



# British School of Ulaanbaatar

## Primary Curriculum Overview - EYFS - Nursery

Subject	Term 1	Term 2	Term 3
<b>Topics</b>	<p><b>Marvelous Me, Family &amp; Friends</b>  <b>Nursery Rhymes &amp; Traditional Tales</b></p>	<p><b>Safari, Jungle Animals &amp; their Environment</b>  <b>Transport</b></p>	<p><b>Animals &amp; their babies</b>  <b>Around the World</b></p>
<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>● To listen to others 1:1 or in small groups, when the conversation interests them.</li> <li>● To listen attentively in a range of situations.</li> <li>● To focus attention-still listen or do but can shift their own attention.</li> <li>● To follow instructions involving several ideas or actions.</li> <li>● To begin to use more complex sentences to link thoughts.</li> <li>● To listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions or actions.</li> <li>● To give their attention to what others say and respond appropriately, while engaged in another activity.</li> <li>● To listen to stories with increasing attention and recall.</li> <li>● To follow simple directions.</li> <li>● To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>● To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experience</li> <li>● To build up vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● To listen to stories with increasing attention and recall.</li> <li>● To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>● To develop their own narratives and explanations by connection ideas or events.</li> <li>● To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>● To build up vocabulary that reflects the breadth of their experience.</li> <li>● To ask who, what, when &amp; how.</li> <li>● To use a range of tenses e.g. play, playing, will play, played.</li> <li>● To listen to stories with increasing attention and recall.</li> <li>● To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>● To use language to imagine and recreate roles and experiences in play situations.</li> <li>● To link statements and sticks to a main theme or intention.</li> <li>● To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>● To listen to stories with increasing attention and recall.</li> <li>● To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>● To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>● To link statements and sticks to a main theme or intention.</li> <li>● To use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>● To introduce a storyline or narrative into their play.</li> <li>● To build up vocabulary that reflects the breadth of their experience.</li> <li>● To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>● To ask who, what, when &amp; how.</li> <li>● To use a range of tenses e.g. play, play</li> <li>● To listen to stories with increasing attention and recall.</li> <li>● To use language to imagine and recreate roles and experiences in play situations</li> <li>● To extend vocabulary, especially by grouping and naming, exploring the</li> </ul>

		<ul style="list-style-type: none"> <li>• To introduce a storyline or narrative into their play.</li> <li>• To build up vocabulary that reflects the breadth of their experience.</li> <li>• To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>• meaning and sounds of new words.</li> <li>• To use language to imagine and recreate roles and experiences in play situations.</li> <li>• To use talk to organise, sequence and clarify thinking, ideas, feelings and events.ing, will play, played.</li> </ul>
--	--	--	---

<b>Physical Development</b>	<u><b>Moving &amp; Handling and Health &amp; Self-care</b></u> <ul style="list-style-type: none"> <li>• To show good control and coordination in large and small movements.</li> <li>• To move confidently in a range of ways, safely negotiating space.</li> <li>• To travel with confidence and skill around, under, over and through balancing</li> <li>• To handle tools, objects, construction and malleable materials</li> <li>• To use simple tools to effect change materials.</li> <li>• To use one-handed tools, e.g. scissors</li> <li>• To show a preference for a dominant hand</li> <li>• To show increased confidence in mark making.</li> <li>• To tell adults when hungry or tired or when they want to rest or play, observes the effects of activity on their bodies.</li> <li>• To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</li> <li>• To understand that equipment and</li> </ul>	<u><b>Moving &amp; Handling and Health &amp; Self-care</b></u> <ul style="list-style-type: none"> <li>• To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• To mount stairs, steps or climbing equipment using alternate feet.</li> <li>• To walk downstairs, two feet to each step while carrying a small object.</li> <li>• To stand momentarily on one foot when shown.</li> <li>• To catch a big ball.</li> <li>• To experiment with different ways of moving, jumps off an object and lands appropriately</li> <li>• To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• To use one-handed tools, e.g. scissors</li> <li>• To hold a pencil between thumb and two fingers.</li> <li>• To draw lines and circles using gross motor movements.</li> <li>• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• To copy some letters, e.g. letters from their name.</li> <li>• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>	<u><b>Moving &amp; Handling and Health &amp; Self-care</b></u> <ul style="list-style-type: none"> <li>• To mount stairs, steps or climbing equipment using alternate feet.</li> <li>• To walk downstairs, two feet to each step while carrying a small object.</li> <li>• To stand momentarily on one foot when shown.</li> <li>• To experiment with different ways of moving, jumps off an object and lands appropriately</li> <li>• To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• To experiment with different ways of moving, jumps off an object and lands appropriately</li> <li>• To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>• To hold pencil between thumb and first two fingers, and use it with good control.</li> <li>• To begin to form recognisable letters.</li> <li>• To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• To copy some letters, e.g. letters from their name</li> <li>• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>
-----------------------------	---	--	--

