Reigate Park Primary Academy

British Sign Language (BSL) Medium Term Planning Document

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BSL Medium Term Overviews

MEDIUM TERM PLANNING OVERVIEWS

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Medium Term Planning Overviews

Purpose of Study – National Curriculum 2014 KS2

Teaching may be of any modern or ancient language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written/*signed language and lay the foundations for further modern language teaching at Key Stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing/*signing, focussed on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

BSL is also taught at Foundation Stage and Key Stage 1 at Reigate Park, this links to vocabulary.

Intent

Vision – To create a primary BSL curriculum which can be taught as a modern language to all pupils at Reigate and enable them to leave with an accredited qualification in British Sign Language.

To develop a curriculum with depth – developing knowledge and understanding, conversation skills.

To develop a curriculum with clear progression from FS1-Y6.

To communicate with the local Deaf community and link with other Deaf Provision.

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Implementation

Reigate's BSL curriculum was established in 2020 during the COVID pandemic. Initially in 2021, ten children took part in a trial to be assessed using Signature level 101 exam. All ten children passed this exam. In 2022 thirty four children and four staff sat the BSL level 101 exam. Thirty-two children and four staff passed the exam. The curriculum was then revised in September 2022 under the guidance of Signature Awarding Exam body for BSL and National Deaf Children's Society to ensure that knowledge and skills were revisited more frequently. The curriculum is frequently revisited and revised in line with the children's building knowledge and skills. The curriculum was revised again in February 2025 and was reviewed by NDCS in March 2025.

Impact

Passes in BSL 101 exams

Year	Total of year	Boys	Girls	PP	SEND	Staff
2026	42 / 57 (74%)	23	19	20	5	8
2025	43 / 61 (70%)	19	22	23	8 *	2

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2024	37 / 60 (62%)	15	22	17	6	-

* 1 Year 3 SEND pupil

Aims

Reigate aims

For all children to have access to a Primary BSL curriculum which can be taught as a modern language throughout the school.

Children from FS1-Y6 will be taught to use BSL. FS1 and KS1 will focus on vocabulary relating to topic work.

The focus will be on practical communication.

New starters will receive additional support/resources from the BSL Teacher, they will also have access to support from BSL Ambassadors.

NC aims

Understand and respond to spoken and written/*signed language from a variety of authentic sources.

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Speak/*sign with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation/*signs and intonation*expression

Can write/*sign at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt.

Discover and develop an appreciation of a range of writing/*signing in the language studied

Targets

Reigate Park Primary Academy children (all children, hearing and Deaf) will achieve BSL Level 101 by the Summer Term Year 5.

Who is this book for?

The purpose of this planning document is to map out the BSL medium term plan for the academic year. Each year group has six half terms worth of objectives to ensure coverage of NC PoS + Signature Unit specification for BSL level 101 Young Person qualification. It is important for the children to be taught the breadth and depth of subject knowledge, conversation and skills. This is so that children have the foundations and fluency required to confidently ask and receive information on a range of topics and real life situations in school.

It is designed to support the 2014 National Curriculum at Key Stage 2 and Signature Unit specification Young Person 101 and 102.

***added for the purpose of teaching BSL.**

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FS1 Medium Term Planning Autumn 1	FS1 Medium Term Planning Autumn 2
Deaf Awareness • To learn sign names • To learn the basic rules of the BSL charter	
Numbers and greetings • To learn signs for basic greetings: hello, goodbye, good morning, good afternoon • To learn signs for basic counting 0-5	**Basic classroom signs** • To learn basic signs for the classroom & activities e.g. toilet, drink, snack, play, sit, line up, outside, computer, sand, play dough, paint. • To label classroom signs/objects around the classroom
FS1 Medium Term Planning Spring 1	**FS1 Medium Term Planning Spring 2**
Deaf Awareness • To become aware of the word 'Deaf' and what it means. E.g. read the story Freddie and the Fairy and discuss how she struggled.	
Colours and feelings • To Learn basic colours – red, blue, yellow, green • To learn basic feelings – happy, sad, excited, scared • To sign colours and feelings from class topic book	**Easter signs** • To learn use numbers 0 - 5 to count objects • To learn Easter Signs, Jesus, bunny, eggs, chocolate, chick, cake, family • To use signs for the easter story and easter activities
FS1 Medium Term Planning Summer 1	**FS1 Medium Term Planning Summer 2**
Deaf Awareness • To know about a visit to audiology & how hearing aids are fitted – Oliver's hearing aids book	

