

## B.I.G British International School Nursery Curriculum

Subject	Term 1		Term 2		Term 3	
	Half term 1 (Sept - Oct)	Half Term 2 (Nov - Dec)	Half Term 3 (Jan - Feb)	Half Term 4 (Feb - Apr)	Half Term 5 (Apr - May)	Half Term 6 (May - June)
Literacy	Develop early phonics skills through Phase 1 activities like listening games and rhymes. Engage with nursery rhymes and familiar stories, building sound awareness and memory. Begin to understand that print has meaning, how to handle books, and that English is read from left to right, top to bottom.	Phonics Phase 1 Engage in extended conversations about stories, learning new vocabulary. Related stories – Autumn/ Christmas Pre-reading – Names of the different parts of a book. Manipulative objects with increasing control. Name recognition activities.	Phonics Phase 1 Engage in extended conversations about stories, learning new vocabulary. Related stories –Winter/Cold Creatures Understand that print can have different purpose Develop their phonological awareness, so that they can: - spot and suggest rhymes - recognise words with the same initial sound, such as money and mother	Develop their phonological awareness, so that they can: - spot and suggest rhymes - recognise words with the same initial sound, such as money and Mother Engage in extended conversations about stories, learning new vocabulary. Related stories –Winter/Cold Creatures. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of	Develop their phonological awareness, so that they can: - spot and suggest rhymes - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Related stories. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: write 'm' for mummy.	Engage in extended conversations about stories, learning new vocabulary. Related stories –Winter/Cold Creatures. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: write 'm' for mummy. Write some or all of their name. Write some letters accurately.

				the page: write 'm' for mummy.	Write some	
Communication and Language	<p>Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Be able to express a point of view and to debate when they disagree with a friend, using words as well as actions.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Be able to express a point of view and to debate when they disagree with a friend, using words as well as actions. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on the bus...you sit there .. I'll be the driver."</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat ?" Sing a large repertoire of songs. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on the bus...you sit there .. I'll be the driver."</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat ?" Sing a large repertoire of songs. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let' go on the bus...you sit there .. I'll be the driver."</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat ?" Sing a large repertoire of songs. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Can start a conversation with an adult or a friend and continue it for many turns.</p>
Maths	<p>Recite number past 5 Show "fingers numbers" up to 5. Link numerals and amounts: for example, showing the</p>	<p>Compare two groups of objects, saying when they have the same number. Extend and create ABAB</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising') Discuss routes and</p>	<p>Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals.</p>	<p>Experiment with their own symbols and marks as well as numerals. Known that the last number reached when counting a small set</p>	<p>Solve real world mathematical problems with numbers up to 5. Select shapes appropriately: flat surfaces for building,</p>

	<p>right number of objects to much the numeral, up to 3. Talk about and explore 2D shapes using informal and mathematical language : "sides", "corners", "straight", "round".Opposites (big &amp; small)</p>	<p>patterns – stick, leaf , stick, lea. Link numerals and amounts: for example, showing the right number of objects to much the numerals, up to 3. Opposites: up/down, fast/slow, Manipulative objects with increasing control Show an interest in shape by playing with shapes or making arrangements with objects. Understanding position through words alone- for example, "The bag is under the table," with no pointing.</p>	<p>locations, using words like "in front of and behind" Make comparisons between objects relating to size. Talk about and identifies the patterns around them. For example: stripe on clothes, designs on rugs and wallpaper. Use informal language like 'pointy,spotty','blobs' etc.</p>	<p>Compare world mathematical problems with numbers up to 5. Combine shapes to make new ones- an arch, a bigger triangle etc. Notice and correct an error in a repeating pattern.</p>	<p>of objects tells you how many there are in total ('cardinal principle'). Solve real world mathematical problems with numbers up to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..'</p>	<p>a triangular prism for a roof etc. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..' Describe a familiar route.</p>
<p>Understanding the World</p>	<p>Use all their senses hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Continue to develop positive attitudes about</p>	<p>Understanding position through words alone- for example, "The bag is under the table," with no pointing.Talk about what they see, using wide vocabulary. Explore how things work Talk about the differences between materials and changes they notice.</p>	<p>Explore collections of materials with similar and/or different properties. Talk about what they see, using wide vocabulary. Explore how things work. Begin to make sense of their own life-story and family's history. Talk about the differences between</p>	<p>Explore how things work. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p>	<p>Show interest in different occupations. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Explore and talk about different forces they can feel.</p>	<p>Show interest in different occupations. Plant seeds and care for growing plants. Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the different they have experienced or seen</p>

	the differences between people	Begin to make sense of their own life-story and family's history.	materials and changes they notice.			in photos.
Physical Development	Continue to develop their movement, balancing, riding (trikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Shows a preference for a dominant hand. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Use a comfortable grip with good control when holding pens and pencils. Go up steps and stairs, or climb up apparatus, using alternate feet. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use a comfortable grip with good control when holding pens and pencils. Use one-handed tools and equipment, for example, making snips in paper with scissors. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start eating independently and learning how to use a knife and fork.	Skip and hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the settings. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Make healthy choices about food, drink, activity and	Start taking part in some group activities which they make up for themselves, or in teams. Skip and hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the settings. For example, they decide whether to crawl, walk or run. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Make healthy choices about food, drink, activity and tooth brushing. Collaborate with others to manage large	Skip and hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving along a long plank safely, carrying large hollow blocks. Make healthy choices about food, drink, activity and tooth brushing.

					items, such as moving along a long plank safely, carrying large hollow blocks.	
Personal, Social and Emotional Development	<p>Become more outgoing with unfamiliar people, in the context of their setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like "happy", "sad", "angry" or "worried".</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one suggested to them.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling.</p> <p>Show more confidence in new social situations.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Show more confidence in new social situations.</p> <p>Help to find solutions to conflicts and rivalries.</p> <p>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Develop their sense of responsibility and membership of community.</p>
Expressive Art and Design	<p>Join different materials and explore different textures. Draw with increasing complexity</p>	<p>Remember and sing entire songs.</p> <p>Listen with increased attention to sounds.</p> <p>Learning topic related</p>	<p>Remember and sing entire songs.</p> <p>Begin to develop complex stories using small world</p>	<p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Take part in simple</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Use drawing to represent ideas like movements and loud noises.</p> <p>Sing the pitch of a tone</p>

	<p>and detail,such as representing a face with a circle and including details.Explore colour and colour-mixing.Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.Remember and sing entire songs.</p>	<p>songs Autumn/ Christmas Explore colours, colour-mixing and textures Explore colours, colour-mixing and textures Explore different materials freely, in order to develop their ideas and what to make.</p>	<p>equipment like animal sets, dolls and dolls houses etc. Create closed shapes with continuous lines, and begin to use the shapes to represent objects. Explore colours, colour-mixing and textures.Create 3D structures. Respond to what they have heard, expressing their</p>	<p>pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small words' with blocks and construction kits, such as city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them.</p>	<p>Use drawing to represent ideas like movements and loud noises. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape(moving melody, such as up and down, down and up) of familiar songs.</p>	<p>sung by another person ('pitch match'). Sing the melodic shape(moving melody, such as up and down, down and up) of familiar songs. Create their own song, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>
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