	<p>tools have to be used safely.</p> <ul style="list-style-type: none"> <li>• To usually manage washing and drying hands.</li> <li>• To dress with help.</li> <li>• To feed self competently with a spoon.</li> </ul>	<ul style="list-style-type: none"> <li>• To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</li> <li>• To understand that equipment and tools have to be used safely.</li> </ul>	<ul style="list-style-type: none"> <li>• To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<p><b><u>Self-confidence &amp; Self-Awareness, Managing Feelings &amp; Behaviour and Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• To select and use activities and resources with help.</li> <li>• To welcome and value praise for what they have done.</li> <li>• To enjoy the responsibility of carrying out small tasks.</li> <li>• To be outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• To confidently talk to other children when playing and will communicate freely about their home and community.</li> <li>• To show confidence in asking adults for help.</li> <li>• To be aware of your own feelings and know that some actions and words can hurt others' feelings.</li> <li>• To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• To usually tolerate delay when needs are not immediately met and understand wishes may not always be met.</li> <li>• To play in a group, extending and elaborating play ideas and initiates play, offering cues to peers to join them.</li> <li>• To keep playing going by responding</li> </ul>	<p><b><u>Self-confidence &amp; Self-Awareness, Managing Feelings &amp; Behaviour and Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• To select and use activities and resources with help.</li> <li>• To welcome and value praise for what they have done.</li> <li>• To enjoy the responsibility of carrying out small tasks.</li> <li>• To be outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• To confidently talk to other children when playing and will communicate freely about their home and community.</li> <li>• To show confidence in asking adults for help.</li> <li>• To be aware of your own feelings and know that some actions and words can hurt others' feelings.</li> <li>• To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• To usually tolerate delay when needs are not immediately met and understand wishes may not always be met.</li> <li>• To play in a group, extending and elaborating play ideas and initiates play, offering cues to peers to join them.</li> <li>• To keep playing going by responding</li> </ul>	<p><b><u>Self-confidence &amp; Self-Awareness, Managing Feelings &amp; Behaviour and Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• To select and use activities and resources with help.</li> <li>• To welcome and value praise for what they have done.</li> <li>• To enjoy the responsibility of carrying out small tasks.</li> <li>• To be outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• To confidently talk to other children when playing and will communicate freely about their home and community.</li> <li>• To show confidence in asking adults for help.</li> <li>• To be aware of your own feelings and know that some actions and words can hurt others' feelings.</li> <li>• To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>• To usually tolerate delay when needs are not immediately met and understand wishes may not always be met.</li> <li>• To play in a group, extending and elaborating play ideas and initiates play, offering cues to peers to join them.</li> <li>• To keep playing going by responding</li> </ul>