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Insects and numbers • To learn signs for basic minibeasts: ladybird, spider, snail, caterpillar, butterfly, ant • To use numbers 0-5 to count minibeast Story – link to topic book	**Classroom snacks and seaside vocab** • To learn basic signs for drinks / snacks in the classroom: milk, orange, biscuit, apple, raisins, banana • To sign vocabulary linked to the seaside. Sea, sand, ice-cream Story - link to topic book

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FS2 Medium Term Planning Autumn 1	FS2 Medium Term Planning Autumn 2
Deaf Awareness • To learn and recognise their own sign name	
Greetings and emotions • To recognise voice off for hello, goodbye, good morning, good afternoon • To learn signs for emotions: happy, sad, angry, excited Story – topic linked	**Christmas signs and songs** • To learn signs linked to Christmas songs / Nativity e.g. god, star, Jesus, donkey, king, angel, Bethlehem, king, Mary,
FS2 Medium Term Planning Spring 1	**FS2 Medium Term Planning Spring 2**
Deaf Awareness • To understand how it feels to be Deaf – video clip with sound off, role play	
Traditional Tales • Learn basic colours – Purple, orange, green, brown, grey • To learn signs for basic fictional characters: witch, wizard, princess, prince etc Story – link to topic	**Question words** • To learn question word: what, who and where? (Link to characters Spring 1) • Story – topic linked

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FS2 Medium Term Planning Summer 1	FS2 Medium Term Planning Summer 2
Deaf Awareness • To understand the word Deaf. To understand why I use my hands to communicate	
Family and numbers • To use numbers 0- 5 to sign family members • To learn signs for family: mum, dad, brother, sister, grandma, grandad • To learn question word: how many	**Seaside** • Sea creature vocabulary – sharks, dolphins, octopus, turtles. • Family, colours, numbers and seaside vocab. Eg: Mum, dad, 2 brothers, ice-cream, play in the sand Story – link to topic

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Year 1 Medium Term Planning Autumn 1	Year 1 Medium Term Planning Autumn 2
Deaf Awareness • To learn the importance of face to face communicating • To gain a Deaf person's attention • To be able to discuss what it is to be Deaf and what you can do to help people	
Greeting and time • To sign hello and goodbye. • To know the days of the week **Preposition** • To understand left and right (fingerspelling support) • To learn on, in, under, next to (prepositions)	**Local area** • To know signs for the local area - school, park and shop, home etc **Transport** • To know the names for basic transport – car, scooter, bike, bus, walk etc
Year 1 Medium Term Planning Spring 1	**Year 1 Medium Term Planning Spring 2**
Deaf Awareness • To be able to discuss what it is to be Deaf and what you can do to help people • To be able to fingerspell their name. • To understand BSL has a fingerspelling alphabet.	
To know the size of objects • To learn basics signs for size – big, small, tall, short (link to transport Autumn 2) • To respond to basic questions linked to size, e.g small what? • To revise the days of the week song	**Toys** • To learn basic names for toys – car, train, teddy etc **Basic verbs** • To learn basic verb – walk, hop, skip, run, play etc

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Year 1 Medium Term Planning Summer 1	Year 1 Medium Term Planning Summer 2
Deaf Awareness • To identify both Deaf and hearing people in school and the support and technologies the children and staff use	
Verbs and adverbs • To be able to describe the verbs e.g. walk slowly, run quickly, jump high, hop carefully, skip happily, • To be able to sign where, who, verb, adverb, e.g. park, boy, jumps, high **Basic signs for people** • To be able to sign boy and girl.	**Summer vocabulary** • To learn vocabulary linked to the seaside • To use verbs and adverbs at the seaside. Seaside, boy, running, fast. • To learn handshapes

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Year 2 Medium Term Planning Autumn 1	Year 2 Medium Term Planning Autumn 2
Deaf Awareness • To learn about the procedure of a hearing test • To learn about getting hearing aids and that they are not successful for everyone	
Greetings and alphabet • To know and accept a greetings • To learn to fingerspell letters of the alphabet. Learn to fingerspell own name and recognise others	**Numbers and classroom objects** • To learn to count and understand counting (0-10) • To learn the signs for classroom objects (pencils, pen, ruler, rubber, colours, paint, chair, reading corner, book.
Year 2 Medium Term Planning Spring 1	**Year 2 Medium Term Planning Spring 2**
Deaf Awareness • To understand the difficulties that Deaf children can have on the playground and in other play time situations. Learn basic signs for playtime	
Emotions and pronouns • To sign a range of emotions: sad, happy, scared, worried, shocked, excited, nervous, confused • To link emotions with pronouns. eg; he's happy, she's scared	**Numbers and environment** • To learn to count numbers 11-20 • To learn to sign objects in the wider school environment (leaves, trees, sticks, flowers, benches)

