**BSL Primary Curriculum**

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**Early Years Foundation Stage Programme of Study**

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| **Nursery**  | **Learning Outcomes**  |
| **Receptive and Productive Skills**Pupils should be able to understand and produce signs for: |
| * 10 basic colours (red, blue, yellow, green, pink, purple, orange, brown, white, black).
* numbers up to 10.
* their age e.g. 3-YEARS-OLD.
* 2-word sentences E.g. WANT MILK.
* at least 2 wh-questions: who, where or which.
* 10 basic verbs per term.
* 10-15 key words in class-based topics per term.
* 4 key emotions: happy, sad, angry, excited and use correct facial expressions.
* simple greetings e.g. hello, goodbye, please, thank you.
* basic deaf awareness e.g. tapping on shoulder, no shouting, eye contact etc.
* stories: to watch BSL stories and sign along repetitive phrases.
* simple nursery rhymes and songs.
* basic narratives: nouns, commonly used verbs and adjectives.
* their sign name and first initial/letter of their name.
* negation signs and head movements e.g. no, not allowed.
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| **Reception** | **Learning Outcomes**  |
| **Productive Skills**Pupils should be able to produce signs for:  |
| * numbers up to 20.
* additional colours: grey, gold, silver, bronze.
* wh-questions: who, what, where, when and why.
* 20-25 key vocabulary from class-based topic per term.
* 4 additional emotions: frightened, shocked, upset, and scared with correct use of facial expressions.
* time e.g. wait, soon, later, tomorrow.
* a string of 3 signs in a sentence e.g. ME GO PARK / PARK ME GO.
* everyday routine e.g. ME WAKE UP / ME EAT BREAKFAST / ME CLEAN TEETH / ME OUTSIDE PLAY.
* simple adjectives e.g. big, small.
* simple sentences of minimum 3 signs based on what is seen first e.g. ROOM ME IN / CAR DRIVE FAST.
* their sign names and fingerspell their names.
* basic deaf awareness e.g. tapping on shoulder, eye contact etc.
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| **Receptive Skills**Pupils should understand signs for: |
| * pronouns with placements and referents.
* numbers up to 20.
* a range of colours: grey, gold, silver, bronze.
* wh-questions: who, what, where, when and why.
* 20-25 key vocabulary from class-based topics per term.
* 4 additional emotions: frightened, shocked, upset, scared.
* time: wait, soon, later, tomorrow.
* plurals in BSL by the following steps: a) numbers, b) lots of, c) repetition.
* negation in sentences by NMF and correct verb use of negation e.g. no, don’t like.
* adjectives describing things. (Size/tracing, entity/objects and handling classifiers.)
* verbs for everyday life and understand the direction of signs e.g. YOU-HELP-ME / ME-HELP-YOU.
* key vocabulary in stories and retell the story chronologically.
* basic deaf awareness e.g. tapping on shoulder, eye contact etc.
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| Pupils should be taught to: |
| * watch and sign stories, understand and retell stories chronologically.
* be aware that BSL has its own structure.
* know that BSL uses connectives through pauses, silence or head nods.
* know how to get attention, maintain eye contact, use gestures, keeping mouth clear, waving, not shouting.
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