	to what others are saying or doing demonstrates friendly behaviour, initiates, conversations and form good relationships with peers and familiar adults.	to what others are saying or doing demonstrates friendly behaviour, initiates, conversations and form good relationships with peers and familiar adults	to what others are saying or doing demonstrates friendly behaviour, initiates, conversations and form good relationships with peers and familiar adults
<b>Literacy</b>	<p><b><u>Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li>● To be able to enjoy rhyming &amp; rhythmic activities.</li> <li>● To show an awareness of rhyme &amp; alliteration.</li> <li>● To recognise rhythm in spoken words.</li> <li>● To listen to &amp; join in with stories and poems, 1:1 &amp; in small groups.</li> <li>● To join in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories.</li> <li>● To start to be aware of the ways stories are structured.</li> <li>● To suggest how the story might end.</li> <li>● To listen to stories with increasing attention &amp; recall</li> <li>● To ascribe meanings to marks that they see in different places.</li> <li>● To sometimes give meaning to marks as they draw and paint.</li> </ul>	<p><b><u>Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li>● To be able to enjoy rhyming &amp; rhythmic activities.</li> <li>● To show an awareness of rhyme &amp; alliteration.</li> <li>● To recognise rhythm in spoken words.</li> <li>● To be able to describe main story settings, events and principle characters.</li> <li>● To show interest in illustrations &amp; print in books &amp; print in the environment.</li> <li>● To recognise familiar words &amp; signs.</li> <li>● To look at books independently and handle books carefully.</li> <li>● To hold books the correct way up &amp; turns pages.</li> <li>● To know that print carries meaning &amp; in English, is read from left to right &amp; top to bottom.</li> <li>● To ascribe meanings to marks that they see in different places.</li> <li>● To sometimes give meaning to marks as they draw and paint.</li> <li>● To be able to enjoy rhyming &amp; rhythmic activities.</li> <li>● To show an awareness of rhyme &amp; alliteration.</li> <li>● To recognise rhythm in spoken words.</li> <li>● To listen to &amp; join in with stories and poems, 1:1 &amp; in small groups.</li> <li>● To join in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories.</li> <li>● To begin to be aware of the ways stories are structured.</li> <li>● To listen to stories with increasing</li> </ul>	<p><b><u>Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li>● To be able to enjoy rhyming &amp; rhythmic activities.</li> <li>● To show an awareness of rhyme &amp; alliteration.</li> <li>● To recognise rhythm in spoken words.</li> <li>● To be able to describe main story settings, events and principle characters.</li> <li>● To show interest in illustrations &amp; print in books &amp; print in the environment.</li> <li>● To recognise familiar words &amp; signs.</li> <li>● To look at books independently and handle books carefully. To hold books the correct way up &amp; turns pages.</li> <li>● To know that print carries meaning &amp; in English, is read from left to right &amp; top to bottom.</li> <li>● To ascribe meanings to marks that they see in different places.</li> <li>● To sometimes give meaning to marks as they draw and paint.</li> <li>● To be able to enjoy rhyming &amp; rhythmic activities.</li> <li>● To show an awareness of rhyme &amp; alliteration.</li> <li>● To recognise rhythm in spoken words.</li> <li>● To listen to &amp; join in with stories and poems, 1:1 &amp; in small groups.</li> <li>● To join in with repeated refrains &amp; anticipates key events &amp; phrases in rhymes &amp; stories.</li> <li>● To begin to be aware of the ways stories are structured.</li> <li>● To listen to stories with increasing attention &amp; recall.</li> </ul>

