

B.I.G British International School Reception 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	<p>Phonics Level 2</p> <p>Lower case letter recognition formation.</p>	<p>Phonics Level 2</p> <p>Lower case letter recognition formation.</p> <p>Re-read books to build up their confidence, fluency and their understanding and enjoyment.</p>	<p>Phonics Level 3</p> <p>Lower case letter recognition formation.</p> <p>Read a few common exception words</p>	<p>Phonics Level 3</p> <p>Lower case letter recognition formation.</p> <p>Read a few common exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read simple phrases and sentences made up of words and known letters.</p>	<p>Phonics Level 3</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read books to build up their confidence, understanding and enjoyment.</p>	
Communication and Language	<p>Learn new vocabulary.</p> <p>Engage in story times.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn rhymes, poems and songs.</p>	<p>Use new vocabulary throughout the day.</p> <p>Engage in story time and class discussions.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Describe events in some detail.</p> <p>Retell a story, once they have developed a deep familiarity with the text.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Engage with non-fiction books.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Engage in non-fiction books.</p> <p>Describe events in some detail.</p> <p>Learn rhymes, poems and songs.</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	

<p>Maths</p>	<p>Match, sort and compare Talk about measure and patterns It's me 1, 2, 3</p>	<p>Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity Growing 6, 7, 8</p>	<p>Length Height and time Building 9 and 10 Explore 3D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate family. Name and describe people who are familiar to them. Explore the natural world around them.</p>	<p>Understand the effect of changing seasons on the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities/differences between life in this country and life in other countries.</p>	<p>Describe what they see, hear and feel whilst outside. Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.. Recognise some environments that are different to the one in which they live. Draw information from a simple map.</p>	<p>Draw information from a simple map. Explore the natural world around them. Compare and contrast characters from stories, including figures from the past.</p>
<p>Personal, Social and Emotional Development</p>	<p>Manage their own needs. Build constructive and respectful relationships. See themselves as a valuable individual.</p>	<p>Build constructive and respectful relationships. Manage their own needs. Express their feelings and consider the feelings of others.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing.e.g healthy eating, toothbrushing and having a good sleep routine. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p>See themselves as a valuable individual. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p>	<p>Express their feelings and consider the feelings of others. Think about the perspectives of others. Show resilience and perseverance in the face of a challenge.</p>
<p>Expressive Art and Design</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Explore, use</p>	<p>Develop storylines in their pretend play. Explore and engage in their music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

	and refine a variety of artistic effects to express their ideas and feelings.	and feelings.		and engage in music making and dance.	
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*This curriculum overview is correct at the time of posting, however may be subject to change in order to adapt and meet the needs of the students.