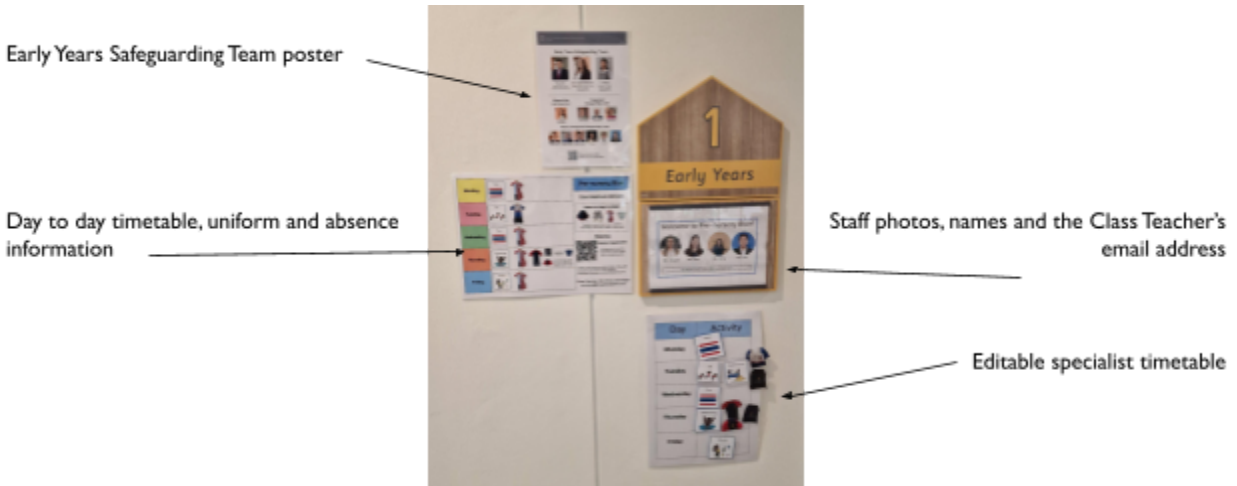
Classrooms should be clean, tidy and inviting. Displays form an important part of the learning environment; we believe the purpose of displays is to:

- Create a welcoming environment for the whole community, student's, families, staff and visitors.
- Give every student a sense of belonging.
- Demonstrate the value of each individual student.
- Celebrate student's learning, ideas or interests and showcase their creations.
- Support a student's future learning.
- Stimulate a student's curiosity.
- Promote a student's reflection on their learning.
- Provide information for parents and staff.
- Link activities to the EYFS.

A good display might include:

- A title
- Correct spelling and grammar
- A balance of student's work and photos demonstrating the process of their learning
- Scribed quotes alongside children's learning.
- Questions to provoke curiosity, further thinking and reflection.
- Links from the EYFS or ArcPathway milestones to the activity displayed.
- Teacher-prepared displays should be minimal and focus clear, for example, to support phonics.
- A variety of text, fonts and handwriting.
- A learning journey
- Individual highlights

Outside the classroom should be inviting to students and informative to parents and carers.



## 4.5 Labelling

Throughout Early Years, all resources must be labelled to allow for independence. This will look slightly different across the year groups, depending on the cohort of students and their stage of learning and development.

The expectations of resource labelling:

- Items can be shadowed.
- If items are not shadowed, photos or pictures indicate where a resource goes.
- Beneath the picture, words can be added.
- If there are words, sound buttons can be added or MonsterPhonics colours for some digraphs.

## 5. The importance/role of Play

*“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by others.”*

*Revised Statutory Framework for the Early Years Foundation Stage 2021*

It is essential that our youngest learners are set off into their play with purpose - every morning’s group time is a regular opportunity for children to gather and collaborate with one another, before engaging within the learning environment supported by practitioners. The learning environment provides opportunities which encourage children to be creative and problem solve so that they develop the characteristics of effective learning, skills they need to develop for later on in life.

Play is a powerful and important activity. It has a natural and positive influence on children’s social, physical, emotional and cognitive development. In Early Years at King’s Bangkok children will be engaged in child-initiated learning for a significant period of time, supported by the adults who know them best.

### 5.1 Types of Play

In Early Years education, play is essential for children's holistic development. Here are some common types of play observed in Early Years settings:

**Symbolic Play:** Also known as pretend play, symbolic play involves children using objects, actions, or ideas to represent other objects, actions, or ideas. For example, pretending a block is a phone or pretending to be a doctor.

**Constructive Play:** This type of play involves building or creating things using various materials such as blocks, clay, or Lego. Constructive play enhances problem-solving skills, creativity, and fine motor skills.