		<p>attention &amp; recall.</p> <ul style="list-style-type: none"> <li>● To describe main story settings, events and principle characters.</li> <li>● To show an interest in illustrations &amp; print in books &amp; in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>● To describe main story settings, events and principle characters.</li> <li>● To show an interest in illustrations &amp; print.</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>● To begin to represent numbers using fingers, marks on paper or picture.</li> <li>● To use some number names and number language spontaneously.</li> <li>● To use some number names accurately in play.</li> <li>● To recite numbers in order to 10.</li> <li>● To sometimes match numeral and quantity correctly.</li> <li>● To show an interest in number problems.</li> <li>● To show an interest in numerals in the environment.</li> <li>● To show an interest in representing numbers.</li> <li>● To realise not only objects but anything can be counted, including steps, claps or jumps.</li> <li>● To show an interest in shapes and space by playing with shapes or making arrangements with objects.</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to represent numbers using fingers, marks on paper or pictures.</li> <li>● To show an interest in number problems.</li> <li>● To sometimes match numeral and quantity correctly.</li> <li>● To show curiosity about numbers by offering comments or asking questions.</li> <li>● To compare two groups of objects saying when they have the same number.</li> <li>● To know that numbers identify how many objects are in a set.</li> <li>● To show an interest in shapes and space by playing with shapes or making arrangements with objects.</li> <li>● To show awareness of similarities of shapes in the environment.</li> <li>● To use positional language.</li> <li>● To show an interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>● To separate a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same.</li> <li>● To show an interest in representing numbers.</li> <li>● To compare two groups of objects saying when they have the same number.</li> <li>● To know that numbers identify how many objects are in a set.</li> <li>● To show an interest in shapes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to represent numbers using fingers, marks on paper or pictures.</li> <li>● To show an interest in number problems.</li> <li>● To sometimes match numeral and quantity correctly.</li> <li>● To show curiosity about numbers by offering comments or asking questions.</li> <li>● To compare two groups of objects saying when they have the same number.</li> <li>● To know that numbers identify how many objects are in a set.</li> <li>● To show an interest in shapes and space by playing with shapes or making arrangements with objects.</li> <li>● To show awareness of similarities of shapes in the environment.</li> <li>● To use positional language.</li> <li>● To show an interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>● To separate a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same.</li> <li>● To show an interest in representing numbers.</li> <li>● To compare two groups of objects saying when they have the same number.</li> <li>● To know that numbers identify how many objects are in a set.</li> <li>● To show an interest in shapes in the environment.</li> </ul>

		<ul style="list-style-type: none"> <li>● To use shapes appropriately for tasks.</li> <li>● To begin to talk about the shapes of everyday objects. e.g. 'round and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>● To use shapes appropriately for tasks.</li> <li>● To begin to talk about the shapes of everyday objects. e.g. 'round and 'tall'.</li> </ul>
<b>Understanding of the World</b>	<p><b><u>People &amp; Communities, The World and Technology</u></b></p> <ul style="list-style-type: none"> <li>● To show interest in the lives of people who are familiar to them.</li> <li>● To remember and talk about significant events in their own experience.</li> <li>● To recognise and describe special times or events for their family or friends.</li> <li>● To show an interest in different occupations and ways of life.</li> <li>● To know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</li> <li>● To know how to operate simple equipment e.g. uses a remote control.</li> <li>● To show an interest in technological toys with knobs or pulleys, or real objects</li> <li>● To know that information can be retrieved from computers</li> </ul>	<p><b><u>People &amp; Communities, The World and Technology</u></b></p> <ul style="list-style-type: none"> <li>● To show interest in the lives of people who are familiar to them.</li> <li>● To remember and talk about significant events in their own experience.</li> <li>● To recognise and describe special times or events for their family or friends.</li> <li>● To show an interest in different occupations and ways of life.</li> <li>● To know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</li> <li>● To know how to operate simple equipment e.g. uses a remote control.</li> <li>● To show an interest in technological toys with knobs or pulleys, or real objects</li> <li>● To know that information can be retrieved from computers</li> </ul>	<p><b><u>People &amp; Communities, The World and Technology</u></b></p> <ul style="list-style-type: none"> <li>● To show interest in the lives of people who are familiar to them.</li> <li>● To remember and talk about significant events in their own experience.</li> <li>● To recognise and describe special times or events for their family or friends.</li> <li>● To show an interest in different occupations and ways of life.</li> <li>● To know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</li> <li>● To know how to operate simple equipment e.g. uses a remote control.</li> <li>● To show an interest in technological toys with knobs or pulleys, or real objects</li> <li>● To know that information can be retrieved from computers</li> </ul>
<b>Expressive Arts and Design</b>	<p><b><u>Exploring &amp; Using Media &amp; Materials and Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>● To enjoy joining in with dancing &amp; ring games</li> <li>● To sing a few familiar songs.</li> <li>● To move rhythmically.</li> <li>● To imitate movement in response to music.</li> <li>● To tap out simple repeated rhythms.</li> <li>● To explore and learn how sounds can be changed.</li> <li>● To explore colour &amp; how colours can be changed.</li> <li>● To understand that they can use lines</li> </ul>	<p><b><u>Exploring &amp; Using Media &amp; Materials and Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>● To enjoy joining in with dancing &amp; ring games</li> <li>● To sing a few familiar songs.</li> <li>● To move rhythmically.</li> <li>● To imitate movement in response to music.</li> <li>● To tap out simple repeated rhythms.</li> <li>● To explore and learn how sounds can be changed.</li> <li>● To explore colour &amp; how colours can be changed.</li> <li>● To understand that they can use lines</li> </ul>	<p><b><u>Exploring &amp; Using Media &amp; Materials and Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>● To enjoy joining in with dancing &amp; ring games</li> <li>● To sing a few familiar songs.</li> <li>● To move rhythmically.</li> <li>● To imitate movement in response to music.</li> <li>● To tap out simple repeated rhythms.</li> <li>● To explore and learn how sounds can be changed.</li> <li>● To explore colour &amp; how colours can be changed.</li> <li>● To understand that they can use lines</li> </ul>