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Year 2 Medium Term Planning Summer 1	Year 2 Medium Term Planning Summer 2
Deaf Awareness • To understand difficulties deaf children face in the classroom and share ideas to help their Deaf friends. • To design a 'Deaf Aware' poster	
Fruit and responding to questions • To learn and understand food snack signs: fruit, apple, orange, tomato, grapes, banana, raisins etc • To respond and sign please, thank you, like, don't like.	**Numbers** • To learn to count and understand numbers 20-30 **Seaside vocabulary** • To learn basic seaside signs: sea, lighthouse, bucket and spade, seagull

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Year 3 Medium Term Planning Autumn 1	Year 3 Medium Term Planning Autumn 2
Deaf Awareness • To understand difficulties experienced by some Deaf children.	
Fingerspelling for names and places • To learn and understand the manual alphabet • To fingerspell their own names and understand others' names • To fingerspell and understand local place names	**Formal greeting** • To know and recognise greetings and farewells **Money and time** • Money (£, p coins, notes, cheap, expensive) • Time (o'clock)
Year 3 Medium Term Planning Spring 1	**Year 3 Medium Term Planning Spring 2**
Deaf Awareness • To understand the difficulties of lip-reading	
Hobbies / sport / clothes / colours • To know sigs for different hobbies: cooking, art, reading etc • To know signs for different sports: football, basketball, tennis, • To know signs for what people wear for hobbies and sport • To know the colours of the clothes	**Times / days / months** • To know the days of the week • To know the months of the year
Year 3 Medium Term Planning Summer 1	**Year 3 Medium Term Planning Summer 2**
Deaf Awareness • To understand how English and BSL stories differ	

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Numbers for months / dates / birthdays • To know dates for the months of the year • To know numbers 0 - 31 • To know dates for their birthdays and family / friends	**Conversation** • To have a conversation about seasons and months • To talk about hobbies and what you might wear • To recognise and use simple question forms • To ask for and give relevant personal information about self or others

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Year 4 Medium Term Planning Autumn 1	Year 4 Medium Term Planning Autumn 2
Deaf Awareness • To understand what Deaf awareness is and how to gain a Deaf person's attention • To design and make a Deaf aware badge	
Describing people's features and age • To describe people's hair: long, short, spiky, curly etc Features: earrings, glasses, moustache, beard, blue eyes • To use numbers (age)	**Clothes / general appearance** • People what they wear: jumper, skirt, t-shirt, trousers, jacket, shorts, dress, • People's general appearance – link to Spring 1 Game – guess who?
Year 4 Medium Term Planning Spring 1	**Year 4 Medium Term Planning Spring 2**
Deaf Awareness • To understand the function of a hearing aid and cochlear implant; videos, visual aids.	
Jobs / places of work • To sign a variety of jobs: nurse, doctor, dentist, driver teacher, bus driver, shop keeper, electrician, plumber, builder, firefighter • To sign places of work: fire station, hospital, school, factory etc	**Weather and Transport** • To different transport: bus, car, train, walk, bike etc • To use time to describe journeys: journey, hours, o'clock

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Year 4 Medium Term Planning Summer 1	Year 4 Medium Term Planning Summer 2
Deaf Awareness • To understand the concept of hearing and deaf culture: videos, questions and answer with deaf person	
Weather / describing weather conditions • To sign the weather: rain, snow, frost, thunder, lightning, sun, • To sign weather conditions: cloudy, heavy rain, light rain etc • To link colours to weather conditions: sky, clouds	**Greeting / formal introduction/ fingerspelling** • To address, greet and take leave of another BSL user • Understand and produce fingerspelling (the manual alphabet) for names of people and places: name me what, name you what? • Use and recognised strategies for asking for clarification: again please,
Embedded throughout Y4 Curriculum **To demonstrate understanding of conversation and understand fingerspelling and spell back** **To be able to sign at appropriate pace and flow** **To use signing space correctly** **To use facial expressions correctly and appropriately**	