**Physical Play:** Physical play involves activities that promote gross motor skills and physical development, such as running, jumping, climbing, and balancing. Outdoor play spaces often facilitate physical play.

**Exploratory Play:** Exploratory play involves children exploring and investigating their environment using their senses. It could include activities like sensory bins, water play, or exploring nature.

**Social Play:** Social play involves interactions with peers and adults. This includes cooperative play (playing together towards a common goal), parallel play (playing alongside others without direct interaction), and group games.

**Imaginative Play:** Similar to symbolic play, imaginative play involves children using their imagination to create scenarios and narratives. This type of play fosters creativity, language development, and emotional expression.

**Sensory Play:** Sensory play engages one or more of the senses (sight, hearing, touch, taste, smell) and often involves materials like sand, water, playdough, or textures. Sensory play supports cognitive development and helps children make sense of the world around them.

**Role Play:** Role play involves children taking on different roles and acting out scenarios. It could include playing house, pretending to be animals, or acting out real-life situations. Role play promotes language development, empathy, and social skills.

**Manipulative Play:** Manipulative play involves activities that develop fine motor skills and hand-eye coordination, such as threading beads, puzzles, and using scissors or tweezers.

**Language Play:** Language play encompasses activities that promote language development, including storytelling, singing, rhyming games, and engaging in conversations.

These types of play often overlap, and children may engage in multiple types of play simultaneously. Providing a rich and varied play environment allows children to explore, learn, and develop in diverse ways.

## 5.2 Child-initiated Learning

Child-initiated learning, also known as child-led learning or child-centred learning, is an approach to education where children take an active role in directing their own learning experiences. In child-initiated learning, educators create an environment rich in resources, materials, and opportunities for exploration, allowing children to follow their interests, make choices, and engage in self-directed activities.

Key features of child-initiated learning include:

**Interest-Based Learning:** Children's interests and curiosities are central to the learning process.

Educators observe and listen to children to identify their interests, passions, and questions, then provide resources and support to facilitate further exploration and learning in those areas.

**Autonomy and Agency:** Children have autonomy and agency in their learning journey. They are encouraged to make choices, set goals, and take ownership of their learning experiences. This fosters a sense of independence, self-confidence, and intrinsic motivation.

**Hands-On Exploration:** Child-initiated learning emphasises hands-on, experiential learning. Children learn by actively engaging with materials, manipulating objects, experimenting, and discovering through play. This approach promotes critical thinking, problem-solving skills, and deep conceptual understanding.

**Flexible Learning Environments:** Learning environments are designed to be flexible and responsive to children's needs and interests. Educators create inviting and stimulating spaces both indoors and outdoors, filled with open-ended materials and resources that encourage exploration, creativity, and imaginative play.

**Collaborative Learning:** Child-initiated learning often involves collaborative and social interactions among children. Through group activities, cooperative play, and shared exploration, children learn from one another, develop communication and teamwork skills, and build positive relationships.

**Observation and Reflection:** Educators play a supportive role in child-initiated learning by observing children's interests, interactions, and learning processes. They use these observations to inform their planning, provide guidance, and scaffold children's learning experiences. Reflective practice allows educators to continuously adapt and improve their approach to meet the evolving needs of the children.

**Child-Centred Curriculum:** The curriculum emerges from children's interests, experiences, and inquiries. Educators incorporate children's interests into the curriculum, weaving together various learning objectives, skills, and concepts in meaningful and relevant ways. This personalised approach ensures that learning is engaging, meaningful, and developmentally appropriate.

Child-initiated learning recognizes children as active participants in their own learning journey, capable of constructing knowledge, solving problems, and making sense of the world around them. By honouring children's voices, choices, and agency, this approach promotes a love of learning, fosters curiosity and creativity, and lays a strong foundation for lifelong learning and development.

### 5.3 Adult-directed Learning

Adult-directed Learning refers to any learning in which adults have directed the learning. Examples of times of adult-directed learning are, but not limited to:

- Group Time
- Circle Time
- Story Time
- Daily routines such as transition points, start-of-day, end-of-day, snack time, lunch time, and walking around the school
- I:I reading
- Invitations in the provision in which certain, pre-explained expectations and boundaries have been defined

As the child moves through their time in Early Years their exposure to adult-directed learning will increase and lengthen in duration. At King's Bangkok, it is expected that adult-directed learning is conducted in a playful manner when possible and, at times, may count as "play".

At King's Bangkok, all adult-directed learning opportunities must be planned for, differentiated and contain opportunities for formative assessment.