	<p>to enclose a space &amp; then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> <li>• To begin to be interested in &amp; describe the textures of things.</li> <li>• To use various construction materials</li> <li>• To begin to construct, stacking blocks vertically &amp; horizontally, making enclosures &amp; creating spaces.</li> <li>• To join construction pieces together to build &amp; balance.</li> <li>• To realise tools can be used for a purpose.</li> </ul>	<p>to enclose a space &amp; then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> <li>• To begin to be interested in &amp; describe the textures of things.</li> <li>• To use various construction materials</li> <li>• To begin to construct, stacking blocks vertically &amp; horizontally, making enclosures &amp; creating spaces.</li> <li>• To join construction pieces together to build &amp; balance.</li> <li>• To realise tools can be used for a purpose.</li> </ul>	<p>to enclose a space &amp; then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> <li>• To begin to be interested in &amp; describe the textures of things.</li> <li>• To use various construction materials</li> <li>• To begin to construct, stacking blocks vertically &amp; horizontally, making enclosures &amp; creating spaces.</li> <li>• To join construction pieces together to build &amp; balance.</li> <li>• To realise tools can be used for a purpose.</li> </ul>
<b>Music</b>	<p><b><u>Singing and Dancing</u></b></p> <ul style="list-style-type: none"> <li>• To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>• To play tuned and untuned instruments</li> <li>• To experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b><u>Tuned instruments/Songs</u></b></p> <ul style="list-style-type: none"> <li>• To play tuned and untuned instruments</li> <li>• To experiment with, create, select and combine sounds using the interrelated dimensions of music</li> <li>• To use their voices by singing songs and speaking chants and rhymes</li> </ul>
<b>Physical Education</b>	<p><b><u>Development of Fundamental movement and communication skills through play</u></b></p> <ul style="list-style-type: none"> <li>• To remember and repeat simple skills and actions with increasing control and coordination.</li> <li>• To explore different ways of movement in space and around, over and under objects such as slithering, shuffling, rolling, crawling, walking, running, jumping,</li> <li>• skipping, sliding and hopping.</li> <li>• To vary the way they perform skills by using simple movement phrases.</li> <li>• To travel with, send and receive a ball and other equipment in different ways.</li> <li>• To play basic games involving</li> </ul>	<p><b><u>Gymnastics through play</u></b></p> <ul style="list-style-type: none"> <li>• To travel in different ways and different body points.</li> <li>• To demonstrate different balances individually and in pairs.</li> <li>• To make different shapes using their bodies.</li> <li>• To demonstrate different types of jumps on and off of apparatus</li> <li>• To understand how to perform basic roles safely.</li> <li>• To understand the importances of self and others safety during gymnastics</li> <li>• To show the ability to change direction with control.</li> <li>• To climb over equipment with control.</li> </ul>	<p><b><u>Athletics through play</u></b></p> <ul style="list-style-type: none"> <li>• To move in different ways with control and awareness of surroundings.</li> <li>• To understand when he/she needs to stop to rest or rehydrate.</li> <li>• To understand how to throw different objects towards a target or for distance.</li> <li>• To jump for distance with control.</li> <li>• To understand and complete different obstacle courses.</li> <li>• To listen to instructions and commands (start &amp; stop).</li> </ul>