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Year 5 Medium Term Planning Autumn 1	Year 5 Medium Term Planning Autumn 2
Deaf Awareness • To learn about how deafness is diagnosed.	
School related topics • (3.1) To give and receive information about a range of school related topics a) teachers b) friends c) classroom lessons / subjects and homework **Conversation when meeting people: pets / family / places / colours** • (1.1) To address, greet and take leave of another BSL user • (1.2) To know and produce fingerspelling (the manual alphabet) for names of people and places • (1.3) To use and recognise strategies for asking for clarification •	**Basic numbers** • (2.1) Recognise and use local numbers for: a) people (ages) b) time c) dates **Conversation when meeting people: pets / family / places / colours** • (1.3) To use and recognise strategies for asking for clarification • (1.4) To use and recognise simple question forms • (1.5) To ask for and give relevant personal information about self or others
Year 5 Medium Term Planning Spring 1	**Year 5 Medium Term Planning Spring 2**
Deaf Awareness • To understand different levels of deafness	
Directions • (5.1) To describe and give simple directions in places or buildings • (5.2) To ask for and receive directions using a range of vocabulary	**Hobbies / interests** • (4.1) To give and receive information about a range of hobbies and activities: (a) Sports and hobbies (b)Technology and games

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	Basic conversation • (3.1) To describe a range of weather conditions • (3.2) To ask about the weather using a range of vocabulary
Year 5 Medium Term Planning Summer 1	**Year 5 Medium Term Planning Summer 2**
Deaf Awareness • To understand speech sounds	
Conversation • To revise all topics for YP101 • To practise conversations using skills learned throughout KS2 for YP101 exam	**Conversation / exam prep** • To revise all topics for YP101 • To practise conversations using skills learned throughout KS2 for YP101 exam **Questionnaires** • To devise a questionnaire to find out more about deafness from a Deaf adult • Invite Deaf members of the community to come into school to communicate with the children using BSL, including local Deaf pupils.
Embedded throughout Y5 Curriculum **To understand and use a limited range of simple relevant words and sentences in BSL** **Take part in simple everyday conversations in BSL** **Give and follow simple familiar statements or descriptions in BSL**	

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Year 6 Medium Term Planning Autumn 1	Year 6 Medium Term Planning Autumn 2
Deaf Awareness • To understand the different causes of deafness • To design a game that relies on visual clues not talking	
Animals (pets) / describing • To learn a range of pets: cat, dog, rabbit, lizard, fish etc • To learn signs for describing pets: small, tiny, big furry, long tail, short tail etc	**Animals (Zoo) / describing / behaviour** • To learn a range of pets: lion, gorilla, rhino, giraffe, tiger, penguin, meerkat etc • To learn signs for describing pets: tall, wide, large ears, small ears, long face etc • To learn signs to describe an animal's behaviour: vicious, dangerous, gentle, strong, fast etc •
Year 6 Medium Term Planning Spring 1	**Year 6 Medium Term Planning Spring 2**
Deaf Awareness • To learn about the benefit of technical equipment and facilities, e.g. mobile phone apps	
Food and drink • To learn about types of foods: meat, potatoes, chips, vegetables, salad, soup, sandwiches, cakes, crisps, fruits etc • To learn different takeaway foods: Indian, Chinese, fish and chips, Italian etc • To know signs for describing different foods: spicy, sweet, sour, hot, cold etc	**Mealtimes food and drink** • To describe meal times/meals outside the home: days, time, family • To use time words – (morning, evening etc), • To talk about meals (breakfast, lunch)

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Year 6 Medium Term Planning Summer 1	Year 6 Medium Term Planning Summer 2
Deaf Awareness • To find out about different organisations and support groups that Deaf children and people belong to: BDA, NDCS, DDCS, RNID, CACDP, FDP	
Classroom objects / prepositions • To know a range of classroom objects: table, chairs, drawers, whiteboard etc • To know placement for classroom objects: left, centre, right next to, in front • To use signing space correctly	**Household rooms / furniture** • To know rooms of the house: bedroom, bathroom, kitchen, dining room etc • To know a range of household furniture: sofa, bed, chair fridge, cupboards, tv etc • To know placement for furniture in a room: opposite, next to, in front of, below etc

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Reviewed by Reigate BSL Team in February 2025 and by NDCS Martin Thacker March 2025.

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