## 5.4 Teaching Strategies

Teaching staff are trained in a number of teaching strategies that are embedded into the curriculum. For example, Makaton, Tales Toolkit and Numicon are expected to be used throughout each year group. For further information, please see Appendix I: EY Concept Map.

We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in relevant CPD. Practitioners also conduct and attend in-house training providing feedback from training courses and disseminating new initiatives, ideas and teaching methods to colleagues.

## 6. The Structure of Early Years

There are eighteen Early Years' classes at King's Bangkok.

- In Pre nursery class sizes are a maximum of 15 children with 4 adults.
- In Nursery class sizes are a maximum of 17 children with 3 adults.
- In Reception class sizes are a maximum of 20 children with 3 adults.

The children have daily opportunities for continuous provision and self-initiated play both in the classroom and in the purpose built EYFS outdoor areas. This time is supported by a teacher or assistant teacher, who act as facilitators to the children's learning and development. Class teachers work closely with the assistant teachers, consistently involving them in planning, preparation and assessment.

### 6.1 Ages and stages

At King's Bangkok Early Years we provide education and care for children aged from 2 years old to 5 years old.

Year group	Typical age of pupils
Pre-nursery	2 years old, turning 3
Nursery	3 years old, turning 4
Reception	4 years old, turning 5

There are occasions children may join the year group below their peers or repeat an academic year; this is to allow them the best early development opportunities. Each of these cases will be made in joint decision with the parents. Due to this, it is not unusual for us to cater for children up to the age of 6 years old.

## 6.2 Specialist sessions

All children in Early Years receive specialist teaching for their weekly Music, Physical Development, Thai and Swimming sessions. Children in Reception also receive specialist teaching in Mandarin and visit the Library.

This is given in the following time allocations:

Year Group	Specialist session	Weekly time allocation
Pre-nursery	Music	40 minutes
	Swimming	40 minutes
	Physical Development	40 minutes
	Thai	80 minutes
Nursery	Music	40 minutes
	Swimming	40 minutes
	Physical Development	40 minutes
	Thai	80 minutes
Reception	Music	40 minutes
	Swimming	40 minutes
	Physical Development	80 minutes
	Thai	80 minutes
	Mandarin	40 minutes
	Library	40 minutes

## 6.3 Structure of the day

Each year group has a different structure to their day to cater for the needs and development of the children. The times of day for each year group are as follows:

Pre-nursery	Nursery, Term 1	Nursery Term 2 + 3		Reception
		Half day	Full day	
08:00 - 12:00	07:30 - 12:20	07:30 - 12:20	07:30 - 14:20	07:30 - 14:40 +ECA until 15:30

The days for each year group is typically organised:

Time	Pre-nursery	Nursery Term 1	Nursery Term 2+3	Reception
07:30		Registration	Registration	Registration
08:00	Registration	Learning time	Learning time	Learning time



<b>Throughout the morning</b>	Learning time			
<b>11:00</b>	Lunch	Lunch	Lunch	
<b>12:00</b>	Home	Learning time	Learning time	Lunch
<b>12:20</b>		Hometime	Home or Nap or Learning time	Learning Time
<b>14:20</b>			Hometime	
<b>14:40</b>				Hometime
<b>14:45 - 15:30</b>				ECA <i>2 a week, optional</i>

**6.4 Snack, Lunch and transition points**

Learning opportunities are seized within every moment of the day. Please see **EY Routines Map** to see the expectations for each routine within the school.

**6.5 Nap/rest time**

Throughout Early Years a child needs a nap, they will be provided with the opportunity to sleep in a comfortable, quiet and safe environment. In Nursery Term 2 and 3, parents and teachers will work together to decide if a child will have a nap after lunch. Supervised nap rooms will be provided with individualised bedding. Those who do not rest will play independently under supervision.

**7. Planning**

Class Teachers are responsible for the planning for their class. Class Teachers are required to assess and plan their classroom environment, the shared spaces that their students use throughout the week and all Group Times. Some of this planning may be done collaboratively, however, Class Teachers must ensure it is suitable for their students.

**7.1 Classrooms**

Class Teachers are responsible for the planning for their classroom environment, with the support and input of their Assistant Teacher. Each Class Teacher and Assistant Teacher have weekly time to plan collaboratively and have regular meetings with the rest of their class team.

## **7.2 Shared Spaces**

Heads of Year coordinate the collaborative planning of the shared areas, with consideration for all classes that use the space. Individual teachers must consider the spaces for their students and can contact the relevant member of staff if they would like something added to the planning.

## **7.3 ArcPathway**

Throughout the year, teachers make assessments based on their observations and knowledge of each student on a platform ArcPathway. ArcPathway judgments are used to support teaching staff in planning opportunities and experiences for their classes.