	<p>chasing and being chased by peers.</p> <ul style="list-style-type: none"> <li>● To show control whilst moving in a space with other people.</li> <li>● To demonstrate spatial awareness.</li> </ul>		
<b>Mongolian</b>	<p><b><u>Understanding surroundings and sounds:</u></b></p> <ul style="list-style-type: none"> <li>● Rain Sound.</li> <li>● Thunder.</li> <li>● River sound.</li> <li>● Snow Steps.</li> <li>● Recognize natural sounds such as winds.</li> </ul> <p><b><u>Understanding and use of words:</u></b></p> <ul style="list-style-type: none"> <li>● Occupation.</li> <li>● Colours.</li> <li>● Shapes and sizes.</li> </ul> <p><b><u>Understanding sentences and speak in sentences:</u></b></p> <ul style="list-style-type: none"> <li>● Learn to use greetings.</li> <li>● Listen and understand the verse.</li> </ul> <p><b><u>Expressing thoughts:</u></b></p> <ul style="list-style-type: none"> <li>● Speak the meaning of the lyrics.</li> <li>● Express your request.</li> <li>● Read and speak the source.</li> <li>● Name the characters of the fairy tale.</li> <li>● Retell the story.</li> <li>● Know the signs.</li> <li>● Look at the pictures and make a story.</li> <li>● Recognise Yes, No signs.</li> </ul> <p><b><u>Drawing different lines:</u></b></p> <ul style="list-style-type: none"> <li>● Follow a dotted line.</li> <li>● Colouring.</li> </ul>	<p><b><u>Understanding surroundings and sounds:</u></b></p> <ul style="list-style-type: none"> <li>● Knock on the door.</li> <li>● Improve cutting skills.</li> <li>● Recognize ambient sounds such as turning the page.</li> </ul> <p><b><u>Understanding and use of words:</u></b></p> <ul style="list-style-type: none"> <li>● Learning the opposite meaning.</li> <li>● Learning the approximate meaning.</li> <li>● Express the meaning of a sound with movement.</li> </ul> <p><b><u>Understanding sentences and speak in sentences:</u></b></p> <ul style="list-style-type: none"> <li>● Learn rhymes.</li> <li>● Answer the question.</li> </ul> <p><b><u>Express your opinion correctly:</u></b></p> <ul style="list-style-type: none"> <li>● Answer the questions with your own opinion.</li> <li>● Express your opinion correctly.</li> </ul> <p><b><u>Reading your retelling the story:</u></b></p> <ul style="list-style-type: none"> <li>● Understanding the story.</li> <li>● Retelling the story with your own words.</li> </ul> <p><b><u>Meaning of pictures and symbols:</u></b></p> <ul style="list-style-type: none"> <li>● Find something similar.</li> <li>● Learn vegetable names.</li> <li>● Say numbers.</li> </ul> <p><b><u>Draw different lines:</u></b></p> <ul style="list-style-type: none"> <li>● Colouring.</li> <li>● Connect similar pictures.</li> </ul>	<p><b><u>Understanding the surroundings and sounds:</u></b></p> <ul style="list-style-type: none"> <li>● Vowel sounds, surrounding sounds, and natural sounds.</li> </ul> <p><b><u>Understanding and use of words:</u></b></p> <ul style="list-style-type: none"> <li>● Use opposite words.</li> <li>● Use similar words.</li> </ul> <p><b><u>Understanding sentences and speak in sentences:</u></b></p> <ul style="list-style-type: none"> <li>● Tell others what happened to you.</li> <li>● Speak in conversation with others.</li> <li>● Express your thoughts.</li> <li>● Express your feelings.</li> <li>● Read and tell the story.</li> <li>● Retell the story.</li> <li>● Making your own story related to the story you learnt.</li> <li>● Learn signs and symbols.</li> <li>● Learn traffic light.</li> <li>● Learn how to cross the road.</li> </ul> <p><b><u>Drawing different lines:</u></b></p> <ul style="list-style-type: none"> <li>● Straight lines.</li> <li>● Name colours.</li> </ul>



